

# ***Teaching Module: The Impact of Total War on Civilian Populations: Assessing Conditions Faced by Displaced Civilians in Belgium, Poland, Serbia and Armenia during World War I.***

## **1. Brief Introduction or Rationale:**

As the first “total war” in world history, World War I created new destructive phenomena of a scope and degree never before experienced in human history. Students typically study the horrors unleashed by new weapons on the battlefield (trench warfare, use of machine guns and poison gas) but typically the war's impact on the innocent civilian populations goes unexamined. In today's world, where basic human rights of innocent civilians are constantly threatened by violence both in formal wars and acts of terrorism, an understanding of the causes and nature of conditions faced as a result of this violence is essential as young global citizens look to their governments to help resolve these issues.

As conditions for innocent civilians quickly deteriorated soon after the outbreak of World War I, citizens of all nations recognized that there was no effective way to deal with these problems. Early efforts to handle the global civilian crisis were undertaken by private charitable organizations, most notably the International Red Cross and Red Crescent. The Rockefeller Foundation, an organization created in 1913 with the mission “To promote the well-being of mankind throughout the world,” put its formidable resources behind efforts to provide relief and support to innocent war victims around the world. Rockefeller Foundation records, many of which gave first-hand descriptions of conditions faced and efforts undertaken to ameliorate the suffering, form the essential core of this teaching module.

As World War I ended, the newly formed League of Nations attempted to confront the problem of civilian victims. In 1921, the League organized the High Commission for Refugees, headed by Dr. Fridtjof Nansen, whose work initially focused on continuing problems for refugees in Europe, Asia Minor, Central and East Asia. Today's United Nations Refugee Agency is the direct descendent of this organization and continues to confront the problems faced by forcibly displaced persons.

The goal in this teaching module is to both understand conditions created by total war, and to use descriptive evidence from first-hand accounts to offer suggestions to a hypothetical hearing before the newly organized High Commission.

## **2. Course Level and Curriculum Connections :**

- NYS Global History (10th grade), Standard 2 - World History, Key Idea 4 (Historical analysis and evaluation of evidence: complete social science research projects focusing on topics and issues drawn from world history)
- AP World History (10th grade): Period 6: Accelerating Global Change and Realignment, c. 1900 to the Present, Key Concept 6.2 (Global Conflicts and Their Consequences), III. Political Changes were accompanied by major demographic and social consequences, C.

The proliferation of conflicts led to various forms of ethnic violence and displacement of peoples resulting in refugee populations

- Common Core Guidelines for "Cornerstone" Readings

### 3. The Essential Questions:

- **In what ways and to what extent were the civilian populations of Europe affected by the "total warfare" of World War I?**
- **Do the efforts made by private charitable organizations provide a useful model for dealing with these serious problems in the future?**

### 4. Student Objectives:

- *Reading:* To challenge and develop students' ability to read complex material; to enhance students' academic vocabulary.
- *Research and Writing:* To develop students ability to both critically analyze historical evidence and use relevant evidence to justify their position on the focus question; to write a persuasive essay that incorporates specific historical evidence.
- *Content:* To develop a more in-depth knowledge of a particular historical era (World War I) and encourage legitimate applications of this knowledge to a specific problem faced by the League of Nations.

### 5. Schedule and Procedure

*CONTENT NOTE FOR THE TEACHER: These activities assume that students will have some previous content knowledge about events leading up to World War I. It is best used after a study of the new methods of warfare being used on the battlefield. Also, the names of places and geographical features contained in the documents present a perfect opportunity for teachers to develop supplemental geography lessons.*

*PROCEDURAL NOTE FOR THE TEACHER: These activities may and should be adapted by the teacher to meet demands of time and audience. For example, it is possible to simply use the Common Core Cornerstone reading and omit the simulated Hearing of the High Commission for Refugees or specific documents describing conditions for one geographical area - Armenia - may be used to supplement a lesson on the Armenian genocide. Thus, teachers are also encouraged to make whatever modifications they think appropriate for their class in the selection and use of documents for the simulation and research project.*

**Day One:** Introduce the topic with a motivational reading that is formatted according to guidelines presented in Common Core "Shifts" and the Common Core "template." Copies of the following are available as separate files: 1. "Abyss of Want and Woe" with Vocabulary only and 2. "Abyss of Want and Woe" with Vocabulary and Guiding Questions for Students.

