

# *Historical Literacy Project*

**Unit Title: World War I**

**Designed by: Melissa Buchanan, Brian Nabb**  
**District: Smyrna School District**

**Content Area: US History**  
**Grade Level(s): 9-12**

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## **Summary of Unit**

The study of history is grounded in chronology. Historians rely on chronology to arrange events and ideas in history and to analyze and to explain change or lack of change over space and time. **Chronology** is the main way historians arrange events and trends in history to see patterns of continuity and change in history. Historical events happen at a specific time and location, and reflect the history, culture, and geography of the time and place in which they occur. Although each society is unique, certain trends and ideas recur across time and space. In addition, understanding the order of events is crucial if one is to understand the importance and meaning of those events.

Students need to learn how to organize what looks like a mess of historical records and information. Chronology is one tool, easily the most frequently used tool, to accomplish this end. But sometimes chronology does not help us as much as we would like. For example, mail service between the colonies and Europe was very undependable. Shipwrecks were fairly common, and many letters never arrived. A historian using correspondence between the colonies and England needs to be aware that the surviving letters probably are not all the letters that were sent.

Students can learn the concept of chronology (and its limitations) from all types of puzzles and situations. That is what historians do; they create a chronology, a logical sequence, out of chaos. Dates help in doing this, but many times the pictures or documents or artifacts are undated. The limitations of chronology come from its seamlessness. When is it possible to link events in a cause and affect relationship? Where do we begin to claim that an event caused or affected a later situation – ten years ago, a hundred years ago, five hundred years ago? And what do we put into our chronology and what do we leave out? Both questions are part of the judgments a historian makes while researching a topic, judgments that by definition are imperfect.

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## Stage 1 – Desired Results

(What students will know, do, and understand)

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### Delaware Content Standards

- Include those addressed in Stage 3 and assessed in Stage 2.

**History Standard One 9-12: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.**

### Big Idea(s)

- Transferable core concepts, principles, theories, and processes from the Content Standards.
- Historical Trends

### Unit Enduring Understanding(s)

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations.
- History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources, which are available at the time.
- The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.

### Unit Essential Questions(s)

- Open-ended questions designed to guide student inquiry and learning.
- Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?
- To what extent can we learn from studying historical responses to societal problems?

### Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

#### Students will know...

- The issues and events that led the United States into the First World War.
- How the war affected the United States and its people.
- The events of the First World War directly lead to the Second World War.

#### Students will be able to...

- Identify historical trends by examining historical material.
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## Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

### Suggested Performance/Transfer Task(s)

- Performance/transfer tasks as evidence of student proficiency

An effective assessment for ALL students should be designed to include:

- Complex, real-world, authentic applications.
- Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge).

### Essential Question Addressed:

- Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?
- To what extent can we learn from studying historical responses to societal problems?

**Prior Knowledge:** Now that you have studied the First World War and its effects on the United States and Europe you are ready to tackle this given task.

**Your Role:** You are a historian who must create a timeline of the events of World War I to be used in high schools around the country.

**Problem:** School districts want a concise timeline of events to use to teach the First World War and they have asked you to compile one.

**Your Task:** Create a timeline of events from World War I. You must choose the most important events that shaped the conflict in the following decades. After you have created your timeline answer the following questions:

- What are the key events that tell the story of WWI? What events cannot be left out?
- What events caused the most controversy and problems among the countries?
- What event(s) do you think are directly related to the start of World War II, The Great Depression, the Cold War, etc?
- For each event describe the event’s impact on future events. (Either in WWI or outside of WWI)

### Rubric(s)

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency.

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
- Provide opportunities for differentiation of the performance/transfer tasks used as evidence of student proficiency.

### Transfer Task Rubric:

Scoring Category For the Presentation	Score Point 3	Score Point 2	Score Point 1
The choice of events for the timeline.	The events that were chosen create an <b>accurate</b>	The events that were chosen create an <b>accurate</b>	The events that were chosen create an <b>inaccurate</b>

	timeline of events that <b>fully</b> describe the conflict of WWI.	timeline of events that <b>partially</b> describe the conflict of WWI.	timeline of events that <b>do not</b> describe the conflict of WWI.
Description of the event(s) that caused controversy and had effects in later decades.	The student gave a well-supported answer with multiple examples.	The student gave a <b>partially supported</b> answer with <b>few</b> examples	The student gave an <b>unsupported</b> answer with <b>no</b> examples
Description of each event's impact on the future.	The student gave a <b>well supported</b> answer with <b>multiple</b> examples	The student gave a <b>partial supported</b> answer with <b>few</b> examples	The students gave an <b>unsupported</b> answer with <b>no</b> examples
Content appropriate vocabulary	This presentation <b>consistently</b> used content appropriate vocabulary.	This presentation <b>minimally</b> used content appropriate vocabulary.	This presentation <b>did not</b> use content appropriate vocabulary.

**Total Score:** \_\_\_\_\_

**Above the Standard: 12 to 11**

**Meets the Standard: 10 to 8**

**Below the Standard: 7 and below**

### Other Evidence

- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations and supplements the evidence provided by the task).

### Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments).

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

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### Key Learning Events Needed to Achieve Unit Goals

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations.

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- Align with expectations of Stage 1 and Stage 2.
- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Include a wide range of research-based, effective, and engaging strategies.
- Differentiate and personalize content, process, and product for diverse learners.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

## **Lesson 1: America's Entry into the War**

### **Gathering Information**

#### **Essential Question:**

- How did Militarism, Imperialism, Alliances, and Nationalism cause a war in Europe?

Post the following warm-up question for the students to answer:

- What do you know about the First World War?

The students should answer this question on their own, attempting to recall anything they might have heard about the First World War. They don't have to have correct information at this point so encourage students to write anything they believe to be associated with the First World War.

Then distribute the Anticipation Guide (Handout #1) for World War I and have the students answer the question based on their knowledge of WWI. This will help to dispel any common misconceptions about the War and will be addressed once the lesson is finished.

There are four MAIN reasons a war erupted in Europe. For students to understand these reasons they must understand the terms associated with them.

M=Militarism

A=Alliances

I=Imperialism

N=Nationalism

Introduce these terms to the students and help them to define the words together as a class. Then have students complete a concept map (Handout #2) for each of these words. A concept map is a graphic organizer that will help students understand the essential attributes, qualities, or characteristics of a word's meaning. The students will identify the meaning of the word but also use the text to find historical examples of the word.

Distribute "*How and why did the war begin?*" (Handout #3)

- Ask the students to create a timeline of the events that lead to the outcome of World War I.
- While they are creating their timeline (and completing the concept maps) have the students look for the cause they believe started World War I. Have them highlight, underline or record the cause. Make sure they have an explanation why they think that to be the start of World War I.
- Once finished, have the students explain what they believe to be the cause of World War I. Create a think/pair share by asking the students to first share their answer with a partner and then have the partners share their answers with the entire class.

- There will be a wide variance of answers because they all lead back to the four MAIN causes. Without them, there would not be a war.

Check for Understanding:

- How did the MAIN causes contribute to a war starting in Europe? Explain your answer.

## Extending and Refining

### Essential Question:

- What does America want to remain neutral in the European war?
- What leads the US to declare war?

