Historical Literacy Project

Unit Title: World War I

Designed by: Zachary Taylor and Leigh Askin

District: Caesar Rodney School District

Content Area: World/US History

Grade Level(s): 10th

Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

This unit will educate students on the United States' involvement in WWI. Through the use of this content, students will also learn what an historical interpretation is, and what factors influence them. From this analysis, students will gain a better of understanding of the role of historians in preserving and manipulating the events of the past. This unit would likely follow a unit on imperialism because both touch on the expanding role of the United States in the world.

Delaware Content Standard: History Standard 3-

Students will interpret historical data. Students will compare competing historical narratives, by contrasting different historian's choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

Big Idea(s) (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

Historical Interpretation
Factors which influence historical interpretations
Causes of U.S. Involvement in WWI
WWI on the home front
Versailles Treaty

Unit Enduring Understanding(s)

Students will understand that what is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions.

Students will understand that historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence, contributes significantly to the conclusions drawn.

Students will understand that history is what the historian says it is. Historians may collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences.

Unit Essential Questions(s)

1. Does the way research is conducted matter?
2. To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read?
3. Is there such a thing as completely unbiased history?

Knowledge and Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources. It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document).

Students will know…

What an historical interpretation is, and the factors which could influence the interpretations that a historian could make.

Students will be able to…

Analyze a historical document and determine what interpretations a historian has made and identify the specific factors which may have influenced that interpretation.

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

Suggested Performance/Transfer Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

Essential Question Addressed

1. To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read?
2. Is there such a thing as completely unbiased history?

Prior Knowledge

Students will be familiar with history standard three from previous units in their high school curriculum. The unit on WWI will likely follow a unit on Imperialism so students can make connections about America's expanding role in the world.

Scenario

Students will act a political cartoonist for a newspaper or magazine.

Requirements

Acting as a cartoonist, students will compose a political cartoon which make an interpretation about one of the topics discussed during our three units on WWI. Cartoons must be neat, well organized, and provide a clear interpretation of an historical event from WWI. In addition, on the back of the cartoon students will write an analysis of their cartoon explaining their interpretation and what factors may have influenced it.

Final Product

The final product will include the cartoon, the written analysis, and students will also be required to share their cartoons with the class to facilitate a final discussion on historical interpretation and the factors that may influence it.

Rubric(s) (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

	Score Point 0	Score Point 2	Score Point 4
Neatness of Cartoon	Cartoon is sloppy, unorganized, demonstrates little effort. Characters or objects are unrecognizable.	Some effort is shown in the composition of the cartoon but characters or objects are hard to distinguish.	Solid effort is evident in the cartoon, Characters and objects are easily recognizable. Cartoon is well-organized and easy to understand.
Historical Accuracy	Contains numerous historical inaccuracies in the cartoon and/or written analysis.	Some historical inaccuracies are present in cartoon and/or written analysis.	All historical information is accurate in both the cartoon and the written analysis.
Interpretation	Cartoon does not provide an interpretation of a topic from WWI.	Cartoon provides a weak interpretation of a topic from WWI.	Cartoon provides a clear historical interpretation of a topic from WWI.
Explanation of Interpretation	Written analysis of cartoon does not provide any explanation of factors which may have influence the interpretation made in their cartoon.	Written analysis provides few relevant examples or weak explanations of factors which may have influenced the interpretation made in the cartoon.	Written analysis provides several well-explained examples of factors which may have influenced the interpretation made in the cartoon.
Punctuation/ Grammar	Cartoon and/or written analysis contain numerous grammar and/or punctuation errors.	Cartoon and/or written analysis contain a few punctuation and/or grammatical errors.	Cartoon and/or written analysis contain no punctuation and/or grammatical errors.

Total Score _____/20

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Other evidence of student understanding would come from the assessment following each lesson as well as classroom discussion and teacher questioning.

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

By completing the written analysis on the back of their cartoon, students will have the opportunity to reflect on the concepts learned in the previous lessons leading up to this final assessment. Students will apply their own knowledge of how historical interpretations are made in order to reflect on their thoughts about WWI. Students will also use an anticipation guide in lesson two to monitor and evaluate their learning as well as have the opportunity to reflect on their peers work through class discussion and the "walk around" in lesson one.

(You might consider this the "Procedures" section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2). Give special attention to ways that you might differentiate learning so that the activities are broadly accessible, incorporate technology that is accessible broadly, and promote the acquisition of 21st Century skills.

_____

Lesson # 1
The United States Enters World War I
Leigh Askin

Lesson Description:
Students will be introduced to the World War I unit and History Standard 3. Students will begin the first lesson with a simulation that is used to preview prior knowledge of the standard and spark interest in the standard. Then students will use activity 2 to explore the reasons the United States entered World War I, preparing them for their next activity. After introducing the content the students will interpret the information and determine which cause was the most significant to the United States entrance into World War I. Finally, students will analyze and assess their classmates' interpretations to better understand how and why history is biased.

