Downloadable Reproducible eBooks

Thank you for purchasing this eBook from www.socialstudies.com or www.writingco.com.

To browse more eBook titles, visit
http://www.socialstudies.com/ebooks.html

To learn more about eBooks, visit our help page at
http://www.socialstudies.com/ebookshelp.html

For questions, please e-mail eBooks@socialstudies.com

Free E-mail Newsletter–Sign up Today!

To learn about new eBook and print titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at
http://socialstudies.com/newsletter/

Social Studies School Service
Click here to find additional eBook titles. www.socialstudies.com/ebooks.html

Creative Activities for Teaching World History

Modern Times

Stevens & Shea Publishers

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

SS131

Introduction

These are activities designed to make history more interesting by involving students and challenging them intellectually.

The activities can be used with both advanced and slower students. Napoleon, Hitler, Great Leaders and Great Inventions provide short, easy-reading summaries of important events and are appropriate for slower students. The activities requiring negotiation and compromise provide considerable intellectual challenge.

Activities

Decision-Making

These decision-making activities should be undertaken as introductory exercises. Students should compare and discuss their choices. Classroom votes on the decisions could be taken. Results can be compared with what actually happened.

Napoleon's Decisions (5 pages)

Twenty decisions. Answers on a separate sheet.

Hitler's Decisions (5 pages)

Twenty decisions. Answers on a separate sheet.

Great Leaders (2 pages)

Students must select the five most important leaders from among 30 19th and 20th Century political leaders.

Great Inventions (2 pages)

Students must select the five most important inventions of the 19th and 20th Centuries. 30 inventions are described. The effects of each invention should be discussed.

Spy Game (2 pages)

Students must evaluate, select and summarize information about a fictional country.

Dividing Africa (3 pages)

Following the rules of the Congress of Berlin in 1885, students are to redraw the map of Africa. Includes a map of Africa as it was in 1884 and as it was in 1914. Students could also be asked to write a description of the differences in the two maps of Africa.

(continued on next page)

This unit is reproducible for use in the single school that purchased it. Reproduction for any other purpose is prohibited without the written permission of the publisher.

Modern Times Set 2

by Lawrence Stevens

ISBN: 0-89550-122-8

© 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Stevens & Shea Publishers, Inc.

P.O. Box 794, Stockton, CA 95201

(209) 465-1880

www.stevensandshea.com

Puzzles & Games

All of these games develop visual memory skills; two require geographic knowledge.

War (1 page)

A paper and pencil visual memory game. Students must shoot each other's tanks.

Spy (1 page)

Students must draw what they see from memory. A verbal description can also be written.

Out of Place (1 page)

Students must identify the objects that do not belong to the 19th Century. The objects that are out of place are C, a steam driven motor vehicle designed in 1794 and F, the truck, which is vintage 1924. A, camera, B, telephone, D, plow, E, Daimler auto, and G, sewing machine, are all 19th Century items.

Strategy (3 pages)

Students use geographic knowledge to claim influence over strategic parts of the contemporary world. Pairs of students can compete against one another. The answers are on separate pages.

The Peace Game (2 pages)

Can students avoid World War I? Would they make different decisions than the leaders of Europe? Several key decisions are presented. Students can compare their decisions with the actual decisions. Students working in 7 groups, representing the key countries, can attempt to work out a treaty that would prevent the war.

Peace of Paris (2 pages)

Students can work on the problem of a peace treaty ending World War I. The goals of each of the winning countries is presented and students can try to develop a treaty that would satisfy most. Once a treaty is developed for the winning countries, the goals of Germany can be presented and the treaty revised in light of German interests. German interests were ignored in 1919.

German Interests

1. Germany should be allowed to keep all territory containing Germans. This would include the Suedeten part of the Austrian Empire. *The Allies gave this to Czechoslovakia.*
2. Germany will repair all physical damage to France and Belgium. *This was an actual offer of the new German government. It was rejected by the Allies.*
3. Germany should not be held "guilty" for the war because a new democratic government has been formed and it is not responsible for the mistakes committed by the old German Empire. *This was a key point of the Germans, an idea rejected by the Allies and later used by Hitler in his rise to power.*

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Directions

Napoleon was one of the most important figures in modern Europe. As leader of France he conquered or controlled most of Europe in the early 19th Century. His ideas had a strong influence on the formation of modern European countries.

Born of Corsican parents of a poor family, his rise to power was not easy. He had to make many difficult decisions along the way. Below are some of the decisions that Napoleon faced. How would you have decided if you were Napoleon?

Decision 1

After education in a military academy, Napoleon joined the French army. During the meantime, the French Revolution took place and Napoleon continued service in the army. The new French Republic was struggling for survival. Napoleon, stationed in southern France, went to Genoa, Italy to inspect its fortifications. Genoa was opposed to France. Napoleon was also friendly with Robespierre, one of the Committee of Safety that ruled France at the time. Robespierre was arrested for plotting to establilsh a dictatorship was and executed.

When he returned from Genoa, Napoleon was also arrested, on his 25th birthday, on the same charge as Robespierre. Napoleon's friends advised him to escape because they thought he would be executed as was Robespierre. This was the time of the "Reign of Terror" when many were sent to the guillotine.

What would you do? Escape, or stand trial and risk having your head cut off?

Decision 2

Napoleon was soon assigned to the War Office in Paris. Because he was a very good artillery officer his superiors wanted to send him to command one of the armies fighting to protect France. Napoleon asked to be sent to Turkey. He was denied his request.

What would you do? Accept the assignment to one of the armies fighting to protect France, or resign the post in the army?

Decision 3

The government was threatened by several groups in Paris who wished to overthrow the government. They had control of the National Guard of Paris which was four times larger than the army.

Napoleon was asked to take command of the army in Paris and defend the government. Some of his friends advised against it. He would probably have to use his artillery to kill French citizens to protect the government. He would become unpopular. On the other hand, if he saved the government, he would become its protector and he would have immense power over it. What would you do?

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Decision 4

Napoleon, at the head of France's army, invaded the Italian peninsula. He won victory over the kingdom of Sardinia. When Sardinia offered a peace treaty, Napoleon signed it without asking the French government.

The government did not like Napoleon's action. They thought only the government should sign a peace treaty. They decided that Napoleon was exercising too much power. They decided to appoint a second general to share command with Napoleon.

When Napoleon heard of the plan, he had to make a decision. Should he agree to share his power with another general or say no and threaten to resign? What would you do?

Decision 5

Napoleon went on to invade and conquer Egypt. While in Egypt, he received a letter about his wife. His wife, Josephine, had taken up with another man.

Napoleon was very upset. What should he do? Should he divorce his wife immediately, try to reconcile with her, or take up with other women? What would you do?

Decision 6

Napoleon became trapped in Egypt. The English cut him off with their naval control of the Mediterranean. He decided to march north to capture Damascus.

On the way he captured 3,000 Turkish soldiers. His soldiers were on short rations. What should he do with the prisoners? Some advised that he let them go. Others said they should be killed. What would you do?

Decision 7

Napoleon returned to France from Egypt. He faced a difficult political situation at home. France had lost Italy which he conquered. He also had to face his wife.

Josephine visited Napoleon. She begged him to talk to her. She cried. Napoleon stayed locked in his room. She told him she was two million francs in debt.

What would you do? Divorce her or pay off her debt?

Decision 8

The French government was incapable of running the country. The government was corrupt and inefficient. One member of the Directory, the ruling body, asked Napoleon to participate in the overthrow of the Directory. Should he support those trying to overthrow the government? What would you do?

Decision 9

Napoleon, after becoming First Consul, appointed his brothers ministers. Lucien married a woman with a bad reputation. In addition, she was not of royal blood. Napoleon was furious. He asked Lucien to divorce the woman. Lucien refused. Napoleon had to decide what to do with Lucien. Fire him or overlook his marriage. What would you do?

Decision 10

Other European countries ruled by kings wanted to overthrow the French Republic. French aristocrats also wanted the French king restored. One of these was the duke of Enghien who lived across the border from France. It was reported to Napoleon that the duke was involved in a plan to overthrow the government of France. The evidence, however, was weak.

Napoleon sent his troops across the border to capture the duke. He was arrested

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

and returned to France where he was put on trial. It was left to Napoleon about what the duke's punishment should be. What would you decide: prison or death?

Decision 11

Napoleon ruled France for several years as First Consul. He was the virtual dictator of France. It was suggested by some of his advisors that he become king. Napoleon did not like the idea of being a king, but he did feel that he was the best one to rule France. It was suggested that, instead of being a king, he become emperor of France. Should he declare himself emperor?

Decision 12

During the first four years of his rule as First Consul, there was peace in Europe. Napoleon wanted peace. England, which was opposed to Napoleon's rule, broke the peace. It had agreed to withdraw from a Mediterranean island, then it refused to do so. What would you do if you were Napoleon? Attack England, attempt to shut England out of trade on the continent of Europe, or do nothing?

