



WORLD WAR I - ON THE HOMEFRONT

Teacher's Guide

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Materials in the Unit

- The video program [World War I—On the Homefront](#)
- Teachers Guide

This teacher's Guide has been prepared to aid the teacher in utilizing materials contained within this program. In addition to this introductory material, the guide contains suggested instructional procedures for the lesson, answer keys for the activity sheets, and follow-up activities and projects for the lesson.

- Blackline Masters

Included in this program are ten blackline masters for duplication and distribution. They consist of, classroom activities, information sheets, take-home activities, Pre-Test, Post-Test, and the text to the Video Quiz.

The blackline masters are provided as the follow-up activities for each lesson. They will help you determine focal points for class discussion based on the objectives for the lesson.

The blackline masters have a three-fold purpose: to reinforce the program; to provide an opportunity for the students to apply and analyze what they have learned from the program; for use as diagnostic tools to assess areas in which individual students need help.

Introduction and Summary of Series

America in the 20th Century is a comprehensive series designed to provide a clear overview of the people and events that distinguished the 20th century. Rare archival footage and photographs, authentic recordings, and other primary source documents, bring history to life, while stunning graphics and engaging narration lend context and clarity to the subject.

The series has been developed specifically for classroom use. It is organized around established standards and thoughtfully divided into chapters, with each volume functioning well as a full-length program or as focused support for specific study areas.

Introduction and Summary of Program

The second in the two-volume World War I study from the America in the 20th Century series, [World War I – On the Homefront](#) examines the domestic issues facing the United States during its involvement in The Great War. Included are discussions of the changing industrial

workforce; the growth of the women's suffrage movement; African-American migration to the North and subsequent racial tensions; erosion of American civil liberties during the war; Wilson's Fourteen Points and the Treaty of Versailles.

Standards

Era 7: The Emergence of Modern America (1890-1930)

STANDARD 2:

The changing role of the United States in world affairs through World War I.

Note: The following standards are addressed, with some overlap, in our two World War I programs, World War I—The War in Europe and World War I—On the Homefront.

Standard 2B

The student understands the causes of World War I and why the United States intervened.

Benchmarks:

Grade level: 5-12

Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. [Identify issues and problems in the past]

Grade level: 7-12

Assess how industrial research in aviation and chemical warfare influenced military strategy and the outcome of World War I. [Analyze cause-and-effect relationships]

Grade level: 7-12

Analyze the impact of American public opinion on the Wilson administration's evolving foreign policy from 1914 to 1917. [Examine the influence of ideas]

Grade level: 7-12

Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. [Assess the importance of the individual]

Standard 2C

The student understands the impact at home and abroad of the United States involvement in World War I.

Benchmarks:

Grade level: 7-12

Explain U.S. military and economic mobilization for war and evaluate the role of labor, including women and African Americans. [Identify issues and problems in the past]

Grade level: 9-12

Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties. [Evaluate the implementation of a decision]

Grade level: 5-12

Explain how the American Expeditionary Force contributed to the allied victory. [Interrogate historical data]

Grade level: 7-12

Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. [Marshal evidence of antecedent circumstances]

Grade level: 5-12

Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. [Evaluate the implementation of a decision]

Instructional Notes

It is suggested that you preview the program and read the related Suggested Instructional Procedures before involving your students in the lesson activities. By doing so, you will become familiar with the materials and be better prepared to adapt the program to the needs of your class.

You will probably find it best to follow the program and lesson activities in the order in which they are presented in this Teacher's Guide, but this is not necessary.

It is also suggested that the program presentation take place before the entire class and under your direction. The lesson activities focus on the content of the programs.

As you review the instructional program outlined in the Teacher's Guide, you may find it necessary to make some changes, deletions, or additions to fit the specific needs of your students.

Read the descriptions of the Blackline Masters and duplicate any of those you intend to use.

Suggested Instructional Procedures

To maximize the learning experience, teacher's should:

- Preview the video [World War I—On the Homefront](#)
- Read the descriptions of the blackline masters.
- Duplicate any blackline masters you intend to use.

Students should be supplied with the necessary copies of blackline masters required to complete the activities. By keeping students informed of current events, teachers can extend any of the lessons on the program.

Student Objectives

After viewing the program [World War I—On the Homefront](#) and participating in the follow-up activities, students will be able to:

- Identify the new roles of women on the home front
- Describe the changes African-Americans encountered on the home front
- Compare and contrast the civil liberties of Americans before and during the war
- Explain the efforts made to resolve the war and achieve peace
- Compare and contrast the 14 Points Plan to the Treaty of Versailles in the attempt to create world stability
- Explain the debates over the League of Nations and the Treaty of Versailles

Follow-Up Activities

Blackline Master #1: Pre-Test is an assessment tool intended to gauge student comprehension of the Objectives prior to the launching of World War I – The War in Europe lesson, which includes the video and the ensuing activities. The results of the Pre-Test may be contrasted with the results of the Post-Test to assess the efficacy of the lesson in achieving the Student Objectives.

