



**Social Studies
School Service**

www.socialstudies.com

Downloadable Reproducible eBooks

Thank you for downloading this eBook from
www.socialstudies.com

To browse more eBook titles, visit
<http://www.socialstudies.com/ebooks.html>

To learn more about eBooks, visit our help page at
<http://www.socialstudies.com/ebookshelp.html>

For questions, please e-mail eBooks@socialstudies.com

Free E-mail Newsletter—Sign up Today!

To learn about new eBook and print titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at
<http://socialstudies.com/newsletter/>

Document-Based Activities on World War I

Using Primary Sources and the Internet

Barry A. Bieda, Writer

Kerry Gordonson, Editor
Bill Williams, Editor
Dr. Aaron Willis, Project Coordinator
Katie Brown, Editorial Assistant

Social Studies School Service
10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
<http://socialstudies.com>
access@socialstudies.com
(800) 421-4246

All the Web addresses in this book can be found on our Web site:

<http://www.socialstudies.com/worldlinks.html>

Fifth Printing September 2002

© 2001 Social Studies School Service

10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
United States of America

(310) 839-2436
(800) 421-4246

Fax: (800) 944-5432
Fax: (310) 839-2249

<http://socialstudies.com>
access@socialstudies.com

Cover art courtesy of the Library of Congress
<http://memory.loc.gov/service/pnp/cph/3b20000/3b22000/3b22300/3b22390r.jpg>

Permission is granted to reproduce individual worksheets for classroom use only.
Printed in the United States of America.

ISBN 0-934508-86-0

Product Code: ZP175

TABLE OF CONTENTS

<i>Teacher Introduction</i>	v
<i>Overview: The Great War (WWI)</i>	vii

LESSONS

1. A Snapshot of History: The Willy-Nicky Letters	
<i>Teacher Page</i>	1
<i>Student Worksheet</i>	3
2. The Arming of the Earth and the Advent of Modern War	
<i>Teacher Page</i>	5
<i>Student Worksheet</i>	7
3. Great War Propaganda	
<i>Teacher Page</i>	9
<i>Student Worksheet</i>	11
4. American Isolationism Shattered	
<i>Teacher Page</i>	13
<i>Student Worksheet</i>	15
5. The Treaty of Versailles: The League of Nations	
<i>Teacher Page</i>	17
<i>Student Worksheet</i>	19
Culminating Activities	21
Appendix	
<i>Answer Key</i>	25
<i>Selected Documents</i>	29
<i>Related Web Sites</i>	31
<i>Rubrics</i>	33
<i>Suggested Curriculum Materials</i>	39

DOCUMENT-BASED ACTIVITIES ON WORLD WAR I

TEACHER INTRODUCTION

Description:

In this unit, students will look at the period from 1914–1919 in order to examine various social, economic, and cultural aspects of the Great War. Lessons are designed to help them develop a general concept of how individuals, groups, and nations were affected by the events of the war. Students will be asked to analyze many different types of primary sources, including personal letters and telegrams, posters, period photographs, and congressional records.

Unit objectives:

Knowledge: students will

- understand causes and events leading to World War I
- evaluate how and why propaganda and changing technology affected warfare
- understand the steps taken by Wilson first to avoid but then later to enter war
- discern between opposing viewpoints related to the League of Nations

Skills:

- analyze, evaluate, and interpret primary source documents
- communicate effectively the results of their analysis in discussion and written argument
- use relevant and adequate evidence to draw conclusions

Prior Knowledge Required:

Students have studied the economic and social conditions that preceded World War I, including the Industrial Revolution and Imperialism. They should know the goals of the major European nations and their governing bodies, and understand what factors gave rise to the competition between them.

Lesson Format:

Each lesson consists of two parts: a teacher's page containing an introduction, objectives, URL(s) used in the lesson, teaching strategies, wrap-up questions, and extension activities; and a reproducible student's page with a brief introduction that sets the context for the lesson, URL(s) used, and questions to be answered about the source.

The culminating activities suggested offer a variation in skills level to allow the instructor to choose the activity which best suits the students.

Assessment:

Based on the time available, you may want to select which answers you want to assess in each activity. Most questions require short answers. Others will require a response of anywhere from a paragraph to a full page (or longer if preferred).

Suggested rubrics are included in the Appendix.

Additional Sources:

The Appendix contains answer keys, primary source documents, an annotated list of Web sites on World War I, rubrics, and supplementary materials available from www.socialstudies.com.

OVERVIEW: THE GREAT WAR (WWI)

World War I, also known as “The Great War” or the “war to end all wars,” grew largely out of the spirit of intense nationalism that had become prevalent in Europe during the last half of the 19th century. In the years leading up to the war, political and economic rivalries intensified among the nations of Europe, the building and stockpiling of armaments technologically superior to those known in previous decades began to increase, and military alliances involving several countries acted as a chain of dominoes that eventually toppled and drew 28 different countries into a war whose effects reached far beyond the European continent.

Four major elements underlay the conflict:

1. Nationalism

Nationalism grows out of a sense of consciousness among people who share the same ethnic origin, language, and political ideals. It exalts one nation above all others and places primary emphasis on promoting that nation’s culture and interests as opposed to those of other nations. During the 19th century, nationalism became a potent force tied in with several political developments: Belgium won its independence from the Netherlands in 1830, the unification of Italy was accomplished in 1861, and Germany became unified in 1871. In the late 19th and early 20th centuries, nationalism helped fuel the sense of competition between the nations of Europe. One particularly prominent nationalistic movement, *Panslavism*, figured heavily in the events preceding the war.

2. Imperialism

The Industrial Revolution, which began in Britain at the end of the 18th century, spread to other European nations soon after, as rural, agrarian, self-contained economies began to transform into market economies characterized by mass production and sales. Europeans sought new markets and expanded their colonial interests in Africa and other regions, leading to frequent clashes, especially between France, Britain and Germany. In addition, acquiring colonies was seen as a way of increasing the power and prestige of a nation, and thus imperialism helped stoke the fires of nationalism as well.

