World War 1 Unit
FLA 518

Katarzyna Kwolek
INTRODUCTION

1. **Title:** World War I
2. **Grade level:** 9 - 12
3. **Target group:** content based ESL class
4. **Source of written reading material:**
5. **Source of lessons:**
   http://www.teacherlink.usu.edu/TLresources/units/socjust/Jamie/01intro.PDF
   The unit was developed by Jamie Hodges.
6. **Learning goals:** I want my students to know...
   ...the causes of WW I,
   ...the reasons for the US to enter the war,  
   ...the effect the war had on both Europe and the US, 
   ...the location of the countries involved in the war on the map of Europe.

**Note:** All original materials and ideas are marked with an asterix (*).
The following abbreviations were used: SW – students will
  TW – teacher will
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3. Function Checklist
4. Vocabulary Checklist
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   - Sample Performance Indicators
   - Lesson Plan
   - Maps
7. Lesson 2
   - Content and language objectives
   - Functional – Notional chart
   - Sample Performance Indicators
   - Lesson Plan
   - Additional Visuals
8. Lesson 3
   - Content and language objectives
   - Functional – Notional chart
   - Sample Performance Indicators
   - Lesson Plan
   - Additional Visuals
9. Original Lessons
10. Original Text
Lesson 1
Katarzyna Kwolek  FLA 518

Lesson 1. The causes of WWI

Content Objectives

Students will:

1. Name and explain the main causes of the World War I
2. Give definitions and be able to use in a sentence words like: boundaries, nationalism, imperialism, neutrality, and assassination.
3. Name and show the countries involved in WWI on the map of Europe.

Language Objectives

Students will:

1.1 Write a paragraph listing and explaining the causes of WWI.
1.2 In groups, create a timeline of events leading to the war.
2.1 Create student's own glossary of the words ss. think may be useful when discussing WW I.
3.1 Read the map.
3.2 Provide the names of the involved countries and their location on the map.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and explain</td>
<td>The main causes of the WW I</td>
<td>The main causes of WW I were...</td>
<td>Imperialism, Nationalism, Assassination, Boundaries, Neutrality, Arms race, Terrorist, Chain reaction, Alliance/s</td>
<td>Past tense, Phrasal verbs, Nouns, Use of transitions to show sequence, Prepositions, Conjunctions</td>
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<td></td>
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<td>The WW I started because...</td>
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<td>The war broke out because of...</td>
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<td>The first cause was...</td>
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<td>The next cause was...</td>
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<td>The last cause was...</td>
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<td>Another cause was...</td>
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<td>Because... attacked...</td>
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<td></td>
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<td>As a result... attacked...</td>
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<tr>
<td>Name and show on the</td>
<td>The countries involved in the war</td>
<td>This is...</td>
<td>Austria - Hungary, Germany, Serbia, Bosnia - Herzegovina, France, Great Britain</td>
<td>‘This / that is’ structure, Past tense</td>
</tr>
<tr>
<td>map</td>
<td></td>
<td>.....is here</td>
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<tr>
<td></td>
<td></td>
<td>......is there</td>
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<td>They were a part of...</td>
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<td></td>
<td></td>
<td>They were...</td>
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<td></td>
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<td>They belonged to...</td>
<td></td>
<td></td>
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<tr>
<td>Define</td>
<td>Vocabulary words</td>
<td>3rd person present simple (s) making comparisons comparative and superlative adjectives</td>
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<td>-------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>...means (that)...</td>
<td>Imperialism... a nation wants to have a lot of colonies; Nationalism... a nation thinks they are better than all others; Assassination... that somebody important was killed; Chain reaction... that one thing cases another, which causes yet another. Alliance/s...is an agreement between two countries that they will help one another. Neutral... not involved in a conflict</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Performance Indicators for Lesson 1.

<table>
<thead>
<tr>
<th>Language goal (content with language functions)</th>
<th>Content / Knowledge goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 In groups, create a timeline of events leading to WW I.</td>
<td>1. Name and explain the main causes of the World War I</td>
</tr>
<tr>
<td>1.2 Write a paragraph listing and explaining the causes of WWI.</td>
<td>2. Give definitions and be able to use in a sentence words like: boundaries, nationalism, imperialism, and assassination.</td>
</tr>
<tr>
<td>2.1 Create student’s own glossary of the words ss. think may be useful when discussing WW I.</td>
<td>3. Name and show the countries involved in WW I on the map of Europe.</td>
</tr>
<tr>
<td>3.1 Read the map.</td>
<td></td>
</tr>
<tr>
<td>3.2 Provide the names of the involved countries and their location on the map.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Pre – production</th>
<th>Early Production</th>
<th>Speech Emergence</th>
<th>Intermediate</th>
<th>Nearly Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening or reading/ writing: complete a graphic organizer</td>
<td>Complete a graphic organizer while you listen to the text read by the teacher.</td>
<td>Complete a graphic organizer while you listen to the text read by the teacher.</td>
<td>Complete a graphic organizer while you read the text about WWI prepared by your teacher.</td>
<td>Complete a graphic organizer while you read the text about WWI from your textbook.</td>
<td></td>
</tr>
<tr>
<td>Writing: causes of the war.</td>
<td>Using the graphic organizer match terms about the causes of WWI with their brief explanations coupled with their iconic representations.</td>
<td>Using the graphic organizer complete a cloze text about the causes of WWI using the vocabulary provided.</td>
<td>Using your graphic organizer, list the causes of the WW I and explain them in 1 sentence.</td>
<td>Using a guide and the graphic organizer, write a paragraph listing and explaining causes of the WW I.</td>
<td>Using your graphic organizer write a paragraph listing and explaining causes of the WW I.</td>
</tr>
<tr>
<td>Activity</td>
<td>Instructions</td>
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<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Reading/ writing/ speaking/ listening: Create a timeline.</td>
<td>In a group, listen to the text read by the teacher and, using labels, put the events in the correct order creating a timeline.</td>
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</tr>
<tr>
<td>Speaking/ writing: create a glossary.</td>
<td>With teacher’s help, decide on at least 5 words that you find important to know when discussing WW I. T will provide definitions orally and then write them down in a notebook. Together draw (or find on line) pictures that best show the meaning of the words.</td>
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</tr>
<tr>
<td>Speaking: map labeling</td>
<td>Look at the map and point to the countries named by the teacher. Use labels provided by the teacher to label the countries on the map. Point to and then color to and then color the alliances. Use provided.</td>
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<tr>
<td></td>
<td>In a group, label on the map countries involved in the war and color the alliances with different colors. (You may use a text book) Orally, in your group, give 2-3 reasons.</td>
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<tr>
<td></td>
<td>In a group, label on the map countries involved in the war. Then color the alliances using two different colors. (You may use a text book) Finally, in your group,</td>
<td></td>
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<tr>
<td></td>
<td>In a group, using the text prepared by the teacher, create a timeline of events leading to the outbreak of WW I.</td>
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<tr>
<td></td>
<td>As a group, create a glossary of words you find important to know when discussing WW I by looking the words up and rephrasing their definitions as well as using the words in a sentence.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Create your own glossary of the words you find important to know when discussing WW I by looking the words up and rephrasing their definitions as well as using the words in a sentence.</td>
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</tr>
<tr>
<td>the alliances. Listen to the teacher reading the sentences for you and point to the countries named by the teacher.</td>
<td>pieces of a sentence to form sentences about the influence a country's location has on its involvement in a war.</td>
<td>why a country's location may affect its involvement in a war.</td>
<td>each alliance and orally, in a group, explain how the location of that country affected its involvement in the war.</td>
<td>discuss how the location of those countries affected their involvement in the war.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan for Lesson 1- The causes of WWI

TESOL Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the area of Social Studies.

Content Objectives

Students will:

1. Name and explain the main causes of the World War I
2. Give definitions and be able to use in a sentence words like: Arms race, terrorist, imperialism, nationalism, assassination, chain reaction, alliance/-s, boundaries, neutrality.

2. Name and show the countries involved in WWI on the map of Europe.

Language Objectives

Students will:

1.1 Write a paragraph listing and explaining the causes of WWI.
1.2 In groups, create a timeline of events leading to the war.
2.1 Create student’s own glossary of the words ss. think may be useful when discussing WWI
3.1 Read the map.
3.2 Provide the names of the involved countries and their location on the map.

Visuals/ Resources/ Additional materials:

- Map of Europe (1914-1919)
- United States History Textbook
- Pictures / visuals illustrating main events/ people/ concepts including a timeline
- Chart paper, markers
- Graphic organizer
- Text prepared by the teacher based on the handbook.
- Overhead projector
Key Vocabulary: Arms race, terrorist, imperialism, nationalism, assassination, chain reaction, alliance/-s, boundaries, neutrality, pivotal event.

Making connections/ establishing shared background (10 min): TW use poster paper to draw a three-column KWL chart. SW brainstorm in small groups about what they know and what they want to know about WWI. TW appoint a recorder, a facilitator, a speaker and a timekeeper for each group. (This helps to involve students at different levels) Students have 3-5 mins. for group work. Then, SW share their group ideas with the class. TW write down students' ideas in the first two columns and leave the KWL chart displayed for the remainder of the unit. The third column will be filled by the students as a class at the end of the unit (as a form of a review).

For example:

<table>
<thead>
<tr>
<th>We KNOW</th>
<th>We WANT to know</th>
<th>We LEARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>That the war was in Europe.</td>
<td>Where exactly was it fought?</td>
<td></td>
</tr>
<tr>
<td>That it was over somebody who was killed.</td>
<td>Was that the case?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who was it?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why was he/ she killed?</td>
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<tr>
<td>The US did not want to join the war.</td>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did it eventually join the war?</td>
<td></td>
</tr>
<tr>
<td>And so on...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Objectives</td>
<td>Activities</td>
<td>Time</td>
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</tr>
<tr>
<td>1. Name and explain the main causes of the World War I.</td>
<td>1.1 SW work in groups to complete a partially filled graphic organizer as they (or the teacher) read the text. (Attachments 1.1 - 1.3)</td>
<td>15-20 min.</td>
</tr>
<tr>
<td></td>
<td>1.2 SW (or TW) read a text (attachments 2.1 - 2.5) about the situation in Europe before the war. Even if the T reads, SS should be given the text to follow.</td>
<td>5-10 min.</td>
</tr>
<tr>
<td></td>
<td>1.3 TW fill out the graphic organizer using the overhead and ideas supplied by the students. The graphic organizer can stay displayed so SS can use it for other class assignments.</td>
<td>5 min.</td>
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<tr>
<td></td>
<td>1.4 TW review the parts of a paragraph.</td>
<td>15 min.</td>
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<td></td>
<td>1.5 SW write a paragraph about the causes of WWI. They will list the causes and explain them in one-two sentences. (Attachments 3, 4.1 -4.2)</td>
<td>10 min.</td>
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<tr>
<td></td>
<td>1.6 SW, in pairs, exchange their writing with a partner and peer edit it for content.</td>
<td>5 min.</td>
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<tr>
<td></td>
<td>1.7 TW show a timeline in the handbook and model on the board how the students will create their own timelines.</td>
<td>5 min.</td>
</tr>
<tr>
<td></td>
<td>1.8 SW, in small groups or individually, create detailed timelines of events leading to the outbreak of war. (Attachments 5.1 - 5.3)</td>
<td>15 min.</td>
</tr>
<tr>
<td></td>
<td>1.9 TW tell SS that the timelines will be completed as the unit progresses.</td>
<td></td>
</tr>
</tbody>
</table>
Attachment 1.1 Graphic Organizer for Lesson 1.

Pre-Production

Causes of the war

Nationalism  I  Alliances

Critical Tension
1. No trust between countries.
2. Many nations forced to become one – fighting.

Pivotal Event?
A_______ of Archduke Ferdinand

Reaction Actions
First, A_______ - H_______ declared war against Serbia, then Germany declared _______ on Russia and F_______. Then G_______ B__________ declared war against G__________.

Results
Turkey, Italy and Japan joined the war.
The greatest war in the history of the world started. It was called ______
__________________

Spinoff
Tensions or Issues
Attachment 1.2 Graphic Organizer for Lesson 1.
Early Production / Speech Emergence

Causes of the war

N_______  I_______  A_______  A______  R_______

Critical Tension
1. No trust between countries.
2. Many nations forced to become one – fighting.

Pivotal Event?

Reaction Actions
First, __________ declared war against Serbia, then Germany __________ on Russia and __________. Then __________ declared war against __________.

Results
Turkey, Italy and Japan joined the war.
The __________war in the history of the world started. It was called __________

Spinoff
Tensions or Issues
Attachment 1.3 – Graphic Organizer for Lesson 1
Intermediate / Nearly Fluent

Causes of the war

Critical Tension

Pivotal Event?

Reaction Actions

Results

Spinoff Tensions or Issues

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from Makes Sense Strategies: The Works!
In 1914, war broke out in Europe. The war had many causes. The first cause was nationalism. That meant people felt that their nation was better than other nations. The second cause was imperialism. Countries wanted to have many colonies around the world. This forced people of different nationalities to live as one nation. Some people did not like it and they were ready to fight for their independence. The third cause was the growth of alliances. An alliance is a group of nations that promise to protect one another. Many European countries started an arms race. They did not trust other countries; they wanted to build a great military power and weapons. The arms race was the fourth cause of the war. (Now recapture everything you have read so far: there were four causes of the war: nationalism, imperialism, alliances and arms race. Stop for a couple seconds to see if everybody is done with their graphic organizer.)

All those factors contributed to the war starting but there was one pivotal event, which started a chain reaction leading to the outbreak of war. This event was the assassination of Archduke Ferdinand. It happened on June 28, 1914 in Sarajevo, Bosnia. The archduke and his wife were killed by Gavrilo Princip who was a terrorist and a Serb. He wanted Bosnia to be independent from Austria – Hungary and to join Serbia. Austria – Hungary declared war against Serbia in July of 1914. Then Germany declared war against Russia in August 1st and against France on August 3rd. Then, Great Britain declared war against Germany on August 4th. Finally, Turkey joined Germany and Austria-Hungary to form the Central Powers and Italy and Japan joined Britain, France, and Russia as the Allies. Some countries did not take sides – the remained neutral. Some of those countries were: Belgium, Switzerland and the US. (Recapture again what you have read: that there was one pivotal event, or an event that changed everything (you can also turn around to show what it means to pivot). That event was the assassination, or killing, of Archduke Ferdinand and it caused countries to start a war with one another. There were two alliances: the Central Powers and the Allies.)

The greatest war in the history of Europe started – it was called the World War I because it affected so many people around the world.

Note: pauses should be about 3-5 seconds long. Pause after you give your students important information so they have time to write it down. Apply the same pattern to all the levels of proficiency. Make pauses longer if necessary.
In 1914, war broke out in Europe. The war had many causes. The first cause was nationalism. That meant people felt that their nation was better than other nations. The second cause was imperialism. Countries wanted to have many colonies around the world. This forced people of different nationalities to live as one nation. Some people did not like it and they were ready to fight for their independence. The third cause was the growth of alliances. An alliance is a group of nations that promise to protect one another. Many European countries started an arms race. They did not trust other countries; they wanted to build a great military power and weapons. The arms race was the fourth cause of the war.

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Austria—Hungary declared war against Serbia in July of 1914. Then Germany declared war against Russia in August 1st and against France on August 3rd. Then, Great Britain declared war against Germany on August 4th. Finally, Turkey joined Germany and Austria—Hungary to form the Central Powers, and Italy and Japan joined Britain, France, and Russia as the Allies. Some countries did not take sides – the remained neutral. Some of those countries were: Belgium, Switzerland and the US.

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All those factors contributed to the war starting but there was one pivotal event, which started a chain reaction leading to the outbreak of war. This event was the assassination of Archduke Ferdinand. It happened on June 28, 1914 in Sarajevo, Bosnia. The archduke and his wife were killed by Gavrilo Princip who was a terrorist and a Serb. He wanted Bosnia to be independent from Austria – Hungary and to join Serbia. Austria – Hungary declared war against Serbia in July of 1914. Then Germany declared war against Russia on August 1st and against France on August 3rd. Then, Great Britain declared war against Germany on August 4th. Finally, Turkey joined Germany and Austria- Hungary to form the Central Powers, and Italy and Japan joined Britain, France, and Russia as the Allies. Some countries did not take sides – the remained neutral. Some of those countries were: Belgium, Switzerland and the US.

The greatest war in the history of Europe started – it was called the World War I because it affected so many people around the world.
Early Production

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The greatest war in the history of Europe started – it was called the World War I because it affected so many people around the world.
The war started in 1914.

1. The causes of the war were:
   - Nationalism (when a nation feels they are better than other nations)
   - Imperialism (when a country wants to have many colonies around the world)
   - Alliances (secret agreements between countries that they will protect one another)
   - Arms race (when countries build a great army and weapons)

2. The pivotal event (a very important thing that happened) was the assassination (killing for political reasons) of Archduke Ferdinand.

3. The death of the Archduke started a chain reaction (when one thing causes another, and then another and another) of countries declaring war against one another.

This war affected (influenced) millions of people around the world. That is why it was called the World War I.
Intermediate

Topic Sentence

Supporting sentence #1 (give details)

Supporting sentence #2 (give details)

Supporting sentence #3 (give details)

Supporting sentence #4 (optional)

Conclusion
Attachment 4.1

‘Fill in the blanks’ text for Early Production Writing Assignment.

There were __________ causes of the war in Europe. The first cause was __________. It means that one __________ feels that they are better than other nations. The __________ cause was imperialism. That means that a country wants to have many colonies. The third __________ was the growth of alliances. Many countries created __________ pacts promising to protect one another in case of the war. These secret pacts are called alliances. The last cause was ________________. Countries were competing to build the greatest army and weapons. The event that started a ________________ was the assassination of ________________ Ferdinand in Sarajevo. Because he was killed by a Serb, Austria – Hungary __________ war against Serbia. Serbia was allied with Russia, France and Great Britain. Austria – Hungary was allied with __________, and Turkey. The countries declared war on one another. This is how World War I started.

WORD BANK:

Archduke, cause, secret, declared, arms race, second, four, nationalism, Germany, chain reaction, nation
Matching exercise for Pre-Production Students

**IMPERIALISM**
A country is competing with others to have the greatest army and weapons.

**NATIONALISM**
A country wants to have many colonies around the world.

**ARMS RACE**

**ALLIANCES**
Secret treaties between countries that promise to protect one another.

**ASSASSINATION OF ARCHDUKE FERDINAND**
A nation thinks they are better than all the other nations.

A very important event that happened on June 28, 1914. It started the war.
Attachment 5.1 - Timeline
Pre - Production

- Arms race in Europe
- June 28, 1914
  Archduke Ferdinand and his wife assassinated in Sarajevo.
- August 1914 - Germany declares war with Russia and France
- August 1914 - England declares war against Germany.
- July 1914 - Austria-Hungary declares war against Serbia.
Attachment 5.2 Timeline

Early Production and Speech Emergence

List of events:
1. Arms race in Europe
2. July 1914 – Austria-Hungary declares war against Serbia.
3. August 1914 - England declares war against Germany.
5. August 1914 – Germany declares war with Russia and France.
Attachment 5.3 – Timeline

Intermediate / Nearly Fluent
<p>| | | |</p>
<table>
<thead>
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</table>
| 2. Give definitions and be able to use in a sentence words like: Arms race, terrorist, imperialism, nationalism, assassination, chain reaction, alliance/s, boundaries, neutrality, pivotal event. | 2.1 TW ask SS what words they found difficult or important to know as they were reading and talking about the war.  
2.2 As SS give examples, teacher writes them down on poster paper for future reference.  
(This will create a 'word wall')  
2.3 TW distribute blue test books for students to create their own glossaries. Also, students can staple a couple of pieces of paper together to create a glossary.  
2.4 SW list and explain the words. | 10 min  
2.4 Glossary including at least 3 words/ terms explained or represented visually. |
| 3. Name and show the countries involved in WW I on the map of Europe. | 3.1 Teacher will distribute map of Europe to SS. (Attachment 6.1)  
3.2 SW use their graphic organizers to name the parties involved in the war.  
3.3 SW use the map in their handbook (or a wall map) to find and color the countries involved in the war and their allies.  
3.4SW, in small groups, discuss how a location of those countries affected their involvement. Early production students will complete a matching exercise (attachment 6.2) and pre-production students will point to the countries on the map as the teacher reads the text in attachment 6.3. | 2 min  
10 min  
10 min  
Map completed correctly, alliances colored with different colors.  
SS expressing their ideas, predictions in a small group setting.  
SS give examples og the countries and point to them on the map. |
Map of Europe in 1914
Attachment 6.2 Early Production

Put two parts of a sentence into one. How does a country's location influence its involvement in the war.

If a country is located far from the war... (like Spain or Portugal)

It could have protection and help of its ally right away.

If a country has a border with a country that is its ally (friend)... (like Germany and Austria – Hungary)

It is easier for it to stay neutral (not taking sides)

If a country has a border with a country that is not its ally (enemy)... (like France and Germany)

It may be difficult for it to stay safe and not involved.

If a country wants to stay neutral but is right in between two fighting countries... (like Belgium)

It would be attacked right away.
Attachment 6.3 Pre - Production

If a country is located far from the war, like Spain or Portugal, it is easier for it to stay neutral (not taking sides).

If a country has a border with a country that is its ally (friend), like Germany and Austria – Hungary, it could have protection and help of its ally right away.

If a country has a border with a country that is not its ally (enemy), like France and Germany, it would be attacked right away.

If a country wants to stay neutral but is right in between two fighting countries, like Belgium, it may be difficult for it to stay safe and not involved.
Lesson 1 Narrative

In lesson 1, I implemented several methods of making the content comprehensible for ELLs at various levels of proficiency. To create a shared history and build on background knowledge I used a KWL chart filled out by all the students in a small group setting at first, and then as a class. To ensure everybody has a task to perform, I recommended assigning jobs to each student in a group. This way even students who are at a higher proficiency level can be recorders or reporters and those at a lower level can be timekeepers.

Another strategy I used was giving students graphic organizers to be filled out during reading the text. This will help them access the text better and organize its main points. The graphic organizers are adapted for all levels by being partially filled according to students' proficiency. I also prepared 5 different versions of the text so that each proficiency level can be given the same content but with varying levels of scaffolding. I rewrote the whole text to limit it to only essential information. For the nearly fluent level I underlined key vocabulary words, for intermediate – I kept the underlining and I also briefly described on the margin what each paragraph was about. For speech emergence I highlighted key expressions in different colors. For early production I kept the highlighting and also added a brief summary of each paragraph on the margin. For pre-production I rewrote the text in form of a list using points and bullets. I also included a guide for a teacher on how the text should be read to students.