Blackline Master #2: Video Quiz is a printed copy of the questions that appear at the end of the video presentation. The Video Quiz is intended to reinforce the salient points of the video immediately following its completion and may be used for assessment or as a catalyst for discussion.

Blackline Master #3a-d: Post-Test is an assessment tool to be administered after the lesson (Pre-Test, video and follow-up activities) has been completed.

Blackline Master #4: Discussion Questions offers questions to spur conversation and to identify student comprehension and misunderstanding.

Blackline Master #5: Vocabulary Terms is a list of pertinent terms and definitions

Blackline Master #6: Women's Portrait is an activity for students to explore on a website that contains short biographies of women who played an active role in supporting the war. There is a list of questions for the students to answer on a female of their choice.

Blackline Master #7: Dear Family is a writing activity for students to display their understanding of the changes the African-Americans had to face after moving to the North for a more promising life.

Blackline Master #8: Fourteen Points vs. Versailles is an activity to help students compare and contrast the objectives and outcome of the Fourteen Points and the Treaty of Versailles in a chart format

Blackline Master #9: Civil Liberties is an activity to help students analyze the change in civil liberties for all Americans during the war.

Blackline Master #10: Connect the Terms is an activity to help reinforce the terms and slogans used during World War One.

Internet Resources

For Teachers

<http://www.worldwar1.com/tgws>

The Great War Society

<http://www.firstworldwar.com>

First World War, The War to end all Wars

<http://www.sonic.net/bantam1/wqww1.html>

World War One Web quest

<http://members.aol.com/TeacherNet/WWI.html>

Teacher's Guide Hot Links

<http://www.sdcoe.k12.ca.us/score/wwivm/wwivmtg.htm>

Teacher's Guide, The Great War and Popular Culture, A Virtual Museum

For Students

Note: Teachers should preview all sites to ensure they are age-appropriate for their students.

<http://www.pbs.org/greatwar/>

Public Broadcasting Station

The Great War: And the Shaping of the 20th Century

<http://library.thinkquest.org/10927/worldwar.htm>

Think quest Presentation

**Additional websites are suggested to accompany Follow-Up Activities and are included on the Blackline Masters.

Answer Key

Blackline Master #1: Pre-Test

1. true
2. false
3. true
4. false
5. false
6. true
7. true
8. true
9. true
10. false

Blackline Master #2: Video Quiz

1. false
2. false
3. false
4. true
5. true
6. true
7. true
8. true
9. false
10. false

Blackline Master #3a-3d: Post-Test

1. C
2. D
3. D
4. B
5. C
6. D
7. B
8. A
9. B
10. D

The following answers may vary.

11. Espionage Act of 1917 created a law forbidding actions that hindered the war effort; Sedition Act of 1918 prohibited any disloyal speech about the government, flag, constitution, or armed forces; free speech was taken away on the home front when the country was fighting for freedom across the seas.
12. The summer of 1919 was filled with racial violence that resulted with many deaths and injuries.
13. Assembly lines, making wages earned in a week in the South in one day in the North, replacement workers during strikes by white workers, entrepreneurs within the black communities, and domestic servants.
14. W.E.B. Dubois wanted African-Americans to support the war; forget special grievances; and stand shoulder to shoulder with white citizens to fight for democracy. Other leaders did not feel the African-Americans should support a racist government. Most African-Americans supported the war effort.
15. Women worked in munitions factories, shipyards, armed forces, field work, sold liberty bonds, and volunteered in various war efforts; planted victory gardens and other home front efforts.
16. Chaos erupted in Germany towards the end of the war as German soldiers refused to fight, began to retreat, and dropped out of the war.
17. Great Britain, France, Italy, and the United States created the Big Four; Great Britain, France, and Italy wanted revenge on Germany; Germany to pay for damages; and territory from Austria-Hungary.
18. The Spanish Flu, which probably started in China, spread to Europe, and was then brought to the United States by returning soldiers.

Essays should contain the following main points along with an explanation.

19. Women: were asked to work, but paid lower wages than men; were not allowed to vote.
African-Americans: asked to support racist government; faced riots and lynching; low paying jobs; overcrowded neighborhoods; worked as servants; and more. German Immigrants: lost their jobs; attacked and killed; orchestras refused to play music by German composers; and schools threw out German books. All American Citizens: lost freedom of speech with Espionage and Sedition Acts when fighting for freedom over seas.
20. Treaty of Versailles: redrew map of Europe; carved out four areas from Ottoman Empire; included harsh terms for Germany such as demilitarization; pay reparations of \$33 billions to Allies; acknowledge it alone was responsible for war; possible cause the WW II outbreak; and set up League of Nations. 14 Points Plan: tried to bring lasting peace; address issues that caused war such as no secret treaties; maintain freedom of seas; lower or stop tariffs; arms reduced; boundary changes; uphold principle of self-determination; create League of Nations.

