

**UNIT #6 – “Ups and Downs: World War I, the Jazz Age, & the Great  
Depression”  
Fifth Grade Social Studies  
MERIT**

In this unit, students will understand the involvement of the United States in World War I, the impact of the Great Depression, and the cultural developments of the early 20th century. Students will explore the connecting themes of **beliefs and ideals; conflict and change; individuals, groups, and institutions; location; movement and migration; scarcity; and technological innovations**. These themes will enable students to make connections to a broader understanding of patterns that continue to occur over time

**Standards:**

**SS5H3 The student will describe how life changed in America at the turn of the century.**

- d. Describe the reasons people emigrated to the United States, from where they

**SS5H4 The student will describe U.S. involvement in World War I and post-World War I America.**

- a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles of 1919.
- b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh).

**SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.**

- a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
- b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.
- c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

**SS5G2 The student will explain the reasons for the spatial patterns of economic activities.**

- b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas.

**SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy.**

- b. Explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th

amendments.

**SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.**

- c. Describe how specialization improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20<sup>th</sup> century).
- f. Give examples of technological advancements and their impact on business productivity during the continuing development of the United States.

**SS5E2 The student will describe the functions of four major sectors in the U. S. economy.**

- c. Describe the bank function in providing checking accounts, savings accounts, and loans.
- d. Describe the government function in taxation and providing certain goods and services.

<b>Vocabulary:</b> Complete a Frayer Model on each term listed below.			
U-boats	Great Depression	Louis Armstrong	soup kitchens
armistice	Harlem Renaissance	Lusitania	Works Progress Administration (WPA)
Babe Ruth	Henry Ford	Margaret Mitchell	Stock Market Crash of 1929
Civilian Conservation Corps (CCC)	Herbert Hoover	militarism	Tennessee Valley Authority (TVA)
Dust Bowl	imperialism	nationalism	Treaty of Versailles
Franklin Roosevelt	Jazz Age	New Deal	voluntary trade
Langston Hughes	Jesse Owens	reparations	Woodrow Wilson

<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>armistice</b>	<u>Characteristics</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Babe Ruth</b>	<u>Characteristics</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Civilian Conservation Corp</b>	<u>Illustration</u>

<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Dust Bowl</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Franklin Roosevelt</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Great Depression</b>	<u>Illustration</u>

<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Harlem Renaissance</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Henry Ford</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Herbert Hoover</b>	<u>Illustration</u>

<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>imperialism</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Jazz Age</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Jesse Owens</b>	<u>Illustration</u>

<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Langston Hughes</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Louis Armstrong</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Lusitania</b>	<u>Illustration</u>

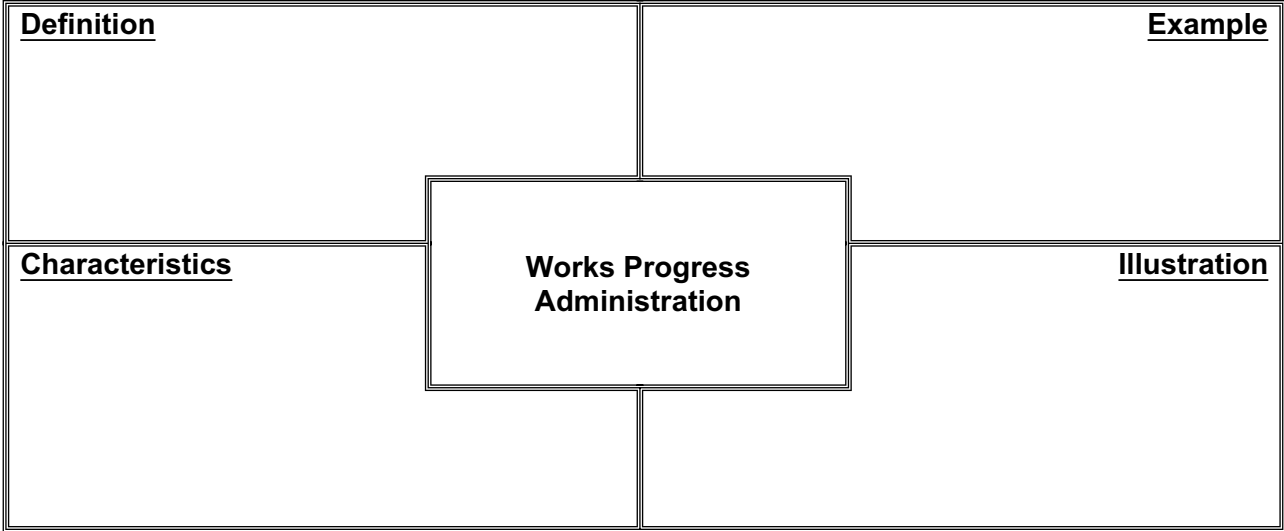
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Margaret Mitchell</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>militarism</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>nationalism</b>	<u>Illustration</u>



<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>New Deal</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>reparations</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>soup kitchens</b>	<u>Illustration</u>

<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Stock Market Crash of 1929</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Tennessee Valley Authority</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Treaty of Versailles</b>	<u>Illustration</u>

<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>U-boats</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>voluntary trade</b>	<u>Illustration</u>
<u>Definition</u>		<u>Example</u>
<u>Characteristics</u>	<b>Woodrow Wilson</b>	<u>Illustration</u>



Date: \_\_\_\_\_  
Essential Question \_\_\_\_\_  
Standards \_\_\_\_\_

### THE GREAT WAR: Viewing Guide

**Summary:**

World War I was the first major war of the 20th century. In 1914, the great powers of Europe, with large standing armies and entangled in opposing alliances, began a devastating conflict. The Allied Powers led by Great Britain, France and Russia faced off against the Central Powers, which included Germany and Austria-Hungary, fighting a war that was characterized by bloody trench battles and which featured the use of newly developed technologies such as tanks, machine guns, airplanes, and poison gas.

The United States, led by President Woodrow Wilson, was determined to stay out of the fighting; however, American neutrality proved tenuous as U.S. businesses continued to trade with combatants on both sides — trade which increasingly favored Great Britain and the Allies. Economic warfare by both Great Britain and Germany resulted in Germany’s 1915 sinking of the British liner Lusitania, with over one hundred American citizens aboard. In 1917, outraged by Germany’s continuing policy of unrestricted submarine warfare, and fearful of a German victory, the United States officially joined the Allied side. America quickly mobilized for the war effort and in 1917 the American Expeditionary Force arrived in France just in time to contribute effectively to the final defeat of the Central Powers.

After the war, Americans were ready to isolate themselves from Europe, and to concentrate on a return to “normalcy.” And as a result, after the Great War, isolationist and nativist sentiments emerged to oppose foreigners, immigrants, labor leaders, and radicals. This atmosphere of fear caused the Red Scare, sparked the revival of the Ku Klux Klan, and led to the Emergency Quota Act that all but closed the country to new immigrants.

At peace negotiations in Paris, the European victors largely ignored President Wilson’s Fourteen Points and imposed harsh penalties on Germany for its role in starting the conflict — setting the stage for the rise of totalitarian dictatorships and another destructive war.

### THE ROARING TWENTIES: Viewing Guide

**Summary:**

Americans turned away from international affairs in the aftermath of World War I, an attitude reflected in newly elected President Warren G. Harding’s call for a return to “normalcy.” The country’s focus shifted instead to the material benefits associated with America’s unprecedented postwar prosperity. Spurred by new inventions and technological innovations, the United States’ economy was in the midst of a third industrial revolution. The automobile became a dominant feature of America’s new consumer culture and created a more mobile society, and consumer goods such as electrical appliances caused fundamental changes in daily life.

Along with the consumer revolution, came dramatic cultural changes, especially for women. With the ratification of the 19th Amendment, women experienced increased participation in public affairs, improved educational and employment opportunities and enjoyment of the many glamorous aspects of the Roaring Twenties.

The motion picture industry was born and quickly assumed a pivotal role in American culture. Americans were also entertained by jazz music, just one aspect of the emergence of a distinctively African-American culture, known as the Harlem Renaissance. Heroes from the “Golden Age of Sports” led by Babe Ruth and Jack Dempsey excited many, and Charles Lindbergh thrilled the world with his daring flight.

However, old social tensions flared up during this period of rapid cultural change. Temperance advocates had succeeded in making Prohibition the law of the land, but enforcement proved very difficult. The Ku Klux Klan experienced a strong revival, expressing hatred towards those they regarded as un-American, and nativist groups rejected many elements of the new culture that they believed were destroying American values.

The excitement generated by the economic prosperity of the time tended to overshadow underlying weaknesses such as high speculation in stocks, cutbacks in industrial production and the increasing gap between rich and poor. The causes for an abrupt end to the economic optimism of the Roaring Twenties were in place.

## **THE GREAT DEPRESSION AND THE NEW DEAL: Viewing Guide:**

### **Summary:**

The prosperity of the Roaring Twenties ended as the Stock Market Crash of 1929 ushered in one of the worst economic depressions in history. Although the causes of the Great Depression were clear to many, solutions to problems such as high unemployment and extreme poverty proved to be elusive.

President Herbert Hoover tried to alleviate some of the suffering, but his traditional methods did nothing to improve economic conditions.

The 1932 presidential election brought Franklin D. Roosevelt to the White House. He promised a “New Deal” to the American people and embarked on a course to restore confidence in the nation’s financial system and to get people back to work. The programs of the Roosevelt administration sought to bring relief to all segments of the economy and were quickly passed by Congress. President Roosevelt’s “fireside chats” convinced the American people he was on their side and First Lady Eleanor Roosevelt became known as a tireless advocate of the poor and downtrodden.

The decisions of the Supreme Court to declare key measures of the first New Deal unconstitutional were severe blows to the Roosevelt Administration’s plan. Also, conservative Americans lobbied against what they saw as the New Deal’s reckless spending and socialist reforms, while more radical New Deal critics questioned the viability of American capitalism and embraced socialist or even communist solutions to the economic crisis.

Roosevelt launched the second New Deal that included key legislation like the Social Security Act and the Wagner Act which made long and lasting changes to the nation. After his landslide reelection in 1936, Roosevelt’s attempt to pack the Supreme Court with supporters of his New Deal policies failed and the stubborn ravages of the Depression led to new attempts to bring relief through increased federal spending.

Eventually, the need to rearm for World War II brought an end to the Great Depression and solidified the reforms of the New Deal. Its legacy would be the assumption of responsibility by the federal government for the health of the economy and for the welfare of its people.

## Time Line

- 1913 — Henry Ford sets up the first moving assembly line.
- 1913 — John Watson publishes *Psychology as the Behaviorist Views It*.
- 1914 — Marcus Garvey founds the Universal Negro Improvement Association.
- 1914 — Archduke Franz Ferdinand is assassinated; World War I begins.
- 1915 — British passenger liner *Lusitania* is sunk.
- 1916 — Woodrow Wilson is reelected president of the United States.
- 1917 — President Wilson asks for a declaration of war against Germany.
- 1917 — The Espionage Act is passed.
- 1918 — The Sedition Act is passed.
- 1918 — World War I ends.
- 1918 — An influenza pandemic kills millions worldwide.
- 1919 — Major race riots occur in American cities.
- 1919 — Numerous labor strikes impact the nation.
- 1920 — The Nineteenth Amendment is ratified.
- 1920 — Women gain the right to vote with ratification of the 19<sup>th</sup> Amendment.
- 1920 — For the first time, more Americans live in cities than in the countryside.
- 1924 — The Immigration Act establishes the first national origins quota system.
- 1925 — The Scopes trial is held in Tennessee.
- 1927 — Duke Ellington brings his band to the Cotton Club in Harlem.
- 1927 — *The Jazz Singer*, the first “talkie” movie, is released.
- 1927 — Charles Lindbergh is first to fly solo across the Atlantic Ocean.
- 1928 — Herbert Hoover is elected president.
- 1929 — The stock market crash signals the end of the Roaring Twenties
- 1929 — The stock market collapses.
- 1931 — Several unemployed men are killed in protests at Ford’s River Rouge plant.
- 1932 — The unemployment rate in the United States reaches approximately 25%.
- 1932 — Franklin Delano Roosevelt is elected president.
- 1933 — The first New Deal legislation begins to be enacted.
- 1934 — Great Plains dust storms blow soil as far east as Washington, D.C.
- 1935 — The second New Deal begins.
- 1935 — The Social Security Act is signed into law.
- 1936 — President Roosevelt is reelected.
- 1938 — Congress authorizes federal deficit spending to stimulate the struggling economy.
- 1940 — President Roosevelt is elected to an unprecedented third term.

## Vocabulary

**The Allied Powers** —The group of nations, led at the outset by Britain, France, and Russia, that were allied to fight against the Central Powers during the Great War.

**The Central Powers** —The group of nations, led by Germany and Austria-Hungary, that fought against the Allied Powers during the Great War.

**trench warfare** —The type of warfare that characterized fighting on the western front in France, in which soldiers fought in rows of trenches dug out of the earth.

**isolationism** —A policy of non-intervention or neutrality that the United States had taken to stay out of world conflicts prior to World War I.

**Progressives** —A term used for reformers that lobbied for legislation to improve many aspects of America's urban and industrial systems prior to World War I.

**imperialism** —The actions of one nation to control the affairs of another, often by direct conquest.

**blockade** —A policy of economic warfare to prevent the sale or trading of goods from one nation to another.

**U-boat** —The German submarine used to attack American and Allied ships in World War I. An abbreviation for "undersea boat."

**Selective Service Act** — Legislation enacted by the U.S. Congress in 1917 that set up the draft of civilians into the U.S. Army to fight in World War I.

**Liberty Bonds** — U.S. Government bonds sold during World War I to raise money for the war effort.

**The Great Migration** — Movement of peoples, largely African Americans, from rural areas such as the South into the large industrial cities in the North to fill industrial jobs during and after World War I.

**19<sup>th</sup> Amendment** —The 1920 amendment to the U.S. Constitution that gave women the right to vote.

**President Wilson's Fourteen Points** — President Wilson's proposals for an eventual peace, issued in January of 1918.

**League of Nations** — An organization of countries for the purpose of settling international disputes, based on President's Wilson's Fourteen Points

**Versailles Treaty** —The 1919 peace treaty signed by the Allied Powers and Germany after World War I. The treaty contained a "war guilt" clause, forcing Germany to pay the victors billions of dollars in war reparations.

