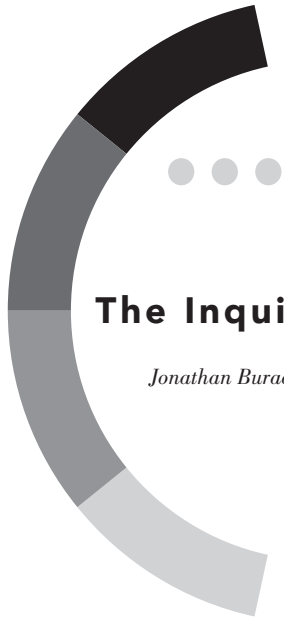


America's Twentieth Century



The Inquiry Arc in U.S. History

Jonathan Burack

World War I

MindSparks®

CULVER CITY, CALIFORNIA

HS10151E v1.0

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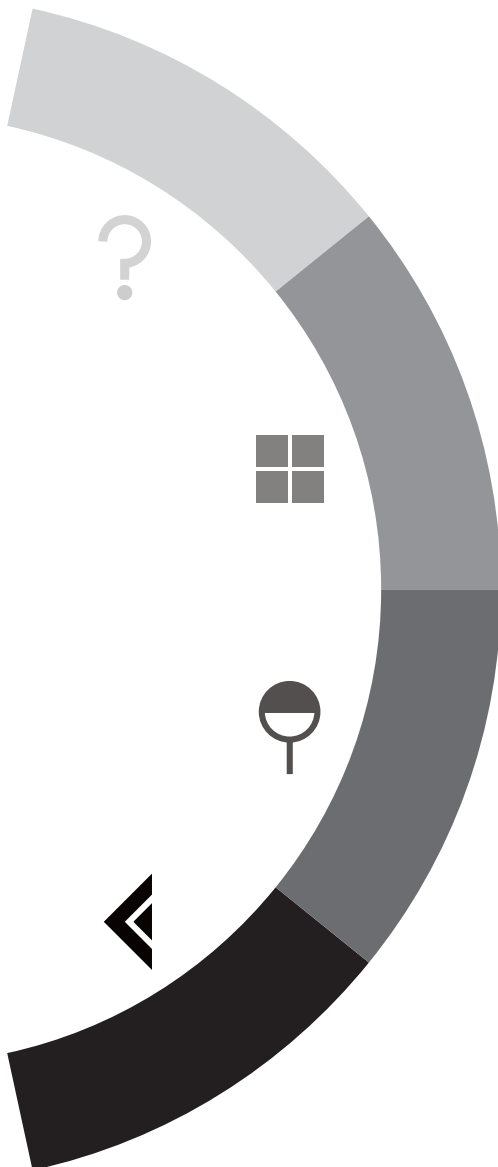
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C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions student pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these lessons stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lesson.

How to Use This Book

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and they include individual and group tasks in an integrated way.

Each unit includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to implement the lesson’s assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each lesson is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of informational texts, making these lessons ideal for integration into English Language Arts instruction.



C3 Disciplines



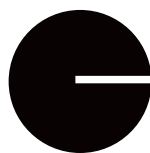
History



Civics



Economics



Geography



World War I

Should the U.S. Have Stayed Out of It?

Overview

Introduction

Woodrow Wilson called for a declaration of war against Germany on April 2, 1917. In his address to Congress, he asserted that “the world must be made safe for democracy.” Wilson’s idealism was reflected in his Fourteen Points for settling the war. He hoped these points would be accepted at the Paris Peace Conference in 1919. Wilson’s dream gave Americans high hopes for what victory might mean. Perhaps that’s what it took to get them to accept the sacrifices they had to make. Yet this also set them up for great disappointment. The final treaty was far harsher than Wilson had hoped it would be. Its terms left a legacy of bitterness, especially among Germans, and may have paved the way for a renewed world war in 1939. Today, we still live in the shadow of “the Great War,” as World War I was known at the time. Was the U.S. decision to take part in it wise? This lesson will focus on that compelling question. In this lesson, students will work with short passages from ten primary sources. These primary sources form the core content for a set of tasks that will help them answer the lesson’s compelling question.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about U.S. involvement in World War I. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- ◆ **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- ◆ **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Should the U.S. have stayed out of World War I?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

Asking Questions about World War I

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the primary sources for this lesson. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.

7. Using the evidence gathered from primary sources, each group will then prepare a brief (five- to ten-minute) presentation about World War I from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or similar type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation (prepared by the students as their final task on Day Two). Following each presentation, allow time for class discussion and for a final effort to answer the central compelling question for the lesson.



Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the World War I Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

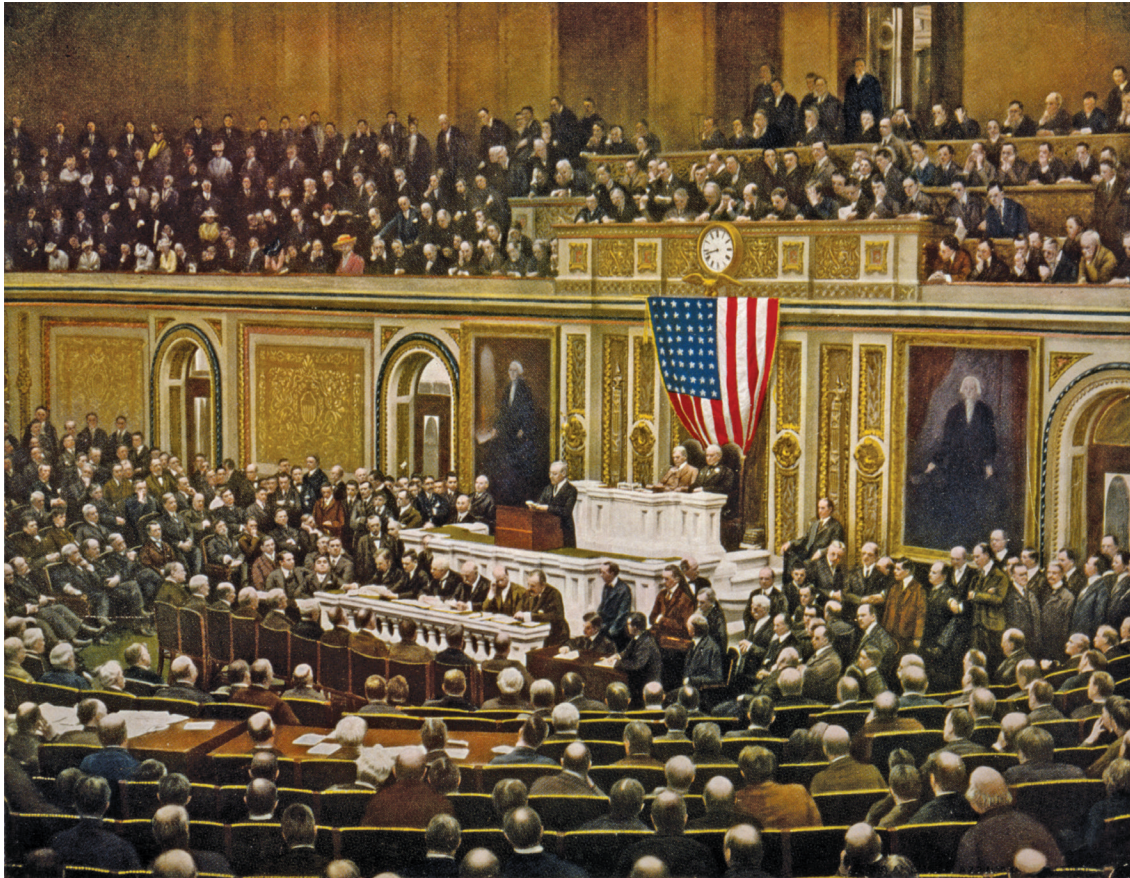
- ◆ Have students reread Primary Sources 1.4, 1.5, and 1.6. Then ask them to study and briefly discuss the “Halt the Hun” poster (Primary Source 1.7). Students should then imagine what Senators La Follette and Norris would think about this poster and similar posters the government was producing. Have half of the students write letters about the poster to President Wilson as if they were one of these two U.S. senators. Then have the other half of the students write letters back from President Wilson responding to each senator. Share some of the letters in a class discussion.
- ◆ Ask students to reread Primary Sources 1.2, 1.3, 1.5, and 1.6. Write a brief fictional short story based on the idea that the authors of these four sources are able to meet for dinner in 1933. The story should feature a dinnertable conversation in which all four authors reminisce about the war, what they wrote at the time, and their views about the war's outcome as it could have appeared to them by 1933.
- ◆ Ask students to pretend they are reporters covering President Wilson's speech in Pueblo, Colorado, on November 25, 1919 (Primary Source 1.8). They are assigned to evaluate the speech in an editorial for their newspaper to appear the next day. In the editorial, they should refer to Wilson's speech, to at least one of the critics of the war in these primary sources, and to the statement General Erich Ludendorff made in February 1919 (Primary Source 1.10).