Another modification I used was providing the language for timeline exercise for students at pre-production, early production and speech emergence levels. For the first one I prepared boxes with events listed that can be cut and pasted in the right order. For the other two, I made a list of events that have to be put in order and placed on the timeline.
For paragraph writing, I prepared a guide for intermediate students. It lists and explains briefly parts of a paragraph and allows writing space for each part. Speech emergence students would be asked to just list the causes and explain them in one-two sentences. For early production I prepared a ‘fill in the blanks’ exercise with vocabulary provided. And for pre-production, I made a matching exercise with pictures illustrating each word (cause).

For map exercise I asked students to use different colors. Color coding helps visual learning. For early production, I prepared a matching exercise. I also highlighted key expressions to facilitate understanding. For pre-production, I wrote some sentences and highlighted key expressions but I asked students to point to the countries.

I used pictures to illustrate main points of the lesson. I also rephrased or used synonyms for some vocabulary words.

To enhance interaction, most activities take place in a small group setting. Students’ affective filter is lower in such setting. Also, according to ZPD theory, students can do more with peer support. This setting allows the teacher to group students according to their abilities to maximize learning. In lesson 1, there is also quite a lot of teacher – student interaction. It allows teacher to engage in instructional conversations with students and to assess their progress. Both cases allow negotiation of meaning and exchange of information.
Lesson 2
Katarzyna Kwolek
FLA 518
Lesson 2. US declares war

Content objectives

Students will:

1. Name and explain reasons for the US to enter the war.
2. Explain and use new vocabulary and key terms: U-boat, trench warfare, unrestricted submarine warfare, Lusitania, Zimmerman telegram.

Language objectives

Students will:

1.1, 2.1 Role – play in groups President Wilson’s advisors who advise the President on what his next move should be in the light of the latest events.
1.2, 2.2 Write a journal entry on the following topic: "Imagine you woke up and the newspaper headlines say ‘US entered the war’. Describe your thoughts and feelings.”
1.3 Add new events to the timeline created during lesson 1.
2.3 Add new words to the glossary created during lesson 1.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and explain</td>
<td>Reasons for the US to enter the war</td>
<td>There were …</td>
<td>…several /many/ multiple reasons for the US to enter the war.</td>
<td>Past tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The first reason was…</td>
<td>German lack of respect for US neutrality</td>
<td>Articles use with names of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The second (next) reason was …</td>
<td>Unrestricted submarine warfare/ U – boats</td>
<td>vessels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The third (last, another) reason was…</td>
<td>British influence</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>The US entered the war because of…</td>
<td>Sinking of the Lusitania</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>When … attacked …</td>
<td>Zimmerman telegram</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>German submarines...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>British ships…</td>
<td></td>
</tr>
<tr>
<td>Explain and use</td>
<td>New vocabulary</td>
<td>…means (that)…</td>
<td>Trench warfare… soldiers were in long, narrow and deep hole in the ground dug to protect them.</td>
<td>Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unrestricted submarine warfare … German submarines attacked without warning.</td>
<td>Past tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No Man’s Land … land between the trenches of opposing armies.</td>
<td></td>
</tr>
</tbody>
</table>
Sample Performance Indicators for Lesson 2

<table>
<thead>
<tr>
<th>Language goal (content with language functions)</th>
<th>Content / Knowledge goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Students will:</td>
</tr>
<tr>
<td>1.1, 2.1 Role – play in groups President Wilson’s advisors who advise the President on what his next move should be in the light of the latest events.</td>
<td>1. Name and explain reasons for the US to enter the war.</td>
</tr>
<tr>
<td>1.2, 2.2 Write a journal entry on the following topic: “Imagine you woke up and the newspaper headlines say ‘US entered the war’! Describe your thoughts and feelings.”</td>
<td>2. Explain and use new vocabulary and key terms: U-boat, trench warfare, unrestricted submarine warfare, Lusitania, Zimmerman telegram.</td>
</tr>
<tr>
<td>1.3 Add new events to the timeline created during lesson 1.</td>
<td></td>
</tr>
<tr>
<td>2.3 Add new words to the glossary created during lesson 1.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Pre – Production</th>
<th>Early Production</th>
<th>Speech Emergence</th>
<th>Intermediate</th>
<th>Nearly Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading / speaking/ listening: role-play</td>
<td>After listening to the text read by the teacher, use labels to fill the graphic organizer with reasons for the US to enter the war (or stay neutral for the other group).</td>
<td>After listening to the text read by the teacher, fill the graphic organizer with reasons for the US to enter the war (or stay neutral for the other group). Present one argument to ‘the</td>
<td>After reading the text prepared by the teacher, in groups, fill the graphic organizer with reasons for the US to enter the war (or stay neutral for the other group). Present your arguments to ‘the</td>
<td>After reading the text prepared by the teacher, in groups, fill the graphic organizer with reasons for the US to enter the war (or stay neutral for the other group). Present your arguments to ‘the</td>
<td>After reading the text prepared by the teacher, in groups, fill the graphic organizer with reasons for the US to enter the war (or stay neutral for the other group). Present your arguments to ‘the</td>
</tr>
<tr>
<td>Writing / Speaking / Writing: add new events to the timeline.</td>
<td>Circle the words from the list that may describe how you would feel if you read a newspaper headline saying &quot;US entered the war!&quot;</td>
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<td></td>
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<tr>
<td>Fill in the blanks using words from the word bank to complete a text on the following topic: &quot;Imagine you woke up and the newspaper headlines say 'US entered the war!'. Describe your thoughts and feelings.&quot;</td>
<td>Using sentence starters provided by the teacher, write a journal entry on the following topic: &quot;Imagine you woke up and the newspaper headlines say 'US entered the war!'. Describe your thoughts and feelings.&quot;</td>
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</tr>
<tr>
<td>President trying to convince him to follow your advice.</td>
<td>Answer in writing, using one sentence, questions prepared by the teacher about the following topic: &quot;Imagine you woke up and the newspaper headlines say 'US entered the war!'. Describe your thoughts and feelings.&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President trying to convince him to follow your advice.</td>
<td>Write a journal entry on the following topic: &quot;Imagine you woke up and the newspaper headlines say 'US entered the war!'. Describe your thoughts and feelings.&quot;</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>In a group, listen to the text read by the teacher and, using labels, put the events in the correct order adding new events to the timeline you started during Lesson 1.</td>
<td>In a group, listen to the text read by the teacher and using the list of events, add new events to the timeline you started during Lesson 1.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>In a group, listen to the text prepared by the teacher, add new events to the timeline you started during Lesson 1.</td>
<td>In a group, using the text prepared by the teacher, add new events to the timeline you started during Lesson 1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Listening/reading/writing: add new words to the glossary.</td>
<td>With teacher's help, decide on at least 5 words that you would like to add to the glossary you created during Lesson 1. T will provide definitions orally and then write them down in a notebook. Together draw (or find on line) pictures that best show the meaning of the words.</td>
<td>With teacher's help, decide on at least 10 words that you would like to add to the glossary you created during Lesson 1. T will provide definitions orally. Write them down in your notebook and draw (or find on line) pictures that best show the meaning of the words.</td>
<td>As a group, add new words to the glossary you created during Lesson 1 by looking up the words and rephrasing their definitions as well as using the words in a sentence.</td>
<td>Add new words to your glossary created during Lesson 1 by looking the words up and rephrasing their definitions as well as using the words in a sentence.</td>
<td></td>
</tr>
</tbody>
</table>
Katarzyna Kwolek
FLA 518
Lesson 2 - US declares war.

TESOL Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the area of Social Studies.

Content Objectives:
Students will:
1. Name and explain reasons for the US to enter the war.
2. Explain and use new vocabulary and key terms: U-boat, trench warfare, unrestricted submarine warfare, Lusitania, Zimmerman telegram.

Language objectives
Students will:
1.1, 2.1 Role – play in groups President Wilson's advisors who advise the President on what his next move should be in the light of the latest events.
1.2, 2.2 (*) Write a journal entry on the following topic: “Imagine you woke up and the newspaper headlines say ‘US entered the war’. Describe your thoughts and feelings.”
1.3 Add new events to the timeline created during lesson 1.
2.3 Add new words to the glossary created during lesson 1.

Visuals/ Resources/ Additional materials:
- US history textbook
- Text prepared by the teacher based on the textbook
- Timeline prepared by students during Lesson 1
- Student-made vocabulary books
- Pictures to illustrate main concepts
- Student – labeled map of Europe
- Graphic organizer
- Word walls
Key Vocabulary: unrestricted submarine warfare, U-boat, contraband, propaganda, the Lusitania, Zimmerman’s telegram, ambassador,

Making connections/ activating background knowledge: (10 min)
Have students individually look at the answers to the question they discussed in Lesson 1 about the influence the location of a country may have on its involvement in the war. Then, ask students to discuss in small groups if they think that location was an important issue in case of the US. What other reasons can they think of for the US to stay neutral or to become involved in the war? Ask students to share their ideas with the class and write them down on the poster paper. Leave the poster paper up so students can verify their views as the lesson progresses.
<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Activities</th>
<th>Time</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name and explain reasons for the US to enter the war.</td>
<td>1.1 TW divide students into two groups: one group will gather reasons for the US to enter the war and the other will gather reasons for the US to stay neutral. TW assign roles for every student in the group: a timekeeper, writer, facilitator, speaker, reader etc. depending on students linguistic abilities.</td>
<td>5 min</td>
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<tr>
<td></td>
<td>1.2 TW give each group graphic organizers that will help them organize their arguments (See attachments 1.1-1.6)</td>
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<td></td>
<td>1.3 SW or TW read the text prepared by the teacher. (See attachments 2.1-2.5 below)</td>
<td>10 min.</td>
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<td></td>
<td>1.4 SW use the information they gathered from the poster created during the &quot;activating background knowledge&quot; part of the lesson and from their reading to fill out the graphic organizer.</td>
<td>15 min.</td>
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<td></td>
<td>1.5 TW explain to the students that they are to pretend they are President Wilson's advisors (The teacher can pretend to be the President.) and that they are to try to convince the President to follow their advice. Then the teacher will model how he/she wants the arguments presented. For example, the teacher may say: 'Mr. President, our first argument is the fact that Germany does not respect our neutrality.' Or 'The war will cost the country too much' TW tell students to take turns giving their arguments. The opposing sides are encouraged to ask questions about particular arguments. So is &quot;the President&quot;.</td>
<td>5 - 7 min</td>
<td>Graphic organizers filled out with relevant information.</td>
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<tr>
<td></td>
<td>1.6 SW role-play the advising session</td>
<td>15 - 20 min.</td>
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<td></td>
<td>1.7 TW shortly summarize the arguments given to him/her and announce his/her decision: the US is declaring war and sending soldiers to Europe. The teacher may say: &quot;So, these are the arguments against... and these are the arguments for...</td>
<td>5 min</td>
<td>Relevant arguments presented in an appropriate manner.</td>
</tr>
</tbody>
</table>

1.8. Journal entry: How you feel. See gdlpe.2.(rg, 16-21 attachments)
Yes!
The United States has to join the war!
Here are the reasons why:
No!
The United States has to stay neutral!
Here are the reasons why:
Yes!
The United States has to join the war!
Here are the reasons why:

Fear of German world

European C of some

S of the L

Unrestricted submarine warfare.

The Z

T
No!
The United States has to stay neutral!
Here are the reasons why:

- German efforts to warn Americans to stay away from British ships.
- President Washington delaying the shipment of war ships.
- The conflict of words.
- People wanting a lot more meat on war.
- G________ B________ breaking the i________ laws.
- War stops the r________ in the US.
Yes!
The United States has to join the war!
Here are the reasons why:

- Economic ___________ of the US to the Allies.
- Anti-German ___________
- European connections of some Americans
- Sinking of the ___________
- Fear of German-rulled world
- The Zimmermann _______
- Unrestricted ____________ warfare
No!
The United States has to stay neutral!
Here are the reasons why:

- German efforts to warn Americans to stay away from British ships.
- Repressions of G______ people in the US.
- President W______ promise.
- War stops the reforms in the US.
- People made a lot of m_______ on war.
- G______ B______ breaking the international laws.

The c_______ of war.
There were many reasons for the U.S. to enter the war and many reasons for the U.S. to stay neutral. The first reason to enter the war was the use of anti-German propaganda by the Allies. They fabricated (created untrue) stories about the terrible things Germans did to innocent people. The second reason was the fact that many people in America still felt connected to their mother countries in Europe. They wanted to fight on the side of their mother country. The third reason was the sinking of the Lusitania. It was a British ship, which carried weapons for the Allies. It also had 128 Americans on board and they all died. This turned many Americans against Germany. The fourth reason was unrestricted submarine warfare. It meant that all the ships in the war zone would be attacked by German submarines, with no exceptions. The fifth reason was the idea that German victory would cause an end to free enterprise and government by law. The sixth reason was that the US had economic links with the Allies. They supplied the Allies with food and weapons as well as money. The seventh reason was the Zimmermann Telegram. It was a telegram sent from the German foreign minister Arthur Zimmermann to the German ambassador (representative) in Mexico. It promised Mexico help in regaining lands in Texas, Arizona and New Mexico if Mexico joined the war on German side. The telegram was printed in newspapers and it made Americans even angrier at Germany.

On the other hand, there were also reasons for the US to stay neutral. The first reason was that President Wilson was re-elected on the promise to keep the US out of war. It would not be good for his image to break such a promise. The second reason was that German government asked Americans not to travel on ships carrying goods for the Allies because these ships would be attacked. So, if some people did not listen, it was their fault that they were hurt. The third reason was that the war cost too much in terms of money and lives. The fourth reason was that it caused the nation to stop the reforms and turn all the resources to the war. The fifth reason was that people of some nationalities would be repressed (treated badly). This would be true for people who came from the Central Powers countries. The sixth reason was the fact that Germany was not the only country breaking international laws. Great Britain also sunk ships and blocked trade. The seventh reason was that wartime barons (businessmen) made lots of money while regular people suffered.
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Attachment 2.5 Text based on students' textbooks.

Pre – Production

The reasons for the US to enter the war were:

- Anti –German propaganda,
- European connections of some Americans,
- Sinking of the Lusitania,
- Unrestricted submarine warfare,
- Fear of Germany – ruled world,
- Economic links of the US to the Allies,
- The Zimmermann telegram.

The reasons for the US to stay neutral:

- President Wilson's promise,
- German efforts to warn Americans to stay away from British ships,
- The cost of war,
- War stops the reforms in the US,
- Repressions of for example German people in the US,
- Great Britain breaking the international laws,
- People making a lot of money on war.
| 1.8  | SW be given a writing prompt for a journal entry.  
|      | "Imagine you woke up and the newspaper headlines  
|      | say 'US entered the war'. Describe your thoughts and  
|      | feelings."                  | 2 min | Journal entry  
|      | 1.9 SW write their journal entry. TW use handout pages  
|      | form Attachments 3.1 – 3.5 below.  | 10 min. | appropriate for a  
|      | 1.10 TW read the journal entries and respond to them  
|      | in writing. If necessary, teacher can discuss journal  
|      | entries with their authors.       |       | student's linguistic  
|      |                                      |       | level.          |
Attachment 3.1 Journal Entry

Nearly Fluent

"Imagine you woke up and the newspaper headlines say 'US entered the war!'. Describe your thoughts and feelings."
Attachment 3.2

Journal entry – Intermediate

1. How did you feel when you saw the headlines this morning?

2. What else did you feel?

3. Why did you feel like that?

4. What do you think will happen next?
Attachment 3.3
Journal entry – Speech Emergence

When I saw the headlines this morning I felt ________________________________

I also felt ________________________________

I felt that way because ________________________________

I think that what will happen next is ________________________________
Attachment 3.4
Journal entry – Early Production

When I read the headlines this morning I felt _______________ and ____________________
I also felt _____________________. I felt that way because I _________________ the US to enter the war.
I think that next, many people will _________________ ______________ and leave for Europe. I
hope _______________ ends soon and that the US _________________.

Word bank:
Happy, lost, join the army, the war
Excited, unsure, wanted
Didn't want, join the army, protest,
Upset, frightened, win.
Angry, surprised,
Scared, sad,
Attachment 3.5
Journal entry – Pre – Production

SAD

FRIGHTENED

ANGRY

HAPPY
<table>
<thead>
<tr>
<th>2. Explain and use new vocabulary and key terms: U-boat, trench warfare, unrestricted submarine warfare, Lusitania, Zimmerman telegram.</th>
<th>2.1 SW add new vocabulary to the glossaries they created during lesson 1.</th>
<th>15 – 20 min.</th>
<th>New words added to the glossary, explained and illustrated by either sentences or pictures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 SW add new events to the timeline they created during lesson 1. (See Attachments 5.1 – 5.3 in Lesson 1. For the list of events for Early production and speech emergence, and labels for Pre – production see attachments 4.1 – 4.2 below.)</td>
<td></td>
<td>10 – 15 min.</td>
<td>New events added to the timeline in a chronological order.</td>
</tr>
</tbody>
</table>
Attachment 4.1

List of events – Early Production and Speech Emergence

- April 1915 – first use of poisonous gas in a battle
- November 1916 – President Wilson reelected
- January 1917 – Germany announces unrestricted submarine warfare
- February 1915 – German blockade of Britain,
- February 1917 – The Zimmermann telegram
- March 1915 – British blockade of Germany
- April 6th, 1917 – US declares war on Germany
- May 1915 – German U-boat sinks the Lusitania.
Attachment 4.2

Labels for the timeline – Pre-Production

- April 1915 – first use of poisonous gas in a battle
- November 1916 – President Wilson reelected
- January 1917 – Germany announces unrestricted submarine warfare
- February 1915 – German blockade of Britain
- February 1917 – The Zimmermann telegram
- March 1915 – British blockade of Germany
- April 6th, 1917 – US declares war on Germany
- May 1915 – German U-boat sinks the Lusitania.
Lesson 2 Narrative

In Lesson 2 I implemented similar adaptations as in Lesson 1. I used teacher modified text, color-coding, summarizing on the margin, partially filled graphic organizer / semantic map, and teacher prepared activities with various degrees of support. I relied on small group work as a main source of interaction between students, and a small group with a teacher setting as a main source of instructional conversations and assessment. I used previous lessons to connect the new topic to the old one. I used brainstorming to activate background knowledge. Also, I used pictures to illustrate certain points of the topic. Finally, I decided to keep the format of certain parts of the lesson similar to that of Lesson 1 to ensure students were familiar with it (for example: teacher modified text).

For instructions on speech modifications while reading text to students, please see Attachment 2.1 in Lesson 1(page 7).
TRENCHES

No Man's Land (the stretch of land between the trenches of the opposing sides) has already been churned up by shell fire. In wet weather it becomes a mass of mud, making it even harder for troops to cross.

Aircraft can warn of the build-up of enemy troops before an attack.

Barbed wire: metres deep and an impenetrable obstacle for any troops able to reach it.

Concrete block house for a machine-gun.

Reserve trench.

Support trench.

Communication trenches have to be kept clear for moving troops.

Front-line dug-outs provide protection but not against a direct hit from an artillery shell.

A deep dug-out. German ones could be 15 m below ground and too well constructed to be damaged by shell fire.

PROBLEMS FACING ATTACKING TROOPS
First Call
I Need You in the Navy this Minute
Our Country will always be proudest of those who answered the FIRST CALL

Navy Recruiting Stations:
34 East 23rd Street
New York
115 Flatbush
Brooklyn
Be Patriotic
Sign your country's pledge to save the food
U.S. Food Administration
ONLY THE NAVY CAN STOP THIS
Katarzyna Kw olek
FLA 518
Lesson 3 – Global Peacemaker - The end of the war.

Content objectives
Students will:
1. Name and explain the circumstances that lead to the peace treaty.
3. Review information about WW I.
4. Explain the consequences the war had on both Europe and the US and make connections to the current events.