Time Required:
3, 50 minute class periods

Essential Question Addressed:
How could there be different explanations of the same event in history?

Enduring Understanding:
Students will understand that what is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions.

Materials:
Handout 1: Cheating Simulation PowerPoint
Handout 2: Cheating Simulation Student Worksheet
Handout 3: Cheating Simulation Tests
Handout 4: Why Did the U.S. Enter World War I?
A computer and projector to use for the PowerPoint
Large sheets of paper for students to construct their frayer models on

Procedures:
Part I: Students will be introduced to this unit and standard using a cheating simulation. This part of the lesson will be in PowerPoint format *(Handout 1: Cheating Simulation PowerPoint)* and will correspond to a student worksheet *(Handout 2: Cheating Simulation Student Worksheet)*.

Steps for the Cheating Simulation:

1. The teacher will begin the PowerPoint presentation, *Cheating Simulation PowerPoint*, with an introduction to the lesson essential question *(slide 1)*. Each student should receive a copy of the student worksheet *(Handout 2: Cheating Simulation Student Worksheet)*.
2. Teacher will then introduce the plot line of the cheating mystery *(slide 2)*.
3. Have each student, independently, create their interpretation of the class seating chart based on the information given on slide

4. Pick 3-5 students to draw their seating charts on the board. As a class discuss the following questions:
    a. what difference do you notice about the seating charts?
    b. was any student given more or less information regarding where pupils sat?
    c. what, if everyone received the same information, caused the differences in each students seating chart?

Have students create a list of "good" and "bad" sources for the teacher (explain why they are good or bad). *(slide 4)*

Teacher will now pass out the two tests, Daniel's test and the one he has been accused of cheating off of). *(Handout 3: Cheating Simulation Tests)*

Using their student worksheet (*Handout 2: Cheating Simulation Student Worksheet)* have students read and analyze the two tests to determine if Daniel cheated. Students must determine if each piece of evidence is a fact or interpretation and to what extent it should be considered in the teacher's decision.

After the students have analyzed the evidence, show them slide 6 the student interviews. Have students answer the Response Questions on their worksheets.

Discuss as a class the questions on slide 7.

At the end of this activity have students break into pairs to answer the questions on slide 8.

Question #1: What is the difference between a fact and an interpretation?
- provide an example of each

Question #2: How could there be different explanations of the same event in history?

Question #3: What factors influence a historian's interpretation of events?

For question #3 create a class list of the factors that influence a historian's interpretation. Have students write these down for later lessons. Be sure they include these essential factors:

The historian's:

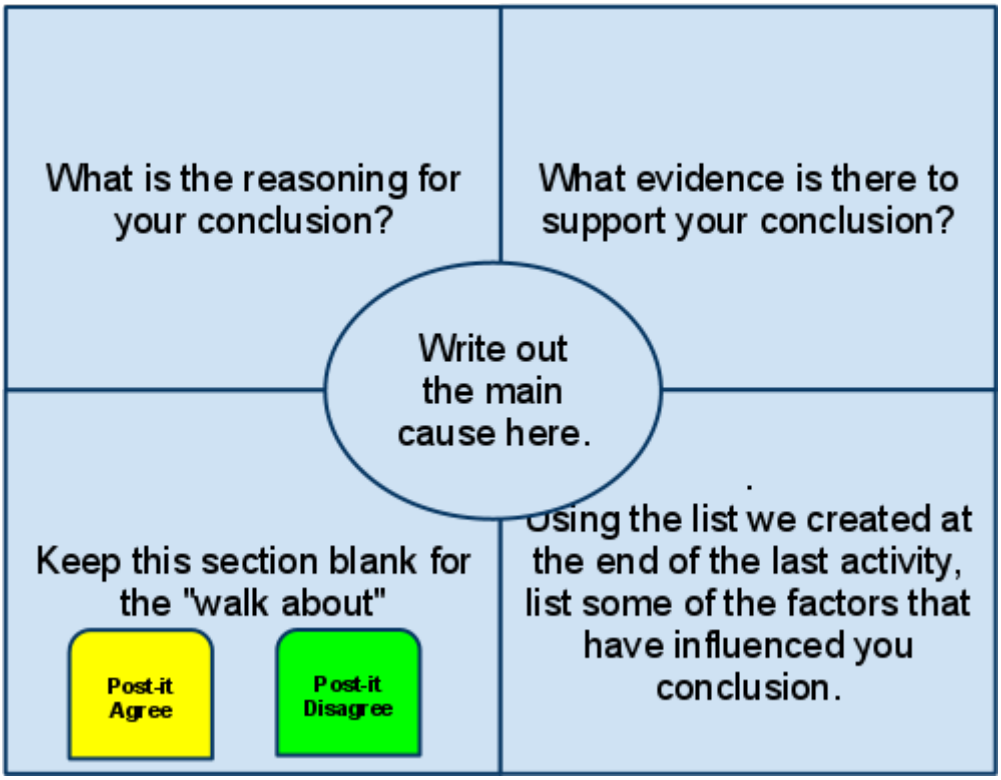
beliefs
judgment
interests
point-of-view
perspective
influences
sources
choice of questions
historical period of historian

