



★

**GREAT WAR, FLAWED PEACE,  
AND THE LASTING LEGACY  
OF WORLD WAR I**

★



THE UNITED STATES  
WORLD WAR ONE  
CENTENNIAL COMMISSION

PRITZKER  
MILITARY  
FOUNDATION

NHD  
NATIONAL  
HISTORY DAY

---

# HOW WORLD WAR I CHANGED THE WORLD

## ANALYZING THE GEOGRAPHIC IMPACT OF THE GREAT WAR

---



**GUIDING QUESTION:** In what ways did World War I impact the geography of the world?

### AUTHOR

Jamie Sawatzky  
Rocky Run Middle School  
Chantilly, Virginia

### WHY?

The defeat of Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire had an enormous geographic impact on the world. The boundary changes and the creation of new countries created ripple effects that are still being felt today.

### OVERVIEW

Looking at maps of Europe and the Middle East from before and after World War I, students will analyze the geographic changes that occurred. Additionally, students will read short descriptions of five specific regions that changed geographically as a result of the war and identify their impact on future and current world events.

### OBJECTIVES

At the conclusion of this activity, students will be able to

- › Analyze maps of pre and post World War I Europe and the Middle East to identify geographic changes that resulted from the war;
- › Identify and evaluate ways in which the geographic changes after World War I had an impact on future and current world events.

### STANDARDS CONNECTIONS

#### CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- › CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- › CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### DOCUMENTS USED

#### PRIMARY SOURCES

*Map of Europe, 1914*  
*Boston Sunday Post*, August 23, 1914  
<https://www.nhd.org/sites/default/files/upload/map-BostonSundayPost.jpg>

#### SECONDARY SOURCES

First World War: A Global View Interactive Map  
National Archives of the United Kingdom  
<http://livelb.nationalarchives.gov.uk/first-world-war/a-global-view/>

*Map, Europe, 1914*  
United States Military Academy at West Point  
[https://www.westpoint.edu/sites/default/files/inline-images/academics/academic\\_departments/history/WWI/WWOne02.pdf](https://www.westpoint.edu/sites/default/files/inline-images/academics/academic_departments/history/WWI/WWOne02.pdf)

*Map, Europe 1914*  
National Archives of the United Kingdom  
<http://www.nationalarchives.gov.uk/pathways/firstworldwar/maps/europe1914.htm>

*Map, Europe 1919*  
National Archives of the United Kingdom  
<http://www.nationalarchives.gov.uk/pathways/firstworldwar/maps/europe1919.htm>

Map, *Middle East*  
Wikimedia Commons  
[https://commons.wikimedia.org/wiki/File:Map\\_of\\_Middle\\_East.png](https://commons.wikimedia.org/wiki/File:Map_of_Middle_East.png)

Map, *Ottoman Empire, 1914*  
New Zealand Government  
[https://nzhistory.govt.nz/files/documents/waw-maps/Ottoman\\_Empire\\_Final.pdf](https://nzhistory.govt.nz/files/documents/waw-maps/Ottoman_Empire_Final.pdf)

## MATERIALS

- > World War I Country Border Activity
- > World War I Country Border Activity Key
- > Group Readings handouts
- > Projector to share maps

## ACTIVITY PREPARATION

- > Make one copy of the World War I Country Border Activity for each student.
- > Project (or print copies) of the maps for student use.
- > Divide the class into five groups, and make enough Group Reading handouts for each sub-group.
- > Test classroom technology as needed.

## PROCEDURE

### ACTIVITY ONE: SHIFTING BORDERS (30 MINUTES)

- > Project the 1914 map from the *Boston Sunday Post* and ask students: *How can war change geography? Can you share any examples of how a war has impacted geographic borders?*
  - » Remind students that this map shows Europe just as the war is getting underway. Discuss how Europe's borders might change as a result of World War I. Since this is referred to as a "World War," ask, *How might borders in places other than Europe be impacted?*
- > Distribute the World War I Country Border Activity sheet.
- > Ask students to circle or highlight the countries they think were created or had their borders altered as a result of World War I.
  - » Ask students to share their answers via a "take off, touch down strategy." In this activity, each country is listed by the teacher. If the student thinks that the country's border was changed they stand up. If they think that the country's borders were not impacted by World War I they remain seated.
  - » Project and review the World War I Country Border Activity Key as a class.
- > Project or distribute copies of the maps showing the changes to Europe and the Middle East before and after World War I.
  - » Ask students to identify as many changes on each set of maps as they can.
  - » Hold a classroom discussion to make sure that all of the territorial changes are noted.

