

UNIT 4a: WWI and The United States between Wars

WWI Packet

Essential Question: How does a nation respond to economic, political and social challenges?

8.4 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.

(Standards 1, 2, 4)

World War I Causes 8.4a, 8.4b

?? Rise of nationalism ?? Militarism ?? Development of alliances ?? Isolationism vs. intervention , Assassination of Archduke Ferdinand

?? Annexation of Austria ?? Sinking of the Lusitania ?? Zimmerman Note

The Home Front During WWI

?? War propaganda ?? War promoted suspicion of foreigners, socialists ?? Black Tom explosion ?? Loyalty oaths ?? Attacks on civil liberties ?? Espionage Act (1917), Sedition Act (1918), Schenck v. U.S. (1919)

Geography of the War

?? European battlefronts including geographic constraints and opportunities

Military Technologies 8.4c

?? U-Boats, aircraft, tanks, trucks, railroads ?? Battleships ?? Trench warfare Chemical weapons ?? Machine guns ?? Communications

Aftermath of World War I 8.4d

?? League of Nations and domestic opposition ?? Woodrow Wilson's Fourteen Points ?? Treaty of Versailles ?? First Red Scare

Roaring Twenties 8.4e

~~?? Role of women, the 19th Amendment (1920) ?? Economic prosperity and cultural change~~
~~?? Prohibition ?? Harlem Renaissance ?? Jazz Era ?? Leisure time (automobile culture, sports, motion pictures, literature) ?? Rise of middle class ?? Postwar social and racial tensions East St. Louis riot, Silent March, Tulsa riot)~~

Movies you can watch (with your parents permission some are rated PG13 and up) that are based around WWI:

Any **History.com** video or:

Farwell to Arms PG

Harlem Hell Fighters (check view rating)

Love and War (check view rating)

Fly Boys (check view rating)

The Trench (TV14)

The Lost Battalion (TV14)

These movies may help you develop your ideas for your marking period project.

1-Date_____ LT- I can examine the M.A.I.N.E. reasons for war.

Review Homework-5 minutes.

9 minutes this task:

Can you & your group figure out what the M.A.I.N.E. causes of war are?

Groups decide as they walk over and view different pictures. Write what you think each letter stands for as you view each poster. Put your group insights on the poster using a post card.

-----next/then

1) Which words can you connect to the colonies rebelling against Spain in the last Unit?

Remember why American Colonists rebelled against England. What do you think was similar? Why?

2) Which words can you connect to Spain? Why?

3) Which words can you connect to the United States? Why?

M=_____

A=_____

I=_____

N=_____

E=_____

Militarism is _____

An Alliance is _____

Imperialism is _____

Nationalism is _____

Economics is _____

Discussion notes:

Extra Credit: Watch Brainpop video- World War I at home!

2-Date _____ LT I can examine a general summary of The Great War.

The Great War, World War I, began in the early 1900s. We will watch a Brain-pop video that describes how the war began and how the United States became involved. Your job will be to remember enough information from the video to match up the pictures with the key words, phrases and people below. You may work in pairs to figure out the match ups after the video. Take notes in your notebook on the video. Good Luck!



Write the number of the picture from the video that corresponds with the phrase, words, or persons below. More than 1 phrase can be attributed to a single picture. First group to get it 100% correct will receive a homework pass ☺

- | | | |
|---------------------------|------------------------|------------------------|
| ___ Austria Hungary | ___ Central Powers | ___ Archduke Ferdinand |
| ___ Selective Service Act | ___ trench warfare | |
| ___ Woodrow Wilson | ___ Battle of Somme | |
| ___ Russia | ___ Serbia | |
| ___ Lusitania | ___ alliance | |
| ___ Allied Powers | ___ Zimmerman Telegram | |
| ___ internal revolution | ___ U.S. entered war | |
| ___ military technology | ___ armistice | |
| ___ Treaty of Versailles | ___ World War I | |

ExCr- Can you explain why certain terms listed above are capitalized while others are not? Write your answer in your notebook. Show me during down time in class.

Homework: Terms to study for a vocabulary exam in 5 school days, create a foldable to aid you with your studying. Due in two school days.

Allies- Alliance, one side in WWI: Great Britain, France, Russia and later joined by the U.S.