Part II: Students will use the appropriate section(s) of their textbook to complete *Handout 4: Why did U.S. enter WWI?* The purpose of this assignment is to give students the basic content

knowledge they would need to make an informed interpretation about why they think the U.S. entered WWI. Upon completion, you could even ask students individually to rank the potential causes from 1-6 based on their impact on U.S. entry into WWI to get students thinking towards the activity in part three.

Part III: Students will create a frayer model that justifies their conclusion on the most important cause for U.S. involvement in World War I.
Steps for frayer model:

1. Using the information from *handout 4* students will determine which cause was most significant to the U.S. becoming involved in World War I.
2. They will then use a large piece of construction paper or poster board to create a frayer model:



3. Students should answer the questions in the frayer model based on their conclusion of what was the main cause that brought the United States into World War I. When students have finished their models hang them around the room with enough space for students to be able to stand in front and read each conclusion.
4. Last, prepare for a "walk around" around the classroom. Give students post-it notes, two colors, and tell them that the yellow post-it notes are for statements/conclusions they agree with and they disagree with or think the author may have left out. Have students walk around the classroom and read each frayer model. For each one they must put on it a green or yellow post-it note with an explanation of their viewpoint.

Debrief: At this point in the lesson please have students take out their notebooks. Have them open them to the first activity: the cheating simulation. Within their notes they should have the lesson's essential question written down as well as a list of factors that may influence a historian's interpretation of events. Explain to students that after taking part in the cheating simulation and analyzing points of view using the frayer model were used to help students understand how a historian's interpretation of events can impact the way that history is written. Have students see if they can create more factors to add to their lists after taking part in the activities. Share and discuss them as a class. Try to determine what events, experiences, sources, etc helped them to identify new factors.

Formative Assessment ("Check for Understanding"): Students' understanding of the essential question will be assessed using their frayer model displays in addition to the comments they make on other frayer models.

Did you consider the following unit design principles?
IP – International education perspective
IL – Information Literacy
WR – Workplace readiness/21st century skills
FA – Formative assessment, used to check for understanding
DI- Differentiated Instruction
UDL– Universal Design for Learning
TL – Technology Literacy

Resources and Teaching Tips

- **What text/print/media/kit/web resources best support this unit?**
  - This unit is best supported by using the textbook and PowerPoint slide show.

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**
  - Do not randomly call on students to draw their classrooms on the board. As students are working, walk around the room and pick 5 students that have a different classroom set-up to put theirs on the board.
  - The cheating simulation works best if you change the names of the students on PowerPoint, worksheet, and test to names of students in your class.

Lesson # 2

WWI on the Home Front: Debating the Role of the Federal Government

Author(s): Zach Taylor

Lesson Description: Briefly describe what the students will be doing in this lesson and why.

In this lesson, students will be identifying the actions taken by the American federal government during WWI in order to more effectively fight and win the war. Students will also have to make interpretations about whether the federal government was justified in taking a more active on the home front during WW1.

Time Required: Approximately how long will it take to complete the instructional activities described in this lesson?

2 Hours

Essential Question Addressed: What is the essential question for this lesson?

1. To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read?
2. Is there such a thing as completely unbiased history?

Enduring Understanding: What is the enduring understanding at which students should arrive?

Students will understand that what is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions.

Materials: What materials will a teacher need to implement this lesson? Copies of all handouts and visuals or links to them must accompany the lesson. Do not submit copyrighted or publisher materials. *Adapt* when necessary. Be sure to label and number all handouts (e.g. *Handout 1: Emancipation Proclamation*).

U.S. History Textbook
Handout #5: WWI on the Home Front Anticipation Guide

Procedures: Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps.

If any steps require the distribution of handouts, state this and identify the handouts by *number* and *title* (e.g. *Handout 1- Emancipation Proclamation*).

Avoid "read and discuss" as procedures. Identify specific questions that teachers should raise.

1. Students will complete the first half of Handout #5: WWI on the Home Front Anticipation Guide.

2. Students will read the section on WWI and the American home front from their textbooks. On the board, students will add information from the textbook to a class "fact web", which will list the actions taken by the federal government during WWI. As information is being added to the web, the teacher can elaborate and provide additional

information on the government's role on the home front during WWI.

3. After finishing the "fact web" on the board, students will then complete the second half of Handout #5: WWI on the Home Front Anticipation Guide. By this point all students should know the correct answers on the anticipation guide. The teacher can also question the students as to why their answers changed and whether they agree or disagree with the approach the federal government took on the home front on WWI.

