Week 10: 11/4-11/8, 2013

Unit II continues
Conclude Ch. 20 Spanish-American War, begin WW I (recap Trench Day)...end MP #1 & announce/prepare for Unit II assessments (11/20 & 11/25)...Great War Lecture notes-Ch. 11, plus Alive! Ch. 22-25
Homework: Prepare EQ 2/S-A War “writings” (3 days?)
--complete late work/SCL on test/project(s) by Wed. 11/6

Monday, November 4, 2013

I. Conversation Piece

New seats begin today!

Trench Day?

II. Social Studies “Business”

Marking Period 1 ends Wednesday, Nov. 6th

Unit II Assessments (2): district “exam” (1st of 5) = Wed. Nov. 20th
Robinson’s “America as a World Power” Test = Mon., 11/25
GIEP, NHD, Model Congress “reminders”

III. Spanish-American War “Debate”
Why are we here TODAY?

Objectives

Students will examine, discuss, and evaluate several historic events, facts, & relevant quotes in an effort to strengthen “relationships.” Students will summarize and debate the justifications for the U.S. use of force in the Spanish-American War.
EQ 2: When should the US go to war?

*Sustained writing exercise Tuesday-Thursday*

Visit Schoolwires Week #9 as needed:

- Select & describe 3 reasons to go to war (from Ch. 20 Alive! worksheet)
- What role does the news media play in shaping perceptions about war? Should the news media act a certain way prior to, during, and after a war? Explain the effect(s) of the “editor” song.
- It’s 1898, now imagine that you are a...soldier, parent, president, foreign person in a land that is a potential war zone, pacifist living abroad

   Based on your selected perspective, EXPLAIN how you feel about at least 2 of the reasons why wars are sometimes fought.

*Was this conflict a legitimate use of force by the US? WHY or WHY NOT?*
Help Honor Our Nation’s Veterans at Lenape

We need your help. A photo collage is being organized to honor our nation’s heroes at Lenape on Veterans Day. If someone in your family served or serves in the military, please send your Social Studies Teacher a digital photo of that individual so you can add a personal connection to our Veterans Day presentation. The Lenape Middle School History Department, Members of the History Corps, Student Council, and Lenape Soul, will be organizing and showcasing all of the photos to pay tribute to our nation’s Veterans.

Please send all pictures and completed information forms to your Social Studies Teacher so that we may honor your loved ones at Lenape on Veterans Day.

Please send photo’s by November 6th.
GIEP, NHD, History Corps & enrichment opportunities?

• Interested in stretching a bit farther than most peers in 9th Grade Social Studies this year?
  -If so, consider contacting me regarding your participation in one or more of the following:

  National History Day (meeting tomorrow!)
  Model Congress (meeting today @ lunch) (11/22)
  Veterans Day “recognition” via Schoolwires (by 11/6)
  Personalized “investigations?” Other?
Homework: Read Ch. 11, Sec. 1, p. 372-380…record noteworthy “things”, plus at least one question --complete late work/SCL on test/project(s)??

Tuesday, November 5, 2013

I. Social Studies “Business” Finalize new seats today!

Unit II  CB “exam” Nov. 20th; Robinson Test = Mon., 11/25

II. Spanish-American War “Debate” via Socratic Circle  
*Was this conflict a legitimate use of force by the U.S.? WHY or WHY NOT?

Collection of “sustained writings,” including Ch. 20…(15 minor pts)

III. The Great War...Ch. 11, plus Ch. 22-25 (Alive!)

NOTES begin!
Why are we here TODAY?

Objectives

Students will summarize and debate the justifications for the U.S. use of force in the Spanish-American War via Socratic Circle, then submit their “sustained writings” from 10/29-10/30.

Students will begin to record notes and details related to the First World War (Ch. 10, plus Ch. 22-25)
America as a World Power

• Motivations for Imperialism
• Sinking of the USS Maine
• Yellow Journalism
• Spanish-American War
• Rights of American territories
• Theodore Roosevelt’s “big stick” diplomacy
• Panama Canal
• Open Door Policy
• World War I
  American neutrality and isolationism
  Reasons for entering the war
  Effects of involvement
• Espionage and Sedition Acts
• Selective Service Acts
• Woodrow Wilson’s Foreign Policy
• Senate opposition to the League of Nations

• 1st of 5 district-mandated “unit exams” is Wednesday, November 20th
• Your average is 10% of your final grade. 
  (NOT part of any marking period)
• Objective and performance assessment questions on all exams.