Central Powers- Alliance, one side in WWI: Germany, Austria-Hungary, and the Ottoman Empire

Archduke Franz Ferdinand- Young heir whose assassination triggered the war.

No man's land- the space or area between armies fighting from their trenches.

Trench warfare- strategy of fighting between fortified ditches miles long.

Lusitania- British passenger ship attacked and sunk by Germans, over 100 U.S. passengers aboard.

Zimmerman Note- Message proposing an alliance between Germany and Mexico

Nationalism- patriotic feeling, principles, or efforts, an extreme form of this, especially marked by a feeling of superiority over other countries.

Militarism- a government or people that believe a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote national interests.

Monarchy- a form of government with a king and royal family, power is inherited.

3-Date: _____ LT I can explain why World War I, the Great War, began in 1914 in Europe.

Causes of World War I

four main factors led to the outbreak of world war one in europe. the first was **nationalism**. this led to competition.

The second cause was **imperialism**. Countries tried to increase their power and influence around the world. This led to conflicts among them.

The third main cause was **militarism**. Militarism meant building up armies, navies, and other armed forces. It also meant using them as a tool for negotiating with other countries.

The fourth cause was the **alliance** system. Some countries in Europe had made treaties promising to defend each other. These mutual-defense treaties placed European countries in two main groups. The Allies or the Central Powers.

Focused Annotations -5Ws, what you learned and explain two causes of WWI.

Based on your annotations above, what is the main idea/central idea of the passage?

Write a declarative statement or create a question about the "Causes of WWI."

What Sparked the war?

An Assassination Leads to War

In 1914, **Archduke Franz Ferdinand** was assassinated. He had been the heir, or a person set to inherit the property or title of another, to the throne of **Austria-Hungary**. His killer was a Serb, a **Serbian nationalist**, who wanted to unite all Serbs under one government and no longer be under the control of the Austria- Hungary monarchy. This touched off an action to punish Serbia.

¶1 Main idea/central idea:

- A. Duke is assassinated by a Serbian nationalist.
- B. Killer was an angry Serbian nationalist
- C. Austria Hungary has no heir to their throne.
- D. Serbian assassination of A.F. Ferdinand made Austria Hungary want punish Serbia.

The Alliance system pulled one nation after another into the conflict. If a nation had sworn to protect another, it had to declare war on that nation's enemies during war. What was even more intense was that all of the ally treaties were made in secret! Germany and Austria-Hungary were facing France, Great Britain, and Russia.

¶1 Main idea/central idea:

- A. Be careful who you are friends with.
- B. Nations swore to protect each other.
- C. Secret alliances caused countries to go to war.
- D. The alliances were in Europe.

1) Why do you think the Serbian wanted a different government?

.....

.....

2) Why did the assassination lead to fighting?

.....

.....

With your group complete the handout- activity book pgs 6/7.

4-Date_____ LT: I can explain Trench Warfare during WWI in Europe.