Formative Assessment ("Check for Understanding"): How will you measure student understanding of the targeted benchmark or essential question? This "Check for Understanding" must assess *individual* student achievement and involve *written* responses.

Students will imagine that are an American citizen living during WWI. Students will be assigned one of the roles listed below and write a letter to editor of a local newspaper explaining their interpretation of the more active role that federal government took on the home front during WWI. By assuming one of these different roles, students will be forced to think about how a person's point of view, background, or perspective might influence the interpretations that they make. The roles that students will be assigned include the following:

- American soldier
- Female factory worker
- Steel company owner
- Farmer
- German immigrant
- Socialist party member
- African American who has just moved North as part of Great Migration

Debrief: Briefly but explicitly tell teachers to revisit the essential question for this lesson (write it out again here). You might also suggest activities or questions one might you pose to encourage and/or promote transfer.

After students complete their letters, they will share them with the class and be reminded of the following essential questions:

1. To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read?

2. Is there such a thing as completely unbiased history?

Students will also be reminded of what they learned in lesson one and be asked to explain why the interpretations developed in their letters differ from one another and how this might reflect in the way historians view the past.

Did you consider the following unit design principles?

IP – International education perspective
IL – Information Literacy
WR – Workplace readiness/21st century skills
FA – Formative assessment, used to check for understanding
DI- Differentiated Instruction
UDL– Universal Design for Learning
TL – Technology Literacy

Resources and Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit**

  Textbook- America: Pathways to the Present

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**

  The most important thing for this lesson is that the teacher provide students with as many details as possible about the actions the federal government took on the home front during WWI. Students will likely have little background knowledge in this area and will need a good amount of information to write their letters. As the class is creating the fact web on the board, the teacher could ask students to brainstorm how the government's policies could have impacted citizens of the U.S. differently.

Lesson # 3

The Treaty of Versailles and the League of Nations

Author: Leigh Askin

Lesson Description:
Students will be learning about The Treaty of Versailles and the League of Nations, and America's decision not to join it at the end of the war. They will analyze different viewpoints on the Treaty and the League of Nations. They will read multiple sources and determine whether the United States should have signed the Treaty of Versailles and join the League of Nations. Students will learn that historians must consider different types of sources and will advice a historian how to write unbiased history.

Time Required:
3, 50 minute lessons

Essential Question Addressed:
To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read?

Enduring Understanding:
Students will understand that history is what the historian says it is. Historians may collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences.

Materials:
Handout # 6: The Treaty to End All Wars
Handout # 7: Viewpoints on the League of Nations
Handout # 8: Why World War I Still Matters
Handout # 9: Writing a Historian Worksheet

Procedures: Introduce the essential question for the lesson

Part 1: This lesson will begin with students using the appropriate section(s) of their textbook to complete *Handout # 6 : The Treaty to End All Wars.* The purpose of this assignment is to give students the basic content knowledge they would need to make an informed interpretation about the end of the war. Draw the Venn Diagram on the board and have students come up and write their answers. If students missed any points have them write them into their Venn Diagram.

Part 2: Students will complete *Handout # 7: Viewpoints on the League of Nations.* Students must read each quote and determine the factors that contributed to each speakers opinions and the basis for their arguments. After students finish have students share their answers. As a class discuss the difference in opinions and why people have different interpretations and views on the same event.

Part 3: Using their viewpoints worksheet (*Handout # 7: Viewpoints on the League of Nations)* their notes on The Treaty of Versailles (*Handout #6: The Treaty to End All Wars)* have students

write an essay in R.A.R.E. format that answers the following question (*R.A.R.E. = Restate the question, Answer the question, Reason from the text, Example from the text)*.
Question: Should the United States have signed the Treaty of Versailles?

Part 4: Students will read the article *Why World War I Still Matters* (*Handout 8: Why World War I Still Matters)*. After which they will answer the question: Should the United States have signed the Treaty of Versailles? Ask the students if their opinions changed since the last activity. Students may not have changed their opinion, but should have new reasons and examples.

Part 5: The last section of this activity is also the formative assessment for this lesson. Students will analyze why their opinions changed when given a new source. have students make a list of the reasons their opinions changed (this list should include the type of source given, the time period of the source, including a different source, etc). Students will then write a letter to a historian (*Handout # 9: Writing a Historian)*. The purpose of their letter is to inform the historian of how to an unbiased, as possible, account of history. Their letter must include the factors (from lesson 1) that lead to biased interpretations, the point of view of the author and sources they use, and the type of articles the historian uses.

Debrief: At the end of the lesson please discuss the essential question with the class. Have them answer the essential question in think-pair-share format.

Formative Assessment ("Check for Understanding"): Students' understanding of the essential question will be Part 5 of this activity. Their letter will be used to assess their understanding of the essential question.