Language objectives
Students will:
1.1 Finish the timeline they created during Lesson 1.
1.2 Write a newspaper article describing the demands of all the countries involved during the peace conference.
2.1 Add new vocabulary to their glossaries.
3.1 Fill the ‘L’ part of the KWL chart started during Lesson 1.
3.2 Review information they have learned using the ‘Conga line activity’.
4.1 Complete a project about the WW I involving the Internet research as well as library and museum research (memories of WW I survivors, computer stimulations, realia and memorabilia from the war etc.) in order to better understand the consequences of the war and to relate to the people who were affected by it.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and explain</td>
<td>The circumstances that lead to the peace treaty.</td>
<td>...won...</td>
<td>The Allies...</td>
<td>Past Tense, To +infinitive...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>...lost...</td>
<td>...with Germany...</td>
<td>Pronouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>...met...</td>
<td>...an important battle,... with the Allies</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>...discussed...</td>
<td>Germany...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>...could not agree/ argued...</td>
<td>The winners... in Paris</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>...wanted...</td>
<td>They...the peace treaty</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The winners...about the conditions of peace.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>They...to punish Germany... Germany to pay ...revenge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>...on November 11, 1918</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>...with victory of the Allies</td>
<td></td>
</tr>
<tr>
<td>Explain and use</td>
<td>The key terms</td>
<td>...mean/s...</td>
<td>Fourteen points... Wilson's peace program; Paris Peace Conference...a</td>
<td>Third person singular -s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>...was /were...</td>
<td>very important meeting of the winning countries;...in December 1918;</td>
<td>Past tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>League of Nations...a group of nations promising to solve problems...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self - determination...a right</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of nations to decide about themselves.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reparations...money that Germany was to pay to the</td>
<td></td>
</tr>
<tr>
<td>Explain</td>
<td>The consequences of the war in Europe and the US</td>
<td>There were... First/ second/ third/ next/ last consequence was... Because of the war...</td>
<td>...many/ multiple consequences of the war'...many countries were destroyed, ...people suffered from famine ...there was famine ...many people died ...families were separated ...some countries gained independence (Poland)</td>
<td>There was/ were Passive voice/ past participle</td>
</tr>
<tr>
<td>Make connections (compare and contrast)</td>
<td>To the current events.</td>
<td>...is similar to... because...</td>
<td>WW I ... the war in Iraq... ...both started because of an act of terrorism, ...both killed many people; ...both caused suffering; ...both were for political reasons; ...both required sacrifices; ...both had proponents and opponents; ...is different from...because... WW I ...the war in Iraq ... ...it happened almost 100 years ago; ...they used trench warfare; ...they used different weapons; ...war in Iraq is not over yet</td>
<td></td>
</tr>
</tbody>
</table>
### Sample Performance Indicators for Lesson 3

<table>
<thead>
<tr>
<th>Language goal (content with language functions)</th>
<th>Content / Knowledge goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Students will:</td>
</tr>
<tr>
<td>1.1 Finish the timeline they created during Lesson 1.</td>
<td>1. Name and explain the circumstances that lead to the peace treaty.</td>
</tr>
<tr>
<td>1.2 Write a newspaper article describing the demands of the countries involved during the peace conference.</td>
<td>2. Explain and use key terms: League of Nations, Wilson’s Fourteen points, Paris Peace Conference, Article 10, The Versailles Treaty, reparations, self-determination armistice.</td>
</tr>
<tr>
<td>2.1 Add new vocabulary to the glossaries.</td>
<td>3. Review information about WWI.</td>
</tr>
<tr>
<td>3.1 Fill the ‘L’ part of the KWL chart created during Lesson 1</td>
<td>4. Explain the consequences the war had on both Europe and the US and make connections to current events around the world.</td>
</tr>
<tr>
<td>3.2 Review information during a ‘Conga Line’ activity</td>
<td></td>
</tr>
<tr>
<td>3.3 Complete a project about the WWI involving the Internet research as well as library and museum research (memories of WWI survivors, computer stimulations, realia and memorabilia from the war etc.) in order to relate to people who were affected by the war and to make connections to the current events.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Pre – Production</th>
<th>Early Production</th>
<th>Speech Emergence</th>
<th>Intermediate</th>
<th>Nearly Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening /Speaking / Writing: add new events to the timeline.</td>
<td>In a group, listen to the text read by the teacher and, using labels, put the events in the correct order adding new events to</td>
<td>In a group, listen to the text read by the teacher and using the list of events, add new events to the timeline you started during Lesson 1.</td>
<td>In a group, listen to the text read by the teacher and add new events to the timeline you started during Lesson 1.</td>
<td>In a group, listen to the text prepared by the teacher, add new events to the timeline you started during Lesson 1.</td>
<td>In a group, using the text prepared by the teacher, add new events to the timeline you started during Lesson 1.</td>
</tr>
<tr>
<td><strong>Writing: a journal entry</strong></td>
<td><strong>Lesson 1.</strong></td>
<td><strong>Answer in writing, using one sentence, questions prepared by the teacher about the following topic:</strong> &quot;Imagine you woke up and the newspaper headlines say 'US entered the war!' Describe your thoughts and feelings.&quot;</td>
<td><strong>Write a journal entry on the following topic:</strong> &quot;Imagine you woke up and the newspaper headlines say 'US entered the war!' Describe your thoughts and feelings.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circle the words from the list that may describe how you would feel if you read a newspaper headline saying&quot; US entered the war!&quot;</td>
<td>Fill in the blanks using words from the word bank to complete a text on the following topic: &quot;Imagine you woke up and the newspaper headlines say 'US entered the war!' Describe your thoughts and feelings.&quot;</td>
<td>Using sentence starters provided by the teacher, write a journal entry on the following topic: &quot;Imagine you woke up and the newspaper headlines say 'US entered the war!' Describe your thoughts and feelings.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening/ reading/ writing: add new words to the glossary.</strong></td>
<td>With teacher's help, decide on at least 5 words that you would like to add to the glossary you created during Lesson 1. T will provide definitions orally and then write</td>
<td>With teacher's help, decide on at least 10 words that you would like to add to the glossary you created during Lesson 1. T will provide definitions orally. Write them</td>
<td>As a group, add new words to the glossary you created during Lesson 1 by looking up the words and rephrasing their definitions as well as using the words in a sentence.</td>
<td>Add new words to your glossary created during Lesson 1 by looking up the words and rephrasing their definitions as well as using the words in a sentence.</td>
<td></td>
</tr>
<tr>
<td>Writing: KWL chart</td>
<td>Complete with teachers help the 'L' part of the KWL chart</td>
<td>Complete with teachers help the 'L' part of the KWL chart.</td>
<td>Complete in small group the 'L' part of the KWL chart.</td>
<td>Complete the 'L' part of the KWL chart.</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Listening/ Speaking: Conga line</td>
<td>Find and point to the right answer from a piece of paper.</td>
<td>Find and point to the right answer from a piece of paper.</td>
<td>Give a one- two word answer to a teacher given prompt.</td>
<td>Give a full sentence answer, or one fact, to a teacher given prompt.</td>
<td></td>
</tr>
<tr>
<td>Listening/ Speaking/ Reading/ Writing: final project</td>
<td>Assist in preparing the presentation. (Printing, graphics, pictures etc)</td>
<td>Assist in preparing the presentation. (Printing, graphics, pictures etc)</td>
<td>Assist in the choice of the topic of the presentation. Name two emotions evoked by the topic. Assist in preparing the presentation.</td>
<td>In a group, research and pick a piece of writing or a picture. In a group, decide why it appeals to the group the most. In a group, decide on how it will be presented. In a group, prepare</td>
<td></td>
</tr>
<tr>
<td>and deliver the presentation</td>
<td>and deliver the presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3. End of the war

TESOL Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the area of Social Studies.

Content objectives

Students will:
1. Name and explain the circumstances that lead to the peace treaty.
3. Review information about WW I.
4. Explain the consequences the war had on both Europe and the US and make connections to the current events.

Language objectives

Students will:
1.1 Finish the timeline they created during Lesson 1.
1.2 Write a newspaper article describing the demands of the countries involved during the peace conference.
2.1 Add new vocabulary to the glossaries.
3.1 Fill the ‘L’ part of the KWL chart started during Lesson 1.
3.2 Review information they have learned using the ‘Conga line activity’.
4.1 Complete a project about the WW I involving the Internet research as well as library and museum research (memories of WW I survivors, computer stimulations, realia and memorabilia from the war etc.) in order to better understand the consequences of the war and to relate to the people who were affected by it.
Visuals/ Resources/ Additional materials:

- US history textbooks
- Text prepared by the teacher based on the textbooks
- Timeline prepared by students during Lesson 1
- Student – made vocabulary books
- Pictures to illustrate main concepts
- Student – labeled map of Europe
- KWL chart from Lesson 1
- Word walls
- Primary sources from the following websites:
  
  
  http://www.collectionscanada.gc.ca/05/0518/051801_e.html for audio files of interviews with people who fought in WW I.
  
  
  http://www.schoolshistory.org.uk/westernfront/Western%20Front%20Sim.htm for an online simulation of what life was like for the soldiers.
  
  http://www.schoolshistory.org.uk/trenchlife.htm for an online simulation of life in the trenches.
  
  
  http://www.eyewitnessstohistory.com/wilsonwar.htm for a reaction to the US declaring war on Germany.
  
  
  http://www.bbc.co.uk/schools/worldwarone/ for memories of several participants of the war: a doctor, a soldier, a nurse and a survivor.
  
  
  http://www.firstworldwar.com/source/index.htm for primary documents from WW I (newspaper articles etc.)
  
  http://www.english.emory.edu/LostPoets/ for poems from the period.
  
Building common background / making connections to previous knowledge:
Divide students into small groups. Ask each group to assume the role of one of the winning countries (Great Britain, USA, France) and to make a prediction about at least 3 demands they think their country could make towards Germany. Ask students to formulate their answers using the following sentence starters: 'We want Germany to...'; 'Germany has to...'. Then, ask each group to share their predictions. Write them down on a piece of poster paper using the following format:

<table>
<thead>
<tr>
<th>US demands</th>
<th>Great Britain's demands</th>
<th>France's demands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Then, ask students to imagine they are in charge of Germany. Ask them to think if these demands are acceptable or not to Germany. Read the demands back to students one by one and put check by the ones that are acceptable. Ask students to justify their answer in a couple words.

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Activities</th>
<th>Time</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Name and explain the circumstances that lead to the peace treaty. | 1.1 SW read (or listen to) the text prepared by the teacher.  
1.2 SW finish the timelines of events leading to the armistice and the peace treaty. (Attachments 1.1 – 1.5 for the text, attachments 2.1 – 2.2 for the list of events and labels.)  
1.3 SW read the text about the peace conference. (Attachments 3.1 – 3.5)  
1.4 SW write a short newspaper article describing the demands of the countries involved during the peace conference. (Attachments 4.1 – 4.2)  
1.5 TW ask students to create a catchy headline.  
1.6 SW work in pairs and peer edit their articles for content, spelling, grammar and form.  
1.7 TW collect the articles and provide feedback if necessary. Then, the articles could be put together into a newspaper or displayed on the classroom walls. | 30 – 35 min | 1.2 Timelines filled out with events in chronological order.  
1.4 Nearly Fluent and Intermediate students – a newspaper article; Speech Emergence students - a series of sentences, Early Production – a cloze filled out with vocabulary from the word bank; Pre – Production – sentence labels in order. |
Russian troops were very important to the Allies. They fought Germans in the Eastern front. Many Russian soldiers were killed and people in Russia were suffering. They were unhappy with their tsar (like a king). In November of 1917 the Communist revolted (stood up against tsar) and took power. The Communist government signed a peace agreement with Germany and the Central powers. This way the Allies lost millions of Russian soldiers on the Eastern front. The Allies badly needed help to fight Germans. So they asked the US for its troops. American soldiers, led by general Pershing, ended the stalemate of trench warfare. The first American units landed in France in June of 1917. American troops fought two important battles: in Belleau Wood and in the Argonne Forest. They won both those battles. However, many American soldiers died. At the same time, British, French and Belgian forces fought and won other battles.

By November of 1918 German army begun to fall back. Other Central Powers countries could not fight much longer without German help. On November 11th, 1918, at 11 am, in a railroad car in France, the Allies and the Central Powers signed an armistice (an agreement to stop fighting). The war was over.
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By November of 1918 German army begun to fall back. Other Central Powers countries could not fight much longer without German help. **On November 11th, 1918, at 11 am**, in a railroad car in France, the Allies and the Central Powers signed an armistice (an agreement to stop fighting). The war was over.
Attachment 1.5

Text based on students' handbooks—Events leading to the end of the war.

Pre-Production

1. **Russian revolution** – new Communist government signed a peace agreement with Germany.
2. The Allies lost millions of Russian soldiers to fight Germans.
3. **The Allies needed American help.**
4. American soldiers won two very important battles.
5. France, England and Belgium won other battles.
6. **Germany was defeated.**
7. An armistice (agreement not to fight) was signed on November 11th, 1918.
Attachment 2.1

List of events for the timeline – Early Production and Speech Emergence

- January 1918 – President Wilson’s Fourteen Points speech
- November 1917 – Revolution in Russia
- August 1918 – a series of wins for the Allies
- October 1918 – Germany and Austria request an armistice
- November 11th, 1918 – the armistice is signed at 11 a.m.
- January 1919 – the Peace Conference starts in Paris
- June 1919 – Treaty of Versailles is signed
- June 1917 – US soldiers land in France.
Attachment 2.2
Events labels for Pre – Production

June 1919 – Treaty of Versailles is signed

January 1918 – President Wilson’s Fourteen Points speech

January 1919 – the Peace Conference starts in Paris

November 1917 - Revolution in Russia.

November 11th, 1918 – the armistice is signed at 11 a.m.

August 1918 – a series of wins for the Allies

October 1918 – Germany and Austria request an armistice

June 1917 – Us soldiers land in France.
Attachment 3.1

Text based on the students’ handbooks (Peace Conference)

Nearly Fluent

In January of 1919, the Peace Conference started in Paris. President Wilson had a plan for peace called The Fourteen Points. His plan included a League of Nations – a place where countries could meet and discuss their problems without fighting. He also asked for no secret alliances, balance of power, all nations right to self-determination (deciding about itself) and for independence for Poland. The leaders of the United States, Italy, Great Britain, and France met in Versailles, near Paris to discuss the peace treaty. The leaders were called the Big Four. The Big Four were French Prime Minister Georges Clemenceau, British Prime Minister David Lloyd George, American President Woodrow Wilson and Italian Prime Minister Vittorio Orlando.

France wanted to make sure that Germany would not threaten it again. That is why it wanted to disarm Germany, to impose a naval blockade and to control the trade. France also wanted Germany to take the whole responsibility for the war and to pay reparations. Great Britain wanted to punish Germany too. But at the same time, it did not want France to become the most powerful country in Europe. Britain also wanted to preserve its own empire and to settle territorial problems in Europe. Also, Britain did not want to lose Germany as its main trade partner. Italy wanted territories it had been promised before the WWI in exchange for joining the Allies.

Germany did not feel they were responsible for the war and they did not want to pay the reparations. Wilson’s Fourteen Points helped him win the German respect after the war ended. President Wilson was afraid that if Germany were humiliated, it would never forget it. The Treaty of Versailles was signed on June 28, 1919. It provided for the League of Nations. It also used the idea of self-determination to break up German colonies and give some countries independence. (Austria, Hungary, Yugoslavia, Czechoslovakia and Poland.) However, it was imperfect and left countries dissatisfied (unhappy). Especially Germany, which lost its colonies and some of its own land (with industry and farms), was not allowed to have a large army, and had to pay reparations. Also, Germany was not allowed to take part in negotiations (peace talks), which caused a lot of resentment (anger / bitterness)

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Attachment 3.5
Text based on the students' handbooks (Peace Conference)

Pre – Production

2. President Wilson represented the US.
3. President Wilson prepared the Fourteen Points.
4. The Fourteen Points was the President's idea of how to ensure peace.
5. The League of the Nations was one of the points.
6. The League of the Nations was a place to discuss problems without fighting.
7. The Prime Ministers of Great Britain, France and Italy and the President of the US were called the Big Four.
8. France wanted to destroy Germany's power for good.
9. England wanted reparations but also wanted to trade with Germany.
10. Italy wanted land.
11. The Treaty of Versailles was signed on June 28th, 1919.
12. Germany lost all of its colonies and some of its own land.
13. Germany had to pay reparations.
14. Germany had to limit its army.
15. German people were upset.
The Peace Conference Begins!

Today, in Versailles near Paris, the Peace _____________ started. Our reporter was able to get inside and here we are printing main ______________made by France, Great Britain and the US. ______________ wants Germany to reduce its military. Also, France wants to destroy German power by limiting and ________________its commerce and industry. Finally, France wants ________________ for all the destruction and deaths of its people.

France's ally ________________________ is not as radical in its demands. Its Prime Minister Lloyd George wants some reparations for his country but he definitely does not want Germany to be ________________________ and destroyed. He knows that would make France very powerful and this is certainly not what Britain wants. Also, Great Britain wants to be Germany's ____________ partner.

Italy wants the land it had been promised before the war.

The United States serves as a global ____________________. Wilson designed his Fourteen Points to prevent a war from happening again. Wilson is asking for open communication between countries, balance of power, self – determination and for independence for some European countries.

There seems to be some conflict of ________________ between these main countries. Everybody is holding their breath and, as always, we are your ________________ for an up-to-date account of the events.

Word Bank:
Conference, peacemaker, demands, trade, France, source, humiliated, monitoring, Great Britain, reparations, interest.
France wanted German humiliation and destruction.

Great Britain wanted a balance: money from Germany but also trade with Germany.

Italy wanted the land that was promised before the war.

The United States wanted to prevent future wars.
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<tr>
<td><strong>Lesson Plan cont.</strong></td>
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<tr>
<td>2. Explain and use key terms: League of Nations, Wilson's Fourteen points, Paris Peace Conference, Article 10, The Versailles Treaty, reparations, self-determination, armistice.</td>
<td>2.1 SW add new vocabulary to the glossaries they made during Lesson 1 and 2.</td>
<td>10-15 min</td>
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<tr>
<td></td>
<td>2.1 Glossaries with new words added and illustrated by either sentences or pictures.</td>
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<tr>
<td>3. Review the information about WW I</td>
<td>3.1 SW fill the 'L' part of the KWL chart started during Lesson 1. This can be done in class or assigned as homework.</td>
<td>20-30 min</td>
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<tr>
<td></td>
<td>3.2 TW collect the charts as a part of assessing what students have learned during this unit.</td>
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<td></td>
<td>3.3 TW divide class into two groups and ask students to stand in two lines facing one another.</td>
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<td></td>
<td>3.4 TW say: “Name one reason why the war broke out” Students will have 15-20 seconds each to give their answer to one another.</td>
<td>Correct answers to the questions.</td>
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<tr>
<td></td>
<td>3.5 TW ask students in one line to move up one person while the other line stays in place. The first person from the moving line goes to the end of the line.</td>
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<td></td>
<td>3.6 Lower level students may be given questions in advance so they can prepare their answers with teacher's help.</td>
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<td>3.7 Pre-production students can use point to the answers on the paper.</td>
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<td>3.8 TW continue asking students about different</td>
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<tr>
<td>Event</td>
<td>Description</td>
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</table>
| 4. Explain the consequences the war had on both Europe and the US and make connections to the current events. | 4.1 SW read (or listen to) the text about the effects of WWI on the world. (Attachments 5.1 – 5.5)  
4.2 TW ask students to brainstorm individually about the similarities between WWI and the war in Iraq.  
4.3 SW use the sentence starters (attachments 6.1 – 6.3) to guide them.  
4.4 TW ask students to share their ideas and write them down on the board or overhead projector using a Venn Diagram. (Attachment 6.4)  
4.5 TW ask students to think for a minute and share with the class their conclusions about wars (those could include: the wars are for political reasons, they start because of tensions and disagreements, they start because of terrorism, they cost a lot of money, they kill and hurt people, families suffer, illnesses, famine, mental effects on soldiers etc.)  
4.6 TW summarize that wars always affect many people in many ways and that the students will learn how the war affected people almost a 100 years ago in a very similar way.  
4.7 TW assign a group project of students choosing a picture, a letter, a diary, a poem or an interview that touched them and affected them the most.  
4.8 Teacher may want to assign each medium to a particular group or let students choose, depending on their linguistic abilities.  
4.9 SW pick one of the above mentioned media of communication and display it creatively with an explanation about the author or subject, time in the war |
| Similarities and differences listed. |
that particular piece was created and why it made such an impression on the group.

4.10 TW provide students with a list of websites and library books they may use. (Websites are listed in the Resources section above.)

4.11 Teacher may want to give students exact links to a choice of 3 or 4 pieces to limit the search and decision time.

4.12 TW assign timeframe for each part of the project: decision on the medium (2 min), research (30 min), final decision on a piece (10 min), work on the project (45-60 min) and present it (7-10 min each group).

4.13 SW be given rubrics and they will be graded according to those. (Attachment 7)

4.14 Students work can be displayed on the wall inside or outside the classroom.
The war had many effects on people around the world. In Europe, where most of the war was fought, countries were destroyed. People had no food because fields were destroyed. Many people died in the war. Some communities lost almost all of their young men in the war. Those who survived often suffered from injuries and mental problems. They were unable to work and support their families.

In the US, men enlisted and left their families. Many women took men’s places in the workforce. People had to save food and support war. Many soldiers died or were injured. Some suffered from post traumatic stress disorder – a mental problem that happens to the people who witnessed or were subject to a very stressful event.

On a global level, several European countries regained independence and German colonies were broken up. Also, German people, angered by the harsh punishment and unfair treatment, turned to Adolph Hitler for strong leadership and hope of returning to the former power.
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On a global level, several European countries regained independence and German colonies were broken up. Also, German people, angered by the harsh punishment and unfair treatment, turned to Adolph Hitler for strong leadership and hope of returning to the former power.
The effects of the war:

- Many people died.
- Many people were injured.
- Many people suffered from post-traumatic stress disorder (mental problems caused by stress).
- People had no food.
- Women entered the work force.
- Countries were destroyed.
- Some countries gained independence.
- Germany lost its colonies.
- German people were upset about being treated unfairly.
Attachment 6.1
Sentence starters for Nearly Fluent / Intermediate Students

World War I is similar to the war in Iraq because ...

• __________________________________________
• __________________________________________
• __________________________________________
• __________________________________________
• __________________________________________
• __________________________________________

World War I is different from the war in Iraq because ...

• __________________________________________
• __________________________________________
• __________________________________________
• __________________________________________
• __________________________________________
Attachment 6.2
Sentence starters for Speech Emergence and Early Production students

World War I is similar to the war in Iraq because ...
  - both started ____________________________
  - both ________________________________
  - both also caused _______________________
  - both caused __________________________
  - both were _____________________________
  - both had ______________________________

World War I is different from the war in Iraq because ...
  - it ____________________________________
  - they __________________________________
  - they __________________________________
  - ______________________________________

... because of an act of terrorism, killed many people, caused suffering, were for political reasons, required sacrifices, proponents and opponents

... happened almost 100 years ago; war in Iraq is not over yet, they used trench warfare, they used different weapons;
Attachment 6.3
Sentence starters for Pre – Production Students

- started by an act of terror
- killed many people
- caused suffering
- were for political reasons
- required sacrifices
- proponents and opponents
- happened almost 100 years ago
- is not over yet
- used trench warfare
- used different weapons
Venn Diagram

World War I

The war in Iraq

Pattern created by Laura Condie (Teaching Resources at http://home.earthnet-teaching.com)
Attachment 7
Rubric for the final project.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The presentation deals with ONE particular piece of writing, or a picture, or a recording from WWI. There are at least three (3) supporting arguments. Arguments supporting the choice are clear.</td>
<td>The presentation deals with two pieces of writing, pictures or recordings from WWI. There are at least two (2) supporting arguments. Arguments supporting the choice are clear.</td>
<td>The presentation deals with many pieces of writing, pictures or recordings from WWI. There is one clear supporting argument or there are more but they are not clear.</td>
<td>The presentation does not deal with a particular piece of writing, picture, or recording from WWI. There are no arguments supporting the choice or they are not clear.</td>
</tr>
<tr>
<td>Presentation *</td>
<td>Whole group participates in the presentation. The content is presented clearly. Presentation fits in the allotted time of 10 mins.</td>
<td>Only some people participate in the presentation. The content is presented clearly. Presentation is up to 2 minutes too long or too short.</td>
<td>Only some people participate in the presentation. The content is presented somewhat unclearly. Presentation is up to 3 minutes too long or too short.</td>
<td>Just one person presents. The content is presented chaotically. Presentation is up to 4 minutes too long or too short.</td>
</tr>
<tr>
<td>Visual</td>
<td>The visual is very creative. The visual is clearly connected to the topic of the presentation.</td>
<td>The visual somewhat creative. The visual is clearly connected to the topic of the presentation.</td>
<td>The visual is not creative. The visual is somewhat connected to the topic of presentation.</td>
<td>There is no visual. The visual is not connected to the presentation.</td>
</tr>
</tbody>
</table>
Narrative for Lesson 3

In this lesson, I used adaptations very similar to those used in the previous lessons. I used visuals, rewritten text, summaries on the margin, color-coding, graphic organizer, and sentence starters. To assure the lesson offered plenty of interaction opportunities, activities mostly take place in a small group setting. I used graphic organizers as well.

