

SECTION 2 Step-by-Step Instruction

Objectives

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

- Describe how Germany became an industrial giant.
- Explain why Bismarck was called the Iron Chancellor.
- List the policies of Kaiser William II.

Prepare to Read

Build Background Knowledge L3

Ask students to recall the methods Bismarck used to unify the German states. Based on their previous reading, have them predict what steps Bismarck might take to strengthen the newly created Germany.


Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**
The New German Empire

Ask **What is the main idea of von Treitschke's article?** (*The territories of Alsace and Lorraine rightfully belong to Germany.*) **What does this suggest about the newly united Germany?** (*that it will try to grow in size and power*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 2 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the flowchart sequencing the causes and effects of a strong German nation.

 **Reading and Note Taking**
Study Guide, p. 198

SECTION 2

Prussian soldiers at Versailles



French bayonet

WITNESS HISTORY AUDIO

The New German Empire

In 1870, German historian Heinrich von Treitschke (vawn TRYCH kuh) wrote a newspaper article demanding the annexation of Alsace and Lorraine from France. A year later, annexation became a condition of the peace settlement in the Franco-Prussian War:

“The sense of justice to Germany demands the lessening of France. . . . These territories are ours by the right of the sword, and . . . [by] virtue of a higher right—the right of the German nation, which will not permit its lost children to remain strangers to the German Empire.”

Focus Question How did Germany increase its power after unifying in 1871?

Germany Strengthens

Objectives

- Describe how Germany became an industrial giant.
- Explain why Bismarck was called the Iron Chancellor.
- List the policies of Kaiser William II.

Terms, People, and Places

Kulturkampf
William II
social welfare

Note Taking

Reading Skill: Recognize Sequence Keep track of the sequence of events described in this section by completing a chart like the one below. List the causes that led to a strong German nation.



In January 1871, German princes gathered in the glittering Hall of Mirrors at the French palace of Versailles. They had just defeated Napoleon III in the Franco-Prussian War. Once home to French kings, the palace seemed the perfect place to proclaim the new German empire. To the winners as well as to the losers, the symbolism was clear: French domination of Europe had ended. Germany was now the dominant power in Europe.


Germany Becomes an Industrial Giant

In the aftermath of unification, the German empire emerged as the industrial giant of the European continent. By the late 1800s, German chemical and electrical industries were setting the standard worldwide. Among the European powers, German shipping was second only to Britain's.

Making Economic Progress Germany, like Great Britain, possessed several of the factors that made industrialization possible. Germany's spectacular growth was due in part to ample iron and coal resources, the basic ingredients for industrial development. A disciplined and educated workforce also helped the economy. The German middle class and educated professionals helped to create a productive and efficient society that prided itself on its sense of responsibility and deference to authority. Germany's rapidly growing population—from 41 million in 1871 to 67 million by 1914—also provided a huge home market along with a larger supply of industrial workers.

Vocabulary Builder

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

 **Teaching Resources, Unit 5, p. 26; Teaching Resources, Skills Handbook, p. 3**

High-Use Word

synthetic, p. 697

Definition and Sample Sentence

adj. prepared or made artificially

Her jacket was made of **synthetic** fur because she did not like to wear real fur.

coordinate, p. 697

vt. to design or adjust so as to have harmonious action

The florist **coordinated** different flowers to make a beautiful arrangement.

The new nation also benefited from earlier progress. During the 1850s and 1860s, Germans had founded large companies and built many railroads. The house of Krupp (kroop) boomed after 1871, becoming an enormous industrial complex that produced steel and weapons for a world market. Between 1871 and 1914, the business tycoon August Thyssen (TEES un) built a small steel factory of 70 workers into a giant empire with 50,000 employees. Optics was another important industry. German industrialist and inventor Carl Zeiss built a company that became known for its telescopes, microscopes, and other optical equipment.

Promoting Scientific and Economic Development German industrialists were the first to see the value of applied science in developing new products such as synthetic chemicals and dyes. Industrialists, as well as the government, supported research and development in the universities and hired trained scientists to solve technological problems in their factories.

The German government also promoted economic development. After 1871, it issued a single currency for Germany, reorganized the banking system, and coordinated railroads built by the various German states. When a worldwide depression hit in the late 1800s, Germany raised tariffs to protect home industries from foreign competition. The leaders of the new German empire were determined to maintain economic strength as well as military power.

✓ **Checkpoint** What factors did Germany possess that made industrialization possible there?

The Iron Chancellor

As chancellor of the new German empire, Bismarck pursued several foreign-policy goals. He wanted to keep France weak and isolated while building strong links with Austria and Russia. He respected British naval power but did not seek to compete in that arena. “Water rats,” he said, “do not fight with land rats.” Later, however, he would take a more aggressive stand against Britain as the two nations competed for overseas colonies.

BIOGRAPHY

Otto von Bismarck

Otto von Bismarck (1815–1898) spent his early years on his father’s country estate. He worked briefly as a civil servant, but found the work boring. At 24, Bismarck resigned his post as a bureaucrat. “My ambition strives more to command than to obey,” the independent-minded young man explained.