Robinson’s Unit II: America as a World Power test (for 2nd marking period) is scheduled for Monday, November 25th.
The Editor’s to Blame (Part 1)

Now wars are never started by those who have to eventually fight them. And profit is often gained by those who plot and intrigue to ignite them. Now take the recent struggle ’twixt America and Spain, When all is said and all is done, there’s only one man to blame. Chorus

Editor, Editor, we all know your name. Editor, Editor, you’re the man to blame. (Repeat) He saw his circulation sinking mighty low, So he says we need a yarn to put us on the go. Then he looked at Cuba, and then he looked at Spain, He says I’ll tell the world and God of Cuba’s tragic shame. Chorus

And so he wrote of pain and tear, of anguish and despair, Taxes made and orphans made, and print both bold and bare. He wrote of bleeding Cuba, he wrote of cruel Spain, He says that we should intervene, in Christianity’s name. Chorus
The Editor’s to Blame (Part 2)

And when the country was aroused, as much as we could be,
He scribbled off his masterpiece, enthusiastically,
He took his yellow-quilted pen, and then with great disdain
He wrote his editorial, and sunk the good ship Maine.

Chorus

Editor, Editor, we all know your name.
Editor, Editor, you’re the man to blame. (repeat)
This fellow made a lot of money from the little war,
And after it was over, boys, he made a whole lot more.
Newspapers all around the land bear his famous name,
But it began the day this man sunk the good ship Maine.
MAINE EXPLOSION CAUSED BY BOMB OR TORPEDO

Capt. Sigsbee and Consul-General Lee are in doubt—The World has sent a special tug, with submarine divers, to Havana to find out—Lee asks for an immediate court of inquiry—Capt. Sigsbee's suspicions.

Capt. Sigsbee, in a suppressed despatch to the State Department, says the accident was made possible by an enemy.

Dr. E. C. Pendleton, just arrived from Havana, says he overheard talk there of a plot to blow up the ship—Capt. Zalinski, the dynamite expert, and other experts report to The World that the wreck was not accidental—Washington officials ready for vigorous action if Spanish responsibility can be shown—Divers to be sent down to make careful examinations.
Homework: Read Ch. 11, Sec. 2, p. 381-387...record noteworthy “things”, plus at least one question

Wednesday, November 6, 2013

I. Spanish-American War “Debate” via Socratic Circle

*Was this conflict a legitimate use of force by the U.S.?
WHY or WHY NOT?

Collection of “sustained writings,” including Ch. 20...(15 minor pts)

II. The Great War...Ch. 11, plus Ch. 22-25 (Alive!)

NOTES begin!

Inspect Ch. 11, Section 1...World War I Begins (p. 372-380)
Begin Section 2: American Power Tips the Balance (p. 381-387)

Return Foreign Policy essays (20 major pts)...Q #1 ends!
Why are we here TODAY?

Objectives

Students will summarize and debate the justifications for the U.S. use of force in the Spanish-American War via Socratic Circle. Students will continue to record notes and details related to the First World War (Ch. 10, plus Ch. 22-25)
EQ 2: When should the US go to war?  
Sustained writing exercise Tuesday-Thursday (10/29-10/31)

Visit Schoolwires Week #9 as needed

-If you wrote thoughtful, reflective, and focused answers to the questions as directed, you have NO NEW WORK!

Please STAPLE any loose pages to your Unit II EQ “answer sheet,” but do NOT submit your Ch. 10 & 11 “ttt” summaries.

• Select & describe 3 reasons to go to war (from Ch. 20 Alive! Worksheet (10/29)
• What role does the news media play in shaping perceptions about war? (10/30) Should the news media act a certain way prior to, during, and after a war? Explain the effect(s) of the “editor” song.
• It’s 1898, now imagine that you are a...soldier, parent, president, foreign person in a land that is a potential war zone, pacifist living abroad

Based on your selected perspective, EXPLAIN how you feel about at least 2 of the reasons why wars are sometimes fought. (10/31)
Homework: Read Ch. 11, Sec. 2, p. 381-387...record noteworthy “things,” plus at least one question

Thursday, November 7, 2013

I. Spanish-American War “Debate” via Socratic Circle
   *Was this conflict a legitimate use of force by the U.S.? WHY or WHY NOT?