For the final project, there is a scoring rubric.

For an example of adjusting the pace of speech while reading text, please see Attachment 2.1 in Lesson 1 (page 7).
THE "BIG FOUR"

In front of President Wilson’s Paris residence. From the reader’s left they are: Premiers Lloyd George, Orlando, and Clemenceau, and President Wilson.
Armistice - The End of World War I, 1918

The final Allied push towards the German border began on October 17, 1918. As the British, French and American armies advanced, the alliance between the Central Powers began to collapse. Turkey signed an armistice at the end of October, Austria-Hungary followed on November 3.

Germany began to crumble from within. Faced with the prospect of returning to sea, the sailors of the High Seas Fleet stationed at Kiel mutinied on October 29. Within a few days, the entire city was in their control and the revolution spread throughout the country. On November 9 the Kaiser abdicated; slipping across the border into the Netherlands and exile. A German Republic was declared and peace feelers extended to the Allies. At 5 AM on the morning of November 11 an armistice was signed in a railroad car parked in a French forest near the front lines.

The terms of the agreement called for the cessation of fighting along the entire Western Front to begin at precisely 11 AM that morning. After over four years of bloody conflict, the Great War was at an end.

"...at the front there was no celebration."

Colonel Thomas Gowenlock served as an intelligence officer in the American 1st Division. He was on the front line that November morning and wrote of his experience a few years later:

"On the morning of November 11 I sat in my dugout in Le Gros Faux, which was again our division headquarters, talking to our Chief of Staff, Colonel John Greely, and Lieutenant Colonel Paul Peabody, our G-1. A signal corps officer entered and handed us the following message:

Official Radio from Paris - 6:01 A.M., Nov. 11, 1918. Marshal Foch to the Commander-in-Chief.

1. Hostilities will be stopped on the entire front beginning at 11 o'clock, November 11th (French hour).
2. The Allied troops will not go beyond the line reached at
that hour on that date until further orders.

[signed]
MARSHAL FOCH
5:45 A.M.

'Well - fini la guerre!' said Colonel Greely.

'It sure looks like it,' I agreed.

'Do you know what I want to do now?' he said. 'I'd like to get on one of those little horse-drawn canal boats in southern France and lie in the sun the rest of my life.'

My watch said nine o'clock. With only two hours to go, I drove over to the bank of the Meuse River to see the finish. The shelling was heavy and, as I walked down the road, it grew steadily worse. It seemed to me that every battery in the world was trying to burn up its guns. At last eleven o'clock came - but the firing continued. The men on both sides had decided to give each other all they had - their farewell to arms. It was a very natural impulse after their years of war, but unfortunately many fell after eleven o'clock that day.

All over the world on November 11, 1918, people were celebrating, dancing in the streets, drinking champagne, hailing the armistice that meant the end of the war. But at the front there was no celebration. Many soldiers believed the Armistice only a temporary measure and that the war would soon go on. As night came, the quietness, unearthly in its penetration, began to eat into their souls. The men sat around log fires, the first they had ever had at the front. They were trying to reassure themselves that there were no enemy batteries spying on them from the next hill and no German bombing planes approaching to blast them out of existence. They talked in low tones. They were nervous.

After the long months of intense strain, of keying themselves up to the daily mortal danger, of thinking always in terms of war and the enemy, the abrupt release from it all was physical and psychological agony. Some suffered a total nervous collapse. Some, of a steadier temperament, began to hope they would someday return to home and the embrace of loved ones. Some could think only of the crude little crosses that marked the graves of their comrades. Some fell into an exhausted sleep. All were bewildered by the sudden meaninglessness of their existence as soldiers - and through their teeming memories paraded that swiftly moving cavalcade of Cantigny, Soissons, St. Mihiel, the Meuse-Argonne and Sedan.

What was to come next? They did not know - and hardly cared. Their minds were numbed by the shock of peace. The past
Checklists
Grammar Checklist

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<td>Adjectives</td>
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Function Checklist

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<th>Function</th>
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<tbody>
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<td>Name and show on the map</td>
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<td>Define</td>
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<td>Key Vocabulary</td>
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<td>Allied Powers</td>
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<td>Arms race</td>
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<td>Assassination</td>
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<td>Austria – Hungary</td>
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<td>Bosnia – Herzegovina</td>
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<td>Boundaries</td>
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<td>Chain reaction</td>
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<td>Central Powers</td>
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<td>Destruction</td>
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# Sheltered Strategies Checklist

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This class was a very valuable part of my education as an ESL teacher. Even though I was a language learner a while ago, I never was in a situation when my academic success, or maybe even survival, depended on the language I needed but did not have. And thanks to this class, I feel that I understand better the needs of ELLs who may come with varying levels of language and background knowledge but still need to get the same quality education as native speakers do.

As an ESL teacher, I plan to serve as a source of information to content teachers who are well meaning and compassionate but often untrained in dealing with the needs of ELLs. I hope my suggestions for specific modifications as well as for sources of additional information will be helpful.

Also, since the focus is on learning both content and language at the same time, I plan to use as many modifications and adaptations as possible. I found the ways of adapting the text to the reader’s needs very important as content classes rely on written material for information. I will either summarize on the margin or rewrite the text because I find those the most helpful at the lower levels. At a higher level, I think highlighting the key words is sufficient. I also believe that graphic organizers are wonderful devices, which can help students visualize the content better without adding to the linguistic load. For the same reason pictures, realia and gestures are indispensable as well.

Because language acquisition relies on interaction, I would like to ensure that there is plenty of student – student, and student – teacher interaction. This will be achieved through pair work and small group work. It is worth mentioning
though, that groups should be heterogeneous to allow students benefit form interaction with others with different linguistic abilities. Small group setting lowers the affective filter and teacher assigned jobs allow everybody to participate. Additionally, students may be assessed in either setting without even realizing it.

As far as making my job easier, I found that preparing a functional – notional chart is very helpful in determining what language my students need to exhibit their knowledge. Also, a list of performance indicators allows me to monitor if my students reach their content goals.

I have learned many new strategies and ways of adapting content to the needs of ELLs. But I think the most valuable lesson I will take with me is that if you give ELLs enough language to express their thoughts and you take the time to listen to them, they will succeed and learn.
Original Lessons
On June 28, 1914, Archduke Francis Ferdinand (heir to the Austrian-Hungarian throne) was assassinated during a visit to Sarajevo. At the time of the assassination, Bosnia was the focal point of a dispute between Austria-Hungary and Serbia. The Austrian-Hungarian government was convinced that Serbia was behind the assassination and used the event as an excuse to crush its enemy. Upon declaration of war a chain reaction began leading most of Europe to war. Most Americans were reluctant to get involved, but powerful forces including German submarines and American commercial interests - pulled the nation into battle. By 1917 U.S. soldiers had joined Europeans in the trenches of war. When the guns
finally quieted, President Wilson launched a campaign for a peace treaty and a new organization that would prevent such a tragedy from ever happening again.
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**Day Two:** Neutrality

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**Day Four:** Weapons of War

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**Day Six and Seven:** All is Quiet on the Western Front

**Day Eight:** Picture Journals

**Day Nine:** Analyzing Primary Sources

**Day Ten:** Global Peacemaker

World War I Study Guide
World War I Test A  World War I Test B

Click here for teacher debriefing
Hello teachers! Just wanted to wish you well with this unit on World War I. It has been extremely popular with my students and I hope it is for yours as well. I just wanted to quickly let you know how my class works.

**Writing Prompts:**
At the start of each lesson you will usually see WP followed by a question or instruction. My students are required to keep a learning log where they record their answers to the writing prompts. They need to re-write the question and then answer in using at least 4-5 sentences. I give them about 3-5 minutes at the first of class and then we spend about the same amount of time discussing their answers.

**Free-writes:**
Periodically you will see a question listed as a free-write. I use these as an informal method of seeing what my students know or how they feel. They are not graded for correct grammar and punctuation. I give students about five minutes to answer the question by writing down everything that comes to mind about the topic being addressed.

**Internet:**
I am lucky enough to have computer and internet access readily available. Therefore, a lot of my lessons use the internet. You will need to adapt them for your situation.
World War I
Study Guide

Name: ________________________________

1. List **and** DESCRIBE the four causes of WWI.

2. Even though America declared neutrality when the war broke out, many Americans felt personally involved. Why? (Hint: make up of population).

3. List and describe the two movements that emerged in the United States?

4. List and describe the five reasons the United States decided to enter the war.

5. Describe Trench Warfare.
6. At the start of the war what were the three main components of armies (weapons)?

7. List the four main battles of the war and describe what happened at each one.

Define or describe the following terms:

NATIONALISM:

IMPERIALISM:

NEUTRALITY:

U-BOAT:

LUSITANIA:

FOURTEEN POINTS:

SELF-DETERMINATION:

LEAGUE OF NATIONS:

REPARATIONS:

VERSAILLES TREATY:
World War I
Test A

Name: ______________________________

Fill in the blank

1. _______________________________ proposed a peace program called the _______________________________.

2. The _______________________________ movement wanted to set up education programs and training camps “just in case” U.S were to get involved in the war.

3. America felt the use of _______________________________ (submarines) by Germany was unjust and unfair.

4. Wilson wanted _______________________________ for Austria-Hungary so that they would be able to decide their own future.

5. Article 10 was a provision that stated “______________” (in regards to war).

6. The city the treaty was signed in was called _______________________________.

7. British wanted _______________________________ from Germany or 33 billion dollars to pay for economic injury during war.

8. The first use of poison gas was at the battle of _______________________________.

9. Austria-Hungary was a(n) _______________________________ power or country.

10. American soldiers were called “__________________________”.

11. The _______________________________ movement was totally against United States entering the war and actively campaigned against it.

12. The Battle of _______________________________ was one of the biggest slaughters in military history.

Short Answer

13. Upon war breaking out in Europe many Americans felt torn and personally involved.
14. List and describe the three types of weapons used at the start of WWI.

15. Name at least two new types of warfare developed during the war.


17. Describe how German Americans were treated and why.

18. What is the League of Nations and why did congress reject it?

19. List the "Big Four" that attended the peace conference.

20. What is significant about the battle of Cambrai?

21. Numerous battles took place at Marne (all four years). What is ironic about this?

ESSAY QUESTIONS
Use a different piece of paper to answer the following two questions.

22. List and DESCRIBE the four causes of WWI.

23. List and DESCRIBE four (out of five) reasons that the United States entered the war.

*****Remember- you must explain why each particular event encouraged the U.S. to enter*****
World War I
Test B

Name: ______________________________

Short Answer

1. List and describe the three types of weapons used at the start of WWI?

2. What is significant about the battle of Cambrai?

3. Name at least two new types of warfare developed during the war.

4. Describe trench warfare.

5. Upon war breaking out in Europe many Americans felt torn and personally involved. Why?

6. Describe how German Americans were treated and why.

7. What is the League of Nations and why did congress reject it?

8. List the “Big Four” that attended the peace conference.

9. Numerous battles took place at Marne (all four years). What is ironic about this?
Fill in the blank

10. Austria-Hungary was a(n) ________________________ power or country.

11. The ________________________ movement wanted to set up education programs and training camps “just in case” U.S. were to get involved in the war.

12. The city the treaty was signed in was called ________________________.

13. America felt the use of ________________________ (submarines) by Germany was unjust and unfair.

14. American soldiers were called “ ________________________ ”.

15. Wilson wanted ________________________ for Austria-Hungary so that they would be able to decide their own future.

16. Article 10 was a provision that stated “ ________________________ ” (in regards to war).

17. British wanted ________________________ from Germany or $33 billion dollars to pay for economic injury during war.

18. The first use of poison gas was at the battle of ________________________.

19. The ________________________ movement was totally against United States entering the war and actively campaigned against it.

20. The Battle of ________________________ was one of the biggest slaughters in military history.

21. ________________________ proposed a peace program called the ________________________.

ESSAY QUESTIONS
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WORLD WAR I

WP: Tell me everything you know about WWI. Take a guess.

(Graphic Organizer)

CAUSES OF THE GREAT WAR

1) Boundaries  2) Nationalism  3) Imperialism  4) Assassination

1) BOUNDARIES
- war in Europe not a new thing. Often times they had fought over lands back and forth.
*Alsace-Lorraine: two French provinces lost to Germany as a result of earlier war
*Bosnia-Herzegovina: Austria absorbed these as a result of Balkan Wars
*Austria-Hungary: transfer so often that this region had three alphabets, three religions and eleven or more language groups. - LEADS US TO 2\textsuperscript{nd} CAUSE

2) NATIONALISM
Q: What conflicts do you see arising in Austria-Hungary?
   -strong sense of nationalism

Nationalism: Feeling of pride and devotion to one's country

3) IMPERIALISM

Imperialism: domination by one country of the political, economic, or cultural life of another country or region.

4) ASSASSINATION OF ARCHDUKE FERDINAND
-Hand out Article. Read together as a class

To see article click here: http://www.ibiscom.com/duke.htm
Before the assassination of the archduke countries had a complicated system of secret treaties that would bound them together to come to each other's aid in the event of attack. Up until this point they had never really had to use these alliances. However, within hours of the assassination these alliances came into effect as Austria-Hungary declares war. This set off a chain reaction that worked its way through every chain of the alliances.

ASSIGNMENT: Pass out maps of Europe during 1914. Student need to color the appropriate Central, Allied and Neutral powers. (Most US History textbooks will have a map students can use as a guide).

[Click here for map of Europe.](#)

[Click here to return to Table of Contents](#)
Two bullets fired on a Sarajevo street on a sunny June morning in 1914 set in motion a series of events that shaped the world we live in today. World War One, World War Two, the Cold War and its conclusion all trace their origins to the gunshots that interrupted that summer day.

The victims, Archduke Franz Ferdinand - heir to the throne of the Austro-Hungarian Empire, and his wife Sophie, were in the Bosnian city in conjunction with Austrian troop exercises nearby. The couple was returning from an official visit to City Hall. The assassin, 19-year-old Gavrilo Princip burned with the fire of Slavic nationalism. He envisioned the death of the Archduke as the key that would unlock the shackles binding his people to the Austro-Hungarian Empire.

A third party, Serbia, figured prominently in the plot. Independent Serbia provided the guns, ammunition and training that made the assassination possible.

The Balkan Region of Europe entered the twentieth century much as she left it: a caldron of seething political intrigue needing only the slightest increase of heat to boil over into open conflict. The shots that day in Sarajevo pushed the caldron to the boiling point and beyond.

A Royal Murder

Seven conspirators joined the crowd lining the Archduke’s route to City Hall. Each took a different position, ready to attack the royal car if the opportunity presented itself. The six-car procession approached one conspirator, Gabrinovic (or Cabrinovic), who threw his bomb only to see it bounce off the Archduke’s car and explode near the following car.

Unhurt, the Archduke and his wife sped to the reception at City Hall. The ceremonies finished, the Royal procession amazingly retraced its steps bringing the Archduke into the range of the leader of the conspiracy, Gavrilo Princip. More amazingly, the royal car stopped right in front of Princip providing him the opportunity to fire two shots. Both bullets hit home.

Borijove Jevtic, one of the conspirators gave this eyewitness account:

"When Francis Ferdinand and his retinue drove from the station they were allowed to pass the first two conspirators. The motor
cars were driving too fast to make an attempt feasible and in the crowd were many Serbians; throwing a grenade would have killed many innocent people.

When the car passed Gabrinovic, the compositor, he threw his grenade. It hit the side of the car, but Francis Ferdinand with presence of mind threw himself back and was uninjured. Several officers riding in his attendance were injured.

The cars sped to the Town Hall and the rest of the conspirators did not interfere with them. After the reception in the Town Hall General Potiorek, the Austrian Commander, pleaded with Francis Ferdinand to leave the city, as it was seething with rebellion. The Archduke was persuaded to drive the shortest way out of the city and to go quickly.

The road to the maneuvers was shaped like the letter V, making a sharp turn at the bridge over the River Nilgacka [Miljacka]. Francis Ferdinand's car could go fast enough until it reached this spot but here it was forced to slow down for the turn. Here Princip had taken his stand.

As the car came abreast he stepped forward from the curb, drew his automatic pistol from his coat and fired two shots. The first struck the wife of the Archduke, the Archduchess Sofia, in the abdomen. She was an expectant mother. She died instantly.

The second bullet struck the Archduke close to the heart.

He uttered only one word, 'Sofia' -- a call to his stricken wife. Then his head fell back and he collapsed. He died almost instantly.

The officers seized Princip. They beat him over the head with the flat of their swords. They knocked him down, they kicked him, scraped the skin from his neck with the edges of their swords, tortured him, all but killed him."

**Another Perspective**

*Count Franz von Harrach rode on the running board of the royal car serving as a bodyguard for the Archduke. His account begins immediately after Princip fires his two shots:*

"As the car quickly reversed, a thin stream of blood spurted from His Highness's mouth onto my right cheek. As I was pulling out my handkerchief to wipe the blood away from his mouth, the Duchess cried out to him, 'In Heaven's name, what has happened to you?' At that she slid off the seat and lay on the floor of the car, with her face between his knees.

I had no idea that she too was hit and thought she had simply..."
fainted with fright. Then I heard His Imperial Highness say, 'Sopherl, Sophirol, don't die. Stay alive for the children!'

At that, I seized the Archduke by the collar of his uniform, to stop his head dropping forward and asked him if he was in great pain. He answered me quite distinctly, 'It's nothing!' His face began to twist somewhat but he went on repeating, six or seven times, ever more faintly as he gradually lost consciousness, 'It's nothing!' Then, after a short pause, there was a violent choking sound caused by the bleeding. It was stopped as we reached the Konak."

References:
Brook-Shepard, Gordon, Archduke of Sarajevo (1984); Dedijer, Vladimir, The Road To Sarajevo (1966); Morton, Frederick, Thunder At Twilight (1989).

How To Cite This Article:
NEUTRALITY

WP: Define the word neutrality.

Free Write: Do you think the United States has a global responsibility to come to the aid of warring nations or do you think they should remain neutral?

Class Discussion of Neutrality and the U.S. role in the world

Put up overhead of headlines- Ask students to imagine they woke up this morning to these headlines. What would be their reaction. Why? Do you think the people in 1914 felt the same way? Why/why not?

-some Americans felt personally involved why?
A: more than 1/3 of nations 92 million people were first or second generation immigrants who still felt ties to their old countries.
• about a 1/4 of these were Germans but most Americans favored the Allies
• Germany ruled by Kaiser Wilhelm or an autocrat: a ruler with unlimited power
• In the end, America declares neutrality. Why would you do this?

A: nations business interest - trade and investments with both sides

TWO MOVEMENTS EMERGED

1) Preparedness Movement
• as much as business leaders wanted to remain neutral they also felt like the US should still prepare for war "just in case"
• President Wilson agreed set up patriotic education and national sentiment training camps

2) Peace Movement
• consisted of former populists, some progressives, social reformers and women
• women did a lot of marches and campaigning for peace

Activity: Read Thoughts of War / answer questions as a class

Click here for article

Assignment: Identifying Alternative (next page)
IDENTIFYING ALTERNATIVES

Name: _________________________

Identifying alternatives means finding one or more possible solutions to a problem. The passages on
this page make the case for two responses the United States might have made to war. Passage A
presents the views of President Woodrow Wilson as stated in August 1914. Passage B, which was
published in January 1915, presents the thoughts of former President Theodore Roosevelt.

Use the following steps to identify and analyze the alternatives presented in the passages.

PASSAGE A:
"My thought is of America...that great country of ours...should show herself in this time of peculiar trial of a Nation fit beyond
other to exhibit the fine poise of undisturbed judgement, the dignity of self-control, the efficiency of dispassionate (unemotional) action; a
nation that neither sits in judgement upon others nor is disturbed in her own counsels and which keeps herself fit and free to do what is homes
and disinterested on truly serviceable for the peace of the world."
Woodrow Wilson, Appeal for Neutrality, August 19, 1914

PASSAGE B:
"Our true course should be to judge each nation on its conduct, unhesitatingly to antagonize every nation that does ill at the point
it does it. And equally without hesitation to act...

One of the greatest of international duties ought to be the protection of small, highly civilized, well-behaved and self respecting
states from oppression and conquest by their powerful military neighbors...

I feel in the strongest way that we should have interfered, at least to the extent of the most emphatic diplomatic protest and at the
very outset—and then by whatever further action was necessary (when German invaded Belgium)."
Theodore Roosevelt, America and the World War, 1915

IDENTIFY THE NATURE OF THE PROBLEM
1) What is the issue that both passages address?
2) Does each passage present the same approach to the problem?
IDENTIFY THE SOLUTIONS PROPOSED IN THE TWO PASSAGES
3) What does Passage A suggest is the proper response of the United States to the war raging in
Europe?
4) How does Passage B propose that the U.S. respond to the war?
5) In what ways are these two viewpoints similar or different?
EVALUATE THE POTENTIAL EFFECTIVENESS OF EACH VIEW
6) What difficulties do you see in Wilson's suggestion that the United States not judge the
actions of other nations?
7) What might happen if the U.S. acts in a "disinterested" way as Wilson suggests?
8) Does Roosevelt make clear what he means when he refers to a nation that "does ill"?
9) Does Roosevelt explain the basis by which nations should be judged "highly civilized" or "well
behaved"?
CONSIDER OTHER ALTERNATIVES
10) What should be the goal of the United States in responding to the war in Europe?
11) What steps are most likely to achieve that goal?
U.S. DECLARES WAR

WP: Why do you think the US finally caved in and declared war?

Background Info: After years of reluctance, the U.S. was finally at war. Why? In the United States people believed that Germany's refusal to respect American claims to neutrality had forced the U.S. to retaliate. From Germany's perspective, America's claim of neutrality was far from that. The U.S. was providing money and ammunition to the Allies long before the troops ever left for Europe.