Post the following quotes for the students to analyze:

*"The effect of the war upon the United States will depend upon what American citizens say and do...The United States must be neutral in fact, as well as in name, during these days that are to try men's souls. We must be impartial in thought, as well as action..."*

President Woodrow Wilson (August 19, 1914)  
Elected 1912

Ask the students:

- Why would Wilson want America to remain neutral?
- What about the American population would make it difficult for them to choose a side in the war?

*"With a profound sense of the solemn and even tragical character of the step I am taking...I advise that the Congress declare the recent course of the Imperial German Government to be in fact nothing less than war against the Government and people of the United States...We are glad, now that we see the facts...to fight for the ultimate peace of the world and for the liberation of its peoples...The world must be made safe for democracy."*

President Woodrow Wilson (April 2, 1917)  
Re-elected 1916

Ask the students:

- What is the difference between these two quotes? What has stayed the same for Wilson and what has changed?
- After they have answered the first two questions: What must have happened for such a drastic change in his tone?

Have students examine the following documents (Handouts #4 A-E) to determine what lead the United States to declare war in 1917? For each cluster of documents, have the students determine:

- What in that folder could have lead America to war in 1917?
- What evidence encouraged United States neutrality? What discouraged the United States neutrality?

When finished have the students answer:

- What changed over time (from 1914-1917) for the United States to go from neutrality to war?

### Check for Understanding:

- Why did America want to remain neutral but what, in your opinion, was the most compelling reason that they US entered the war in Europe? Explain.

## Application:

### Essential Question:

- Despite the events that lead to American entry into WWI, there are numerous reasons why America joined the war. Why did America join the war?

(Adapted from [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=473](http://edsitement.neh.gov/view_lesson_plan.asp?id=473))

Have the students examine The Reasons the United States joined the war (Handout #5). Then in groups of 3-4 give the students each one of the reasons for America's Entry into war. Each group should complete the graphic organizer (Handout #6) for the perspective they are working on and they should determine, the reason and logic behind each argument and whom they believe the person is making the argument. Lastly, they should determine whether they agree with that person's logic or not.

Have the students present their perspectives so that all students are exposed to the different views and perspectives. Then have each determine which reason or reasons they believe to be the most compelling and what they believe their own belief to be.

**Check for Understanding:**

- What do you believe to be the reason that America entered the war in Europe? Explain your answer using examples from the lesson.

## **Lesson 2: The War's Effect on America**

### **Gathering Information**

**Essential Question:**

- How did the war begin to change America's economy?

Post the following information for the students to examine:

American exports to Europe in 1913= \$1.479 Billion Dollars

American exports to Europe in 1917=\$4.062 Billion Dollars

Ask the students:

- How could this increase in exports affect the United States economy? What changes might occur?
- Would anything stay the same?

Examine the following charts, graphs and primary sources (Handout #7 A-F) concerning the economy and the people in the United States during World War I. Have students determine what changes would occur to the United States and what things might stay the same. Have students complete the Handout #8 while analyzing the charts. All of the charts and graphs were taken from the source:

Citation: Rockoff, Hugh. "US Economy in World War I". EH.Net Encyclopedia, edited by Robert Whaples. February 10, 2008. URL <http://eh.net/encyclopedia/article/Rockoff.WWI>

Check for Understanding:

- What effect did World War I have on the economy of the United States? Explain.

### **Extending and Refining**

**Essential Question:**

- How did the economic changes affect the people of the United States?

Have the students choose one of the following people:

- Hollywood Star working for the war effort
- A woman working in the munitions factory
- An African American who participated in the Great Migration
- An American soldier in WWI

Then watch the film from Discovery Education: The History Game: Heroes of World War I. <http://player.discoveryeducation.com/index.cfm?guidAssetId=490CE406-090C-4167-BDEE-9D67B5FC0B72>

As the film is playing have the students gather information about their historical figure and their life during WWI.

With the information from the film and the information gathered in the previous lesson, have them determine what in their historical figures life would stay the same, and what would change for them. Then have them write a letter to a friend or loved one explaining the change and continuity of their life during World War I.

### **Check for Understanding:**

- How were American lives affected by World War I?

### **Application:**

#### **Essential Question:**

- Was the war a good thing for the United States and its people?

Have students read, The Effect of the War on the United States, Handout #9. This was taken from:

Citation: Rockoff, Hugh. "US Economy in World War I". EH.Net Encyclopedia, edited by Robert Whaples. February 10, 2008. URL <http://eh.net/encyclopedia/article/Rockoff.WWI>

While reading have the students create a T-Chart to determine what they believe to be positives and negatives of Americas involvement in the war. When finished, the students should return to the information gathered in the last two lessons and include that information into their T-Chart.

Check for Understanding:

- Do you believe World War I was a good thing for the United States? Include specific information from the war to support your answer.

## **Lesson 3: The War's End and the Treaty of Versailles** **Gathering Information**

### **Essential Question:**

- What did each of the Big Four want to accomplish at the Treaty of Versailles? How do their goals reflect the histories of the countries?
1. Have students create a word map for "**Peace Treaty.**" Discuss what leaders of countries are trying to accomplish through treaties. Remember WWI is known as "The War to End All Wars."
  2. Students should complete the graphic organizer "**Paris Peace Conference.**" The graphic organizer can be found at <http://www.choices.edu/resources/documents/LoNOrganizers.pdf>
  3. Have students complete the "**What they hoped for**" section of the organizer.
  4. Numbered pairs or the Jigsaw strategy would be helpful to complete the graphic organizer.

### **Extending and Refining:**

Essential Question:

- How did Europe change (and stay the same) because of the Treaty of Versailles?

- What problems did the Treaty cause in America that will lead to problems in the following decades?
1. Have students complete an **"Analyzing Perspectives"** graphic organizer for each of the Big Four. Divide students into four groups each representing a different country of the Big Four. Pick one spokesperson from each the groups to participate in a diplomatic meeting to explain what each of the Big Four would like to see represented into the treaty. Make sure students include Wilson's Fourteen Points, competing national concerns, historical state boundaries, and ethnolinguistic patterns.
  2. Utilize a **summarizing strategy** for students to explain the different perspectives and focus of each the countries. Really want students to see the self-centeredness of France and Italy.
  3. Have students complete the **Paris Peace Conference organizer** section **"How they reacted."**
  4. Display Article 2 of the Constitution that deals with process of signing a treaty. Have students complete an **Analyzing Perspectives** graphic organizer of how Senator Henry Cabot Lodge and the leading Republicans felt about the Treaty of Versailles and the League of Nations.
  5. Have students analyze the political cartoon "President proposes, Senate disposes." Have the student answer the question connected to the cartoon. The cartoon should include the senate and public sentiment opposing the "League of Nations" and the treaty along with the Constitutional authority given to the Senate to reject treaties.
  6. A Google earth overlay of how boundaries changed in Europe following the signing of the treaty can be found at [http://www.choices.edu/resources/supplemental\\_wilson.php](http://www.choices.edu/resources/supplemental_wilson.php)

### **Application:**

Essential Question :

- What are the overall effects of World War I on foreign relations?
1. Have students analyze the cartoons **"Rear View"** and **"Hitler's Party."**
  2. \$5 Summary (50 words) Use your "Peace Conference" graphic organizer and the message in the political cartoons to summarize the outcome of the Paris Peace Conference and the Treaty of Versailles.

## Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links).
- Help in identifying and correcting student misunderstandings and weaknesses.