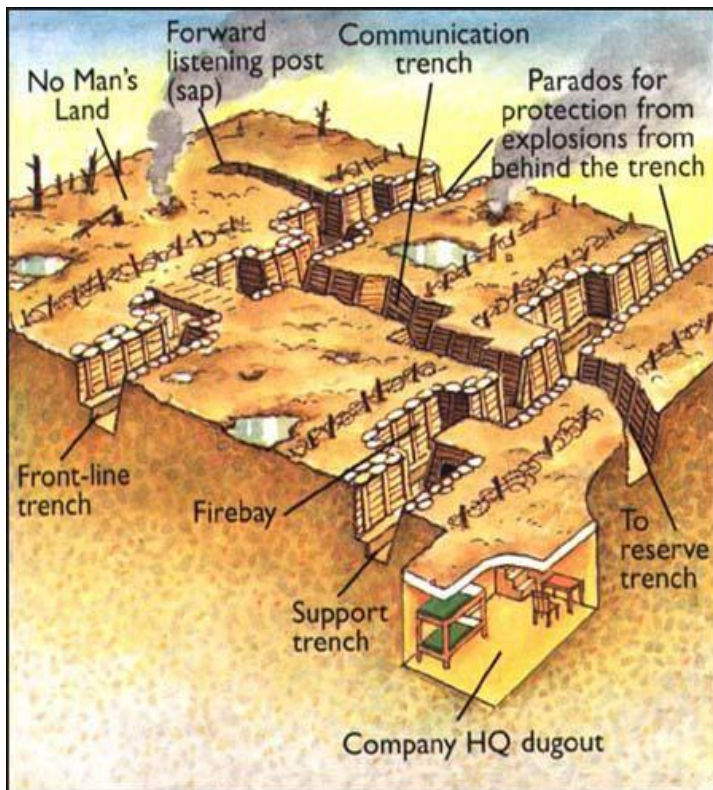


Diagram of Trench Warfare from WWI

B. New Technologies and Strategies of WAR

1. _____! Created a consistent stalemate [neither side can gain an edge].

2. _____, _____,
Poison gas, Tracer bullets, Mounted Airplane machine guns, Depth Charges in the ocean, Aircraft carriers in the ocean.

3. New Problems of War

a) New weapons and tactics lead to horrific injuries, hazards.

b) Troops amidst filth, pests, polluted water, poison gas, dead bodies

c) Constant bombardment, battle fatigue produce "shell shock"

d) Physical problems include dysentery, trench foot, trench mouth

e) Body and hair lice and...

RATS! RATS! Rats were everywhere in the

Trenches. To learn more about this go to:

<http://www.firstworldwar.com/atoz/rats.htm>

--Mapping WWI Where it began- fill in the countries on the map.



EXIT SLIP: On an exit slip string together some facts in a proper sentence to summarize new technologies of WWI.

5-Date:_____LT- I can determine Americans feelings about The Great War.

Neutral-_____

Find the fragment in the paragraph, underline it. Try to re-write the fragment into a complete sentence; inserting information at the beginning/end that best fits the ideas of the paragraph.

Americans Question Neutrality.

How did Americans feel?

In the United States, public opinion about the war was strong but divided. **Socialists**, people who believed the community should be in charge of the means of production, saw the war as a struggle for imperialism between German and English businessmen. **Pacifists**, or people who do not believe in violence, believed that all wars were bad. They the United States to set an for peace. Many other Americans simply did not want to send their sons to war. Many **naturalized citizens**, or immigrants who earned their U.S. citizenship, still had close ties to the countries they came from in Europe. Many immigrants from Germany, for example, sympathized with Germany. They were horrified at Germany's brutal attack on Belgium; and they had strong economic ties with the Allies!

New sentence from fragment:

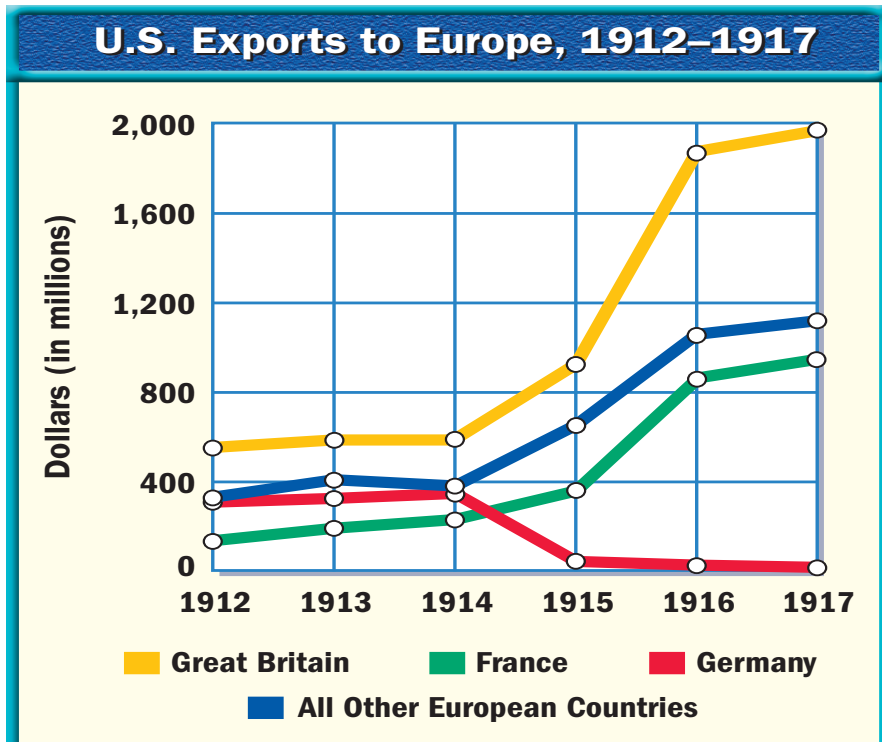
1) What do you think the Main Idea/Central Idea is in the ¶ above?