3. Military Expansion

As a result of growing tensions, between 1871 and 1914 the nations of Europe maintained large standing armies equipped with increasingly advanced weaponry. The Germans began to build up their navy, arming their ships with long-range guns; in response, the British developed the widely copied dreadnought battleship, notable for its heavy armor. Precisely formulated plans for mobilization and attack, such as Germany’s *Schlieffen Plan*, also began to take shape well before war broke out in 1914.

4. Military Alliances

The European nations not only armed themselves for purposes of “self-defense,” but also sought alliances with other powers as insurance policies in case war did break out. However, these alliances ended up contributing greatly to the likelihood of war, since any conflict that started as an isolated incident between two countries could easily mushroom and draw in the entire continent. By 1914, the great European powers had divided into two hostile military alliances: the **Triple Alliance** (Germany, Austria-Hungary, and Italy) and the **Triple Entente** (Britain, France, and Russia).

Crises Foreshadowing the War

Between 1905 and 1914, several international crises and two local wars occurred, all of which threatened to bring about a general European War. In 1905 and again in 1911 Germany intervened to support Moroccan independence against French encroachment, and France in turn threatened war against Germany; however, the countries’ leaders managed to settle the crises peacefully.

Another crisis took place in the Balkans in 1908 over the annexation by Austria-Hungary of Bosnia and Herzegovina. One form of *Panslavism* was a *Pan-Serbian* or *Greater Serbia* movement in Serbia. A major goal of this movement was to make Serbia part of southern Bosnia; when Austria annexed Bosnia, the Serbs feared they might be next and threatened war against Austria. Armed conflict was avoided only because Serbia could not fight without Russian support and Russia at the time was unprepared for war.

The Balkan Wars of 1912–13 increased Serbia’s desire to obtain the parts of Austria-Hungary inhabited by Slavic peoples, strengthened Austro-Hungarian suspicion of Serbia, and left Bulgaria and the Ottoman Empire (both of whom suffered defeat in the wars) with a desire for revenge. Germany, disappointed because its ally the Ottoman Empire had been deprived of its European territory in the Balkan Wars, increased the size of its army. France responded by increasing peacetime military service from two to three years.

Death of Archduke Franz Ferdinand

On a sunny June morning in 1914 in the Bosnian city of Sarajevo, an assassin’s bullets killed Archduke Franz Ferdinand, heir to the throne of the Austro-Hungarian Empire, and his wife Sophie as they were returning from an official visit to City Hall. The killer, 19-year-old Gavrilo Princip, was an ardent Slavic nationalist, and he envisioned the death of the Archduke as the key that would unlock the shackles binding his people to the Austro-Hungarian Empire. This murder provided the catalyst that activated the alliances, arrayed the countries of Europe against one another, and set the machinery of war in motion.

A Snapshot of History: The Willy-Nicky Letters Teacher Page

Overview:

In July, 1918, a case containing private correspondence of enormous historical value was found among the personal effects of the late Czar of Russia, Nicholas II. The cache included 73 letters from Kaiser Wilhelm to the Czar. These letters were written in English, the language of the Russian and German courts, and were usually addressed to “Nicky” and signed “Willy.” These letters give us a glimpse into the events that immediately preceded World War I, shedding light in particular on the situation in Serbia following the assassination of the Archduke Franz Ferdinand. The letters also highlight the tensions that arose between Russia and Germany—and their leaders, men who were both friends and cousins—when Germany’s alliance with Austria-Hungary was suddenly weighed against Russia’s promise to protect Serbia.

Objectives:

Students will:

- reflect on the events which would lead to World War I
- interpret the meaning and consequences of the letters
- understand the relationships between and goals of the parties involved in the Serbian conflict

Web Sites Used in this Lesson:

The Willy-Nicky letters can be found at
<http://www.lib.byu.edu/~rdh/wwi/1914/willynilly.html>

Strategies:

Open the lesson by posing the following questions: “Can a friendship between two heads of state significantly influence the international actions they take on behalf of their countries? Should personal relationships between leaders of nations be a factor in determining foreign policy?”

Distribute the handout to students. Have students answer the questions, then discuss the answers to these questions.

Wrap-Up:

After students have completed the worksheet and have discussed their answers, ask “What do you think the original intent and goals of the two monarchs might have been in entering into the alliances they did? Was there a way Germany and Russia could have upheld these alliances without getting involved in the Serbian crisis?”

Extension Activities:

1. Ask students to assume the role of either Kaiser Wilhelm or Czar Nicholas and write a one-page essay in the form of a letter in which they lay out their own arguments to try to get the other leader to change his mind.
2. Have the class debate the following statement: “The military alliances made in the years before World War I made it inevitable that war would eventually break out.”
3. Have students research other instances when personal relationships between world leaders affected foreign policy and/or international conflicts (e.g., FDR and Churchill, Sadat and Begin), then present their findings to the class.

A Snapshot of History: The Willy-Nicky Letters Student Worksheet

Introduction:

Two of the most prominent European leaders in 1914 were Russia's Czar Nicholas Romanoff and Germany's Kaiser Wilhelm Hohenzollern. In July, 1918, just after the Bolshevik revolution, a number of letters and telegrams were found among the personal effects of the late Czar, including several addressed to "Nicky" and signed "Willy." These letters give insight into the personal lives of both monarchs and provide a snapshot of the events that transpired following the assassination of Archduke Franz Ferdinand, heir to the throne of the Austrian-Hungarian Empire. The letters you will read were written between July 29th and August 1st, 1914.

All web links for this lesson can be found at:

<http://www.socialstudies.com/worldlinks.html>

Directions:

The Willy-Nicky Telegrams

Go to <http://www.lib.byu.edu/~rdh/wwi/1914/willynilly.html>. Answer the following questions about the primary source:

1. What was the relationship between Nicholas and Wilhelm?

2. What tone do the leaders take in their dispatches to each other?

3. What specifically is the Kaiser referring to when he states, "I fully understand how difficult it is for you and your Government to face the drift of your public opinion"?

4. What does the Kaiser advise the Czar to do regarding the Austro-Serbian "incident"?

5. What action of Russia's does the Kaiser find particularly troublesome?

6. What does the Czar advise the Kaiser to do?

7. When the Kaiser states, "In my endeavors to maintain the peace of the world I have gone to the utmost limit possible," to what exactly is he referring?