### ACTIVITY TWO: A NEW EUROPE (20 MINUTES)

- > Divide the class into five groups.
- > Distribute one Group Reading handout to each group which includes an introduction and an overview of five regions:
  - » Creation of Poland
  - » Creation of the Soviet Union
  - » Creation of Finland and the Baltic States
  - » Breakup of the Austro-Hungarian Empire and the creation of Yugoslavia
  - » Breakup of the Ottoman Empire
- > Direct students to read the introduction and the text for their assigned region to highlight how the geographic changes made during World War I had an impact on future events.
  - » Explain that each group will write a ten-word summary of what they read as well as a question that they would like to have answered. Allow time for students to read and groups to discuss.
  - » Allow groups to share out their summaries and questions with the other students and record the ten-word summaries for each region.
- > Discuss the questions posed by each of the groups as a class.

### ASSESSMENT

- > For an exit ticket, ask students to rank the impact of each of the five geographic changes on future and current world events from the highest to lowest impact. Ask students to include a statement that explains their ranking.

### METHODS FOR EXTENSION

- > Students with more interest in the geographic impact of World War I may wish to explore the impact on Asia and Africa. The National Archives of the United Kingdom has created an interactive global map that can be accessed at <http://live1b.nationalarchives.gov.uk/first-world-war/a-global-view/>.

## WORLD WAR I COUNTRY BORDER ACTIVITY

Circle or highlight countries whose borders you think were created or changed as a result of World War I:

Austria	France	Lithuania	Saudi Arabia
Switzerland	Germany	Montenegro	Serbia
Czechoslovakia	Hungary	Ottoman Empire	Soviet Union
Great Britain	Iran	Palestine	Syria
Estonia	Iraq	Poland	Turkey
Egypt	Jordan	Romania	United States
Finland	Latvia	Russia	Yugoslavia

## WORLD WAR I COUNTRY BORDER ACTIVITY KEY

Countries in gray had borders that were altered or created as a result of World War I. Only Switzerland, Egypt, and the United States were not affected.

Austria	France	Lithuania	Saudi Arabia
Switzerland	Germany	Montenegro	Serbia
Czechoslovakia	Hungary	Ottoman Empire	Soviet Union
Great Britain	Iran	Palestine	Syria
Estonia	Iraq	Poland	Turkey
Egypt	Jordan	Romania	United States
Finland	Latvia	Russia	Yugoslavia

# GROUP READING ONE: CREATION OF POLAND

## Introduction

The assassination of Austrian Archduke Franz Ferdinand and his wife Archduchess Sophie in June 1914 would set into motion a war that would last four years and take the lives of more than 15 million people. In addition to the tremendous loss of life and the destruction of large parts of Europe, one of the legacies of World War I has been its impact on world geography, particularly in Europe and the Middle East. Borders were shifted and some countries disappeared from the map, while other countries were created. These geographic changes had a tremendous impact on future world events including World War II and the Cold War, and the ripple effect of these geographic changes are still felt today.

**Instructions:** Your group will be assigned to read about geographic changes in one region outlined below. Locate the region on the maps from before and after World War I and examine how it changed. Create a ten-word summary based on the reading to share with the rest of the class. Your group must also generate at least one question that you still have based on the reading for discussion with the class.

## Creation of Poland

Prior to World War I, Poland was not an independent country and instead had territory status. People who considered themselves Polish lived under the control of either the German, Russian, or Austrian-Hungarian empires. The location of Polish people between the warring countries of Germany and Russia meant that their lands were destroyed during the war and many Polish people were killed as a result of the fighting. Since Polish people lived under the control of countries from both the Central Powers and the Allies, they were often forced to fight each other.

In 1916, the Kingdom of Poland was created, but it was still controlled by the governments of Germany and Austria-Hungary. One of the post-war goals of the Polish people was to unify and have a country to call home.

As the war drew to a close, United States President Woodrow Wilson called for many territories, such as Poland, to be given their independence. On the last day of the war, November 11, 1918, the Polish government was created and the Independent Republic of Poland was born.