Resources and Teaching Tips

- **What text/print/media/kit/web resources best support this unit?**
  - Text Book chapter on the Treaty of Versailles
  - **"World War I: Why it Still Matters",** by Craig R. Whitney, New York Times Upfront magazine, May 2009.
- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**
  - Review the R.A.R.E. response format with students and if need give an example.
  - For Writing the Historian letter, show students examples of other classes' letters and examples of correct letter format.

Handout 2: Cheating Simulation Student Worksheet

Evidence the Teacher Has to Determine if Daniel Cheated.	Determine if the evidence is a Fact or an interpretation	Quality of Evidence Should the teacher use this evidence in their decision, explain.
1. Similarities in incorrect responses.		
2. Similarities in misspellings		
3. Similarities in phrasing		
4. Daniel's average test grade for the marking period is a 72		
5. Jennifer sits in the desk directly in front of Daniel		
6. Desks are arranged tightly in rows		
7. Daniel and Jennifer just started dating		
8. Daniel and Jennifer study together		
9. Class average on the test was an 81		
10. Ms. Askin curves tests based on highest score		
11. Daniel and Jennifer both got the highest grades in the class		
12. Ms. Askin observed that Daniel was acting nervous during most of the test and saw him looking in Jennifer F. direction on several occasions		
13. Daniel needed an A to pass for the marking period		
14. Daniel and Jennifer turned their paper in at the same time		
15. Daniel is known to have cheated only 1 time since being in school.		

Response Questions:

1. Which evidence, interpretations or facts, should the teacher use when deciding whether Daniel cheated? Justify.

2. Using your classroom seating chart, evidence, student testimonials, and test copies do you think that Daniel cheated? Which evidence would you use to support your decision? Justify.

3. Thinking about the problems the teacher faced when determining if Daniel cheated, what types of evidence should historians use to construct a credible account of history?

Problemizing the past:

3. Do we know if Daniel cheated?

4. Will we ever know if he cheated?

5. How does one construct a credible account of the past?

Think, Pair, Share:

6. What is the difference between a fact and an interpretation? Give an example of each.

7. How could there be different explanations of the same event in history?

8. What factors contribute to a historian and a person's interpretation of events?

Handout # 3: Cheating Simulations Tests

Teacher Directions: Fill out two of these tests. One for the student that has been accused of cheating and one that help the student cheat. Include similar answers wrong, similar spelling of incorrect words, and similar hand writing. The tests should look like they may have resulted in cheating, but allow enough difference to prevent students from determining that the student definitely cheated.

Test copy is on the next page:

Handout # 3: Cheating Simulations Tests

Name _____ **Date:** _____

United States History Test **Age of Imperialism**

Section 1: Selected Response	
1. _____	16. _____
2. _____	17. _____
3. _____	18. _____
4. _____	19. _____
5. _____	20. _____
6. _____	21. _____
7. _____	22. _____
8. _____	23. _____
9. _____	24. _____
10. _____	25. _____
11. _____	26. _____
12. _____	27. _____
13. _____	28. _____
14. _____	29. _____
15. _____	30. _____

Section 2: Fill-in the blank	
31. _____	36. _____
32. _____	37. _____
33. _____	38. _____
34. _____	39. _____
35. _____	40. _____

Section 3: Short Answer

41. _____
42. _____
43. _____
44. _____
45. _____

Handout 4: Why did the U.S. Enter WWI?

Possible cause	Brief explanation of the possible cause	How might this cause have influenced America to join WWI?
European Ancestry		
Wartime Trade		
Unrestricted Submarine Warfare		
Sinking of the Lusitania		
Zimmerman Telegraph		
Russian Revolution		

Handout #5: WWI on the Home Front Anticipation Guide.

Directions: Write a "T" if you think the statements below are true and an "F" if you think that they are false. Part one will be completed before the lesson and part two afterwards.

PART ONE	Possible Government Actions	PART TWO
	Issued propaganda posters to promote war effort	
	Workers are forbidden to go on strike	
	German Americans were sent to concentration camps.	
	Bonds are sold to pay for the war	
	Women were drafted to fight in the war	
	Daylight Savings Time is created	
	Beef could not be sold in grocery stores	
	Imprisoned citizens for antiwar speeches	
	Fixed prices for goods were established	
	Taxes rates decreased	
	Food items were rationed	
	German authored books were removed from libraries	
	Women and minorities were encouraged to take jobs	
	Immigration to the U.S. was prohibited	

Handout # 6: The Treaty to End All Wars
Directions: Using your book, define the following vocabulary

Vocabulary Terms:

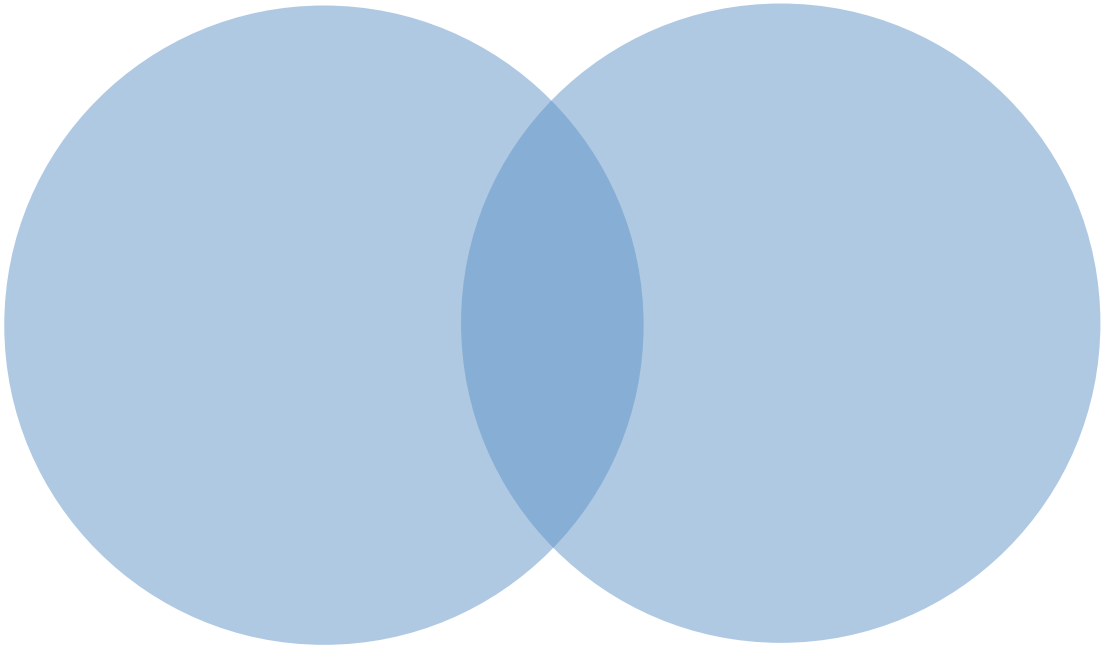
1. Wilson's Fourteen Points-

2. League of Nations-

3. Versailles Treaty-

Directions: Complete this Venn Diagram as you read, in the left circle list the proposals given by President Wilson and in the right the proposals given by Allied leaders, in the middle list the proposals they shared.

WILSON'S 14 POINTS **ALLIED PEACE PROPOSALS**



Handout # 7: Viewpoints on Joining the League of Nations

Viewpoints on Joining the League of Nations

Directions: Working with a partner, read the following viewpoints on America joining the League of Nations at the end of World War I. Complete the chart below using each statement.

For Joining the League of Nations:	Against Joining the League of Nations:
"The United States will, indeed, undertake . . . to 'respect and preserve as against external aggression the territorial integrity and existing political independence of all members of the League,' and that engagement constitutes a very grave and solemn moral obligation. But it is a moral, not a legal, obligation, and leaves our Congress absolutely free to put its own interpretations upon it." President Woodrow Wilson testifying before the Foreign Relations Committee, August 19,1919	"If I have had a conviction throughout my life, it has been the conviction that we should stay out of European and Asiatic affairs. I do not think we can have here a great, powerful, independent, self-governing Republic and do anything else; I do not think it is possible for us to continue to be the leading intellectual and moral power in the world and do anything else.…Let the people of this country who are opposed to entering into an alliance with Europe, who are opposed to surrendering the policy of Washington and the doctrine of Monroe, understand that reservations…are made to get votes.…" Senator William Torah (Idaho), testifying in the Senate, November 19, 1919

Using the Quotes answer the following questions	**Wilson**	**Borah**
What factors that contribute to each speaker's conclusion		
On what basis does each speaker support or oppose America's entry into the League?		

Handout # 8: Why World War I Still Matters

TIMES PAST

IRAQ

More than 4,100 Americans have died in Iraq since the war began in 2003. Modern Iraq, created by the British after WWI, forced Sunnis, Shiites, and Kurds under a single flag. They've been at odds ever since.

WORLD WAR I

WHY IT STILL MATTERS

IN 1919, THE 'WAR TO END ALL WARS' FORMALLY ENDED WITH THE TREATY OF VERSAILLES. BUT 90 YEARS LATER, WE'RE STILL LIVING WITH THE CONSEQUENCES.

By Craig R. Whitney

World War I, the most murderous conflict in history up to that time, came to a halt with a cease-fire at 11 a.m. on the 11th day of the 11th month of 1918. In four years, 16 million people had died, centuries-old empires and dynasties had come crashing to the ground, and economic and political chaos had overtaken much of the globe.

Sadder still, the "War to End All Wars" proved anything but. The Treaty of Versailles may have formally ended the war in June 1919, but 90 years later, the war's consequences are still being felt around the globe: The war in Iraq, the conflict between Israel and the Palestinians, and tensions with Russia are just a few of the foreign-policy challenges on President Obama's plate whose roots go back to World War I and its aftermath.