8. What was the final outcome of these dialogues?

9. In your opinion, do you think there was any realistic chance that either of these men could have influenced the other to pursue a different course of action?

The Arming of the Earth and the Advent of Modern War Teacher Page

Overview:

World War I would be the first “modern war,” profoundly altering both earlier notions of what war could accomplish and the way in which battles were waged. Technological advances in the late 19th and early 20th centuries had produced a range of deadlier weapons that would irreversibly change the nature of warfare. Defensive adaptations like trench warfare and the widespread use of barbed wire produced battles marked not by quick attacks and bold charges, but slow, grinding, horrific attrition interspersed with mad, suicidal rushes across “No Man’s Land.” Did all these changes make World War I result in a stalemate?

Objectives:

Students will:

- contrast 19th-century views of warfare with the realities experienced on the battlefields of World War I
- reflect on and interpret visual resources showing the elements of “modern war”
- assess the impact technological advances in weaponry had during World War I

Web Sites Used in this Lesson:

- “The Role of Cavalry in Warfare” is at <http://www.hillsdale.edu/dept/History/courses/469/IndWar/1895-cavalry.htm>
- “Photos from the Great War” can be found at http://raven.cc.ukans.edu/~kansite/ww_one/photos/greatwr2.htm

Strategies:

Show students some of the pictures under the “Weapons and Equipment” section of the “Photos from the Great War” site and discuss how this weaponry differed from that used in wars in the latter half of the 19th century.

Wrap-Up:

After students have completed the worksheet and reviewed their answers, discuss with the class the aftermath of the “new” warfare. Ask students, “Do you think World War I would have been as global a conflict had the new technologies not existed?”

Extension Activities:

1. Divide students into groups and assign them a form of warfare (sea, air, trench, etc.) or specific weapon (machine gun, airplane, etc.). Have them create a chart that includes the following:
 - A description of the weapon
 - How it was used
 - How it differed from the 19th-century warfare
 - Pictures or drawings of the various forms of armaments

Each group should be given time to share the information regarding the technology they viewed and present their chart to the rest of the class.

2. Have students examine how World War I changed the idea of the “nobility of war” by comparing two poems written during the war:
 - “The Dragon and the Undying” by Siegfried Sassoon
<http://www.geocities.com/CapitolHill/8103/Sassoon1.html>
 - “In Flanders Fields” by Lt. Col. John McCrae
<http://www.arlingtoncemetery.com/flanders.htm>

Use the first poem as an example of “war as a noble enterprise” and the second as an example of disillusionment.

3. Ask students to imagine that it is the end of the war and they are part of a peace and disarmament delegation. They should develop a campaign (using posters, speeches, songs, interviews, etc.), individually or in groups, designed to persuade the delegates to negotiate the inclusion of articles of disarmament to which all participating nations will be held accountable.
4. Ask students to research American and/or global plans of defense in the news today. Have students answer the following questions: “How does the pace of technological advancement today compare to that at the turn of the last century? In which directions do you see new technologies taking us?”

The Arming of the Earth and the Advent of Modern War Student Worksheet

Introduction:

World War I was the first modern and fully industrialized war. Technological advances made it possible for military forces to inflict a much greater amount of death and destruction than had ever been seen before. Consequently, the nature of war itself changed, giving rise to a brand new form of combat—trench warfare.

All web links for this lesson can be found at:

<http://www.socialstudies.com/worldlinks.html>

Directions:

The Role of Cavalry in Warfare

Go to <http://www.hillsdale.edu/dept/History/courses/469/IndWar/1895-cavalry.htm> and read and answer the following questions about this selection:

1. In this selection, General Wood is responding to the theory that advances in technology (and especially improvements to rifles) have made the cavalry obsolete. What evidence does Wood offer to counter this theory?
2. What arguments does he make to support his claim that cavalry can defeat infantry units even if those units are armed with the latest rifles?

Now view the photographs at

http://raven.cc.ukans.edu/~kansite/ww_one/photos/animals.htm#horses.

3. Based on the photographs here, how essential were horses to the armies of World War I in terms of combat? How would you describe the main function of horses in the war?

Trench warfare was used extensively for the first time in World War I. Troops on both sides dug miles of trenches and also fortified the zone between them with wooden obstacles and barbed wire. View the photograph of a dead soldier caught on the wire in “No Man’s Land” at

http://raven.cc.ukans.edu/~kansite/ww_one/photos/bin03/imag0284.jpg

4. Think back to the photos of World War I weapons you viewed earlier. How exactly might the development of this deadlier weaponry have made trench warfare become so prevalent in World War I?

5. Think back to the piece by General Wood. At the outset of the war, many people held views similar to Wood’s and believed that methods of warfare that had been effective in the 19th century would continue to be so. How might attitudes like this have increased the amount of death and destruction inflicted during the early years of World War I?

6. Why do you think World War I lasted so long, even after leaders realized that it would not be the quick and relatively uncomplicated affair they had thought it would be?

7. What is a *stalemate*? How did the combination of trench warfare and deadlier weaponry produce prolonged stalemates on the battlefield during World War I?

Great War Propaganda Teacher Page

Overview:

In this lesson, students will look at World War I propaganda posters from several countries. The posters reflect the various methods of persuasion used by both the Central Powers and Allies. These posters were intended to mobilize civilian support for the war effort in various ways, including recruitment for military service and volunteer organizations, conserving resources, and to keep morale high.

Objectives:

Students will:

- interpret the meaning of various propaganda images and slogans
- speculate about the goals, benefits, and broad implications of World War I propaganda
- compare propaganda both from World War I with contemporary propaganda

Web Sites Used in this Lesson:

The poster database can be found on the “Trenches on the Web” site at <http://www.worldwar1.com/posters.htm> with additional information and posters available through the Hyder Collection from the University of Texas at <http://www.law.utexas.edu/hyder/posters/>.

Strategies:

Have the class try to come up with a consensus definition of “propaganda.” Pose these questions: "How is propaganda used to sway the emotions of citizens? What are some examples of propaganda used today? How effective do you think these methods are?"