II. The Great War...Ch. 11, plus Ch. 22-25 (Alive!) 
    NOTES begin!
    Inspect Ch. 11, Section 1...World War I Begins (p. 372-380)
    Period 1: create notes?
    Begin Section 2: American Power Tips the Balance (p. 381-387)
Why are we here TODAY?

Objectives

Students will discuss the “debate” over the justifications for the U.S. use of force in the Spanish-American War, plus Socratic Circle. Students will continue to record notes and details related to the First World War (Ch. 10, plus Ch. 22-25)
Socratic-like Circle

- An informal discussion arrangement with a small inner CIRCLE of students, surrounded by the rest of the remaining class.
- ALL students should be prepared to enter the INNER circle and participate by asking and/or answering questions, while the larger population also participates by observing & taking “note” of what is being
- Prepare by reviewing & organizing notes, re-reading texts, watching videos, etc...THINK about what you want to say and LISTEN to what is being said by your fellow “student teachers.”

*Was the Spanish-American War a legitimate use of force by the US? WHY or WHY NOT?*
Homework: Read Ch. 11, Sec. 3, p. 388-397...record noteworthy “things,” plus at least one question

Friday, November 8, 2013

I. Results on S-A War “Debate” via Socratic Circle

*Was this conflict a legitimate use of force by the U.S.? WHY or WHY NOT?

II. The Great War...Ch. 11, plus Ch. 22-25 (Alive!)

VIDEO “Clips” → NOTES “completed”

Inspect Ch. 11, Sec. 3...American Power Tips the Balance (p. 381-387)

Begin Section 3: The War at Home p. 388-397

III. History Alive! Chapter Assignments

THINK about chapter’s “focus question”... Socratic-like circles begin next week!
Why are we here TODAY?

Objectives

Students will discuss the “debate” over the justifications for the U.S. use of force in the Spanish-American War, plus Socratic Circle. Students will complete written notes & initial reflections related to the First World War (Ch. 11, plus Ch. 22-25)
Was the S-A war a legitimate use of force by the US?

Yes (circle your opinion) No

Argue the OPPOSITE view using at least 2 of the images?

<table>
<thead>
<tr>
<th>Period #</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17 (yes)...9 (no)</td>
</tr>
<tr>
<td>3</td>
<td>16 (yes)...5 (no)</td>
</tr>
<tr>
<td>4</td>
<td>9 (y)...12 (n)...6 (Idk?)</td>
</tr>
<tr>
<td>5</td>
<td>5 (y)...18 (n)...1 (in-between)</td>
</tr>
<tr>
<td>6</td>
<td>9 (y)....11(n)</td>
</tr>
</tbody>
</table>
What was so “great” about the Great War?

• In your “notes,” write a 2-3 line “response” based on your accumulated sense of the First World War.

What questions or reactions do you have so far?
What are some key notes about the Great War (World War 1)?

Best Answer - Chosen by Voters

Looking at the start of the war many people focus on the ????????? of Franz Ferdinand... but you must look before 1914... there was a growing ????????? in Europe really beginning in the 1890's.... The size of armies grew and navies soared in size. Growing entangling of ????????? would be another focus to consider, since it is really what caused the war... it seemed that every country was allied with another in some way or fashion (meaning it had an enemy, who itself had allies). And another focus of pre-WWI would be a growing sense of ?????????... this can date all the way back to the French Revolution, but I would focus mainly on the unification of Germany, and again on the sense of "country" and "nation" in the 1890's....

During WWI you must look at the way the war affected ????????? and their mindsets... ????????? drastically changed previous to this and this was the first full scale war where many were proficiently used.... flame throwers, aircraft, tanks, U-boats, machine guns...

I would also mention how many in Europe were differently effected.... the war was mainly fought in ?????????, so the French were some of the most directly effected in their daily lives, while many in England (across the channel) were set apart from the daily atrocities of the war.

To conclude your essay I would focus on the League of Nations... since its formation came out of WWI. President Wilson's ????????? points were astray from what really came in formation on the League of Nations.... and its ultimate failure. As far as ????????? goes in WWI, in the aftermath there was a large amount of resentment... since German's for generations to come would have to pay war ??????? to France, and suffer the costs. This is one of the reasons why the Weimar Republic would ultimately fail (popular dissent)... leading to the rise of ????????? in 1933... and you know the rest from there....