REASONS FOR ENTERING THE WAR

1) German Submarine Warfare
   • German U-boat: submarine
   • changed the rules of naval warfare
   • element of surprise - give no warning to their targets
   • Americans felt like this was unfair and unjust

Ironic: Britain had set up a blockade of the seas trying to lead to the starvation of the German people (America felt like this was justifiable in wartime) HOWEVER the use of U-boats to destroy these blockades were uncivilized in the American eye.

2) British influence
   • Britain had destroyed the transatlantic cable connecting Germany and US so
all communication came through Britain.

• Information biased - but helped shape the attitudes of US in favor of Britain
• Exaggerate stories to try and create a stir. Common story in newspapers was that German troops would chop off the hands of Belgian babies. Of course after the war this proved to be untrue.

3) Sinking of the Lusitania: British passenger liner
• Germany spotted the Lusitania in the Irish Sea and suspected correctly that it was carrying weapons for the allies.
• fired on the line and within 18 minutes the ship sunk with its 1,198 passengers
• 128 of the dead were Americans
• sparks start flying at home

Germany had issued a warning reminding all potential travelers that there was a war going on and to do so at your own risk. They took no blame for the incident.

Wilson demanded that Germany renounce unrestricted submarine warfare and make payments to the victims survivors. Germany laughed.

Wilson ordered a second stronger note - Germany says they will stop sinking ships without warning but of course they continued to do so.

Wilson had just been re-elected on the promise to “keep us out of war”.

Q: What would you do?

4) Zimmerman Telegram
A telegram from Germany was intercepted on its way to Mexico by Britain and they release it to the U.S. - basically it was an agreement that if the U.S. decided to declare war Germany would form an immediate alliance to Mexico promising them that if they would fight Germany would recover their lost lands for them of Texas, New Mexico and Arizona.

5) Russian Revolution
By 1917 Russian had suffered enormous casualties:
  1.8 million killed
  2.4 million taken prisoner
  2.8 million sick or wounded

In the middle of this Russia had its own revolution and the czar was overthrown. U.S. did not like the czar but once he was gone it was one less stumbling block.
Finally Wilson declares war “The world must be made safe for democracy”

Writing Activity: Imagine that this morning you woke up to the headlines “U.S. Declares War”. Write a journal entry of your thoughts and feelings. What is going through your head right now?
WEAPONS OF WAR
an Interactive Slide Show

For this lecture you will need an overhead projector and a slide projector. If possible, use a projector that displays whatever you have on your computer to a screen rather than a slide projector. You will need to set up your room so that you can have both projections going at once.
As you lecture put up your notes on the overhead projector while displaying pictures on the other projector.

Log on to the following web site:
http://raven.cc.ukans.edu/~kansite/ww_one/photos/greatwar.htm#TOP

While lecturing, click through some of the pictures. Let students discuss what they see.

WP: What type of weaponry do you think was used in World War I?

Introduction:
The number of soldiers killed or wounded was horrifying. Industrialization had produced new killing machines of terrible efficiency. In 1914 the youth of Europe had marched off to fight, eager for a chance at heroism. Ripped apart by machine guns, hand grenades, or artillery shells, and asphyxiated or disabled by poison gases, soldiers found that heroism came at a ghastly price.

"It was the machine gun that froze the front," one historian has written. If soldiers charging across no-man's land toward the enemy survived the shelling that rained down upon them, the enemy's machine guns, firing 450 rounds a minute, mowed them down. The generals, unaccustomed to the new weaponry were confused. Again and again they gave the order to attack. But such tactics produced only a mounting pile of infantry dead. In one 1916 battle for example, the British suffered 60,000 casualties in a single day of combat.

Morale sank. Desperate, troops began using any tactic available. They slaughtered prisoners of war. Erasing the distinction between soldier and civilian, they
burned fields and poisoned wells. On the seas, German submarines struck any ship they believed to be carrying arms to the Allies. A British naval blockade slowly starved the German people. Soon the war was one of attrition - meaning each side tried to ware down the enemy gradually by inflicting enormous losses (America 1998).

Lecture Notes:

WEAPONS OF WAR

At the start of war (1914) armies were composed of:
1) infantry (foot soldiers)
   • Weapon: rifle that could fire from 5-10 shots before reloading effective range of about 600 yards

2) cavalry (soldiers on horses)
   • Weapons: short rifle
   • Sword or lance

3) artillery
   • machine guns could fire around 500 bullets a minute
   • cannons could fire about 6 explosives a minute range of 2-5 miles
   • navy were basically armored warships that were floating platforms for cannons
   • some navies possessed a few submarines with armed torpedoes

No tanks, no guided missiles, very few trucks (supplies were carried in horse-drawn wagons), only a few airplanes. EVENTUALLY THEY BECAME MORE ADVANCED

TRENCH WARFARE

Show pictures on website

Armies took great length to design these.

Draw diagram on board.
SHOW OVERHEAD

Click here for overhead

What are the problems with trenches?
- easily destroyed by gunfire
- rain turns it into mud holes
- cold and small
- morale of soldiers hard to keep up

Read excerpts from “Trenches on the Web”
http://www.worldwar1.com/tlbtw.htm

ASSIGNMENT:
Have students read the article “A “doughboy” describes the fighting front” and answer questions in essay format.

To see article click here:

Return to Table of Contents Page
LESSON 5

WP: IF THE U.S. WERE TO GO TO WAR WOULD YOU VOLUNTARILY SIGN UP TO GO? WHY OR WHY NOT?

PUT UP OVERHEAD OF BATTLES - HAVE STUDENTS TAKE NOTES AND DISCUSS.

CLICK HERE TO SEE OVERHEAD NOTES

NOTE: ON BATTLE OF YPRES - PASS OUT ARTICLE "GAS ATTACK" READ AND DISCUSS AS A CLASS. THEN CONTINUE WITH LECTURE NOTES.

ARTICLE CAN BE OBTAINED AT
HTTP://WWW.IBISCOM.COM/GAS.HTM

AFTER BATTLE NOTES, PUT UP OVERHEAD OF POEMS. READ AND DISCUSS AS A CLASS.

CLICK HERE TO SEE POEMS

ASSIGNMENT: HAVE EACH STUDENT WRITE A POEM DESCRIBING SOME ELEMENT OF WWI. POEMS MUST BE AT LEAST 10 LINES LONG AND DO NOT HAVE TO RHYME.
Dulce et Decorum Est

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs,
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots,
But limped on, blood-shod. All went lame, all blind;
Drunk with fatigue; deaf even to the hoots
Of gas-shells dropping softly behind.

Gas! Gas! Quick, boys! - An ecstasy of fumbling,
Fitting the clumsy helmets just in time,
But someone still was yelling out and stumbling
And floundering like a man in fire or lime.-
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.

In all my dreams before my helpless sight
He plunges at me, guttering, choking, drowning.

If in some smothering dreams, you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Bitter as the cud
Of vile, incurable sores on innocent tongues.-
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: Dulce et decorum est
Pro patria mori.

Wilfred Owen
Bombardment

Four days the earth was rent and torn
By bursting steel,
The houses fell about us;
Three nights we dared not sleep,
Sweating, and listening for the imminent crash
Which meant our death.

The fourth night every man,
Nerve-tortured, racked to exhaustion,
Slept, muttering and twitching,
While the shells crashed overhead.

The fifth day there came a hush;
We left our holes
And looked above the wreckage of the earth
To where the white clouds moved in silent lines
Across the untroubled blue.

- Richard Aldington
Blighters

The house is crammed: tier beyond tier they grin
And cackle at the Show, while prancing ranks
Of harlots shrill the chorus, drunk with din;
'We're sure the Kaiser loves our dear old Tanks!'

I'd like to see a tank come down the stalls,
Lurching to rag-time tunes, or 'Home, sweet Home'.
And there'd be no more jokes in Music-halls
To mock the riddled corpses round Bapaume.

- Siegfried Sassoon
Battles of WWI
Overhead Notes

Battles of the Marne
1914- German army advancing through Belgium and northern France. Caused panic in the French Army who rushed from Paris to halt attack. Germans were stopped.

1918- Germans pushing again. The four years in between had cost hundreds of thousands of lives and the armies were still exactly where they were when they started.

Battles of Ypres
1914- attempt by the British to stop the advances of Germans

1915- First use of poison gas

1917- Over-ambitious aims, bad weather, and bad judgements led to horrific losses. Total casualties for this one battle reached over 250,000.

Battle of Somme
“Big Push” attack across river Somme by British. Huge Failure. Soldiers did not follow orders, artillery bombardment did not dislodge German wire or destroy machine-gun posts.

One of the biggest slaughters in military history.

Battle of Cambrai
British launched the first full-scale offensive with the tank. 476 tanks charged towards German lines. Success surprised both sides and British were not prepared for the victory.

Casualties
Great Britain 1,000,000
France 1,300,000
Russia 1,700,000
Germany and allies 3,500,000
America 50,000
At least 5,500 people died per day during the War
All Quiet on the Western Front

Writing Prompt: Describe what you think war was like on the front lines.

Writing Prompt (day 2): Summarize what is going on in the movie so far

For the next two days I show the movie “All quiet on the Western Front” from the novel by Erich Maria Remarque. Frequently stop the video and let the class discuss what they are seeing and their reaction to it. Also stop and review the characters of the movie to help students keep them straight.

Assignment:
Pick one of the characters in the movie. Write a letter home as if you were that character. Letters must be at least one page and hand written neatly.

Alternative activities can be found at:

http://www.sdcoe.k12.ca.us(SCORE/all/allsg3.html)

Return to the Table of Contents Page
WORLD WAR I
Picture Journal Assignment

WP: Describe a particular scene from the movie that we finished yesterday that really stands out in your mind. Why did it have such an impact on you?

Assignment: Picture Journal Assignment.

Rubric and project description on next page
WORLD WAR I
Picture Journal Assignment

Name: __________________________________________

Here is one more opportunity to get a closer look at war is really like. This web site contains over 1500 actual pictures from World War I. Take your time to look through them and pick the ones that are the most interesting to you.

1) For this assignment you will use the following web site:
   http://raven.cc.ukans.edu/~kansite/ww_one/photos/greatwar.htm

2) Click once on war albums. This will bring up all fifteen headings with their categories listed below.

3) Start with WAR ALBUMS and work your way down to REFUGEES. Choose one picture from each heading.

4) Print each picture.

PROJECT: Creatively display your pictures
   *Each picture must have a caption or description explaining what it is.
   *Each picture must have a one or two line personal reaction from you.

Options: You can display your pictures in book format, poster, collage, etc. BE CREATIVE!

Grading:

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>Neatness and organization</td>
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<tr>
<td>10</td>
<td></td>
<td>Pictures labeled with captions</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Picture labeled with your reaction</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Work time used appropriately</td>
</tr>
</tbody>
</table>

Total Points Possible: 40

Total Points Earned: __________

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Analyzing Primary Sources about World War I

Writing Prompt: Define nationalism and imperialism  (Vocabulary review)

For this activity you will use the following websites:

Death of an Air Ace  http://www.ibiscom.com/luf.htm
U-boat attack  http://www.ibiscom.com/sub.htm
Boy Scouts  http://longman.awl.com/garraty/primarysource_24_1.htm
German Americans  http://longman.awl.com/garraty/primarysource_24_2.htm

Divide the class into groups of four and assign them one of the above articles to examine. Each member of the group will have an assigned part. You will need to modify parts for the number of students in your class. Below is an example:

2-5 readers: They take turns reading the article out loud to the rest of the group
2 outliners: Together with the help of the group they will outline the article on an overhead.
2 presenters: They will present the information to the class.

Each presentation must include:

___ Title and date of the article
___ Summary of article
___ Groups overall Reaction
___ 2-3 questions for discussion

Return to Table of Contents Page
WP: According to President Wilson the United States entered World War I to make the world safe for democracy. What do you think he meant by this?

Introduction:
After years of battle the final Allied assault came on September 26, 1918. Over a million troops began the drive to expel the Germans from France and cut their supply lines. The German commanders begged for peace, but still hoped to dictate some terms. The Allies refused. Revenge was too sweet. By the time armistice or cease fire came, the Kaiser had fled. On November 11, the guns finally fell silent.

More than 50,000 American soldiers died in battle and many more died of disease. These losses were minute in comparison to those suffered by the Europeans. The total death toll of 8 million soldiers and sailors is only an estimate. The French alone suffered over a million war dead and 4,000 towns completely destroyed.

With the fighting in Europe over, the nations involved in the conflict began the difficult task of shaping the peace. President Wilson who feared that the failure to craft a treaty acceptable to all parties would lead to future wars, was determined to play a large role in this effort. But the postwar world in Europe and at home seemed almost as divided as before the war. (America 1998).

Lecture Notes Activity:
Hand out student guided note worksheet. Have students define words first using their textbook or a dictionary. Then fill in the rest as a class.

Click here for student guided notes.

*Wilson delivered the Fourteen points: Peace program by Wilson
- call for end to secret alliances
- restoration of freedom of seas
- reduction in armaments
- self-determination:

*Paris Peace Conference
- Wilson attends himself as the U.S. delegate
- Believed that no one was in this for the rewards - WRONG
-People did want rewards
  France wanted to humiliate and destroy Germany so it could never conquer again.
  Wilson forced to give up self determination idea

*League of Nations
  -10 days of hard work
  -League of Nations: organization in which the nations of the world would join together to ensure security and peace for all members.

*Article 10
  -provision that stated an "attack on one as attack on all"
  -League would have no military power - moral power only
  -congress rejected it - Why do you think they did?
    A: afraid of losing power and respect

*The Peace Treaty
  -Return to peace conference a few months later "The Big Four" Britain, France, Italy, and US
  -Allies accepted Wilson's plan for a League of Nations with exceptions
    -15 year French control of the mineral resources in Alsace-Lorraine
    -French insisted on German war guild and financial responsibility
    -British want reparations: payment from enemy for the economic injury suffered in the war.
    -Ruled that Germany owed Allies $33 billion dollars
  -As Wilson feared, Germany would never forget or forgive this humiliation

*The Versailles Treaty
  -Presented treaty to Germans on May 7, 1919
  -Refused at first but at threat of invasion they had no choice but to sign
  -All signed at Versailles - therefore the name

 ASSIGNMENT: World War One Study Guide

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Global Peacemaker
Guided Notes

Name: _______________________

Define the following terms:
Fourteen Points:
  self-determination:
League of Nations:
  reparations:
Versailles Treaty:

<table>
<thead>
<tr>
<th>Fourteen Points</th>
<th>Paris Peace Conference</th>
<th>League of Nations</th>
<th>Peace Treaty</th>
</tr>
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<tbody>
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</table>
Chapter 17
1914–1920

Words to Know
arms race
terrorist
stalemate
propaganda
ambassador
victory garden
bond
communism
armistice

Words to Know These words are defined in the section in which they appear, as well as in the Glossary. Point out to students that two of these words (propaganda and bond) may be familiar. They took on new meanings during the war.

Learning Objectives
- Describe the causes of World War I.
- Identify the events that led the United States to enter the war.
- Discuss how the war changed the lives of Americans at home.
- Explain how the United States helped the Allies win the war.
- Describe the Treaty of Versailles.
- Explore how propaganda is used.

Project Students can begin their charts when they begin the chapter. To help them get started, assist them in finding headings.

Portfolio Project
As you read the chapter, make a chart about World War I. To begin, skim the chapter and write some headings for the chart. Here are a few ideas for headings: Causes, Nations, Events, Weapons, Lives Lost, Cost, Making Peace. After you finish the chart, write five questions the chart can answer. Exchange charts with a partner. Answer each other’s questions.

Timeline This timeline is divided into 1-year intervals. The events take place over a period of 7 years. Point out to students the outbreak of war in Europe and the end of the war.

Chapter 17 • World War I • 1914–1920

309
Section 1
A World War Begins

Words to Know

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>arms race</td>
<td>a contest to build weapons and military power</td>
</tr>
<tr>
<td>terrorist</td>
<td>a person who uses violence for a political cause</td>
</tr>
<tr>
<td>stalemate</td>
<td>a situation in which neither side wins nor loses</td>
</tr>
</tbody>
</table>

Getting Started  Discuss with students how technology has accelerated the pace of our lives. For example, cite the difference between sending a letter through the U.S. mail and sending it via e-mail. Explain that the many new weapons and strategies used during World War I, such as stealth bombs and trench warfare, changed the nature of war.

In 1914, war broke out in Europe. The war was called the Great War. Later it was called World War I. These names showed that this war was different from earlier wars. Whole nations, including soldiers and civilians, suffered in the war. The Great War affected people all over the world.

Causes of War in Europe

The war had many causes. One cause was that many people felt their group or nation was better than other groups or nations. This is called extreme nationalism. A second cause was the contest between nations for trade and for colonies. A third cause was the growth of alliances. An alliance is a group of nations that promise to protect one another. In alliances, strong countries could protect weak countries.

Many European countries did not trust one another. Also, they felt that a big armed force showed their greatness. For those reasons, they started an arms race. An arms race is a contest to build weapons and military power. Germany built the biggest army. Great Britain built the biggest navy.

The Allies

In 1914, the Allies' emperor, Franz Joseph, wanted to control the near East. Archduke Franz Ferdinand, the archduke of Austria, was assassinated. He was a descendant of the Hapsburgs. Principals, who were against this use of violence, wanted to end the war and break away from the Turks.

With the Allies declaring war, the archduke's death led to war between one and another.

How did the war begin in Serbia? The Archduke Franz Ferdinand that had a large armed force.

The Ottomans

The war started in the Balkans, the Allied Ottomans against Austria-Hungary the two sides. The Ottomans were on page 311. The war began with the Ottomans attacking Serbia.

The British

The main British cause of the war was fighting in Europe to prevent the Ottomans and Britain from fighting each other. The war began, the war was fought.

What was the main cause of the war? The war was fought in Europe to prevent the Ottoman Empire;
The Archduke and the Terrorist

In 1914, Austria-Hungary was a weak nation in Europe. Austria-Hungary included groups of people from many different backgrounds. Some of these groups wanted to be free nations. For example, Austria-Hungary controlled Bosnia. The Serbs in Bosnia wanted to join the nearby nation of Serbia.

Archduke Franz Ferdinand was next in line to be emperor, or ruler, of Austria-Hungary. In June 1914, the archduke visited Sarajevo, in Bosnia. While there, he was assassinated by a Serb. The killer, Gavrilo Princip, was a terrorist. A terrorist is a person who uses violence for a political cause. Princip wanted Bosnia to break away from Austria-Hungary and join Serbia.

Within six weeks, war broke out. Austria-Hungary declared war on Serbia because a Serbian had shot the archduke. Other countries that had agreed to protect one another were pulled into the war.

How did Austria-Hungary's declaration of war on Serbia cause other countries to declare war? Countries that had agreed to protect one another were pulled into the war.

The Central Powers and the Allied Nations

The two sides in the war were the Central Powers and the Allied Nations, or Allies. You can see the nations of the two sides as well as the neutral nations, on the map on page 312. Germany, Austria-Hungary, and the Ottoman Empire were the major Central Powers. Great Britain, France, and Russia were the leaders of the Allies.

The war was fought on land, at sea, and in the air. The main battleground was in Europe. The longest fighting took place on the Western Front, in France and Belgium. A front is a line of battle. When the war began, both sides hoped for a quick end to the fighting.

What nations were the leaders of the two sides in the war? Central Powers: Germany, Austria-Hungary, Ottoman Empire; Allies: Great Britain, France, Russia
Europe at the Beginning of World War I, 1914

Map Study
1. What groups does the map key show?
2. Which Central Powers nation borders, or touches, France?

The First Years of the War

The war did not go as planned for either side. Each side won some battles and lost some. Neither side was close to victory. Neither side was ready to give up. At the end of 1914, the war reached a stalemate. A stalemate is a situation in which neither side wins or loses.

As the war reached a stalemate, the soldiers on both sides dug trenches, or ditches, in the ground. Soldiers took cover in these trenches. The trenches were 6 to 8 feet wide and about 5 feet deep. Hundreds of miles of
trenches stretched along the Western Front. Millions of soldiers would live and die in these muddy ditches in the coming years. The trenches were filthy. They were filled with rats and bugs carrying disease.

Between the trenches of the two sides, there was an empty area. It was known as “no-man’s land.” In order to attack, soldiers crawled out of the trenches and crossed over no-man’s land to the other side. Battles could last for months. One battle was at the Somme River in France, on the Western Front. It lasted from July to November 1916. In that time, more than one million soldiers were killed or wounded. Yet neither side could defeat the other.

How did soldiers attack along the Western Front?
They crawled out of their trenches and crossed no-man’s land to the other side.

A Closer Look

AER WAR
The airplane was invented about ten years before World War I began. The frames of the airplanes used during the war were made of wood. The coverings were made of cloth. Pilots flew in seats called cockpits that were open to the air. The fastest planes traveled only about 140 miles per hour.

A pilot who shot down more than five enemy planes was called an ace. Eddie Rickenbacker was the leading U.S. war ace. He shot down 22 enemy planes and four balloons in just a few months. Baron Manfred von Richtoffen was the leading German ace. Von Richtoffen was known as the Red Baron because his plane was once painted red. The Red Baron shot down 80 enemy planes.

Critical Thinking How are most planes today different from most World War I planes? Planes today have metal frames and coverings. The cockpits are closed and the planes are faster.
Weapons of War

On both sides, soldiers had weapons that were new or had been used very little in earlier wars. The machine gun was one new weapon. It could fire up to 600 bullets a minute. Machine guns were heavy, so they were usually kept at the top of a trench.

Other new weapons of war were also used. These included tanks, poison gas, submarines, and airplanes.

Weapons killed and hurt civilians too. Some fighting took place in villages and towns. Civilians were attacked, and their property was destroyed. Civilians on both sides were killed in cities by bombs and cannon fire. Many civilians also died from starvation, disease, and lack of shelter.

What were some new weapons used in World War I? Machine guns, tanks, poison gas, submarines, and airplanes

Section 1 Review

1. What were the causes of the war in Europe?

2. What event in Bosnia in 1914 dragged many European nations into war?

3. Critical Thinking Explain how a stalemate might affect soldiers in a war.

4. Write About History You live in Europe during 1914. What are some of your fears for your country? Choose the European country where you live. Then write a letter to cousins in the United States. Tell them how you feel.