Blackline Master #4: Discussion Questions

Answers will vary. Possible answers follow.

1. More than a million women were brought into the work force. Women worked in munitions factories, shipyards, armed forces, field work, sold liberty bonds, and volunteered in various war efforts, planted victory gardens and other home front efforts.
2. Many believe women's efforts helped to create public support for suffrage for women, thus helping to pass the 19th amendment giving women the right to vote.
3. W.E.B. Dubois wanted African-Americans to support the war, forget special grievances, and stand shoulder to shoulder with white citizens to fight for democracy. Other leaders did not feel the African-Americans should support a racist government. Most African-Americans supported the war effort.
4. A large-scale movement of African-Americans from rural South to Northern cities from 1915-1925. They left because of racial discrimination; boll weevil and other natural disasters which ruined their cotton fields; and a large opening of jobs in the North in steel mills, munitions factories, and Henry Ford's assembly plant.
5. African-Americans hired as strikebreakers at munitions factories for white workers; African-American swam into a "white beach" in Chicago; And over 25 other race riots.
6. Espionage Act of 1917 was a law forbidding actions that hindered the war effort; Sedition Act of 1918 prohibited any disloyal speech about the government, flag, constitution, or armed forces; free speech was taken away on the home front when the country was fighting for freedom across the seas and many were charged large fines and imprisoned for breaking the laws.

7. There was the Bolsheviks revolution and peace treaty with Germany. The allied forces forced Germans into retreat; Germany lost morale; sailors refused to fight; German Allies dropped out; Kaiser abdicated; and on the 11th hour of the 11th day of the 11th month, 1918, the war was over.
8. 14 Points Plan: tried to bring lasting peace; address issues that caused war such as no secret treaties; maintain freedom of seas; lower or stop tariffs; arms reduced; boundary changes; uphold principle of self-determination; create League of Nations.
9. Treaty of Versailles: redrew map of Europe; carved out four areas from Ottoman Empire; included harsh terms for Germany such as demilitarization; pay reparations of \$33 billions to Allies; acknowledge it alone was responsible for war; possible cause the WW II outbreak; and set up League of Nations.
10. League of Nations: An international body, organized to address issues before they led to war, Both 14 Points plan and Treaty of Versailles had peace as an objective, United States Senators did not approve League as fear of another outbreak of war, without U.S. approval, the League of Nations was unable to function.

Blackline Master #6: Women's Portrait

Answers will vary. Biographies can be evaluated on execution, accuracy, creativity, and content.

Blackline Master #7: Dear Family

Answers will vary. Letters can be assessed on execution, accuracy, creativity, and content.

Blackline Master #8: Fourteen Points vs. Versailles

Answers will vary. Charts can be assessed on execution, accuracy, and content.

Blackline Master #9: Civil Liberties

Answers will vary. Charts can be assessed on execution, accuracy, and content.

Blackline Master #10: Connect the Terms

- 1 H
- 2 A
- 3 G
- 4 F
- 5 I
- 6 C
- 7 J
- 8 D
- 9 B
- 10 E

WORLD WAR I

On the Homefront

In 1917, America had gone to war and nothing would ever be quite the same, not just for the men and women overseas, but also for the Americans left behind “On The Home Front.”

CHAPTER 5 – CIVIL RIGHTS AND LIBERTIES

As over two million American soldiers boarded the transport ships bound for France. More than one million American women sustained the wartime labor force. A great many jobs, which had previously been considered “man’s work,” were being filled by women, in the factory, the shipyard, and the armed forces. Women plowed the fields, fixed the cars, delivered the mail, ran the elevators and the streetcars, and even wrote the traffic tickets.

President Wilson encouraged employers to pay female workers the same wages they had paid men but few did. Even worse, when the war was over and men returned to the workforce, a great many women were fired.

Other women contributed to the war effort by volunteering. They served in the Red Cross, sold liberty bonds, and planted victory gardens.

Others, like Jane Addams and Carrie Chapman Catt, raised public awareness by actively demonstrating against war and militarism.

As the war dragged on, the nation began to appreciate the valuable contribution made by women in the war effort, creating a prime opportunity for a change in women's civil liberties. On January 10, 1917, Alice Paul and Lucy Burns of the National Women's Party took action. For almost a year they paraded and picketed the White House demanding passage of a constitutional amendment granting women suffrage—the right to vote. Wilson was out of office by the time the 19th amendment was ratified, but there was no doubt that the new role of women in America during World War One was a catalyst leading to the right to vote.

Society also had to come to grips with a new role for African-Americans. Like most Americans, African-Americans were divided in their opinions about the war. W.E.B. Dubois, wrote an editorial in the The Crisis, a newspaper published by The National Association for the Advancement of Colored People, urging African-Americans to support the war effort.

