



World War I

GRAPHIC ORGANIZER ACTIVITIES

Major Moments of World War I

Fill in the blanks in the boxes on the left and then link them to their appropriate terms on the right.

Authorized by Congress and purchased by Americans to provide money for loans to the _____. They raised more than \$ _____.

Selective Service Act

Could also be called a truce. This occurred after the _____, facing food _____ and heavy military losses, surrendered to the _____ terms. The Great War had ended.

armistice

The name of a British _____ liner sunk by a U-boat in May 1915. Nearly 1,200 people, including 128 Americans, were killed.

nationalism

One of the main forces for German unification. The idea during the _____ that a specific nation, language, or _____ was superior to all others.

trench warfare

Passed on May _____. Required men between 21 and 30 to register for the armed _____ forces draft. Of the men who served during the war, almost 3 million were _____.

Liberty bonds

Both the French and the _____ turned to this system of fighting. Its strategy is defending a position by fighting from the protection of deep ditches. This strategy brought many _____ problems.

Lusitania

SECTION**1****Chapter 22****Lecture Notes****World War I****The Road to War****ASK THE STUDENTS...**

to look up and learn the following vocabulary terms:

nationalism, militarism, balance of power, mobilize, Triple Alliance, Triple Entente, Franz Ferdinand, Nicholas II, Central Powers, Allied Powers, Wilhelm II, First Battle of the Marne

I. Causes of War (Objective 1, pp. 668–669)

A. _____ —the belief that a specific nation, language, or culture is superior to all others

1. Swept through Europe in the 1800s
2. Led German states to join together in 1871 to form the German Empire
3. Tended to divide the Austro-Hungarian Empire, which included people of many and language groups
4. _____ an independent Slav nation, wanted Slavs in _____ to break away and form a Slavic empire.
5. _____ supported Serbia's goal.
6. Austria-Hungary regarded Slavic nationalism as a major problem.

B. Imperialism increased tensions between European powers as they built their empires.

1. _____ —building up large militaries in preparation for war and allowing military values to have a strong influence on society
2. As Europe armed, nations sought allies in order to build a _____ of power—a situation in which the strength of rival alliances is nearly equal.
3. **Triple Alliance**—alliance of Austria-Hungary, Germany, and _____
4. **Triple Entente**—alliance of _____, France, and _____
5. The existence of competing alliances created an unsteady balance of power in Europe.

ASK THE STUDENTS...

What effect did nationalism have on Europe?

Nationalism brought some groups such as the Germans together, but it divided empires such as Austria-Hungary, which had people of many different nationalities and languages.

World War I, Section 1, continued

II. The Spark (Objective 2, p. 670)

A. Relations between Austria-Hungary and Serbia worsened.

B. Franz _____

1. Archduke who was heir to the throne of Austria-Hungary
2. Visited Sarajevo, capital of Bosnia and Herzegovina
3. Assassinated by a Serbian nationalist on June 28, 1914
4. _____ declared war on Serbia the following day.

C. The Great War Begins

1. Russia had agreed to defend Serbia.
2. Russian Czar Nicholas II decided to _____, or prepare, his military for war.
3. In keeping with the alliance agreements, other European nations prepared for war.
4. The Great War, later known as _____ had begun.

ASK THE STUDENTS...

How did the alliance system contribute to the coming of the Great War?

Because nations honored their alliance commitments, the assassination in Serbia quickly led to a war involving many European nations.

III. Europe Goes to War (Objective 3, p. 671)

A. _____ Powers—Austria-Hungary, Bulgaria, Germany, and the Ottoman Empire

B. _____ Powers—Britain, France, Russia, and later Italy

C. The Early Days of the War

1. Wilhelm II—German kaiser who believed the war would end _____
2. Schlieffen Plan—German plan to strike _____ by sending troops through Belgium
3. First Battle of the Marne—French troops forced a German retreat just 25 miles from Paris, the French capital
4. _____ front—battle line between French and German troops that reached from Switzerland to the North Sea
5. _____ front—battle line between Russia and the Central Powers that extended from the Black Sea to the Baltic Sea
6. By September 1914, most observers realized the war would not end quickly.

ASK THE STUDENTS...

Why was the First Battle of the Marne a significant battle?

The French would have suffered a severe blow had they lost Paris to the Germans.