1. Introduce the text "Abyss of Want and Woe" (with Vocabulary) and have selected students read paragraph #1 text aloud. Review the definitions for the underlined words and terms.

2. Have students individually read paragraphs #2-7 and develop definitions for the vocabulary in **bold face** using their context in the reading.
3. Have students organize into “reading partners.” Partners should then compare their definitions and establish meaning.
4. Partners together should then answer the following questions, based solely on paragraphs 1 – 6. (Consider use of separate file “Abyss of Want and Woe” with Vocabulary and Guiding Questions for Students)

(Q1) What was the purpose and result of Sir Gilbert Parker's trip?

(Q2) According to Parker, in what ways is Belgium's government a nightmare?

(Q3) Based on Parker's observations, how were the Belgians reacting to their horrible situation?

(Q4) To what extent is the heading "Ask for Bread and Salt" an accurate description of the paragraph that follows it?

(Q5) In your own words, give three reasons why conditions were worse for Belgians who remained in their country than for those who left it.

(Q6) How does the author describe the Belgians' attitude toward their situation?

**5. Partners should then read paragraphs 7-10 aloud to each other.** Partners should establish definitions for vocabulary in **bold face**.

**6. Students should attempt to answer the following questions individually, then share and discuss their answers with their partners.**

(Q7) According to Parker, what are two reasons why the United States is the only nation in the world that can help Belgium?

(Q8) What does the author say that suggests that it would be easy for Americans to help the Belgian people?

**7. After completing paragraphs 1-10, partners should identify the two distinct sections of the reading so far.** Students should identify which paragraph serves as the beginning of the new section (i.e. about America's possible role).

**8. Summary Writing:** Students will gather notes to write a summary of the text. Using the summary notes graphic organizer (Writing a Magnet Summary), students work first in pairs, to find evidence from the text, then share with the full class. Note that the graphic organizer identifies the two distinct segments of the reading.

**9. For homework:** Students will individually write out a summary of the reading based on notes collected in the template.

### **Day Two:**

1. Check for Understanding: Teachers should be sure that students understand the previous day's reading by personally assessing the summary or by using an appropriate, familiar in-class method that allows students to review and revise their summary.

2. Introduction to the Simulation: Hearings before the High Commission for Refugees, established by the League of Nations in 1921.

*The following can be read to students or copied and distributed in a format preferred by the teacher.*

**It is 1921. World War I has ended and the newly established League of Nations has begun to meet. One of its first goals is to fully understand the nature and extent of "total war" on the civilian populations of Europe. The League has organized the High Commission for Refugees to deal with the current issue of world refugees. Before it begins its work, the new High Commission wants to find answers to two essential questions: In what ways and to what extent were the civilian populations of Europe affected by the "total warfare" of World War I? Do the efforts made by private charitable organizations provide a useful model for dealing with these serious problems in the future?**

**The Commission has called upon teams of experts who had first-hand experience with displaced civilian populations during the war to share the results of their experience and offer suggestions for how the new High Commission should proceed in the future. The High Commissioners will consider the evidence they hear and establish formal procedures for handling similar civilian crises in the future.**

3. Students will be assigned to become an expert on one of four specific areas whose civilian populations suffered dramatically as a result of war – Belgium, Poland, Serbia, Armenia. Working individually or as assigned in their "expert teams" (the decision on process is left to the teacher) students will be responsible for TWO TASKS: 1. RESEARCH - gathering data about the situation for its target population 2. REPORTING – sharing their findings to the full committee AND offering suggestions to the High Commission for Refugees should such catastrophes occur again.

N.B.: After the simulation has concluded, individual students will use their research and that of other expert groups to write a short research based paper. Specific goals for this paper should be decided by the teacher, in keeping with models and procedures already established in that class.

## **Days Three - Five: The Research Process**

1. Once organized as members of specific expert teams, students should review the normal procedures for assignment group projects and responsibilities as established by the class and teacher.