W.E.B. DUBOIS:

“Let us, while this crisis lasts, forget our special grievances and close our ranks shoulder to shoulder with our own white fellow citizens, and the allied nations that are fighting for democracy.”

William Monroe Trotter, editor of the Boston Guardian newspaper disagreed. He felt African-Americans were victims of racism and should not support a racist government. At home, the war contributed to the large-scale migration of more than half a million African-Americans into the industrialized cities of the North. They provided the workforce desperately needed to produce wartime goods.

In addition, immigration into America had slowed to a trickle, and many immigrants had returned to their native homelands, leaving more jobs to be filled. Despite the many women employed, companies were still short of workers. Many African-Americans were anxious to leave the South and its pattern of racial discrimination, low pay, and all-too-often life threatening conditions. Between 1892 and 1919, approximately three thousand African Americans were killed by lynching, mainly in the South.

When northern manufacturing companies sent recruiting agents with free railroad tickets into the South looking for laborers, hundreds of thousands of men and women boarded trains and headed for cities like Chicago, New York and Philadelphia. The Chicago Defender, the most widely read African American newspaper in the South, urged southern African Americans to come north, some even wrote the newspaper for advice.

MALE AFRICAN-AMERICAN:

“Dear Sir: I have a wife and one child and can hardly feed them. I thought to write and ask you for some information concerning how to get a pass for myself and family... Please don't publish this because we have to whisper this around among ourselves because the white folks are angry now because the Negroes are going north.”

Able-bodied men and women came and found work in places like Henry Ford's assembly lines, where they could make as much as five dollars a day—far exceeding anything African-Americans could earn in the South.

Despite the opportunities in the North, black Americans found some new, and some familiar, problems in the North. Many blacks were forced to live in crowded, segregated housing—contributing to the rise of urban black ghettos—and they paid ridiculously high rents for the dubious privilege. African Americans were frequently denied membership in labor unions, by white workers. Therefore, they were left few choices other than to accept unpopular positions as “scabs” or replacement workers employed during strikes. This labor struggle bred resentment among white laborers, their feelings fueled by ignorant racist opinions.

Instead of competing with whites, some African-Americans became entrepreneurs within the black community itself. They opened stores and insurance agencies or offered personal services like undertaking and hairdressing. Other African-American men and women, allowed few options, worked as domestic servants. Domestic servants could earn twice as much in a northern home as a southern home. But Northern homes tended to be smaller and more modern, so fewer African-Americans were

being hired for full-time work. Regardless, jobs, even at the lowest factory pay scale, could earn African-Americans three dollars a day, compared to fifty cents a day in the rural South. But soon the competition and racial tension between white and black workers led to race riots in dozens of northern cities.

In July of 1917 white workers, incensed by the hiring of blacks as strikebreakers at an East St. Louis, Illinois munitions plant, ran through the streets mindlessly stalking and killing blacks. Forty-nine African-Americans and nine white-Americans died. The New York Age reported on the march:

NEWSPAPER REPORTER:

“They marched without uttering one word or making a single gesticulation and protested in respectful silence against the reign of mob law, segregation, “Jim Crowism” and many other indignities to which the race is unnecessarily subjected in the United States.”

Just two years later, a seventeen year old teenager swam from the “black beach” to the “white beach” on the shores of Lake Michigan in Chicago. Whites threw rocks at him until he drowned. Provoked by the whites' barbaric action, blacks revolted. News of the fight reached several neighborhoods and within hours fighting broke out there too. For three days and nights the riot went unchecked until Illinois State Troopers finally restored peace. Thirty-eight people lost their lives—23 African American and 15 white, with another 520 citizens injured. James Weldon Johnson - diplomat, poet, novelist, critic, and composer - said the summer of 1919 was the “Red Summer of Hate,” for the blood shed in racial violence. White America was learning what black Americans had known all along: racial prejudice wasn't a problem confined to the South; it was an American problem. African-Americans weren't the only ones who's civil liberties were being abused.

CHAPTER 6 – FEAR ON THE HOME FRONT

Once war was declared, conformity, patriotism and complete support for the war were demanded of all Americans. Freedom of speech and thought was becoming unacceptable, different language and culture, suspicious.

German-Americans, in particular, were scrutinized and their loyalty questioned. Schools dropped German from their language classes; German books were withdrawn from public libraries. German measles was renamed “Liberty Measles” and Sauerkraut “Liberty Cabbage.” Frederick Stock, the distinguished conductor of the Chicago Symphony Orchestra, was not allowed to conduct, and many other orchestras refused to play the music of Bach and Beethoven. Soon these sentiments manifested into Anti-German violence. The most notorious case occurred in Collinsville, Illinois when German-born Robert Prager was lynched. Intolerance spread beyond German-Americans, William Harding, then governor of Iowa, made a brash proclamation:

WILLIAM HARDING:

“Conversation in public places, on trains, or over the telephone should be in the English language.”