.....

2) Determine three things that influenced Americans' feeling about the war?

.....

Complete the questions to the right before trying to figure out what this graph is conveying.



How to source/read graphs for history.

- 1) Circle the title of the graph.
- 2) What information does the left axis convey to you?
- 3) What information does the bottom axis convey to you? _-.....
- 4) Follow the instructions from the power point for clarity. If you have colored pencils you may use them instead of following the power point instructions.

CONTEXT: According to the United States, during WWI, the United States argued that it was a neutral nation. As a neutral nation the United States believed it had the

right to trade with any nation in Europe.

Knowledge & Comprehension:

- 1) Based on the graph, do you believe the United States was indeed neutral during WWI? Explain your answer using facts from the graph.

- 2) Explain whether or not the Central Powers might think/feel the United States is/is not neutral? You decide then back up your answer with logic and reasoning.

HOMEWORK: THE WAR HITS HOME! How did the war affect Americans?

The war affected American shipping for commerce and holiday travel. Great Britain set up a blockade along the German Coast to keep goods from getting through. American ships would not challenge Britain's blockade. German U-boats attacked ships from all nations. A U-boat sank the British ship **Lusitania**, killing more than a thousand people, including 128 Americans.

Knowledge and Comprehension:

- 1) What is the Main/Central Idea in the above ¶?
 - A. Naval War is hell and it is dangerous
 - B. Americans wouldn't break a naval blockade.
 - C. Germans attacked all ships, Lusitania had 128 Americans aboard.
 - D. Americans became affected when her citizens & commerce were attacked by U-Boat s
- 2) Explain, in what ways did the war affect American citizens?

To learn more or see a video: <http://www.history.com/topics/world-war-i/lusitania>

6-Date_____ LT- I can examine the reasons for U.S. entry into World War I.

Vocabulary:

Lusitania-_____

Zimmerman Note:_____

***Russian Revolution**- in 1917 the people of Russia overthrew their King and struggled for democracy. (Really gave the U.S. a concrete reason to intervene)

The United States Declares War

(pages 585–586)

Why did the U.S. join the war?

Three incidents brought the United States into the war. First, in January 1917, Germany announced it would sink all ships in British waters on sight whether they were hostile or neutral. Second, British agents *intercepted* the **Zimmermann note**, a telegram that proposed an alliance between Germany and Mexico against the United States. Third, the replacement of the Russian monarchy with a representative government allowed American to characterize the war as a struggle of democracies against brutal monarchies. On April 6, 1917, at President Wilson's request, Congress declared war on Germany.

6. What are the three incidents that led the United States to declare war?



Newspaper Headline from May 15, 1915.

Russian Revolution is particularly important.

"The straw that broke the camel's back."



ELA, Idioms

What do you think it means when someone says, "what's the matter, 'cat got your tongue?'" or "Your did that! You're in hot water."

Idiom=

Explain the idiom, "That's the straw that broke the camel's back!"

More idioms for kids:

<http://examples.yourdictionary.com/idioms-for-kids.html> They're great to use when writing.



© Press Publishing Company

SOME PROMISE! April 1917

Insert a # on each image and the words at the bottom of the cartoon. Then write what each represents/symbolizes.

Image 1 Symbolizes:

Image: 2 Symbolizes:

Image: 3 Symbolizes:

Image: 4 Symbolizes:

1) What is the artist of the cartoon trying to convey to his audience?

Directions: Using the information you just established, answer the question bolded above. Explain your answer by matching the characters in the drawing with historic facts learned. Corroborate the information through its context. Write using RAC, complete sentences.

6- Date: _____ LT I can determine how the U.S. mobilized for war in 1917.

How will the U.S. prepare for war? We barely have an army in January 1917!

Create a web in your note-book, insert the actions taken from the text to prepare for war!