Decision 13

Napoleon's naval force was weak. He needed a strong navy to fight England, the strongest naval power in the world. An American inventor offered two new inventions: a boat powered by steam, and a submarine. He wanted support to develop his inventions. Do you provide financial support? What do you do?

Decision 14

Napoleon wanted a son to take his place as emperor. He and his wife, Josephine, were not able to have children. Napoleon thought for many years that it was his fault. Josephine had children by a previous marriage. Finally, Napoleon had a child by one of his mistresses. He realized that he could produce children. Josephine, who was older than Napoleon, was over forty. Should Napoleon divorce his wife and marry a younger woman who could bear children?

Decision 15

Napoleon wanted all the countries on the continent to stop buying goods from England. Russia agreed not to buy goods from England at Tilsit in 1809. This hurt Russia, and the Russians continued to trade with England and ignored Napoleon's orders not to do so. Most of his advisors suggested a compromise with Russia; nearly all felt that an invasion would be a mistake. A few thought that military force would bring the Russians into line. Should Napoleon compromise or invade Russia? What would you do?

Decision 16

Napoleon invaded Russia with a large army of four hundred thousand soldiers. The Russians retreated. There were a few minor battles which the French won. French generals urged Napoleon not to go any further. The French were having trouble supplying their large army. Would you stop or continue to invade Russia?

Decision 17

Napoleon was forced to retreat from Moscow. The Russian armies hounded him. The lack of food and the freezing cold of the Russian winter decimated his army. His army was trapped at the Berezina River. His engineers attempted to build bridges across the freezing river. Should you jump in the freezing water to help the engineers?

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Decision 18

By 1814, the Prussians and Austrians had invaded France. Napoleon still had some military forces left. However, the French Senate and his generals urged him to resign in favor of his son. Napoleon still felt that he could pull out a victory if he had the support of the French people. What would you do?

Decision 19

Napoleon was exiled to the island of Elba near Italy. He was allowed to keep 1200 of his guards and was promised a pension from the French government. He was allowed to rule the island and his only guard was a handful of English soldiers. It was a comfortable existence.

Some French visitors urged him to return to France. The new French king was unpopular and the foreign armies had left the country. They thought Napoleon could regain control of the government. Would you return?

Decision 20

Napoleon returned when his English guards left for a short trip. With his 1200 soldiers he landed in southern France and marched through the Alps. When he reached the town of Grenoble, the soldiers were sent out to arrest him. Napoleon's small army was outnumbered. Napoleon could have turned and retreated, or he could have gone forward and asked the soldiers to join him and risk being shot. What would you do?

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Answers: Napoleon's Decisions

Decision 1. Napoleon chose not to escape and after a few days was released from jail.
Decision 2. Napoleon was fired for not accepting his assignment. But he was soon recalled to put down a revolt against the government in Paris.
Decision 3. He took the assignment and the revolt was crushed. Not many people were killed. His reward by a thankful government was the command of the Italian campaign.
Decision 4. Napoleon did not like the interference from the government. He said no and threatened to resign. He returned to Paris a hero.
Decision 5. He did not divorce his wife whom he loved, but he did take up with other women.
Decision 6. The prisoners were killed. Napoleon did not like this, but he did not want to let them go so that they could fight against him again.
Decision 7. Napoleon was very angry. He refused to speak to her for several days. Finally, he paid off her debt.
Decision 8. Napoleon thought the government was corrupt. He supported those trying to overthrow the government.
Decision 9. Napoleon loved his brother and was deeply hurt by his brother's actions. Reluctantly, he fired him.
Decision 10. The duke was executed.
Decision 11. He became emperor. Napoleon wanted to create a new royal line with his family and he wanted to rule, or control, all of Europe.
Decision 12. He attempted to prevent England from trading with the rest of Europe. Napoleon recognized that England depended upon trade for their wealth. Since other European countries benefitted from such trade, it was a difficult policy to enforce and created resentment toward France.
Decision 13. The inventor was Robert Fulton. Napoleon turned him down.
Decision 14. Napoleon wanted a child to inherit his throne. It was impossible to have a child with his wife who was now too old. He searched Europe for a suitable younger wife who could have children. He finally decided on the daughter of the Austrian emperor. He divorced his wife to marry her.
Decision 15. Napoleon felt that he must make Russia follow his wishes. He thought that if he assembled a mighty army on Russia's border, he could force her to comply. If not, he could settle it with a military victory. Advisors warned against an invasion. He ignored them and invaded Russia. It was his fatal mistake. His army was destroyed.
Decision 16. Napoleon felt that he needed to win one decisive battle. The Russians followed a policy of retreat. They destroyed food as they retreated. Napoleon had extreme difficulty supplying food for his very large army. He reached Moscow, but he did not have a decisive victory.
Decision 17. Napoleon jumped in the water to give aid to his freezing engineers, warming them with brandy. He was always devoted to his soldiers and looked after their welfare.
Decision 18. He resigned, but the Allies refused to accept his son as his successor. He was exiled to the small island of Elba off the coast of Italy. He was in effect the captive ruler of Elba.
Decision 19. Napoleon decided to return to France. He was unhappy ruling over such a small island and felt that France would rally to him once again.
Decision 20. He marched forward and dared the soldiers to shoot him. Instead they joined his forces, and he ruled France for 100 days. Napoleon was correct in that France supported him. He miscalculated, in that now all of Europe was opposed to him.

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Directions

Adolf Hitler was one of the most important people of the 20th Century. Under his leadership, Germany embarked upon a devastating war that destroyed Europe and killed tens of millions of people.

Below are some of the decisions that Hitler faced in life. How would you have decided?

Decision 1

As a teenager, Hitler wanted to be an artist. To be successful he had to enter the Art Academy in Vienna. He took the test and failed. He continued his painting hoping to take the test a second time. The directors of the school, unimpressed with his work, refused to allow him to take the test a second time. At the age of 19, Hitler now faced an important decision. He had very little money. Should he find another occupation such as a store clerk to earn money to live on, or should he continue his painting with the hope of making enough money to live on?

Decision 2

All young men living in Austria had to register for military service. Registration meant that sooner or later one would be drafted into the army. Should he register or not, hoping that he wouldn't be caught?

Decision 3

At the age of 24, after making his living as a painter of postcards and visiting his brother in England, Hitler returned to Vienna. He faced the prospect of being drafted into the Austrian army. He had to decide where he was going to live. Should he continue to live in Austria where he might be arrested as a draft dodger and have to enter the army, or should he move to another country?

Decision 4

World War I broke out while Hitler was living in Germany. He was not a German and already had been declared unfit for the Austrian army. Many young Germans volunteered for the army. Hitler was 25. Should he volunteer for the German army or should he stay out of the war?

Decision 5

After the war, Hitler was stationed in Munich. For awhile the communists ruled Munich and then right-wing, anti-communist forces took over the government. They wanted to rid the army of all communists or anyone who sympathized with them. Communists were shot when they were discovered. The government asked Hitler if he would be an undercover agent and point out his fellow soldiers who leaned toward communism. This was a dangerous job. Undercover agents were often killed. Should he take the job?

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Decision 6

Hitler was asked to investigate a small political party called the German Workers' Party. He went to a meeting. Because one of the speakers said something he didn't like, Hitler got up and spoke. The leaders of the group liked the speech and gave him a membership card. He was not impressed with the group. Should he accept the membership?

Decision 7

Hitler became the chief speaker for the National Socialist Workers' Party. He was an excellent speaker and the party grew in numbers. Hitler did not like the leadership of the party and the leadership did not like him. Hitler acted like a dictator. The leaders of the party told Hitler that they wanted him to do what the members decided democratically. Should Hitler follow the leaders of the party or should he continue being a dictator and risk being expelled from the party?

Decision 8

The Nazi Party became more powerful. The government of Bavaria was worried that Hitler and the Nazis would attempt to overthrow the government. The head of the army, General von Lossow, asked Hitler to promise not to overthrow the government. Hitler promised that he wouldn't. An opportunity to overthrow the government presented itself when 3,000 government officials were called to a meeting. Hitler and his stormtroopers could capture all 3,000 at one time. Should Hitler forget his promise and overthrow the government, or should he keep his promise?

Decision 9

Nazi power grew, and Hitler, as the leader of the party, had to decide whether or not to run for president of Germany. Hindenburg was currently president and would run again. He was a tremendously popular World War I hero. In the previous parliamentary election the Nazis had actually lost seats. There was the chance that Hitler might be badly defeated by Hindenburg and that would injure future political success for the Nazis. Should he run for president or wait?

Decision 10

President von Hindenburg had trouble finding a chancellor who could put together a working government. He asked Franz von Papen to be chancellor and offered Hitler the position of vice-chancellor. Should Hitler accept the position of vice-chancellor?