[http://www.loc.gov/exhibits/treasures/images/at0058d\\_7s.jpg](http://www.loc.gov/exhibits/treasures/images/at0058d_7s.jpg)

[www.unitedstreaming.com](http://www.unitedstreaming.com)

Rockoff, Hugh. "US Economy in World War I". EH.Net Encyclopedia, edited by Robert Whaples. February 10, 2008. URL <http://eh.net/encyclopedia/article/Rockoff.WWI>

## Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

## Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in order to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21<sup>st</sup> Century Learning** – the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

## Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8<sup>th</sup> Grade Technology Literacy** – the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century. (SETDA, 2003)

## Content Connections

Content Standards integrated within instructional strategies

# World War I

## Anticipation Guide

### Handout 1

**Directions:** in the column labeled *Before Instruction*, write “agree” next to any statement with which you agree. Do the same in the column labeled *After Instruction* after we finish the unit.

*Before Instruction*  
*Instruction*

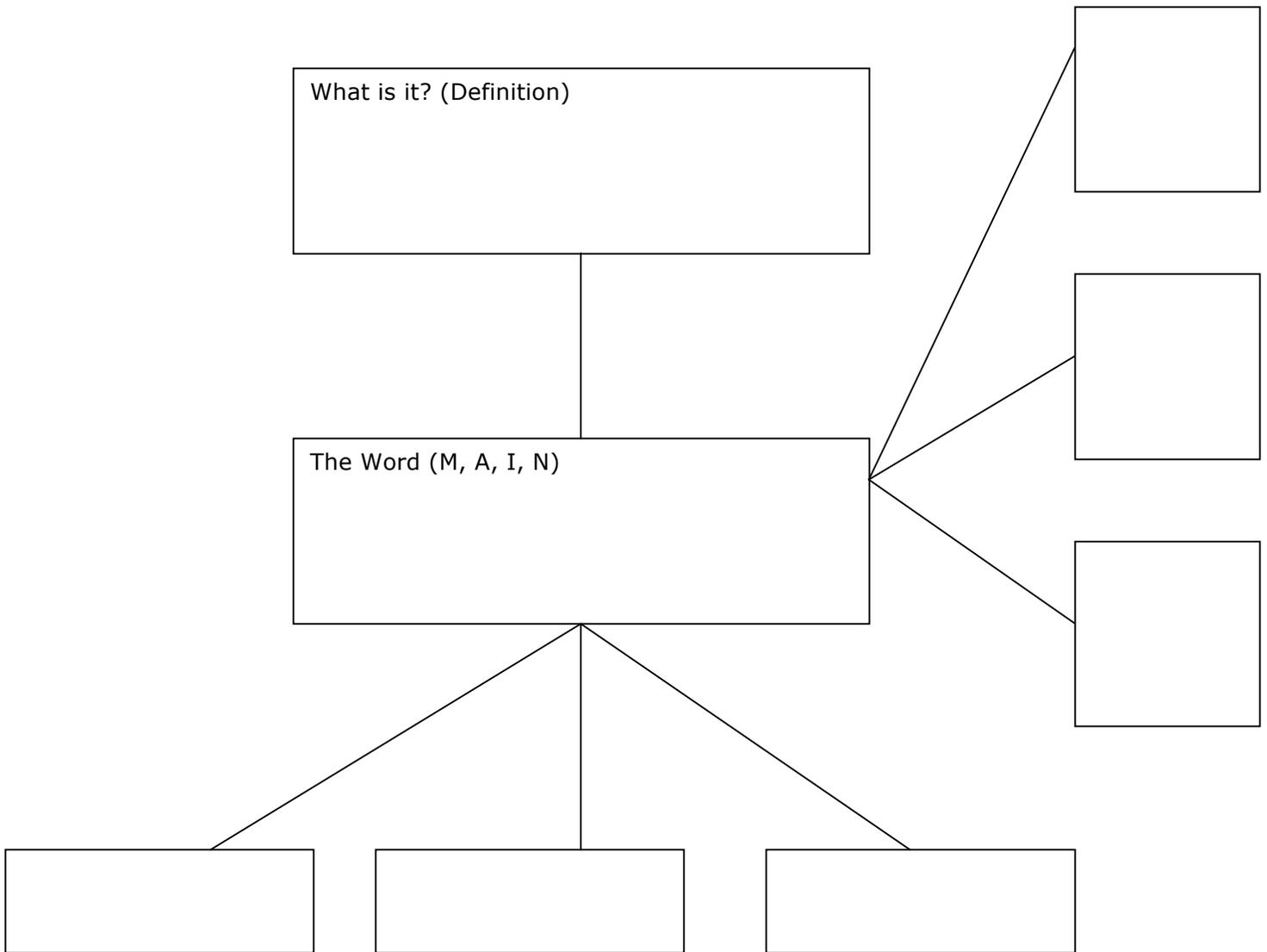
*After*

_____	<b>World War I began with the attack on Pearl Harbor.</b>	_____
_____	<b>Hitler was a main leader during World War I.</b>	_____
_____	<b>Most people blame the Germans for starting WWI.</b>	_____
_____	<b>The United States contributed significantly to the Allied victory in World War I.</b>	_____
_____	<b>The United States entered World War I shortly the fighting began in 1914.</b>	_____

# Concept Map

## Handout 2

What is it like?



What are some historical examples of this word?

While reading the text, look for what you believe to be the reason World War I began and write it in this box:

### **Handout #3**

#### **How & Why WWI Began**

How and why did the war begin? In 1914 the most powerful of nations in Europe formed two alliances. One consisted of France, Russia, and Great Britain (the allies). On the other side were Germany, the Ottoman Empire, and Austria-Hungary (the Central Powers). Italy remained neutral until 1915, when it declared war on Austria-Hungary. In the early 1900s Great Britain and Germany were in race for control of the seas. Both nations started massive shipbuilding programs. The ships were fitted with huge guns capable of blowing any other ship out of the water. The race for sea power increased tension between these two major powers. Other factors increased the unease. France, a long-time rival of Germany, feared German military power. The French expected Great Britain, an ally, to fight Germany if that nation invaded neutral Belgium, France's neighbor. None of these tensions actually started the war, however. The immediate cause lay to the southeast, in the Balkans, a region ruled by Austria-Hungary. Here was the powder keg that, once lit, would blow apart all of Europe.

In 1908 Austria-Hungary had annexed Bosnia and Herzegovina, a region of the Balkans, and made it a province of its empire. This action of the Balkans, and made it a province of its empire. This action angered another Balkan state, Serbia, whose ally was Russia. Both Austria-Hungary and Russia saw in the Balkans a place to advance their long-range plans. Austria-Hungary hoped to extend the borders of its empire south to the Dardanelles, the narrow body of water that connects the Aegean and Black Seas. Russia had long wanted control of the Dardanelles because it was a warm water route for Russia trade. For its part, Serbia wanted to enfold Bosnia and other Slavic states into an enlarged Serbia. Such an action was likely to anger Austria-Hungary. Tensions in the region were great, but war was still avoidable when, on June 28, 1914, Archduke Franz Ferdinand of Austria-Hungary was assassinated by a Bosnian Serb nationalist in Sarajevo, the capital of Bosnia.