The war began in 1914 with the assassination of the heir to the throne of the Austro-Hungarian empire, Archduke Franz Ferdinand, which drew the great powers of Europe, entangled by all sorts of complex alliances, onto the battlefield.

After staying neutral for three years, the United States entered the war in 1917 to "make the world safe for democracy," as President Woodrow Wilson put it, and to come to the aid of Britain and France in their struggle against Germany, Austria-Hungary, and the Ottoman Turks.

When it was over, the victorious Allies set about trying to prevent future global conflicts, to punish their enemies, and, with the demise of the Austro-Hungarian and Ottoman Empires, to redraw the maps of Europe, the Middle East, and even Asia.

You've probably read in your history textbooks about the war's most immediate consequences: Wilson advocated for his "Fourteen Points," which called for, among other things, an end to colonialism (which the British and French mostly ignored), and a League of Nations, the first international body dedicated to keeping the peace.

ANOTHER WORLD WAR

But Wilson was incapacitated after suffering a stroke, and the U.S. Senate refused to approve American participation in the League, which rendered it toothless. It was replaced in 1945 with the United Nations.

The harsh terms that Versailles imposed on Germany after the war, including billions of dollars in reparations to make it pay the cost of the conflict, decimated the nation's economy. In the 1920s and '30s Adolph Hitler capitalized on Germany's

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humiliation to bring the Nazi party to power.

The result was World War II, which began in 1939, and the systematic murder of millions of innocent Europeans, including 6 million Jews, who Hitler blamed for many of Germany's problems.

Here's a look at some of the other consequences of World War I that you may be less familiar with, and that lie behind many of the headlines we see today.

IRAQ

Before World War I, the Ottoman Empire spanned southeastern Europe, North Africa, and the Middle East. After the war, the League of Nations gave "mandates" over parts of the Mideast to France and Great Britain that suited the interests of Paris and London, but ignored the wishes of most of the people who actually lived there. In Mesopotamia, the Ottoman territory that became Iraq, the British cobbled together the provinces of Baghdad, Basra, and Mosul, whose people—Shiites, Sunnis, and Kurds, respectively—were as much at odds with each other in 1919 as they are today. (The Shiite and Sunni sects of Islam had split centuries earlier over who would succeed Muhammad as Islam's leader.)

"In 1919," according to historian Margaret MacMillan, "there was no Iraqi people: History, religion, geography pulled the people apart, not together."

The British installed Feisal, the son of the ruler of the Muslim holy city of Mecca (in present-day Saudi Arabia), as King. The monarchy lasted until it was overthrown in 1958. After several military coups, Saddam Hussein seized power in 1968 and ruled until the U.S.-led invasion in 2003.

Without a strongman like Saddam holding it together, the seams knitted together in 1919 came apart and Iraq descended into civil war, despite the efforts of American and other Allied troops to stabilize the country.

Now, with the situation somewhat improved, President Obama has pledged to withdraw all U.S. combat troops from Iraq by August 2010. But it's still an open question whether Iraq's Shiites, Sunnis, and Kurds can live together peacefully.

ISRAEL & THE PALESTINIANS

The British Mandate for Palestine included present-day Israel, Jordan, the West Bank and the Gaza Strip. In 1921, Britain carved out what became Jordan on the East Bank of the Jordan River, and put Feisal's brother Abdullah on the throne. Jordan gained independence in 1946, and Abdullah was assassinated in 1951. The current King, Abdullah II, is his great-grandson.

West of the Jordan River, the issue of a Jewish homeland played out over the next three decades. The British found themselves caught between the two sides in Palestine: Jews who wanted a homeland in at least part of the ancient land of Israel, and Arabs who opposed the idea of a Jewish state.

In 1947, after World War II and the Holocaust, the United Nations voted to partition the slice of land between the Jordan River and the Mediterranean Sea into Jewish and Palestinian states. While Jewish leaders accepted the U.N. partition plan, the Arab states rejected it and attacked the newly declared state of Israel when the British left in May 1948.

Israel prevailed, and other Arab-Israeli wars followed. The Six-Day War in 1967 left Israel in control of the Sinai Peninsula (later returned to Egypt), along with the West Bank, the Gaza Strip, the Golan Heights, and all of Jerusalem.

In 1993, an agreement between Israel and Palestinian leaders granted Palestinians limited control of the West Bank and Gaza, in anticipation of a future Palestinian state. But little progress has been made toward that goal in the years since. The 2006

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PEACE SIGNED, ENDS THE GR

GERMANS DEPART STILL PR

Palestinian elections were won by Hamas, which advocates the destruction of Israel and which the U.S. considers a terrorist group; peace efforts have been virtually frozen since.

Obama has promised to take an active role in the peace process, saying last month that Israelis and Palestinians "must overcome long-standing passions and the politics of the moment to make progress towards a secure and lasting peace."