2. At this point, emphasis should be placed on the "**Research Process**" i.e. what specific strategies should be employed to effectively collect relevant data from the documents. The teacher is encouraged to consider and modify the following recommended steps:

**Step 1:** Encourage students in their expert teams to brainstorm what specific subjects areas might be useful as "data gathering categories" that would help with their task. For example, since their charge is to understand the conditions that existed for civilian populations affected by war in order to offer possible solutions for the future, students might consider:

1. Possible Specific Causes (not simply "the war" but "area used as battlefield," "armies took control of farm land and crops," "manufacturing plants shut down for lack of raw materials")

2. Descriptive Categories i.e. basic human needs (food, clothing, shelter), health concerns (hygiene, disease, epidemics), psychological effects, vulnerable groups (children, the aged, the mentally ill)

3. Type of Aid Provided / Administrative Issues (e.g. transportation, government assistance, infrastructure)

4. Uniqueness of their Area of Concern

Students in each expert team should then do a sampling of the relevant documents to decide on topics useful for data collection.

**Step 2:** Possible "Data Collection Categories" should be shared with the entire class. Agreement should be reached on common categories which will be necessary for the final discussion and useful in the final writing project. A common "Research / Data Collection Sheet(s)" should be prepared and used by each expert team. This is a critical step for the ultimate writing phase of the project - students should have a way to compare data from different areas as they write their final paper. Don't forget to include space for both useful information that might not be identified in the initial discussion AND for the unique conditions presented in each of the four separate geographical areas.

**Step 3:** Students will read the documents individually and collect only relevant information that can be placed on the "Research / Data Collection Sheet." This is essentially a "note-taking" exercise that focuses the student on relevant information only. Teachers should remind students to include specific citations to documents that can be used for referencing in the final research paper.

**Step 4:** Students will share the results of their individual research with members of their expert team. Additions and modifications, and clarifications should be made so that each student is satisfied that their research is complete.

## **Days Six and Seven: Simulation: Hearings of the High Commission for Refugees**

1. Expert teams will prepare their final report to the High Commission For Refugees. At this point, the Commission hearings could be led by the teacher but students in other expert groups now become members of the commission. As such, all students will be recording relevant information on new Data Collection Sheets that they will use for their final writing project. They revert back to their role as an expert team member when they make their presentation.
2. When all expert teams have presented their reports, the High Commission will offer a period of discussion and clarification (to be determined by the teacher). The presiding High Commissioner will then instruct the other Commission members to write their final report - to incorporate what they have learned and to offer concrete suggestions that could resolve the essential question.
3. Before disbanding to write their final reports, students should have the opportunity to question members of other expert teams to clarify data and sources.

**Days Eight, Nine, Ten (or more): The Writing Process:** Students will complete work on a short position paper that offers a personal response to the Essential Question.

1. In writing the final research paper, and in conjunction with guidelines presented in the Common Core, teachers should employ a process to essay writing that builds on previous experience in the class and school.

*Suggestions for the Writing Process:* after reviewing the data collected (with the possible addition of supplemental research), students should prepare an initial written statement of a possible thesis position, then organize evidence into a coherent and comprehensive outline that identifies structure of the argument and includes specific data that is carefully referenced. Next, at least one draft should be written and evaluated (perhaps with peer review), then revised and rewritten to produce a final product.

## **6. Source Materials and Student Handouts:**

1. "Common Core Cornerstone" Reading: "Abyss of Want and Woe" with Vocabulary
2. "Common Core Cornerstone" Reading: "Abyss of Want and Woe" with Vocabulary and Guided Questions for Students.
3. Graphic Organizer: Writing a Magnet Summary (see separate file)

#### 4. Documents for Research Teams:

##### *on Armenia*

- Letter from Jerome D. Greene to Dr. James L. Barton, Oct. 4, 1915
- Letter from Richard Hill to Dr. Samuel Dutton, Dec. 12, 1915
- Cover Letter from Samuel G. Wilson to Prof. Dutton, March 1, 1916 with a Report on Armenian Relief Work
- Letter from Samuel G. Wilson to Prof. Dutton, March 6, 1916
- "A General Report of Relief Work Among the Armenians in the Trans-Caucasus," by Samuel G. Wilson
- Rockefeller Foundation Annual Report, 1916, pp. 327-330 (on Armenia and Syria)

##### *on Serbia*

- Handwritten Letter from the Central Committee of Members of the (Serbian) National Assembly for the Relief of the War to Members of the Rockefeller Foundation, February 9/22 1915, with "A Synopsis".
- "Destitution and Disease in Serbia," Report to the Rockefeller Foundation, April 18, 1915
- "Preliminary Report of Richard P. Strong, M.D., Director of Sanitary Commission to Serbia of the American Red Cross," October 25, 1915
- Rockefeller Foundation Annual Report, 1916, pp. 323-326 (on Serbia).