**"The Jazz Age" and "The Roaring Twenties"** — Terms used by historians to characterize the decade of the 1920s.

**Model T** — A reliable, affordable car that was designed, manufactured and sold by Henry Ford. It became one of the most popular American-made cars in history.

**mass consumer culture** — The desire of producers to sell, and of consumers to buy, the many new products developed in the 1920s, such as electrical appliances.

**19<sup>th</sup> Amendment** — The Constitutional amendment that gave women the right to vote.

**speakeasies** — Places where alcoholic drinks were sold illegally during the time of Prohibition.

**flappers** — Young women of the 1920s who sought to liberate themselves from old social rules and customs and to enjoy life fully and on a basis equal with men.

**Universal Negro Improvement Association** — A large African-American organization founded by Marcus Garvey to promote racial pride, economic self-sufficiency, and the formation of an independent nation in Africa.

**Harlem Renaissance** — An outpouring of literary and musical creativity by African Americans in the 1920s, centered in New York City.

**The Cotton Club** — A popular nightclub in Harlem where white patrons came to enjoy entertainment by African-American performers, including Duke Ellington.

**blues** — A form of melancholy music originated by African Americans in the South.

**Ku Klux Klan** — A secret terror organization dedicated to white supremacy, first organized in the South after the Civil War.



**Roaring Twenties** —A term used to describe the economic boom of the 1920s.

**Stock market crash (1929)** — The precipitous decline of the stock market on October 29, 1929 that ushered in one of the worst economic depressions in history.

**Great Depression** — The time period from around 1929 to 1939 in which many people suffered from extreme poverty as a result of high unemployment.

**Hoovervilles** —A derogatory name given to Depression-era shacks where poor people lived when Herbert Hoover was president.

**Reconstruction Finance Corporation (RFC)** — A U.S. Government Agency formed by Congress to give financial aid to banks and businesses and to support public works projects during the Depression.

**New Deal** — Name given to the set of laws initiated by President Roosevelt in 1933 and 1934 to fight the Depression.

**National Industrial Recovery Act (NIRA)** —The first of the New Deal measures enacted to help businesses recover from the Depression. The Act created a new administrative bureau called the National Recovery Administration, or NRA.

**Dust Bowl** —The calamitous soil erosion caused by the removal of grasslands and severe droughts that ruined many farms and farmers in the Great Plains in the 1930s.

**Agricultural Adjustment Administration** — A government agency formed during the New Deal to give aid to struggling farmers.

**Civilian Conservation Corps (CCC)** —A New Deal agency formed to put young unemployed men to work on federal conservation projects.

**Works Progress Administration (WPA)** —A New Deal agency formed to put the unemployed to work on federal projects.

Date \_\_\_\_\_

<b>Essential Question:</b>	<b>At the turn of the century, why did many people emigrate to the United States?</b>	
<b>Standard:</b>	<b>SS5H3d.---</b> Describe the reasons why people emigrated to the United States, from where they emigrated, and where they settled.	
	emigration:	
	immigration:	
<b>Factors of Immigration:</b>		
	Push Factors	Pull Factors
	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
<b>Where did they come from?</b>		
Before 1890		
1890 to early 1900s		
<b>Where did they settle?</b>		
Irish and Italians?		
Germans?		
Polish?		

<b>Essential Question:</b>	<b>What was the United States involvement in World War I and post-World War I</b>
<b>Standard:</b> SS5H4a	Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles of 1919.

World War 1 is actually much more complicated than a simple list of causes. While there was a chain of events that directly led to the fighting, the actual root causes are much deeper and part of continued debate and discussion. This list is an overview of the **MAIN** reasons that are cited as the root causes of World War 1.

### 1. Militarism

As the world entered the 20th century, an arms race had begun. By 1914, Germany had the greatest increase in military buildup. Great Britain and Germany both greatly increased their navies in this time period. Further, in Germany and Russia particularly, the military establishment began to have a greater influence on public policy. This increase in militarism helped push the countries involved to war.

### 2. Alliances

Over time, countries throughout Europe made mutual defense agreements that would pull them into battle. Thus, if one country was attacked, allied countries were bound to defend them. Before World War 1, the following alliances existed:

- Russia and Serbia
- Germany and Austria-Hungary
- France and Russia
- Britain and France and Belgium
- Japan and Britain

Austria-Hungary declared war on Serbia, Russia got involved to defend Serbia. Germany seeing Russia mobilizing, declared war on Russia. France was then drawn in against Germany and Austria-Hungary. Germany attacked France through Belgium pulling Britain into war. Then Japan entered the war. Later, Italy and the United States would enter on the side of the allies.

### 3. Imperialism

Imperialism is when a country increases their power and wealth by bringing additional territories under their control. Before World War 1, Africa and parts of Asia were points of contention amongst the European countries. This was especially true because of the raw materials these areas could provide. The increasing competition and desire for greater empires led to an increase in confrontation that helped push the world into World War I.

### 4. Nationalism

Much of the origin of the war was based on the desire of the Slavic peoples in Bosnia and

Herzegovina to no longer be part of Austria Hungary but instead be part of Serbia. In this way, nationalism led directly to the War. But in a more general way, the nationalism of the various countries throughout Europe contributed not only to the beginning but the extension of the war in Europe. Each country tried to prove their dominance and power.

In June 1914, Austro-Hungarian archduke Francis Ferdinand and his wife were assassinated by Serbian nationalists as they rode through the streets of Sarajevo in Bosnia. This event in itself was troublesome, but didn't lead immediately to conflict. It did, however, provoke hostilities in Europe and foster the combat readiness of many armies put on alert. These deeply rooted hostilities were remnants of political and economic struggles that had raged throughout Europe in the previous century. The assassination was not the sole trigger of international tensions, merely a catalyst. In August, the Austro-Hungarian Empire declared war on Serbia.

Russia, as the protector of Greek-Orthodox Christians, feared that Austria intended to annex Serbia and wanted to settle the issue in the Hague Tribunal (a court of arbitration). Austria refused. Germany backed Austria, for the two countries were allies. On July 28, 1914, Austria declared war on Serbia, and this caused Russia, an ally of Serbia, to mobilize. Germany sent an ultimatum to Russia to halt its mobilization or face German action. Russia refused, and Germany then declared war on Russia on August 1. As if this wasn't enough wrangling between world powers, France, a Russian ally, refused to urge the Russians to stop. France wanted to regain the Alsace Lorraine region, which it had lost to Germany in the Franco-Prussian War of 1870–71. Germany declared war on France on August 3, and also invaded Luxembourg and Belgium.

The French joined the fighting, and the Austro-Hungarian Empire declared war on Russia in August 1914. President Wilson was committed to neutrality while the other countries began to fight the Great War, named World War I years later. Eventually thirty-two nations became embroiled in the conflict. The French-British-Russian alliance became known as the Allied Forces. Germany and Austria-Hungary formed the Central Powers.

Britain's sea power had effectively halted German shipping, but this created problems for the United States, which had supplied food and arms to both sides. The British tightened their blockade, and as Germany's supply routes were closed off, the Germans faced starvation unless they worked around it. By April 1917, more than \$2 billion worth of goods had been sold by the United States to England and the Allied countries. The German navy used submarines, called U-boats, to torpedo vessels supplying England. Unfortunately, this included U.S. ships.

In April 1915, the British Cunard liner Lusitania prepared to leave New York harbor. While the German embassy had issued a warning to travelers to cross the Atlantic at their own risk, many gave little heed to that admonition. Only one passenger canceled his ticket. On May 7, the Lusitania was passing Ireland on its way to England when a German submarine attacked, sinking the ship with 1,198 passengers onboard, including 126 Americans. Germany insisted that the Lusitania carried munitions; the United States denied the allegations (though it would later be learned that there were cases of shells, cartridges, and small-arms ammunition onboard). Even though the ship's sinking enraged Americans, who felt the Germans had attacked a defenseless civilian vessel, the Wilson administration was determined to keep the country out of war. The United States forced Germany to modify its method of submarine warfare, but in no time at all, the Germans sunk a French steamer, causing the loss of additional American lives.

Wilson won re-election in 1916 while the war in Europe raged on. The numbers of casualties mounted: in the Battle of the Somme, 1.25 million men on both sides were killed, wounded, or captured, and the Battle of Verdun resulted in 1 million French and German casualties. A year later, Germany declared all-out submarine warfare; the United States could not remain neutral much longer.

Wilson warned the German command of the United States' strong opposition to unrestricted submarine warfare. Therefore, when Germany announced that, effective February 1, 1917, unrestricted submarine warfare would be launched on all shipping to Great Britain, the president had little choice but to break off diplomatic relations. At Wilson's request, a number of Latin American countries also broke off relations with Germany. In a speech before Congress, Wilson suggested that if American ships were attacked, he would be forced to act. Not heeding the U.S. signals, the Germans sent secret telegrams to Mexico promising an alliance in return for help in defeating the United States should it enter the war. The British intercepted a telegram from Arthur Zimmermann, the German foreign minister to Mexico, which encouraged Mexican attacks upon the United States, offering the return of Arizona, Texas, and New Mexico in exchange. When the Zimmermann telegram was published in the newspapers, with Wilson's blessings, public opinion supporting war against Germany increased dramatically. Newspaper headlines read, "Kill the Kaiser!"

Undaunted, German U-boats torpedoed two American ships (the Illinois and the City of Memphis) on March 16, 1917, and Wilson asked Congress to declare war. "It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance," Wilson said. "The world must be made safe for democracy" was the sentiment he declared, and most of the nation rallied behind him. Only limited antiwar activism prevailed, particularly in small towns in the Midwest and South. The United States officially declared war on Germany on April 6, 1917.

General John Pershing, having led the force that took on Mexican revolutionary Pancho Villa in New Mexico, was given command of American expeditionary forces in Europe. But unlike its allies, the United States had no large standing army to send overseas, nor was the nation equipped with planes, ships, and other military equipment. Major efforts outfitted the newly drafted troops, and unlike the Civil War, no one could buy his way out of military service in this conflict. Thus, the first American troops arrived in France in June 1917 — approximately 200,000 Americans in training. They were ill prepared for the fierce warfare they encountered, but they were rested and had enthusiasm on their side; they truly believed they could win. Americans began learning about poison gas, hand grenades, and demolition. Trench warfare provided some basic protection against enemy fire, but not nearly enough. Enemy soldiers raided the trenches, killing unsuspecting soldiers, and the mud and dampness wreaked havoc on the soldiers' health. Penicillin and other antibiotics didn't exist, so even minor cuts were potentially lethal.

The tide was starting to turn against the Germans. They had failed to destroy the British navy through submarine warfare and began sustaining heavy losses in their U-boat fleet, around the same time the Allies' shipbuilding efforts increased.

In December 1917, Russia signed a peace agreement with the Austro-German negotiators, essentially ending eastern-front fighting. The Russian Revolution had occurred after Czar Nicholas II abdicated in March. Withdrawal from the Great War was a cardinal point in Bolshevik policy.

In January 1918, President Wilson proposed his peace plan, but the war continued. In May, Allied victory came in the tiny French village of Cantigny as Americans, in their first offensive of the war, took the town in less than an hour, aiding their British and French counterparts. The Germans launched a major offensive along the Chemin des Dames Ridge, and the Americans defeated the Germans at Belleau Wood, a small hunting ground, in June. In fact, U.S. artillery hit Belleau with everything it had, ravaging the area with shells and fire.

The European forces seemed weary. Originally wanting to keep American troops together, General Pershing gave in to pressure and allowed his troops to hold up the French line at various points in the conflict. New troops began arriving daily with the confidence needed to finish the war.

On September 26, 1918, American and French troops launched the Meuse-Argonne offensive in an effort to cut off the Germans between the Meuse River and the Argonne Forest, and British forces breached the Hindenburg line the next day. The Germans had fortified this line for four years, reinforcing bunkers with concrete and turning towns into virtual forts.

Despite the preparations by the Germans, the fresh supply of Allied troops, combined with overhead fighting power, overwhelmed them. It took much forward movement and military strategy on land, in the air, and through naval blockade, but the Hindenburg line was broken on October 5, sealing Allied supremacy. The Allies were gaining on the enemy. By November 1918, the American Expeditionary Forces numbered nearly 2 million. On November 11, 1918, Germany and the Allies reached an armistice agreement, thus ending years of heavy fighting and world rancor.

Many of those who'd survived the war died of influenza, as a worldwide epidemic struck. But victory was at hand. From January through June of 1919, the Allies discussed the treaty, which came to be known as the Treaty of Versailles. Members of the Big Four — Georges Clemenceau of France, Vittorio Orlando of Italy, David Lloyd George of Britain, and Woodrow Wilson of the United States — met in the Hall of Mirrors at the French palace.

The Treaty of Versailles changed the map of Europe. One provision was the formation of a League of Nations, based on President Wilson's ideas to achieve lasting peace and world justice. However, for the League of Nations to truly effect peace, it required all members' assistance. If some withheld their cooperation, the league had no way of enforcing its will.

The Allies gave Germany the ultimatum to either sign the agreement or return to battle. As a result, protests broke out in Germany and Hungary, but Germany was strong-armed into signing the treaty. Although the Treaty of Versailles solved some of Europe's problems, it created others; the Allies had come to Versailles looking to extract the cost of the war from the Central Powers.

Over time, the League of Nations would observe the world stage as Germany rekindled the flames of another conflict. Even worse, the United States Senate didn't ratify the treaty, and the United States didn't join the League of Nations — this alone guaranteed the League's failure.

#### **Conditions of the Treaty of Versailles**

- Accept full responsibility for causing the war
- Not be allowed to make or export weapons

- Give up many of its territories
- Pay countries hurt by the war

The conditions imposed upon Germany by the Treaty of Versailles were severe and wide-ranging. **Germany's military was to be limited to 100,000 men**, while the once formidable Kaiserliche Marine was **reduced to no more than six battleships (not to exceed 10,000 tons), 6 cruisers, 6 destroyers, and 12 torpedo boats**. In addition, **production of military aircraft, tanks, armored cars, and poison gas was prohibited**. **Territorially, Alsace-Lorraine was returned to France, while numerous other changes reduced Germany's size**. Key among these was the loss of West Prussia to the new nation of Poland while Danzig was made a free city to ensure Polish access to the sea. The province of Saarland was transferred to League of Nations control for a period of fifteen years. At the end of this period, a plebiscite was to determine whether it returned to Germany or was made part of France.