Poland's location between Germany and Russia (later the Soviet Union) would become a problem when Adolf Hitler of Germany and Joseph Stalin of the Soviet Union agreed to simultaneously invade Poland at the start of World War II. Poland would suffer horribly as World War II continued and their country was once again stuck in the middle of warring countries.

After the end of World War II, Poland fell under the control of the Soviet Union and became a communist nation. Today, Poland is an independent country.

Write your ten-word summary below:

\_\_\_\_\_

\_\_\_\_\_

One question that our group has:

Adapted from:

Piotr Szlanta, "Poland"  
International Encyclopedia of the First World War  
<https://encyclopedia.1914-1918-online.net/article/poland>

*Poland's Struggle for Independence During the Great War*, 2015  
The Great War Series  
<https://www.youtube.com/watch?v=DPm3S6iqJxg>

## GROUP READING TWO: CREATION OF THE SOVIET UNION

### Introduction

The assassination of Austrian Archduke Franz Ferdinand and his wife Archduchess Sophie in June 1914 would set into motion a war that would last four years and take the lives of more than 15 million people. In addition to the tremendous loss of life and the destruction of large parts of Europe, one of the legacies of World War I has been its impact on world geography, particularly in Europe and the Middle East. Borders were shifted and some countries disappeared from the map, while other countries were created. These geographic changes had a tremendous impact on future world events including World War II and the Cold War, and the ripple effect of these geographic changes are still being felt today.

**Instructions:** Your group will be assigned to read about geographic changes in one region outlined below. Locate the region on the maps from before and after World War I and examine how it changed. Create a ten-word summary based on the reading to share with the rest of the class. Your group must also generate at least one question that you still have based on the reading for discussion with the class.

### Creation of the Soviet Union

Prior to World War I, Russia was a kingdom ruled by Czar Nicholas II. Its territory stretched from central Europe to the Pacific Ocean, covering about 1/6<sup>th</sup> of the world's territory, and had a population of more than 150 million people. Russia was allied with Serbia so when Austria-Hungary declared war on Serbia, Russia mobilized for war to aid its ally.

Russia primarily fought against the German Empire and continued fighting between 1914 and 1917 when a pair of revolutions changed Russia's participation in the war. The first revolution temporarily established democracy as the form of government in Russia and the second revolution, which followed six months later, overthrew the democratic government and established communism in Russia.

Once the communists seized power, they made the decision to leave World War I and signed the Treaty of Brest-Litovsk in 1918. The treaty was harsh on Russia and took away many of its territories including Finland, Poland, the Baltic provinces and Ukraine.

After the war was over, the Russian Revolutionary period continued until 1921 at which point Russia became the Union of Soviet Socialist Republics (USSR). In 1939, the USSR made an agreement to invade Poland with Germany and to split the land between the two countries. In 1941, Germany turned on the Soviet Union and invaded them and almost took over the entire country. The USSR fought back and eventually reclaimed not only their own land, but also all of Poland, large parts of Germany, and much of Eastern Europe.

In the years following World War II, the Soviet Union created a totalitarian empire based around the economic concept of communism, which led to a Cold War with the United States. For more than 50 years, the Soviet Union controlled countries and territories such as Poland, Ukraine, and East Germany before the Berlin Wall fell in 1989. In the early 1990s, the USSR disintegrated and in its shadow the Russian Federation was created.

Write your ten-word summary below:

\_\_\_\_\_

\_\_\_\_\_

One question that our group has:

Adapted from:

Dr. Jonathan Smele, "War and Revolution in Russia 1914-1921," March 10, 2011  
BBC Online  
[http://www.bbc.co.uk/history/worldwars/wwone/eastern\\_front\\_01.shtml](http://www.bbc.co.uk/history/worldwars/wwone/eastern_front_01.shtml)

# GROUP READING THREE: CREATION OF FINLAND AND THE BALTIC STATES

## Introduction

The assassination of Austrian Archduke Franz Ferdinand and his wife Archduchess Sophie in June 1914 would set into motion a war that would last four years and take the lives of more than 15 million people. In addition to the tremendous loss of life and the destruction of large parts of Europe, one of the legacies of World War I has been its impact on world geography, particularly in Europe and the Middle East. Borders were shifted and some countries disappeared from the map, while other countries were created. These geographic changes had a tremendous impact on future world events including World War II and the Cold War, and the ripple effect of these geographic changes are still being felt today.