Good luck
Ch. 11: The First World War
p. 370-407

Section 1: World War I Begins
p. 372-380

Section 2: American Power Tips the Balance
p. 381-387

Section 3: The War at Home
p. 388-397

Section 4: Wilson Fights for Peace
p. 398-403
The First World War
Chapter 11, plus *Chapters 22-25 Alive!*

**DIRECTIONS:** For each section of the Americans, list at least one significant note (conclusion, summary, collection of facts, example, etc.) for each subheading. Also, generate at least 1 thought-provoking & debatable question.

Section 1: World War I Begins  
Section 2: American Power Tips the Balance  
Section 3: The War at Home  
Section 4: Wilson Fights for Peace

For each chapter in History Alive!, contemplate the "focus question" & prepare to discuss in Socratic Circle.

**Ch. 22: From Neutrality to War**  
"Was it in the national interest of the US to stay neutral or declare war in 1917?"

**Ch. 23: Course & Conduct of the War**  
“How was World War I different from previous wars?"

**Ch. 24: The Home Front**  
“How did Americans on the home front support or oppose WW I?"

**Ch. 25: The Treaty of Versailles: Ratify or Reject?**  
“Should the US have ratified or rejected the Treaty of Versailles?”
“The Great War”
(1914-1918)

- World War One
- First World War
- The War to End All Wars
- The War to Make the World Safe for Democracy
- The War of the Nations

July 28, 1914 and lasted until November 11, 1918

http://lou_ww1.tripod.com/myww1trench/id3.html
Who?

- **Allies** (Triple Entente): Great Britain, France, & Russia
  - U.S. (not highlighted)
- **Central Powers** (Triple Alliance): Austria-Hungary, Germany, Ottoman Empire; later, Bulgaria
  - Turkey today
- More than 70 million military personnel, including 60 million Europeans, were mobilized in one of the largest wars in history.
- Estimated soldiers
- More than 9 million combatants were killed largely because of great technological advances in firepower without corresponding advances in mobility.
- Civilian and military deaths
- It was the sixth deadliest conflict in world history.
Famous Alumni of WW I

CASUALTY FACTS

"The Real Face of War"
Chemin des Dames, France 1918

• During the summer and fall of 1914, France lost as many men on the battlefield as the U.S. Army would lose in all of the 20th century!

Russia's losses were never actually counted. It is estimated that over 6 million Russian soldiers were killed in WWI.

During World War One, 230 soldiers perished for each hour of the four and a quarter years it continued.

The world's worst train accident occurred in France, in December 1917 with the deaths of over 600 soldiers.
CASUALTY FACTS

There were 70,000,000 men and women in uniform of that number one-half were either killed, wounded or became prisoners of war.

In Great Britain at the end of the war there were 250,000 wounded soldiers who suffered total or partial amputation.

The Spanish Influenza of 1918 killed 51 million people worldwide!

The U.S. was in the war in actual combat for only seven and a half months. During this time 116,000 were killed and 204,000 were wounded.

In 1916 in the Italian Alps a winter avalanche killed 10,000 men. In four years of conflict on the Italian Alpine Front 50,000 soldiers were killed by avalanches.
CASUALTY FACTS

The Italian Front 1915-1918 was the site of the largest scale mountain warfare in history.

During the course of the Great War 11% of Frances's entire population was killed or wounded.

The site of the Battle of Verdun is remembered as the battlefield with the highest density of dead per square yard.

The biggest naval battle in history occurred off the coast of Jutland in the afternoon of May 31, 1916. More than 200 warships and 100,000 men of the rival navies were involved. The British "Grand Fleet" lost 14 ships. The German "High Seas Fleet" lost 11 ships.

• Half of the dead of Great War have no known grave.
CASUALTY FACTS

The largest man made explosion occurred at Halifax Harbor, Nova Scotia, Canada 1917 with the collision of 2 ammo ships.

The 10 month Battle of Verdun, 1916 caused over a million casualties.

At the end of the war in France the 650,000 war widows became a powerful voting block.