Distribute handout to students. Have students review the posters on the Web site and answer the questions.

Wrap-Up:

Discuss students’ answers and have them share comparisons between the forms of propaganda used during the World War I era and contemporary forms of influence. Ask students “During the course of the 20th century, how did changing technology influence the forms taken by propaganda and other methods of persuasion?”

Extension Activities

1. Students assume the role of Propaganda Minister for one of the countries involved in World War I (e.g., an agency similar to the Committee on Public Information in the U.S.). Ask them to work individually or in teams to develop an original propaganda poster using the following criteria:
 - Clearly identify the country they choose to represent through symbols, colors, or other easily identifiable, country-specific graphics
 - Develop an original slogan that delivers the message of the poster in a very succinct manner
 - Make it easy for their intended audience to distinguish what type of poster it is (victory, recruitment, identifying/denigrating the enemy)
2. Obtain a present-day advertisement from any mass-media source and have students analyze the ad to identify the central theme of the message. They should interpret the meanings of key phrases and assess the goals of the advertiser. (An election year mailer may be a good alternative to a magazine ad). Ask students to compare and contrast modern ads with those from the early 20th century.

Great War Propaganda Student Worksheet

Introduction:

From the beginning of the war, both German and British propagandists worked hard to win sympathy and support in the United States, since they knew that American entry into the conflict would most likely tip the balance of power. Once engaged in the war, the United States organized the Committee on Public Information, an official propaganda agency charged with mobilizing American public opinion. This committee proved highly successful, particularly in the sale of Liberty Bonds.

Homefront propaganda was designed to persuade citizens to take an active part in the war effort. It also encouraged the purchase of war bonds, as well as donations of scrap items and the conservation of fuel and resources for military needs. Other poster themes included recruitment posters that encouraged citizens to enter into military and volunteer services, victory posters designed to boost morale, and posters that either denigrated the enemy or helped people avoid doing things that might inadvertently help the enemy.

All web links for this lesson can be found at:

<http://www.socialstudies.com/worldlinks.html>

Directions:

“They Shall Not Pass” and “Are YOU in this?” posters

Go to <http://www.worldwar1.com/posters.htm> and answer the following questions:

1. A French poster at <http://www.worldwar1.com/post009.htm> reads, “They Shall Not Pass.” What kind of poster is this? What message is this poster attempting to convey with its slogan?
2. A British poster at <http://www.worldwar1.com/post001.htm> reads, “Are YOU in this?” Who is the intended audience for this poster? What message is the poster attempting to convey with its slogan?
3. What graphic elements and symbols used indicate the country of origin of each poster?

4. How is the technology of the period reflected in the poster art?

5. What do you think countries hoped to accomplish by creating these posters?

6. What kind of impact do you think the messages of the posters had on people's daily lives?

7. What tangible benefits might countries have obtained by using propaganda posters?

8. What are the similarities and differences in the way the Allied powers and the Central Powers used poster propaganda?

9. In your opinion, was poster art an effective means of communication? In a few sentences, explain why or why not.

10. What forms of media are used today to influence individuals? Do you think they are more effective or less effective than the poster art of the World War I period?

American Isolationism Shattered Teacher Page

Overview:

When war erupted in Europe in 1914, President Woodrow Wilson issued a proclamation of neutrality. But in the realms of both official policy and public opinion, neutrality proved difficult to sustain. Wilson wanted neutrality so that the U.S. could maintain full trading rights with all the belligerent powers. Britain and Germany had different ideas. British restrictions on American trade elicited repeated complaints, and the damage inflicted by German submarines escalated and resulted in the loss of American lives. When German u-boats sank the British passenger liner *Lusitania* on May 7, 1915, 128 Americans died; Wilson broke off diplomatic relations with Berlin, but declined to ask Congress for a declaration of war.

In March of 1917, German Foreign Minister Arthur Zimmerman proposed a German-Mexican alliance against the United States. Mexico's reward would be the recovery of territory it had lost in Texas, New Mexico, and Arizona. The discovery of the telegram in which Zimmerman made this proposal infuriated Americans. Wilson, who was reelected in November 1916 on the slogan "He kept us out of war," asked Congress on April 2nd for a declaration of war.

Objectives:

Students will:

- understand what neutrality means with regard to foreign policy
- assess America's reasons for wanting to remain isolated from the war
- track the sequence of events leading up to the American entrance into the war
- speculate on what Germany's goals were in abandoning neutrality toward the U.S. and trying to form an alliance with Mexico
- interpret the broad implications of the Zimmerman telegram

Web Sites Used in this Lesson:

Information about the sinking of the *Lusitania* can be found at
<http://www.lib.byu.edu/~rdh/wwi/1915/lusitania1.html>

The Zimmerman telegram is located at
<http://www.nara.gov/education/teaching/zimmermann/telegram.jpg>

The Zimmerman telegram is also available as a reproducible handout in the Appendix.

Strategies:

Review the definitions of neutrality and isolationism, and discuss why many Americans favored neutrality.

Distribute handout to students.

Wrap-Up:

After students have completed the worksheet, discuss specific details related to the Zimmerman telegram. Come to a consensus about what might have motivated Germany to act against the U.S.

Ask students, “Do you think that submarine warfare or the Zimmerman telegram was more instrumental in getting the U.S. to enter the war? Given the combination of these two factors, do you think Wilson had any other option but to enter the conflict?”

Extension Activities:

1. Ask students to locate England, Germany, Mexico, and Japan on a world map or globe. Direct students to indicate on the map or globe the territory offered by the Germans to the Mexicans in the telegram. Ask students “What geographical advantages might the Germans have gained by Mexican entry into the war?”
2. Ask students to research other documents that have changed the course of 20th-century history such as the Pentagon Papers or the Wannsee Protocol. They should compare and contrast the effects of the Zimmermann telegram and the document they choose, and highlight the national or global effects each document caused.
3. Ask students to assume the role of an American diplomat in 1917 and have them write a response to the Zimmerman telegram using diplomatic language.