**Instructions:** Your group will be assigned to read about geographic changes in one region outlined below. Locate the region on the maps from before and after World War I and examine how it changed. Create a ten-word summary based on the reading to share with the rest of the class. Your group must also generate at least one question that you still have based on the reading for discussion with the class.

## Creation of Finland and the Baltic States

Before and during World War I, Finland and the Baltic States of Latvia, Estonia, and Lithuania were considered part of the Russian Empire. As Russia was at war with Germany, the Baltic States were either under occupation or under the threat of occupation for a large portion of World War I. Finland's far northern location and its separation from mainland Europe, due to the Gulf of Finland largely, protected it from the threat of invasion.

The Russian Revolutions in 1917 allowed for Finland and the Baltic Regions to push for independence. However, when Russia signed the Brest-Litovsk treaty with Germany, the area fell under the control of Germany.

The United States' entry into World War I eventually led Germany to retreat from the Baltic States and Finland. For the next three years, Russian and German interests continued to try to control the region. In 1920, Finland, Latvia, Estonia, and Lithuania all declared independence and were recognized as newly formed nations in treaties with the Soviet Union (formerly Russia).

The Baltic States and Finland would find themselves stuck between the warring powers of Nazi Germany and Soviet Russia during World War II. Additionally, the Soviet Union would once again establish control of these countries during the Cold War. Today, these countries are all independent nations.

Write your ten-word summary below:

\_\_\_\_\_

\_\_\_\_\_

One question that our group has:

Adapted from:

Klaus Richter, "Baltic States and Finland"  
International Encyclopedia of the First World War  
[https://encyclopedia.1914-1918-online.net/article/baltic\\_states\\_and\\_finland](https://encyclopedia.1914-1918-online.net/article/baltic_states_and_finland)

# GROUP READING FOUR: CREATION OF THE AUSTRO-HUNGARIAN EMPIRE AND THE CREATION OF YUGOSLAVIA

## Introduction

The assassination of Austrian Archduke Franz Ferdinand and his wife Archduchess Sophie in June 1914 would set into motion a war that would last four years and take the lives of more than 15 million people. In addition to the tremendous loss of life and the destruction of large parts of Europe, one of the legacies of World War I has been its impact on world geography, particularly in Europe and the Middle East. Borders were shifted and some countries disappeared from the map, while other countries were created. These geographic changes had a tremendous impact on future world events including World War II and the Cold War, and the ripple effect of these geographic changes are still being felt today.

**Instructions:** Your group will be assigned to read about geographic changes in one region outlined below. Locate the region on the maps from before and after World War I and examine how it changed. Create a ten-word summary based on the reading to share with the rest of the class. Your group must also generate at least one question that you still have based on the reading for discussion with the class.

## Breakup of the Austro-Hungarian Empire and the Creation of Yugoslavia

In 1867, the empires of Austria and Hungary merged to create the Austro-Hungarian Empire. The newly formed empire featured many different nationalities, languages, ethnicities, and religions. Some of the territories taken over in the merger of these two empires were not pleased to be under the control of Austria-Hungary.

The leaders of Austria-Hungary also felt threatened by neighboring countries who might try to intervene in their affairs. After the assassination of Archduke Franz Ferdinand and his wife Sophie, Austria-Hungary declared war on Serbia, beginning the chain reaction of events that began the war.

Over the next four years, Austria-Hungary fought alongside its ally, Germany, and ultimately lost the war. As the war drew to a close, the territory of Czechoslovakia declared its independence in October 1918, and Hungary left the empire on October 31. The breakup of the Austro-Hungarian Empire continued when the slavic states of Serbia, Croatia, Slovenia, and others formed the country of Yugoslavia.

During World War II, Czechoslovakia and Yugoslavia were both invaded and occupied by Nazi Germany and suffered millions of deaths. After World War II, both Czechoslovakia and Yugoslavia fell under the control of the Soviet Union's communist empire. After the Berlin Wall fell, Czechoslovakia split into the Czech Republic and Slovakia. Yugoslavia also splintered into multiple countries forming Bosnia and Herzegovina, Croatia, Macedonia, Montenegro, Serbia, and Slovenia.