Financially, Germany was issued a war **reparations** bill totaling 33 billion (later reduced to 84 million in 1921). This number was determined by the Inter-Allied Reparations Commission. While Wilson took a more conciliatory view on this issue, Lloyd George had worked to increase the demanded amount. The reparations required by the treaty included not only money, but a variety of goods such as steel, coal, intellectual property, and agricultural produce. This mixed approach was an effort to prevent hyperinflation in postwar Germany which would decrease the value of the reparations.

Several legal restrictions were also imposed, most notably Article 231 which **laid sole responsibility for the war on Germany**. A controversial part of the treaty, its inclusion had been opposed by Wilson and it became known as the "War Guilt Clause." Part 1 of the treaty formed the Covenant of the League of Nations which was to govern the new international organization.

### Impacts of the Treaty

- **Physical**

- \_\_\_\_\_
- \_\_\_\_\_

- **Financial**

- \_\_\_\_\_
- \_\_\_\_\_

- **Political**

- \_\_\_\_\_
- \_\_\_\_\_

Date: \_\_\_\_\_  
 Essential Question \_\_\_\_\_  
 Standards \_\_\_\_\_


<b>NOTE TAKING:</b>	
	Allied Powers
	Central Powers
	Lusitania
<b>M A I N Causes of World War I</b>	
militarism -	
alliances-	
imperialism-	
nationalism-	

This map shows European as it looked during World War I. Mark an **A** on the Allied countries and color them **red**. Mark the countries of the Central powers with **CP** and color them **yellow**.





Date \_\_\_\_\_

<b>Learning Standard: SS5H4a</b>	a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles of 1919.
<b>Essential Question:</b>	What events caused the United States to enter World War I?
	<p><b>The Sinking of the Lusitania</b>  <b>When?</b> May 7, 1915  <b>Where?</b> Approximately 14 miles off the coast of Southern Ireland in the Atlantic Ocean  <b>Who?</b> German U-boat, U-20  <b>Why?</b> Violation of the German blockade</p>

The British ocean liner RMS Lusitania, famous for its luxurious accommodations and speed capability, primarily ferried people and goods across the Atlantic Ocean between the United States and Great Britain. On May 1, 1915, the Lusitania left port in New York for Liverpool to make her 202nd trip across the Atlantic. On board were 1,959 people, 159 of whom were Americans.

Since the outbreak of World War I, ocean voyage had become dangerous. Each side hoped to blockade the other, thus prevent any war materials getting through. German U-boats (submarines) stalked British waters, continually looking for enemy vessels to sink. All ships headed to Great Britain were instructed to be on the lookout for U-boats and take precautionary measures such as travel at full speed and make zigzag movements. Unfortunately, on May 7, 1915, Captain William Thomas Turner slowed the Lusitania down because of fog and traveled in a predictable line. Approximately 14 miles off the coast of Southern Ireland at Old Head of Kinsale, neither the captain nor any of his crew realized that the German U-boat, U-20, had already spotted and targeted them. At 1:40 p.m., the U-boat launched a torpedo. The torpedo hit the starboard (right) side of the Lusitania. Almost immediately, another explosion rocked the ship.

At the time, the Allies thought the Germans had launched two or three torpedoes to sink the Lusitania. However, the Germans say their U-boat only fired one torpedo. Many believe the second explosion was caused by the ignition of ammunition hidden in the cargo hold. Others say that coal dust, kicked up when the torpedo hit, exploded. No matter what the exact cause, it was the damage from the second explosion that made the ship sink.

The Lusitania sunk within 18 minutes. Though there had been enough lifeboats for all passengers, the severe listing of the ship while it sunk prevented most from being launched properly. Of the 1,959 people on board, 1,198 died. The toll of civilians killed in this disaster shocked the world.

Americans were outraged to learn 128 U.S. civilians were killed in a war in which they were officially neutral. Destroying ships not known to be carrying war materials countered generally accepted international war protocols. The sinking of the Lusitania heightened tensions between the U.S. and Germany and helped sway American opinion in favor of joining the war.

**Date:**

<b>Learning Standard: SS5H4a</b>	a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles of 1919.
<b>Essential Question:</b>	What events caused World War I?

## Assassination of Archduke Ferdinand, 1914

Two bullets fired on a Sarajevo street on a sunny June morning in 1914 set in motion a series of events that shaped the world we live in today. World War One, World War Two, the Cold War and its conclusion all trace their origins to the gunshots that interrupted that summer day.

The victims, Archduke Franz Ferdinand - heir to the throne of the Austro-Hungarian Empire, and his wife Sophie, were in the Bosnian city in conjunction with Austrian troop exercises nearby. The couple was returning from an official visit to City Hall. The assassin, 19-year-old Gavrilo Princip burned with the fire of Slavic nationalism. He envisioned the death of the Archduke as the key that would unlock the shackles binding his people to the Austro-Hungarian Empire.

A third party, Serbia, figured prominently in the plot. Independent Serbia provided the guns, ammunition and training that made the assassination possible.

The Balkan Region of Europe entered the twentieth century much as she left it: a cauldron of seething political intrigue needing only the slightest increase of heat to boil over into open conflict. The shots that day in Sarajevo pushed the cauldron to the boiling point and beyond.

*Borjove Jevtic, one of the conspirators gave this **eyewitness account**:*

"When Francis Ferdinand and his retinue drove from the station they were allowed to pass the first two conspirators. The motor cars were driving too fast to make an attempt feasible and in the crowd were many Serbians; throwing a grenade would have killed many innocent people.

When the car passed Gabrinovic, the compositor, he threw his grenade. It hit the side of the car, but Francis Ferdinand with presence of mind threw himself back and was uninjured. Several officers riding in his attendance were injured.

The cars sped to the Town Hall and the rest of the conspirators did not interfere with them. After the reception in the Town Hall General Potiorek, the Austrian Commander, pleaded with Francis Ferdinand to leave the city, as it was seething with rebellion. The Archduke was persuaded to drive the shortest way out of the city and to go quickly.

The road to the maneuvers was shaped like the letter V, making a sharp turn at the bridge over the River Nilgacka [Miljacka]. Francis Ferdinand's car could go fast enough

until it reached this spot but here it was forced to slow down for the turn. Here Princip had taken his stand.

As the car came abreast he stepped forward from the curb, drew his automatic pistol from his coat and fired two shots. The first struck the wife of the Archduke, the Archduchess Sofia, in the abdomen. She was an expectant mother. She died instantly.

The second bullet struck the Archduke close to the heart.

He uttered only one word, 'Sofia' -- a call to his stricken wife. Then his head fell back and he collapsed. He died almost instantly.

The officers seized Princip. They beat him over the head with the flat of their swords. They knocked him down, they kicked him, scraped the skin from his neck with the edges of their swords, tortured him, all but killed him."

### **Another Perspective**

*Count Franz von Harrach rode on the running board of the royal car serving as a bodyguard for the Archduke. His account begins immediately after Princip fires his two shots:*

"As the car quickly reversed, a thin stream of blood spurted from His Highness's mouth onto my right cheek. As I was pulling out my handkerchief to wipe the blood away from his mouth, the Duchess cried out to him, 'In Heaven's name, what has happened to you?' At that she slid off the seat and lay on the floor of the car, with her face between his knees.

I had no idea that she too was hit and thought she had simply fainted with fright. Then I heard His Imperial Highness say, 'Sopherl, Sopherl, don't die. Stay alive for the children!'

At that, I seized the Archduke by the collar of his uniform, to stop his head dropping forward and asked him if he was in great pain. He answered me quite distinctly, 'It's nothing!' His face began to twist somewhat but he went on repeating, six or seven times, ever more faintly as he gradually lost consciousness, 'It's nothing!' Then, after a short pause, there was a violent choking sound caused by the bleeding. It was stopped as we reached the Konak."

**Think About It**

**Write a paragraph to explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany.**


**Date:**

<b>Learning Standard: SS5H4a</b>	a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles of 1919.
<b>Essential Question:</b>	Why did the United states finally enter into World War I?

### **America Declares War on Germany, 1917**

At 8:30 on the evening of April 2, 1917, President Wilson appeared before a joint session of Congress and asked for a declaration of war against Germany in order to "make the world safe for democracy." On April 4, Congress granted Wilson's request.

America thus joined the carnage that had been ravaging Europe since 1914. Germany's renewal of unrestricted submarine warfare and the revelation of a proposed German plot to ally with Mexico against the US prompted Wilson's action.

In January 1917, Germany renewed its policy of unrestricted submarine warfare that it had abandoned in 1915 after the sinking of the *Lusitania*. All ships trading with Britain, including those of neutral countries such as the United States would be targets for their submarines and would be sunk without warning.

In February, the British gave the American ambassador in London a copy of an intercepted German telegram. The telegram came from the German Foreign Secretary, Arthur Zimmermann, to the German ambassador to Mexico. Zimmermann proposed that in the event of war with the US, Germany and Mexico would join in an alliance. Germany would fund Mexico's conflict with the US. With victory achieved, Mexico would regain her lost territories of Arizona, Texas and New Mexico. Release of the telegram ignited a public furor further enflamed by the loss of four US merchant ships and 15 American lives to German torpedo attacks.

Wilson realized war was inevitable but agonized over the decision for what it might do to the spirit of the nation. He feared war would change America forever, making her tougher, less humane. "Once lead these people into war, and they'll forget there ever was such a thing as tolerance ... the spirit of ruthless brutality will enter into the very fiber of our national life ... every man who refused to conform would have to pay the penalty."

The complexion of the war in Europe changed dramatically in 1918. With the collapse of the Russian Empire and its subsequent withdrawal from the war, Germany transferred its troops from the Eastern Front to France. This additional manpower allowed the Germans to mount an attack in the spring of 1918 that converted the static state of trench warfare that had existed on the Western Front since 1914 to a war of movement.

However, the Germans had a problem - they had expended their reservoir of manpower that would supply fresh recruits from the Homeland to the front. They had no reserves to replenish any losses they would incur during their assault. The Germans also had a second problem – the Americans whose recent arrival on the battlefield daily strengthened the Allies with an additional four million troops in action or in training. The German high command hoped to strike a decisive blow before the Americans could get ready for battle. They almost succeeded.

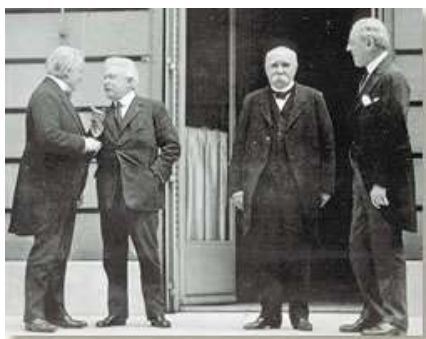
The Germans began their offensive on March 21, 1918 with an attack against British troops. This initial assault was augmented by further attacks all along the Western Front in April, May and June. The British and French troops fell back under the blow. Paris was threatened, but the Germans could not deliver the knock-out punch they strove for.

The final German assault was launched on July 15 with the objective of gaining Paris. General Erich von Ludendorff, commander of the German Army, committed the remainder of his dwindling troops with the hope that, although out-right victory may be beyond their grasp, the capture of the French capital might provide a bargaining chip with which to negotiate an end to the war. In what became known as the Second Battle of the Marne, the French army, augmented by fresh and aggressive American troops, not only resisted the German onslaught but pushed the exhausted Germany army back beyond its starting point. It was the beginning of the end of the First World War.

The final Allied push towards the German border began on October 17, 1918. As the British, French and American armies advanced, the alliance between the Central Powers began to collapse. Turkey signed an armistice at the end of October, Austria-Hungary followed on November 3.

Germany began to crumble from within. Faced with the prospect of returning to sea, the sailors of the High Seas Fleet stationed at Kiel mutinied on October 29. Within a few days, the entire city was in their control and the revolution spread throughout the country. On November 9 the Kaiser abdicated; slipping across the border into the Netherlands and exile. A German Republic was declared and peace feelers extended to the Allies. At 5 AM on the morning of November 11 an armistice was signed in a railroad car parked in a French forest near the front lines.

The terms of the agreement called for the cessation of fighting along the entire Western Front to begin at precisely 11 AM that morning. After over four years of bloody conflict, the Great War was at an end.



The Paris Peace Conference began on January 18, 1919, with 21 nations in attendance. The representatives of Germany and the other defeated Central Powers were not allowed to sit at the conference table. The "Big Four" - President Wilson of the United States, Prime Minister Lloyd George of Great Britain, Prime Minister Georges Clemenceau of France and Prime Minister Vittorio Orlando of Italy - dominated the conference and made the important decisions. Wilson pushed for inclusion of his Fourteen Points especially the League of Nations. Many of his proposals, however, clashed with the secret treaties and territorial rearrangements already made by the other three European powers. The three European leaders found it difficult to hide their contempt for what they saw as Wilson's naiveté and superior attitude.

France's primary objective was to ensure her security. In 1814, 1815, 1870, and again in 1914, German armies had swarmed across France's borders. France sought a peace treaty that would assure that her homeland would never again be invaded by her German neighbor. Additionally, as the war had been fought on French soil, the French looked to the Germans to pay for the restoration of her devastated homeland.

The political wrangling became intense. At one point Wilson had to step between Lloyd George and Clemenceau to prevent a fist fight. At another time Wilson threatened to leave the conference. Orlando did leave for a time. Finally, agreement was reached and a treaty presented to the German representatives on May 7, 1919. The terms were harsh. Germany was stripped of approximately 13% of its pre-war territory and all of its over-seas possessions. The Ruhr - Germany's industrial heartland - was to be occupied by allied troops. The size of Germany's military forces was drastically reduced. The treaty further stipulated that Germany would pay for the devastation of the war through annual **reparation** payments to its European neighbors. The victors ignored the bitter complaints of the German delegation.

On June 28, two rather obscure German representatives signed the treaty. Celebration erupted. The signing ceremony brought the curtain down on the final act of the Great War. No one present was aware that it also signaled the opening act of a conflict that would erupt twenty years later with even more terrible consequences.