Taking Action

- ◆ Have students discuss the following question: “How should our community commemorate World War I and those members of the community who fought in it?” Brainstorm ideas and discuss them in relation to the points of view expressed in the primary sources for this lesson. Have a small group of students take notes on this discussion and write a letter describing the ideas expressed as to what an appropriate memorial might include. Send the letter to relevant community groups such as veterans’ organizations, churches, or local officials. Invite them to a “World War I Memorial Day discussion” with your class. In that discussion, try to arrive at a plan for a memorial that the community would find appropriate.
- ◆ Based on the work in the previous assignment, ask students to use social media to share the results of their World War I Memorial Day discussion. Ask those contacted in this way to comment and offer their own suggestions.

Introductory Essay

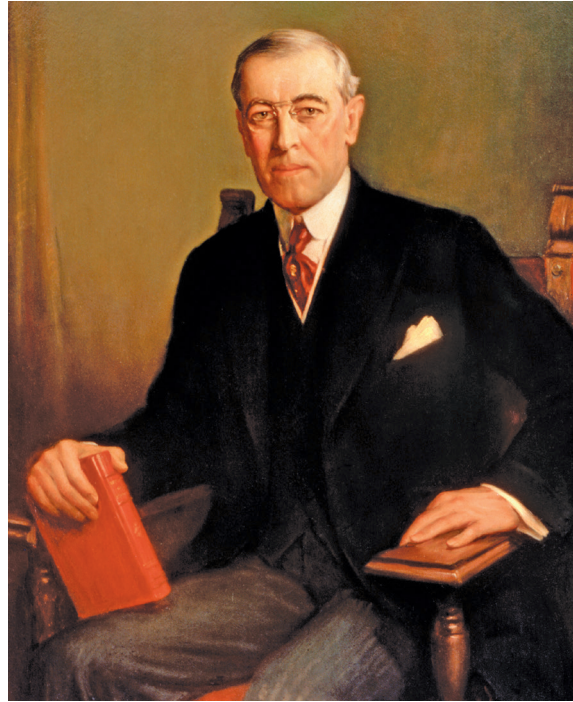
World War I



President Wilson asking Congress on April 2, 1917, to declare war on Germany, causing the United States to enter World War I.

In August of 1914, the most powerful and “civilized” nations of Europe turned their guns on one another and marched off to war. World War I, known at the time as “the Great War,” lasted from 1914 to 1918. Few realized it at the time, but this war was perhaps the most important turning point of the modern age. In the wake of its ruins and its enormous waste of life, two frightening new forms of dictatorship emerged—fascist dictatorships and the Soviet communist dictatorship. Europe’s colonial empires began to collapse. The Great Depression of the 1930s was followed by the even more destructive World War II, followed by a long “cold war” rivalry between the United States and the Soviet Union. All of this arose out of the wreckage of World War I and its peace settlement.

From the start of World War I, most Americans sided with democratic Great Britain and France. These two nations were also allied with Russia, a vast authoritarian monarchy. These allies faced off against Germany, Austria-Hungary, and the Ottoman Empire. Until 1917, the U.S. refused to fight in the war. However, it did supply huge quantities of food, arms, and other strategic goods to Great Britain. Germany tried to cut Great Britain off from this trade and starve it into making peace. German submarines (U-boats) sank many vessels trading with Great Britain. In May 1915, a U-boat sank the British ocean liner the *Lusitania*, with 128 Americans among the 1,198 killed. Germany soon promised not to attack neutral shipping. However, in January 1917, it resumed unrestricted submarine warfare. It was this decision above all that led President Woodrow Wilson on April 2, 1917, to ask Congress for a declaration of war. A few days later, Congress did declare war by huge majorities in both the House and Senate.



President Woodrow Wilson

The war came as a shock to most Americans. President Wilson took office hoping to carry out an ambitious progressive domestic program. Instead, the whole nation had to be mobilized for war. World War I was a modern and fully mechanized war. Each nation's entire industrial strength had to be harnessed. The hearts and minds of each nation's population had to be enlisted in supporting the war effort. Hundreds of thousands of American men signed up to fight. Civilians volunteered to help in many ways. Women took jobs in factories to produce the weapons of war. A vast increase in government control took place. A draft was set up. The War Industries Board fixed prices and controlled war-related production. The War Labor Board managed relations between workers and employers. The Committee for Public Information hired writers, artists, and filmmakers to write articles, create posters, and make movies depicting the Germans as brutal enemies and urging Americans to sacrifice.