The United States must raise an army of men to go overseas. The government enacts the **Selective Service Act**, a draft that randomly chooses men to enter the army; these men have no choice. Many men also volunteer. African American men are also drafted as well as volunteer; they are put in separate units and excluded from the Navy and Marines. Eventually, an Air-force unit of all African American men named the **Harlem Hell Fighters** were/where/was trained for war. This unit served valiantly, but received no recognition at the time. Additionally, women joined the armed forces -army, navy, and marines as nurses, secretaries, and phone operators.

1) What is the Main/Central Idea in the above ¶?

- A. The U.S. government uses many ways to raise an army.
- B. The U.S. government starts the draft
- C. The U.S. government creates an African American Air-Force Unit
- D. The U.S. government let women help the war effort.

The U.S. government wanted to make citizens help and fight the Central Powers. In order to persuade them to help the government created a **propaganda** campaign. Propaganda is usually very critical or disrespectful information of a biased or misleading nature. The point of propaganda is to promote or publicize a particular political cause or point of view.

1) What is the Main/Central Idea in the above ¶?

- A. The U.S. government created propaganda
- B. The U.S. government tried to influence people's reactions through propaganda.
- C. The U.S. government was bias against its enemy.
- D. The U.S. government tries to involve citizens in the war effort.

Let's review some propaganda now from the power-point.

SLANT: Take notes in NTF on the video, it's short so PAY CLOSE ATTENTION!

.....

.....

.....

.....

Discuss what you learned from the short video with your tablemates and add to your notes above.

Let's work on our ability to describe what we see in words. Descriptive words help us convey our messages clearly.

Propaganda that is very critical and disrespectful, persuading one to perhaps hate or fear the enemy looks like:.....

.....

Propaganda that is trying to persuade men to join the armed forces looks like:.....

.....

Propaganda that is trying to persuade people to help the war effort looks like:

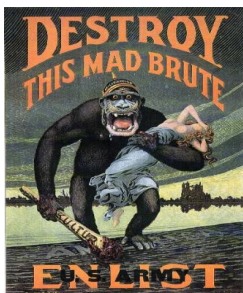
.....

.....

Propaganda that is trying to persuade women to help the war effort looks like:.....

.....

.....



PRIMARY SOURCE: American artist James Montgomery Flagg drew some of the most famous propaganda posters in United States history. Examine the poster, made in 1917. A sleeping Columbia, the personification of America, and cite details from it as you answer the following questions in your notebook.

Poster: "Wake Up, America!" James Montgomery completed it in 1917. The poster depicts a woman sleeping in a chair. She is wearing a dress and a head wrap made from an American flag.

Text reads: Wake Up, America! Civilization Calls Every Man, Woman and Child!

- 1) What are the visual symbols in this image, and what do you think they represent?
- 2) What message do you think Mr. Flagg was trying to convey?
- 3) How do you think the poster reflects the events and political climate (attitude/feelings) of the time?

Homework: p10/11

Not only did the U.S. Government push with propaganda for people to join the war effort in 1917, they condemned people who publically went against the war effort! All countries did. The right of free speech is a civil liberty given to us by the Constitution, it's part of the First Amendment of our Constitution. The government was able to take away the civil liberty of others, including arresting certain people because of special laws that had been created in earlier years. Below you will read information about these laws, why they were created, and their affects on certain people. After reading the excerpts, answer the questions posed for each segment. Restate the question and answer it in one sentence, then cite information from the text that proves /supports your answer.

Alien and Sedition Acts Become Law

→ 1798

The U.S. is on the brink of war with France. The Federalists believe criticism of their policies is disloyal and fear that immigrants are sympathetic to the French. As a result, the Federalist-controlled Congress passes laws that raise the residency requirement for citizenship from 5 to 14 years, authorize the president to deport aliens, and permit their arrest, imprisonment, and deportation during wartime. The Sedition Act makes it a crime for citizens to "print, utter, or publish . . . any false, scandalous, and malicious writing" about the government.



Portrait of
Abraham
Lincoln

Photo: Wikimedia
Commons

Lincoln Suspends Writ of Habeas Corpus

→ 1861

Citing the threat posed by Confederate spies, President Abraham Lincoln suspends the writ of habeas corpus in Maryland, which allows suspected spies to be held indefinitely. (Habeas corpus is the right to challenge a prisoner's detention.) Supreme Court Chief Justice Roger Taney condemns the suspension as unconstitutional, but the next year, Lincoln suspends habeas corpus for all states. The Supreme Court later rules the Constitution permits only Congress to suspend habeas corpus (Article I, Section 9), but Lincoln ignores it.