Now the diplomats of each nation sent threats (called ultimatums) to the other. The ruler of Germany, Kaiser Wilhelm II, immediately promised to come to the aid of Austria-Hungary if it decided to punish Serbia. When Serbia received the Austrian ultimatum, it began to mobilize, or prepare, for war. Great Britain meanwhile tried to keep the peace. On July 28 Austria-Hungary declared war on Serbia. Two days later Russia began to prepare for war, and one day later

Germany and Russia were at war. On August 1, France began to mobilize on its border with Germany. Germany followed by mobilizing on its border with France. On August 2, Italy declared itself neutral. That left only Great Britain to decide which route to take. Would the British stand behind the allies France and Russia or remain neutral? The deciding factor was whether Germany would respect the neutrality of Belgium, a small country that stood between Germany and France.

Germany's generals had a grand plan: to quickly invade France to the west, knock it out of the war, and then turn their army on Russia to the east. The quickest route to northern France was through low-lying Belgium. Years earlier, Germany along with Great Britain and the other powers had agreed to respect Belgium's neutral status. Now, Germany demanded that its army be allowed to march through neutral Belgium. Great Britain rejected the demand and asked that Germany stop its plans to invade. When the German leaders refused, Great Britain declared war on Germany. The date of August 4, 1914.

Source: Ruggiero, Adriane. (2003) *American Voices from World War I*. Benchmark Books, Marshall Cavendish. New York

Handout #4-A

"All the News That's Fit to Print."

# The New York Times.

EXTRA 8:30 A. M.

VOL. LXXV., NO. 25891. NEW YORK, SATURDAY, MAY 6, 1915.—TWENTY-FOUR PAGES. ONE CENT.

## LUSITANIA SUNK BY A SUBMARINE, PROBABLY 1,260 DEAD; TWICE TORPEDOED OFF IRISH COAST; SINKS IN 15 MINUTES; CAPT. TURNER SAVED, FROHMAN AND VANDERBILT MISSING; WASHINGTON BELIEVES THAT A GRAVE CRISIS IS AT HAND

**SROCK'S THE PRESIDENT**

Washington Deeply Stirred by the Loss of American Lives.

**BULLETINS AT WHITE HOUSE**

Wilson Reads Them Closely, but is Silent on the Nation's Course.

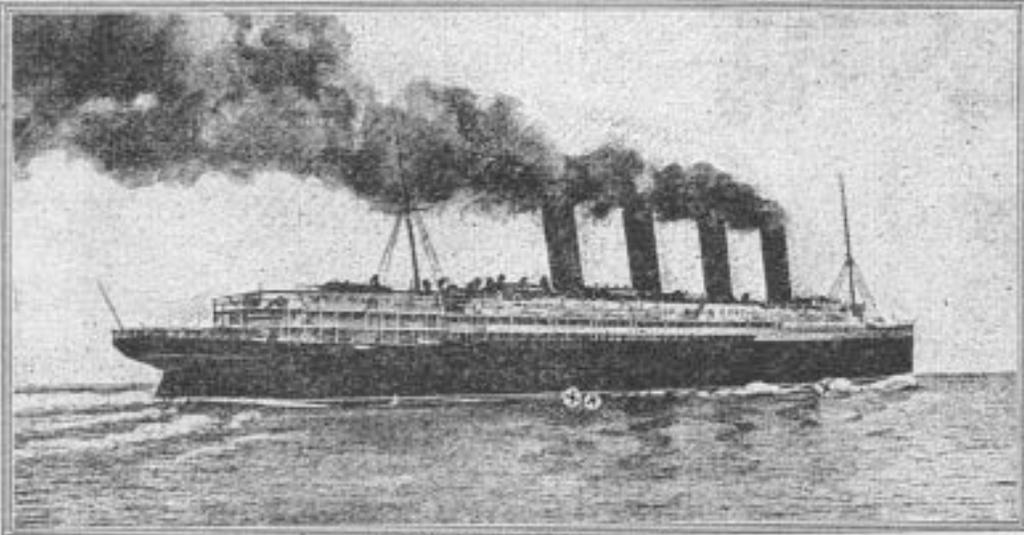
**HINTS OF CONGRESS CALL**

Loss of Lusitania Revives Firm Tone of Our First Warning to Germany.

**CAPITAL FULL OF HUMORS**

Reports That Lister Was to be Taken Were Heard Before Official News Came.

Report to the War Dept. that the Lusitania was sunk by a submarine on May 7, 1915, was received here today. The ship was sunk off the coast of Ireland, and the loss of the ship is believed to be the worst disaster in the history of the Lusitania line.



The Last Command Steamship Lusitania  
X Where the First Torpedo Struck. XX Where the Second Torpedo Struck.

**SOME DEAD TAKEN ASHORE**

Several Hundred Survivors at Queenstown and Kinsale.

**STEWARD TELLS OF DISASTER**

One Torpedo Crashes Into the Divided Liner's Bow, Another Into the Empty Stern.

**SHIP LISTS GIVEN TO PRESS**

Wreck is Impossible to Locate Many Rescued, the Mistress Must Have Gone Down.

**ATTACKED IN BROAD DAY**

Passengers at Queenstown Hurrayed Her When She Arrived Here After Her Trip Last Year.

**Only 659 Were Saved, Few Cabin Passengers**

QUEENSTOWN, Scotland, May 5, 4:25 A. M.—Survivors of the Lusitania who have arrived here estimate that only about 659 of those aboard the liner were saved, and that only



**NOTICE!**

TRAVELLERS intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction in those waters and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.

**IMPERIAL GERMAN EMBASSY,**  
WASHINGTON, D. C., APRIL 22, 1915.

## Handout #4—B

### **US Policy on Loans to the Belligerents, October 23, 1914:**

*"Since the beginning of the war this bank alone has received cabled instructions for the payment of in excess of \$50,000,000 for American goods and the volume of this business is increasing. Owing to war conditions, this buying is necessarily for cash and it is of such magnitude that the cash credits of the European governments are being fast depleted. Lately we have been urged by manufacturers who are customers of the bank and, in some cases, by representatives of the foreign governments, to provide temporary credits for these purchases."*

—Vice President of the National City Bank to the Acting Secretary of State, October 23, 1914

### **US Protests Against Maritime Warfare, December 26, 1914:**

*"The present condition of American foreign trade resulting from the frequent seizures and detentions of American cargoes destined to neutral European ports has become so serious as to require a candid statement of the views of this Government in order that the British Government may be fully informed as to the attitude of the United States toward the policy which has been pursued by the British authorities during the present war."*

—Secretary of State Bryan to Walter Hines Page, U.S. Ambassador in Great Britain

#### **Value of U.S. Exports:**

##### **1914:**

\$ 824.8 million to Allies

\$ 169.3 million to Central Powers

##### **1916:**

\$ 3.2 billion to Allies

\$1.2 million to Central Powers

#### **Value of US Loans to Belligerent nations by 1917:**

\$2.5 Billion to Allies

\$27 Million to Central Powers

## Handout #4—C

### **President Woodrow Wilson's Warning to the Germans, February 10, 1915**

If such a deplorable situation should arise, the Imperial German Government can readily appreciate that the Government of the United States would be constrained to hold the Imperial Government of Germany to a strict accountability for such acts of their naval authorities, and to take any steps it might be necessary to take to safeguard American lives and property and to secure to American citizens the full enjoyment of their acknowledged rights on the high seas.

...It is stated for the information of the Imperial Government that representations have been made to his Britannic Majesty's Government in respect to the unwarranted use of the American flag for the protection of British ships.