By mid-1917, Europeans had already suffered huge losses. Millions of soldiers and civilians were dead. Then, in late 1917, Russia became the world's first communist nation and soon ended its war with Germany on the eastern front. This freed German troops for a final attack in the West. Americans arrived in Europe just in time. They were key to turning back the German assault in the summer of 1918. By October,

the Germans knew they were defeated and were looking for a way to make peace. On November 11, 1918, Germany signed an armistice agreement based on terms President Wilson had earlier outlined as his “Fourteen Points.”

Woodrow Wilson wanted the war to make the world “safe for democracy.” Others called it a “war to end all wars.” Wilson’s idealism was reflected in his Fourteen Points for settling the war. He hoped these points would be accepted at the peace talks at Versailles, near Paris. The talks began early in 1919. As the Fourteen Points were altered at these talks, Wilson’s hope came to center on the last point. That was the one calling for a League of Nations. Wilson insisted that the Senate accept the League exactly as described in the final settlement. He stubbornly toured the country to win support for the League, but by then the public no longer seemed to care. A stroke soon forced Wilson to give up his tour. He never really recovered. In 1920, the League was defeated in the Senate.

Wilson’s dream of making the world safe for democracy gave Americans high hopes for what victory might mean. Perhaps that’s what it took to get them to accept the sacrifices they had to make. Yet this also set them up for great disappointment when the peace settlement turned out to be as flawed as it was. The final treaty was far harsher than Wilson had wished. Its terms left a legacy of bitterness, especially among Germans—paving the way for a renewed world war in 1939.

Today, in many ways, we still live in the shadow of the Great War. Was the U.S. decision to take part in it wise? The sources in this lesson are meant to help you answer this question.

Image Sources: *For the Freedom of the World*, 1918, courtesy of the Library of Congress, LC-USZC4-10297.
Official Presidential portrait of Woodrow Wilson. By Frank Graham Cootes, 1913, courtesy of the White House Historical Association.



GROUP MEMBERS:

World War I

Your group's task is to explore history issues related to U.S. entry into World War I. A disciplinary compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Is it fair to judge the decision to fight in World War I by the history of what happened in the world in the years after the war?
3. Read and discuss Primary Sources 1.8, 1.9, and 1.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

President Wilson entered World War I because Germany had violated American neutral rights at sea. This was a practical reason. However, Wilson did not limit himself to practical matters. He presented the war to the American people as a struggle to make the world "safe for democracy." His implication was that England and France represented "democracy," but Germany did not.

By entering the war, the U.S. helped ensure Germany's defeat. Supposedly, this would mean the victory of democracy for the world as well. Had the U.S. remained neutral, the two sides in the war might have settled their differences without anyone's total defeat. This could have left Germany stronger and more assured of its place in European society. Instead, Germany was restricted in many ways and blamed for the war. This left enormous resentment in Germany. It fueled the false "stab in the back theory" among Germans. A war-weary America turned away from Wilson's League of Nations. Great Britain and France stood by as German fury later

aided the rise of Adolf Hitler. Obviously, Wilson could not have predicted all this in 1917. The question is should he have been more cautious and more critical in choosing sides as he did?

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 1.8

Primary Source 1.9

Primary Source 1.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Is it fair to judge the decision to fight in World War I by the history of what happened in the world in the years after the war?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



GROUP MEMBERS:

World War I

Your group's task is to explore the civics issues related to U.S. entry into World War I. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Do you think President Wilson's decision to go to war in 1917 was justified legally and morally? Why or why not?

3. Read and discuss Primary Sources I.3, I.4, and I.6.
4. Read and discuss the following background information. Use the information to help complete the handout.

On April 2, 1917, President Wilson asked a joint session of Congress to formally declare war on Germany. On April 4, the Senate passed the war resolution with a vote of 82–6. On April 6, the House agreed by a vote of 373–50. In this sense, the decision to go to war strictly followed the Constitution. It calls the president the commander-in-chief but gives to Congress the authority to declare war.

Apart from legal matters, was this decision morally justified? That depends on what you consider a just reason to go to war. In March 1916, Wilson had convinced Germany to stop attacking passenger ships at sea and to observe other limits on their submarine warfare. However, in January 1917, the German Navy convinced the military leaders and Kaiser Wilhelm II to resume such attacks on Allied and neutral shipping in specified war zones. They were sure this would starve Great Britain into surrendering in five months. The decision was, in Wilson's view, intolerable. He saw it as a gross violation of internationally recognized rights

of neutrals at sea. He still held back, even as German submarines sank several U.S. ships. Meanwhile, Germany asked Mexico for its support and in return promised to help it recover lands from the United States. All of these events finally aroused public opinion enough to support Wilson's call for a declaration of war.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 1.3

Primary Source 1.4

Primary Source 1.6

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Do you think President Wilson's decision to go to war in 1917 was justified legally and morally? Why or why not?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Economics Group

GROUP MEMBERS:

World War I

Your group's task is to explore the economic issues related to U.S. entry into World War I. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

What impact did World War I have on the U.S. economy?

3. Read and discuss Primary Sources 1.1, 1.3, and 1.5.
4. Read and discuss the following background information. Use the information to help complete the handout.

World War I has been called a “total war.” This meant that the entire nation had to go to war, not just its soldiers. U.S. industry was put under pressure to produce as never before. “Total war” in this case meant vast new government controls over businesses and farms. The government’s War Industries Board had the power to tell companies what to produce, what prices to charge, and more. The U.S. Food Administration, Federal Fuel Administration, and other agencies imposed further controls on economic life.

With millions of men going off to war, the rapidly expanding economy desperately needed workers. Millions of women took jobs building weapons and ships, and more. Thousands of African Americans moved north, attracted by jobs opening up as other workers went off to war.

To pay for the war, the government had to raise taxes substantially. It also had to borrow huge amounts through the sale of liberty bonds and in other ways. After the war, taxes came down again, and the government’s role in the economy was reduced—yet never quite to prewar levels. America’s

role in the world economy also changed during the war. From being a debtor nation in world trade, the U.S. became the biggest creditor nation. These were only some of the ways the war changed America's economic life drastically.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 1.1

Primary Source 1.3

Primary Source 1.5

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

What impact did World War I have on the U.S. economy?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Geography Group

GROUP MEMBERS:

World War I

Your group's task is to explore the geography issues related to U.S. entry into World War I. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

How might geographical factors have influenced the American decision to declare war on Germany and its allies?

3. Read and discuss Primary Sources 1.2, 1.5, and 1.7.
4. Read and discuss the following background information. Use the information to help complete the handout.

A vast ocean separates Great Britain and the United States. Nevertheless, the two countries do face each other directly across those seas. Great Britain's role as the world's greatest sea power at first made it America's rival. This was clear during the American Revolution. In 1812, that rivalry again led to war. Yet, in time, the rivalry faded. For a time, the long border with British-controlled Canada caused tensions. However, as settlers moved west, the disputes were all resolved peacefully.