Hundreds Convicted Under Espionage and Sedition Acts

→ 1917

After U.S. entry into World War I, the Espionage Act targets those who refuse to serve in the military during a draft, cause others to refuse their service, or reveal information about the national defense. Penalties include a jail term of up to 20 years and fines up to \$10,000. A year later, the Sedition Act imposes severe criminal penalties on all forms of expression critical of the government or its war mobilization. About 900 people are convicted, and hundreds of noncitizens are deported without a trial. When Socialist Party leader Eugene V. Debs gives a speech criticizing the draft and praising efforts to obstruct war recruitment, he is convicted and sentenced to 10 years in prison.



Eugene Debs while in
prison at the Atlanta
Federal Penitentiary
for opposing WWI.

Photo: Wikimedia Commons

Directions: Answer the questions below based on the information read in the text above. Read questions carefully, read text carefully and underline information that connects to the questions. Your answers must be properly phrased -RAC- using complete sentences and proper ELA

Knowledge & Comprehension:

1) Alien & Sedition Acts-

Name/list the people in the U.S. during 1917 that can be compared to French immigrants named in 1798. _____

2) How did the **Alien & Sedition Act** infringe on people's First Amendment rights? Cite specific information. _____

3) Hundreds Convicted Under Espionage and Sedition Acts

Which people are targeted under the Espionage and Sedition Act? _____

4) Who was jailed and why? _____

**'Clear and Present Danger'
Exception in Wartime**

→ 1919 ←

In *Schenck v. United States*, the Supreme Court upholds the conviction of Socialist Charles Schenck for conspiracy to violate the Espionage Act by attempting to distribute antiwar leaflets to U.S. servicemen. While acknowledging that the First Amendment normally might protect Schenck's activities, the court holds that in special circumstances, such as wartime, speech that poses a "clear and present danger" can be restricted.

5) Clear and Present Danger Exception in Wartime

How did the law allow Charles Schenck to be convicted and jailed?

7 Date_____ LT I can illustrate the use of propaganda in WWI and connect it to today!

Criteria for success 1 period!: Everyone works at the same time!

1- Whole group -2minutes- pick a topic for your poster.

Victory garden, bias of the enemy, join the armed forces, join Red Cross (women), buy war bonds, etc.

2- Two students/5minutes make a slogan/title for the poster that relates to its topic AND set up the wording of persuasion for the public.

The two other students begin drawing out the poster-leaving room for the title and words of persuasion.

3- As students draw out the poster, word writers begin inserting the words.

4- As students finish their tasks they can then beautify the poster with color.

5- How do today's advertisements mimic to some degree the propaganda posters of yesteryear?

WITH TEACHER PERMISSION ONLY, students may use cell phones to look up "WWI Propaganda Posters" on their cell phones to help you develop ideas. **YOU MUST** make sure the posters you view on the Internet are indeed from WWI. Any other war's posters will cause your group to fail this illustration exercise.

8) Date:_____ LT- I can determine how the end of WWI impacted the U.S. & Europe. WRPPT39



The United States Armed Forces entered World War I in April 1917 with such energy and vigor that they caused the Allies to get a second wind. The force of the Allies became formidable, or unstoppable. The United States **was/were** viewed by the world as a major force. The war established the United States as a leader among the community of nations, a role from which it could never fully withdraw.

1) What is the Main/Central idea in the ¶?

- A. The US were so very strong.
- B. The allies became unstoppable.
- C. U.S. actions in WWI caused them to become a leader in the world.
- D. U.S. troops energized the Allies.

On 11/11/1918, an **armistice**, was secured from Germany, approximately 126,000 Americans died and approximately

234,000 Americans were wounded. An **armistice** is an agreement made by opposing sides in a war to stop fighting; it's a truce between two or more foes. *When you call a 'truce' between yourself and a sibling or friend, are you stating that one of you won the fight?* **Discuss & Explain.**

2) What is the Main/Central idea in the ¶?