The resignation did not end his career in government. While he was a delegate to a United Diet that was called by Prussian King Frederick William IV, Bismarck’s conservative views and passionate speeches in defense of government policies won him the support of the king. He then served as a diplomat to the German Federation. He became chancellor of the German empire in 1871, a position he held for 19 years. **What path did Bismarck take to win political power?**



Vocabulary Builder

synthetic—(sin THET ik) *adj.* prepared or made artificially

Vocabulary Builder

coordinate—(koh AWR dih nate) *v.* to design or adjust so as to have harmonious action

Teach

Germany Becomes an Industrial Giant

L3

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder terms and definitions. Ask them to brainstorm what might be important for a growing industrial nation to **coordinate**. (Sample: *resources, transportation*)

■ **Teach** Ask students to list the reasons for Germany’s quick, successful economic and industrial development after unification. Then ask **Why do you think the German empire was committed to maintaining its economic strength?** (Sample: *The country needed funds to maintain its military strength; a strong economy would make the country more powerful.*)

Independent Practice

Use the Think-Write-Pair-Share strategy (TE, p. T23) to have students discuss why leaders of other European nations, such as Britain and Russia, might have been alarmed by the developments in Germany.

Monitor Progress

As students fill in their flowcharts, circulate to make sure that they recognize that an educated workforce and a growing population helped lead to a strong German nation. For a completed version of the flowchart, see

📖 **Note Taking Transparencies, 152**

Link to Science

The Color Mauve The first synthetic dye was devised accidentally in 1856 by an 18-year-old chemistry student named William Henry Perkin. Searching for a synthetic form of quinine—the drug used to treat malaria—he instead produced a new chemical remarkable for its bright reddish purple color. Though Perkin named it “Tyrian Purple,” the French name

mauveine caught on. Soon, chemists were producing many new dyes, which quickly became part of clothing, wallpaper, and other decorative items. By the late 1800s German companies dominated the chemical and dye industries. Along with dyes, they turned out such new products as drugs like aspirin and, in the early 1900s, predecessors of modern plastics.

Answers

✓ Germany had ample coal and iron resources, a disciplined and educated workforce, a growing population, and had made previous progress in building industries and railroads. Also, much effort was put into research and development in the applied sciences.


BIOGRAPHY He rejected the traditional road of rising through the bureaucracy. As a delegate to the Diet, he won the support of the king by defending the government’s policies.

The Iron Chancellor/Kaiser William II

L3

Instruct

- **Introduce** Display **Color Transparency 132: The Proclamation of Wilhelm as Kaiser of the New German Reich**. Point out that although the painting's subject is William I's coronation, Bismarck is prominent, in white, at the center of the work. Ask **What does this painting indicate about Bismarck's role in Germany's new position in Europe?** (*He will play a central role.*) **What generalization can be made about the predominance of military uniforms in this scene?** (*Military strength was important to the leaders of Germany.*)

 **Color Transparencies, 132**

- **Teach** Ask **Why did Bismarck fear socialists?** (*They called for democratic and social reforms, and Bismarck thought that they would undermine the workers' support for the government.*) **How did Bismarck appeal to workers to woo them away from socialism?** (*He passed laws to protect workers. Germany became a pioneer in social reform.*) **How did Kaiser William II continue Bismarck's policies?** (*He continued to provide social welfare programs and build up the military.*)
- **Quick Activity** Ask student groups to make charts that compare Bismarck's and William II's personalities and ideas on government.

Independent Practice

Viewpoints To help students better understand competing views of Bismarck, have them read *Bismarck and His Strategies* and complete the worksheet.

 **Teaching Resources, Unit 5, p. 28**

Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

Answers

- ✓ He felt that they were the two greatest threats to Germany because they drew people's allegiance away from the German state.

Analyzing Political Cartoons

1. by showing that it was a strategic and competitive partnership
2. Bismarck attempted to undermine the Catholic Church, but his moves ultimately increased people's loyalty to the church, which became more politically powerful.



Analyzing Political Cartoons

A Political Game of Chess This political cartoon shows Otto von Bismarck and Pope Pius IX trying to checkmate each other in a game of chess.

1. How does this cartoon reflect the relationship between Bismarck and the Catholic Church?
2. How did the conflict between church and state affect German politics in the 1870s?

which lasted from 1871 to 1878. His goal was to make Catholics put loyalty to the state above allegiance to the Church. The chancellor had laws passed that gave the state the right to supervise Catholic education and approve the appointment of priests. Other laws closed some religious orders, expelled the Jesuits from Prussia, and made it compulsory for couples to be married by civil authority.

Bismarck's moves against the Catholic Church backfired. The faithful rallied behind the Church, and the Catholic Center party gained strength in the Reichstag. A realist, Bismarck saw his mistake and worked to make peace with the Church.

Campaign Against the Socialists Bismarck also saw a threat to the new German empire in the growing power of socialism. By the late 1870s, German Marxists had organized the Social Democratic party, which called for parliamentary democracy and laws to improve conditions for the working class. Bismarck feared that socialists would undermine the loyalty of German workers and turn them toward revolution. Following a failed assassination plot against the kaiser, Bismarck had laws passed that dissolved socialist groups, shut down their newspapers, and banned their meetings. Once again, repression backfired. Workers were unified in support of the socialist cause.