##### *on Poland*

- Petition to the Commission for the Relief of Belgium - Brussels - Concerning the Necessity of Food Supply to the Districts of Poland Occupied by the German Army (n.d.)
- Report of the General Relief Committee for the Victims of the War in Poland, February 1915
- Letter from G.B. Rives to Warwick Greene, August 17, 1916, with a report on the "Jewish Asylum for Aged People and Orphan Children" in Warsaw.
- Rockefeller Foundation Annual Report, 1916, pp. 318-323 (on Poland).

##### *on Belgium*

- Unsigned letter from "Chairman" to Jerome D. Greene, January 1, 1915
- Letter from Herbert Hoover to Jerome D. Greene, April 19, 1915
- "Food For Belgium," Official Bulletin of the Commission for Relief of Belgium, January 16, 1915
- "What it Really Means to Live in Belgium," Published interview with F.C. Walcott, February 29, 1916
- Rockefeller Foundation Annual Report, 1916, pp.314-318 (on Belgian Children).

## The Text – “Abyss of Want and Woe”: Belgium’s Bitter Need of Our Aid – Sir Gilbert Parker Says Only America Can Save From Starvation

*Belgian Relief Bulletin, December 5, 1914*

Exemplar Text	Vocabulary
<p>1 The <b>appalling</b> misery which is <b>overwhelming</b> the thousands upon thousands in <b>desolated</b> Belgium is <b>vividly depicted</b> in the following statement by Sir Gilbert Parker, <u>M. P.</u>, who last week left London to <b>inquire</b> into and report upon conditions. In the present status, he says, only America can meet the desperate needs. Starvation and death from cold and disease are certain for vast numbers unless the great work of human <u>salvage</u>, made possible through the <u>agencies</u> of relief, now co-ordinated, is supported to the full by those who are able to help.</p>	<p><u>M. P.</u>: Member of Great Britain’s Parliament, that country’s legislature.  <u>salvage</u>: save and rescue from danger+  <u>agencies</u>: private organizations</p>
<p>2 "The hearts of all <u>humane</u> people," writes Sir Gilbert Parker, "have been <b>tortured</b> since the beginning of the war by the sufferings of Belgium. For myself the <u>martyrdom</u> of Belgium had been a nightmare. Her Government is carried on in another land. Her King is in the <u>trenches</u>. Her army is <b>decimated</b>, but the last <b>decimals</b> fight on.</p> <p>Her people <b>wander</b> in foreign lands, the highest and lowest looking for work and bread; they cannot look for homes. Those left behind <b>huddle</b> near the ruins of their shattered villages or take <u>refuge</u> in towns which cannot feed their own citizens.</p>	<p><u>humane</u>: showing sympathy and compassion  <u>martyrdom</u>: extreme suffering and sacrifice  <u>trenches</u>: a long, deep, narrow, hole in the ground dug to protect soldiers from enemy fire  <u>refuge</u>: a place of safety</p>
<p>3 <b>Destitution – Desolation</b></p> <p>"Many cities and towns have been completely destroyed; other, reduced or <b>shattered</b>, struggle in vain to feed their poor and broken populations. Stones and ashes mark the places where small communities lived their peaceful lives before the invasion. The Belgian people live now in the <u>abyss</u> of <b>want</b> and <b>woe</b>.</p> <p>"All this I knew in England, but knew it from reports of others. I did not, could not, know what the <u>destitution</u>, the <u>desolation</u> of Belgium was, what were the <b>imperative</b> needs of this people, until I got to Holland and to the borders of Belgian territory.</p> <p>"There at <u>Maastricht</u> I saw <b>fugitives</b> crossing the <b>frontier</b> into Holland with all their worldly goods upon their shoulders or in their hands, or with nothing at all, seeking <b>hospitality</b> of a little land which itself feels, though it is neutral, the painful stress and cost of war.</p>	<p><u>abyss</u>: a space or hole so deep that is difficult to measure  <u>woe</u>: trouble or distress  <u>destitution</u>: complete poverty  <u>desolation</u>: ruin, destruction  <u>Maastricht</u>: a city in Holland close to the Belgian border</p>