People who spoke Dutch, Danish, Norwegian, Swedish, and Czech, on top of those who spoke German, were affected. Elderly women were jailed for speaking German over the telephone. A Lutheran pastor was imprisoned for preaching part of a funeral service for a soldier killed in the war in Swedish. His explanation that he did it because the young man's grandparents did not speak English did not sway the judge. Governor Harding even maintained that God did not hear prayers that were spoken in any language other than English.

In June of 1917, Congress passed and President Wilson signed the Espionage Act, and eleven months later the Sedition Act. Under these laws a person could be fined as much as ten thousand dollars and could be sentenced to as many as twenty years in prison for antiwar activities like interfering with the draft or the sale of government bonds. Imprisonment could result from saying anything disloyal, profane or abusive concerning the war effort. Despite the fact that these two acts violated the First Amendment to the Constitution—the right of free speech—the Supreme Court upheld their constitutionality claiming that there was a “clear and present” danger to free speech and a free press during a war.

The result was that citizens were harassed purely upon suspicion. Walter Mathey was jailed for the high crime of attending an antiwar meeting and contributing a quarter to the cause. Under the act, the post office could censor the mail and over 400 periodicals were banned for a time, including the Saturday Evening Post and The New York Times.

Robert Goldstein ran afoul of the law with his film “The Spirit of '76.” It was a silent movie about the Revolutionary War and, of course, the British were portrayed as America's enemy. Now, however, America and Great Britain were allies and Goldstein was told to remove scenes of British soldiers shooting colonists. He refused and was sentenced to 10 years in a federal penitentiary. Goldstein served three years and his career never recovered. But the worst treatment under the Espionage and Sedition acts was reserved for socialists and labor leaders.

The founder of the Socialist party and frequent Presidential candidate Eugene V. Debs was sentenced to ten years imprisonment on each of three counts, to be served concurrently, for his out-spoken opposition to the war.

EUGENE DEBS:

“I have been accused of obstructing the war. I admit it. Gentlemen, I abhor war.”

Undaunted, Debs ran for President from his jail cell in the Atlanta prison in 1920 and got almost a million votes. In 1921 President Warren Harding commuted his sentence.

Emma Goldman, an anarchist - a person who believes there should be no government, was fined ten thousand dollars and given two years in jail for denouncing the draft. On her release she was promptly deported to Russia.

Labor organizer, “Big” Bill Haywood, was convicted of sabotaging the war effort because he encouraged workers to strike for fair pay and decent working conditions. Haywood received a sentence of twenty years for his troubles, but jumped bail and fled to Russia where he remained until his death ten years later.

On President Wilson's last day in office Congress repealed the Sedition Act. Ironically, while American soldiers fought for freedom in Europe, freedom of speech and civil liberties were being denied to Americans at home.

CHAPTER 7 – PEACE, DIPLOMACY AND REPARATIONS

Thankfully, the war was coming to a conclusion. Russia had already withdrawn from the battle after the Bolshevik revolution. The allied forces had aided the anti-Bolsheviks however, and this led to long-term mistrust between Russia and the allies.

By November of 1918, the allies with fresh new American forces began to turn the tide of battle and German soldiers began to retreat along the Western Front. The German Navy ordered its fleet to set to sea, but the sailors refused. In Germany, soldiers and civilians started organizing revolutionary councils. The people of Berlin rebelled against the Kaiser, who abdicated his throne and escaped to the Netherlands.

No final, decisive battle was fought. No allied soldiers entered German territory. Instead the German war machine ground to a halt. On the eleventh hour, of the eleventh day, in the eleventh month of 1918, Germany agreed to a cease-fire that ended the war. Captain Eddie Rickenbacker, America's ace fighter pilot, flew over the trenches when the armistice was declared.

CAPTAIN EDDIE RICKENBACKER:

"On both sides of 'no-mans-land,' the trenches erupted. Brown-uniformed men poured out of the American trenches, gray-green uniforms out of the German...I watched them throw their helmets in the air, discard their guns, wave their hands...suddenly gray uniforms mixed with brown. I could see them hugging each other, dancing, jumping."

The bloodiest war to date was finally over. During its four long years more than thirty nations participated, in battle and in death.

But even as the war ended Americans faced still another crisis. A crisis at home that took more lives than the war itself. A flu epidemic gripped the country and approximately 25 percent of the population fell ill with high fevers, headaches, and often pneumonia. About 500,000 thousand Americans died. Businesses shut down, telephone service was curtailed, and corpses lay unburied due to a shortage of coffins. The epidemic, like the war, finally subsided and a weary America looked to President Wilson and the victorious Allies to deliver a lasting peace.

Even before the war was over, Wilson had presented his plan for peace to congress - his "Fourteen Points Speech"

WOODROW WILSON:

"We entered this war because violations of right had occurred which touched us to the quick and made the life of our own people impossible..."