In the late 1800s, Irish American hostility toward the British did exist. However, most Americans increasingly accepted what was called a "Great Rapprochement" between the two nations. Great Britain was a major source of investment in America's railroads. Trade ties grew stronger and more important as the twentieth century dawned. Increasingly, Americans and the British celebrated their mutual ties of language, culture, economics, and politics. In the great rivalry between the British and the Germans in Europe, these ties were reinforced by geography. During World War I,

U.S. exports to Great Britain soared despite German submarines. Location and sea power made it easier for Great Britain to cut off trade to Germany than for Germany to do the same to the British.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 1.2

Primary Source 1.5

Primary Source 1.7

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

How might geographical factors have influenced the American decision to declare war on Germany and its allies?

State your group’s claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group’s discipline-based compelling question. Use the space below for notes or to create an outline of your group’s presentation.

How to Analyze a Primary Source

For this lesson, you will study several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

No primary source was written with you and your interests in mind, so you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, then you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

PRIMARY SOURCE ►

I.I

William McAdoo's Memo on the War's Economic Impact

William McAdoo was President Wilson's secretary of the treasury. On August 21, 1915, he sent the president a memo on the European war's economic and financial impact on America. He insisted that American loans to Great Britain were good for it and for the United States as well.

Original Document

The high prices for food products have brought great prosperity to our farmers, while the purchases of war munitions have stimulated industry and have set factories going to full capacity throughout the great manufacturing districts, while the reduction of imports and their actual cessation in some cases, have caused new industries to spring up and others to be enlarged. Great prosperity is coming. . . . Our prosperity is dependent on our continued and enlarged foreign trade. To preserve that we must do everything we can to assist our customers to buy.

We have repeatedly declared that it is lawful for our citizens to manufacture and sell to belligerents munitions of war. It is lawful commerce and being lawful is entitled to the same treatment at the hands of our bankers, in financing it, as any other part of our lawful commerce. . . .

It is imperative for England to establish a large credit in this country. She will need at least \$500,000,000. She can't get this in any way, at the moment, that seems feasible, except by sale of short time Government notes. . . .

In fact England & her allies will have great difficulty in getting the amount of credit they need here even if our Government is openly friendly. I wish you would think about this so we may discuss it when I see you. To maintain our prosperity, we must finance it. Otherwise it may stop and that would be disastrous.

CONTINUED

PRIMARY SOURCE ►

I.I

WILLIAM MCADOO'S MEMO ON THE WAR'S ECONOMIC IMPACT CONTINUED

Adapted Version

The high prices for food products have brought great prosperity to our farmers. The purchases of war munitions have aided industry and have set factories going to full capacity throughout the great manufacturing districts. Meanwhile, imports have declined greatly, and this has helped new industries to spring up and others to grow larger. Great prosperity is coming. Our prosperity depends on growing foreign trade. To preserve that we must do everything we can to help our customers to buy.

We have repeatedly said it is legal for our citizens to manufacture and sell armaments to nations at war. It is lawful commerce. And being lawful, bankers should treat financing just as they do any other part of our lawful commerce.

It is necessary for England to have a large amount of credit in this country. That is, they need to be able to borrow money from us. England will need at least \$500,000,000. At this time, she can only get this by selling short-time Government bonds.

In fact England & her allies will have great difficulty in getting this amount of credit even if our Government is openly friendly. I wish you would think about this so we may discuss it when I see you. To maintain our prosperity, we must finance it. Otherwise it may stop and that would be disastrous.

Original Document Source: William McAdoo, memo for Woodrow Wilson, in *The Papers of Woodrow Wilson*, ed. Arthur S. Link, 69 vols. (Princeton, NJ: Princeton University Press, 1915), 34:275–79, quoted in *American Wars*, by Ballard C. Campbell (New York: Facts On File, 2012), 195–96. Available online at <https://books.google.com/books?id=PphbAgAAQBAJ>.

PRIMARY SOURCE ►

I.2

The New Republic Supports the War

In February, 1917, the U.S. was still trying to remain neutral in the war. *The New Republic* was a magazine of liberal political opinion. In this editorial of February 10, 1917, it supported President Wilson's policy of "benevolent neutrality," which favored Britain over Germany in its actual impact. *The New Republic* saw this as leading to war and it approved.

Original Document

We are being drawn into the war as a consequence of Mr. Wilson's policy of benevolent neutrality towards the Allies. Both groups of belligerents have been ignoring and violating the body of ambiguous precedents which composed the law of nations at the outbreak of the war.

The policy of benevolent neutrality, even though it has resulted in war, is not one for which any apology needs to be made. It was dictated by a sound and just estimate of the issue of the great war and of the proper relation of American national purposes to those issues. It would have been inconceivable for a nation with the ideals of the United States to have assisted the violator of Belgium [Germany] in reaping any benefit from the outrage.

The settlement of the American continent and the building up of the American nation are a part of the same historical process and have been determined by the same fundamental conditions as the making of the British Empire. It has all depended upon the emancipation of travel by sea from the obstacles of a rudimentary technique, of adverse political claims and theories and from outbreaks of sporadic or organized violence. In the work of emancipation Great Britain has always played the major part. She has given security to the world's highway and to those nations which could only be approached by the world's highway; and under the shadow of this security not only has the British Empire carried free British institutions to many parts of the world, but the American nation has been allowed to grow unvexed and unretarded by any by its own domestic difficulties. . . . In spite of the fact that the United States has protested against British maritime police power, the American people has been one of its chief beneficiaries.

CONTINUED

Adapted Version

Mr. Wilson's policy of "benevolent neutrality" is leading us into war. Both groups of nations fighting that war have violated vague rules that supposedly make up the law of nations.

No apology for this benevolent neutrality is called for even though it is leading us into war. It was based on a reasonable view of our national interests in relation to the war. It would be unthinkable for a nation with our ideals to help Germany. This is especially so after its invasion of Belgium.

The same historical conditions that produced the British Empire led to the settlement and building up of our nation as well. It all depended upon freeing sea travel from many things limiting it. Less developed seafaring technology was one of those limits. Another was political interference, as well as piracy and warfare at sea. Great Britain led in stopping this and in asserting the freedom of the seas. She made safe the highway to all nations, especially those that can only be reached by sea. By making sea travel secure, the British Empire could carry its free British institutions all over the world. Our nation especially was able to grow untroubled except by our own domestic difficulties. Even though the United States has at times objected to British maritime police power, we have been one of its chief beneficiaries.

PRIMARY SOURCE ►

I.3

Robert Lansing's Case for Declaring War

This passage is from notes by Secretary of State Robert Lansing at a cabinet meeting on March 20, 1917. President Wilson asked those present for their views about the conflict with Germany. Lansing said the nation was basically already at war with Germany. He also mentioned the Russian Revolution, which was in its early, more democratic phase. He said Russia being a democracy made it easier to view the war as a battle between democratic governments and authoritarian governments.