<b>Put the following events in chronological order as they happened:</b>	
	<b>United States ships weapons to Britain and blocks food to Germany</b>
	<b>United States enters World War I</b>
	<b>Germany sinks American merchant ship</b>
	<b>Treaty of Versailles is signed</b>
	<b>Germany sinks the Lusitania</b>
	<b>Central Powers surrender to the Allies</b>
<b>Provisions of the Treaty of Versailles</b>	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	

### Impact of the Treaty of Versailles on Germany

<b>Physical</b>	<b>Financial</b>	<b>Political</b>
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**Topic: Treaty of Versailles**

**Questions**

**Notes**

**Summary**

**Writing Activity**

**Date**

Using the **MAIN** idea discuss the four causes of World War I in a six paragraph essay of five to seven sentences. Use the format of :

- **Introductory sentence to state the main idea of the paragraph**
- **Supporting detail 1**
- **Supporting detail 2**
- **Supporting detail 3**
- **Conclusion sentences to restate your main idea.**

Causes of World War I

Causes of World War I  
page 2



### By Walter S. Zapotoczny

The Paris Peace Conference opened on January 12, 1919. Meetings were held at various locations in and around Paris until January 20, 1920. Leaders of 32 states representing about 75% of the world's population, attended. However, the five major powers, the United States, Britain, France, Italy, and Japan dominated negotiations. Important figures in these negotiations included Georges Clemenceau (France) David Lloyd George (Britain), Vittorio Orlando (Italy), and Woodrow Wilson (United States).

The Versailles Treaty was one of the products of the conference. The Germans believed that the treaty would be based on President Wilson's Fourteen Points, which offered a framework for a just peace, and the hopes that any future international tension would be prevented. The Germans believed the Fourteen Points would have resulted in drastically less devastation to Germany if used in the treaty. However, the Big Four were determined to punish Germany for the war, and so they did.

This treaty held Germany solemnly responsible for WWI. Germany was forced to pay reparations totaling 132,000,000,000 in gold marks, they lost 1/8 of its land, all of its colonies, all overseas financial assets, a new map of Europe was carved out of Germany, and the German military was basically non-existent. To the German people they were being ruthlessly punished for a war not only were not responsible for but had to fight. The main terms of the Versailles Treaty were:

- (1) the surrender of all German colonies as League of Nations mandates
- (2) the return of Alsace-Lorraine to France
- (3) cession of Eupen-Malmedy to Belgium, Memel to Lithuania, the Hultschin district to Czechoslovakia, Poznan, parts of East Prussia and Upper Silesia to Poland
- (4) Danzig to become a free city
- (5) plebiscites to be held in northern Schleswig to settle the Danish-German frontier
- (6) occupation and special status for the Saar under French control
- (7) demilitarization and a fifteen-year occupation of the Rhineland
- (8) German reparations of £6,600 million
- (9) a ban on the union of Germany and Austria
- (10) an acceptance of Germany's guilt in causing the war
- (11) provision for the trial of the former Kaiser and other war leaders
- (12) limitation of Germany's army to 100,000 men with no conscription, no tanks, no heavy artillery, no poison-gas supplies, no aircraft and no airships
- (13) the limitation of the German Navy to vessels under 100,000 tons, with no submarines

Germany signed the Versailles Treaty under protest. The USA Congress refused to ratify the treaty. Many people in France and Britain were angry that there was no trial of the Kaiser or the other war leaders.

The treaty devastated Germany politically and economically. Because of the treaty, many Germans were desperate to find a new leader to get them out of the Great Depression, which they blamed on the extravagant reparations they had to pay to the Allies. They found this leader in Adolf Hitler. Hitler believed Germany had given up too easily to the allies and still had a chance to win the war because there had been no fighting on German soil. He encouraged many German's feelings of being betrayed

by their own government and therefore thought they had no obligation to follow the treaty; this group became the Nazi's. They still felt like they had more fighting to do and the Versailles Treaty fueled their anger. It created aggressive resentment and nationalism in Germany. There was a lot of increasing hostility towards the allied nations. Leaders like Hitler saw this treaty as something that weakened the great empire he was striving for. He didn't sign it and he was not about to follow it. But because of this treaty he was able to conquer and manipulate people by justifying his actions on the unfairness of the Versailles Treaty. This led to the emergence of the National Socialist Party in Germany.

**Topic:**

**Questions**

**Notes**

**Focus Learning Activity Writing**

Date:

**Discuss the impact of the Treaty of Versailles on Germany in a five paragraph essay of five to seven sentences. Follow the format provided below.**

- **Introductory sentence to state the main idea of the paragraph**
- **Supporting detail 1**
- **Supporting detail 2**
- **Supporting detail 3**
- **Conclusion sentences to restate your main idea.**

**The Impact of the Treaty of Versailles on Germany**

The Impact of the Treaty of Versailles on Germany  
page 2





	statement
I believe	
Reason 1-	
Detail	
Detail	
Detail	
Me Tail	
Me Tail	
Reason 2-	
Detail	
Detail	
Detail	
Me Tail	
Me Tail	
Reason 3-	
Detail	
Detail	
Detail	
Me Tail	
Me Tail	

Conclusion

Counterpoint(s) may be given in each paragraph

Restate your belief statement/call to action

ROAG----3 + sentences---state the topic---? !---I believe statement


## World War I Review:

1. An \_\_\_\_\_ is when countries agree to help each other if one of them is attacked.
2. In 1914, \_\_\_\_\_ was assassinated.
3. All of Europe was at war, Germany and Austria- Hungary formed an alliance called \_\_\_\_\_. Russia, Great Britain, and France became the leaders of an alliance called \_\_\_\_\_.
4. The MAIN causes of World War I were:  
M  
\_\_\_\_\_  
A  
\_\_\_\_\_  
I  
\_\_\_\_\_  
N  
\_\_\_\_\_
5. President \_\_\_\_\_ vowed to keep the U.S. out of the war, but a number of things happened.
6. Germany used \_\_\_\_\_. They stayed hidden beneath the surface of the water and fired torpedoes that sank enemy ships and ships from other nations.
7. German submarines sank a U.S. passenger ship called the \_\_\_\_\_ and over \_\_\_\_\_ people died. This made the U.S. furious even though the U.S. government was secretly using the \_\_\_\_\_ and other passenger ships to sneak \_\_\_\_\_ to \_\_\_\_\_ and its allies.
8. Before the U.S. entered the war they sent \_\_\_\_\_ to Britain, \_\_\_\_\_ and \_\_\_\_\_ to war torn areas in Europe, and helped block food from getting to \_\_\_\_\_

9. In the Zimmerman Telegram Germany asked \_\_\_\_\_ to attack the \_\_\_\_\_ if the American troops ever attacked Germany. Germany promised \_\_\_\_\_ they would help them take gain back the land lost to the United States
10. The U.S. soldiers reached Europe in \_\_\_\_\_.
11. The presence of \_\_\_\_\_ made it clear that \_\_\_\_\_ had no hope to win.
12. Germany signed an \_\_\_\_\_, and agreement to stop fighting, in November \_\_\_\_\_.
13. President Wilson and the \_\_\_\_\_ met and drafted a \_\_\_\_\_. The treaty is called the \_\_\_\_\_ . It forced \_\_\_\_\_ to take total blame for the war. It also made \_\_\_\_\_ pay \_\_\_\_\_ for the war and greatly decreases the size of its military.
14. This made many German's bitter. Many in the U.S. feared that the treaty would lead the U.S. into \_\_\_\_\_ with foreign countries.
15. The United States \_\_\_\_\_ refused to ratify the treaty and begin the \_\_\_\_\_, claiming it feared the \_\_\_\_\_ could lead to future wars.

Date \_\_\_\_\_

<b>Essential Question:</b>	<b>What factors influence the location of industries at the turn of the century?</b>	
<b>Standard:</b>	<b>SS5G2 The student will explain the reasons for the spatial patterns of economic activities.</b> b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas.	
<b>What factors influence the location of industries?</b>		
Cities began to develop where large <b>populations</b> of people settled.		
Cities began to grow where good <b>transportation systems</b> were established.		
Cities began to grow in places located near the <b>resources</b> needed to make products.		
<b>How are agriculture and industry influenced by population, transportation systems, and resources?</b>		
<b>AGRICULTURE</b>		
POPULATION	TRANSPORTATION	RESOURCES
<b>INDUSTRY</b>		
POPULATION	TRANSPORTATION	RESOURCES

--	--	--

1. What major technology trend led to a drop in population of farm workers?


2. Why do you think farms grew in size while the number of products per farm fell?


3. What happened once farmers began using trucks to transport their goods?

- better \_\_\_\_\_ and roads were built
- better engines and \_\_\_\_\_ were built
- produce arrived \_\_\_\_\_ to consumers
- \_\_\_\_\_ trucks carried fresh meats and produce further
- Central shipyards gradually

\_\_\_\_\_

4. Agriculture in the United States has mainly settled in the

\_\_\_\_\_ and the  
\_\_\_\_\_.

5. What are the resources that the United States has that are good for farming?

6. Use the map on page 96 of the Marsh 5<sup>th</sup> Grade Social Studies text to complete this activity.



The shaded areas on the map show industrial centers around 1900. List eight cities that you find in the shaded areas.

1.	5.
2.	6.
3.	7.
4.	8.

7. List three factors that led to the Great Migration

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

8. T F People moved to the suburbs because they did not like living in the city.

9. T F People that moved to the suburbs used cars to drive back to the city to work.

10. T F Refrigerated trucks helped industry because they kept the goods from going bad.

11. \_\_\_\_\_ drove consumer demand for electrical products.

12. \_\_\_\_\_ provided gasoline for automobiles

13. \_\_\_\_\_ was made into steel to produce automobiles.

14. People move to where the jobs are located. Who moved to industrial cities in the North during the Great Migration?

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15. Electricity caused enormous changes in the way that people lived, the things they were able to do and how industries produced products. Think about your daily life and what you do in just 24 hours. Discuss how dependent you are on electricity during one day.




The Great Migration was the movement of 6 million African Americans out of the rural Southern United States to the Northeast, Midwest, and West from 1910 to 1970. Some historians differentiate between the first Great Migration (1910–1930), numbering about 1.6 million migrants who left mostly rural areas to migrate to northern and midwestern industrial cities, and, after a lull during the Great Depression, a Second Great Migration (1940 to 1970), in which 5 million or more people moved, including many to California and various western cities.

Between 1910 and 1970, blacks moved from 14 states of the South, especially Alabama, Louisiana, and Mississippi, to the other three cultural (and census-designated) regions of the United States. More townspeople with urban skills moved during the second migration. By the end of the Second Great Migration, African Americans had become an urbanized population. More than 80 percent lived in cities. A majority of 53 percent remained in the South, while 40 percent lived in the North and 7 percent in the West.

A reverse migration had gathered strength since 1965, dubbed the New Great Migration, the term for demographic changes from 1965 to the present in which many blacks have returned to the South, generally to states and cities where economic opportunities are the best. Since 1965, economic difficulties of cities in the Northeastern and Midwestern United States, growth of jobs in the "New South" with lower costs of living, family and kinship ties, and improving racial relations have all acted to attract African Americans to the Southern United States in substantial numbers. As early as 1975 to 1980, seven southern states were net black migration gainers. African-American populations continue to drop throughout much of the Northeast, particularly with black emigration out of the state of New York, as well as out of Northern New Jersey, as they rise in the Southern United States.

When the Emancipation Proclamation was signed in 1863, less than eight percent of the African American population lived in the Northeastern or Midwestern United States. This began to change over the next decade, and by 1880, a migration was underway to Kansas. The U. S. Senate ordered an investigation into it. In 1900, about 90 percent of blacks still lived in Southern states. They also moved to Canada in order to maintain safe haven from anti-abolitionists.

Between 1910 and 1930, the African-American population increased by about forty percent in Northern states as a result of the migration, mostly in the major cities. Cities including Detroit, Chicago, Cleveland, and New York City had some of the biggest increases in the early part of the 20th century. Blacks were recruited for industrial jobs, such as positions with the expansion of the Pennsylvania Railroad. Because changes were concentrated in cities, which had also attracted millions of new or recent European immigrants, tensions rose as the people competed for jobs and housing. Tensions were often most severe between ethnic Irish, defending their recently gained positions and territory, and recent immigrants and blacks.

African Americans moved as individuals or small family groups. There was no government assistance, but often northern industries, such as the railroads, meatpacking, and stockyards recruited people. The primary push factors for migration were segregation, the widespread violence of lynching, and lack of opportunities in the South. In the North, they could find better schools and adult men could vote (joined by women after 1920). Burgeoning industries created job opportunities.

The Great Migration drained off most of the rural black population of the South, and indeed for a time froze African American population growth in parts of the region. A number of states experienced decades of black population decline, especially across the Deep South "black belt" where cotton had been king. In 1910, African Americans constituted more than half the population of South Carolina and Mississippi, and more than 40 percent in Georgia, Alabama, and Louisiana; by 1970, only in Mississippi did African American representation remain above 30 percent. "The disappearance of the 'black belt' was one of the striking effects" of the Great Migration, James Gregory wrote.

The growing black presence outside the South was still more significant. In 1900, only 740,000 African Americans lived outside the South, just 8 percent of the nation's total black population. By 1970, more than 10.6 million African Americans lived outside the South, 47 percent of the nation's total.

Because the migrants concentrated in the big cities of the north and west, their impact was magnified. Cities that had been virtually all white at the start of the century became centers of black culture and politics after mid-century. Segregation imposed severe economic and social costs but also allowed the northern "Black metropolises" to develop an important infrastructure of newspapers, businesses, jazz clubs, churches, and political organizations that provided the staging ground for new forms of racial politics and new forms of black culture.

The Great Migration created the first large urban black communities in the North. It is conservatively estimated that 400,000 African Americans left the South in 1916 through 1918 to take advantage of a labor shortage in the wake of the First World War.

In 1910, the African-American population of Detroit was 6,000. The Great Migration, and immigration from eastern and southern Europe, rapidly turned the city into the country's fourth-largest. By the start of the Great Depression in 1929, the city's African-American population had increased to 120,000.

In 1900–1901, Chicago had a total population of 1,754,473. By 1920, the city had added more than 1 million residents. During the second wave of the Great Migration (1940–1960), the African-American population in the city grew from 278,000 to 813,000.