Wilson's first five points dealt with the issues he felt had caused the war. Nations should no longer engage in secret treaties, the freedom of the seas must be restored and tariffs should be lowered or removed altogether so free trade could flourish. Wilson demanded an end to the arms race and stockpiling of weapons. He declared that the interest and desires of people living in colonies should be considered by the imperialist countries who ruled them. Wilson's next points addressed boundary changes. Advocating the principle of self-determination, Wilson wanted any new national boundaries to be drawn "along historically established lines of allegiance and nationality." In this way, national groups could decide for themselves what nation they wanted to be a part of. His last point was the most important to Wilson. He called for the formation of a League of Nations to keep world peace. The members of the League would agree to protect each other from aggression and settle grievances without going to war.

Following the cease-fire in December of 1918, Wilson and his wife, Edith sailed aboard the S. S. George Washington for Europe to attend the Versailles Peace Conference. It was the first time in history that an American President left the United States while in office. Wilson was given a hero's welcome. Crowds cheered him. The citizens of Europe saw Wilson as their best hope for a lasting world peace. But the politicians of Europe, particularly British Prime Minister Lloyd George, who had won election on the slogan: "Make Germany Pay" and French Prime Minister Georges Clemenceau, who had lived through two German invasions of France, resisted most of Wilson's ideas. To them, the first and foremost goal of the peace treaty was to punish Germany so she could never wage war again. The peace conference did not include the defeated Central Powers, Russia and the smaller Allied countries. The so-called, "Big Four"—America, Great Britain, France and Italy—hammered out the peace treaty among themselves.

Time and again, Wilson was forced to concede on elements of his Fourteen Points in return for the establishment of The League of Nations. Finally, on June 28, 1919, the Big Four, along with the leaders of the defeated nations, met at the Palace of Versailles to sign the treaty. The Treaty of Versailles created nine new nations including Poland, Czechoslovakia, and Yugoslavia, while the borders of other countries were redrawn. Four sections of the Ottoman Empire were made temporary colonies under the rule of France and Great Britain until they were ready for independence. President Wilson did manage to prevent some of the more extreme punishments, but the treaty demilitarized Germany, banning her air force and navy and limiting her army to only 100,000 men. Germany was ordered to return Alsace-Lorraine to France. Most debilitating, Germany had to pay reparations—war damages—of \$33 billion dollars to the Allies and admit total responsibility for the war. Certainly, Germany had played a major role in starting World War One, but other countries were equally involved. German citizens found the treaty outrageous, and there was no way the country could ever repay the Allies the money demanded. Instead of providing a lasting peace, The Treaty of Versailles began laying the groundwork for World War Two.

CHAPTER 8 – WILSON’S LAST DAYS

Wilson returned home to even more disappointment. Instead of enthusiastic support for the Treaty and The League of Nations, he found most Americans were now disinterested in foreign policy and wanted to return to the pre-war atmosphere of isolationism.

The Republican controlled congress led by Wilson's adversary, Senator Henry Cabot Lodge, insisted Wilson alter some of the provisions of the Treaty. Wilson was equally stubborn and refused even the smallest compromise.

In turn, Wilson, despite the advice of his doctors and close friends that his health was fragile, took his proposals directly to the public. He set out on an 8,000 mile tour of the nation, delivering thirty-five speeches in twenty-two days to convince Americans that the treaty deserved approval. He hoped public opinion would force the Senate to agree to the treaty and join the League of Nations. Americans greeted him as enthusiastically as had the Europeans. In late September of 1919, in Pueblo, Colorado he ended his speech by saying to the crowd:

WOODROW WILSON:

“...There seems to me to stand between us and the rejection or qualification of this treaty the serried ranks of those boys in khaki, not only those boys who came home, but those dear ghosts that still deploy upon the fields of France.”

The campaign, however, proved too much for President Woodrow Wilson. On October 2, he collapsed and was rushed back to the White House. Wilson lay as an invalid as a result of his stroke for more than two months. Still, the Senate failed to ratify the treaty.

The United States Senate eventually signed a separate peace treaty with Germany, but never joined Wilson's beloved League of Nations.

Three amendments were passed during the Wilson Administration. The seventeenth, providing direct election of Senators; the eighteenth, outlawing alcohol; and the nineteenth, granting suffrage for women. He is remembered for his progressive reforms, for his failed attempt to convince the Senate to join the League of Nations and for his prophecy of 1919 that proved chillingly correct twenty years later.

WOODROW WILSON:

“I can predict with absolute certainty that within another generation there will be another world war, if the nations of the world do not concert the method by which to prevent it.”

America remained an "observer" at League of Nations meetings, but without U.S. participation the league lacked clout and eventually faltered. World War One had left the country saddened over the loss of so many lives, deeply divided about the League of Nations and what was to be America's role in a global community. Weary of war, and the wrenching social upheavals of the Progressive Era, Americans longed for a return to what new President Warren G. Harding called: "normalcy."

The next decade - the 1920's - would bring a brief time of prosperity, new personal freedoms, and stunning social changes. An era forever known as: "The Roaring Twenties."