Decision 11

When Hitler gained power, he quickly made sure that the Nazis took control of state governments throughout Germany. One large group of the Nazis, the SA or brown shirts, worried him. They were the powerful military arm of the Nazis led by Ernst Roehm. Roehm was appointed by Hitler to head the SA and the SA was important in helping Hitler gain power. Some advisors said the SA was a threat to Hitler's power and advised him to eliminate Roehm. Should Hitler kill the members of his own party?

Decision 12

After World War I, part of Germany, the Rhineland, was demilitarized. German soldiers were not allowed in the area. In 1936, Hitler wanted to reoccupy the area with German soldiers. His army generals advised against the plan because the German army was too weak to fight if the French decided to attack. They advised that Hitler wait. What should Hitler do?

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Decision 13

Part of Czechoslovakia, the Sudetenland, was mostly German. Hitler claimed that this part of Czechoslovakia should be part of Germany. Czechoslovakia had a powerful army and had alliances with France and Russia. Germany could not fight the combined forces of Czechoslovakia, France and Russia. His military advised against any attack on the country. Great Britain, France and Czechoslovakia were willing to give up the Sudetenland. Should Hitler try to conquer the entire country?

Decision 14

Hitler did not like Jews. Some of his advisors told him that he should have the Nazi Party attack the Jews and pass laws discriminating against the Jews. Other advisors said that this would be unwise, that Germany would lose respect in the eyes of the world. Should Hitler attack the Jews?

Decision 15

Hitler hated communism and Russia. He also wanted to conquer Poland. Poland had a weak army, but Poland had an alliance with Great Britain and France. If he attacked Poland, he wanted Russia to stay out of the war. Some advised that he should not attack at all because Britain and France might join the war. Should he make an alliance with Russia so that he could attack Poland, or should he not attack Poland at all?

Decision 16

The British and French soldiers had been driven back to the sea by Hitler's army. Over 300,000 soldiers were trapped. The British, using every boat they had, began to evacuate the soldiers to England. The German Air Force attacked the small boats. The German Army could easily capture or kill most of the soldiers. Should Hitler destroy the 300,000 British and French soldiers?

Decision 17

By 1940, Germany had conquered most of Europe. Great Britain held out on its island. To the east, there was Russia. The German army was even victorious in North Africa and was threatening to invade Egypt. Britain received many supplies through the Suez Canal. Hitler had a choice: invade Russia or capture the Suez and cut off Britain's supply line. Which should he attack?

Decision 18

The German army attacked Russia on three fronts: one aiming toward Leningrad in the north, one toward Moscow, the capital, and one toward Kiev in the south. The German generals recommended that the forces be concentrated on capturing Moscow. What should Hitler do?

Decision 19

After early German victories in Russia, the war bogged down in 1941 as Russian defenses stiffened. The German generals wanted to retreat to bring up fresh supplies and troops. Should Hitler order a retreat or continue to try to push ahead?

Decision 20

In 1944, the Americans and Great Britain invaded Europe. An American force was marching up the Italian peninsula. Americans had landed on the beaches of Normandy and were spreading out through France. The Russians were pushing back the Germans in Russia. German generals knew the war was lost. They wanted Hitler to ask for peace. Should Hitler ask for peace?

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Answers: Hitler's Decisions

Decision 1. Hitler continued his artistic career by painting postcards. He lived in extreme poverty
.

Decision 2. He did not register. He despised the Austrian army.

Decision 3. He left Austria for Munich, Germany. The Austrians tracked him down in Germany and told him to report for the army. He was found unfit.

Decision 4. He volunteered for service and served enthusiastically as a message runner. He was wounded and won the Iron Cross.

Decision 5. He became an informer. Ten of his fellow soldiers were executed for their communist leanings.

Decision 6. He did not like the leadership of the German Workers' Party and was very reluctant to join. He decided to stay because he thought he could change the party to what he wanted it to be.

Decision 7. Even though the leadership of the party offered various compromises, Hitler insisted on a "dictatorship." He put it to a vote of the members and all but one voted to give Hitler the power he wanted.

Decision 8. Promises meant nothing to Hitler. He tried to overthrow the government. His attempt failed and he was put in jail.

Decision 9. Hitler changed his mind many times in deciding to run. Finally he decided to run. Hindenburg won. There had to be a second election because Hindenburg did not get 50% of the vote in the first. Hitler finally won 36% of the vote.

Decision 10. Hitler refused the vice-chancellor position. He insisted upon being chancellor and finally Hindenburg, desperate to put together a government, consented.

Decision 11. The purge of Nazi leaders and opponents to the Nazis took place. Over two thousand were killed. Hitler personally arrested Roehm. However, Hitler reluctantly signed Roehm's execution order.

Decision 12. Hitler sent his troops into the Rhineland. He bluffed, claiming he was sending in six divisions when it was actually only six brigades. If the French had stood up to his bluff and sent in troops, the Germans would have had to retreat.

Decision 13. Again, Hitler gambled on the unwillingness of other European countries to go to war. Hitler didn't want just the Sudetenland but the whole country, and he took it.

Decision 14. Hitler ignored the advice of more moderate Nazis to show some toleration to the Jews. He allowed the Nazis to attack the Jews and began to put them into concentration camps.

Decision 15. Hitler did not care if France and Britain defended Poland. He did want Russia to stay neutral and offered them one-half of Poland. He needed to conquer Poland to later launch an attack upon Russia. He was willing to sign an agreement with communist Russia as long as it furthered his plans to eventually attack Russia.

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Decision 16. Hitler could have killed or captured most of the 300,000 French and British soldiers, but he did a strange thing – strange for Hitler. He halted his army and refused to let them attack, allowing the 300,000 to escape. One possible explanation is that Hitler hoped that he could forge an alliance with Great Britain in his plan to attack Russia and fight communism.

Decision 17. This was probably the beginning of a series of fatal mistakes. Hitler pushed ahead with his attack upon Russia, saying that Egypt and the Suez could be attacked later. This allowed the Allies to build up their forces in North Africa and eventually defeat the German army there.

Decision 18. Hitler wanted to attack on a broad front. He did not like the idea of concentrating upon Moscow, remembering what happened to Napoleon. What happened was that the Russians stopped him at both Leningrad and Moscow. Hitler did capture Kiev, but the Russians stopped him at Stalingrad. Hitler underestimated Russian resistance, thinking that Russia would be an easy victory.

Decision 19. Hitler would not tolerate any retreat. This stubborness allowed the Russians to encircle and destroy German armies that were undersupplied.

Decision 20. Hitler ignored his generals' advice just as he did in Russia. He thought his generals were cowards. Hitler also recognized, as did the German generals, that the Allies would not have any peace with Hitler and the Nazis as the head of the German government. Hitler was willing to fight to the finish even if it meant the total destruction of Germany. The generals were interested in saving Germany. There were several attempts by the military to kill Hitler. They failed.

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Directions

Below is a list of important 19th and 20th Century leaders. Pick the five that you think are the most important in shaping the world as we know it today. The descriptions below give only a brief explanation of their importance. You will want to visit the library to find out more about these leaders and their impact upon our lives today. Explain the reasons for your choices.

1. Napoleon Bonaparte. The leader who made France the biggest power on the continent of Europe. Destroyed feudalism and spread the ideas of modern government.

2. Adolph Hitler. The leader who started World War II. Made Germany the biggest power in Europe.

3. Woodrow Wilson. The president of the United States during World War I. Proposed the League of Nations to prevent any more world wars.

4. Benjamin Disraeli. The Prime Minister of Great Britain. He helped form the British Empire.

5. Simon Bolivar. One of the leaders in the fight to free South American countries from Spanish control.

6. Mao Tse-tung. The leader of the Chinese Communists who took over China in 1949.

7. V. I. Lenin. Led the communists in the takeover of Russia in 1917.

8. Joseph Stalin. Became dictator of communist Russia and ruled Russia for 20 years. Was the leader of Russia during World War II and successfully fought off the German advance into Russia.

9. Otto von Bismarck. The Prime Minister of Prussia who united several small German states into one German nation.

10. Giuseppi Garibaldi. A soldier who fought to unite several states in Italy into one nation.

11. Franklin D. Roosevelt. The Presi-dent of the United States during World War II and the Great Depression. Led the United States out of the Depression and to victory during World War II.

12. Harry S Truman. President of the U.S. at the end of World War II. He ordered the dropping of atomic bombs on Japan and ordered U.S. troops into Korea to fight a communist invasion. Helped start the United Nations.

13. Winston Churchill. Leader of Great Britain during World War II. Helped defeat Germany during the war.

14. Mahatma Gandhi. Leader in India's struggle for independence from Great Britain. He used non-violent techniques.

15. General George C. Marshall. Commander of the American forces during World War II and Secretary of State after the war. He started the Marshall Plan which helped western European countries rebuild after the war.