Italian Front
60,000 Alpine troops would freeze to death in the "high mountains" (Dolomiti Adamello ranges) during 3 years of war.
World War I “Firsts”

First war to be fought on 3 continents.
First industrialized conflict.
First use of chlorine & mustard gas.
First use of the flame thrower.
First tank battle.
First use of mass airplanes.
First use of x-ray in the military.
First use of a blood bank.
First use of guide dogs by blinded soldiers.
First four-star general, General John J. Pershing
First use of trillion in estimating war costs.
First use of the IQ Test given to Doughboys of 1917.
First U.S. president to visit a European country while in office was Woodrow Wilson on 12/04/18.
WHY WWI?

• Ch. 11 The Americans “telescoping the times?”

• **Imperialism:** Britain & Germany were two global powers competing for markets, resources, influence (*America too!*)

• **Nationalism:** intense feelings of pride in one’s country (patriotism vs. fanaticism?)

• **Militarism:** increasing the size, strength, & utilization of armed forces as part of a foreign policy

• **Alliances:** many European & Asian nations had long-standing political-economic ties to each other, along with intense rivalries with other nations ➔ *bound together like a series of overlapping & competing “spider webs”*
Initiating WW I

*June 28, 1914: Assassination of the heir to the throne of the Austro-Hungarian empire, Franz Ferdinand by Gavrilo Princip (Bosnian Serb & member of Black Hand society)

“Powder Keg of Europe?”

• Austria-Hungary declares war on Serbia on July 28, 1914
• Russia (ally of Serbia) mobilized on July 29th
• Germany (ally of Austria-Hungary) mobilized on July 30th
• France (rival of Germany) mobilized on August 1st
  (same day that Germany declared war on Russia)
• United Kingdom (ally of France and Russia) declared war on Germany on August 4th
Bang, bang, Gavrilo Princip
Bang, bang, shoot me Gavrilo
Bang, bang, the first six are for you
Bang, bang, the seventh is for me
Bang, bang, Gavrilo Princip
Bang, bang, Europe's going to weep

All for you, all for you all for you, Sophia

Bang, bang, history's complete
Bang, bang, shoot me Gavrilo
Bang, bang, the first six are for you
Bang, bang, the seventh is for me
Bang, bang, Gavrilo Princip
Bang, bang, shoot me Gavrilo

All for you, all for you all for you, Sophia

The Black Hand holds the gun
The Devil takes his run
Urban, take the Appel Quay
It's June the twenty-eighth
The seventh was for me

Bang, bang, history's complete
Bang, bang, shoot me Gavrilo
Bang, bang, the first six are for you
Bang, bang, the seventh is for me
Bang, bang, Gavrilo Princip
Bang, bang, shoot me Gavrilo

http://www.youtube.com/watch?v=PBDYo6UhyA0
III. History Alive! Chapter Assignments

THINK about chapter’s “focus question”...

Socratic-like circles begin next week!

Homework: Read Ch. 11, Sec. 3, p. 388-397...record noteworthy “things,” plus at least one question
Socratic-like Circle

• An informal discussion arrangement with a small inner CIRCLE of students, surrounded by the rest of the remaining class.

• ALL students should be prepared to enter the INNER circle and participate by asking and/or answering questions, while the larger population also participates by observing & taking “note” of what is being

• Prepare by reviewing & organizing notes, re-reading texts, watching videos, etc...THINK about what you want to say and LISTEN to what is being said by your fellow “student teachers.”

*History Alive! Chapters 22-25: focus questions...
History Alive!
Ch. 22-25

Introductions & Summaries

Ch. 22: From Neutrality to War p. 283-291
“Was it in the national interest of the US to stay neutral or declare war in 1917?”

Ch. 23: Course & Conduct of the War p. 293-301
“How was World War I different from previous wars?”

Ch. 24: The Home Front p. 303-313
“How did Americans on the home front support or oppose WW I?”

Ch. 25: The Treaty of Versailles: Ratify or Reject? p. 315-323
“Should the US have ratified or rejected the Treaty of Versailles?”
“Was it in the national interest of the US to stay neutral or declare war in 1917?”
European Alliances in World War I

- Allied powers
- Central powers
- Neutral nations
- Farthest advance by Central powers
- Area of German U-boat activity
- British blockade

- Alive!, p. 284
By late November 1914, the war reached a stalemate. The lines of battle stretched across Belgium and northeastern France to the border of Switzerland. Month by month, casualties mounted in what, to many Americans, looked like senseless slaughter. *Alive!*, p. 285
The *Lusitania*, a British passenger ship, sank near Ireland after being torpedoed by a German U-boat. Of the 1,198 people who died, 128 were American. The American public was outraged, and the incident helped strengthen American support for the Allies.