More Review is provided in Exercise 69 of the Workbook.
Section 2 From Neutral to Declaration of War

Words to Know

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>propaganda</td>
<td>the spreading of ideas, information, and beliefs to help or hurt a cause</td>
</tr>
<tr>
<td>ambassador</td>
<td>a person sent to another country to speak for the government of his or her own country</td>
</tr>
</tbody>
</table>

Getting Started Discuss with students a time when friends had an argument and one person would not take sides. What happened? Explain that remaining neutral in World War I was a position that the United States eventually could no longer afford to hold.

President Woodrow Wilson wanted to keep the United States out of the war. However, Germany’s actions made many Americans angry, including the President. Finally, in 1917 the United States was drawn into the war.

The United States Is Neutral

When the war began, President Wilson said the United States would remain neutral. He felt that, by not taking sides, the United States could help bring the Allies and the Central Powers together. Many Americans agreed. Other Americans disagreed with Wilson. They had family ties to Europe. Many Americans wanted the United States to fight for the Allies. Others wanted the United States to fight for the Central Powers.

Both the Allies and the Central Powers used propaganda to try to get Americans to join their side. Propaganda is the spreading of ideas, information, and beliefs to help or hurt a cause. Propaganda may include true or false information. It may support good or bad causes.

What did Wilson say about the United States and the war? The United States would remain neutral.
The Sinking of the *Lusitania*

Great Britain set up a blockade of German ports early in the war. Food and other supplies could not reach Germany. The German navy was not large enough to blockade British ports. Germany decided to use submarines called U-boats to hurt the British navy. Traveling underwater, the submarines could sneak up on British ships.

In 1915, Germany said it would use its submarines to sink any ships coming to or going from Great Britain. The Germans said their submarines would not attack ships of neutral countries. However, they warned that they could not prevent accidents.

The German government placed ads in U.S. newspapers warning Americans not to sail on British ships. Not many Americans listened to the German warnings. Then on May 7, 1915, a German submarine sank the British ocean liner *Lusitania*. About 1,200 people died when the ship sank. Of those killed, 128 were Americans. The sinking of the *Lusitania* turned many Americans against Germany.

President Wilson was reelected in 1916. He kept trying to get the Allies and the Central Powers together to make peace. However, both sides still felt they could win the war. No one wanted to talk about peace.

By early 1917, German submarines were sinking any ships that came near Britain. In one three-week period, submarines sank 134 ships. Thousands of sailors and civilians were killed.

**What happened to the *Lusitania***? A German submarine sank the *Lusitania* and killed 1,200 people, including 128 Americans.
The Zimmermann Telegram

In February 1917, the British gave the United States a secret telegraph message they had overheard. A German foreign minister named Arthur Zimmermann had sent the message to the German ambassador in Mexico. An ambassador is a person sent to another country to speak for the government of his or her own country. The Zimmermann telegram told the German ambassador in Mexico to get Mexico into the war on the side of the Central Powers. It also promised that Germany would help Mexico take back lands in Texas, Arizona, and New Mexico.

Newspapers in the United States printed the Zimmermann telegram. Most Americans were very angry with Germany. In early April 1917, President Wilson asked Congress to declare war on Germany and the Central Powers.

What was the purpose of the Zimmermann telegram?
To get Mexico into the war on the side of the Central Powers.

Section 2 Review

1. Why did President Wilson want the United States to remain neutral in the war?

2. How did the sinking of the Lusitania change American feelings toward Germany?

3. Critical Thinking Explain why the Zimmermann telegram had such a big effect on the way Americans felt about the war.

4. Write About Citizenship Many European Americans had family members still living in Europe. Write a short essay describing how you think these Americans may have felt about the neutral position of the United States.

More Review is provided in Exercise 70 of the Workbook.
The U.S. government needed to gain American support for entering the war. To do this, the U.S. government used propaganda. The government formed a group called the Committee on Public Information (CPI). The CPI wrote news stories and made posters to encourage Americans to support the war effort.

CPI propaganda included facts and opinions about the war. In propaganda, opinions are usually presented as facts.

Look at the statements below. Which statements are facts? Which are opinions?

1. The United States has declared war on Germany. Fact
2. We can't win without you! Opinion
3. Food will win the war. Opinion
4. The Allies have asked for American troops. Fact
5. Millions die in battle. Fact
6. With hard work, we will win! Opinion

Answer the questions below.

1. Why do governments use propaganda?
2. Which of the statements above may have been used on a CPI poster?

**CHALLENGE** Sometimes propaganda includes statements that are not true. Do you think it is right to use false statements to help a good cause?

1. To gain support for government actions  
2. Statements 2, 4, 6  

**CHALLENGE** Using false statements is unnecessary; often fails. Using false statements is morally wrong.
The United States prepared to enter World War I. Men began leaving their jobs and families to go to a faraway war. Americans at home helped to support the war effort in many ways. Men, women, and children all did their part.

**Raising the Troops**

The United States had only a small army. Some men quickly volunteered for the army. However, President Wilson felt that a draft was the best way to create a large armed force. If men are selected for the draft, in most cases they must serve.

In 1917, Congress passed a draft law known as the Selective Service Act. The law said that all men between the ages of 21 and 30 had to sign up for the draft. By 1918, that was extended to men from 18 to 45. Within 18 months, almost three million Americans had been drafted. Also, more than one million men had volunteered to join the armed forces.

Americans from many groups were drafted into the armed forces. Some were immigrants to the United States. They were quickly taught to speak and read English.

**What was the Selective Service Act of 1917?** A law that said all men between 21 and 30 had to sign up for the draft.
Changes in the Economy

The war changed the U.S. economy and American lives. Everyone's help was needed to produce supplies for U.S. and Allied troops. Millions of men left their jobs to fight in the war. This meant there were not enough workers to make goods for the troops.

Women replaced men in some jobs. They did factory work, drove trucks, and took railroad jobs. Mexican immigrants worked on farms, on railroads, and in factories. Many African Americans left the South to find work in northern cities. They worked in factories, mines, and other businesses.

How did the war change the United States economy? Many supplies needed to be produced.

Citizenship Link

PAYING FOR THE WAR
Fighting the war cost the United States billions of dollars. New taxes helped pay for some of the costs. The new taxes were based on people's income. Goods such as tobacco and movie tickets were also taxed.

The government borrowed money to pay for the war. To do that, the government sold pieces of paper called war bonds. A bond is sold to raise money for a government or a business. The seller promises to pay back the money that is borrowed plus some extra money called interest.

The U.S. government encouraged Americans to buy bonds to support the war. The bonds were called Liberty bonds. By the end of the war, Americans had lent $21 billion to the government.

Critical Thinking How do you think Americans who owned bonds felt about the war? Students might say that many Americans were proud that they could support the war.
Supporting the Troops

The U.S. government asked men, women, and children to support the troops. Soldiers needed most of the food the farmers produced. The government used news articles, posters, and cookbooks to show families how to save food for the troops. Families went without meat on certain days of the week. Families also grew their own food in gardens called victory gardens.

Women and children sewed clothing and knitted socks and sweaters for the troops. They wrote letters and gathered books for soldiers to read. Children took care of victory gardens. Not everyone supported the war, but most Americans wanted to do their part. Americans also supported the war by buying bonds. A bond is a paper that shows debt, or money owed.

How did people at home support the war? They went without meat on certain days, grew their own food, made things for soldiers, wrote letters, gathered books.

Section 3 Review

1. How did President Wilson plan to get enough men to fight the war?

2. Why did women have more chances for jobs during the war?

3. Critical Thinking Think about how Americans at home supported the troops. How do you think this support affected the troops and the people at home?

4. Write About Citizenship Describe the feelings of a soldier leaving home to fight in World War I.

More Review is provided in Exercise 71 of the Workbook.
Words to Know

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>communism</td>
<td>an economic system in which the government owns all property and businesses</td>
</tr>
<tr>
<td>armistice</td>
<td>an agreement to stop fighting</td>
</tr>
</tbody>
</table>

Getting Started Have students think of a place from their past that they may have gone back to visit. Discuss how the place might have seemed different. Explain that the United States and Europe were changed places after the war.

When the first U.S. troops arrived in Europe, the war had already killed millions of people. A revolution in Russia had put France and Great Britain in danger. American troops would play a large role in winning the war with the Allies.

Revolt in Russia

From 1914 to 1917, Russian troops were an important part of the Allied forces. The Russians fought the Germans along the Eastern Front. At that time, a powerful ruler, called a tsar, ruled Russia. The tsar and his family were wealthy. However, most of the Russian people were poor. The people were unhappy with the way the war was going. The Russians had suffered huge casualties.

As the fighting in Europe continued, a revolution broke out in Russia. In November 1917, the Communists took power. Communists believe in communism, an economic system in which the government owns all property and businesses. The Communists took control of all farms, banks, and industry in Russia. During the revolution, many people died. The tsar of Russia and his family were murdered in 1918.

The Communist government signed a peace agreement with Germany and the Central Powers.
The agreement meant that the Allies would not have millions of Russian troops on their side. The Central Powers could turn most of their force against the French and the British. The Allies badly needed more troops to join the fight.

What group took power in Russia in 1917?
The Communists

U.S. Troops Arrive

Once U.S. troops were trained, they had to cross the Atlantic Ocean to reach Europe. However, crossing the Atlantic Ocean was very dangerous. More than 100 German submarines moved quietly beneath the water. To carry troops safely across the Atlantic, the U.S. Navy traveled in convoys. In this system, warships traveled along with ships carrying troops.

The first American troops arrived in France in June 1917. Over the next months, more than one million U.S. soldiers came to France to fight.

In early 1918, German forces planned to attack Paris, the capital of France. They broke through the Allied lines and came within 50 miles of Paris. However, there they were stopped by French and U.S. troops.

Why did U.S. ships travel to Europe in convoys?
For safety from German submarines

The Allies Push Ahead

American troops fought two very important battles in France that helped end the war.

Belleau Wood
Belleau Wood was a thick forest. For 24 hours a day for two weeks, U.S. troops fought their way through the forest. German machine guns hidden in trees fired down on the Americans. Finally, the Americans took control of Belleau Wood. However, about 8,000 Americans were killed or wounded in the battle.
The Argonne Forest

The Argonne Forest was a large area along the Western Front. The Germans controlled the area. The Germans had machine guns, barbed wire, and big cannons waiting for the Allies. On September 26, 1918, more than one million Americans attacked at dawn. A heavy fog covered the forest. Many Americans walked into German positions. However, the Americans kept fighting. More than 100,000 Americans were killed or wounded in the Argonne Forest. The battle lasted for 47 days until the Americans pushed through enemy lines. At about the same time, British, French, and Belgian forces also won battles along the Western Front.

By November 1918, the German army began to retreat, or fall back. Other Central Powers could no longer fight without the power of Germany behind them. Finally, on November 11, in a railroad car in northern France, the Allies and the Central Powers signed an agreement to end the war. World War I was over. Germany accepted the terms of the armistice. An armistice is an agreement to stop fighting.

How did the United States help the Allies? U.S. troops provided the extra forces the Allies needed, especially at Belleau Wood and the Argonne Forest.

<table>
<thead>
<tr>
<th>World War I, 1914–1918</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of soldiers from all countries killed</td>
</tr>
<tr>
<td>Number of soldiers from all countries wounded</td>
</tr>
<tr>
<td>Number of American soldiers killed</td>
</tr>
<tr>
<td>Number of American soldiers wounded</td>
</tr>
<tr>
<td>Cost to United States</td>
</tr>
</tbody>
</table>

**Chart Study**

1. What was the cost of World War I to the United States?
2. What was the total of all wounded soldiers in World War I?
American troops fought many battles along the Western Front.

**The Cost of War**

The United States had been in the war for less than a year. U.S. troops had provided the extra forces needed by the Allies. Although U.S. losses were great, they were far fewer than those of other countries in the war.

The war had taken a terrible toll in Europe. As many as 13 million civilians and soldiers had died. Much of northern France was destroyed. In Germany, millions of people were starving. Between 1918 and 1919, more people died from a flu epidemic. An epidemic is a sudden spread of disease that affects many people at one time. The flu epidemic killed 20 million people.

> **What conditions did Europe face after the war?**
> Disease and starvation

**Visual** While fighting France, 63,000 Americans died from disease, not combat. Most of them were struck down by the flu epidemic.
Europe After World War I, 1919

Map Study

1. Which new independent nation borders Russia and Germany? Poland
2. After World War I, how many new independent nations were there? 9

Map  Use the transparency map “Europe at the Beginning of World War I” in the Classroom Resource Binder to review the changes that took place as a result of the war.

The Allies’ Plan for Peace

Wilson wanted World War I to be the “war to end all wars.” He already had a plan for peace called The Fourteen Points. He presented his plan to Congress in January 1918. Wilson’s plan included a League of Nations where countries could meet to solve their problems without fighting.

In January 1919, President Wilson met with the leaders of Italy, Great Britain, and France. They met at the Palace of Versailles outside Paris, France. The leaders
were called the Big Four. Wilson and the European leaders disagreed over punishment for Germany. The European leaders wanted to punish Germany for the suffering their countries had gone through.

The leaders signed the Treaty of Versailles in June 1919. President Wilson did not like all the parts of the treaty. For example, the treaty forced Germany to take all the blame for the war. In addition, Germany had to pay billions of dollars in damages to Allied countries. Germany did not have enough money to pay.

However, the treaty did include some of Wilson's Fourteen Points. The treaty provided for a League of Nations. The U.S. Senate refused to approve the treaty. Some senators were afraid the League would drag the United States into another war. The United States never became a member of the League of Nations. Wilson fought for the League, but he grew tired and sick. He died in 1924.

**How did the European Allies plan to punish Germany?** They wanted to make Germany pay damages to Allied countries and take all the blame for the war.

**Section 4 Review**

1. How did the revolution in Russia affect the Allies?

2. What happened at the Battle of the Argonne Forest?

3. **Critical Thinking** Do you think it was right to punish Germany for the war? Explain.

4. **Write About Citizenship** You are about to give a speech in favor of the League of Nations. Make some notes for your speech. Include some lessons the world has learned from World War I.

More Review is provided in Exercise 72 of the Workbook.
Summary

When World War I started in Europe, the United States tried to stay neutral. As the war went on, most Americans supported the Allies. The United States entered the war in 1917.

Section 1

The war had many causes. Most of the countries in Europe lined up on two sides. At the end of the first year, there was a stalemate.

Section 2

The United States remained neutral for the first years of the war. Then the Germans sank the Lusitania. Finally, in 1917, the United States joined the Allies.

Section 3

During the war, women, Mexican Americans, and African Americans worked in farms, factories, and other businesses.

Section 4

U.S. troops fought in two important battles, Belleau Wood and the Argonne Forest. After these battles, the German army retreated. The Treaty of Versailles ended the war.

Vocabulary Review

Write true or false. If the statement is false, change the underlined term to make it true.

1. In a stalemate neither side wins or loses. True
2. Ambassadors believe government should own property and businesses. False: Communists
3. Propaganda tries to make people support certain causes. True
4. A paper showing money owed is a bond. True
1. The sinking of the Lusitania and the Zimmermann telegram pp. 316-317  2. Bought bonds, planted victory gardens; African Americans, Mexican immigrants, women had better job opportunities pp. 320  3. Won many battles including Belleau Wood and Argonne Forest, pp. 323-324  4. No: U.N. and fear of nuclear weapons will prevent wars. Yes: There will always be some nations that want power over others.  5. Allied countries in Europe lived closer to Germany, wanted to be sure Germany could never become too strong again. pp. 326-327

Chapter Quiz
Write your answers in complete sentences.

1. Why did the United States change from neutral to declaring war on Germany?
2. How did the war affect Americans at home?
3. How did U.S. troops help the Allies win the war?
4. Critical Thinking: Do you think there could ever be a war that would end all wars? Explain your answer.
5. Critical Thinking: Why do you think European leaders were more eager to punish Germany than President Wilson was?

Using the Timeline
Use the timeline on pages 308-309 to answer the questions.

1. What events happened in 1917? Zimmermann telegram printed in U.S. newspapers; U.S. entered war
2. How many years after the start of World War I did the United States enter the war? Three

Group Activity  See the Teacher's Planning Guide for a scoring rubric for this activity.

Group Activity
Form groups of four or five. In your group, make a booklet about World War I. Ask one person to make the cover. Have other group members make two pages each. Write the most interesting things you have learned. Also, draw pictures to show what happened. Then staple the pages together to make a booklet.
Critical Thinking 1. Sinclair's book, The Jungle, described unclean meatpacking practices. 2. To shorten the sea route between the Atlantic and the Pacific oceans. 3. To get the United States on their side. 4. To save food grown on farms for the troops.

Unit 5 Review

Critical Thinking
Give one reason why each of the following events happened.

1. Americans became upset about unclean meat.
2. The United States built the Panama Canal.
3. Germany and Great Britain used propaganda.
4. Americans planted victory gardens.

Who Is It?
Write the name of the person who took each action below.

1. She wrote about corruption in the oil industry. Ida Tarbell
2. He said the United States should carry a big stick. Theodore Roosevelt
3. He had the idea for the League of Nations. Woodrow Wilson

Building Your Skills
Write one effect of each cause listed below.

1. The Civil Service Act was passed.
2. The battleship Maine exploded in Cuba.
3. Mosquitoes in Panama carried diseases.
4. Many American men left their jobs to go to war.
5. The Communists took power in Russia in 1917.

Building Your Skills
1. People had to take a test for civil service jobs. 2. Americans got angry at Spain. 3. Americans destroyed places where mosquitoes lived. 4. Women, Mexican immigrants, and African Americans had more chances for jobs. 5. The Communist government took over farms, banks, and industry. Russia left the war.

Writing an Essay
Answer one of the following essay topics. See the Answer Key for a detailed answer.

1. Discuss the reasons why Americans wanted to reform government in the late 1800s and early 1900s.
2. Identify the events in the late 1800s and early 1900s that made the United States a world power.
3. Describe the peace treaty that ended World War I.

Linking Past and Present
Think of the way newspapers covered the Spanish-American War. Do you think newspapers cover wars the same way today? Explain your answer. Student responses may be yes or no. Students should refer to coverage of a recent conflict.
The medical case files listed him as "A.P.," an eighteen-year-old Marine Corps private who had volunteered to fight in the Great War. In June 1918, A.P.'s company trudged forward to the battle lines in France, past the bodies of French soldiers dismembered by the big guns. His commanding officer detailed A.P. to bury the mangled corpses. For several nights thereafter the young man could not sleep. Artillery fire frightened him. During one bombardment, he began to tremble uncontrollably. Evacuated to a hospital, A.P. suffered horrifying dreams.

Doctors who treated military casualties saw many such patients, whom they diagnosed as having a mental illness known as war neurosis or war psychosis—shell shock, for short. The symptoms: a fixed empty stare, violent tremors, paralyzed limbs, listlessness, jabbering, screaming, and haunting dreams.

Their nervous systems shattered, some one hundred thousand victims went to special military hospitals staffed by psychiatrists. A regimen of rest, military discipline, recreation, exercise, counseling, and reminders about patriotic duty restored many shell-shock victims to health. Some returned to the front lines; the very ill went home to the United States. Even cured shell-shocked soldiers had lingering mental problems—flashbacks, nightmares, and a persistent disorientation that made it difficult for them to make decisions or organize their lives. Thousands of the most severely afflicted remained in veterans' hospitals.

Many Progressive era professionals and reformers found rewards and opportunities in the wrenching national emergency of World War I. The psychiatrists who treated the shell-shock victims, for example, hoped to use their wartime medical experience later, at
home, to improve care for the mentally ill. For them, the cataclysm of foreign crisis and the opportunity for domestic social betterment went hand in hand.

The outbreak of the Great War in Europe in 1914 at first stunned Americans. For years their nation had participated in the international competition for colonies, markets, and weapons supremacy. But full-scale war seemed unthinkable. The new machine guns, howitzers, submarines, and dreadnoughts were such awesome death engines that leaders surely would not use them. When they did, moaned one social reformer, "civilization is all gone, and barbarism come."

For almost three years President Woodrow Wilson kept America out of the war. During this time, he lectured the belligerents to rediscover their humanity and to respect international law. But American property, lives, and neutrality fell victim to British and German naval warfare. In April 1917, when the president finally asked Congress for a declaration of war, he did so with his characteristic crusading zeal. America entered the battle not just to win the war but to reform the postwar world.

Even after more than a decade of Progressive reform, Americans remained a heterogeneous and factional people at the start of the Great War. Headlines still trumpeted labor-capital confrontations. Racial antagonisms were evident in Wilson’s decision to segregate federal buildings in Washington and in continued lynchings of African Americans (fifty-one in 1914). Nativists protested the pace of immigration. Ethnic
groups eyed one another suspiciously. Activist women argued for equality between the sexes and at the ballot box, but many men preferred restrictive traditions.

The war experience accentuated and intensified the nation's social divisiveness. Whites who did not like the northward migration of southern blacks to work in defense plants incited race riots. War hawks harassed pacifists and German Americans. The federal government itself, eager to stimulate patriotism, trampled on civil liberties to silence critics. And as communism implanted itself in Russia, a postwar Red Scare repressed radicals.

America's participation in the war wrought massive changes and accelerated ongoing trends. Wars are emergencies, and during such times normal ways of doing things surrender to the extraordinary and exaggerated. The U.S. government, more than ever before, became a manager—of people, prices, production, and minds. The presidency assumed greater powers. Unprecedented centralization and integration of the economy and unusual cooperation between government and business also characterized the times. Moreover, the war experience helped splinter the Progressive movement.

The United States emerged from the war a major power in an economically hobbled world. Yet Americans who had marched to battle as if on a crusade grew disillusioned with the peace process. They recoiled from the spectacle of the victors squabbling over the spoils, and they chided Wilson for failing to deliver the "peace without victory" he promised. After negotiating the Treaty of Versailles at Paris, the president urged U.S. membership in the new League of Nations, which he touted as a vehicle for reforming world politics. The Senate rejected his appeal because many Americans feared that the League might entangle Americans in Europe's problems, threaten the U.S. empire, and compromise the country's traditional unilateralism, or nonaligned course in foreign relations. On many fronts, then, Americans during the era of the First World War were at war with themselves.

Precarious Neutrality

The war that erupted in August 1914 grew from years of European competition over trade, colonies, allies, and armaments. Two powerful alliance systems had formed: the Triple Alliance of Germany, Austria-Hungary, and Italy, and the Triple Entente of Britain, France, and Russia. All had imperial holdings and ambitions for more, but Germany seemed particularly bold as it rivaled Great Britain for world leadership. Many Americans viewed Germans as an excessively militaristic people who embraced autocracy and spurned democracy.