Bismarck then changed course. He set out to woo workers away from socialism by sponsoring laws to protect them. By the 1890s, Germans had health and accident insurance as well as old-age insurance to provide retirement benefits. Thus, under Bismarck, Germany was a pioneer in social reform. Its system of economic safeguards became the model for other European nations.

Although workers benefited from Bismarck's plan, they did not abandon socialism. In fact, the Social Democratic party continued to grow in strength. By 1912, it held more seats in the Reichstag than any other party. Yet Bismarck's program showed that conditions for workers could be improved without the upheaval of a revolution. Later, Germany and other European nations would build on Bismarck's social policies, greatly increasing government's role in providing for the needs of its citizens.

✓ **Checkpoint** Why did Bismarck try to crush the Catholic Church and the Socialists?

Differentiated Instruction

Solutions for All Learners

L4 Gifted and Talented L4 Advanced Readers

Explain that Bismarck was known not only for his political skill but also for his clever way of expressing himself. Give students the following three aphorisms for which Bismarck is known:

- "When you want to fool the world, tell the truth."
- "Universal suffrage is the government of a house by its nursery."

- "People never lie so much as after a hunt, during a war, or before an election."

Have students explain what each aphorism means. Then have them write two sayings of their own to describe how governments work or how groups within nations work for—or against—each other.

Kaiser William II

In 1888, **William II** succeeded his grandfather as kaiser. The new emperor was supremely confident in his abilities and wished to put his own stamp on Germany. In 1890, he shocked Europe by asking the dominating Bismarck to resign. “There is only one master in the Reich,” he said, “and that is I.”

William II seriously believed that his right to rule came from God. He expressed this view when he said:

Primary Source

“My grandfather considered that the office of king was a task that God had assigned to him. . . . That which he thought I also think. . . . Those who wish to aid me in that task . . . I welcome with all my heart; those who oppose me in this work I shall crush.”
—William II

Not surprisingly, William resisted efforts to introduce democratic reforms. At the same time, however, his government provided programs for **social welfare**, or programs to help certain groups of people. His government also provided services such as cheap transportation and electricity. An excellent system of public schools, which had flourished under Bismarck, taught students obedience to the emperor along with reading, writing, and mathematics.

Like his grandfather, William II lavished funds on the German military machine, already the most powerful in Europe. He also launched an ambitious campaign to expand the German navy and win an overseas empire to rival those of Britain and France. William’s nationalism and aggressive military stance helped increase tensions on the eve of World War I.

✓ **Checkpoint** Why did William II ask Bismarck to resign in 1890?

Social Reform

Under Bismarck’s leadership, Germany pioneered social reform. By 1884, Germans had health and accident insurance. By 1889, they had disability and old-age insurance. *Why did Bismarck introduce these social reforms?*



Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-2222


Assess and Reteach

Assess Progress

L3




- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 5, p. 22

- To further assess student understanding, use
 **Progress Monitoring Transparencies**, 91

Reteach

If students need more instruction, have them read the section summary.

-  **Reading and Note Taking Study Guide**, p. 199 L3
-  **Adapted Reading and Note Taking Study Guide**, p. 199 L1 L2
-  **Spanish Reading and Note Taking Study Guide**, p. 199 L2

Extend

L4

Remind students that the Industrial Revolution occurred across Europe in the late 1800s. Have students choose another European nation, such as Britain or France, and conduct research comparing Germany’s progress with their chosen country’s industrialization.

Answers

Caption to gain the support of German workers
✓ He wanted to be the sole ruler of the German empire.

Writing About History

Responses should describe a topic chosen from this section, and give at least three arguments in support of the position and three arguments against it.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-2222**.

Section 2 Assessment

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Recognize Sequence**
Use your completed chart to answer the Focus Question: How did Germany increase its power after unifying in 1871?

Comprehension and Critical Thinking

3. **Summarize** How did Germany become an industrial giant in the late 1800s?
4. **Demonstrate Reasoned Judgment**
Do you think Bismarck’s methods were justified by his social reforms? Explain.
5. **Draw Conclusions** Do you think the supporters of a democratic government in Germany in the late 1800s had hope of success? Explain.

Writing About History

Quick Write: Answer Opposing Arguments To write a strong persuasive essay, you need to address arguments that can be used to contradict your position. Choose a topic from the section. For example, think about whether a government should guarantee that its citizens have adequate healthcare. List the arguments for and against your position on a piece of paper.

Section 2 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Germany emerged as an industrial giant, became economically stable, and made social reforms, all of which increased the new nation’s power.
3. Germany had ample coal and iron resources, a disciplined and educated

workforce, a growing population, and had made previous progress in building industries and railroads.

4. Sample: No, because an able politician should have been able to achieve these results without resorting to ruthlessness.
5. Sample: Because Bismarck and the emperor possessed most of the power, supporters of democratic government probably had little hope of success.