*Alive!*, p. 286-287
In 1916, Woodrow Wilson ran for reelection against the Republican presidential candidate, Charles Evans Hughes. The Democrats did their best to portray Hughes as eager to go to war. Full-page ads in newspapers read, “If you want war, vote for Hughes! If you want peace with honor, vote for Wilson.” [Alive!], 288
The Zimmermann Note stirs ups Anti-German Feelings (February 1917). Britain had gotten hold of a note sent in code by the German foreign minister, Arthur Zimmermann, to the German minister in Mexico. Zimmermann suggested that if the United States entered the war, Mexico and Germany should become allies. Germany would then help Mexico regain "lost territory in New Mexico, Texas, and Arizona." The **Zimmermann note** was a coded telegram that German foreign minister Arthur Zimmermann sent to the German minister in Mexico proposing that if the United States entered the war, Mexico and Germany should become allies; it helped influence the United States to declare war on Germany five weeks later. It created a sensation in the United States and stirred anti-German feeling across the nation. **Alive!**, p. 290
History Alive!

Introductions & Summaries

Ch. 23: Course & Conduct of the War

p. 293-301

“How was World War I different from previous wars?”
More than 2 million Americans served in Europe during World War I. Eager to promote democracy around the world, many entered the war with great enthusiasm. But their first taste of battle left them more realistic about the horrors of war.

*Alive!*, p. 293
World War I began on two main battlefronts. The western front stretched across Belgium and northern France. The eastern front spread across much of present-day Poland. Russia’s withdrawal from the war in early 1918 closed down the eastern front.
In 1883, American inventor Hiram Maxim developed the first entirely automatic machine gun to become widely used by both the Allies and the Central powers. The new weapon’s heavy firepower made mass assaults across open ground suicidal. As a result, both sides retreated into a vast network of trenches to fight a defensive war.
In World War I, typical frontline trenches were 6 to 8 feet deep and wide enough for two people to stand side by side. Short trenches connected the front lines to the others. Each trench system had kitchens, bathrooms, supply rooms, and more. However, living in and doing combat from the trenches was not pleasant. Nurses, such as those in the photograph below, provided medical care under difficult conditions.
World War I was the first war in which planes were used as weapons. Early in the war, when enemy planes met, pilots exchanged smiles and waves. Soon they were throwing bricks and grenades or shooting pistols at one another. Once guns were mounted on planes, the era of air combat began.

Both the Allies and the Central powers developed new weapons in hopes of breaking the deadlock in the trenches. In April 1915, the Germans first released poison gas over Allied lines. The fumes caused vomiting and suffocation. Both sides soon developed gas masks to protect troops from such attacks.
The Meuse-Argonne Offensive was the last major battle of World War I. More than a million American troops helped the Allies capture the railroad that served as Germany’s main supply line to France. With defeat all but certain, Germans demanded an end to the fighting. Kaiser Wilhelm abandoned his throne and fled to the Netherlands as the German government agreed to a truce.
<table>
<thead>
<tr>
<th>Country</th>
<th>Total Casualties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allied Powers</strong></td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td>9,150,000</td>
</tr>
<tr>
<td>France</td>
<td>6,160,800</td>
</tr>
<tr>
<td>British Empire</td>
<td>3,190,235</td>
</tr>
<tr>
<td>Italy</td>
<td>2,197,000</td>
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<tr>
<td>United States</td>
<td>323,018</td>
</tr>
<tr>
<td>Japan</td>
<td>1,210</td>
</tr>
<tr>
<td>Other Allied nations</td>
<td>1,040,164</td>
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<tr>
<td><strong>Central Powers</strong></td>
<td></td>
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<tr>
<td>Germany</td>
<td>7,142,558</td>
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<tr>
<td>Austria-Hungary</td>
<td>7,020,000</td>
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<tr>
<td>Turkey</td>
<td>975,000</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>266,919</td>
</tr>
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</table>

Source: U.S. Department of Justice.
“How did Americans on the home front support or oppose WW I?”
Espionage & Sedition Acts?