<p><b>4</b></p> <p style="text-align: center;"><b>Ask for Bread and Salt</b></p> <p>“I begin to understand what the sufferings and needs of Belgium are. They are such that the horror of it almost <b>paralyzes</b> expression. I met at Maastricht Belgians, representatives of <u>municipalities</u>, who said that they had food for only a <u>fortnight</u> longer. And what was the food they had? No meat, no vegetables, but only one-third of a soldier’s <b>rations</b> of bread for each person per day. At <u>Liege</u>, as I write, there is food for only three days.</p> <p>“What is it the people of Belgium ask for? They ask for bread and salt, no more, and it is not forthcoming. They do not ask for meat; they cannot get it. They have no fires for cooking, and they do not beg for <u>petrol</u>. Money is of little use to them, because there is no food to be bought with money.</p> <p>“Belgium under ordinary circumstances imports five-sixths of the food she eats. The ordinary channels for sale and purchase are closed. They cannot buy and sell if they would.</p>	<p><u>municipalities</u>: local town and city governments</p> <p><u>fortnight</u>: two weeks</p> <p><u>Liege</u>: a major city in Belgium, south of Maastricht in Holland</p> <p><u>petrol</u>: gasoline</p>
<p><b>5</b></p> <p style="text-align: center;"><b>No Work</b></p> <p>“There is no work. The factories are closed because they have not raw material, coal, or petrol, because they have no <b>markets</b>.</p> <p>“And yet war taxes are falling with <b>hideous</b> pressure upon a people whose hands are empty, whose workshops are closed, whose fields are <b>idle</b>, whose cattle have been taken.</p> <p>“In Belgium itself the misery of the <b>populace</b> is greater than the misery of the Belgian fugitives in other countries such as Holland. I have seen in a room without fire, the walls damp, the floor without covering, not even straw, a family of nine women and eight children, one on an <u>improvised</u> bunk seriously ill. Their home in Belgium was leveled to the ground, the father killed in battle, with little food, <b>insufficiently</b> clothed, there by the North Sea, they watched the <u>bleak</u> hours pass with nothing to do except <b>cling</b> together in a vain attempt to keep warm.</p> <p>“Multiply this case by the hundreds of thousands, and you will have some hint of the people’s sufferings.</p> <p>“Children are born in the <u>hugger mugger</u> of such conditions.</p>	<p><u>improvised</u>: to make with whatever materials are available</p> <p><u>bleak</u>: without hope or encouragement</p> <p><u>hugger mugger</u>: disorder or confusion</p>
<p><b>6</b></p> <p style="text-align: center;"><b>Pathetic Endurance</b></p> <p>“The saddest, most <b>heartrending</b> thing I have ever seen has been the patience of every Belgian, whatever his state, I have met. The <u>pathos</u> of lonely, staring, <b>apathetic</b> endurance is tragic beyond words. So grateful, so simply grateful, are they, every one, for whatever is done for them.</p>	<p><u>pathos</u>: a feeling of pity or compassion</p>

<p><b>7</b></p> <p><b>A Democracy of Famine</b></p> <p>“None begs, none asks for money, and yet on the faces I saw stark hunger, the weakness come of long weeks of <b>famine</b>. A rich man can have no more than a poor man. It is a democracy of famine.</p>	
<p><b>8</b></p> <p><b>One Nation’s Waste Could Save Another</b></p> <p>“There is enough food wasted in the average American household in one day to keep a Belgian for a fortnight in health and strength. They want in Belgium 300,000 tons of food a month. That is their normal requirement. The American Relief Committee is asking for 8,000 tons a month, one-quarter of the normal requirements, one half of a soldier’s rations for each Belgian. The American Committee needs \$5,000,000 a month until next harvest. It is a huge sum, but it must be <b>forthcoming</b>.</p> <p>“Of all the great powers of the world the United States is the only one not at war or in <b>peril</b> of war. Of all the <b>foremost</b> nations of the world the United States is the only one that can save Belgium from starvation if she will. She was the only nation that Germany would allow a <u>foothold</u> for humanity’s and for Christ’s sake in Belgium. Such an opportunity, such responsibility, no nation ever had before in the history of the world. Spain and Italy join with her, but the <u>initiative</u> and resources and organization are hers.</p> <p>“Around Belgium is a ring of steel. Towns have fallen under the iron and fire of war. Into that vast grave yard of the desolate only the United States enter with adequate and responsible organization.</p>	<p><i><u>foothold</u>: a secure position from which further progress is possible</i></p> <p><i><u>initiative</u>: a beginning, or introductory action or step</i></p>
<p><b>9</b></p> <p><b>Our Great Opportunity</b></p> <p>“No such opportunity was ever given to a people, no such test ever came to a Christian people in all the records of time.</p> <p>“I am a <b>profound</b> believer in the <b>great-heartedness</b> of the United States. Probably the United States has 18,000,000 homes. How many of them will deny themselves a meal for Belgium? The mass of the American people do not need to deny themselves anything to give to Belgium.</p> <p>“I say to the American people that they cannot conceive what this strain upon the populations of Europe is at this moment, and, in the cruel grip of Winter, hundreds of thousands will <b>agonize</b> till death or relief comes. In lonely, hopeless units, the Belgian people take flight, looking for food and shelter, or remain <b>paralyzed</b> by the <b>tragedy</b> fallen upon them in their own land.</p>	