- A. The war ended in November of 1918.
- B. Germany agreed to an armistice, a truce in 1918.
- C. A truce is an agreement to stop fighting, no one wins/loses.
- D. 126,000 American died in WWI

On June 28, 1919, the **Big Four** met at the Palace of Versailles, in France to debate the treaty all warring nations would sign. The **Big Four** included the leaders of the **United States, France, Italy, and Britain**. After years of devastating warfare, everyone hoped that the treaty would

create stability for a rebuilt Europe. Instead, anger and resentment caused three of the Big Four to push through **their/there** ideas on the final treaty.

2) What is the Main/Central idea in the ¶?

- A. During treaty talks Allies cared more about resentments than peace.
- B. The Big Four met in France for peace treaty talks.
- C. The winners were France, Great Britain, U.S. & Italy
- D. Treaty expected to create stability.

Woodrow Wilson was focused on peace. He outlined his famous **Fourteen Points**, an idealistic post-war plan to establish **an/a** international community based on democracy, free trade, and peace. The first five points suggested ways that wars could be avoided. None **were/where** accepted into the treaty. The next eight points suggested new national boundaries across Europe. Wilson believed in **self-determination**. Some of these points **were/where** negotiated into the treaty. The fourteenth point, the one Wilson insisted on, called for a **League of Nations**, an international organization that would address problems between countries before they led to war.

3) What is the Main/Central idea in the ¶?

- A. Few of Woodrow Wilson's 14 Points were used in the treaty.
- B. The 14 Points were too idealistic.
- C. The first 5 points were not used.
- D. Wilson wrote 14 points to establish peace.

Treaty of Versailles included the following:

The Treaty of Versailles created nine new nations- including Poland, Czechoslovakia, and Yugoslavia [two **were/where** formally held by Austria-Hungary]- and shifted the boundaries of other nations. It carved five areas out of the Ottoman Empire in the southeast Europe and the Middle East (including Syria, Iran, Iraq) and gave them to France and Great Britain as temporary colonies. Those two Allies were to rule over these areas until they **were/where** ready for self-rule and then independence.

The treaty disallowed Germany from developing and maintaining an army. It also required Germany to return a specific region of land to France and for Germany to pay war damages amounting to over \$33 billion to the Allies. The U.S. never jointed the League of Nations.

Notes in symbols/abbrv/words

1) Explain why this treaty might not maintain peace in Europe, infer what problems may develop.

9 Date_____ LT I can determine the weaknesses in the Treaty of Versailles and its affects.

The Treaty's Weaknesses

This treatment of Germany weakened the ability of the Treaty of Versailles to provide a lasting peace in Europe. **There/Their were/where** basic flaws in the treaty that planted the seeds for future international problems, some say they led to the Second World War.

1) What is the Main/Central idea in the ¶?

- A. The treaty had flaws.
- B. The flaws in the treaty may have led to the 2nd World War.
- C. The treaty would lead to international problems.

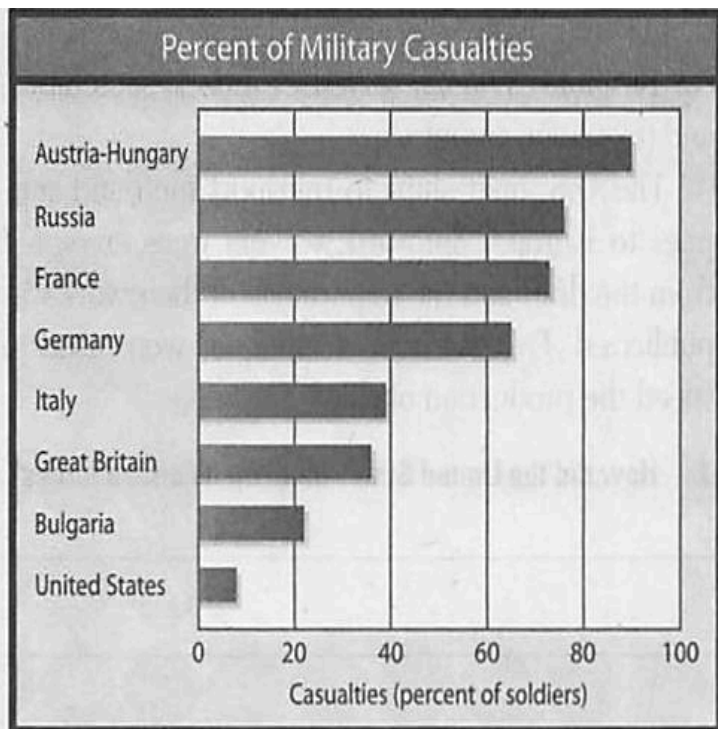
First, the treaty humiliated Germany. It contained a war-guilt clause forcing Germany to admit sole responsibility for starting WWI. Even though, German militarism played a major role in igniting the war, other European nations had been guilty of provoking the crisis before the war. Furthermore, there **was/were** no way Germany could pay the huge financial debt. Germany was stripped of its colonial possessions in the Pacific, which might have helped pay its bill. It also had to rebuild **their/there** own infrastructure that was damaged during the war.