*Schenk v. United States*

Posters discouraged Americans from speaking out against the war. People who did speak out risked being branded as disloyal.
In 1918, huge crowds greeted President Woodrow Wilson (on the left) as a hero. He offered hope to millions who had been left deeply disillusioned by the war.
Woodrow Wilson unveiled his Fourteen Points in a speech to Congress on war aims and peace terms. In his 1918 address, he talked about the causes of the war. Then he laid out his plans for preventing future wars.
# Woodrow Wilson’s Fourteen Points

<table>
<thead>
<tr>
<th>The Points</th>
<th>Support of World Peace</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point 1</strong> “Open covenants of peace, openly arrived at, . . . [so that] diplomacy shall proceed always frankly and in the public view”</td>
<td>Countries would not make secret treaties and alliances. Secret alliances had been a cause of World War I.</td>
</tr>
<tr>
<td><strong>Point 2</strong> “Absolute freedom of navigation upon the seas . . . in war and peace”</td>
<td>Ships would be able to travel freely in times of war. U-boat attacks on shipping had drawn the United States into World War I.</td>
</tr>
<tr>
<td><strong>Point 3</strong> “The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations”</td>
<td>Free trade among countries would promote economic growth and reduce trade conflicts that could draw nations into war.</td>
</tr>
<tr>
<td><strong>Point 4</strong> “National armaments will be reduced to the lowest point consistent with domestic safety.”</td>
<td>Countries would reduce their stockpiles of weapons. Militarism had been a cause of World War I.</td>
</tr>
</tbody>
</table>
What was the reaction to Wilson’s “14 Points,” especially the “League of Nations?” p. 317

<table>
<thead>
<tr>
<th>Point 5</th>
<th>Impartial adjustment of all colonial claims[,] ... the interests of the populations concerned must have equal weight with the equitable claims of the [colonial] government.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The desires of colonial peoples would be taken into consideration in creating a more peaceful world. Imperialism and competition for colonies had been a cause of World War I.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Points 6 to 13</th>
<th>These points deal with the restoration of “occupied territory” to Russia, Belgium, France, Serbia, Romania, and Montenegro. They also call for drawing new borders based on “historically established lines of allegiance and nationality.”</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Restoring land taken from countries by war would restore respect for international law. Redrawing some borders on the basis of self-determination would reduce conflicts among ethnic groups. Frustrated nationalism in the Balkans had triggered World War I.</td>
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<th>Point 14</th>
<th>A general association of nations must be formed.</th>
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<td>Countries would work together in the League of Nations to resolve conflicts before those conflicts escalated into war.</td>
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</table>
In this cartoon, Woodrow Wilson is shown leaving Congress to seek public support for the League of Nations. The president’s speaking tour of the country was cut short when he suffered a collapse.
Treaty of Versailles: a peace treaty signed by the Allied powers and Germany on June 18, 1919, at the Paris peace conference at the Palace of Versailles in France; it assigned Germany responsibility for the war, required Germany to pay reparations to the Allied countries, reduced Germany's territory, and included the covenant for the League of Nations. June 18, 1919.
Ch. 22: From Neutrality to War p. 283-291
“Was it in the national interest of the US to stay neutral or declare war in 1917?”

Ch. 23: Course & Conduct of the War p. 293-301
“How was World War I different from previous wars?”

Ch. 24: The Home Front p. 303-313
“How did Americans on the home front support or oppose WW I?”

Ch. 25: The Treaty of Versailles: Ratify or Reject? p. 315-323
“Should the US have ratified or rejected the Treaty of Versailles?”
World War I Time Line

1914 — Archduke Franz Ferdinand is assassinated; World War I begins.
1915 — British passenger liner Lusitania is sunk.
1916 — Woodrow Wilson is reelected president of the United States.
1917 — President Wilson asks for a declaration of war against Germany.
1917 — The Espionage Act is passed.
1918 — The Sedition Act is passed.
1918 — World War I ends.
1918 — An influenza pandemic kills millions worldwide.
1919 — Major race riots occur in American cities.
1919 — Numerous labor strikes impact the nation.
1920 — The Nineteenth Amendment is ratified.