Original Document

I began with the statement that in my opinion an actual state of war existed today between this country and Germany, but that, as the acknowledgment of such a state officially amounted to a declaration of war, I doubted the wisdom as well as the constitutional power of the President to announce such fact or to act upon it; that I thought that the facts should be laid before Congress and that they should be asked to declare the existence of a state of war and to enact the laws necessary to meet the exigencies of the case. I pointed out that many things could be done under our present statutes which seriously menaced our national safety and that the Executive was powerless to prevent their being done. I referred in some detail to the exodus of Germans from this country to Mexico and Cuba since we severed diplomatic relations, to the activities of German agents here, to the transference of funds by Germans to Latin American countries, to the uncensored use of the telegraph and the mails, etc.

For the foregoing reasons I said that I felt that there should be no delay in calling Congress together and securing these necessary powers.

In addition to these reasons which so vitally affected our domestic situation I said that the revolution in Russia, which appeared to be successful, had removed the one objection to affirming that the European war was a war between Democracy and Absolutism; that the only hope of a permanent peace between all nations depended upon the establishment of democratic institutions throughout the world; that no League of Peace would be of value if a powerful autocracy was a member, and that no League of Peace would be necessary if all nations were democratic; and that in going into the war at this time we could do more to advance the cause of Democracy than if we failed to show sympathy with the democratic powers in their struggle against the autocratic government of Germany.

CONTINUED

Adapted Version

We already were in an actual state of war with Germany. However, saying that officially amounts to a declaration of war. I doubted it would be wise or constitutional for the president to do that on his own. Instead, I thought he should lay the facts before Congress. They should then declare war and pass laws to help fight it. I pointed out that without such laws, the president would be powerless to stop many things that might seriously menace our national safety. For example, I mentioned the exodus of Germans from this country to Mexico and Cuba since we severed diplomatic relations with Germany. I mentioned the activities of German agents here. I also referred to the transference of funds by Germans to Latin American countries, the uncensored use of the telegraph and the mails, etc.

For these reasons, I said Congress needed to pass laws against these things immediately.

I also mentioned the seemingly successful democratic revolution in Russia. This removes the one objection to depicting this war as one between Democracy and Absolutism. I said it helped show that the only hope of a permanent peace between all nations depends on establishing democratic institutions everywhere. I said no League of Peace would be of value if a powerful autocracy was a member. In fact, no League of Peace would even be necessary if all nations were democratic. By going to war now, I said, we could do more to spread democracy than if we failed to help the democratic powers fight the autocratic government of Germany.

Original Document Source: Robert Lansing, "Lansing's Memorandum of the US Cabinet Meeting, Tuesday, 20 March, 1917, 2.30-5 p.m.," in *The World War I Document Archive*, ed. Richard Hacken (Provo, UT: Brigham Young University Library, 2010). Available online at https://www.lib.byu.edu/index.php/Lansing%27s_Memorandum_of_the_US_Cabinet_Meeting.

PRIMARY SOURCE ►

I.4

President Wilson's War Message

President Wilson delivered his war message to both houses of Congress on April 2, 1917. In it, he condemned Germany for resuming unrestricted submarine warfare. The speech is famous for its plea that "the world must be made safe for democracy." The Senate and the House voted overwhelmingly to support the president in his call for a declaration of war.

Original Document

The present German submarine warfare against commerce is a warfare against mankind. It is a war against all nations. American ships have been sunk, American lives taken, in ways which it has stirred us very deeply to learn of, but the ships and people of other neutral and friendly nations have been sunk and overwhelmed in the waters in the same way. There has been no discrimination. The challenge is to 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.

There is one choice we cannot make, we are incapable of making: we will not choose the path of submission and suffer the most sacred rights of our nation and our people to be ignored or violated. The wrongs against which we now array ourselves are no common wrongs; they cut to the very roots of human life.

We have no quarrel with the German people. We have no feeling towards them but one of sympathy and friendship. It was not upon their impulse that their Government acted in entering this war. It was not with their previous knowledge or approval. It was a war determined upon as wars used to be determined upon in the old, unhappy days when peoples were nowhere consulted by their rulers and wars were provoked and waged in the interest of dynasties or of little groups of ambitious men who were accustomed to use their fellow men as pawns and tools.

We are glad, now that we see the facts with no veil of false pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its peoples, the German peoples included: for the rights 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.

We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind.

Original Document Source: Woodrow Wilson, address delivered at a joint session of the two houses of Congress, April 2, 1917, 65th Congress, 1st Session, Senate Document 5, Congressional Record, vol. 55, pt. 1 (Washington, DC: Government Printing Office, 1917). Available online at http://wps.prenhall.com/wps/media/objects/107/110495/ch22_a2_d1.pdf.

Senator Norris Opposes Going to War

On April 4, 1917, Senator George W. Norris (R-Neb.) gave a speech "Against Entry into War." Norris was a Progressive Republican from Nebraska. This passage is from that speech. Norris was one of six senators who voted against the declaration of war. The text of the speech can be found in the *Congressional Record*, April 4, 1917.

Original Document

To my mind, what we ought to have maintained from the beginning was the strictest neutrality. If we had done this I do not believe we would have been on the verge of war at the present time. We had a right as a nation, if we desired, to cease at any time to be neutral. We had a technical right to respect the English war zone and to disregard the German war zone, but we could not do that and be neutral. . . .

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. . . .

It is now demanded that the American citizens shall be used as insurance policies to guarantee the safe delivery of munitions of war to belligerent nations. The enormous profits of munition manufacturers, stockbrokers, and bond dealers must be still further increased by our entrance into the war. . . .

To whom does the war bring prosperity? Not to the soldier who for the munificent compensation of \$16 per month shoulders his musket and goes into the trench, there to shed his blood and to die if necessary; not to the broken-hearted widow who waits for the return of the mangled body of her husband; not to the mother who weeps at the death of her brave boy; not to the little children who shiver with cold; not to the babe who suffers from hunger; nor to the millions of mothers and daughters who carry broken hearts to their graves. War brings no prosperity to the great mass of common and patriotic citizens. It increases the cost of living of those who toil and those who already must strain every effort to keep soul and body together. War brings prosperity to the stock gambler on Wall Street—to those who are already in possession of more wealth than can be realized or enjoyed. . . .

Their object in having war and in preparing for war is to make money. Human suffering and the sacrifice of human life are necessary, but Wall Street considers only the dollars and the cents.

CONTINUED

Adapted Version

I believe that from the start we should have remained strictly neutral. If we had done this, we would not now be on the verge of war. If we wanted to, we had a right as a nation at any time to stop being neutral. We had a right to respect the English war zone and to disregard the German war zone. However, in doing that we could not remain neutral.

We have loaned many hundreds of millions of dollars to the Allies in this war. It is true that such action is legal and allowed by international law. Yet I have no doubt that this enormous amount of money loaned to the Allies has helped to bring the public to favor doing what it takes to make sure every one of these loans is paid in full.