16. Ho Chi Minh. Leader of the communists in Vietnam. Freed Vietnam from French rule and later defeated the United States in the fight to control South Vietnam.

17. Jomo Kenyatta. Leader of blacks in Kenya in their fight for independence against Great Britain.

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

18. General Douglas MacArthur. Commander of the U.S. forces in the Pacific during World War II and the U.N. forces in Korea in the fight against the communists. Known for his bold strategies.

19. Richard Nixon. President of the United States who withdrew U.S. troops from Vietnam, established relations with communist China and signed an arms limitation treaty with the Russians.

20. Ayatollah Khomeini. Conservative Moslem leader of the revolution in Iran. Supports many Moslem terrorist groups.

21. Fidel Castro. Led the Cuban revolution against a dictator. Established the first communist government in the Western Hemisphere.

22. Emperor Hirohito. Emperor of Japan during and after World War II.

23. General Gamal Nasser. Egyptian leader who took the Suez Canal from the British and overthrew the Egyptian king. Tried to unite all the Arab-speaking countries.

24. Cecil Rhoades. Businessman who encouraged the British takeover of South Africa.

25. Benito Mussolini. Italian dictator who helped Germany during World War II and tried to establish an Italian empire in Africa.

26. Martin Luther King, Jr. Black leader who helped blacks win civil rights in the United States.

27. John F. Kennedy. U.S. President who forced Russian missiles out of Cuba, helped build-up U.S. missile defences, promoted civil rights, started the Peace Corps, and started the space program to put men on the moon.

28. Lyndon Johnson. U.S. President who sent U.S. military forces to Vietnam; passed civil rights laws and started the "war on poverty."

29. David Ben Gurion. Jewish leader who helped establish Israel as a Jewish homeland.

30. Yasir Arrafat. Leader of the Moslem Palestinian refugees who have lost their land to the Jewish state of Israel. Responsible for many attacks upon Israel and terrorist attacks in other parts of the world.

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Directions

A variety of important inventions of the 19th and 20th centuries are described below. Select the five inventions you think are the most important in shaping the modern world. Give reasons for your selections.

1. Television. Invented by Vladimir Zworykin in 1928. The first programs were on the air in 1936.Other TV systems were also developed: John Baird's, which transmitted the first pictures in 1925; and Philo Farnsworth's in 1928. Zworykin's system became the standard.

2. Car. The gasoline-powered car was invented by Gottlieb Daimler and Karl Benz in 1893.

3. Atomic Bomb. Developed by a team of people led by Robert Oppenheimer. First tested in 1945.

4. X-Ray tube. Invented by Coolidge in 1913.

5. Telegraph. Invented by Samuel F. B. Morse in 1837. Messages could be sent over wires.

6. Airplane. First successful airplane was flown by Orville and Wilbur Wright in 1903.

7. Jet engine. Frank Whittle took out the first patent on a jet engine in 1930. The first plane powered by Whittle's engine didn't fly until 1941. Meanwhile, a German, Hans von Ohain, built the world's first jet in 1939.

8. Rocket. The first practical rocket was the V-2 invented by the Germans, Herman Oberth and Wernher von Braun, for bombing England. It first flew in 1942. Robert Goddard of the U.S. built the first rocket engine in 1926, and Konstantin Tsiolkovsky, a Russian, developed the idea of a rocket engine.

9. Refrigeration. Invented by John Gorrie in 1850. The first practical use was by James Harrison and Thomas Mort who developed their own system for shipping beef from Australia to England. Household refrigerators were developed by Carl von Linde, a German, in the 1880's.

10. Canned food. Invented by Francois Appert in 1795 to supply Napoleon's armies. Peter Durand was the first to use tin cans in 1810.

11. Telephone. Invented by Alexander Graham Bell in 1875.

12. Frozen food. Invented by Charles Birdseye in 1922. Birdseye developed a method of quick freezing vegetables so that they did not turn to mush when they thawed.

13. Large-scale steel production. Invented by Henry Bessemer in 1856. Bessemer invented a cheap, quick way of making steel.

14. Machine gun. Invented by Dr. Richard Gatling in 1862. It was not automatic. The first automatic gun was invented by Hiram Maxim in 1885.

15. Steam railroad engine. Invented by George Stephenson in 1814. The first railroad line went into operation in 1825.

16. Computer. Invented by Herman Hollerith in 1888. The computer used a series of punch cards containing the data. The idea of punch cards was first developed Basile Bouchon in 1725 to weave silk cloth.

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

17. Camera and roll film. Invented by George Eastman in 1888 and1889. Made photography easy.

18. Reaper. Invented by Cyrus McCormick in 1834 and produced on a large scale in 1848. Made the harvesting of wheat easier and used much less manpower.

19. Electric incandescent light. The first practical electric light was invented by Thomas Edison in 1881. Provided safer and brighter lighting for houses and businesses.

20. Electric motor. Invented by Thomas Davenport and others in the early part of the 19th Century. These motors used batteries. The first induction motor using alternating current was invented by Nikola Tesla in 1888. This was the first practical electric motor.

21. Radio. Lee de Forest invented the audion tube which could transmit and receive sounds such as the spoken word. First used in 1907. Before that, Guglielmo Marconi transmitted sounds through the air in 1894.

22. Plastic. Celluloid was invented by John Wesley Hyatt in 1868. Charles Baekeland invented Bakelite, the first hard plastic in 1908.

23. Nylon. Invented by Carothers at the duPont Lab in 1930.

24. Rubber. Rubber is a natural product. Charles Goodyear in 1839 learned how to vulcanize rubber or make it resist heat so that it could be molded into products. The first to make air-filled rubber tires was Michelin.

25. Transistor. Invented in 1948 by John Bardeen, Walter Brattain and William Shockley. A transistor is a tiny gadget that amplifies the movement of electrons with very little power.

26. Radar. Invented by Robert Watson-Watt in 1935. By using radio waves, planes, ships and storms could be detected unseen many miles away.

27. Alternating current. A method of sending electricity over long distances. The system was developed in Nikola Tesla in the 1880's

28. Xerography. A simple way to make copies invented by Chester Carlson in the 1930's. First copy machines produced in 1950.

29. Typewriter. Invented by Christopher Latham Sholes who, along with Carlos Glidden, built the first practical typewriter in 1867. The first typewriters were produced in 1873.

30. Web printing press. Invented by an American, William Bullock, in 1863. Printing is done on long roles of paper and the paper, ink and type are on cyclinders rather than flat beds. This is how modern presses are constructed.

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Directions

You are a spy for the country of Bleezek. Your country's arch enemy is Slovnikia. You have to report on what Slovnikia is doing. There is always a threat of attack from Slovnikia. You have to make a weekly report on conditions in Slovnikia.

You have had a good week of spying. Unfortunately, because you are a spy you can only use your secret radio a few minutes. You have to select the five most important pieces of information to send to Bleezek. You must judge the importance of the information and the source from which you obtained it. Does Bleezek have anything to worry about this week? You should give your own conclusion about conditions in Slovnika. Keep your conclusion to 40 words or less.

Your Spy Information

1. The population of Slovnika grew by 1 million last year according to the government census bureau.

2. A drunk officer in the Slovnikan army said his unit was being assigned to the Bleezek frontier. He is a captain in an artillery unit.

3. A speech by the president of Slovnika said that his country had only peaceful intentions toward Bleezek, but Slovnika was going to modernize its military to prevent any attacks by Bleezek.

4. According to the newspaper, quoting the retailer's association, the sales of color TV's increased last year. 75% of the population has color TV's.

5. The nuclear power plant which serves Slovnika's capital and most of its industries was shut down indefinitely for repairs. The rest of the country was put on power rationing. Air conditioners could not be used; heat would have to be turned down to 60 degrees. This was an announcement by the power company.

6. There was a protest at the Slovnikan capital building. 500 people were asking for a tax decrease.

7. An employee at the Slovnikan Tank Works said that the new Tiger tank didn't work very well. The transmissions kept breaking down. Some of the gears, he said, were made from steel that wasn't strong enough for the powerful engines. He didn't know when they would get it fixed, but they would have to replace the gears on 250 new tanks. He was complaining because he had to work overtime to help replace the gears.

8. The long range weather forecast for southern Slovnika was not good. It forcast extremely cold, dry weather. This might damage this year's food crop.

9. The government announced a new birth-control program. According to the government, the population is growing too fast and the economy cannot support the continued increase in people.

10. Chief Legislator Graffenburg said that because of popular demand and economic need that taxes would have to be reduced. He said that more money for investment was needed. When asked about government expenditures, he said that there would have to be cutbacks, especially in the military.