Strategists said that Europe enjoyed a balance of power, but crises in the Balkan countries of southeastern Europe triggered a chain of events that shattered the "balance." Slavic nationalists sought to enlarge Serbia, an independent Slavic nation, by annexing regions such as Bosnia, then a province of the Austro-Hungarian Empire. On June 28, 1914, at Sarajevo, Bosnia, a member of a Serbian terrorist group in collusion with Serbian officials assassinated the heir to the Austro-Hungarian throne. Alarmed by the prospect of an enorged Serbia on its border, Austria-Hungary consulted its Triple Alliance partner Germany, which urged toughness. When Serbia called on its Slavic friend Russia for help, Russia in turn looked for backing from its ally France. In late July, Austria-Hungary declared war against Serbia, and Russia then began to mobilize its armies.

Germany, believing war inevitable, struck first, declaring war against Russia on August 1 and against France two days later. Britain hesitated, but when German forces slashed into neutral Belgium to get at France, London declared war against Germany on August 4. Eventually Turkey (the Ottoman Empire) joined Germany and Austria-Hungary as the Central Powers, and Italy (switching sides) and Japan aligned with Britain, France, and Russia as the Allies.

President Wilson at first sought to distance America from the conflagration by issuing a proclamation of neutrality. He also asked Americans to refrain from taking sides. The president's lofty appeal for American neutrality and unity at home collided with several realities. First, ethnic groups in the United States did take sides. Many German Americans and anti-British Irish Americans (Ireland was then trying to break free from British rule) cheered for the Central Powers. Americans of British and French ancestry and others with roots in Allied nations championed the Allied cause. Germany's attack on Belgium...
confirmed in many people's minds the idea that Germany had become the archetype of unbridled militarism.

The pro-Allied sympathies of Wilson's administration also weakened the U.S. neutrality proclamation. Both Wilson and his key advisers shared the British leaders' conviction that a German victory would destroy free enterprise and government by law. If Germany won the war, he prophesied, "it would change the course of our civilization and make the United States a military nation."

U.S. economic links with the Allies also rendered neutrality difficult. England had long been one of the nation's best customers. Now the British flooded America with new orders, especially for arms. Between 1914 and 1916, American exports to England and France grew 365 percent, from $733 million to $2.75 billion. In the same period, however, largely because of Britain's naval blockade, exports to Germany dropped by more than 90 percent. Loans from private American banks—totaling $2.3 billion during the neutrality period—financed much of U.S. trade with the Allies. Germany received only $27 million in the same period. The Wilson administration, which at first frowned on these transactions, came to see them as necessary to the economic health of the United States.

From Germany's perspective, the linkage between the American economy and the Allies meant that the United States had become the Allied arsenal and bank. Under international law, Britain—which controlled the seas—could buy both contraband (war-related goods) and noncontraband from neutrals. It was Germany's responsibility, not America's, to stop such trade in ways that international law prescribed—that is, by an effective blockade of the enemy's territory, by the seizure of contraband from neutral (American) ships, or by the confiscation of goods from belligerent (British) ships. Germans, of course, judged the huge U.S. trade with the Allies an act of unneutrality that had to be stopped.

The president and his aides believed, finally, that Wilsonian principles stood a better chance of international acceptance if Britain, rather than Germany, sat astride the postwar world. "Wilsonianism," the cluster of ideas Wilson espoused, consisted of traditional American principles and an ideology of internationalism and exceptionalism. The central tenet was that only the United States could lead the convulsed world into a new, peaceful era of unobstructed commerce, free-market capitalism, democratic politics, and open diplomacy. Empires had to be dismantled to honor the principle of self-determination. Armaments had to be reduced. Critics charged that Wilson often violated his own credos in his eagerness to force them on others—as his military interventions in Mexico in 1914, Haiti in 1915, and the Dominican Republic in 1916 testified. All agreed, though, that such ideals served the American national interest; in this way idealism and realism were married.

To say that American neutrality was never a real possibility given ethnic loyalties, economic ties, and Wilsonian preferences is not to say that Wilson sought to enter the war. He emphatically wanted to keep the United States out. Time and again he tried to mediate the crises. But go in the United States finally did. Why?

Americans got caught in the Allied-Central Power crossfire. The British, "ruling the waves and waiving the rules," declared a blockade of Germany. They also harassed neutral shipping by seizing cargoes and defined a broad list of contraband (including foodstuffs) that they prohibited neutrals from shipping to Germany. American vessels bearing goods for Germany seldom reached their destination. Furthermore, to counter German submarines, the British flouted international law by arming their merchant ships and flying neutral (sometimes American) flags. Wilson frequently protested British violations of neutral rights, but London often defied Washington's criticism by paying for confiscated cargoes, and German provocations made British behavior appear less offensive by comparison.

Unable to win the war on land and determined to lift the blockade and halt American-American commerce, Germany looked for victory at sea by using submarines. In February 1915 Berlin created a war zone around the British Isles, warned neutral vessels to stay out so as not to be attacked by mistake, and advised passengers from
neutral nations to stay off Allied ships. Wilson informed Germany that the United States was holding it to "strict accountability" for any losses of American life and property.

Wilson was interpreting international law in the strictest possible sense. The law that an attacker had to warn a passenger or merchant ship before attacking, so that passengers and crew could disembark safely into lifeboats, predated the emergence of the submarine as a major weapon. When Wilson refused to make adjustments, the Germans thought him unfair. As they saw the issue, the slender, frail, and sluggish _unterseeboote_ (U-boats) should not be expected to surface to warn ships. Berlin protested that Wilson was denying it the one weapon that could break the British economic stranglehold, disrupt the Allies' substantial connection with U.S. producers and bankers, and win the war.

Submarine Warfare and Wilson's Decision for War

Over the next few months the U-boats sank ship after ship. In May 1915 the swift, luxurious British passenger liner _Lusitania_ left New York City carrying more than twelve hundred passengers and a cargo of food and contraband, including 4.2 million rounds of ammunition. Before "Lucy's" departure, the German embassy warned in a newspaper announcement that travelers on British vessels should know that Allied ships in war-zone waters "are liable to destruction." Few passengers paid attention. On May 7, off the Irish coast, submarine U-20 torpedoed the _Lusitania_, killing 1,198 people, 128 of them Americans. Even if the ship was carrying armaments, argued Wilson, the sinking was a brutal assault on innocent people. But he ruled out a military response. Secretary of State William Jennings Bryan advised that Americans be prohibited from travel on belligerent ships and that passenger vessels be prohibited from carrying war goods.

The president rejected Bryan's counsel, insisting on the right of Americans to sail on belligerent ships and demanding that Germany cease its inhumane submarine warfare. When Wilson refused to ban American travelers from belligerent ships, Bryan resigned in protest. The pro-

Allied Robert Lansing took Bryan's place. When criticized for pursuing a double standard in favor of the Allies, Wilson responded that the British were taking cargoes and violating property rights but the Germans were taking lives and violating human rights.

Seeking to avoid war with America, Germany ordered U-boat commanders to halt attacks on passenger liners. But in August another British vessel, the _Arabic_, was sunk off Ireland and three Americans died. The Germans hastened to pledge that an unarmed passenger ship would never again be attacked without warning. Meanwhile, Wilson's critics asked, why not require Americans to sail on American craft?

In early 1916 Congress began to debate the Gore-McLemore resolution to prohibit Americans from traveling on armed merchant vessels or on ships carrying contraband. The resolution, its sponsors hoped, would prevent incidents such as the _Lusitania_ sinking from hurting the United States into war. But Wilson would tolerate no interference in the presidential making of foreign policy and no restrictions on American travel. After heavy politicking, Congress tabled the resolution, effectively killing it.

In March 1916 a U-boat attack on the _Szendy_, a French vessel crossing the English Channel, took the United States a step closer to war. Four Americans were injured on that ship, which the U-boat commander mistook for a minelayer. Stop the marauding submarines, Wilson lectured Berlin, or the United States will sever diplomatic relations. Again the Germans retreated, pledging not to attack merchant vessels without warning.

As the United States became more entangled in the Great War, many Americans urged Wilson to keep the nation out. Antiwar advocates such as Jane Addams and the Women's Peace Party emphasized several points: that war drained a nation of its youth, resources, and reform impulse; that' fostered repression at home; that it violated Christian morality; and that wartime business barons reaped huge profits at the expense of the people. The peace movement carried political and intellectual weight that Wilson could not ignore, and it articulated several ideas that he shared. In fact, he campaigned on a peace platform in the 1916 presidential election. After his triumph, Wi-
son futilely labored once again to bring the belligerents to the conference table. In early 1917 he advised them to temper their acquisitive war aims, appealing for "peace without victory."

Germany rejected Wilson's overture in early February 1917, when it launched unrestricted submarine warfare. All vessels—belligerent or neutral, warship or merchant—in the declared war zone would be attacked. This bold decision represented a calculated risk that submarines could impede American munitions shipments to England and permit Germany to defeat the Allies before U.S. troops could be ferried across the Atlantic. Wilson quickly broke diplomatic relations with Berlin.

This German challenge to American neutral rights and economic interests was soon followed by a German threat to U.S. security. In late February, British intelligence intercepted and passed to U.S. officials a telegram addressed to the German minister in Mexico from German Foreign Secretary Arthur Zimmermann. Its message: If Mexico joined a military alliance against the United States, Germany would help Mexico recover the territories it had lost in 1848, including several western states. Zimmermann hoped to "set new enemies on America's neck—enemies which give them plenty to take care of over there."

U.S. officials took the message seriously because Mexican-American relations had deteriorated recently. The Mexican revolution, which began in 1910, had deteriorated into a bloody civil war with strong anti-Yankee overtones, and the Mexican government intended to nationalize extensive American-owned properties. Wilson had twice ordered troops onto Mexican soil: in 1914, at Veracruz, to avenge a slight to the U.S. uniform and flag and to overthrow the nationalistic government of President Victoriano Huerta; and again in 1916, in northern Mexico, where General John J. "Black Jack" Pershing futilely sought to capture Pancho Villa after the Mexican rebel had raided an American border town.

Soon after learning of Zimmermann's ploy, Wilson asked Congress for "armed neutrality" to defend American lives and commerce. He requested authority to arm American merchant ships. In the midst of the debate, Wilson released Zimmermann's telegram to the press. Americans expressed outrage. Still, antirwar senators saw the armed-ship bill as a blank check for the president to move the country to war, and they filibustered it to death. Wilson armed America's commercial vessels anyway. The action came too late to prevent the sinking of several American ships. War cries echoed across the nation.

On April 2, 1917, the president stepped before a hushed Congress. Passanently and eloquently, Wilson enumerated U.S. grievances: Germany's violation of freedom of the seas, disruption of commerce, fomenting trouble with Mexico, and breach of human rights by killing innocent Americans. The "Prussian autocracy"
had to be punished by “the democracies.” Congress declared war against Germany on April 6 by a vote of 373 to 50 in the House and 82 to 6 in the Senate. The first woman ever to sit in Congress, Montana’s Jeannette Rankin, cast a ringing “no” vote. “Peace is a woman’s job,” she declared.

For principle, for morality, for honor, for commerce, for security, for reform—for all of these reasons, Wilson took the United States into World War I. The submarine was certainly the culprit that drew a reluctant president and nation into the maelstrom. Yet critics did not attribute the U.S. descent into war to the U-boat alone. They emphasized Wilson’s rigid definition of international law, which did not take account of the submarine’s tactics. They faulted his contention that Americans should be entitled to travel anywhere, even on a belligerent ship loaded with contraband. They criticized his policies as unequal. But they lost the debate.

America went to war to reform world politics, not to destroy Germany. By early 1917 Wilson concluded that America would not be able to claim a seat at the postwar peace conference unless it became a combatant. At the peace conference, Wilson intended to promote the principles he thought essential to a stable world order, to advance democracy and the Open Door, and to outlaw revolution and aggression.

Taking Up Arms and Winning the War

Even before the U.S. declaration of war, the Wilson administration had been beefing up the military under the banner of “preparedness.” The National Defense Act of 1916 provided for increases in the army and National Guard and for summer training camps modeled on the one in Plattsburgh, New York, where a slice of America’s social and economic elite had trained in 1915 as “citizen soldiers.” The Navy Act of 1916 started the largest naval expansion in American history.

To raise an army after the declaration of war, Congress in May 1917 passed the Selective Service Act, requiring all males between the ages of twenty-one and thirty (later changed to eighteen and forty-five) to register. National service, proponents believed, would not

The Draft and the Soldier

only prepare the nation for battle but instill respect for order, democracy, and personal sacrifice. Critics feared that “Prussianism,” not democratization, would be the likely outcome. By war’s end, 24 million men had been registered by local draft boards. Of this number, 4.8 million had served in the armed forces, 2 million of that number in France. Approximately 3 million men evaded draft registration. Some were arrested and others fled to Mexico or Canada, but most stayed at home and were never discovered. Another 338,000 men who had registered and been summoned by their draft boards failed to show up for induction.

The typical soldier was a draftee in his early twenties, white, single, American-born, and poorly educated (most had not attended high school and perhaps 30 percent could not read or write). Some 400,000 African Americans also served in the military. Although some southern politicians feared arming African Americans, the army drafted them into segregated units and assigned them to menial labor. One hope of African Americans was that a war to “make the world safe for democracy” might blur the color line at home. And tens of thousands of women enlisted in the Army Nurse Corps, served as “hello girls” in the Army Signal Corps, and became clerks in the Navy and Marine Corps.

Some 15,000 Native Americans served, too. Most of them were enlistees who sought escape from restrictive Indian schools and lives of poverty, opportunities to develop new skills, and chances to prove their patriotism, which might later earn white respect. James McCarthy, a Papago from an Arizona reservation, volunteered because he wanted adventure; he got it: gas that blistered his body, a grenade wound, and German capture and imprisonment.

Indian Enlistees

American leaders worried that the young soldiers, once away from home, would be tempted by vice—especially by the saloons and houses of prostitution that quickly surrounded training camps. To protect the supposed novices with “invisible armor,” the government created the Commission on Training Camp Activities to coordinate the work of the Young Men’s Christian Association (YMCA) and other groups that dispensed
showed movies, held athletic contests, and dis-
s但我书。Men in uniform were not permitted to
do... Warmed by the spread of venereal disease, com-
mans, officials declared "sin-free" zones around mil-
d their bases and exhorted soldiers to abstain from sex.

General John J. Pershing, head of the American
Extensionary Forces (AEF), insisted that his "sturdy
rookies" remain a separate, independent
army. He was not about to turn
over his "doughboys" to Allied com-
manders, who had become wedded
to imaginative and deadly trench warfare, produ-
ting a military stalemate and ghastly casualties on the
Western front. Zigzag trenches fronted by barbed wire
continued stretched across France. Between the mud-
dy, stinking trenches lay "no man's land," denuded by
artillery fire. When ordered out, soldiers would charge
the enemy's trenches. Machine guns mowed them
down; gas poisoned them. Little was gained.

The first American units landed in France on June
26, 1917. They soon learned about the horrors caused
by advanced weaponry. Poison gases (chlorine, phos-
gene, and mustard), first used by the Germans in
spring 1915, blistered, incapacitated, and killed. Many
men, like A.P., suffered shell shock. Providing some
relief were Red Cross canteens, staffed by women vol-
unteers, which gave soldiers way stations in a strange
land and offered haircuts, food, and recreation. Some
ten thousand Red Cross nurses also cared for the
young warriors.
In Paris, where houses of prostitution thrived, it became commonplace to hear that the British were drunkards, the French were whoresmongers, and the Americans were both. Venereal disease became a serious problem. By war's end, about 15 percent of America's soldiers had contracted venereal disease, costing the army $50 million and 7 million days of active duty.

The influx of American men and materiel decided the outcome of the First World War. With both sides virtually exhausted, the Americans tipped the balance toward the Allies. On the high seas, the U.S. Navy battled submarines and escorted troop carriers. Pilots in the U.S. Air Service saw limited action, but the aerial "dogfights" of such "aces" as Edward V. Rickenbacker helped advance the cause of military aviation. U.S. ground troops actually did not engage in much combat until early 1918.

The Germans launched a major offensive in March 1918, after Russia left the war, permitting the shift of German troops from the eastern front to France. By May, Kaiser Wilhelm's forces had stormed to within 50 miles of Paris. Late that month, troops of the U.S. First Division helped blunt the German advance at Cantigny. In June the Third Division and French forces held positions along the Marne River at Château-Thierry, and the Second Division soon attacked the Germans in the Belleau Wood. American soldiers won the battle, but thousands died or were wounded after they made almost sacrificial frontal assaults against German machine guns.

Allied victory in the Second Battle of the Marne in July 1918 seemed to turn the tide against the Germans. In September French and American forces took St. Mihiel, a ferocious battle in which American gunners fired 100,000 rounds of phosgene gas shells. Then the Allies began their massive Meuse-Argonne offensive. More than 26,000 Americans died before the Allies claimed the Argonne Forest on October 10. For Germany—its ground war stymied, its submarine warfare failed, its troops and cities mutinous, and its allies Turkey and Austria dropping out—peace became imperative. The Germans accepted an armistice on November 11, 1918.

The belligerents counted 10 million soldiers and 6.6 million civilians dead and 21.3 million people wounded. Fifty thousand American soldiers died in battle, and another 62,000 died from disease—many from the influenza pandemic (see page 208). More than 200,000 Americans were wounded.

Mobilizing and Managing the Home Front

The United States was a belligerent for only nineteen months, but the war had a tremendous impact at home. The federal government quickly created a command economy to meet war needs and intervened in American life as never before. The vastly enlarged Washington bureaucracy managed the economy, labor force, military, public opinion, and more. Federal expenditures increased tremendously as war expenses ballooned to $33.5 billion. The total cost of the war was probably triple that figure, since future generations would have to pay veterans' benefits and interest on loans.

The federal government and private business became partners during the war. Dollar-a-year executives flocked to the nation's capital from major companies; they retained their corporate salaries while serving in official administrative and consulting capacities. Early in the war, the government relied on several industrial committees for advice on purchases and prices. But evidence of self-interested businessmen cashing in on the national interest aroused public protest. The committees were disbanded in July 1917 in favor of a single manager, the War Industries Board. But the government continued to work closely with business through trade associations. The federal government suspended antitrust laws and signed cost-plus contracts, which guaranteed companies a healthy profit and a means to pay higher wages to head off labor strikes. Competitive bidding was virtually abandoned. Under these wartime practices, big business grew bigger.

Hundreds of new government agencies, staffed primarily by businesspeople, placed controls on the economy in order to shift the nation's resources to the
New Agencies for Economic Management

The war effort. The Food Administration launched voluntary programs to increase production and conserve food; it also set prices and regulated distribution. The Railroad Administration took over the snarled railway industry, and the Fuel Administration controlled coal supplies and rationed gasoline.

The largest of the superagencies was the War Industries Board (WIB), headed by the financier Bernard Baruch. Designed as a clearing-house to coordinate the national economy, the WIB made purchases, allocated supplies, and fixed prices at levels that business requested. The WIB also ordered the standardization of goods to save materials and streamline production. The varieties of automobile tires, for example, were reduced from 287 to 3.

The performance of the mobilized economy was mixed, but it delivered enough men and materiel to France to ensure the defeat of the Central Powers. About a quarter of all American production was diverted to war needs. Farmers enjoyed boom years of higher prices, put more acreage into production, and mechanized as never before. Some industries also realized substantial growth because of wartime demand. There were, of course, problems. Weapons deliveries fell short of demand; the bloated bureaucracy of the War Shipping Board failed to build enough ships. And in the severe winter of 1917–1918, millions of Americans could not get coal to heat their homes.

Labor Unions and the War

Government officials failed to stem inflation. Clothing tripled in cost, and food prices rose drastically. A quart of milk that cost 9 cents in 1914 climbed to 17 cents in 1920. Fuel prices also skyrocketed: the price for a 100-pound sack of coal rose 100 percent. Overall, the wholesale price index was 98 percent higher in 1918 than it had been in 1913.

Tax policies during the war sought to pull some of the profits reaped from high prices and defense contracts into the Treasury, reflecting the belief that wealth as well as labor should be conscripted. The Revenue Act in 1916 started the process by raising the surtax on high incomes and corporate profits, and significantly increasing the tax on munitions manufacturers. Still, the government financed only one-third of the war through taxes. The other two-thirds came from loans, including Liberty bonds sold to the American people through aggressive campaigns. The War Revenue Act of 1917 provided for a more steeply graduated personal income tax, a corporate income tax, an excess-profits tax, and increased excise taxes on alcoholic beverages, tobacco, and luxury items. Although these taxes did curb excessive corporate profiteering, several loopholes tempted the unscrupulous. Sometimes companies inflated costs to conceal profits or paid high salaries and bonuses to their executives.

For unions, the war seemed to offer opportunities for recognition and better pay through partnership with government. Samuel Gompers threw the AFL's loyalty to the Wilson administration, promising to deter strikes. Gompers and other moderate labor leaders accepted appointments to federal agencies. The National War Labor Board (NWLB), instituted by Wilson in 1918, discouraged strikes and lockouts and urged management to negotiate with existing unions. Membership in unions climbed from roughly 2.5 million in 1916 to more than 4 million in 1919. The AFL, however, could not curb strikes by the radical Industrial Workers of the World (IWW) or by rebellious AFL locals, especially those controlled by labor activists and socialists. In the nineteen war months, more than six thousand strikes expressed workers' demands for a "living wage" and improved working conditions (including an eight-hour workday). Exploiting Wilsonian wartime rhetoric, workers and their unions also sought to create "industrial democracy," a more representative workplace with a role for labor in determining job categories and content and with workplace representation through shop committees.

When immigration dropped off and when 16 percent of the male work force entered the military, business targeted women to fill vacancies. Although the total number of women in the work force increased slightly, the real story was that many changed jobs, sometimes moving into formerly male domains. Some white women left domestic
service for factories or departed from textile mills for employment in firearms plants. At least 20 percent of all workers in the wartime electrical-machinery, airplane, and food industries were women. Some one hundred thousand women worked in the railroad industry. As white women took advantage of these new opportunities, black women took some of their places in domestic service and in textile factories. Most working women were single and remained concentrated in sex-segregated occupations, serving as typists, nurses, teachers, and domestic servants.