The flow of African Americans to Ohio, particularly to Cleveland, changed the demographics of the state and the primary industrial city. Before the Great Migration, an estimated 1.1% to 1.6% of Cleveland's population was African American. By 1920, 4.3% of Cleveland's population was African American. The number of African Americans in Cleveland continued to rise over the next 20 years of the Great Migration.

Other northern and midwestern industrial cities, such as St. Louis, Baltimore, Philadelphia, Pittsburgh, Omaha, and New York City, also saw dramatic increases in their African-American populations. By the 1920s, New York's Harlem became a center of black cultural life, influenced by the American migrants as well as new immigrants from the Caribbean area.

Other industrial cities that were destinations for numerous black migrants were Buffalo, Rochester, New York, Boston, Minneapolis, Milwaukee, Kansas City, St. Louis, Columbus, Cincinnati, Grand Rapids and Indianapolis, and smaller industrial cities such as Gary, Dayton, Toledo, Youngstown, Peoria, Muskegon, Newark, Flint, and Albany. People tended to take the cheapest rail ticket possible and go to areas where they had relatives and friends. For example, many people from Mississippi moved directly north by train to Chicago, from Alabama to Cleveland and Detroit, and in the second migration, from Texas, Louisiana, and Mississippi to California.

Throughout the South, the departure of hundreds of thousands of African Americans caused the black percentage of the population in most Southern states to decrease dramatically. For example, in Mississippi, blacks decreased from about 56% of the population in 1910 to about 37% by 1970 and in South Carolina, blacks decreased from about 55% of the population in 1910 to about 30% by 1970.

**African-Americans as a % of the Population by Large U.S. Cities**

City	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	Change in %
<b>Detroit, Michigan</b>	1.4%	1.2%	4.1%	7.7%	9.2%	16.2%	28.9%	43.7%	63.1%	75.7%	+74.3%
<b>Cleveland, Ohio</b>	1.6%	1.5%	4.3%	8.0%	9.6%	16.2%	28.6%	38.3%	43.8%	46.6%	+45.0%
<b>St. Louis, Missouri</b>	6.2%	6.4%	9.0%	11.4%	13.3%	17.9%	28.6%	40.9%	45.6%	47.5%	+41.3%
<b>Philadelphia, Pennsylvania</b>	4.8%	5.5%	7.4%	11.3%	13.0%	18.2%	26.4%	33.6%	37.8%	39.9%	+35.1%
<b>New York City, New York</b>	1.8%	1.9%	2.7%	4.7%	6.1%	9.5%	14.0%	21.1%	25.2%	28.7%	+26.9%

**African-Americans as a % of the Population by Large U.S. Cities**

City	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	Change
<b>New</b>	27.1	26.3	26.1	28.3	30.1	31.9	37.2	45.0	55.3	61.9	+34.8%

<b>Orleans, Louisiana</b>	%	%	%	%	%	%	%	%	%	%	
<b>Dallas, Texas</b>	21.2%	19.6%	15.1%	14.9%	17.1%	13.1%	19.0%	24.9%	29.4%	29.5%	+8.3%
<b>Houston, Texas</b>	32.7%	30.4%	24.6%	21.7%	22.4%	20.9%	22.9%	25.7%	27.6%	28.1%	-4.6%
<b>San Antonio, Texas</b>	14.1%	11.1%	8.9%	7.8%	7.6%	7.0%	7.1%	7.6%	7.3%	7.0%	-7.1%
<b>Jacksonville, Florida</b>	57.1%	50.8%	45.3%	37.2%	35.7%	35.4%	41.1%	22.3%	25.4%	25.2%	-31.9%

**Review:**

<b>Factors that led to the Great Migration</b>	
<b>boll weevils</b>	
<b>growing war industry</b>	
<b>job opportunities</b>	
<b>Immigration Act of 1924</b>	

**How did resources affect growing industries?**

<b>oil</b>	

<b>iron ore</b>	
<b>electricity</b>	

**Constructed Response:**

**1. Explain the four factors that led to the Great Migration**


**2. Explain how resources affect growing industries?**


**Lesson 4**






**Date**

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<b>Essential Question:</b>	<b>What was the cultural impact of Louis Armstrong, Langston Hughes, Babe Ruth, Henry Ford and Charles Lindbergh?</b>
<b>Standard:</b>	<b>SS5H4b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh).</b>



<b>Jazz Age</b>	
<b>Harlem Renaissance</b>	

<b>Individual</b>	<b>Cultural Development</b>	
<b>Louis Armstrong --Jazz Age--</b>		
<b>Langston Hughes --Harlem Renaissance--</b>		
<b>Babe Ruth --Sports— baseball</b>		
<b>Henry Ford --Industry— automobile</b>		
<b>Charles Lindbergh --Aviation--</b>		

## Review

Answer		Individual		Accomplishment
	1	Louis Armstrong	A	Famous hitter for the New York Yankees baseball team, helped to make baseball America's pastime.
	2	Jazz Age	B	African-American writer, poet and dramatist that combined the experiences of Americans and Africans.
	3	Harlem Renaissance	C	Also known as the Roaring Twenties, this was a time of celebration and new cultural development.
	4	Langston Hughes	D	An engineer and entrepreneur that introduced the assembly-line for mass production of the automobile, made car affordable.
	5	Babe Ruth	E	Era in which African Americans migrated to New York City to express their talents in music, dance, literature, and drama.
	6	automobile	F	Legendary jazz musician and vocalist that rose from poverty to great success, he helped to bridge the color barrier in entertainment
	7	Henry Ford	G	Some called this invention the horseless carriage, in the first year the Model T was introduced more than 10, 000 were sold.
	8	Charles Lindbergh	H	First man to fly solo on a transatlantic flight, he flew from New York City, New York to Paris, France in the Spirit of St Louis plane.

### **Writing Activity:**

Select one of the men studied in this lesson and describe the cultural developments and individual contributions they made during the 1920s of the Jazz Age and how they have an impact on our lives today.

Paragraph one should introduce the individual you have chosen and describe their cultural contribution.

Paragraph two should explain the individual contribution this individual made.

Paragraph three should discuss the impact their contribution has on how we live our lives today.

Use the following format:

- Introductory sentence
- Supporting detail 1
- Supporting detail 2
- Supporting detail 3
- Closing sentence

<b>Date</b>
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<b>Standard:</b>	<b>SS5CG3b. Explain how the voting rights are protected by the 12<sup>th</sup>, 15<sup>th</sup>, 17<sup>th</sup>, 19<sup>th</sup>, 23<sup>rd</sup>, 24<sup>th</sup>, and 26<sup>th</sup> amendments.</b>
<b>Electoral College</b>	A group of persons from each of the 50 states that meet in their state capitals after the national election to officially elect the president and vice president of the United States.
<b>12<sup>th</sup> Amendment</b>	redefines how the President and Vice-President are chosen by the Electoral College, making the two positions cooperative, rather than first and second highest vote-getters. It also ensures that anyone who becomes Vice-President must be eligible to become President.
<b>15<sup>th</sup> Amendment</b>	ensures that race cannot be used as a criteria for voting.
<b>17<sup>th</sup> Amendment</b>	shifted the choosing of Senators from the state legislatures to the people of the states.
<b>19<sup>th</sup> Amendment</b>	ensures that gender cannot be used as a criteria for voting.
<b>23<sup>rd</sup> Amendment</b>	grants the District of Columbia (Washington D.C.) the right to three electors in Presidential elections.
<b>24<sup>th</sup> Amendment</b>	ensured that no tax could be charged to vote for any federal office.
<b>26<sup>th</sup> Amendment</b>	ensures that any person 18 or over may vote.

## Electoral College

Did you know that voters in the United States don't vote for the president? People actually vote for a group of electors when they go to the polls on Election Day. These electors have pledged to support a party's nominee for president. In many states the ballot lists only the names of the nominees and not the names of the electors, so many people believe they are voting for the president.

In 1787, the delegates to the Constitutional Convention decided on this system of indirect election of the president. Long debates took place about how to make sure the best candidate would be chosen as president. Some delegates supported a direct election by citizens. Others favored having Congress choose the president. Still others thought that state legislatures should make the choice.

The delegates finally agreed on a compromise. Electors chosen by each state would elect the president. Ordinary citizens in each state would have a say this way, but the final decision would be made by people who were better informed about the candidates and the issues.

The Electoral College, this system of presidential electors, is still in effect today, although some adjustments have been made over the years. The electors voted for two candidates at first. The one with the highest number of votes became president. The one with the second-highest number became vice president. In 1796, political foes were chosen for the two posts -- Federalist John Adams for president and Democratic-Republican Thomas Jefferson for vice president.

There was a tie between Thomas Jefferson and Aaron Burr in the next election. The House of Representatives had to decide who would be president. The fact that the system needed to be adjusted was clear. The 12th Amendment to the Constitution was passed in 1804. Candidates are now nominated to run only for president or only for vice president. Electors vote for president and vice president separately.

How the states elect electors has changed, too. Some states held direct popular elections for the electors in the beginning. The state legislatures made the choice in other states. All the states gradually adopted direct popular elections for electors.

There were no political parties when the Constitution was written. They soon developed, and the party organizations in each state began proposing a slate, or list, of electors who were pledged to vote for their party's nominee. Voters no longer choose individual electors. Voters choose between party slates.

Political parties want winner-take-all elections for electors. This means that the slate that receives the most popular votes wins all the state's electoral votes. All the states except Maine use this winner-take-all system today.

A nominee needs a majority of the electoral votes to win the presidency. You'll notice, on election night, that the TV commentators keep track of the states each nominee wins. They add up the number of electoral votes that each state win represents. The race is over as soon as one of the nominees gets one more than half, or 270, of the total of electoral votes.

By the end of election night or early the next morning, the nation usually knows the winner of the election. The president is not officially elected until the members of the Electoral College cast their state's votes in December, however, and Congress counts those votes on January 6.

There were just 13 states and only 69 electoral votes when George Washington was elected. Our nation has grown a lot since then. Today there are 538 electoral votes, but the number of electoral votes for each state is still determined the way it was in Washington's day. The Constitution allows each state to have as many electoral votes as it has representatives in Congress. The size of the state's population is the basis for the number of representatives. No state has fewer than three electoral votes. This is because each state has two senators and at least one representative in the House of Representatives.

At the beginning of every decade, every ten years, the government takes a census to determine the population of each state. It might lose electoral votes if a state's population has decreased. It may receive more electoral votes than it previously had if a state's population has increased. The most recent electoral map was drawn up after the 2000 census.

Many have criticized the Electoral College system over the years. Although some attempts to change it have been successful, two important criticisms still remain unanswered. First, there is no guarantee that an elector who is pledged to vote for a certain candidate will actually do so. Only a few electors have switched their vote, and none changed the outcome of an election. The winner-take-all system is the second criticism. By getting just one more popular vote than the opponent, a nominee can get all of a state's electoral votes. As a result, three nominees have been elected president even though their opponents received more popular votes nationally.

Electoral Votes by state:

<b>Alabama - 9</b>	<b>Georgia - 16</b>	<b>Maryland - 10</b>	<b>New Jersey - 14</b>	<b>South Carolina - 9</b>
<b>Alaska - 3</b>	<b>Hawaii - 4</b>	<b>Massachusetts - 11</b>	<b>New Mexico - 5</b>	<b>South Dakota - 3</b>

Arizona - 11	Idaho - 4	Michigan - 16	New York - 29	Tennessee - 11
Arkansas - 6	Illinois - 20	Minnesota - 10	North Carolina - 15	Texas - 38
California - 55	Indiana - 11	Mississippi - 6	North Dakota - 3	Utah - 6
Colorado - 9	Iowa - 6	Missouri - 10	Ohio - 18	Vermont - 3
Connecticut - 7	Kansas - 6	Montana - 3	Oklahoma - 7	Virginia - 13
Delaware - 3	Kentucky - 8	Nebraska - 5	Oregon - 7	Washington - 12
D. C. - 3	Louisiana - 8	Nevada - 6	Pennsylvania - 20	West Virginia - 5
Florida - 29	Maine - 4	New Hampshire - 4	Rhode Island - 4	Wisconsin - 10
				Wyoming - 3
<b>Total</b>				<b>538</b>

1. Which five states have the highest number of electoral votes?

	State	Electoral Votes
1		
2		
3		
4		
5		

2. How many electoral votes are needed to be selected the winner?

3. What are the least number of states a candidate could win in order to be selected as the president?

	State	Votes
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
	<b>Total</b>	

<b>Learning Standard</b>	<b>SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.</b> a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
<b>Essential Question:</b>	<b>How did the Great Depression affect the lives of Americans?</b>
<b>stock:</b>	
<b>Great Depression:</b>	
<b>soup kitchens:</b>	
<b>Dust Bowl:</b>	
<b>drought:</b>	
<b>Herbert Hoover:</b>	
<b>Franklin D. Roosevelt:</b>	
<i><b>“The only thing we have to fear is fear itself.”</b></i>	

## The Great Depression

The Great Depression, an immense tragedy that placed millions of Americans out of work, was the beginning of government involvement in the economy and in society as a whole.

**When?** 1929 to the early 1940s

**Events:** The Stock Market Crash of 1929  
Dust Bowl



**Herbert Hoover** (1874-1964) was a self-made millionaire in the mining industry, a very successful Secretary of Commerce from 1921-28, and a very unsuccessful president of the U.S. from 1929 to 1933. His term saw the onset of the Great Depression, which began with the stock market crash just a few months after he took office. Today, Hoover's name is most associated with the shanty towns—"Hoovervilles"—erected during the Depression by the nation's unemployed and homeless.

**Herbert Hoover**



During the course of Hoover's unfortunate presidency, Americans rather unfairly blamed the president for all the problems unleashed by the Great Depression. Franklin D. Roosevelt trounced Hoover in the election of 1932.

Herbert Hoover was the 31st president of the United States. He was born in an Iowa village in 1874. Herbert graduated Stanford as a mining engineer. President Wilson appointed Hoover head of Food administration. Herbert Hoover became the Republican candidate in 1928. He won easily, but was proclaimed incapable after the stock market crash and how he handled the great depression

The U.S. economy broke down and entered the Great Depression during the presidency of Herbert Hoover. Although President Hoover repeatedly spoke of optimism, the people blamed him for the Great Depression. Just as the shantytowns were named Hoovervilles after him, newspapers became known as "Hoover blankets," pockets of pants turned inside out (to show they were empty) were called "Hoover flags," and broken-down cars pulled by horses were known as "Hoover wagons."