11. A secret memo passed on by an informant who is a janitor in the Defense Ministry indicated that the government planned to reduce the army by 10,000 men. Information

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

from this source has, in the past, proved reliable.

12. A radical student leader claimed at a rally at the university that Slovnika was planning war against Bleezek. He encouraged students to protest against the military buildup.

13. The newspaper announced the crash of an F-101 fighter. This is the third crash in a month. The F-101 has been in service for 15 years. It is being replaced by the new F-102.

14. Employees at the Slovnika Engine Works will take a strike vote tomorrow. The Engine Works makes engines for the new F-102 fighter.

15. The Defense Ministry announced the development of a new ground-to-ground missle. The Striker missle had its first successful test.

16. The Slovnikan Manufacturer's Association said today that a new auto factory must be built to produce cars that will be cost-competitive with imported models. Imported cars make up 25% of all cars sold – up 5% from the previous year.

17. Kurt Billenburg, the Opposition leader to the current government, said that developing a missile was a waste of money. He said that he heard from reliable sources that the missile was not accurate.

18. The capital city of Slovnika announced that a new sewer plant would have to be built. The old sewer plant was not adequate in cleaning the water and the Mainz River was becoming polluted.

19. A fighter pilot complained that the old F-101's were falling apart and that it would take "years" for the government to replace them with the new F-102's.

20. Polls indicated that the ruling party may lose the next election in two years. The polls indicated that 56% of the voters were unhappy with its performance.

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Dividing Africa: The Conference of Berlin 1885

European involvement with Africa began with the Portuguese sailing around Africa in the late 1400's. They established forts along the coast. The British, because of the slave trade, also established ports along the coast. Dutch and British also settled at the tip of South Africa. European settlements remained along the coast. The vast interior of Africa was unexplored until the latter part of the 19th Century.

Missionaries, explorers and adventurers opened the interior of Africa to European eyes. David Livingstone was a Scottish medical missionary who went to Africa in 1841 to do humanitarian work. He was comfortable there and was friends with the native people. *The New York Herald,* to create news, claimed that Livingstone was "lost" and sent a reporter, H.M. Stanley, to "find" him. His stories fired the imaginations of Europeans about Africa.

Other Europeans began to explore, and claim, parts of Africa for European countries. King Leopold of Belgium set up a private company in partnership with Stanley to create the International Congo Association. Karl Peters claimed parts of East Africa for Germany. Brazza, a Frenchman, claimed parts of the Congo. The Portuguese decided to extend their colonies to the interior. In addition, the Dutch in South Africa had moved into the interior to get away from English rule and set up their own independent countries of Transvaal and the Orange Free State.

European expansion in Africa created the need for a conference to decide on the rules for claiming land in Africa. The conference took place in Berlin in 1885 and was called by Otto von Bismarck, the German Prime Minister. Even the United States attended.

The ground rules and agreements that were set down at the Berlin Conference were these:

1. The Congo Free State was created from the territory of the International Congo Association. This area belonged to King Leopold but not to Belgium. Its boundaries were defined. Slavery was to be abolished and the Congo River was "internationalized" -- that is, any country could use it. Any country could do business in the area without being taxed on imports.
2. Any European power with holdings along the coast had prior rights to the country inland. Occupation must be real with soldiers and administrators.
3. Each power must give proper notice of what areas it considered its own.

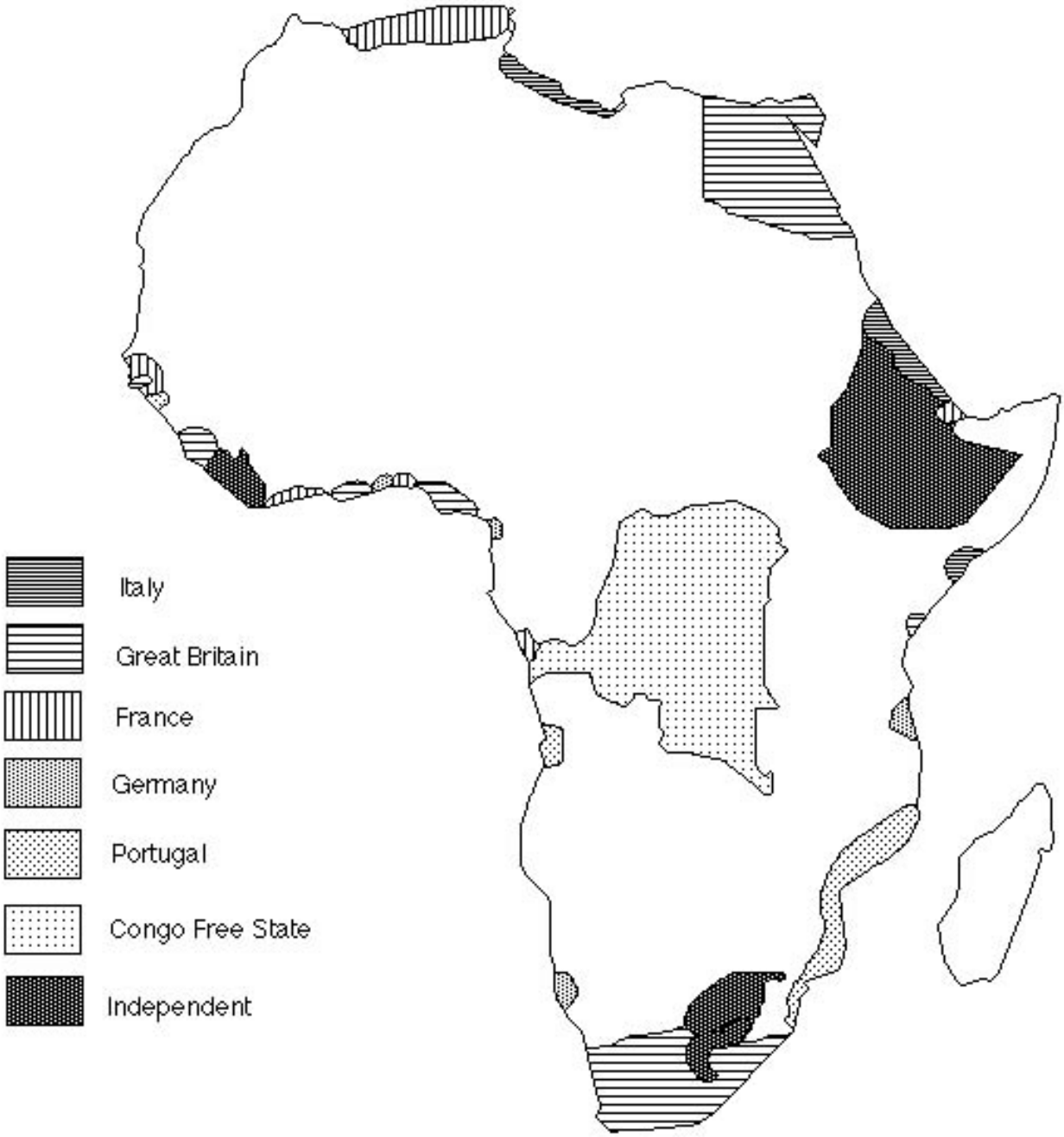
For the next 15 years there was a scramble by European countries to divide up Africa.

Directions

On the following page is a map of Africa as it looked in 1885. Draw in the lines that you think fairly divide up Africa among the European countries of Britain, France, Germany, Portugal, Spain and Italy.