Blackline Masters

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Activity: **Pre-Test (1)** Name _____
Subject: **World War I—On the Homefront** Date _____

DIRECTIONS: Read the following statements, and circle whether they are true or false.

1. During World War I, many women took the place of men in the work force.
True False
2. During World War I, many African-Americans migrated to the South for promising new jobs.
True False
3. Congress passed a law that fined citizens who spoke of anything that did not support the war effort.
True False
4. During the war, there was widespread support for German immigrants in the U.S.
True False
5. All German soldiers continued fighting until the very end of the war.
True False
6. World War I lasted nearly four years.
True False
7. From 1918-1919, a worldwide flu epidemic killed more people than the war.
True False
8. President Wilson tried to secure peace through his 14 Points plan.
True False
9. The Treaty of Versailles was the formal peace agreement that ended World War I.
True False
10. The Sedition Act allowed an organization of nations to maintain world peace.
True False

Activity: **Video Quiz (2)** Name _____
Subject: **World War I—On the Homefront** Date _____

DIRECTIONS: Read the following statements, and circle whether they are true or false.

1. When the United States joined the war, it had surprisingly little impact on the homefront.
True False
2. Employers paid females the same wages they paid men to do the jobs.
True False
3. Ratification of the 9th Amendment was due, in large part, to women participating in the war era workforce.
True False
4. African-Americans from the South headed for cities like Chicago, New York, and Philadelphia.
True False
5. After some difficulties with jobs in the North, many African-Americans became entrepreneurs.
True False
6. Competition between whites and African-Americans workers in the North lead to race riots.
True False
7. A person could be fined \$10,000 for participating in anti-war activities.
True False
8. President Wilson advocated the principle of self-determination for establishing national boundaries to help achieve peace.
True False
9. The League of Nations laid the groundwork for World War II with the many demands made of Germany.
True False
10. The Treaty of Versailles reunited nine nations.
True False

Activity: **Post-Test (3a)** Name _____

Subject: **World War I—On the Homefront** Date _____

Multiple Choice

DIRECTIONS: Read each of the following statements. Then circle the best answer.

1. Which of the following does not apply to women in the work force during World War I?
 - a. There were more than a million women in the work force
 - b. Women held positions in munitions factories
 - c. Women were paid the same wage as men
 - d. Helped provided opportunity for women to have suffrage

2. Which of the following was not the cause of the Great Migration?
 - a. Racial discrimination
 - b. Cotton fields ruined by natural disasters
 - c. Job openings in the North
 - d. All the above were causes

3. Which of the following is not the way German immigrants were treated in the United States during the war?
 - a. They lost their jobs
 - b. Physically attacked
 - c. Schools stopped teaching the German language
 - d. All of the above are true

4. Which of the following World War One facts is not true?
 - a. It lasted nearly four years
 - b. Six countries were involved
 - c. It was the bloodiest war in history up to that time
 - d. Approximately 325,000 United States soldiers died

5. Which of the following countries was not created as a result of the Treaty of Versailles?
 - a. Czechoslovakia
 - b. Poland
 - c. U.S.S.R.
 - d. Yugoslavia

6. Which of the following was not true of the conditions the African-Americans faced in the North?
 - a. They lived in crowded and segregated housing
 - b. They were hired as replacements for white strikers
 - c. They were threatened and killed in riots
 - d. All the above are true

Activity: **Post-Test (3b)** Name _____
 Subject: **World War I—On the Homefront** Date _____

7. The Fourteen Point speech did not try to ban...
 - a. The secret treaties between nations
 - b. Freedom of Seas
 - c. Tariffs
 - d. Stock piling of weapons

8. The Treaty of Versailles was not able to achieve...
 - a. Germany taking responsibility for the war
 - b. Creating nine new nations
 - c. France and Great Britain briefly ruling sections of the Ottoman Empire
 - d. Germany returning land to France

9. Which of the following amendments was not passed during President Wilson’s term?
 - a. Suffrage for women
 - b. Collecting income tax
 - c. Direct election of senators
 - d. Outlawing alcohol

10. Which is true regarding the Treaty of Versailles?
 - a. It was developed by President Wilson
 - b. It was not signed by the Senate
 - c. It tried to create a global community
 - d. None of the above are true

Short Answer Questions

Directions: Read each of the following statements and answer in one or two sentences.

11. What were the Sedition and Espionage Acts and how did they affect citizens?

12. Why was the summer of 1919 called, “The Red Summer of Hate”?

Activity: **Post-Test (3c)** Name _____
 Subject: **World War I—On the Homefront** Date _____

13. Describe three types of jobs African-Americans held after arriving in the North.

14. Why did African-Americans have conflicting views on supporting the war effort?

15. Describe three of the positions women held during the war.

16. Explain how the German soldiers responded to commands at the end of the war.

17. Who were the Big Four, besides the United States, involved in the League of Nations and what did they ask of Germany?