Word wall section 1 continued

ii. The Spark (Objective 2, p. 670)

A. Relations between Austria-Hungary and Serbia worsened.

B. France

1. Serbia had agreed to the terms of Austria-Hungary

2. Visited Sarajevo, capital of Bosnia and Herzegovina

3. Assassinated by a Serbian nationalist on June 28, 1914

C. The Great War Begins

1. Russia had agreed to defend Serbia

2. Russian Czar Nicholas II declared war on Austria-Hungary to support Serbia
3. In response, other European nations entered the war

4. The Great War, later known as World War I, had begun.

ASK THE STUDENTS

How did the alliance system contribute to the coming of the Great War?

Because nations honored their alliance commitments, the assassination in Serbia quickly led to a war involving many European nations.

iii. Europe Goes to War (Objective 3, p. 671)

A. Germany, France, Britain, Russia, and the Ottoman Empire

B. Powers—British, France, Russia, and later Italy

C. The Early Days of the War

1. Germany had a plan to attack France through Belgium
2. Schlieffen Plan—German plan to attack France through Belgium

3. The plan of the Schlieffen Plan failed because the British entered the war from Paris, the French capital

4. front—battle line between French and German troops that stretched from Belgium to the North Sea

5. front—battle line between Russia and the Central Powers that extended from the Black Sea to the Baltic Sea

6. By September 1914 most observers realized the war would not end quickly.

ASK THE STUDENTS

Why was the First Battle of the Marne a significant battle?

The French would have suffered a severe blow had they lost Paris to the Germans.

SECTION**2****Chapter 22**

Lecture Notes

World War I**Wilson and Neutrality****ASK THE STUDENTS...**

to look up and learn the following vocabulary terms:

trench warfare, no-man's-land, stalemate, U-boats, Lusitania, Sussex pledge, Arthur Zimmermann, Zimmerman Note

I. A New Kind of War (Objective 1, pp. 672–673)**A. Trench Warfare**

1. Armies fought from the protection of deep ditches to defend their positions.
2. The system of trenches on the western front extended for _____ miles.
3. **No-man's-land**—area between opposing trenches in which much of the fighting took place

B. Weapons

1. _____ fired 400 to 600 rounds per minute.
2. Huge guns fired artillery shells, some of which contained _____
3. New weapons included _____ and _____
4. **U-boats**—Germany's submarines caused heavy losses to Allied _____

II. A Military Deadlock (pp. 674–675)

- A. The war on the western front became a _____—a situation in which neither side can win a clear victory.
- B. Death totals from battles such as Verdun and the Somme reached almost 1 million.
- C. The War at Sea
 1. Each side depended on supplies brought by ships.
 2. The British navy cut off supplies headed for _____
 3. German U-boats sank ships carrying supplies for the Allies.

ASK THE STUDENTS...

Why were death tolls in World War I battles so high?

Students might note that weapons such as the machine gun and airplanes contributed to the high death tolls.

III. Wilson Campaigns for Peace (Objective 2, pp. 675–676)

World War I, Section 2, continued

- A. Wilson announced the United States would remain
- B. Trading with Europe
1. U.S. ships carried supplies to the warring nations.
 2. American _____ invested in European war bonds.
- C. Submarine Warfare
1. Rules of war required warships to _____ merchant ships rather than _____ them.
 2. Submarines, which were defenseless on the ocean's surface, often attacked first.
 3. _____ —British passenger ship sunk by a U-boat, resulted in some 1,200 deaths including _____ Americans
 4. Americans were outraged by the sinking of the *Lusitania*.
 5. _____ pledge—after sinking the French passenger ship *Sussex*, _____ agreed not to sink merchant ships without warning
- D. The Election of 1916
1. _____ candidate Charles Evans Hughes charged that Wilson had not defended American interests.
 2. Wilson won reelection, in part because he had avoided war. "HKUOOW"

ASK THE STUDENTS...

What does Wilson's reelection in 1916 reveal about attitudes toward the war?
Because Wilson's victory was in part the result of his having avoided war, students might note that Americans in general did not want to become involved in the war.

IV. Congress Declares War (Objective 3, p. 677)

- A. Germany resumed _____ (2 words) warfare in January 1917.
- B. A Secret Telegram
1. Arthur _____ —German foreign secretary who wrote a secret telegram proposing that _____ ally with Germany against the United States
 2. Zimmerman Note—publication of the secret telegram caused outrage among the American public
- C. Wilson asked for a declaration of war, which Congress gave on _____ (date)

ASK THE STUDENTS...