Write your ten-word summary below:

---

---

One question that our group has:

Adapted from:

"Austria-Hungary, Historical Empire Europe"  
Encyclopedia Britannica  
<https://www.britannica.com/place/Austria-Hungary>

David White, "The Austro-Hungarian Empire"  
Social Studies for Kids  
<http://www.socialstudiesforkids.com/articles/worldhistory/austro-hungarianempire.htm>

Tim Judah, "Yugoslavia: 1918-2003,"  
February 17, 2011  
BBC  
[http://www.bbc.co.uk/history/worldwars/wwone/yugoslavia\\_01.shtml](http://www.bbc.co.uk/history/worldwars/wwone/yugoslavia_01.shtml)

## GROUP READING FIVE: BREAKUP OF THE OTTOMAN EMPIRE

### Introduction

The assassination of Austrian Archduke Franz Ferdinand and his wife Archduchess Sophie in June 1914 would set into motion a war that would last four years and take the lives of more than 15 million people. In addition to the tremendous loss of life and the destruction of large parts of Europe, one of the legacies of World War I has been its impact on world geography, particularly in Europe and the Middle East. Borders were shifted and some countries disappeared from the map, while other countries were created. These geographic changes had a tremendous impact on future world events including World War II and the Cold War, and the ripple effect of these geographic changes are still being felt today.

**Instructions:** Your group will be assigned to read about geographic changes in one region outlined below. Locate the region on the maps from before and after World War I and examine how it changed. Create a ten-word summary based on the reading to share with the rest of the class. Your group must also generate at least one question that you still have based on the reading for discussion with the class.

### Breakup of the Ottoman Empire

The Ottoman Empire originated in modern day Turkey in the 1300s and rose to be one of the most powerful empires in the world by the fifteenth and sixteenth centuries. At one point, the Ottoman Empire covered large parts of three continents and had millions of people under its control.

By the start of World War I in 1914, the Ottoman Empire's power and territory had shrunk dramatically and was sometimes referred to as the "sick man of Europe" due to its dying empire. The death of the Ottoman Empire was accelerated as it was on the losing side of World War I.

As it became apparent that the Ottoman Empire was failing, other world powers started to make plans and sign agreements to carve up the Ottoman Empire. The Sykes-Picot Agreement of 1916, for example, promised to give Great Britain and France control of the newly formed borders of territories such as Syria, Iraq, Lebanon, and Palestine. Additionally, Russia and Italy received smaller portions of land to control. Additional border changes were created on the Arabian Peninsula in what is today Saudi Arabia and Yemen. In the end, all that remained of the Ottoman Empire was the country of Turkey, which gained its full independence in 1923.

The countries that saw border changes or were created as a result of World War I have continued to see conflicts in their region. The Middle East, as the region is commonly known, saw fighting related to the Cold War and countries such as Iraq and Syria have recently gone through civil wars. Additionally, there has been a constant state of tension and sporadic fighting between Israel and Palestine.

Write your ten-word summary below:

---

---

One question that our group has:

Adapted from:

Malcolm Edward Yapp and Stanford Jay Shaw, "Ottoman Empire"  
Encyclopedia Britannica  
<https://www.britannica.com/place/Ottoman-Empire>

Second Feature Section

# Boston Sunday Post

Second Feature Section

SUNDAY MORNING, AUGUST 23, 1914.

## WAR WILL CHANGE THE MAP OF EUROPE



### Germany's Coast Defence System Best, Say Experts

It Not Only Affords Protection, Declares an American Naval Officer, but Provides a Base for Counter Attack as Well.