American Isolationism Shattered Student Worksheet

Introduction:

Between 1914 and the spring of 1917, the European nations engaged in war but the United States remained neutral. Frustrated over the effectiveness of the British naval blockade, in February, 1915, Germany broke the Sussex pledge, in which it had promised to limit submarine warfare. In response to this, the United States severed diplomatic relations with Germany.

In January of 1917, British cryptographers deciphered a telegram from German Foreign Minister Arthur Zimmermann to the German Minister to Mexico, von Eckhardt, offering United States territory to Mexico in return for joining the German cause. This message helped end American isolationism and draw the United States into the conflict. On April 6th, 1917, the United States Congress formally declared war on Germany and its allies.

All web links for this lesson can be found at:

<http://www.socialstudies.com/worldlinks.html>

Directions:

The First *Lusitania* Note to Germany

Go to <http://www.lib.byu.edu/~rdh/wwi/1915/lusitania1.html>

Answer the following questions about this primary source:

1. What tone did President Wilson use in his letter to the German government after the sinking of the *Lusitania*? Why do you think he adopted this tone?
2. What do you think President Wilson meant by the phrase “the spirit of modern warfare”? How exactly did he believe that Germany had violated this?
3. What would you say were Wilson’s three main concerns about Germany’s use of submarine warfare?

The Zimmerman Telegram

Now go to <http://www.nara.gov/education/teaching/zimmermann/telegram.jpg> and answer the following questions:

4. How might Mexico have benefited by siding with Germany?

5. What was Germany referring to when they stated they are using “ruthless employment of our submarines” against Britain, and what was their goal in doing so?

6. What was the role of Japan referred to in the telegram?

7. How might have events in 1916 and 1917 contributed to the impact the Zimmerman telegram would have on the American public?

8. Do you think the United States would have entered the war if the Zimmerman telegram had not been revealed?

9. Do you think President Wilson, whose 1916 reelection slogan was “He kept us out of war,” violated the trust of the people who voted him back into office by entering the war? Give evidence to support your position.

The Treaty of Versailles and the League of Nations Teacher Page

Overview:

The struggle between President Woodrow Wilson and senators such as Henry Cabot Lodge, who had reservations about U.S. membership in the League of Nations, is one of the classic battles in the history of the American politics. This lesson focuses on the contentious arguments between Wilson and Lodge over the Treaty of Versailles. Lodge strongly denounced the treaty, especially Article Ten, which called upon the U.S. to support the establishment of a League of Nations. Although President Wilson campaigned vigorously in favor of the League, in March, 1920, the Senate voted against ratifying the treaty.

Objectives:

Students will:

- assess the goals, benefits, and broad implications of Wilson's plan for the postwar period.
- understand opposing viewpoints with respect to the establishment of the League of Nations.
- interpret and debate the meaning of statements used in speeches for and against the ratification of the Treaty of Versailles and establishment of the League of Nations

Web Sites Used in this Lesson:

President Woodrow Wilson on the League of Nations can be found at <http://www.mtholyoke.edu/acad/intrel/ww38.htm>

Henry Cabot Lodge's reservations with regard to the Treaty and League of Nations, and subsequent Senate responses to the reservations is located at <http://www.mtholyoke.edu/acad/intrel/doc41.htm>

Strategies:

Review the Treaty and President Wilson's Fourteen Points, focusing in particular on the establishment of a League of Nations.

Show students the political cartoon at <http://rutlandhs.k12.vt.us/jpeterso/MOREWW1/TIEDUP.JPG>. (The cartoon is also available as a reproducible handout in the Appendix). Discuss the action depicted in the cartoon and the message it conveys.

Distribute handout to students. Have students answer questions one and two only using the first Web site. Briefly discuss the answers to these questions, then have students complete the rest of the worksheet using the second Web site.

Wrap-Up:

After students have completed the worksheet, ask them “What do you think Wilson’s most important long-term goal was?” and “What do you think Lodge’s most important long-term goal was?”

Extension Activities:

1. Have students write a letter to President Wilson or Senator Lodge stating why they approve or reject their stand on the ratification of the Treaty of Versailles and the establishment of the League of Nations.
2. Research the opinions, debates, and discussions of other signatory nations to the Treaty and compare their comments and reservations to those of the U.S.
3. Have students compare the League of Nations and the United Nations, then ask them the following question: “In your opinion, has the UN during its existence been successful at preventing international conflicts?”
4. Have students research contemporary world affairs issues (e.g., the rejection of the Kyoto Protocol, The Strategic Arms Limitation Agreements, etc.) over which Congress and the President have disagreed, then report their findings to the class.

The Treaty of Versailles: The League of Nations Student Worksheet

Introduction:

The Treaty of Versailles and President Wilson's Fourteen Points faced enormous opposition on many fronts. On the international scene, European nations were bent on vengeance against Germany. In the U.S., senators like Henry Cabot Lodge and Alfred Beveridge strongly denounced the treaty, especially Article Ten, which called upon the U.S. to support the establishment of a League of Nations, an international alliance for the preservation of peace. Although President Wilson campaigned vigorously in favor of the League, in March, 1920, the U.S. Senate voted against ratifying the treaty, and consequently the U.S. did not become a part of the League of Nations.

All web links for this lesson can be found at:

<http://www.socialstudies.com/worldlinks.html>

Directions:

Woodrow Wilson: The League of Nations

Go to <http://www.mtholyoke.edu/acad/intrel/ww38.htm>

Answer the following questions about this primary source:

1. What does Wilson mean when he says that the treaty is “not a straitjacket but a vehicle of life” and that “it is elastic”?
2. In what ways did Wilson believe that the league “can be used for cooperation in any international matter”?

The Senate and the League of Nations

Go to <http://www.mtholyoke.edu/acad/intrel/doc41.htm>

Read the first section (Henry Cabot Lodge: Reservations with Regard to the Treaty) and answer the following questions.

3. To whom does the Treaty give executive decision-making power? In whom does the Senate want this power to rest?

4. What is the basis of Henry Cabot Lodge's opposition to the president and reservations with regard to the Treaty of Versailles?