### The Stock Market Crash

After nearly a decade of optimism and prosperity, the United States was thrown into despair on **Black Tuesday, October 29, 1929**, the day the stock market crashed and the official beginning of the Great Depression. As stock prices plummeted with no hope of recovery, panic struck. Masses and masses of people tried to sell their stock, but no one was buying. The stock market, which had appeared to be the surest way to become rich, quickly became the path to **bankruptcy**.

And yet, the Stock Market Crash was just the beginning. Since many banks had also invested large portions of their clients' savings in the stock market, these **banks were forced to** close when the stock market crashed. Seeing a few banks close caused another panic across the country. Afraid they would lose their own savings, people rushed to banks that were still open to withdraw their money. This massive withdrawal of cash caused additional banks to close.



Since there was no way for a bank's clients to recover any of their savings once the bank had closed, those who didn't reach the bank in time also became bankrupt.

Businesses and industry were also affected. Having lost much of their own capital in either the Stock Market Crash or the bank closures, many businesses started **cutting back their workers'** hours or wages. In turn, consumers began to **curb their spending**, refraining from purchasing such things as luxury goods. This lack of consumer spending caused additional businesses to cut back wages or, more drastically, to lay off some of their workers. Some businesses couldn't stay open even with these cuts and soon closed their doors, leaving all their workers unemployed.

## **The Dust Bowl**

In previous depressions, farmers were usually safe from the severe effects of a depression because they could at least feed themselves. Unfortunately, during the Great Depression, the Great Plains were hit hard with both a drought and horrendous dust storms, creating what became known as the Dust Bowl.

Years and years of overgrazing combined with the effects of a drought caused the grass to disappear. With just topsoil exposed, high winds picked up the loose dirt and whirled it for miles. The dust storms destroyed everything in their paths, leaving farmers without their crops.

Small farmers were hit especially hard. Even before the dust storms hit, the invention of the tractor drastically cut the need for manpower on farms. These small farmers were usually already in debt, borrowing money for seed and paying it back when their crops came in. When the dust storms damaged the crops, not only could the small farmer not feed himself and his family, he could not pay back his debt. Banks would then foreclose on the small farms and the farmer's family would be both homeless and unemployed.

## **Riding the Rails**

During the Great Depression, millions of people were out of work across the United States. Unable to find another job locally, many unemployed people hit the road, traveling from place to place, hoping to find some work. A few of these people had cars, but most hitchhiked or "rode the rails."

A large portion of the people who rode the rails were teenagers, but there were also older men, women, and entire families who traveled in this manner. They would board freight trains and crisscross the country, hoping to find a job in one of the towns along the way.

When there was a job opening, there were often literally a thousand people applying for the same job. Those who weren't lucky enough to get the job would perhaps stay in a shantytown (known as "Hooverilles") outside of town. Housing in the shantytown was built out of any material that could be found freely, like driftwood, cardboard, or even newspapers.

The farmers who had lost their homes and land usually headed west to California, where they heard rumors of agricultural jobs. Unfortunately, although there was some seasonal work, the conditions for these families were transient and hostile. Since many of these farmers came from Oklahoma and Arkansas, they were called the derogatory names of "Okies" and "Arkies."

## Soup Kitchens

"Prosperity, is just around the corner", is something that Hoover said quite often. This is because he wanted to reassure the people that we would get through this, but some thought "Where is this corner and when is it coming?". Things got pretty bad and Hoover wanted to find more ways to help those in need. He decided to make soup kitchens and breadlines, which gave food to those who had no money and were starving. But the government weren't the only people who had soup kitchens, or something along those lines.

Soup kitchens were in big cities like New York, Chicago, and Detroit by the government, churches and religious groups, and even the famous gangster Al Capone. Capone's soup kitchen was made to clean up the gangster's bad reputation, and served three meals a day to ensure that all who had lost jobs would be able to get a meal. The first soup kitchen was in Detroit, Michigan by the Capuchin Services Center and was opened on November 2, 1929, which was only a few days after the crash. The volunteers working there served somewhere from 1,500 to 3,000 people a day in the ridiculously long lines. And if anyone was out in the country they would have to go into town to get some food for them.

## Roosevelt and the New Deal

During the 1932 presidential election, Hoover did not stand a chance at reelection and Franklin D. Roosevelt won in a landslide. People of the United States had high hopes that President Roosevelt would be able to solve all their woes. As soon as Roosevelt took office, he closed all the banks and only let them reopen once they were stabilized. Next, Roosevelt began to establish programs that became known as the **New Deal**.

These New Deal programs were most commonly known by their initials, which reminded some people of alphabet soup. Some of these programs were aimed at helping farmers, like the AAA (Agricultural Adjustment Administration). While other programs, such as the CCC (Civilian Conservation Corps) and the WPA (Works Progress Administration), attempted to help curb unemployment by hiring people for various projects.

## The End of the Great Depression

To many at the time, President Roosevelt was a hero. They believed that he cared deeply for the common man and that he was doing his best to end the Great Depression. Looking back, however, it is uncertain as to how much Roosevelt's New Deal programs helped to end the Great Depression. By all accounts, the New Deal programs eased the hardships of the Great Depression; however, the U.S. economy was still extremely bad by the end of the 1930s.

The major turn-around for the U.S. economy occurred after the bombing of Pearl Harbor and the entrance of the United States into World War II. Once the U.S. was involved in the war, both people and industry became essential to the war effort. Weapons, artillery, ships, and airplanes were needed quickly. Men were trained to become soldiers and the women were kept on the homefront to keep the factories going. Food needed to be grown for both the homefront and to send overseas.

It was ultimately the entrance of the U.S. into World War II that ended the Great Depression in the United States.

**Topic:** The Great Depression

	<b>Notes</b>



### **Franklin D. Roosevelt**

Franklin D. Roosevelt (1882-1945) was the 32nd President of the United States and the only chief executive to be elected to more than two terms in office. Roosevelt held the presidency from 1934-1945, leading the United States through the Great Depression and World War II. His legislative program, the New Deal, greatly expanded the role of the federal government in American society.

In his four terms in office, Roosevelt virtually reinvented the presidency, transforming the office into something much more powerful than it had ever been before. Roosevelt's New Deal dramatically expanded the federal government's role in shaping American society, permanently altering the relationship between the economy, the people, and the government.

Franklin Delano Roosevelt entered the White House in 1932 at the darkest hour of the Great Depression, promising "a new deal for the American people." The package of legislative reforms that came to be known as the New Deal permanently and dramatically transformed the politics and economy of the United States.

Shortly after taking office, Roosevelt explained to the American people that his New Deal program would seek to deliver relief, recovery, and reform—the so-called "3 Rs."

In the field of relief, the New Deal proved to be highly successful. Millions of Americans, unable to find work in an economy that was still badly broken four years into the Great Depression, might have literally starved to death if not for the government checks they earned by working for new agencies like the Civilian Conservation Corps and Works Progress Administration.

In terms of reform, the New Deal legacy may have been unmatched in American history. For better or worse, Roosevelt's program drastically altered the relationship between the capitalist market, the people, and their government, creating for the first time in this country's history an activist state committed to providing individual citizens with a measure of security against the unpredictable turns of the market. Whether this vast enlargement of the government's role in American society helped or hurt the country's long-run prospects remains a question of great political controversy to this day, but there can be no denying the magnitude of change wrought by FDR's presidency.

When it came to recovery, however, the New Deal's performance lagged. It was certainly successful in both short-term relief, and in implementing long-term structural reform. However, the New Deal failed to end the Great Depression. Throughout the decade of the 1930s, unemployment remained brutally high, while economic growth remained painfully slow. Recovery only came about, at last, in Roosevelt's third term, when the heavy demands of mobilization for World War II finally restored the country to full employment. Ironically, then, Adolf Hitler probably did more to end the Great Depression in America than Franklin Roosevelt did.

Still, despite failing in its most important objective, the New Deal forever changed this country. Roosevelt built a dominant new political coalition, creating a Democratic majority that lasted for half a century. The structural stability and social security provided by the New Deal's reforms underlay a postwar economic boom that many historians and economists have described as

the "golden age of American capitalism." And Roosevelt permanently changed the American people's expectations of their presidents and their government.

## **THE NEW DEAL!**

The New Deal was a series of economic programs enacted in the United States between 1933 and 1936. They involved presidential executive orders or laws passed by Congress during the first term of President Franklin D. Roosevelt. The programs were in response to the Great Depression, and focused on what historians call the "3 Rs": Relief, Recovery, and Reform. That is, Relief for the unemployed and poor; Recovery of the economy to normal levels; and Reform of the financial system to prevent a repeat depression.

### **Relief**

Much of the legislation that the Hundred Days Congress drafted doled out immediate relief for the American people that President Hoover and the Republicans had failed to provide. The Federal Emergency Relief Administration's relief assistance, for example, provided millions of Americans with enough money to make ends meet. The Civil Works Administration put the unemployed to work, and the Agricultural Adjustment Administration, the Tennessee Valley Authority, the National Recovery Administration, and the Public Works Administration kept millions of others alive as well. Americans were so relieved by the federal government's quick action that many became die-hard Democrats and Roosevelt fans. The president's optimism and can-do attitude, combined with the success of his immediate relief programs, made him almost politically untouchable during his first term.

### **Recovery**

Many of the same programs designed to provide immediate relief were also geared toward long-term economic recovery. The Civilian Conservation Corps and the Public Works Administration put millions of men to work not only to keep them employed but also to improve the national infrastructure. When the United States finally emerged from the Great Depression during World War II, it had hundreds of new roads and public buildings, widespread electrical power, and replenished resources for industry.

### **Reform**

The third goal of the New Deal policies was to reform the banking and financial sector of the economy to curb bad lending practices, poor trading techniques, and corruption. The president's decision to take the country off the gold standard proved to be a smart move because it boosted people's confidence in the U.S. dollar. The Federal Deposit Insurance Corporation, created under the Glass-Steagall Act, eliminated untrustworthy banks that had plagued the country for more than a century. Once Americans became confident that their funds would be safe, the number of bank deposits surged. Likewise, the Securities and Exchange Commission in 1934, which weeded out bad investment habits, gave Americans more confidence in the stock market.

**The 3 Rs of the New Deal were:**

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	<p>relief families who had difficulty finding jobs during the Great Depression in the United States while at the same time implementing a general natural resource conservation program in every state and territory. Maximum enrollment at any one time was 300,000; in nine years 2.5 million young men participated in the CCC, which provided them with shelter, clothing, and food, together with a small wage of \$30 a month (\$25 of which had to be sent home to their families).</p> <p>The American public made the CCC the most popular of all the New Deal programs. Principal benefits of an individual's enrollment in the CCC included improved physical condition, heightened morale, and increased employability. Of their pay of \$30 a month, \$25 went to their parents. Implicitly, the CCC also led to a greater public awareness and appreciation of the outdoors and the nation's natural resources; and the continued need for a carefully planned, comprehensive national program for the protection and development of natural resources.</p> <p>During the time of the CCC, volunteers planted nearly 3 billion trees to help reforest America, constructed more than 800 parks nationwide and upgraded most state parks, updated forest fire fighting methods, and built a network of service buildings and public roadways in remote areas.</p> <p>Despite its popular support, the CCC was never a permanent agency. It depended on emergency and temporary Congressional legislation for its existence. By 1942, with World War II and the draft in operation, need declined and Congress voted to close the program</p>
<b>WPA</b>	<p>The <b>Works Progress Administration</b> was the largest and most ambitious New Deal agency, employing millions of unemployed people (mostly unskilled men) to carry out public works projects, including the construction of public buildings and roads. In much smaller but more famous projects the WPA employed musicians, artists, writers, actors and directors in large arts, drama, media, and literacy projects.</p> <p>Almost every community in the United States had a new park, bridge or school constructed by the agency. The WPA's initial appropriation in 1935 was for \$4.9 billion (about 6.7 percent of the 1935 GDP), and in total it spent \$13.4 billion.</p> <p>At its peak in 1938, it provided paid jobs for three million unemployed men and women, as well as youth in a separate division, the National Youth Administration.. Between 1935 and 1943, the WPA provided almost eight million jobs. Full employment, which emerged as a national goal around 1944, was not the WPA goal. It tried to provide one paid job for all families in which the breadwinner suffered long-term unemployment.</p> <p>Liquidated on June 30, 1943, as a result of low unemployment due to the worker shortage of World War II, the WPA provided millions of Americans with jobs for 8 years. Most people who needed a job were eligible for at least some of its positions. Hourly wages were typically set to the prevailing wages in each area. But, workers could not be paid for more than 30 hours a week. Before 1940, to meet the objections of the labor unions, the programs provided very little training to teach new skills to workers.</p>
<b>TVA</b>	<p>The <b>Tennessee Valley Authority (TVA)</b> is a federally owned corporation in the United States created by congressional charter in May 1933 to provide navigation, flood control, electricity generation, fertilizer manufacturing, and economic development in the Tennessee Valley, a region particularly affected by the Great Depression. The enterprise was a result of the efforts of Senator George W. Norris of Nebraska. TVA was envisioned not only as a provider, but also as a regional economic development agency that would use federal experts and electricity to rapidly modernize the region's</p>

