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 Selective Service Act. They raised more than $_______________.

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.

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

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

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 ________________.

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.
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 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—allyance of Austria-Hungary, Germany, and _______
4. Triple Entente—allyance 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.
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.
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. 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. ____-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 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.
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*

1. 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.
SECTION 4
Lecture Notes
Chapter 22
World War I

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.
   ______ 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.
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 _______ 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...**
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.
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.


**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.*