Now, use the information in "II. Senate Debate" to answer the following questions:

5. In the White House letter dated 18 November, 1919, the president refers to the reservations stipulated by Lodge with regard to the treaty, stating that "the resolution in that form does not provide for ratification but, rather, for the nullification of the treaty." What does he mean by this?
6. How does the Monroe Doctrine come into play in the arguments established in Congress?
7. What are Senator Robinson's main objections to Lodge's stipulations for ratifying the treaty?
8. If the United States had joined the League of Nations, do you think World War II would have occurred? Why or why not?

Culminating Activities

1. Assign a formal essay on the following question, “How did World War I become a world war and not just a European war?” Students must support their arguments by citing at least three of the primary source documents from within this unit. To assess this, you can use the essay rubric in the Appendix.
2. Have students search additional Web sites and locate a single primary source that they think best exemplifies one of the following:
 - the impact of the diplomacy on warfare
 - the impact of World War I on industry
 - the impact of World War I on the rise of fascism and World War II
 - other forms of propaganda used prior to and during the war
 - participation of colonies in the war to help support their “mother” countries

If time permits, students should make a five-minute oral presentation defending their chosen source. If students choose a written document, they should summarize the content for the class before defending their selection; if students choose an image, have them show it to the whole class; if they choose an audio or video clip, have them play it for the class.

A rubric for evaluating an oral presentation is available in the Appendix.

3. Divide students into groups based on each of the topics of the units in this lesson. Ask students to write a documentary script about the topic. Instruct them to include information from the primary sources provided, as well as other relevant information related to their assigned topic. If possible have students film the documentary.
4. Read first-person accounts of the Great War. Using these accounts as models, tell students to imagine they were soldiers in the war and write a personal account of how they might have felt and what they might have been thinking about “current” events.

Good sources for first-person accounts are:

- *All Quiet on the Western Front* by Erich Maria Remarque
- *Yanks: The Epic Story of the American Army in World War One* by John S. D. Eisenhower
- *The Storm of Steel: From the Diary of a German Stormtroop Officer on the Western Front* by Ernst Junger

APPENDIX

Answer Key

Lesson 1:

1. They were cousins and friends.
2. Cordial, somewhat affectionate, yet with a sense of urgency regarding the matter at hand.
3. Russian Bolshevik insurgence, pre-Revolutionary issues
4. Russia should “remain a spectator.”
5. Russia mobilizing its troops along the country’s western border
6. Put strong pressure on Austria to come to an understanding
7. His mediation, trying to keep Austria-Hungary from taking action against Serbia, which would draw Russia into the conflict.
8. Both monarchs recognized their “Obligatory” responsibility to uphold the alliances they had made and thus enter into conflict on opposite sides.
9. Answers will vary.

Lesson 2:

1. He claims that all the major powers in Europe are increasing the amount of cavalry in their armies, and also spending more time training them in spite of the fact that cavalry is three times more costly to train and equip than infantry units.
2. He believes that the cavalry, as some of the best-trained soldiers, can overwhelm inexperienced infantry with rifles during the heat of battle; he also claims that fatigue from marching, poor weather, and lack of food work to the cavalry’s advantage. He claims that infantry troops do not receive enough training to provide them with the discipline they need to defeat veteran cavalry troops.
3. Horses were not important in combat. They were used mainly for pulling heavy equipment such as artillery, supply wagons, and ambulances.
4. Answers will vary.
5. Answers will vary, but should express the idea that straight-on attacks like those used in the 19th century were easily mowed down by technically superior machine guns and artillery; armies adapted by utilizing trench warfare.
6. Answers will vary.
7. Situation with no potential winners/Answers will vary.

Lesson 3:

1. Victory/boost morale
2. Home front/all citizens must do their part for the war effort
3. National emblems, flags, colors; other answers are possible.
4. Graphics of military uniforms, equipment, etc.
5. Influence citizens towards and against ideas, as well as pitching in for the “cause”
6. Answers will vary.
7. Economic and social gains, e.g., nationalistic spirit, collection of scrap materials for the war effort, etc.

8. Answers will vary.
9. Answers will vary.
10. Movies, newspapers, magazines, radio/Answers will vary.

Lesson 4:

1. Respectful, yet authoritative
2. Idea that “civilized” nations can conduct war under rules of [as is later stated in the letter] “fairness, reason, justice, and humanity, which all modern opinion regards as imperative.”/Germany violated this by establishing a “war zone” at sea in which all non-German ships will be sunk.
3. Responses will vary, but possibilities include loss of American lives, violation of the “sacred freedom of the seas,” use of military tactics Wilson considered “inhumane,” infringement of the “rights” of U.S. Shipmasters and citizens, the “destruction of commerce,” or undermining the accepted concept of neutrality in war.
4. Germany promised them financial support, as well as territory in Texas, New Mexico, and Arizona.
5. Germany was using unrestricted submarine warfare to end the war swiftly.
6. Territorial gains
7. Ships sunk, including *Lusitania* & Sussex/Sussex Pledge
8. Answers will vary.
9. Answers will vary.