Now we are told American citizens will be used as insurance policies to guarantee the safe delivery of munitions of war to belligerent nations. The enormous profits of munition manufacturers, stockbrokers, and bond dealers will be increased even more by our entrance into the war.

To whom does the war bring prosperity? Not to the soldier who for the generous payment of \$16 per month shoulders his musket and goes into the trench, there to shed his blood and to die if necessary. Not to the broken-hearted widow who waits for the return of the mangled body of her husband. Not to the mother who weeps at the death of her brave boy. Not to the little children who shiver with cold. Not to the babe who suffers from hunger, nor to the millions of mothers and daughters who carry broken hearts to their graves. War brings no prosperity to the great mass of common and patriotic citizens. It increases the cost of living of those who toil and those who already strain to keep soul and body together. War brings prosperity to the stock gambler on Wall Street—to those who are already in possession of more wealth than can be realized or enjoyed.

Their object in having war and in preparing for war is to make money. Human suffering and the sacrifice of human life are necessary. But Wall Street considers only the dollars and the cents—to those who are already have more wealth than can be realized or enjoyed.

Original Document Source: George Norris, speech delivered before the Senate, April 4, 1917, 65th Congress, 1st Session, in Congressional Record, vol. 55, pt. 1 (Washington, DC: Government Printing Office, 1917). Available online at http://wps.prenhall.com/wps/media/objects/107/110495/ch22_a2_d2.pdf.

Another Progressive Republican senator who opposed the war was Robert La Follette from Wisconsin. His criticisms were somewhat different from those of Senator Norris. He thought Britain's possession of its global empire made a mockery of Wilson's claim that the Allied war effort was a fight for democracy. The text of his speech can be found in the *Congressional Record* for April 4, 1917.

Original Document

It is idle to talk of a war upon a government only. We are leagued in this war, or it is the President's proposition that we shall be so leagued, with the hereditary enemies of Germany. Any war with Germany, or any other country for that matter, would be bad enough, but there are not words strong enough to voice my protest against the proposed combination with the entente allies. When we cooperate with those governments, we endorse their methods; we endorse the violations of international law by Great Britain; we endorse the shameful methods of warfare against which we have again and again protested in this war; we endorse her purpose to wreak upon the German people the animosities which for years her people have been taught to cherish against Germany; finally, when the end comes, whatever it may be, we find ourselves in cooperation with our ally, Great Britain, and if we cannot resist now the pressure she is exerting to carry us into the war, how can we hope to resist, then, the thousand-fold greater pressure she will exert to bend us to her purposes and compel compliance with her demands? . . .

The only reason why we have not suffered the sacrifice of just as many ships and just as many lives from the violation of our rights by the war zone and the submarine mines of Great Britain as we have through the unlawful acts of Germany in making her war zone in violation of our neutral rights is simply because we have submitted to Great Britain's dictation. If our ships had been sent into her forbidden high-sea war zone as they have into the proscribed area Germany marked out on the high seas as a war zone, we would have had the same loss of life and property in the one case as in the other; but because we avoided doing that, in the case of England, and acquiesced in her violation of law, we have not only a legal but a moral responsibility for the position in which Germany has been placed by our collusion and cooperation with Great Britain. By suspending the rule with respect to neutral rights in Great Britain's case, we have been actively aiding her in starving the civil population of Germany. We have helped to drive Germany into a corner, her back to the wall to fight with what weapons she can lay her hands on to prevent the starving of her women and children, her old men and babes.

CONTINUED

Adapted Version

It is idle to talk of us making war on a government only. The president wants us to join with the hereditary enemies of Germany. Any war with Germany, or any other country for that matter, would be bad enough. But I cannot object strongly enough to our forming a coalition with the Entente Allies. By cooperating with those governments, we endorse their methods. We endorse Great Britain's violations of international law. We endorse the same shameful methods of warfare we have been objecting to until now. We endorse Great Britain's desire to let loose on the German people all the hatred her people have been taught to feel toward Germany. Finally, when the end comes, whatever it may be, we will be cooperating with our ally, Great Britain. So if we cannot resist her pressure now in trying to get us into this war, how can we hope to resist later the thousand-fold greater pressure she will exert to get us to agree to her demands?

It is true that we have lost many ships and lives because of Germany's unlawful violation of our neutral rights in her war zone. However, the only reason we have not suffered as much from Great Britain's war zone and submarine mines is that we have submitted to Great Britain's orders. If our ships went into her forbidden high-sea war zone as much as they have into Germany's, we would have had the same loss of life and property in the one case as in the other. We avoided that with England. Instead, we accepted her violation of law. We have not only a legal but a moral responsibility for the position in which we have placed Germany by our cooperation with Great Britain. By suspending neutral rights rules in Great Britain's case, we have actively aided her in starving the civil population of Germany. We have helped to drive Germany into a corner. She has had her back to the wall and has had to fight with what weapons she can to prevent the starving of her women and children, her old men and babes.

Original Document Source: Robert La Follette, speech delivered before the Senate, April 4, 1917, before the 65th Congress, 1st Session, Congressional Record, vol. 55, pt. 1 (Washington, DC: Government Printing Office, 1917). Available online at <http://content.wisconsinhistory.org/cdm/ref/collection/tp/id/26836>.

PRIMARY SOURCE ▶

I.7

"Halt the Hun!"

To raise money for the war, the U.S. government sold Liberty Bonds. A huge advertising campaign was mounted urging Americans to buy these bonds as a way to aid the war effort. The posters and other forms of advertising appealed to American patriotism. They also often depicted the German enemy as this poster does. The poster shows an American soldier halting a German soldier, who is standing over a woman holding a child. The poster reads "Halt the Hun! Buy U.S. Government Bonds, Third Liberty Loan."



Original Document Source: Henry Raleigh, *Halt the Hun! Buy U.S. Government Bonds, Third Liberty Loan* (Chicago: Edwards & Deutsch Litho. Co., [1918?]), Library of Congress, Prints and Photographs Division, LC-USZC2-655. Available online from the Library of Congress at <http://www.loc.gov/pictures/item/93515947/>.

In 1919, President Wilson returned from the peace talks in Paris with both the Versailles Treaty and his Covenant of the League of Nations. He toured the country to win support for both, though Republican opposition to the League was strong in Congress. He gave one of his last addresses on the League in Pueblo, Colorado, on September 25, 1919. This passage is from that speech.

Original Document

Do not think of this treaty of peace as merely a settlement with Germany. It is that. It is a very severe settlement with Germany, but there is not anything in it that she did not earn. Indeed, she earned more than she can ever be able to pay for, and the punishment exacted of her is not a punishment greater than she can bear, and it is absolutely necessary in order that no other nation may ever plot such a thing against humanity and civilization.