—[President Wilson's First Warning to the Germans](#)

### **Telegram from Wilson, May 7, 1915:**

*Public outrage over the loss of civilian life hastened the United States entry into World War I. Although the cargo list of the Lusitania stated that she carried approximately 170 tons of munitions and war material, this fact was not revealed to the U.S. public at the time.*

### **US Policy on Loans to Belligerents, 1915:**

*Now, on the other hand, we are face to face with what appears to be a critical economic situation, which can only be relieved apparently by the investment of American capital in foreign loans to be used in liquidating the enormous balance of trade in favor of the United States.*

*Can we afford to let a declaration as to our conception of "the true spirit of neutrality" made in the first days of the war stand in the way of our national interests which seem to be seriously threatened?*

*If we cannot afford to do this, how are we to explain away the declaration and maintain a semblance of consistency?*

—Secretary of State Lansing to President Wilson, September 6, 1915

Wilson creates a campaign called Preparedness, to build American defense and arms for protection against possible war.

Handout #4-D

CLASS OF SERVICE DESIRED  
 Fast Day Message  
 Day Letter  
 Night Message

**WESTERN UNION TELEGRAM**

NEWCOMB CARLTON, PRESIDENT

Send the following telegram, subject to the terms on back hereof, which are hereby agreed to

GERMAN LEGATION  
 MEXICO CITY

130	13042	13401	8501	115	3528	416	17214	6491	11310
18147	18222	21580	10247	11518	23677	13605	3494	14936	
98092	5905	11311	10392	10371	0302	21290	5101	39695	
23571	17504	11289	18278	18101	0317	0228	17694	4473	
22284	22200	19452	21589	07893	5509	13918	8958	12137	
1333	4725	4458	5905	17100	13851	4458	17149	14471	0700
13850	12224	6929	14991	7382	15857	07893	14218	36477	
5870	17553	07893	5870	5454	16102	15217	22801	17138	
21001	17388	7446	23638	18222	0719	14331	15021	23845	
3150	23552	22096	21604	4797	9497	22404	20855	4377	
23610	18140	22260	5905	13347	20420	39089	13732	20607	
6929	5275	18507	52202	1340	22049	13339	11265	22295	
10439	14814	4178	6992	8784	7632	7357	6926	52282	11207
21100	21272	9346	0559	22404	15874	18502	18500	15857	
2186	5376	7381	98092	16127	13486	9350	9220	76036	14219
5144	2831	17920	11347	17142	11264	7667	7762	15099	9110
10482	97556	3569	3670						

via Galveston JAN 19 1917

Charge German Embassy.

Berlin, January 19, 1917

We intend to begin on the 1st of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal of alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico and Arizona. The settlement in detail is left to you. You will inform the President of the above most secretly as soon as the outbreak of war with the United States of America is certain and add the suggestion that he should, on his own initiative, invite Japan to immediate adherence and at the same time mediate between Japan and ourselves. Please call the President's attention to the fact that the ruthless employment of our submarines now offers the prospect of compelling England in a few months to make peace.

Signed, Zimmermann.



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SOME PROMISE!

April 1911

## Handout #4—E

### Total Immigration to the United States:

1876-1880: 1.09 Million

1881-1885: 2.98 Million

1886-1890: 2.27 Million

1891-1895: 2.12 Million

1896-1900: 1.56 Million

### Source of Immigration from Europe, 1860-1900:

**German: 28%**

*British: 18%*

*Irish: 15%*

*Scandinavian: 11%*

**Central Europe: 10%**

*Italian: 8%*

E. Europe: 6%

Other: 4%

Bold Are Central Powers

Italics are Allied Powers

# Reasons for American Entry into WWI

## Handout # 5

### 1. Because the U.S. was under attack despite its neutrality?

The present German submarine warfare against commerce is a warfare against all mankind....Our motive will not be revenge or the victorious assertion of the physical might of the nation, but only the vindication of right, of human right, of which we are only a single champion....Armed neutrality, it now appears, is impracticable.

—President Woodrow Wilson's War Message (April 1917)

It would be the resumption of unrestricted submarine warfare that would ultimately bring the United States into the war.

—The Gilder Lehrman Institute of American History

### 2. To make the world “safe for democracy”?

Our object...is to vindicate the principles of peace and justice in the life of the world as against selfish and autocratic power.... We are glad...to fight...for the ultimate peace of the world and for the liberation of its peoples, the German peoples included: for the right of nations great and small and the privilege of men everywhere to choose their way of life and of obedience. The world must be made safe for democracy....

—President Woodrow Wilson's War Message (April 1917)

### 3. Because we would have faced economic collapse if the Allies could not pay back all the loans made to them by American bankers?

...We have loaned many hundreds of millions of dollars to the Allies in this controversy. While such action was legal and countenanced by international law, there is no doubt in my mind but the enormous amount of money loaned to the Allies in this country has been instrumental in bringing about a public sentiment in favor of our country taking a course that would make every bond worth a hundred cents on the dollar and making the payment of every debt certain and sure.

—Senator George W. Norris in Opposition to President Woodrow Wilson's War Message (April 4, 1917)

We didn't win a thing we set out for in the last war. We merely succeeded, with tremendous loss of life, to make secure the loans of private bankers to the Allies.

—Senator Gerald Nye of North Dakota, Chairman of the Senate Munitions Committee (circa 1936)

Beginning in 1916, the Morgan negotiated a series of extremely large loans to France and to England, becoming their exclusive purchasing agent and financier in the United States.

—Notable American Volunteers of the Great War, Great War Primary Documents Archive

By 1917, American loans to the Allies had soared to \$2.25 billion; loans to Germany stood at a paltry \$27 million.

—The Gilder Lehrman Institute of American History

### 4. Because it was good for business?

...through the instrumentality of others who have not only made millions out of the war in the manufacture of munitions, etc., and who would expect to make millions more if our country can be drawn into the catastrophe...

—Senator George W. Norris in Opposition to President Woodrow Wilson's War Message (April 4, 1917)

To what extent was America's war a war for business? Did Woodrow Wilson lead America into war in order to serve the selfish interests of the few? The answer is determined by looking into the essential facts. In the first place, Wall Street wanted war. American participation in the war against Germany would constitute the most tremendous and profitable coup in the history of American finance... The war created 21,000 new American millionaires and during the war period, 69,000 men made more than three billion dollars over and above their normal income... It would have been quite impossible for President Wilson to have begun a war really intended to 'make the world safe for democracy' without facing the united opposition of Wall Street.

—John Kenneth Turner, *Shall It Be Again?* 1922

### **5. Because of cultural, historical, and economic ties to Great Britain?**

The failure to treat the belligerent nations of Europe alike, the failure to reject the unlawful "war zones" of both Germany and Great Britain is wholly accountable for our present dilemma.

—Senator Robert M. LaFollette in Opposition to President Woodrow Wilson's War Message (April 4, 1917)

### **6. Because of anti-German sentiment influenced by historic ties to England, German policies, and American and British propaganda?**

...a large number of the great newspapers and news agencies of the country have been controlled and enlisted in the greatest propaganda that the world has ever known to manufacture sentiment in favor of war.

—Senator George W. Norris in Opposition to President Woodrow Wilson's War Message (April 4, 1917)

### **7. The result of the expansion of the U.S.'s armed forces and weaponry?**

That which has driven the masses of Europe into the trenches and to the battlefields is not their inner longing for war; it must be traced to the cutthroat competition for military equipment, for more efficient armies, for larger warships, for more powerful cannon. You cannot build up a standing army and then throw it back into a box like tin soldiers.