What effect did the return to unrestricted submarine warfare have on the U.S.?
Because it raised the possibility of more American deaths, the return to unrestricted submarine warfare led to the declaration of war.

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Lecture Notes

World War I

SECTION 3

Chapter 23

Americans Prepare for War

ASK THE STUDENTS...
 to look up and learn the following vocabulary terms:
 Committee on Public Information, George Eastman Espionage Act of 1917, Sedition Act of 1918, National War Labor Board

1. Helping the Public (CPI) (1917-1918)
 A Committee on

1. Created to help raise public support for the war effort

2. Used rallies, parades, and pamphlets to build public support
 B. Limiting Freedoms

1. Espionage Act of 1917, Sedition Act of 1918

2. Act of 1918—made it illegal to speak or write disloyally about the U.S.

ASK THE STUDENTS...
 The government did not want critics to undermine public support for the war effort

ii. Limiting the War Effort

A. Selective Service Act

1. Passed by Congress in May 1917

2. Required all men between ages 21 and 31 to register to be drafted

3. Exempted those who were already in the military

B. Official Americans

1. Initially limited to those who were already in the military

2. Expanded to include all Americans

3. Required all citizens to register to be drafted

4. Exempted those who were already in the military

Name _____ Pd _____

SECTION

3

Chapter 22

Lecture Notes

World War I

Americans Prepare for War

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

Committee on Public Information, George Creel, Espionage Act of 1917, Sedition Act of 1918, Selective Service Act, Liberty bonds, War Industries Board, Bernard Baruch, National War Labor Board

I. Rallying the Public (Objective 1, pp. 678–679)

A. Committee on _____ (CPI)

1. Created to help raise public support for the war effort
2. George _____—head of the CPI
3. Used rallies, parades, _____ and pamphlets to build public support

B. Limiting Freedoms

1. Espionage Act of 1917—punished people for aiding the enemy or refusing _____
2. _____ Act of 1918—made it illegal to _____ disloyally about the U.S. government, Constitution, or _____

ASK THE STUDENTS...

Why did the U.S. government enact laws that limited freedoms?

The government did not want critics to undermine public support for the war effort.

II. Mobilizing for the War (Objective 2, p. 679)

A. Selective Service Act

1. Passed by Congress in May 1917
2. Required all men between ages _____ to register to be drafted
3. Almost _____ million were _____ into the military

B. African Americans

1. Initially limited to _____ roles
2. Protests by the _____ led to the formation of some African American combat units.
3. Served in _____ units led by white officers
4. Faced continued discrimination in the United States

World War I, Section 3, continued

ASK THE STUDENTS...

What was military service like for African Americans?

They had to serve in segregated units and were led by white officers.

III. _____ in Wartime (Objective 2, p. 680)

A. In France

1. Some 25,000 women served in France as interpreters, _____, and typists.
2. Although not allowed in _____, some women worked as nurses and _____ drivers at the front.

B. At Home

1. Women filled _____ jobs and worked as clerks.
2. Some women such as Jane _____ opposed the war.

ASK THE STUDENTS...

In what ways did women contribute to the war effort?

Some women served in France, working as nurses and interpreters, while women at home filled jobs in industry and worked as clerks.

IV. Organizing for the War (Objective 3, pp. 680–681)

A. Raising Money for the War

1. Congress raised _____; and taxed business _____
2. _____ bonds—war bonds that raised some \$20 _____

B. Coordinating Production

1. **War Industries Board (WIB)**—created to oversee _____, and _____ of goods made by war industries
2. **Bernard _____**—head of the WIB

C. Labor

1. Allied demand for products, a labor shortage as men joined the military, and a decline in _____ combined to produce _____ wages for labor.
2. **National War Labor Board**—created to settle disputes between workers and management and to prevent _____

ASK THE STUDENTS...

Why was the War Industries Board created?

The WIB coordinated the activities of industries that produced war goods so that the war effort was run efficiently.

ASK THE STUDENTS...

They had to serve in segregated units and were led by white officers.

I. Some 12,000 women served in France as interpreters, and typists.

I. Although not allowed in front drivers at the front.

B. At Home

I. Women filled jobs and worked as clerks.

ASK THE STUDENTS...