**Majestic Heroism**

“ Their sufferings are **majestic** in simple heroism and uncomplaining endurance. So majestic in proportion **ought** the relief to be.

endurance: the ability or strength to deal with pain and hardship

proportion: of comparable or similar size

**The Text – “Abyss of Want and Woe”: Belgium’s Bitter Need of Our Aid – Sir Gilbert Parker Says Only America Can Save From Starvation, from the *Belgian Relief Bulletin*, December 5, 1914 (Rockefeller Archive Center Collections)**

Exemplar Text	Vocabulary	Guiding Questions for Students
<p>1 The <b>appalling</b> misery which is <b>overwhelming</b> the thousands upon thousands in <b>desolated</b> Belgium is <b>vividly depicted</b> in the following statement by Sir Gilbert Parker, <i>M. P.</i>, who last week left London to <b>inquire</b> into and report upon conditions. In the present status, he says, only America can meet the desperate needs. Starvation and death from cold and disease are certain for vast numbers unless the great work of human <i>salvage</i>, made possible through the <i>agencies</i> of relief, now co-ordinated, is supported to the full by those who are able to help.</p>	<p><i>M. P.</i>: Member of Great Britain’s Parliament, that country’s legislature.</p> <p><i>salvage</i>: save and rescue from danger+</p> <p><i>agencies</i>: private organizations</p>	<p>(Q1) What was the purpose and result of Sir Gilbert Parker's trip?</p>
<p>2 "The hearts of all <i>humane</i> people," writes Sir Gilbert Parker, "have been <b>tortured</b> since the beginning of the war by the sufferings of Belgium. For myself the <i>martyrdom</i> of Belgium had been a nightmare. Her Government is carried on in another land. Her King is in the <i>trenches</i>. Her army is <b>decimated</b>, but the last <b>decimals</b> fight on.</p> <p>Her people <b>wander</b> in foreign lands, the highest and lowest looking for work and bread; they cannot look for homes. Those left behind <b>huddle</b> near the ruins of their shattered villages or take <i>refuge</i> in towns which cannot feed their own citizens.</p>	<p><i>humane</i>: showing sympathy and compassion</p> <p><i>martyrdom</i>: extreme suffering and sacrifice</p> <p><i>trenches</i>: a long, deep, narrow, hole in the ground dug to protect soldiers from enemy fire</p> <p><i>refuge</i>: a place of safety</p>	<p>(Q2) According to Parker, in what ways are Belgium's government a nightmare?</p>
<p>3 <b>Destitution – Desolation</b></p> <p>“Many cities and towns have been completely destroyed; other, reduced or <b>shattered</b>, struggle in vain to feed their poor and broken populations. Stones and ashes mark the places where small communities lived their peaceful lives before the invasion. The Belgian people live now in the <i>abyss</i> of <b>want</b> and <i>woe</i>.</p> <p>“All this I knew in England, but knew it from reports of others. I did not, could not, know what the <i>destitution</i>, the <i>desolation</i> of Belgium was, what were the <b>imperative</b> needs of this people, until I got to Holland and to the borders of Belgian territory.</p> <p>“There at <i>Maastricht</i> I saw <b>fugitives</b> crossing the <b>frontier</b> into Holland with all their worldly goods upon their shoulders or in their hands, or with nothing at all, seeking <b>hospitality</b> of a little land which itself feels, though it is neutral, the painful stress and cost of war.</p>	<p><i>abyss</i>: a space or hole so deep that is difficult to measure</p> <p><i>woe</i>: trouble or distress</p> <p><i>destitution</i>: complete poverty</p> <p><i>desolation</i>: ruin, destruction</p> <p><i>Maastricht</i>: a city in Holland close to the Belgian border</p>	<p>(Q3) Based on Parker's observations, how were the Belgians reacting to their horrible situation?</p>