	<p>economy and society.</p> <p>TVA's service area covers most of Tennessee, portions of Alabama, Mississippi, and Kentucky, and small slices of Georgia, North Carolina, and Virginia. It was the first large regional planning agency of the federal government and remains the largest. Under the leadership of David Lilienthal ("Mr. TVA"), TVA became a model for America's governmental efforts to seek to assist in the modernization of agrarian societies in the developing world.</p>
<b>SSA</b>	<p>A limited form of the Social Security program began, during President Franklin D. Roosevelt's first term, as a measure to implement "social insurance" during the Great Depression of the 1930s, when poverty rates among senior citizens exceeded 50 percent. The Act was an attempt to limit what were seen as dangers in the modern American life, including old age, poverty, unemployment, and the burdens of widows and fatherless children.</p> <p>The majority of women and minorities were excluded in the beginning from the benefits of unemployment insurance and old age pensions, as employment definitions reflected typical white male categories and patterns.</p> <p>The provisions of Social Security have been changing since the 1930s, shifting in response to economic worries as well as concerns over changing gender roles and the position of minorities. Officials have responded more to the concerns of women than those of minority groups. Social Security gradually moved toward universal coverage. By 1950, debates moved away from which occupational groups should be included to how to provide more adequate coverage. Changes in Social Security have reflected a balance between promoting equality and efforts to provide adequate protection</p>
<b>FDIC</b>	<p>The <b>Federal Deposit Insurance Corporation</b> is a United States government corporation operating as an independent agency created by the Banking Act of 1933. During the 1930s, the U.S. and the rest of the world experienced a severe economic contraction known as the Great Depression. In the U.S. during the height of the Great Depression, the official unemployment rate was 25% and the stock market had declined 75% since 1929. Bank runs were common because there was not insurance on deposits at banks, banks kept only a fraction of deposits in reserve, and customers ran the risk of losing the money that they had deposited if their bank failed.</p> <p>On June 16, 1933, President Franklin D. Roosevelt signed the Banking Act of 1933. This legislation:</p> <ul style="list-style-type: none"> <li>• Established the FDIC as a temporary government corporation. The Banking Act of 1935 made the FDIC a permanent agency of the government and provided permanent deposit insurance maintained at the \$5,000 level. <ul style="list-style-type: none"> <li>○ Gave the FDIC authority to provide deposit insurance to banks</li> <li>○ Gave the FDIC the authority to regulate and supervise state non-member banks</li> <li>○ Funded the FDIC with initial loans of \$289 million through the U.S. Treasury and the Federal Reserve, which was later paid back with interest</li> <li>○ Extended federal oversight to all commercial banks for the first time</li> <li>○ Separated commercial and investment banking</li> <li>○ Prohibited banks from paying interest on checking accounts</li> <li>○ Allowed national banks to branch statewide, if allowed by state law.</li> </ul> </li> </ul>
<b>Topic: The New Deal</b>	
Questions	





<p><b>Music Man</b> <b>Duke Ellington</b></p>		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Southern Comfort</b> <b>Margaret Mitchell</b></p>		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Super Athlete</b> <b>Jesse Owens</b></p>		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

**Review:**

1. \_\_\_\_\_ played a type of music called \_\_\_\_\_.
  
2. People in the depression could listen to music for free on the \_\_\_\_\_.
  
3. \_\_\_\_\_ wrote a best-selling novel \_\_\_\_\_  
\_\_\_\_\_ describing the story of the Civil War  
**from**  
the viewpoint of a female character named Scarlett O'Hara. She was from \_\_\_\_\_,  
\_\_\_\_\_.
  
4. \_\_\_\_\_ won four gold medals during 1936  
Olympics  
in \_\_\_\_\_ Germany.

Date \_\_\_\_\_

<p><b>Learning</b></p>	<p><b>SS5H5 The student will explain how the Great Depression and New</b></p>
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<b>Standard</b>	<b>Deal affected the lives of millions of Americans.</b> c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.	
<b>Essential Question:</b>	<b>What contributions did Duke Ellington, Margaret Mitchell and Jesse Owens make? How did they help to change the world for others?</b>	
<b>Topic:</b> Cultural contributions of Duke Ellington, Margaret Mitchell, and Jesse Owens		
<b>Questions</b>	<b>Notes</b>	
	<b>Summary</b>	

<b>Learning Standard</b>	<p><b>SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</b></p> <p>c. Describe how specialization improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20<sup>th</sup> century).</p>
<b>Essential Question</b>	<b>What does the term standard of living mean?</b>

**Standard of living** refers to the level of wealth, comfort, material goods and necessities available to a certain socioeconomic class in a certain geographic area. The standard of living includes factors such as income, quality and availability of employment, class disparity, poverty rate, quality and affordability of housing, hours of work required to purchase necessities, gross domestic product, inflation rate, number of vacation days per year, affordable (or free) access to quality healthcare, quality and availability of education, life expectancy, incidence of disease, cost of goods and services, infrastructure, national economic growth, economic and political stability, political and religious freedom, environmental quality, climate and safety. The standard of living is closely related to quality of life

Specialization is the condition in which resources are primarily devoted to specific tasks. This is one of the most important and most fundamental notions in the study of economics. Civilized human beings have long recognized that limited resources can be more effectively used in the production the goods and services that satisfy unlimited wants and needs if those resources specialize. For example, three ice cream parlor workers, can be, in total, more productive if one runs the cash register, another scoops the ice cream, and a third adds the hot fudge topping. By devoting their energies to learning how to do their respective tasks really, really well, these three workers can produce more hot fudge sundaes than if each performed all required tasks.

Trade, either international trade or trade between Illinois and Alabama, or trade between you and Walmart, is based on the efficiencies (i.e. output or boats) gained by specialization.

What would life be like if YOU were self-sufficient? If you produced all you own food, clothes, energy, your house, your car, your computer . . .? What if you didn't buy anything? You would have very little.

But if you specialize (I teach 5<sup>th</sup> grade Social Studies) and then buy what you want (trade) then you will have a much higher standard of living. This is the advantage of specializing and exchanging -- or trade.

- advantages:
- larger total output / higher living standards
  - lower prices

disadvantage:

- less independence / more interdependence

So we have a choice to make. Either we can join the world economy become more dependent on other countries and enjoy a higher standard of living. Or we can restrict trade and try to "go it alone". We will be more independent, but much more poor.

There are four reasons why specialization and exchange increase our standard of living:

- a. differences in natural resources
- b. differences in what is wanted and what is needed
- c. differences in technology to produce the goods/services
- d. differences in opportunity costs

Pretend for a moment that there are just two countries in the world, the United States and Canada. Pretend also that they produce only two goods, shoes and shirts. The resources of both countries can be used to produce either shoes or shirts. Both countries make both products, spending half of their working hours on each. But the United States makes more shoes than shirts, and Canada makes more shirts than shoes. This situation is shown in Table A.

<b>TABLE A</b>	Shoes	Shirts
United States	100	75
Canada	80	100
Total	180	175

Now, the sensible thing to do would be for each country to specialize. The United States should make only shoes and Canada should make only shirts. What will happen when each country spends all its working hours making one product? It will make twice as much of that product and none of the other, as shown in Table B.

<b>TABLE B</b>	Shoes	Shirts
United States	200	0
Canada	0	200
Total	200	200

The world now has both more shoes and more shirts. The United States can trade 100 units of shoes for 100 units of shirts, and both countries will benefit.

In this example, the United States could make more shoes than Canada with the same resources. Economists say that it has an *absolute advantage* at shoemaking. Canada, on the other hand, had an *absolute advantage* at shirt making.

### **Comparative Advantage**

Now suppose one country has an absolute advantage in both products. Is trade a good idea under these circumstances? Table C shows what production might be like if the United States had an absolute advantage at making both shoes and shirts.

<b>TABLE C</b>	Shoes	Shirts
United States	100	80
Canada	80	75
Total	180	155

In this case, the United States can produce more of each good with the same set of resources than Canada can. The **opportunity cost** of choosing to produce more of one of the goods with the available resources will be the loss of some of the other good. The United States could produce either 200 units of shoes or 160 units of shirts. Canada could produce either 160 units of shoes or 150 units of shirts. If the United States produces only shoes, it gives up 80 units of shirts to gain 100 units of shoes. If Canada produces only shoes, it gives up 75 units of shirts to gain 80 units of shoes. The opportunity cost of producing shirts is higher for the United States, and the opportunity cost of producing shoes is lower. The opportunity cost of producing shoes is higher for Canada, the opportunity cost of producing shirts is lower. Economists would say that the United States has a *comparative advantage* in shoemaking and Canada has a *comparative advantage* in shirt making. Table D shows what happens when each country specializes in the product in which it has a comparative advantage.

<b>TABLE D</b>	Shoes	Shirts
United States	200	0
Canada	0	150
Total	200	150

By specializing in this way, the United States and Canada have increased the production of shoes by twenty units over what they produced before, from 180 to 200. But the world has lost five units of shirts, going from 155 to 150. (See Table C.) Production in the United States could be adjusted to make up the difference. For example, if the United States gave up 10 units of shoes, it could produce 8 units of shirts. Table E shows the results of such a tradeoff.

<b>TABLE E</b>	Shoes	Shirts
United States	190	8
Canada	0	150
Total	190	158

In this way, the total production of both goods could be increased.

**Voluntary Exchange:** The process of willingly trading one item for another. The emphasis here is on "willingly." Voluntary exchanges are the heart and soul of market transactions, and should be contrasted with the "involuntary" exchanges mandated by government taxes, laws, and regulations. While involuntary government-forced exchanges play an important role in a mixed economy, economists really, really like voluntary market exchanges because they promote economic efficiency.

**Play: THE SPICE PRICE PLAY WHY DID THEY SAIL THE OCEAN BLUE?**

Complete the table below. After each event, decide:

- 1) Whether the event would cause spices to be relatively more (M) or less (L) scarce or have no effect (N)
- 2) Whether the relative price would rise (R) or fall (F) or not change (N)
- 3) Whether the change (if there was one) was a change in supply (S) or demand (D)
- 4) Whether the change in supply or demand was an increase (I) or decrease (D)

<b>Date</b>	<b>Event</b>	<b>Relative Scarcity</b>	<b>Relative Price</b>	<b>Supply or Demand</b>	<b>Increase or Decrease</b>
<b>1350</b>	<b>Black Plague</b>				
<b>1453</b>	<b>Constantinople conquered</b>				
<b>1492</b>	<b>Columbus reaches America</b>				
<b>1502</b>	<b>da Gama returns from India</b>				
<b>1512</b>	<b>Portuguese control sea routes to Spice Islands</b>				
<b>1522</b>	<b>Magellan's crew circumnavigates the world</b>				

<b>SS5H4</b>	<p><b>The student will describe U.S. involvement in World War I and post- World War I America.</b></p> <p>a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles of 1919.</p>
<b>SS5H6</b>	<p><b>The student will explain the reasons for America's involvement in World War II.</b></p> <p>a. Describe Germany's aggression in Europe and Japanese aggression in Asia.</p>

### Beginnings of World War II

<b>GERMAN AGGRESSION</b>	
<b>March 1938</b>	<p><b>Anschluss, union of Austria and Germany occurs</b></p> <p>Within three years of the rise to power of the Nazi Party in Germany and his appointment as Chancellor, Adolf Hitler had begun to rearm Germany and had marched his troops back into the demilitarised Rhineland. These actions were in breach of the Treaty of Versailles, but produced no retaliation from Great Britain and France, and the Nazi leader felt that he could safely embark on military aggression against tiny Austria. After first destabilising its government, Hitler invaded Austria in 1938. Many Austrians welcomed the Nazis and were content to see their country incorporated into Germany. The British Government, led by the servile Neville Chamberlain, merely registered a diplomatic protest which was contemptuously rejected by Germany</p>
<b>September 1938</b>	<p><b>At the Munich Conference, Britain and France allow for Hitler's demands</b></p> <p>The Munich Conference was held in Munich, Germany on September 28-29, 1938, with the leaders of Great Britain, France, Germany and Italy. Adolf Hitler had demanded the possession of the Sudetenland in Czechoslovakia. (The area contained the Czech border fortifications and some heavy industry as well as 3 million Germans).</p> <p>British Prime Minister Neville Chamberlain tried to talk him out of it. When Hitler would not back down, and even extended his demands, Chamberlain decided to follow a policy of "appeasement" and gave in to Hitler on this issue, in the hope that Hitler would not make any more demands.</p> <p>Thus, Chamberlain, French leader Edouard Daladier, and Italian dictator Benito Mussolini met in Munich with Hitler and agreed to the annexation of the Sudeten region to Germany. Czechoslovakia was not invited to attend. Hitler said that it was his "final demand" in Europe and Chamberlain returned to Britain and announced that he had achieved "peace in our time." However, just five months later, Hitler broke the spirit of the agreement by dismembering the rest of Czechoslovakia. Hitler's true intentions for Europe were made very clear, and France and Britain ended up looking foolish and being discredited.</p>
<b>March 1939</b>	<p><b>Hitler takes over Czechoslovakia</b></p> <p>German occupation of Czechoslovakia (1938–1945) began with the Nazi annexation of Czechoslovakia's northern and western border regions,</p>



	<p>known collectively as the Sudetenland, under terms outlined by the Munich Agreement. Nazi leader Adolf Hitler's pretext for this effort was the alleged privations suffered by the ethnic German population living in those regions. New and extensive Czechoslovak border fortifications were also located in the same area.</p> <p>Following the Anschluss of Nazi Germany and Austria, in March 1938, the conquest of Czechoslovakia became Hitler's next ambition. The incorporation of the Sudetenland into Nazi Germany left the rest of Czechoslovakia weak and it became powerless to resist subsequent occupation. On 16 March 1939, the German Wehrmacht moved into the remainder of Czechoslovakia and, from Prague Castle, Hitler proclaimed Bohemia and Moravia the Protectorate of Bohemia and Moravia. The occupation ended with the surrender of Germany following World War II.</p>
<p><b>September 1939</b></p>	<p><b>Germany invades Poland</b></p> <p>At 4:45 a.m. on September 1, some 1.5 million German troops invade Poland all along its 1,750-mile border with German-controlled territory. Simultaneously, the German Luftwaffe bombed Polish airfields, and German warships and U-boats attacked Polish naval forces in the Baltic Sea. To Hitler, the conquest of Poland would bring Lebensraum, or "living space," for the German people. According to his plan, the "racially superior" Germans would colonize the territory and the native Slavs would be enslaved. German expansion had begun in 1938 with the annexation of Austria and then continued with the occupation of the Sudetenland and then all of Czechoslovakia in 1939. Both had been accomplished without igniting hostilities with the major powers, and Hitler hoped that his invasion of Poland would likewise be tolerated.</p> <p>To neutralize the possibility that the USSR would come to Poland's aid, Germany signed a nonaggression pact with the Soviet Union on August 23, 1939. In a secret clause of the agreement, the ideological enemies agreed to divide Poland between them. Hitler gave orders for the Poland invasion to begin on August 26, but on August 25 he delayed the attack when he learned that Britain had signed a new treaty with Poland, promising military support should it be attacked. To forestall a British intervention, Hitler turned to propaganda and misinformation, alleging persecution of German-speakers in eastern Poland. Fearing imminent attack, Poland began to call up its troops, but Britain and France persuaded Poland to postpone general mobilization until August 31 in a last ditch effort to dissuade Germany from war.</p> <p>Shortly after noon on August 31, Hitler ordered hostilities against Poland to begin at 4:45 a.m. the next morning. At 8 p.m. on August 31, Nazi S.S. troops wearing Polish uniforms staged a phony invasion of Germany, damaging several minor installations on the German side of the border. They also left behind a handful of dead concentration camp prisoners in Polish uniforms to serve as further evidence of the supposed Polish invasion, which Nazi propagandists publicized as an unforgivable act of aggression.</p> <p>At 4:45 a.m. on September 1, the invasion began. Nazi diplomats and propagandists scrambled to head off hostilities with the Western powers, but on September 2 Britain and France demanded that Germany withdraw by September 3 or face war. At 11 p.m. on September 3, the British</p>

	ultimatum expired, and 15 minutes later British Prime Minister Neville Chamberlain went on national radio to solemnly announce that Britain was at war with Germany. Australia, New Zealand, and India followed suit shortly thereafter. At 5:00 p.m., France declared war on Germany.
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## World War Two - Causes

World War Two began in September 1939 when Britain and France declared war on Germany following Germany's invasion of Poland.