Some women served in France working as nurses and interpreters while women at home joined the war effort.

IV. Organizing for the War (Objective 2, pg. 680-681)

A. Raising Money for the War

2. bonds—war bonds that raised some \$10

B. Coordinating Production

1. war industries board (WIB)—created to coordinate of goods made by war industries

2. Bernard—head of the WIB

I. Allied demand for products a labor shortage as men joined the military and a decline in wages for labor.

management and to prevent

ASK THE STUDENTS...

Why was the War Industries Board created? The WIB coordinated the activities of industries that produced war goods to turn the war effort into an efficient.

Americans "Over There"

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

armistice, American Expeditionary Force, Communists, Treaty of Brest-Litovsk, Second Battle of the Marne

I. The Americans Arrive (Objective 1, pp. 682–683)

A. The War in 1917

1. _____ occupied Belgium and part of France, and its navy was destroying Allied ships.
2. _____ was barely able to defend the eastern front.
3. **American _____ Force**—U.S. troops headed by General John J. _____ who arrived in France in 1917

B. The Eastern Front

1. **Communists**—people who seek the equal distribution of _____ and an end to all forms of _____ property—took control of the _____ government in 1917.
2. **Treaty of Brest-Litovsk**—peace agreement between Russia and the _____ Powers.

ASK THE STUDENTS...

1. How were the Allied Powers faring in 1917 before the United States entered the war?

The Allied Powers were faring poorly as Germany occupied parts of France and Belgium, successfully attacked Allied ships, and placed great pressure on the Russians on the eastern front.

2. What effect did the Treaty of Brest-Litovsk have on the German war effort?

The treaty, which ended the war on the eastern front, would allow Germany to move additional troops to fight on the western front.

II. The Final Battles (p. 683)

A. In early 1918 the Germans launched major attacks on the _____ front.

B. German Offensives

1. The advance on _____ stalled as German troops moved ahead of their supply lines.

World War I, Section 4, continued

2. _____ troops in northwestern France stopped a German offensive after 20 days.

ASK THE STUDENTS...

Why were the German offensives of early 1918 unsuccessful?

The advance on Paris faltered as German troops outpaced their supplies, and British troops halted the offensive in northwestern France.

III. Allies on the Attack (Objective 2, p. 684)

A. French and _____ troops pushed back a German offensive in the south.

B. The Last German Offensive

1. **Second Battle of the _____**—fought in mid-July 1918
2. Both sides suffered heavy casualties, and the Germans could not attack again.

C. The Allied Offensive

1. In the first assault conducted mainly by _____, U.S. troops defeated the Germans at Saint-_____
2. By _____ (date) Pershing's troops had broken through the enemy lines.

ASK THE STUDENTS...

Why was the Second Battle of the Marne a significant turning point in the war?

German casualties were so high the Germans could not launch another offensive.

IV. Armistice (Objective 3, p. 685)

A. Troubles in Germany

1. Germany and the other Central Powers suffered _____ riots and strikes.
2. Many soldiers deserted.
3. _____ sued for peace.

B. The End of the Great War

1. Kaiser _____ abandoned his throne, and Germany became a _____
2. Germans abandoned all occupied territory and agreed to let Allied troops occupy some German territory.
3. The armistice, or _____, ended the war at the _____ hour of November _____, 1918.

ASK THE STUDENTS...

Why did German leaders agree to an armistice in late 1918?

offensives had failed, troubles at home, wartime allies were abandoning them

Establishing Peace

ASK THE STUDENTS...

The determination regarding the Paris Peace Conference of Versailles

- 1. Europe after the War (OW) _____
- 2. The _____ lost more than 2 million soldiers, including some _____ Americans.
- 3. The _____ Power lost 1.4 million soldiers.

A Matter

1. The estimated cost of the war was more than \$ _____

2. _____ and _____

3. Germany's _____ of debt and food shortages

A. Some feared Europe's economic problems might lead to _____

- B. Wilson's _____ (p. 687)
- 1. Wilson's plan for the postwar world included _____ basic ideals.
- 2. He did not want a harsh peace settlement that might lead to _____
- 3. He wanted the right of _____
- 4. Called for a League of _____—an organization of nations that would settle _____

B. Opposition

1. France wanted to punish Germany, ensuring it could not again rise to power.

2. _____

ASK THE STUDENTS...