—Emma Goldman, from "Preparedness: The Road to Universal Slaughter"

Analyzing Perspectives (Handout #6)

<b>Issue: Why did America <i>really</i> join the war in Europe?</b>	
Reason #1: The US is under attack... (Explain the reasoning)	The Logic used to support their argument was:
Who is the Author? What bias or perspective does he/she present?	I agree/disagree with this reason because:
Other reasons presented by the groups: 1.  2.  3.  4.  5.  6.  7.	The Logic used to support the arguments: 1.  2.  3.  4.  5.  6.  7.
The reason I agree with the most is:  Because:	

**#1--Economic Variables 1916-1920**

	1916	1917	1918	1919	1920
1. Industrial production (1916 =100)	100	132	139	137	108
2. Revenues of the federal government (millions of dollars)	\$930	2,373	4,388	5,889	6,110
3. Expenditures of the federal government (millions of dollars)	\$1,333	7,316	15,585	12,425	5,710
4. Army and Navy spending (millions of dollars)	\$477	3,383	8,580	6,685	2,063
5. Stock of money, M2 (billions of dollars)	\$20.7	24.3	26.2	30.7	35.1
6. Gross National Product (GNP) (billions of dollars)	\$46.0	55.1	69.7	77.2	87.2
7. Real GNP (billions of 1916 dollars)	\$46.0	46.0	49.6	48.1	47.1
8. Average annual earnings per full-time manufacturing employee (1916 dollars)	\$751	748	802	813	828
9. Total labor force (millions)	40.1	41.5	44.0	42.3	41.5
10. Military personnel (millions)	.174	.835	2.968	1.266	.353

## Sources by row:

1. Miron and Romer (1990, table 2).

2-3. U.S. Bureau of the Census (1975), series Y352 and Y457.

4. U.S. Bureau of the Census (1975), series Y458 and Y459. The estimates are the average for fiscal year t and fiscal year t+1.

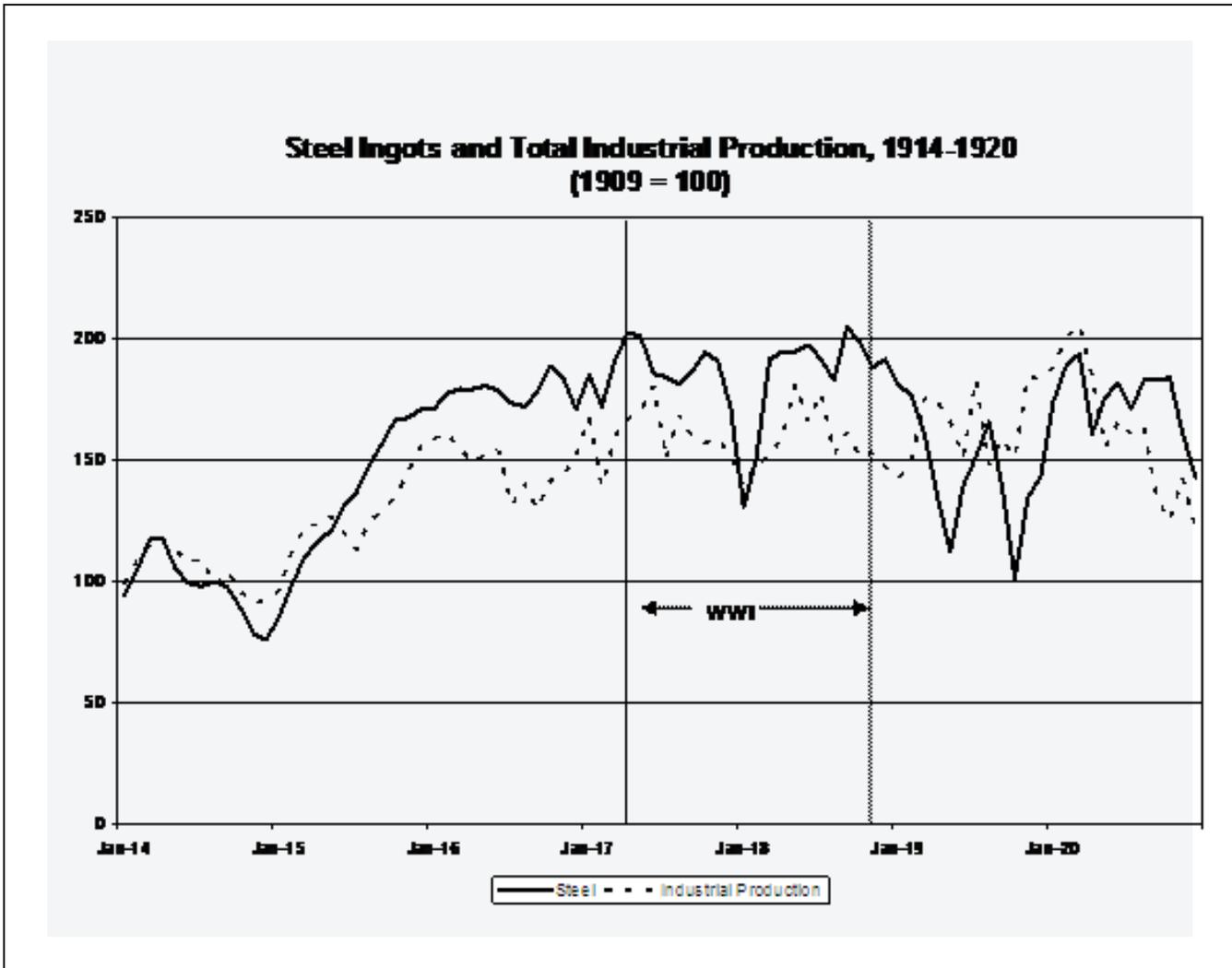
5. Friedman and Schwartz (1970, table 1, June dates).

6-8. Balke and Gordon (1989, table 10, pp. 84-85). The original series were in 1982 dollars.