The shores of Germany on the North Sea and in her, mainly land, and the shallow offshore waters are studded with sunken rocks. The tide runs about ten feet in the Elbe and from five to seven feet on the coast of Friesland. Generally speaking the waters in the North Sea vary from twelve to sixteen fathoms in depth. During certain seasons there are rises in tide of as much as twenty feet. The water close in shore generally freezes in winter. This is largely due to the low saline property, this being 100 as a rule, as compared with 1,500 for deep sea water. On the German Baltic there are many good harbors, though but little water on the North Sea side the harbors are limited to the Weser, Elbe and Jutland Bay. The entire German coast defence system is an offensive system. Northern of the European coast does the littoral lack of field batteries to counter attack from nearest supporting base, and nowhere is the navigation more hazardous than on the German coast line.

every port and defence station. This railway extends from Emden on the west to Memel on the east. Altona, on the Elbe, is the centre of the entire coast defence system. The tide runs about ten feet in the Elbe and from five to seven feet on the coast of Friesland. Generally speaking the waters in the North Sea vary from twelve to sixteen fathoms in depth. During certain seasons there are rises in tide of as much as twenty feet. The water close in shore generally freezes in winter. This is largely due to the low saline property, this being 100 as a rule, as compared with 1,500 for deep sea water. On the German Baltic there are many good harbors, though but little water on the North Sea side the harbors are limited to the Weser, Elbe and Jutland Bay. The entire German coast defence system is an offensive system. Northern of the European coast does the littoral lack of field batteries to counter attack from nearest supporting base, and nowhere is the navigation more hazardous than on the German coast line.

One of the former centres in Hamburg and on the latter Bremen. Jutland Bay is also wonderfully fortified, for it is there one might expect a landing from a hostile force. No less than this town heavy detached forts and batteries guard the approach to Jutland Bay. But the German coast defence is essentially an offensive defence, and this offensive defence is effected through the medium of submarines and torpedo boats, which utilize the protection of the coast fortifications for a base. When Germany secured Heligoland in 1867 from England steps were immediately commenced to finish the fortifications undertaken by the British, and today Heligoland, lying off the Elbe, is well high impressive. As a port of refuge for a fleet the island is of high value, but its position is of the highest importance as a coaling station and a launching depot for torpedo boats. Heligoland is only one mile long and has a width of about 500 yards. It rises abruptly out of the sea, its red cliffs towering above the waves for fully one hundred feet on the average, and at the highest point, where the lighthouse stands, the height above sea level is 245 feet. On the northwest side the island is surrounded by dangerous reefs, but on the southeast side the island is protected by a breakwater, and it is this breakwater that provides a base for the German coast defence system. The entire German coast defence system is an offensive system. Northern of the European coast does the littoral lack of field batteries to counter attack from nearest supporting base, and nowhere is the navigation more hazardous than on the German coast line.

actual conflict. England long ago assumed a blockading line from the Straits of Dover, and to the Straits of Dover. The German North Sea base lies a little to the northwest of Dover, and for this reason has led to the construction by the British of a second base, first close in character, more to the northwest, this new base is at Harwich, situated on the North Sea while laying her blockading line at Harwich to Key West. From Key West the distance to Heligoland, to Dover and to the Straits of Dover, is almost the same. This central position, however, is not regarded as favorable for a German blockade, since it would mean a four hundred mile run from a close-in blockading line to Harwich. Compare this with the ninety mile run only from the American blockading line at Havana to Key West. Among naval experts it is held that a line from a blockading line to a base should not exceed 150 to 200 miles. Because of the distance from Harwich additional bases had to be formed further north on the coast. The North Sea is essentially the theatre of Northern and Central Europe. Possession or command of the North Sea means dominance of much of the commerce of Central Europe. Because the North Sea may be regarded as the key to the situation, it will be safer to have there will be less chance for a submarine to approach undetected. If it be seen through the daylight hours by the sea, and the night weather which may be commuted from two-thirds of the time will be the best protection the blockading fleet can hope for. Only the British navy, with its many submarines and battle ships, could undertake to bottle up the entire North Sea by stretching a line across from the Orkneys to the coast of Norway, and in addition there must be a sufficient number of ships to take care of the mouth of the Dnieper Straits and the mouth of the English Channel. German defence is always offensive and German torpedo boats may be expected to make a dash for English ana-