Why did some people _____

The war was _____ with punishing Germany than building a peace based on _____

Establishing Peace

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

self-determination, reparations, Fourteen Points, League of Nations, Treaty of Versailles

I. Europe after the War (Objective 1, pp. 686–687)

A. Human Cost

1. The _____ lost more than 5 million soldiers, including some _____ Americans.
2. The _____ Powers lost 3.4 million soldiers. #
3. Millions of civilians died in the Great War.

B. Money

1. The estimated cost of the war was more than \$ _____
2. _____ and _____ owed the United States billions of dollars.
3. Germany faced debts and food shortages.
4. Some feared Europe's economic problems might lead to _____ uprisings.

II. Wilson's _____ Points (p. 687)

A. The _____ Points

1. Wilson's plan for the postwar world included _____ basic ideals.
2. He did not want a harsh peace settlement that might lead to _____
3. Included the right of _____ —the right of people to decide their own political status
4. Called for a **League of _____** —an organization of nations that would settle disputes and maintain peace through _____ security

B. Opposition

1. France wanted to punish Germany, ensuring it could not again rise to power.
2. Many Americans agreed that Germany should be punished.

ASK THE STUDENTS...

Why did some Europeans and Americans reject Wilson's Fourteen Points?

They were more concerned with punishing Germany than building a peace based on international cooperation.

World War I, Section 5, continued

III. The _____ Peace Conference (Objective 2, pp. 688–689)

A. At the Peace Conference

1. President Wilson personally attended the peace talks.
2. _____ leaders refused to attend; the Central Powers were _____

B. Treaty of _____

1. Was the final peace settlement
2. Required Germany to pay _____—payments for damages and expenses caused by the war—of \$33 billion
3. Gave some groups the right of self-determination
4. Placed the former _____ of the Central Powers under Allied control
5. Created a League of Nations

ASK THE STUDENTS...

How did the Treaty of Versailles differ from Wilson's vision of the postwar world?
Although the treaty included the right of self-determination and a League of Nations, it was harsh in that called for Germany to pay billions in reparations.

IV. The League of Nations (Objective 2, p. 690)

- A. Assembly would include a representative from each _____
- B. Council would include _____ permanent members—Great Britain, France, Italy, _____, and the United States.
- C. Disputes would be submitted to the Permanent Court of International Justice, or _____
- D. Penalties for ignoring judgments were a ban on _____ and military force.

V. Peace without a Treaty (Objective 3, pp. 690–691)

A. Opposition to the Treaty

1. _____ worried that membership in the League of Nations would involve the United States too closely in European affairs.
2. Wilson tried to build public support by going on a speaking tour but suffered a _____ and never fully recovered.

- B. The Senate _____ the Treaty of Versailles, and the United States _____ the League of Nations.

ASK THE STUDENTS...

Why did some Americans reject membership in the League of Nations?
They feared membership would draw the United States into European conflicts.

III. The _____ Peace Conference (Objective 2, pp. 655-659)

1. President Wilson personally attended the peace talks.

2. _____ leaders refused to attend; the Central Powers were _____

I. Was the final peace settlement

2. Required Germany to pay _____—payments for damages and expenses

3. Gave some groups the right of self-determination

4. Placed the former _____ of the Central Powers under Allied control

5. Created a League of Nations

ASK THE STUDENTS...

How did the terms of the Treaty of Versailles affect the League of Nations? Although the treaty included the right of self-determination and a League of Nations, it was harsh in that it called for Germany to pay billions in reparations.

IV. The League of Nations (Objective 2, p. 690)

A. Assembly would include a representative from each _____

B. Council would include _____ permanent members—Great Britain, France, _____ and the United States.

C. Disputes would be submitted to the Permanent Court of International Justice, or _____

D. Penalties for aggressive judgments were a ban on _____ and military force.

V. Peace without a Treaty (Objective 2, pp. 690-691)

A. Opposition to the treaty _____

1. _____ worried that membership in the League of Nations would involve _____

the United States too closely in European affairs.

2. Wilson tried to build public support by giving speeches but suffered a _____ and never fully recovered.

B. The Senate _____ the Treaty of Versailles, and the United States _____

never joined the League of Nations.

ASK THE STUDENTS...

They feared membership would draw the United States into European conflicts.