18. Explain why there were 500,000 deaths in the United States at the end of the war.

Activity: **Post-Test (3d)** Name _____
Subject: **World War I—On the Homefront** Date _____

Essay Questions

DIRECTIONS: Write a short essay in response to each statement on separate piece of paper.

1. How and why were civil rights affected during World War One for both American citizens and immigrants?
2. Compare and contrast the objectives and outcome of the Treaty of Versailles to those of the Fourteen Points plan.

Activity: **Discussion Questions (4)** Name _____
Subject: **World War I—On the Homefront** Date _____

1. Explain the role women had on the homefront during the war.
2. What was a result of women's efforts during the war?
3. Discuss where the African-Americans stood on the war and why?
4. Explain what the Great Migration was and why it occurred.
5. Discuss some of the causes for the riots.
6. Identify what the Espionage Act of 1917 and the Sedition Act of 1918 were and the effects.
7. Describe the final events of the war that finally lead to peace.
8. List and explain the plan presented by President Wilson with the Fourteen Point Plan.
9. Explain the purpose of the Treaty of Versailles and its outcome.
10. Explain the purpose of the League of Nations and its outcome.

Activity: **Vocabulary Terms (5)** Name _____
Subject: **World War I—On the Homefront** Date _____

Immigrant

A person that comes into a new country to establish residency

Migrant

A person who moves to another country or region, especially in order to find work

Socialism

A social system based on government ownership and administration of the means of production and distribution of goods

Imperialism

Establishing political or economical control over other countries

Tariff

Tax on imported goods

Treaty of Versailles

A peace agreement that formally ended World War I

League of Nations

An organization of nations established at the end of World War I to maintain world stability

Espionage Act of 1917

A law forbidding actions that hindered the war effort

Sedition Act of 1918

A law that prohibited any disloyal speech about the government, flag, constitution, or armed forces

Epidemic

Affecting many persons at one time

Activity: **Woman's Portrait (6)** Name _____
Subject: **World War I—On the Homefront** Date _____

DIRECTIONS: During World War One, many women were pioneers of their time. Women participated in the war effort, started working on the homefront while their husbands were away, and even proved they had the right to vote just like men. Visit the website listed below and choose a woman you wish to study and complete the following activity. After you have completed this worksheet, take turns sharing the information you learned with other students in the class. <http://www.spartacus.schoolnet.co.uk/FWWwomen.htm>

Woman's name: _____

What did she do to help the war effort?:

What type of organization was she involved with?: _____

List two other facts about her that you found interesting: _____

List two questions you would like to ask her in an interview if your were alive during the war:

Activity: **Dear Family (7)** Name _____

Subject: **World War I—On the Homefront** Date _____

DIRECTIONS: Discuss with your class the different living conditions and job opportunities African-Americans had between the South and North. After many African-Americans migrated to the North, some experienced improved living environments and others encountered conditions no better than the South. Write a letter to your family in the South as an African-American who has just moved to the North. You may choose the type of life style your character has found and be sure to explain your thoughts on your new life.

Dear Family,

Activity: **Fourteen Points vs. Versailles (8)** Name _____

Subject: **World War I—On the Homefront** Date _____

DIRECTIONS: Many countries had their own ideas about how to achieve world stability following World War One. Complete the following chart by comparing the objectives and outcome of President Wilson’s Fourteen Points and the Versailles Treaty negotiated by the victorious Allied Powers.

	<i>Fourteen Points</i>	<i>Versailles Treaty</i>
<i>What was the overall objective for the plan?</i>		
<i>List four specific goals intended to build global stability.</i>		
<i>Was the plan approved?</i>		
<i>List any outcomes as a result of the plans.</i>		

Activity: **Civil Liberties (9)** Name _____
 Subject: **World War I—On the Homefront** Date _____

DIRECTIONS: During World War I, many people in the United States were denied their civil liberties for various reasons. Complete the chart below to highlight how each type of person was affected by the government and citizens' actions.

	<i>Civil Liberty Violation</i>	<i>Reason for Violation</i>
<i>Women</i>		
<i>African-Americans</i>		
<i>Immigrants (e.g. German-Americans)</i>		
<i>All Citizens</i>		

Activity: **Connect the Terms (10)** Name _____

Subject: **World War I—On the Homefront** Date _____

DIRECTIONS: Connect each term in column A with its appropriate meaning in column B.

1. home front	A. Europe
2. “over there”	B. U.S. slogan after the war
3. Great Migration	C. racial violence of 1919
4. boll weevil	D. Italy, United States, Great Britain, France
5. scabs	E. deadly pandemic after the war
6. Red Summer of Hate	F. pest which ruined cotton crops
7. “make Germany pay”	G. African Americans finding new opportunities in the North
8. Big Four	H. United States
9. “normalcy”	I. replacement workers during strikes
10. Spanish flu	J. British slogan after the war

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