sumes a blockading line from the Straits of Dover, and to the Straits of Dover. The German North Sea base lies a little to the northwest of Dover, and for this reason has led to the construction by the British of a second base, first close in character, more to the northwest, this new base is at Harwich, situated on the North Sea while laying her blockading line at Harwich to Key West. From Key West the distance to Heligoland, to Dover and to the Straits of Dover, is almost the same. This central position, however, is not regarded as favorable for a German blockade, since it would mean a four hundred mile run from a close-in blockading line to Harwich. Compare this with the ninety mile run only from the American blockading line at Havana to Key West. Among naval experts it is held that a line from a blockading line to a base should not exceed 150 to 200 miles. Because of the distance from Harwich additional bases had to be formed further north on the coast. The North Sea is essentially the theatre of Northern and Central Europe. Possession or command of the North Sea means dominance of much of the commerce of Central Europe. Because the North Sea may be regarded as the key to the situation, it will be safer to have there will be less chance for a submarine to approach undetected. If it be seen through the daylight hours by the sea, and the night weather which may be commuted from two-thirds of the time will be the best protection the blockading fleet can hope for. Only the British navy, with its many submarines and battle ships, could undertake to bottle up the entire North Sea by stretching a line across from the Orkneys to the coast of Norway, and in addition there must be a sufficient number of ships to take care of the mouth of the Dnieper Straits and the mouth of the English Channel. German defence is always offensive and German torpedo boats may be expected to make a dash for English ana-

German Batteries. The strength of the German batteries, their great range and the incalculable nature of the inshore waters of the North Sea, make it difficult for the British to the hazard of an inshore blockade. As an illustration of the ineffective results obtained by firing guns mounted high up in shore batteries from ships we have the results of the German experiments, when ships fired over a period of three days at batteries placed at varying distances on shore, and it was found that under the most favorable conditions which obtained that not more than fifty per cent of the shots would have been injured and that more than one-third of the guns were put out of action. In experiments against German turrets it has been found that the German turrets were impregnable to gun fire. As an instance of what a German fleet will stand, we have the valuable data recorded in the official report of a plate for the great turret built by Krupp for the Italian government and now mounted in the naval defence works at the harbor at Spain and Taranto. The plate stood the test admirably. It weighed 105,850 pounds, and the conditions of the test required that it withstand a shot from a 100-ton gun using Krupp steel shells. The shell weighed 2,250 pounds each, while the powder charges consisted of 267 pounds of one-hole powder. The actual energy developed on impact amounted to an average for three shots to 47,450 foot-ton. The plate stood the test admirably. The only effect produced by the three shots was the appearance on the surface of the cup and the formation of a rim of 5, 10 and 4 centimetres depth, and a number of cracks besides, five of which were in the cup and the rim. The result of the trial allowed in no respect to be regarded as a failure as to when the plate would be breached in the case of a long continued fire. All the steel shots employed were directed into countless splinters. These splinters were so hot that at the last fire they set fire to the woodwork around the plate, which woodwork was entirely burnt down.

It is a 300-ton Armstrong gun firing three shots point blank at a German turret was unable to make any impression, it is hardly within the realm of possibility that a ship firing at a long distance and unable to exert even as much energy on the plate would do more. And it must be borne in mind that German turrets cover the approach to the Elbe, the Weser, the Jutland Bay, and cover Heligoland as well.

Damage in Night Attacks. If the blockading fleet did keep out of the range of the German coast defence system, there would be present danger of attack at night from submarines. So long as the North Sea can be blockaded effectively from the deeper waters of the North Sea, there will be less chance for a submarine to approach undetected. If it be seen through the daylight hours by the sea, and the night weather which may be commuted from two-thirds of the time will be the best protection the blockading fleet can hope for. Only the British navy, with its many submarines and battle ships, could undertake to bottle up the entire North Sea by stretching a line across from the Orkneys to the coast of Norway, and in addition there must be a sufficient number of ships to take care of the mouth of the Dnieper Straits and the mouth of the English Channel. German defence is always offensive and German torpedo boats may be expected to make a dash for English ana-