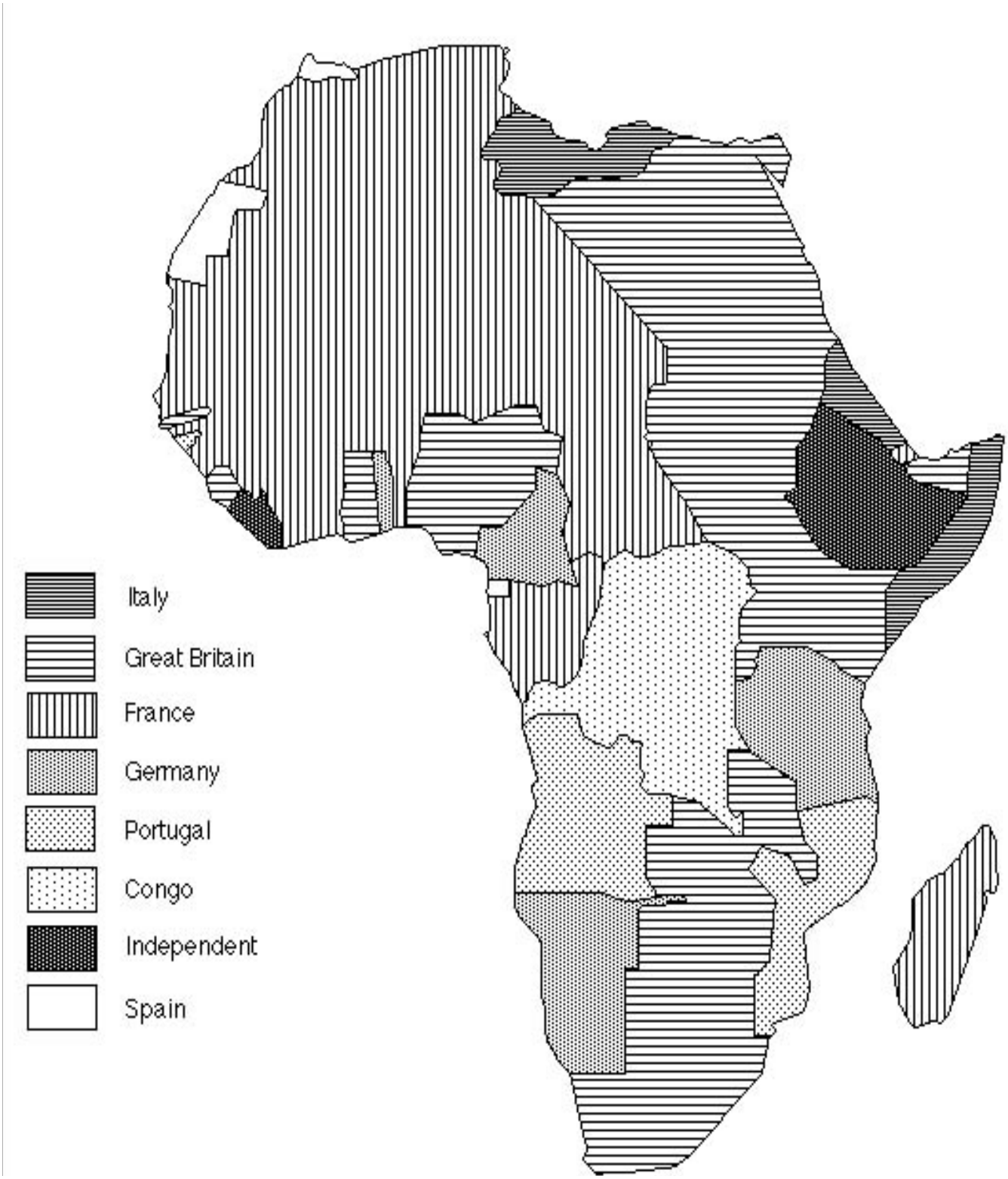
Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Africa as it was in 1884.



Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Africa as it was in 1914.

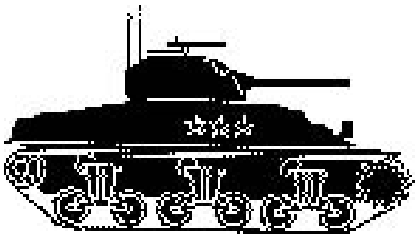


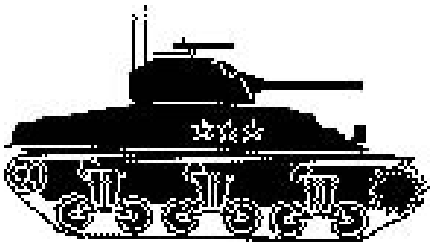
Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

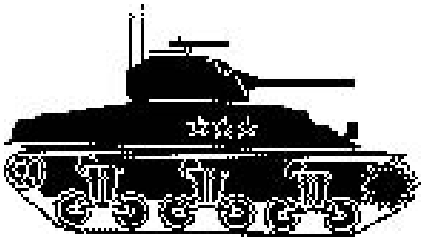
Directions

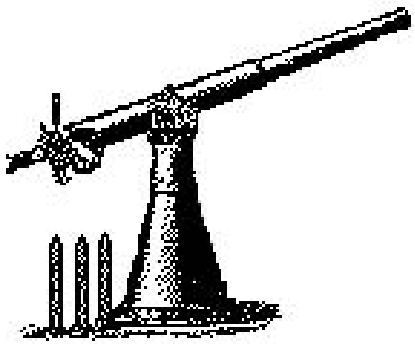
Play against a partner. Use the cannon to knock out the enemy tanks.

Each player gets four shots. Put a pencil at the muzzle of the cannon, close your eyes and draw a line to hit a tank. You get 1 point for hitting a tank, 5 points for hitting a star.





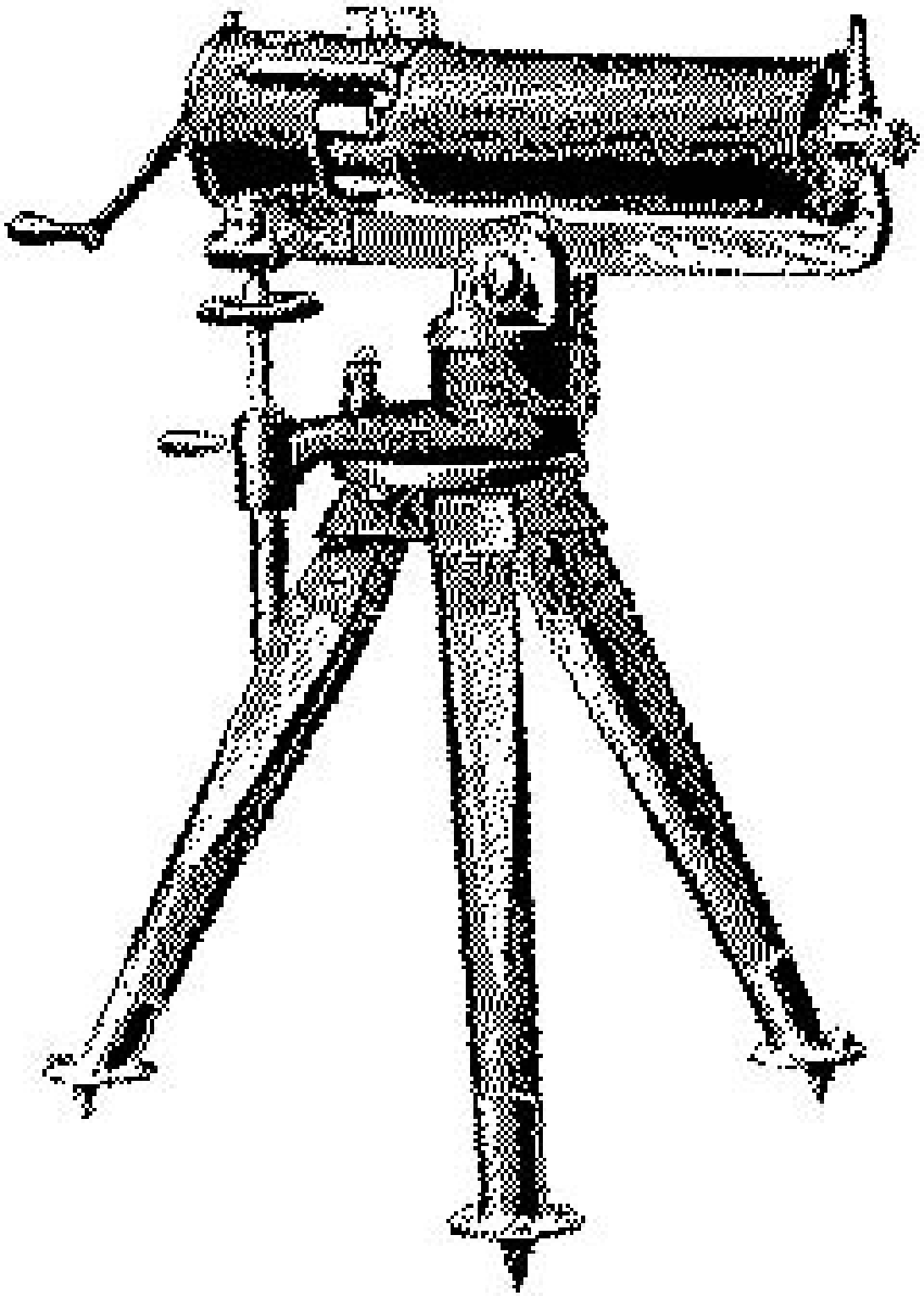




Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Directions

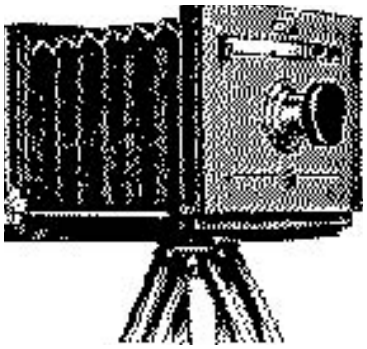
Look at this machine gun very closely for 30 seconds. Put this paper out of sight and see if you can draw the gun.



Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Directions

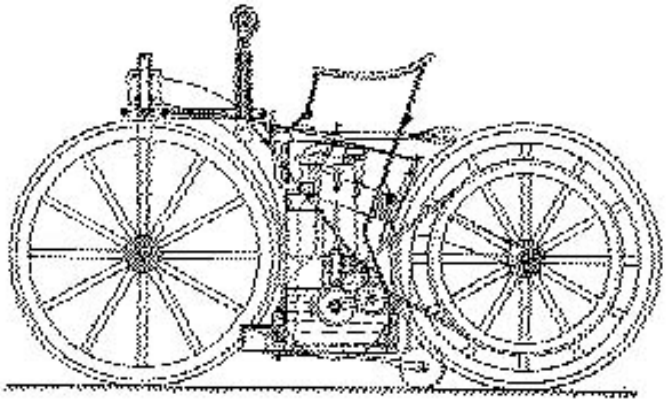
All of these objects belo in the 19th Century except two. Which two?



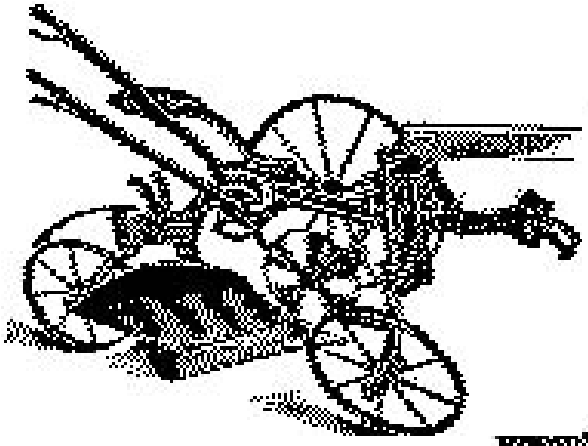
A.

B.

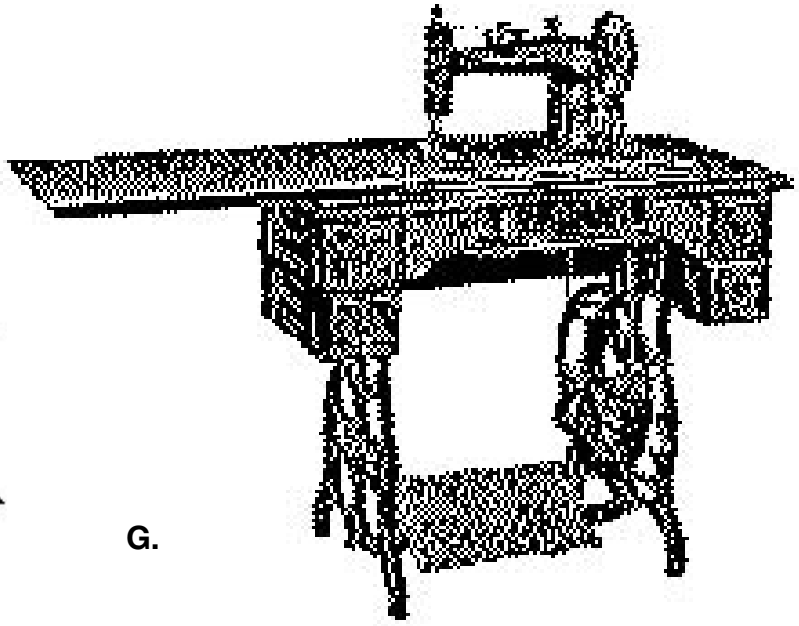
C.



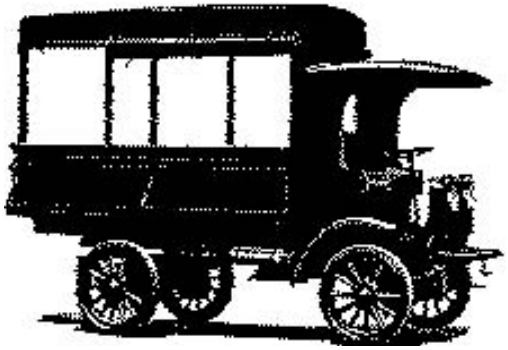
D.



E.



F.



G.

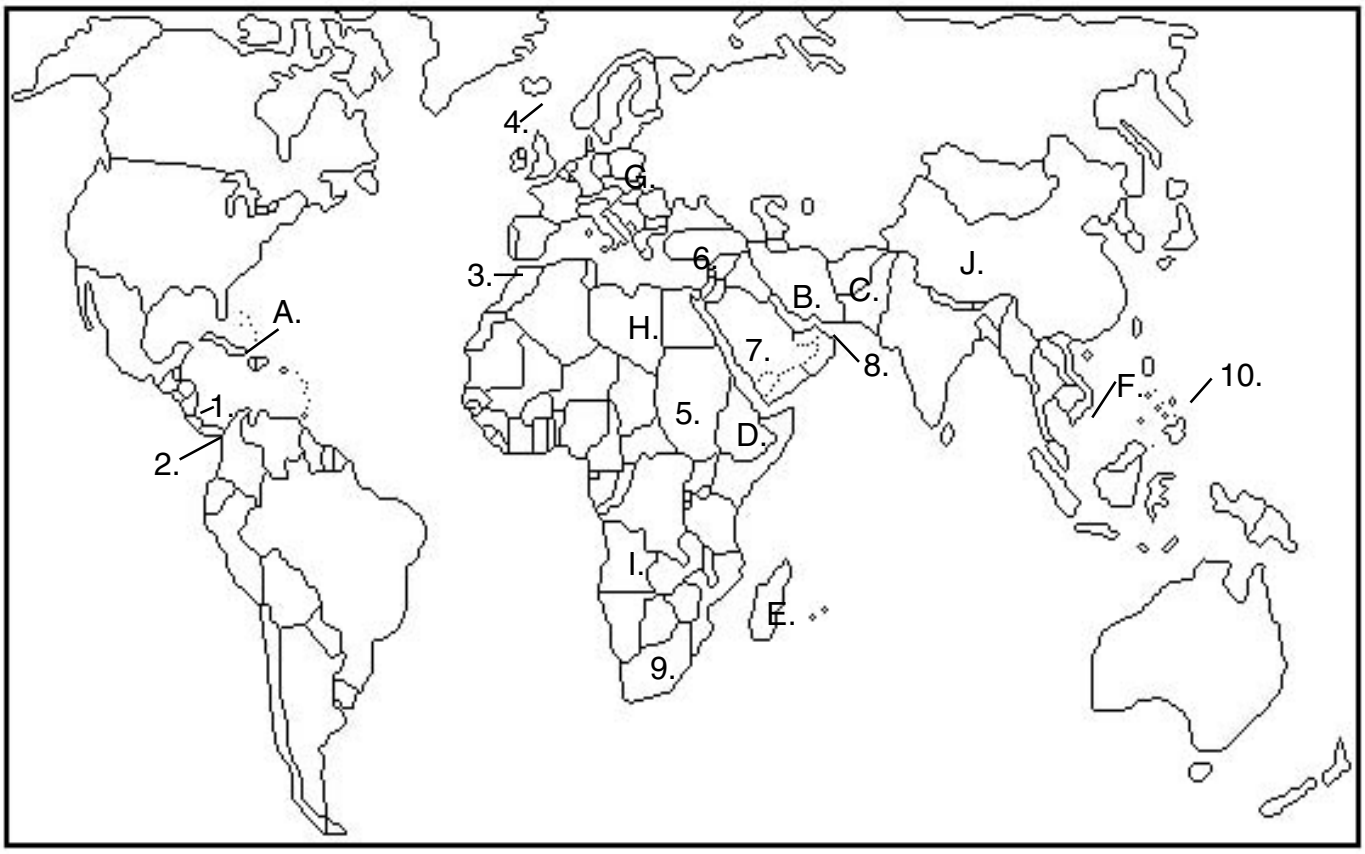
Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Strategy Game: Russia vs. United States
Directions

This is a geopolitical game about the Cold War (1946 - 1990). You need a partner to play. One player represents the United States and the other Russia. Each player will attempt to claim a strategic position important to his or her country. Russia's strategic spots are indicated by letters (A, B, etc.) and the United States' strategic spots are indicated by numbers (1, 2, etc.).
The players take turns.

Below is a map of the world. The strategic locations are are located by numbers and letters. If you can name the location and give one reason for its importance, you gain control or influence over the spot. Your opponent has the correct answers.

The player with the most claimed strategic positions wins.



Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

United States Strategic Positions

1. Nicaragua. Controlled by the Russian supported Sandinistas. Communist military advisors and equipment are in the country. The United States views a communist presence in the country as a threat to the Panama Canal and Mexico. The most immediate threat is to El Salvador which has a weak, struggling democracy.

2. Panama. A large amount of trade between the east and west parts of the U.S. goes through the Panama Canal.

3. Straits of Gibraltar. This controls the entrance to the Mediterranean Sea. This is not threatened by communists, but must be protected.