RUSSIA

Tsarist Russia, which fought on the Allied side with Britain, France, and the U.S., paid a heavy price in World War I. It suffered more deaths—more than 3 million—than any other nation, and the war left the country hungry and broke.

The widespread opposition to Tsar Nicholas II before the war exploded as the conflict progressed, and the Russian Revolution was the result. In 1917, the Tsar was overthrown, and in November of that year, led by Vladimir Lenin, the Communists took power and pulled Russia out of the war two months later.

The renamed Soviet Union fought alongside the U.S. against Germany in World War II. But after the war ended in

1945, the Soviets faced off against the U.S. and its allies in a Cold War that lasted until the fall of Communism in Eastern Europe and the breakup of the Soviet Union in 1991.

Russia became a democracy, but Vladimir Putin, who served as President and is now Prime Minister (and thought still to be in charge), has turned back democratic reforms and tried to reassert the influence over its neighbors that Russia's Tsars and Communist rulers long had.

Last year, when Russian troops invaded neighboring Georgia, a former Soviet republic, many in the U.S. saw the attack, despite evidence of Georgian provocation, as a throwback to the Cold War. The conflict in Georgia, along with Russia's objections to an American plan to install defensive missiles in Poland, sparked new tensions with the U.S. and its European allies.

WOODROW WILSON *(center, at Versailles in 1919)* **couldn't get the U.S. to join his League of Nations; Page One, June 29, 1919.**

NEWSPAPER CLIPPING VIA THE NEW YORK TIMES; POPPERFOTO/GETTY IMAGES (PRESIDENT WILSON)

THE 'WAR TO END ALL WARS' PROVED TO BE ANYTHING BUT. ITS LEGACY IS EVIDENT TODAY FROM IRAQ TO VIETNAM.

President Obama and Russian President Dmitri Medvedev pledged last month to "move beyond Cold War mentalities" and to work together on arms control and other issues, though some observers believe that might be easier said than done.

TURKEY

From the 14th to the 20th century, the Ottoman Empire, with its capital in Constantinople (now Istanbul), was the political and economic heart of the Muslim world. The Ottomans' defeat in World War I led to the collapse of their empire, with the victorious Allies carving most of it up to create the modern Middle East.

On the land that remained, Mustafa Kemal Atatürk founded modern Turkey as a secular democracy in 1923, after expelling occupying armies from the old Ottoman capital.

But Turkey, which straddles both Europe and Asia, has struggled with its identity for the last 90 years: Should it turn East, toward the Muslim world, or West, toward Europe?

Like many countries in the Mideast, Turkey has experienced an Islamic revival, and in 2002 it elected a Prime Minister from an Islamic-oriented party, alarming the nation's secularists.

President Obama sees Turkey as a strong U.S. ally and as a showcase for improving America's relations with the Muslim world. He also wants Turkey's cooperation on Iraq, Afghanistan, and the Israel/Palestinian peace process. In April, he traveled to Istanbul, voicing support for Turkey's bid to join the European Union, but also addressing Muslims in Turkey and beyond.

"We seek broader engagement" with the Muslim world, Obama said, "based upon mutual interest and mutual respect."

VIETNAM

Germany and the other losers in World War I weren't the only ones disappointed with the peace settlement of 1919. The Vietnamese revolutionary Ho Chi Minh, who traveled to Paris hoping that the Versailles peace conference would support Vietnam's bid for independence from France, its colonial ruler, was turned away without a hearing.

He went on to lead a decades-long struggle, which drove the French out of their century-old colony in 1954. Vietnam was partitioned into a Communist North and a South backed by the West. The two sides went to war, with the U.S. first sending military advisers, and then combat troops beginning in 1965.

By the time the Communists prevailed in 1975, more than 58,000 Americans had died, and the war had become the most unpopular in American history.

Vietnam remained a one-party Communist state, but it began free-market reforms in the 1990s and its economy boomed, especially after the U.S. lifted a trade embargo in 1993.

In the U.S., the memory of the war lives on, especially in the fear that Iraq or Afghanistan could become "another Vietnam"—lengthy conflicts without clearly defined goals, with little support at home, and mounting American casualties.

"There's got to be an exit strategy," Obama said last month about the war in Afghanistan. It was one of the harshest lessons of Vietnam.

Handout # 9: Writing a Historian

Directions: The school board has decided to buy new history textbooks because the current books are full of biased interpretations of history. They have contacted a new publisher to write these textbooks and our class has received a request from the historian writing the chapter on World War I. The historian has asked how they can write an unbiased, as possible, account of World War I. Your job is to write them a letter to educate them on how to write unbiased history, using what we have learned about interpretations, point-of-view, and biased views. You must have at least three suggestions for the author on how to avoid writing biased history with an explanation. It must be in correct letter format with proper grammar and spelling.