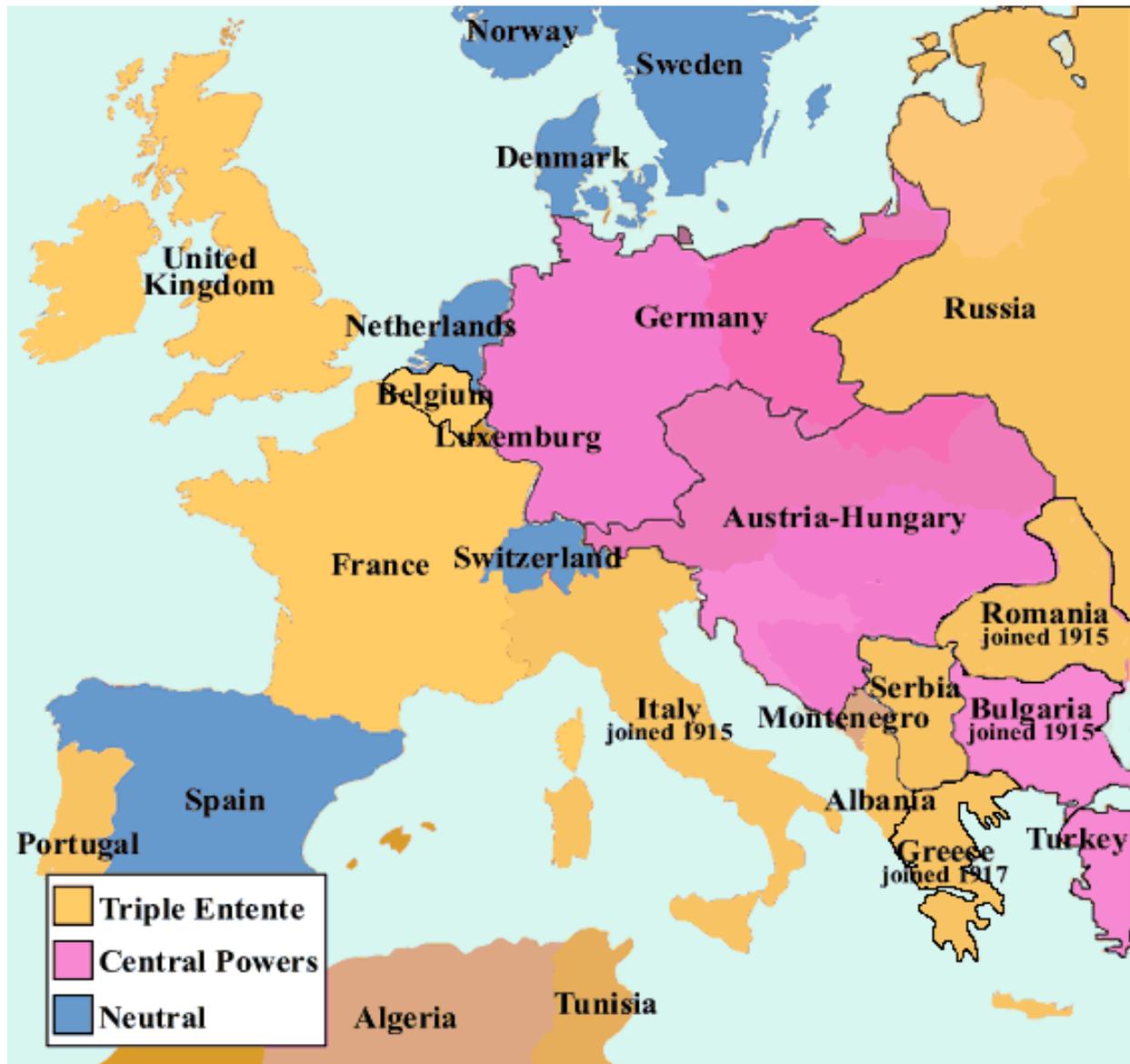
# MAP, EUROPE, 1914

UNITED STATES MILITARY ACADEMY AT WEST POINT



# MAP, EUROPE, 1914

NATIONAL ARCHIVES OF THE UNITED KINGDOM



## MAP, EUROPE, 1919

NATIONAL ARCHIVES OF THE UNITED KINGDOM

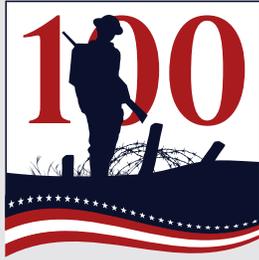


**MAP, MIDDLE EAST**  
WIKIMEDIA COMMONS



**MAP, OTTOMAN EMPIRE, 1914**  
 NEW ZEALAND GOVERNMENT





# THE UNITED STATES WORLD WAR ONE CENTENNIAL COMMISSION



[ww1cc.org](http://ww1cc.org)

FOUNDING SPONSOR  
PRITZKER  
MILITARY  
MUSEUM & LIBRARY

THE STARR FOUNDATION