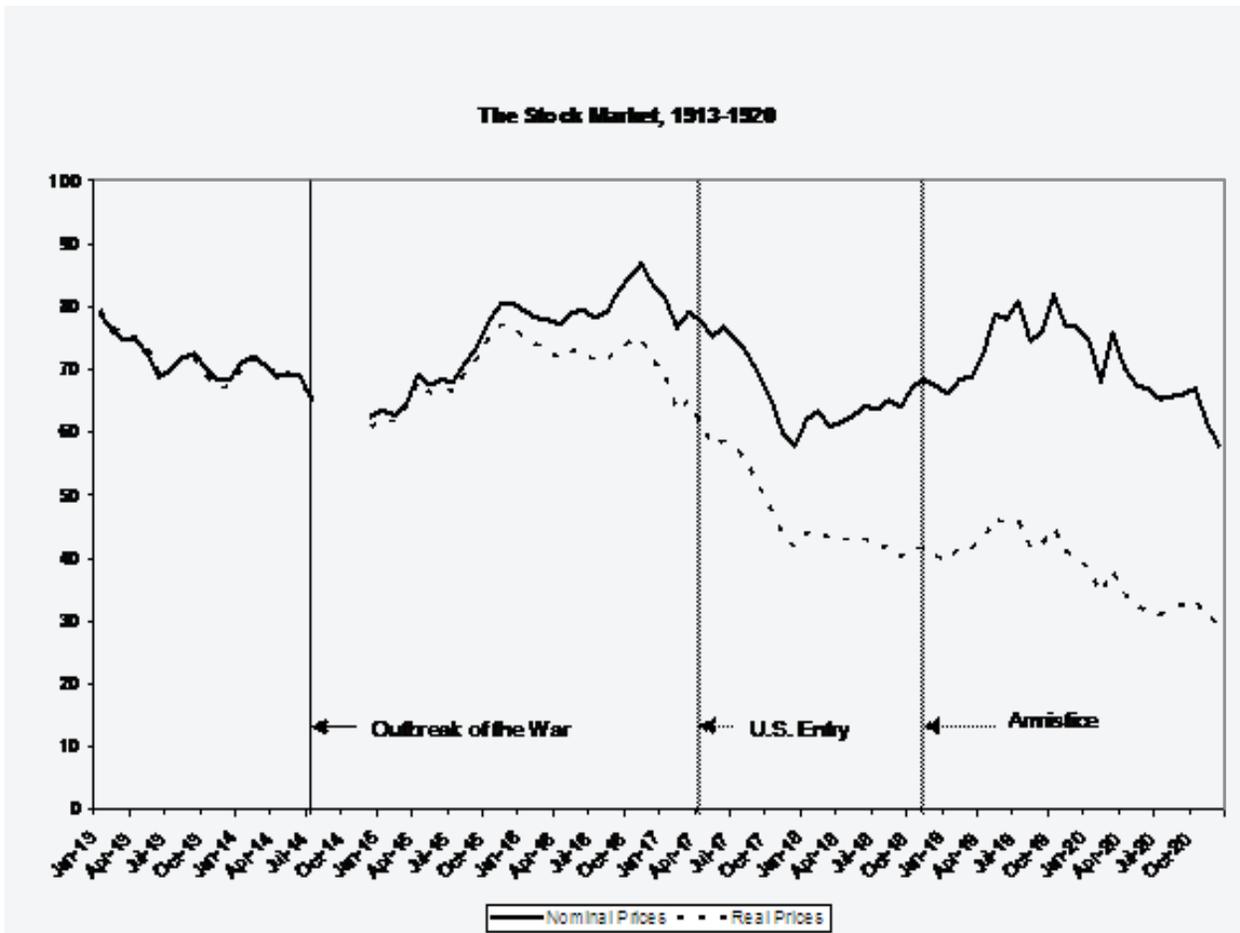
9. U.S. Bureau of the Census (1975), series D740.

10-11. Kendrick (1961, table A-VI, p. 306; table A-X, p. 312).

## #2—Steel and Industrial Production in World War I



### #3—The Stock Market from 1913-1920



### #4—Production of Selected Munitions in World War I

Munition	Total Production	Peak monthly production at an annual rate
Rifles	3,550,000	3,252,000
Machine guns	226,557	420,000
Artillery units	3,077	4,920
Smokeless powder (pounds)	632,504,000	n.a.
Toxic Gas (tons)	10,817	32,712
De Haviland-4 bombers	3,227	13,200
Liberty airplane engines	13,574	46,200

Source: Ayres (1919, *passim*)

**#5—Financing World War I, March 1917-May 1919**

**Table 3**  
**Financing World War I, March 1917-May 1919**

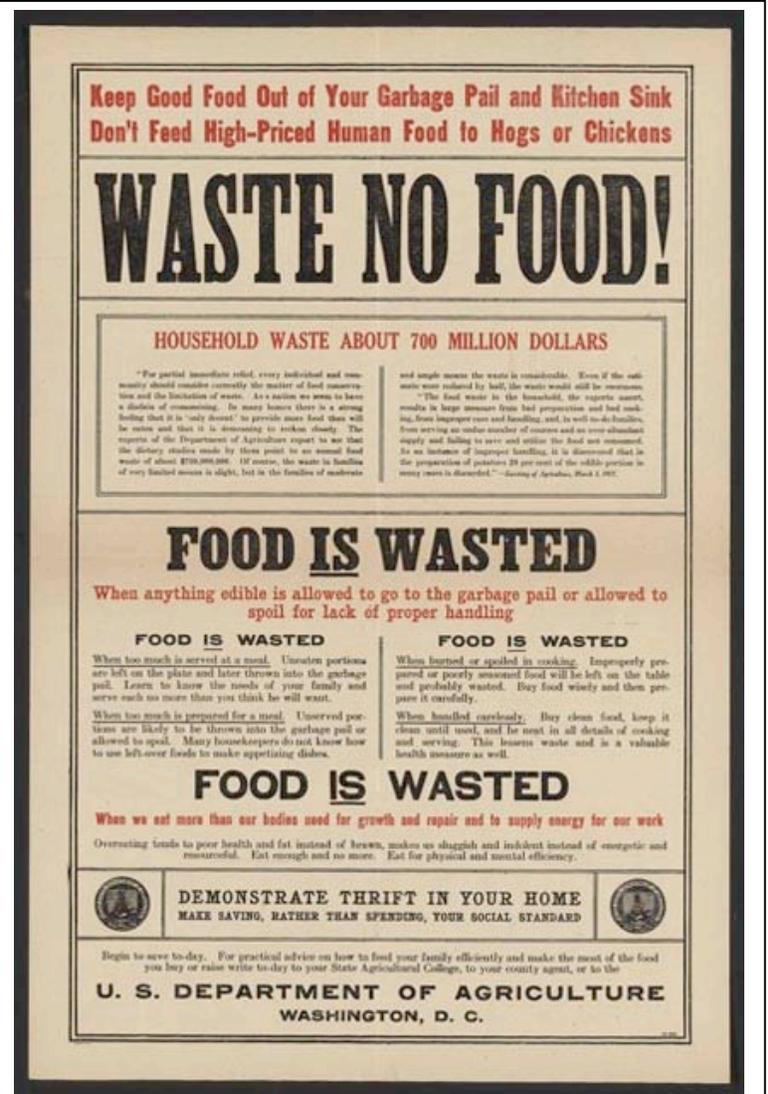
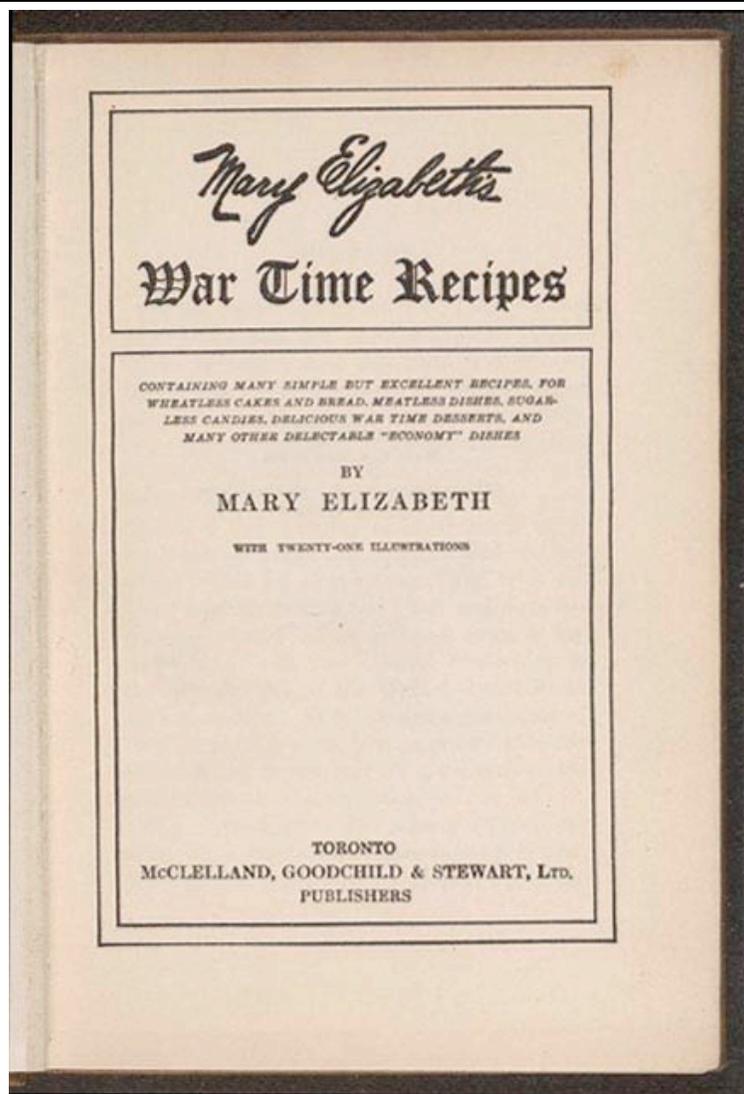
Source of finance	Billions of Dollars	Percent (M2)	Percent (M4)
Taxation and nontax receipts	7.3	22	22
Borrowing from the public	24	58	53
Direct money creation	1.6	5	5
Indirect money creation (M2)	4.8	15	
Indirect money creation (M4)	6.6		20
Total cost of the war	32.9	100	100