Although the outbreak of war was triggered by Germany's invasion of Poland, the causes of the war are more complex.

In 1919, Lloyd George of England, Orlando of Italy, Clemenceau of France and Woodrow Wilson from the US met to discuss how Germany was to be made to pay for the damage world war one had caused.

Woodrow Wilson wanted a treaty based on his 14-point plan which he believed would bring peace to Europe.

Georges Clemenceau wanted revenge. He wanted to be sure that Germany could never start another war again.

Lloyd George personally agreed with Wilson but knew that the British public agreed with Clemenceau. He tried to find a compromise between Wilson and Clemenceau.

Germany had been expecting a treaty based on Wilson's 14 points and were not happy with the terms of the Treaty of Versailles. However, they had no choice but to sign the document.

### The main terms of the Treaty of Versailles were:

1. **War Guilt Clause** - Germany should accept the blame for starting World War One
2. **Reparations** - Germany had to pay £6,600 million for the damage caused by the war
3. **Disarmament** - Germany was only allowed to have a small army and six naval ships. No tanks, no air force and no submarines were allowed. The Rhineland area was to be de-militarized.
4. **Territorial Clauses** - Land was taken away from Germany and given to other countries. Anschluss (union with Austria) was forbidden.

The German people were very unhappy about the treaty and thought that it was too harsh. Germany could not afford to pay the money and during the 1920s the people in Germany were very poor. There were not many jobs and the price of food and basic goods was high. People were dissatisfied with the government and voted to power a man who promised to rip up the Treaty of Versailles. His name was Adolf Hitler.

The treaty devastated Germany politically and economically. Because of the treaty, many Germans were desperate to find a new leader to get them out of the Great Depression,

which they blamed on the extravagant reparations they had to pay to the Allies. They found this leader in Adolf Hitler. Hitler believed Germany had given up too easily to the allies and still had a chance to win the war because there had been no fighting on German soil. He encouraged many German's feelings of being betrayed by their own government and therefore thought they had no obligation to follow the treaty; this group became the Nazi's. They still felt like they had more fighting to do and the Versailles Treaty fueled their anger. It created aggressive resentment and nationalism in Germany. There was a lot of increasing hostility towards the allied nations. Leaders like Hitler saw this treaty as something that weakened the great empire he was striving for. He didn't sign it and he was not about to follow it. But because of this treaty he was able to conquer and manipulate people by justifying his actions on the unfairness of the Versailles Treaty. This led to the emergence of the National Socialist Party in Germany.

Adolf Hitler became Chancellor of Germany in January 1933. Almost immediately he began secretly building up Germany's army and weapons. In 1934 he increased the size of the army, began building warships and created a German air force. Compulsory military service was also introduced.

Although Britain and France were aware of Hitler's actions, they were also concerned about the rise of Communism and believed that a stronger Germany might help to prevent the spread of Communism to the West.

In 1936 Hitler ordered German troops to enter the Rhineland. At this point the German army was not very strong and could have been easily defeated. Yet neither France nor Britain was prepared to start another war.

Hitler also made two important alliances during 1936. The first was called the Rome-Berlin Axis Pact and allied Hitler's Germany with Mussolini's Italy. The second was called the Anti-Comintern Pact and allied Germany with Japan.

Hitler's next step was to begin taking back the land that had been taken away from Germany. In March 1938, German troops marched into Austria. The Austrian leader was forced to hold a vote asking the people whether they wanted to be part of Germany.

The results of the vote were fixed and showed that 99% of Austrian people wanted Anschluss (union with Germany). The Austrian leader asked Britain, France and Italy for aid. Hitler promised that Anschluss was the end of his expansionist aims and not wanting to risk war, the other countries did nothing.

Hitler did not keep his word and six months later demanded that the Sudetenland region of Czechoslovakia be handed over to Germany.

Neville Chamberlain, Prime Minister of Britain, met with Hitler three times during September 1938 to try to reach an agreement that would prevent war. The Munich Agreement stated that Hitler could have the Sudetenland region of Czechoslovakia provided that he promised not to invade the rest of Czechoslovakia.

Hitler was not a man of his word and in March 1939 invaded the rest of Czechoslovakia. Despite calls for help from the Czechoslovak government, neither Britain nor France was prepared to take military action against Hitler. However, some action was now necessary and

believing that Poland would be Hitler's next target, both Britain and France promised that they would take military action against Hitler if he invaded Poland. Chamberlain believed that, faced with the prospect of war against Britain and France, Hitler would stop his aggression. Chamberlain was wrong. German troops invaded Poland on 1st September 1939.

Appeasement means giving in to someone provided their demands are seen as reasonable. During the 1930s, many politicians in both Britain and France came to see that the terms of the Treaty of Versailles had placed restrictions on Germany that were unfair. Hitler's actions were seen as understandable and justifiable.

When Germany began re-arming in 1934, many politicians felt that Germany had a right to re-arm in order to protect herself. It was also argued that a stronger Germany would prevent the spread of Communism to the west.

In 1936, Hitler argued that because France had signed a new treaty with Russia, Germany was under threat from both countries and it was essential to German security that troops were stationed in the Rhineland. France was not strong enough to fight Germany without British help and Britain was not prepared to go to war at this point. Furthermore, many believed that since the Rhineland was a part of Germany it was reasonable that German troops should be stationed there.

In May 1937, Neville Chamberlain became Prime Minister of Britain. He believed that the Treaty of Versailles had treated Germany badly and that there were a number of issues associated with the Treaty that needed to be put right. He felt that giving in to Hitler's demands would prevent another war.

This policy, adopted by Chamberlain's government became known as the policy of Appeasement.

The most notable example of appeasement was the Munich Agreement of September 1938.

The Munich Agreement, signed by the leaders of Germany, Britain, France and Italy, agreed that the Sudetenland would be returned to Germany and that no further territorial claims would be made by Germany. The Czech government was not invited to the conference and protested about the loss of the Sudetenland. They felt that they had been betrayed by both Britain and France with whom alliances had been made. However, the Munich Agreement was generally viewed as a triumph and an excellent example of securing peace through negotiation rather than war.

When Hitler invaded the rest of Czechoslovakia in March 1939, he broke the terms of the Munich Agreement. Although it was realized that the policy of appeasement had failed, Chamberlain was still not prepared to take the country to war over "...a quarrel in a far-away country between people of whom we know nothing." Instead, he made a guarantee to come to Poland's aid if Hitler invaded Poland.

The League of Nations was an international organization set up in 1919 to help keep world peace. It was intended that all countries would be members of the League and that if there were disputes between countries they could be settled by negotiation rather than by force. If

this failed then countries would stop trading with the aggressive country and if that failed then countries would use their armies to fight.

In theory the League of Nations was a good idea and did have some early successes. But ultimately it was a failure.

The whole world was hit by a depression in the late 1920s. A depression is when a country's economy falls. Trade is reduced, businesses lose income, prices fall and unemployment rises.

In 1931, Japan was hit badly by the depression. People lost faith in the government and turned to the army to find a solution. The army invaded Manchuria in China, an area rich in minerals and resources. China appealed to the League for help. The Japanese government was told to order the army to leave Manchuria immediately. However, the army took no notice of the government and continued its conquest of Manchuria.

The League then called for countries to stop trading with Japan but because of the depression many countries did not want to risk losing trade and did not agree to the request. The League then made a further call for Japan to withdraw from Manchuria but Japan's response was to leave the League of Nations.

In October 1935, Italy invaded Abyssinia. The Abyssinians did not have the strength to withstand an attack by Italy and appealed to the League of Nations for help.

The League condemned the attack and called on member states to impose trade restrictions with Italy. However, the trade restrictions were not carried out because they would have little effect. Italy would be able to trade with non-member states, particularly America. Furthermore, Britain and France did not want to risk Italy making an attack on them.

In order to stop Italy's aggression, the leaders of Britain and France held a meeting and decided that Italy could have two areas of land in Abyssinia provided that there were no further attacks on the African country. Although Mussolini accepted the plan, there was a public outcry in Britain and the plan was dropped.

The main reasons for the failure of the League of Nations can be summarized into the following points:

**1. Not all countries joined the League.**

Although the idea for the League of Nations had come from Woodrow Wilson, there was a change of government in the United States before the signing of the treaty and the new Republican government refused to join. As a punishment for having started World War One, Germany was not allowed to join and Russia was also excluded due to a growing fear of Communism. Other countries decided not to join and some joined but later left.

**2. The League had no power.**

The main weapon of the League was to ask member countries to stop trading with an aggressive country. However, this did not work because countries could still trade with non-member countries. When the world was hit by depression in the late 1920s countries were reluctant to lose trading partners to other non-member countries.

3. **The League had no army.**

Soldiers were to be supplied by member countries. However, countries were reluctant to get involved and risk provoking an aggressive country into taking direct action against them and failed to provide troops.

4. **Unable to act quickly.**

The Council of the League of Nations only met four times a year and decisions had to be agreed by all nations. When countries called for the League to intervene, the League had to set up an emergency meeting, hold discussions and gain the agreement of all members. This process meant that the League could not act quickly to stop an act of aggression.

**Independent Learning Resource:**

<http://www.history.co.uk/explore-history/ww2/treaty-of-versailles.html>

Name \_\_\_\_\_

Score \_\_\_\_\_

Parent Signature \_\_\_\_\_

## World War I Quiz

### **FILL IN THE BLANK: 2 points each.**

1. What were four factors that were at work in Europe that helped set the stage for World War I?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

2. Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire formed an

\_\_\_\_\_,  
called the \_\_\_\_\_ Powers.

3. President \_\_\_\_\_ succeeded in keeping the  
United States  
out of World War I until April of 1917.

4. The United States supported the \_\_\_\_\_ Powers of Great  
Britain,  
France, Russia, Serbia, and Belgium.

5. United States merchant ships delivered \_\_\_\_\_ to Great Britain, sent  
\_\_\_\_\_ and supplies to many war-torn areas in Europe. The United  
States  
also helped block food from going into \_\_\_\_\_.

6. \_\_\_\_\_ is the act of leaving one's country to settle in  
another  
country. Example: The Cho family left their home country of China and settled in San  
Francisco,  
California.

7. Germany developed a very strong navy, big enough to challenge the navy of Great Britain,  
and began  
to use \_\_\_\_\_ to attack and sink ships in the Atlantic  
Ocean.

8. American became angry when a German submarine sunk the British passenger line the

\_\_\_\_\_ in May 1915. This ship was secretly carrying supplies to Great Britain.

9. Provisions of the Treaty of Versailles were:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

10. The end of World War I was on November 11, 1918 at 11:00 am when peace negotiations were

completed and an \_\_\_\_\_, an agreement to stop fighting, was signed by all the countries involved in the war.

11. The Treaty of Versailles had three major impacts on Germany:

	Germany was required to give up one million square miles of land after the war.
	Germany was required to pay compensation to the countries that had lost so much during the war.
	Germany had to shift from a monarchy to democracy following the war.

12. Put the following World War I events in chronological order:

	United States ships weapons to Britain and blocks food to Germany
	United States enters World War I
	Germany sinks American merchant ship
	Treaty of Versailles is signed
	Germany sinks the Lusitania
	Central Powers surrender to the Allies

13. Using the MAIN causes of World War I identify the term each scenario explains:

	The United States purchased Alaska from Russia, gained the Phillips as a result of the treaty that ended the Spanish-American War and took over Hawaii.
	Two bullets fired on a Sarajevo street on a sunny June morning in 1914 set in motion a series of events that shaped the world we live in today. World War One, World War Two, the Cold War and its conclusion all trace their origins to the gunshots that interrupted that summer day.
	On May 7, a ship neared the coast of Ireland. At 2:10 in the afternoon a torpedo fired by the German submarine U 20 slammed into the side of the Lusitania's side and moments later the passenger ship sank.
	Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire supported one another during World War I.



14. The belief that using fighting (army, navy) is a way to solve problems uses intimidation and fear to prevent attack from others is called \_\_\_\_\_.

15. \_\_\_\_\_ is extreme in pride in one's country, promotes people to join the military, say the Pledge of Allegiance and respect the flag.

16. \_\_\_\_\_ also known as empire building, is when a country adds to their country.

17. A partnership between two countries to protect one another if attacked is known as an \_\_\_\_\_.

18. On June 28, 1914, \_\_\_\_\_ (heir to the Austrian-Hungarian throne) was assassinated during a visit to Sarajevo. At the time of the assassination, Bosnia was the focal point of a dispute between Austria-Hungary and Serbia.

19. During the signing of the Treaty of Versailles, the British Prime Minister demanded that Germany pay 33 billion dollars in war \_\_\_\_\_, to pay for economic injury during war.

20. What countries were known as the "Big Four", whose leaders conducted the talks that resulted in the Treaty of Versailles?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**ESSAY: 10 points**

Select one of the topics below to write a **seven to ten sentence** constructed response answer to the question.

1.	Using the MAIN idea, what were the four causes of World War I?
2.	What were the four provisions of the Treaty of Versailles? Discuss each provision.
3.	How did the Treaty of Versailles impact Germany?
Topic Selected:	