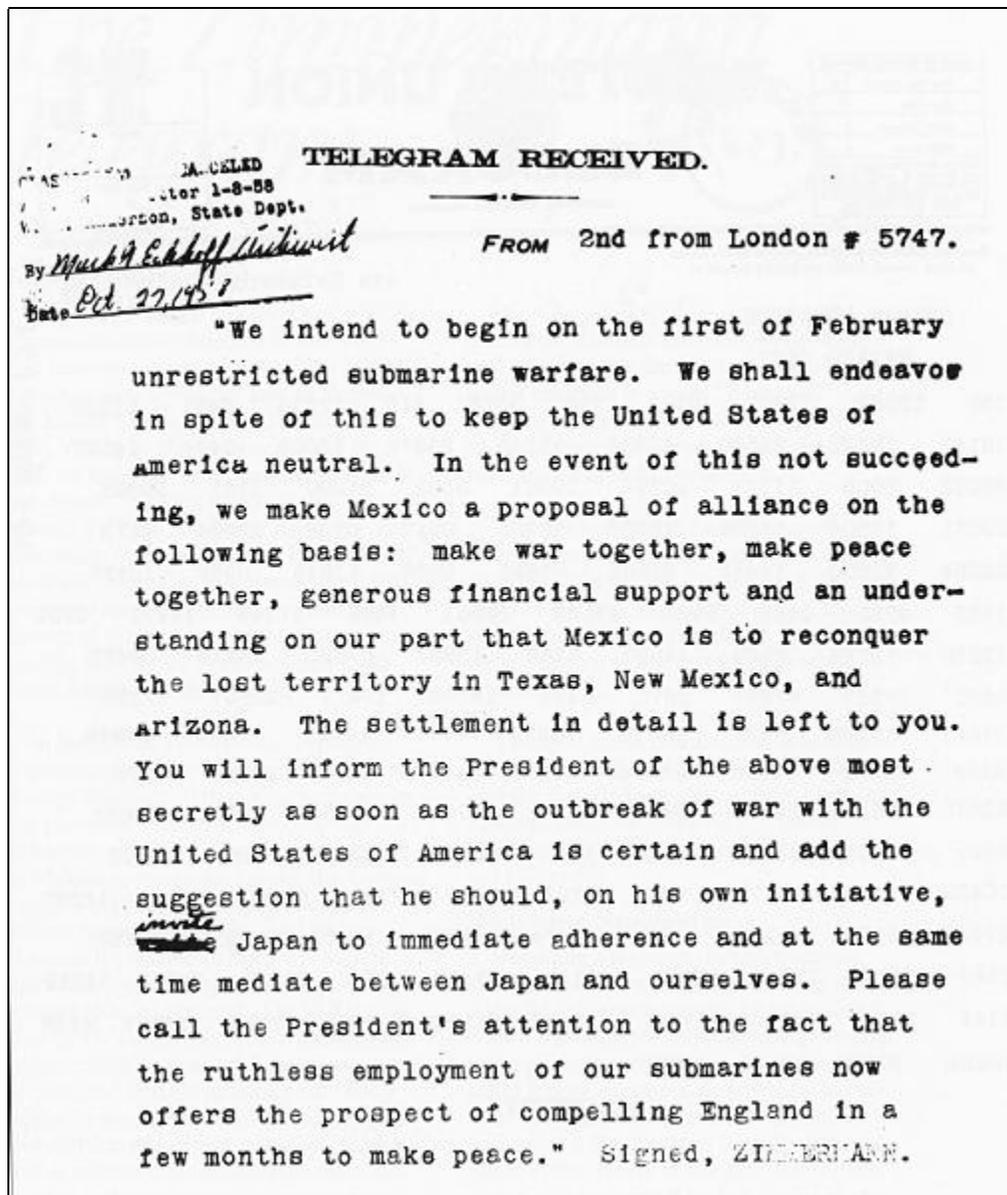
Lesson 5:

1. It would not be something that would limit America’s sovereignty, but instead would be a “vehicle in which power may be varied at the discretion of those who exercise it and in accordance with the changing circumstances of the time.
2. World labor conditions, public access to knowledge of impending threats, mandatories/colonies may be better served, and mistakes which preoccupied officials had admittedly made might not be repeated.
3. The secretary general of the League/Congress
4. In general, he doesn’t want the treaty to obligate the U.S. to do anything it doesn’t want to do. For example, he does not want the U.S. to be obligated to “preserve the territorial integrity or political independence of any other country” or to “employ the military or naval forces of the United States under any article of the treaty for any purpose.” The rest of Lodge’s statement here basically enumerates more of these undesired obligations.
5. There are so many stipulations that the Senate’s “acceptance” essentially amounts to a rejection of the treaty.
6. There are fears that the treaty will compromise the Monroe Doctrine, limiting the nation’s ability to take action and thus posing a threat to U.S. sovereignty.
7. Among other things, Robinson feels that these stipulations are unconstitutional because they allow the treaty to be abrogated by a resolution of congress, and they infringe upon the executive branch’s power to make treaties. He also feels that the stipulation requiring three of the four “principal allied and associated powers” to sign

the treaty before U.S. ratification can take effect is essentially impossible since none of these countries would possibly agree to any of the other stipulations.