4. Iceland. The bodies of water on either side of Iceland, the Denmark Strait and the Norwegian Sea are the paths that many Russian subs use to enter the Atlantic.

5. Sudan. This country lies between the pro-Russian countries of Libya and Ethiopia. Whoever controls the Sudan controls central Africa.

6. Turkey. Turkey controls the access from the Black Sea to the Mediterranean. Long before the communists, the Russians have wanted to control this area.

7. Saudi Arabia. This country controls the richest reserve of oil in the world. It supplies the United States, Japan and western Europe. It is a moderate Arab nation, friendly to the United States. It is threatened by radical Moslems who are anti-U.S. and are supported by nearby Iran.

8. Straits of Hormuz. It is through this narrow body of water that oil flows from Iraq, Kuwait, Saudi Arabia and Iran. Much of the oil used in Europe and Japan flows through here. It is important for the United States to keep this open to shipping.

9. South Africa. A hot spot because of the white population's oppression of the blacks. The country is the dominant economic power in southern Africa, controls many valuable mineral resources, and oversees the sea route around the tip of Africa.

10. Philippines. The country sits in a central position controlling the South China Sea. The waters around the islands have become a major trade route for goods shipped to and from Japan and China. The United States has a major naval base here.

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Russia's Strategic Positions

A. Cuba. Cuba is the only communist country in the Western Hemisphere. It provides a naval supply base for Russian ships and a place through which arms can be shipped to Nicaragua and other South American countries.

B. Iran. Iran is a conservative Moslem, anti-communist country. The Russians have always wanted to control Iran. Aside from wanting to control Iran, there is the fear that the conservative Moslem country might inspire Russian Moslems to revolt against the Russian government.

C. Afghanistan. The Russians are now occupying this country and fighting a Vietnam-style war with the Afghans. The Russians insist that the government be controlled by Russia.

D. Ethiopia and South Yemen. These two pro-communist countries guard the entrance to the Red Sea and the Suez Canal. The Suez Canal is still a vital sea connection between Europe and Asia. This area also gives the Russians a naval port on the Indian Ocean.

E. Mozambique. A pro-communist country that provides the Russians with a naval supply base on the Indian Ocean.

F. Vietnam. Provides Russia with a big naval base on the South China Sea. Vietnam, supported by Russia, controls two neighboring countries, Laos and Cambodia.

G. Poland. Polish people want a more liberal communist government with free trade unions and freedom of religion. The Russians see this as a threat to all eastern European communist countries. The Russians want strict control of Poland.

H. Libya. Libya is a Moslem country that supports terrorist operations against Europe. It is supported by Russia. Russians also gain a naval supply base in the Mediterranean Sea.

I. Angola. Angola has a pro-communist government that is backed up by troops from Cuba. The United States is supporting another group trying to overthrow the government. While Angola has few mineral resources, it is close to several South African countries that do, and it provides the Russians with a naval supply base on the Atlantic Ocean.

J. China. China and Russia have had a long-standing disagreement over their borders. In the past, serious fighting has erupted. The border dispute continues.

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

The Peace Game: Preventing World War I

On the eve of World War I, Europe was an accident waiting to happen. Two opposing groups had lined up. On one side was the Triple Alliance: Germany, Austria and Italy. They agreed to come to each other's aid if one of the countries was involved in a war with two or more countries. On the other side was the Triple Entente. They also agreed to help each other in time of war. This was made up of Russia, France and Great Britain. Each country had its own fears and ambitions.

Germany

Germany had grown in power since it became united in 1870. Its steel production outpaced France and Great Britain combined. It was building a navy to challenge Britain's mastery of the sea. It was competing in international trade with Great Britain and challenging for colonies. The Germans did not like the idea of an alliance between France and Russia which put them in the middle and forced them to defend to both the east and west.

Russia

Russia had ambitions in the Balkans. There, many Slavs were under the control of Austria. It had an alliance to help defend the one independent Slav nation, Serbia. Russia wanted to have influence over these countries. Most of all Russia wanted access to the Mediterranean Sea through Turkey.

Austria

Austria was an empire that included many Slavs. The Slavs wanted independence and the Austrians wanted to hold their empire together. The Austrians were opposed to any expansion by Serbia including Serbia getting a seaport which would make it more powerful.

France

France feared Germany. Germany had defeated France in 1870 and since that time had grown even more powerful.

Great Britain

Great Britain had the largest empire, controlled the seas and dominated world trade. It wanted to keep what it had and viewed Germany as a threat. It also did not want to get involved in any wars on the continent of Europe if it could help it. It did not want Russia to gain access to the Mediterranean Sea through Turkey.

Italy

Italy was a weak country. Its natural enemy was Austria which held territory that Italy wanted. Italy also had some ambitions in claiming parts of Africa.

Serbia

Serbia was a small independent Slav country in the Balkans. Its enemy was Austria. It wanted to control a small territory called Bosnia. Austria had already claimed it. Serbia also wanted a seaport. Many Slavs living in the Austrian part of the Balkans wanted Serbia to expand to include all the Slavs in the area.

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

Directions

See if you could make the right decisions. Your goal is to protect your country's interest and avoid war.

Situation

Francis Ferdinand, the Archduke of Austria, is assassinated in Bosnia. The assassin was a Bosnian who belonged to a secret Serbian group called the Black Hand. He was helped by the Serbian government.

Austria

If you were an Austrian leader, you would...

1. demand that Austrian investigators go to Serbia to investigate the assassination and threaten war if they refuse; ask help from Germany.
2. demand that Austrian investigators go to Serbia but not threaten war.
3. make no demands of Serbia; prosecute the assassin.

Germany

If you were a German leader, you would...

1. promise to back Austria, including going to war if necessary.
2. promise to back Austria, but not support it in a war.
3. refuse to back Austria.

Serbia

If you were a Serbian leader, you would...

1. refuse Austria's demands or requests and ask Russia for military help.
2. refuse Austria's demands.
3. allow Austria to help prosecute the assassins.

Russia

If you were a Russian leader, you would...

1. promise Serbia help and mobilize your forces against Austria and Germany.
2. promise Serbia help and mobilize your forces against Austria.
3. refuse to back Serbia.

Can You Make A Treaty?

Given the goals and fears of each of the countries, can you make a treaty which would satisfy all and prevent war?

Divide the class into seven teams, each representing one of the countries above. See if you can come to an agreement on how to prevent war.

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

The Peace of Paris 1919

Twenty seven countries met in Paris to settle World War I. However, only four countries made the decisions: the United States, Great Britain, France and Italy.

Five separate treaties were signed in Paris, each named after a Paris suburb: St. Germain with Austria, Trianon with Hungary, Neuilly with Bulgaria, Sevres with Turkey and Versailles with Germany.

The four major powers had to come to an agreement among themselves about what should be done with the defeated nations.

Directions

Examine carefully the demands of each of the victorious countries. Decide what you think would be a fair peace settlement to which the four victorious countries could agree.

France

1. The part of Germany west of the Rhine River should be an independent state under Allied supervision. Germany must be reduced in size so that it is no larger than France.

2. In eastern Europe there should be buffer states against communist Russia.

3. Germany must pay for all war damages, including the cost of the war and war pensions to the soldiers.

4. Germany must be disarmed. It should have an army of only 100,000, and no planes, heavy artillery or submarines. It should not draft soldiers.

5. Germany must admit its guilt for the war, and that it was totally responsible for the war.

6. German and Turkish colonies must be turned over to Britain and France.

Great Britain

1. France should obtain only Alsace Lorraine (which it had lost in the 1870 war with Germany), the Saar coalfields which it could have until 1935, and allied occupation of the Rhineland for 15 years.

2. In eastern Europe there should be buffer states against communist Russia.

3. Germany must pay for all war damages, including the cost of the war and war pensions to the soldiers.

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.

4. Germany should be allowed a small army to protect western Europe from Russian communism.

5. Germany must admit its guilt for the war, and that it was totally responsible for the war.

6. German and Turkish colonies must be turned over to Great Britain and France.

7. Great Britain, being the largest seapower, should be allowed control of the seas during war.

Italy
1. Some of the German and Turkish colonies should be turned over to Italy.

2. Parts of the Austrian Empire should be turned over to Italy.

United States
1. There should be no secret treaties.

2. Armaments should be reduced by all countries. There should be freedom of the seas in both peace and war.

3. Boundaries in Europe should be redrawn along national lines and each nationality should have its own independent country.

4. Occupied territory should be evacuated.

5. There should be a gradual end to colonialism.

6. There should be an international organization to prevent war.

7. War reparations to be paid by Germany should be reasonable and within Germany's ability to pay.

Copyright 1987, revised 1996 by Stevens & Shea Publishers, Inc.