*Note:* Direct money creation is the increase in the stock of high-powered money net of the increase in monetary gold. Indirect money creation is the increase in monetary liabilities not matched by the increase in high-powered money.

*Source:* Friedman and Schwartz (1963, 221)

In October 1917 Congress responded to the call for higher taxes with the War Revenue Act. This act increased the personal and corporate income tax rates and established new excise, excess-profit, and luxury taxes. The tax rate for an income of \$10,000 with four exemptions (about \$140,000 in 2003 dollars) went from 1.2 percent in 1916 to 7.8 percent. For incomes of \$1,000,000 the rate went from 10.3 percent in 1916 to 70.3 percent in 1918.

## #6—Conservation



US Government Creates the Food Administration and the Fuel Administration to encourage US citizens to save Food and Energy so that goods can be sent to the front for the soldiers.

Change and Continuity in the United States Economy during World War I  
Handout #8

Changes	Economic Element of WWI	Continuities
	Overall Economic Production #1	
	Steel and other Industries #2	
	The Stock Market #3	
	Munitions (War goods) Production #4	
	Government Expenditure #5	
	Conservation of Food and Fuel #6	

# The Effect of the War on the United States

## Handout #9

### Costs of the War

The human and economic costs of the war were substantial. The death rate was high: 48,909 members of the armed forces died in battle, and 63,523 died from disease. Many of those who died from disease, perhaps 40,000, died from pneumonia during the influenza-pneumonia epidemic that hit at the end of the war. Some 230,074 members of the armed forces suffered nonmortal wounds. John Maurice Clark provided what is still the most detailed and thoughtful estimate of the cost of the war; a total amount of about \$32 billion. Clark tried to estimate what an economist would call the resource cost of the war. For that reason he included actual federal government spending on the Army and Navy, the amount of foreign obligations, and the difference between what government employees could earn in the private sector and what they actually earned. He excluded interest on the national debt and part of the subsidies paid to the Railroad Administration because he thought they were transfers. His estimate of \$32 billion amounted to about 46 percent of GNP in 1918.

### Long-run Economic Consequences

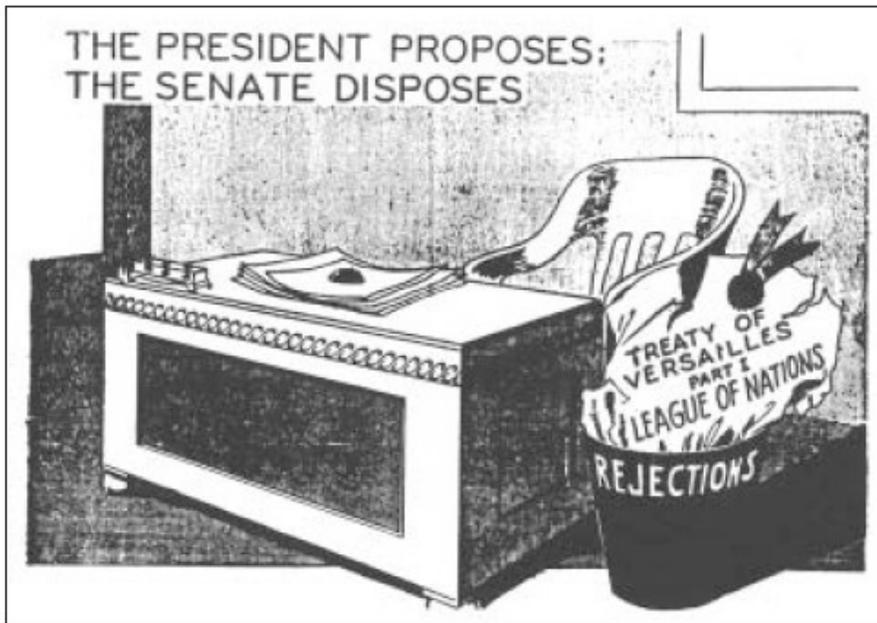
The war left a number of economic legacies. Here we will briefly describe three of the most important.

The finances of the federal government were permanently altered by the war. It is true that the tax increases put in place during the war were scaled back during the 1920s by successive Republican administrations. Tax rates, however, had to remain higher than before the war to pay for higher expenditures due mainly to interest on the national debt and veterans benefits.

The international economic position of the United States was permanently altered by the war. The United States had long been a debtor country. The United States emerged from the war, however, as a net creditor. The turnaround was dramatic. In 1914 U.S investments abroad amounted to \$5.0 billion, while total foreign investments in the United States amounted to \$7.2 billion. Americans were net *debtors* to the tune of \$2.2 billion. By 1919 U.S investments abroad had risen to \$9.7 billion, while total foreign investments in the United States had fallen to \$3.3 billion: Americans were net *creditors* to the tune of \$6.4 billion.<sup>[7]</sup> Before the war the center of the world capital market was London, and the Bank of England was the world's most important financial institution; after the war leadership shifted to New York, and the role of the Federal Reserve was enhanced.

The management of the war economy by a phalanx of Federal agencies persuaded many Americans that the government could play an important positive role in the economy. This lesson remained dormant during the 1920s, but came to life when the United States faced the Great Depression. Both the general idea of fighting the Depression by creating federal agencies and many of the specific agencies and programs reflected precedents set in World War I. The Civilian Conservation Corps, a Depression era agency that hired young men to work on conservation projects, for example, attempted to achieve the benefits of military training in a civilian setting. The National Industrial Recovery Act reflected ideas Bernard Baruch developed at the War Industries Board, and the Agricultural Adjustment Administration hearkened back to the Food Administration. Ideas about the appropriate role of the federal government in the economy, in other words, may have been the most important economic legacy of American involvement in World War I.

Handout 10



In this cartoon, why is the Treaty of Versailles in the wastebasket?

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Score



REAR VIEW.

—Orr in the Chicago Tribune.