But the treaty is so much more than that. It is not merely a settlement with Germany; it is a readjustment of those great injustices which underlie the whole structure of European and Asiatic society. This is only the first of several treaties. They are all constructed upon the same plan. The Austrian treaty follows the same lines. The treaty with Hungary follows the same lines. The treaty with Bulgaria follows the same lines. The treaty with Turkey, when it is formulated, will follow the same lines. What are those lines? They are based upon the purpose to see that every government dealt with in this great settlement is put in the hands of the people and taken out of the hands of coteries and of sovereigns who had no right to rule over the people. . . .

At the front of this great treaty is put the Covenant of the League of Nations. It will also be at the front of the Austrian treaty and the Hungarian treaty and the Bulgarian treaty and the treaty with Turkey. Every one of them will contain the Covenant of the League of Nations, because you cannot work any of them without the Covenant of the League of Nations.

Unless you get the united, concerted purpose and power of the great Governments of the world behind this settlement, it will fall down like a house of cards. There is only one power to put behind the liberation of mankind, and that is the power of mankind. It is the power of the united moral forces of the world, and in the Covenant of the League of Nations the moral forces of the world are mobilized. For what purpose?

Original Document Source: "President Woodrow Wilson's Address in Favour of the League of Nations, 25 September 1919," in *The Papers of Woodrow Wilson*, ed. Arthur S. Link, 69 vols. (Princeton, N.J.: Princeton University Press, 1990), 65:500-13. Available online at http://www.firstworldwar.com/source/wilsonspeech_league.htm.

Keynes on the Economic Consequences of the Peace

In 1919, economist John Maynard Keynes was the British Treasury's representative at the Paris Peace Conference, where the Treaty of Versailles was signed. In this treaty, the Allies imposed their terms on a defeated Germany. Keynes feared these terms were far too harsh. He warned of this in his book *The Economic Consequences of the Peace*, published in 1919.

Original Document

For one who spent in Paris the greater part of the six months which succeeded the Armistice an occasional visit to London was a strange experience. England still stands outside Europe. Europe's voiceless tremors do not reach her. Europe is apart and England is not of her flesh and body. But Europe is solid with herself. France, Germany, Italy, Austria and Holland, Russia and Roumania and Poland, throb together, and their structure and civilization are essentially one. They flourished together, they have rocked together in a war, which we, in spite of our enormous contributions and sacrifices (like though in a less degree than America), economically stood outside, and they may fall together. In this lies the destructive significance of the Peace of Paris. If the European Civil War is to end with France and Italy abusing their momentary victorious power to destroy Germany and Austria-Hungary now prostrate, they invite their own destruction also, being so deeply and inextricably intertwined with their victims by hidden psychic and economic bonds. At any rate an Englishman who took part in the Conference of Paris and was during those months a member of the Supreme Economic Council of the Allied Powers, was bound to become, for him a new experience, a European in his cares and outlook. There, at the nerve center of the European system, his British preoccupations must largely fall away and he must be haunted by other and more dreadful specters. Paris was a nightmare, and every one there was morbid. A sense of impending catastrophe overhung the frivolous scene; the futility and smallness of man before the great events confronting him; the mingled significance and unreality of the decisions; levity, blindness, insolence, confused cries from without,—all the elements of ancient tragedy were there.

CONTINUED

Adapted Version

I spent six months in Paris after the Armistice [November 11, 1918]. During that time, an occasional visit to London was a strange experience. England still stands outside Europe. Europe's voiceless tremors do not reach her. Europe and England are different from one another. But Europe as a whole is otherwise a single unit. France, Germany, Italy, Austria and Holland, Russia and Romania and Poland function together. Their structure and civilization are essentially one. They flourished together. They have rocked together in a war. They may fall together. In spite of England's enormous contributions and sacrifices, we stood outside of all this economically (though less so than the Americans). In this lies the destructive significance of the Peace of Paris. Will the European Civil War end with France and Italy abusing their momentary victorious power to destroy Germany and Austria-Hungary, now prostrate? If so, they invite their own destruction also. They are deeply and unavoidably connected to their victims by hidden psychic and economic bonds. As an Englishman at the Paris Conference as a member of the Supreme Economic Council of the Allied Powers, I had the new experience of becoming a European in my cares and outlook. There, at the nerve center of the European system, my British concerns fell away. I could not avoid being haunted by other and more dreadful specters. Paris was a nightmare, and every one there was morbid. A sense of impending catastrophe overhung the frivolous scene. What was noticeable was the futility and smallness of man before the great events confronting him; the importance yet the unreality of the decisions; the levity, blindness, insolence, and confused cries from without. All the elements of ancient tragedy were there.

Original Document Source: John Maynard Keynes, *The Economic Consequences of the Peace* (New York: Harcourt, Brace, and Howe, 1919). Available online from the Library of Economics and Liberty at <http://www.econlib.org/library/YPDBooks/Keynes/kyneCP1.html>.

PRIMARY SOURCE ▶

I.IO

Ludendorff's "Stab in the Back" Excuse

By November 1918, German soldiers were retreating toward Germany. Their war was lost. A revolutionary upheaval inside Germany forced the German emperor, Kaiser Wilhelm II, to give up his throne and flee. Civilian political leaders took over the government and established a republic. These new civilian leaders had to sign the Armistice to end the fighting. In the years that followed, German military leaders and others claimed that Germany could have fought on and won the war except for the cowardly civilian politicians. This theory was given its clearest expression by General Erich Ludendorff, who had led German forces in the war. The phrase "stab in the back" came to stand for this idea that the German army had been defeated by Germany's new political leaders. The resentment about this supposed "stab in the back" contributed to the rise of violent antidemocratic parties and leaders. Adolf Hitler is the most famous and most brutal of all of these. This passage is from a statement Ludendorff made in February 1919.

Original Document

Government and Reichstag left the army in the lurch, and the political leadership did the same for the military commanders. . . .

The military command had warned the political leaders against disarmament, because, in its instinctive knowledge of the nature power and mode of thinking of the enemy, it had gauged with correctness what was to come. Not our brave army, which scorns the accusation, laid down its arms; it was forced to do so by our political leadership.

The people followed their bad leaders—and "misleaders"—and rushed blindly to their fate. They could and would not, even now, understand the aims of the military leaders, who had correctly gauged the will of the enemy but also knew his weaknesses, and who had demanded, as the only possible measure, the utmost resolution and exertions of a united people.

When the Reichstag's majority had attained its goal as regarded the internal policy of the country, had robbed the Kaiser and the princes of the confederation of all power, and had strengthened their own, the government, in its fourth note to Wilson, consummated the political capitulation before the enemy. In a spirit of abject servility they fawningly styled the prospective peace of annihilation a "peace of justice."

Finally the political leadership disarmed the unconquered army and delivered over Germany to the destructive will of the enemy in order that it might carry through the revolution in Germany unhindered. That was the climax in the betrayal of the German people.