Some male workers, unaccustomed to working beside women, complained that women destabilized the work environment with their higher productivity and acceptance of lower pay. Women pointed out that male-dominated companies discriminated against them and that unions largely denied them membership. Male employees also resented the spirit of independence evident among women. These critics charged that working mothers neglected their children and their housework. Day nurseries were scarce and beyond the means of most working-class families. The war experience barely changed the attitude that women’s proper sphere was the home, and most women workers lost their jobs to the returning veterans.

War mobilization wrought significant change for the African American community as southern blacks undertook a great migration to northern cities to work in railroad yards, packing houses, steel mills, shipyards, and coal mines. Between 1910 and 1920, about a half-million African Americans uprooted themselves to move to the North. Families sometimes pooled savings to send one member; others sold their household goods to pay for the journey. Most of the migrants were males—young (in their early twenties), unmarried, and skilled or semiskilled. Wartime jobs in the North provided an escape from low wages, sharecropping, tenancy, crop liens, debt peonage, Lynchings, and political disfranchisement.

But African Americans continued to experience discrimination in both North and South. When the United States entered the First World War, there was not one black judge in the entire country. Segregation remained social custom. The Ku Klux Klan was reviving, and racist films such as D. W. Griffith’s The Birth of a Nation (1915) fed prejudice. Lynching statistics exposed the wide gap between wartime declarations of humanity and the American practice of inhumanity at home: between 1914 and 1920, 382 blacks were lynched, some of them in military uniform.

Urban whites who resented the Negro invasion vented their anger in riots. In August 1917, African American soldiers in Houston faced white harassment and refused to obey segregation laws. Gunfire was exchanged and seventeen whites and two African Americans were killed. The army later sentenced thirteen black soldiers to death and forty-one to life imprisonment for mutiny. During the bloody “Red Summer” of 1919, race riots rocked two dozen cities and towns. The worst violence occurred in Chicago, a favorite destination for migrating blacks. In the very hot days of July 1919, a black youth swimming at a segregated white beach was hit by a thrown rock and drowned. Rumors spread, tempers flared, and soon blacks and whites were battling one another. Stabbings, burnings, and shootings went on for days until state police restored some calm. Thirty-eight people died, twenty-three African American and fifteen whites.

Another home-front crisis cut across race, gender, and class lines: the influenza pandemic that engulfed the world in 1918–1919. High fevers, aching muscles, and headaches staggered people. In many cases, severe pneumonia set in, and victims’ lungs filled with fluid. Before the pandemic abated, as many as 40 million people died worldwide, including seven hundred thousand in the United States. The first case of the extremely contagious flu virus was reported at Camp Funston, in Kansas, on March 4, 1918. It quickly spread to most American cities and then to Europe, carried there by U.S. troops.

Emergence of the Civil Liberties Issue

“Woe be to the man that seeks to stand in our way in this day of high resolution,” warned President Wilson. An official and unofficial campaign soon began to silence
dissenters who questioned Wilson's decision for war or who protested the draft. The targets of governmental and quasi-vigilante repression were the hundreds of thousands of Americans and aliens who refused to support the war. In the wartime process of debating the question of the right to speak freely in a democracy, the concept of "civil liberties" for the first time in American history emerged as a major public policy issue.

Shortly after the declaration of war in 1917, the president appointed George Creel, a Progressive journalist, to head the Committee on Public Information (CPI). The CPI used propaganda to shape and mobilize public opinion. Pamphlets and films demonized the Germans, and CPI "Four-Minute Men" spoke at movie theaters, schools, and churches to pump up a patriotic mood. The committee also urged the press to practice "self-censorship" and encouraged people to spy on their neighbors. Exaggeration, fear-mongering, distortion, half-truths—such were the stuff of the CPI's "mind mobilization."

The Wilson administration also guided through an obliging Congress the Espionage Act (1917) and the Sedition Act (1918). The first statute forbade "false statements" designed to impede the draft or promote military insubordination, and it banned from the mails materials considered treasonous. The Sedition Act made it unlawful to obstruct the sale of war bonds and to use "disloyal, profane, scurrilous, or abusive" language to describe the government, the Constitution, the flag, or the military uniform. These loosely worded laws gave the government wide latitude to crack down on critics. More than two thousand people were prosecuted under the acts, and many others were intimidated into silence.

The war emergency gave Progressives and conservatives alike an opportunity to throttle the Industrial Workers of the World and the Socialist Party. Government agents raided IWW meetings, and the army marched into western mining and lumber regions to put down IWW strikes. By the end of the war most of the union's leaders were in jail. The Socialist Party fared little better. In summer 1918 Socialist Party leader Eugene V. Debs delivered a spirited oration extolling socialism and freedom of speech—including the freedom to criticize the Wilson administration for bringing America into the war. He was arrested by federal agents, convicted, and given a ten-year sentence. Debs remained in prison until late 1921, when he received a pardon.

Intolerance knew few boundaries. Local school boards dismissed teachers who questioned the war. At Wellesley College, economics professor Emily Greene Balch was fired because of her pacifist views (she won the Nobel Peace Prize in 1946). A German American miner in Illinois was wrapped in a flag and lynched. In Hilger, Montana, citizens burned history texts that mentioned Germany. By the end of the war, sixteen states had banned the teaching of the German language. Because towns had Liberty Loan quotas to fill, they sometimes bullied "slackers" into purchasing bonds.

Prior to World War I, American citizens of good standing could freely express mainstream political views, whereas people more marginal to a community (such as recent immigrants) or local leaders with radical opinions sometimes met with harsh treatment. Before the war, few formally questioned these informal restrictions on political dissent. Yet the Wilson administration's vigorous suppression of dissidents led some Americans, most notably a conscientious objector named Roger Baldwin, to formulate the traditional definition of allowable speech. Baldwin founded the Civil Liberties Bureau (forerunner of the American Civil Liberties Union) to defend the rights of those people accused under the Espionage and Sedition Acts. He was the first to advance the ideas that the content of political speech could be separated from the identity of the speaker and that a patriotic American could—indeed should—defend the right of someone to express political beliefs abhorrent to his or her own.

In unanimously upholding the Espionage Act in Schenck v. U.S. (1919), the Supreme Court adhered to the traditional view rather than Baldwin's. In time of war, Justice Oliver Wendell Holmes wrote, the First Amendment could be restricted: "Free speech would not protect a man falsely shouting fire in a theater and
causing panic.” If, according to Holmes, words “are of such a nature as to create a clear and present danger that they will bring about the substantial evils that Congress has a right to prevent,” free speech could be limited. A few months later, however, Holmes and Louis Brandeis dissented when the Court similarly upheld the Sedition Act, in Abrams v. U.S. (1919). In the interim, pressured by friends to adopt Baldwin’s approach to freedom of speech and of the press, Holmes had changed his mind and accepted the notion that active political dissent was essential to a democratic government.

The Bolshevik Revolution, Labor Strikes, and the Red Scare

The line between wartime suppression of dissent and the postwar Red Scare is not easily drawn. In the name of patriotism, both harassed suspected internal enemies and deprived them of their constitutional rights; both had government sanction. Together they stabbed at the Bill of Rights and wounded radicalism in America. In the last few months of the war, guardians of Americanism began to label dissenters not only pro-German but pro-Bolshevik. After the Bolshevik Revolution in fall 1917, American hatred for the Kaiser’s Germany was readily transferred to communist Russia. When the new Russian government under V. I. Lenin made a separate peace with Germany in early 1918, Americans grew angry because the closing of the eastern front would permit the Germans to move troops west. Many lashed out at American radicals, casually applying the term “Red” (derived from the red flag used by communists) to discredit them.

The Wilson administration’s ardent anti-Bolshevism became clear in mid-1918 when the president ordered five thousand American troops to northern Russia and ten thousand more soldiers to Siberia, where they joined other Allied contingents. Wilson did not consult Congress. He said the military expeditions would guard Allied supplies and Russian railroads from German seizure and would also rescue a group of Czechs who wished to return home to fight the Germans. Worried that the Japanese were building influence in Siberia and closing the Open Door, Wilson also hoped to deter Japan from further advances in Asia. Mostly he wanted to smash the infant Bolshevik government, a challenge to his new world order. Wilson also backed an economic blockade of Russia, sent arms to anti-Bolshevik forces, and refused to recognize the Bolshevik government. These interventions in Russia embittered Washington-Moscow relations for many decades.

At home, too, the Wilson administration moved against radicals and others imprecisely defined as Bolsheviks or communists. By the war’s close, Americans had become edgy. The war had exacerbated racial tensions. It had disrupted the workplace and the family. Americans had suffered an increase in the cost of living, and postwar unemployment loomed. To add to their worries, Russians in 1919 created the Communist (Third) International (or Comintern) to promote world revolution. Already hardened by wartime violations of civil liberties, Americans found it easy to blame their postwar troubles on new scapegoats.

In 1919 a rash of labor strikes sparked the Red Scare. All told, more than thirty-three hundred strikes jolted the nation that year, including the Seattle general strike in January.

Labor Strikes and the Red Scare

On May 1, a day of celebration for workers around the world, bombs were sent through the mails to prominent Americans. Most of the devices were intercepted and dismantled, but police never captured the conspirators. Most people assumed, not unreasonably, that anarchists and others bent on the destruction of the American way of life were responsible. Next came the Boston police strike in September. Some sniffed a Bolshevik conspiracy, but others thought it ridiculous to label Boston’s Irish-American Catholic cops “radicals.”

Unrest in the steel industry in September stirred more ominous fears. Many steelworkers worked twelve hours a day, seven days a week, and lived in squalid housing. When 350,000 workers walked off the job demanding the right to collective bargaining, a shorter workday, and a living wage, the steel barons hired strikebreakers and sent agents to club strikers. The companies won and the strike collapsed in early 1920.

One of the leaders of the steel strike was William Z. Foster, an IWW member and militant labor organizer who later joined the Communist Party. His presence in a labor movement seeking bread-and-butter goals permitted political and business leaders to dis
miss the steel strike as a foreign threat orchestrated by American radicals. There was in fact no conspiracy, and the American left was badly splintered and posed no threat to the established order.

Wilson's attorney general, A. Mitchell Palmer, insisted that Americans think alike. A Progressive reformer, Quaker, and ambitious politician, Palmer declared that "revolution" was "eating its way into the homes of the American workmen, licking the altars of the churches, leaping into the belfry of the school bell." Palmer appointed J. Edgar Hoover to head the Radical Division of the Department of Justice. The zealous Hoover compiled index cards bearing the names of allegedly radical individuals and organizations. During 1919 agents jailed IWW members; Palmer also saw to it that 249 alien radicals, including the anarchist Emma Goldman, were deported to Russia.

Again, state and local governments took their cue from the Wilson administration. States passed peacetime sedition acts under which hundreds of people were arrested. Vigilante groups and mobs flourished once again, their numbers swelled by returning veterans. In November 1919, in Centralia, Washington, American Legionnaires broke from a parade to storm the IWW hall. A number of Wobblies were soon arrested, and one of them, an ex-soldier, was taken from jail by a mob, then beaten, castrated, and shot. The New York State legislature expelled five duly elected Socialist Party members in early 1920.

The Red Scare reached a climax in January 1920 in the Palmer Raids. Hoover planned and directed the operation; government agents in thirty-three cities broke into meeting halls and homes without search warrants. More than four thousand people were jailed and denied counsel. Nearly six hundred were deported.

Palmer's disregard for elementary civil liberties drew criticism. Civil libertarians and lawyers charged that his tactics violated the Constitution. Many of the arrested "Communists" had committed no crimes. When Palmer called for a peacetime sedition act, he alarmed both liberal and conservative leaders. His dire prediction that serious violence would mar May Day 1920 proved mistaken; Palmer's power then waned.

The campaigns against free speech from 1917 through 1920 left casualties. Debate, so essential to democracy, was wounded. Reform suffered as reformers either joined in the antiradicalism or became victims of it. Radical groups were badly weakened: the IWW became virtually extinct, and the Socialist Party became paralyzed. Wilson's intolerance of those who disagreed with him seemed to bespeak a fundamental distrust of democracy.

The Peace Conference, League Fight, and Postwar World

President Wilson seemed more focused on international relations than on the civil liberties issue at home. For the first time in its history, the United States offered a framework for world order; when, in January 1918, Wilson announced his Fourteen Points. The first five points called for diplomacy "in the public view," freedom of the seas, lower tariffs, reductions in armaments, and the decolonization of empires. The next eight points specified the evacuation of foreign troops from Russia, Belgium, and France and appealed for self-determination for nationalities in Europe, such as the Poles. For Wilson, the fourteenth point was the most important—the mechanism for achieving all the others: "a general association of nations" or League of Nations.

When the president departed for the Paris Peace Conference in December 1918, he faced obstacles erected by his political enemies, by the Allies, and by himself. During the 1918 congressional elections, Wilson had urged a vote for Democrats as a sign of support for his peace goals. But the American people did just the opposite. The Republicans gained control of both houses, signaling trouble for Wilson in two ways. First, a peace treaty would have to be submitted for approval to a potentially hostile Senate. Second, the election results at home diminished Wilson's stature in the eyes of foreign leaders. Wilson aggravated his political problems by not naming a senator to his advisory American Peace Commission. He also refused to take any prominent Republicans with him to Paris or to consult with the Senate Foreign Relations Committee before the conference.

Another obstacle in Wilson's way was the Allies' determination to impose a harsh, vengeful peace on the Germans. Georges Clemenceau of France, David
Lloyd George of Britain, and Vittorio Orlando of Italy—with Wilson, the Big Four—became formidable adversaries. They had signed secret treaties in 1915 to grab German- and Turkish-controlled territories, and they scoffed at the pious, headstrong, self-impressed president who wanted to deny them the spoils of war while he sought to expand U.S. power.

At the conference the victors demanded that Germany pay a huge reparations bill. Wilson instead called for a small indemnity, fearing that a resentful and economically hobbed Germany might turn to Bolshevism. Unable to moderate the Allied position, the president reluctantly gave way, agreeing to a clause blaming the war on the Germans and to the creation of a commission to determine the amount of reparations (later set at $33 billion).

As for the breaking up of empires and the principle of self-determination, Wilson could deliver on only some of his goals. Creating a League-administered “mandate” system, the conferees placed former German and Turkish colonies under the control of other imperial nations. France and Britain, for example, obtained parts of the Middle East, and Japan gained authority over Germany’s colonies in the Pacific. In other arrangements, Japan replaced Germany as the imperial overlord of China’s Shandong Peninsula, and France was permitted occupation rights in Germany’s Rhineland. Elsewhere in Europe, Wilson’s prescriptions fared better. Out of Austria-Hungary and Russia came the newly independent states of Austria, Hungary, Yugoslavia, Czechoslovakia, and Poland. Wilson and his colleagues also built a cordon sanitaire (buffer zone) of new westward-looking nations (Finland, Estonia, Latvia, and Lithuania) around Russia to quarantine the Bolshevik contagion (see Map 23.1).

Wilson worked hardest on the charter for the League of Nations. In the long run, he believed, such an organization would moderate the harshness of the Allied peace terms and temper imperial ambitions. The League reflected the power of large nations such as the United States: it consisted of an influential council of five permanent members and elected delegates from smaller states, an assembly of all members, and a World Court. Wilson identified Article 10 as the “kingpin” of the League covenant: “The Members of the League undertake to respect and preserve as against external aggression the territorial integrity and existing political independence of all Members of the League.” This collective-security provision, along with the entire League charter, became part of the peace treaty.

In March 1919, thirty-nine senators (enough to deny the treaty the necessary two-thirds vote) had signed a petition stating that the League’s structure did not adequately protect U.S. interests. Wilson denounced his critics as “pygmy” minds, but he persuaded the peace conference to exempt the Monroe Doctrine and domestic matters from League jurisdiction. Having made these concessions to senatorial advice, Wilson would budge no more.

The president’s modifications failed to satisfy many and criticism of the peace process and the treaty mounted: Wilson had bastardized his own principles. He had conceded the former German-held Shandong in China to Japan. He personally had killed a provision affirming the racial equality of all peoples. The treaty did not mention freedom of the seas, and tariffs were not reduced. And Article 10 raised serious questions: Would the United States be obligated to use armed force to ensure collective security?

Senator Henry Cabot Lodge of Massachusetts boldly disputed Wilson. Lodge packed the Foreign Relations Committee with critics and prolonged public hearings. The bipartisan Republican introduced several reservations to the treaty: one stated that Congress had to approve any obligation under Article 10.

In September 1919 Wilson embarked on a speaking tour of the United States. In Colorado, a day after delivering another passionate speech, the president awoke to nausea and uncontrollable facial twitching. A few days later, back in Washington, he suffered a massive stroke that paralyzed his left side. He became increasingly unable to conduct presidential business. Advised to placate senatorial critics so the treaty would have a chance of passing, Wilson rejected “dishonorable compromise.” From Senate Democrats he demanded utter loyalty—a vote against all reservations.

 Twice in November the Senate rejected the Treaty of Versailles and thus U.S. membership in the League. In the first vote, Democrats joined sixteen “Irreconcil-
Map 23.1 Europe Transformed by War and Peace  After President Wilson and the other conferees at the Paris Peace Conference negotiated the Treaty of Versailles, empires were broken up. In eastern Europe, in particular, new nations emerged.
Senate Rejection of the Treaty and League

"sensible," mostly Republicans who opposed any treaty whatsoever, to defeat the treaty with reservations (39 for and 55 against). In the second vote, Republicans and Irreconcilables turned down the treaty without reservations (38 for and 53 against). In March 1920 the Senate again voted; this time a majority (49 for and 35 against) favored the treaty with reservations, but the tally fell short of the two-thirds needed. Had Wilson permitted Democrats to compromise—to accept reservations—he could have achieved his fervent goal of membership in the League.

At the core of the debate over Article 10 lay a basic issue in American foreign policy: whether the United States would endorse collective security or continue to travel the path of unilateralism articulated in George Washington's Farewell Address and in the Monroe Doctrine. In a world dominated by imperialist states unwilling to subordinate their selfish ambitions to an international organization, Americans preferred their traditional nonalignment and freedom of choice over binding commitments to collective action. That is why so many of Wilson's critics targeted Article 10 and why the president was so adamant in defending it.

In the end, Woodrow Wilson failed to create a new world order through reform. He promised more than he could deliver. Still, the United States emerged from the First World War an even greater world power. By 1920 the United States had become the world's economic power, producing 40 percent of its coal, 70 percent of its petroleum, and half of its pig iron. It also rose to first rank in world trade and became the world's leading banker.

The international system born in these years was unstable and fragmented. Espousing decolonization and taking to heart the Wilsonian principle of self-determination, nationalist leaders active during the First World War, such as Ho Chi Minh of Indochina and Mohandas K. Gandhi of India, vowed to achieve independence for their peoples. Communism became a disruptive force in world politics, and the Soviets bore a grudge against those invaders who had tried to thwart their revolution. The new states in central and eastern Europe proved weak, dependent on outsiders for security. Germans bitterly resented the harsh peace settlement, and the war debts and reparations problems dogged international order for years.

Summary

America came out of the First World War an unsettled mix of the old and the new. The war exposed deep divisions among Americans: white versus black, nativist versus immigrant, capital versus labor, men versus women, radical versus Progressive and conservative, pacifist versus interventionist, nationalist versus internationalist.

During the war the federal government intervened in the economy and influenced people's everyday lives as never before. Centralization of control in Washington, D.C., and mobilization of the home front served as a model for the future. The partnership of government and business in managing the wartime economy advanced the development of a mass society through the standardization of products and the promotion of efficiency. Wilsonian wartime policies also nourished the continued growth of oligopoly through the suspension of antitrust laws. Business power dominated the next decade. American labor, by contrast, entered lean years.

Although the disillusionment evident after Versailles did not cause the United States to adopt a policy of isolationist withdrawal, skepticism about America's ability to right wrongs abroad marked the postwar American mood. The war was grimy and ugly. People recoiled from photographs of shell-shocked faces. American soldiers, tired of idealism, craved the latest baseball scores and their regular jobs. Those Progressives who had believed that entry into the war would deliver the millennium, later marveled at their naiveté. Many lost their enthusiasm for crusades.

Woodrow Wilson himself had remarked, soon after taking office in 1913 and before the Great War, that "there's no chance of progress and reform in an administration in which war plays the principal part." Wilson was right; progress and reform took a beating.
Remembering War at the Tomb of the Unknown Soldier

The much visited Tomb of the Unknown Soldier is a solemn place. At the marble plaza in Virginia's Arlington National Cemetery, overlooking Washington, D.C., stern-faced military guards stiffly march back and forth, twenty-four hours a day. Buried there are the remains of three (until mid-1998, four) unidentified American soldiers "known but to God."

After World War I, U.S. leaders declared that the ceremonial burial of an anonymous hero would remind Americans of the war and symbolize national unity while saluting diversity, for it could not be determined whether the "Unknown Soldier" was white or nonwhite, immigrant or native, rich or poor, young or old, Protestant, Catholic, or Jewish. In fall 1921, four unknowns were exhumed from graves in France; one was selected. On Armistice Day, November 11, American dignitaries reburied the unidentified combatant. On Memorial Day, May 26, 1958, an unknown from World War II and an unknown from the Korean War were interred in crypts beside the World War I soldier.

On May 28, 1984, U.S. leaders buried a fourth unknown, this one from the Vietnam War. Controversy ensued. Military authorities had initially classified the remains as those of twenty-four-year-old Lieutenant Michael J. Blassie, a pilot shot down in South Vietnam. But officials then changed their designation to unidentified. The Blassie family pressed for reconsideration. In 1998 a reluctant Department of Defense finally agreed to disinter the Vietnam War unknown. A DNA sample was removed from the pelvis and successfully matched to blood from Blassie's mother, Jean. Blassie's remains were shipped to Missouri for reburial.

One crypt at Arlington now sits empty, and will remain so given the use of DNA testing by forensic scientists. Since 1994, moreover, the Pentagon has compiled DNA "prints" of all military personnel, making certain the identification of killed, badly mangled U.S. soldiers separated from their ID tags. Watching the changing of the guards at Arlington and musing about the role of science in changing how Americans remember war, a history teacher from Kentucky recently remarked that "we are losing our sense of meaning. I guess this memorial will have to stand for more than soldiers that are unknown. We are going to have to look deeper now." And perhaps look to new labels, such as "missing-in-action soldier," to sustain a legacy for a people and a nation.

For Further Reading, see the Appendix. For Web resources, go to history.college.hmco.com/students.