8. Answers will vary.

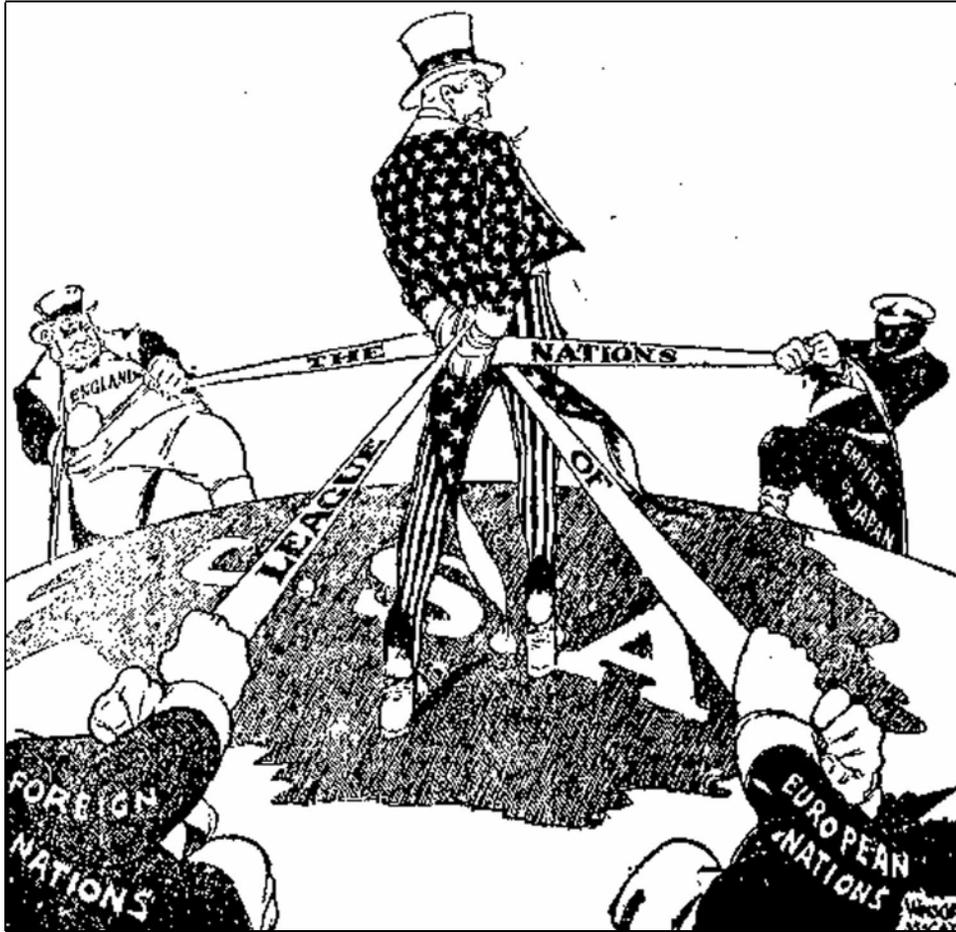
American Isolationism Shattered



"The Zimmerman Telegram"

<http://www.nara.gov/education/teaching/zimmermann/telegram.jpg>

The Treaty of Versailles: The League of Nations



“All Tied Up”

<http://rutlandhs.k12.vt.us/jpeterso/MOREWW1/TIEDUP.JPG>

Related World War I Web Sites

The World War I Document Archive

Volunteers from the World War I Military History List (WWI-L) assembled this archive of primary source documents from World War I. Documents in the archive range from memorials and personal reminiscences to conventions, treaties, and other official papers. For convenience, visitors to the archive can also find documents categorized by year. In addition, the Web site includes a World War I biographical dictionary and an image archive. The “Special Topics and Commentaries” section features original work by World War I historians on such topics as “The Maritime War” and “The Medical Front”.

<http://www.lib.byu.edu/~rdh/wwi/>

PBS on the Great War

Highlights of this companion Web site to the PBS television series *The Great War and the Shaping of the 20th Century* include an interactive timeline, comprehensive interviews with world-renowned historians, and an interactive gallery of maps and locations related to events of World War I. Source materials and related Web sites used to research each episode of the series are listed in order to give visitors leads on conducting their own historical research on the Great War.

<http://www.pbs.org/greatwar/>

The Complete Text of the Treaty of Versailles

The full text of the Treaty of Versailles is the cornerstone of this Web resource page compiled by Steve Schoenherr of the University of San Diego. Conveniently organized by section, the text of the treaty is laid out in plain text allowing for easy reproduction. Maps, charts, photos, and cartoons related to the Treaty are also featured on the site as well as links to related Web sites.

<http://history.acusd.edu/gen/text/versaillestreaty/vercontents.html>

League of Nations Fight: A Chronology

Created by Steve Schoenherr of the University of San Diego, this detailed timeline chronicles the creation of the League of Nations. Beginning on November 11, 1918, with the armistice that ended the war in Europe and ending on October 18, 1921, with the ratification of treaties with Germany, Austria, and Hungary, the chronology carefully lays out the relevant events in the “League of Nations Fight.” Contemporary political cartoons and maps from *The Literary Digest* interspersed within the timeline supplement the meticulous listing of events.

<http://history.acusd.edu/gen/WW2Timeline/1919League2.html>

The Center for Legislative Archives

Visitors to the National Archives and Records Administration’s Center for Legislative Archives Web site can search for primary source documents related to World War I among the collections of records of the U.S. Congress. The archives date all the way back to the first Congress and now include special collections of congressional research interviews conducted by historians, journalists, and political scientists.

<http://www.nara.gov/nara/legislative/>

LAST VOYAGE OF THE *LUSITANIA*: National Geographic. On May 7, 1915 off the coast of Ireland, German submarine *U-20* torpedoed the *Lusitania*, sinking the great liner and dooming nearly two-thirds of the 1959 people aboard. What led Germany to attack a civilian vessel? Was the *Lusitania* carrying a secret cargo of munitions? Why did the ship sink in less than 20 minutes? Join explorer and scientist Robert Ballard—discoverer of *R.M.S. Titanic* and *Bismarck*—as he probes the wreckage in a mini-sub, seeking answers that could rewrite history. Closed captioned. Color. 60 minutes. National Geographic Society. ©1994.

VS291V **VHS videocassette** **\$19.98**

THE FIRST WORLD WAR. By Andrew Wrenn. Using simple language and sticking to essential facts, this overview of the Great War is nevertheless not simplistic. An inquiry-based approach (investigations alternate with background briefings and reviews) leads students to question, for instance, how propaganda was used in the war, what the consequences of German submarine warfare were, why the Gallipoli campaign failed, and why Germany lost the war. Superb campaign maps, primary source quotes, and plentiful illustrations give a strong sense of the period. **Note:** Published in England, this book’s British perspective does not diminish its value for U.S. classrooms. Grades 6–12. Index. 8½" x 10½". Cambridge. 64 p. ©1997.

CAM362 **Paperback** **1-4 copies \$15.95 each**
5 copies and over \$14.35 each

UNDERSTANDING WORLD WAR I. From Bismarck to Hitler, this concise overview spells out the background for World War I, the course of the fighting, America’s entry into the struggle, and how Germany’s humiliation at the peace table sowed the seeds for the Nazi rise to power and another world conflict. The video consists almost entirely of original film footage skillfully edited and enhanced with large center-screen captions, animated color maps, still photos, music, and sound effects. Clear narration and graphics make the program especially suitable for taking notes. In addition, teachers (or students) can easily prepare viewing sheets with questions, vocabulary, and topics for research. Grades 8–12. Black-and-white and color. 24 minutes. Educational Video Network. ©2001.

EU108V **VHS videocassette** **\$59.95**

VERSAILLES TREATY. A simulation of the peace conference which ended World War I, with nine “delegations” negotiating for territory, reparations, military regulations, and the League of Nations. Students compare their “treaty” to what was actually produced. The reproducible student material is suitable for grades 10 and up.

STM513 **Game booklet** **\$3.50**
STM513E **Downloadable eBook** **\$2.80**