<p><b>4</b>                                      <b>Ask for Bread and Salt</b></p> <p>“ I begin to understand what the sufferings and needs of Belgium are. They are such that the horror of it almost <b>paralyzes</b> expression. I met at Maastricht Belgians, representatives of <u>municipalities</u>, who said that they had food for only a <u>fortnight</u> longer. And what was the food they had? No meat, no vegetables, but only one-third of a soldier’s <b>rations</b> of bread for each person per day. At <u>Liege</u>, as I write, there is food for only three days.</p> <p>“What is it the people of Belgium ask for? They ask for bread and salt, no more, and it is not forthcoming. They do not ask for meat; they cannot get it. They have no fires for cooking, and they do not beg for <u>petrol</u>. Money is of little use to them, because there is no food to be bought with money.</p> <p>“ Belgium under ordinary circumstances imports five-sixths of the food she eats. The ordinary channels for sale and purchase are closed. They cannot buy and sell if they would.</p>	<p><u>municipalities</u>: local town and city governments</p> <p><u>fortnight</u>: two weeks</p> <p><u>Liege</u>: a major city in Belgium, south of Maastricht in Holland</p> <p><u>petrol</u>: gasoline</p>	<p><b>(Q4) To what extent is the heading "Ask for Bread and Salt" an accurate description of the paragraph that follows it?</b></p>
<p><b>5</b>                                      <b>No Work</b></p> <p>“ There is no work. The factories are closed because they have not raw material, coal, or petrol, because they have no <b>markets</b>.</p> <p>“And yet war taxes are falling with <b>hideous</b> pressure upon a people whose hands are empty, whose workshops are closed, whose fields are <b>idle</b>, whose cattle have been taken.</p> <p>“In Belgium itself the misery of the <b>populace</b> is greater than the misery of the Belgian fugitives in other countries such as Holland. I have seen in a room without fire, the walls damp, the floor without covering, not even straw, a family of nine women and eight children, one on an <u>improvised</u> bunk seriously ill. Their home in Belgium was leveled to the ground, the father killed in battle, with little food, <b>insufficiently</b> clothed, there by the North Sea, they watched the <u>bleak</u> hours pass with nothing to do except <b>cling</b> together in a vain attempt to keep warm.</p> <p>“Multiply this case by the hundreds of thousands, and you will have some hint of the people’s sufferings.</p> <p>“Children are born in the <u>hugger mugger</u> of such conditions.</p>	<p><u>improvised</u>: to make with whatever materials are available</p> <p><u>bleak</u>: without hope or encouragement</p> <p><u>hugger mugger</u>: disorder or confusion</p>	<p><b>(Q5) In your own words, give three reasons why conditions were worse for Belgians who remained in their country than for those who left it.</b></p>



<p>deny themselves anything to give to Belgium.</p> <p>“I say to the American people that they cannot conceive what this strain upon the populations of Europe is at this moment, and, in the cruel grip of Winter, hundreds of thousands will <b>agonize</b> till death or relief comes. In lonely, hopeless units, the Belgian people take flight, looking for food and shelter, or remain <b>paralyzed</b> by the <b>tragedy</b> fallen upon them in their own land.</p>		
<p>10                                      <b>Majestic Heroism</b></p> <p>“ Their sufferings are <b>majestic</b> in simple heroism and uncomplaining <u>endurance</u>. So majestic in <u>proportion</u> <b>ought</b> the relief to be.</p>	<p><u>endurance</u>: the ability or strength to deal with pain and hardship</p> <p><u>proportion</u>: of comparable or similar size</p>	

## Writing a Magnet Summary

(Adapted from the Common Core Exemplar, Appendix B, <http://enqageny.org/wp-content/uploads/2012/04/Grade-8-Long-Night-of-Little-Boats-Close-Reading-Exemplar.pdf>)

**Directions:** Using the reading “Abyss of Want and Woe,” complete the graphic organizer below to help you prepare for writing your summary. Note that there are TWO controlling ideas in the text but one is emphasized more than the other.