Thus was perpetrated the crime against the German nation. No political regime has ever committed anything worse. Not the enemy, but our political leadership broke down the power of our military command, and consequently of the nation.

CONTINUED

Adapted Version

Government and Reichstag [Germany's parliament] left the army in the lurch. The political leadership did the same for the military commanders.

The military command warned the political leaders against disarmament. It knew instinctively the nature, power and mode of thinking of the enemy. Because of this, it had seen correctly what was to come. Our brave army did not lay down its arms. It scorns that accusation. It was forced to give up by our political leadership.

The people followed their bad leaders and rushed blindly to their fate. They could not, and cannot even now, understand the aims of the military leaders. Those military leaders had correctly gauged the will of the enemy and his weaknesses. They demanded, as the only possible measure, the utmost resolution and exertions of a united people.

The Reichstag's majority got the internal policy they wanted and robbed the Kaiser and the princes of the confederation of all power. In doing this, they strengthened their own power. Then this government, in its fourth note to Wilson, concluded the political surrender before the enemy. In a spirit of abject servility it fawningly styled the proposed peace of annihilation a "peace of justice."

Finally this political leadership disarmed the unconquered army and delivered over Germany to the destructive will of the enemy. They did this in order to carry through the revolution in Germany unhindered. That was the climax in the betrayal of the German people.

Thus was perpetrated the crime against the German nation. No political regime has ever committed anything worse. Not the enemy, but our political leadership broke down the power of our military command, and consequently of the nation.

Original Document Source: Erich Ludendorff, February 1919 statement, quoted in *Source Records of the Great War*, ed. Charles F. Horne, 7 vols. (New York: National Alumni, 1923), vol. 7. Available online from the Internet Archive at https://archive.org/stream/sourcerecordsofg07char/sourcerecordsofg07char_djvu.txt

Communicating Results and Taking Action

Communicating Results

- ◆ Reread Primary Sources 1.4, 1.5, and 1.6. Then study and briefly discuss the “Halt the Hun” poster (Primary Source 1.7). Imagine what Senators La Follette and Norris would think about this poster and other similar posters the government was producing. Follow your teacher’s instructions to write a letter about the poster to President Wilson as if you were one of these two U.S. senators, or to write a letter back from President Wilson responding to each senator.
- ◆ Reread Primary Sources 1.2, 1.3, 1.5, and 1.6. Write a brief fictional short story based on the idea that the authors of these four sources are able to meet for dinner in 1933. The story should feature a dinnertable conversation in which all four authors reminisce about the war, what they wrote at the time, and their views about the war’s outcome as it could have appeared to them by 1933.
- ◆ Pretend you are a reporter covering President Wilson’s speech in Pueblo, Colorado, on September 25, 1919 (Primary Source 1.8). You are assigned to evaluate the speech in an editorial for your newspaper to appear the next day. In the editorial, you should refer to Wilson’s speech, to at least one of the critics of the war in these primary sources, and to the statement General Erich Ludendorff made in February 1919 (Primary Source 1.10).

Taking Action

- ◆ Discuss the following question: “How should our community commemorate World War I and those members of the community who fought in it?” Brainstorm ideas and discuss them in relation to the points of view expressed in the primary sources for this lesson. Take notes on this discussion and write a letter describing the ideas expressed as to what an appropriate memorial might include. Send the letter to relevant community groups such as veterans’ organizations, churches, and local officials.
- ◆ Based on the work in the previous assignment, use social media to share the results of your World War I Memorial Day discussion. Ask those contacted in this way to comment and offer their own suggestions.

World War I Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a way relevant to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

Primary Source Bibliography

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- 1.2: “Justification.” *The New Republic* 119 (February 10, 1917): 36–38. Quoted in *American Wars*, by Ballard C. Campbell, 194–95. New York: Facts On File, 2012.
- 1.3: Lansing, Robert. “Lansing’s Memorandum of the US Cabinet Meeting, Tuesday, 20 March, 1917, 2.30–5 p.m.” In *The World War I Document Archive*, edited by Richard Hacken. Provo, UT: Brigham Young University Library, 2010. Available online at https://www.lib.byu.edu/index.php/Lansing%27s_Memorandum_of_the_US_Cabinet_Meeting.
- 1.4: Wilson, Woodrow. Address delivered at a joint session of the two houses of Congress, April 2, 1917. 65th Congress, 1st Session, Senate Document 5. Congressional Record, vol. 55, pt. 1. Washington, DC: Government Printing Office, 1917. Available online at http://wps.prenhall.com/wps/media/objects/107/110495/ch22_a2_d1.pdf.
- 1.5: Norris, George. Speech delivered before the Senate, April 4, 1917. 65th Congress, 1st Session. Congressional Record, vol. 55, pt. 1. Washington, DC: Government Printing Office, 1917. Available online at http://wps.prenhall.com/wps/media/objects/107/110495/ch22_a2_d2.pdf.
- 1.6: La Follette, Robert. Speech delivered before the Senate, April 4, 1917. 65th Congress, 1st Session. Congressional Record, vol. 55, pt. 1. Washington, DC: Government Printing Office, 1917. Available online at <http://content.wisconsinhistory.org/cdm/ref/collection/tp/id/26836>.
- 1.7: Raleigh, Henry. *Halt the Hun! Buy U.S. Government Bonds, Third Liberty Loan*. Chicago: Edwards & Deutsch Litho. Co., [1918?]. Library of Congress, Prints and Photographs Division, LC-USZC2-655. Available online from the Library of Congress at <http://www.loc.gov/pictures/item/93515947/>.
- 1.8: Wilson, Woodrow. “President Woodrow Wilson’s Address in Favour of the League of Nations, 25 September 1919.” In *The Papers of Woodrow Wilson*, edited by Arthur S. Link, vol. 63, 500–13. Princeton, NJ: Princeton University Press, 1990. Available online at http://www.firstworldwar.com/source/wilsonspeech_league.htm.
- 1.9: Keynes, John Maynard. *The Economic Consequences of the Peace*. New York: Harcourt, Brace, and Howe, 1919. Available online from the Library of Economics and Liberty at <http://www.econlib.org/library/YPDBooks/Keynes/kynsCP1.html>.
- 1.10: Ludendorff, Erich. February 1919 statement. In *Source Records of the Great War*, edited by Charles F. Horne, vol. 7. New York: National Alumni, 1923. Available online from the Internet Archive at https://archive.org/stream/sourcerecordsofg07char/sourcerecordsofg07char_djvu.txt.

Sources for Further Study

Graves, Robert. *Goodbye to All That: An Autobiography*. New York: Berghahn Books, 1995.

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Junger, Ernst. *Storms of Steel*. New York: Penguin Books, 2016.

Remarque, Erich Maria. *All Quiet on the Western Front*. Translated by A. W. Wheen. New York: Fawcett Books, 1987.