2) What is the Main/Central idea in the ¶?

- A. The treaty humiliated Germany in many ways causing them great financial strain.
- B. Germany lost its colonies.
- C. Germany was abused by the treaty demands.
- D. The treaty gave Germany huge debt.

2) How did the treaty cause future problems?

HOMEWORK: SKILLBUILDER AND THE LEGACY OF WAR BELOW:



Skillbuilder

Use the chart to answer these questions.

1. Which nation suffered the most casualties?

2. How does the chart reflect America's late entry into the war?

Communism/Communists=People who believed in class warfare and that people should be paid based upon their needs not their abilities; developed by Karl Marx.

The Legacy of WWI

The end of the war made Americans yearn for what the next president, Warren G. Harding, called “normalcy.” But, the war had transformed the United States and the world. World War I had strengthened both U.S. military power and the power of the U.S. government. It accelerated change for African Americans and Women. **However**, the propaganda campaign left a legacy of mistrust and fear of certain foreign nations.

In Europe, the war left a legacy of massive destruction, loss of life, political instability, and violence. **Communists** ruled in Russia and soon after the war **fascist** organizations took power in Italy.

Americans hoped that the war had convinced the world to never fight again. But, in Europe, the war settled nothing. In Germany, Adolf Hitler exploited Germans’ discontent with the Treaty of Versailles and threatened to fight again. Hitler was true to his predictions; America did have to fight again years later in a second world war.

3) What were the long-term results of WWI and the Treaty of Versailles?

10 Date_____ LT- I can examine the overall effects of WWI and Treaty of Versailles.

Overview/review of the Great War.....

GRAPHS, STATS, AND NUMBERS

-32: Nations, states, or empires joined the Allied Powers.

-4: Nations, states, or empires joined the Central Powers

-42,542,802: Estimated number of troops from the Allied Powers*

-17,848,233: Estimated number of Allied casualties (killed or wounded)*

-22,850,000: Estimated number of troops from the Central Powers*

-11,576,923: Estimated number of Central casualties (killed or wounded)*

-5 Years to the day between the assassination of Archduke Franz Ferdinand (June 28, 1914), which started the war, and the signing of the Treaty of Versailles (June 28, 1919), which ended the war

* Source: Digital Survivors

Review the excerpt on “The Treaty’s Weaknesses” on page 13.

How **were/where/was** the people Germany affected? What can you infer?

Reviewing your homework, according to the ‘Legacy of the War’ on page 13.

How **were/where/was** the U.S. affected? **Did/ does** the U.S. join the League of Nations?

The Treaty of Versailles permanently changed the map of Europe and the Middle East. Compare the map below to the map shown in the video. Which modern-day countries aren’t represented

in the pre-Treaty of Versailles map below, view page 669 in textbook for European changes you missed. Make your list to the right of the map.



Countries that emerged due to WWI and the Treaty of Versailles are:

Continue to answer questions on the next page.

What new nations appeared from the breakup of the Ottoman Empire?

Do you recognize their names? Why?

Why do you think it matters that the map changed?

Who do you think benefitted from these changes?



THE GAP IN THE BRIDGE.

Why do you think the United States didn't join the League of Nations, an organization its own president developed the idea for?

Image:1 Symbolism_____

Image:2 Symbolism_____

Image:3 Symbolism_____

Image:4 Symbolism_____

Image:5 Symbolism_____
