Grade 8 Louisiana Social Studies

The Changing World

Teacher Guide

Queen Lili'uokalani of Hawaii

Labor strike

Paris Peace Conference

Trench warfare

The Changing World

Teacher Guide

BAYOU BRIDGES
A K-8 Louisiana Social Studies Curriculum

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THE CHANGING WORLD

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The Changing World

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 8

UNIT 3

Introduction

About This Unit

The Big Idea

In the late nineteenth and early twentieth centuries, imperialism, global conflicts, and domestic conflicts changed the United States.

The United States grappled with an intricate web of challenges and transformations at the turn of the twentieth century that left an indelible mark on the nation's character. Against a backdrop of debates between imperialists and anti-imperialists, the United States expanded its global reach through its acquisition of Hawaii and participation in the Spanish-American War before being drawn into the global conflict of World War I. America's entry into the war altered not only the course of the conflict itself but also the very fabric of American society, which was forced to confront issues of isolationism, economic change, and a domestic landscape following the war that was marred by the influenza pandemic of 1918 and rising racial tensions. The Russian Revolution abroad triggered the first Red Scare at home, further impacting the nation's social and political fabric as Americans grappled with the effects of global and domestic forces on their evolving national identity.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- continued westward expansion through the completion of the transcontinental railroad and incentives to move west
- removal of Native Americans from their land and destruction of their ways of life through conflicts with settlers, breaking of treaties, and severe depletion of the bison population
- conflicts between settlers and Native Americans, including the Sand Creek Massacre, the Battle of the Little Bighorn, and the Battle of Wounded Knee
- creation of the myth of the American West through Wild West shows and popular stories
- creation of legal racial segregation through Jim Crow laws and the Supreme Court decision in *Plessy v. Ferguson*
- limitation of African Americans' political participation through revisions to the Louisiana Constitution
- opening of the first Historically Black Colleges and Universities
- work of early civil rights reformers, including Booker T. Washington, W. E. B. DuBois, Ida B. Wells and Mary Church Terrell
- causes and effects of the Second Industrial Revolution, including:
  - urbanization and its effects
  - push and pull factors of immigration and the immigrant experience
  - the role of laissez-faire capitalism
  - increased mechanization and technological innovations
  - expansion of railroads
  - rise of big business
  - factory conditions and the formation of unions
- causes and effects of populism and the People's Party, including:
  - declining crop prices and increased production
  - high interest rates, inflation, and the dominance of railroads
  - the Granger movement
  - the Free Silver Movement, "bimetallism," and William Jennings Bryan
  - formation of the Farmers' Alliance and the People's Party
  - elections of 1892 and 1896
- causes and effects of Progressive reform movements, including:
  - the Gilded Age
  - muckrakers: Jacob Riis, Ida Tarbell, Upton Sinclair, and Thomas Nast

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1898 to 1921.

1898	The United States officially annexes Hawaii after an American rebellion overthrew Hawaii's monarchy five years earlier.
1898	The Spanish-American War gives the United States control of Cuba (until 1902), the Philippines, Puerto Rico, and Guam.
1903–1914	The United States builds the Panama Canal.
1904	President Theodore Roosevelt issues a corollary to the Monroe Doctrine that says the United States can unilaterally intervene in the Americas as a "police power."
1914	The assassination of Archduke Franz Ferdinand of Austria-Hungary sparks a chain of events that results in World War I.
1914–1918	New technologies, such as machine guns, tanks, airplanes, and poison gas, are used in World War I.
1916	Thousands of African Americans relocate to cities in the North and West, signaling the start of the Great Migration.
1917	The United States enters World War I.
1917	Russia experiences two revolutions that result in the formation of the communist Soviet Union.
1918	World War I ends.
1918	A global outbreak of influenza, or the flu, begins.

1919	Delegates to the Versailles Peace Conference reject President Woodrow Wilson's Fourteen Points in favor of a treaty that punishes Germany for the war.
1919–1920	The Russian Revolution sparks the first Red Scare in the United States.
late 1910s–1920s	The Ku Klux Klan resurges and racial violence spikes, leading to events such as the Chicago Riot of 1919 and the Tulsa Massacre of 1921.

- regulating big business: Sherman Antitrust Act, Clayton Antitrust Act
- Theodore Roosevelt: trust-busting and conservation
- settlement house movement
- factory conditions and the Triangle Shirtwaist Factory disaster
- child labor reforms
- changes to the Louisiana Constitution

What Students Need to Learn

- U.S. imperialism in the late nineteenth century, including:
  - acquisition of Hawaii and its significance
  - causes and outcomes of the Spanish-American War
- President Theodore Roosevelt's foreign policy achievements, including the Roosevelt Corollary and the Panama Canal
- World War I's causes and course, including:
  - sinking of the *Lusitania* and its consequences
  - the United States' initial neutrality and eventual entry into WWI
  - impact of new technology
  - nature of the war at home, including the draft, rationing, and wartime propaganda
  - opposition to the war and the passage of the Espionage and Sedition Acts
- aftermath of World War I, including American isolationism and economic changes
- influenza pandemic of 1918
- Great Migration, resurgence of the Ku Klux Klan in the 1920s, and growing racial tensions and race-related violence
- Russian Revolution and the first Red Scare

At a Glance

The most important ideas in Unit 3 are the following:

- Beginning in the late nineteenth century, the United States became an imperialist power.
- The Spanish-American War allowed the United States to acquire new territories abroad.
- The United States' entry into World War I shifted the war in favor of the Allies and triggered significant changes on the American home front.

- While the end of the war resulted in the Treaty of Versailles and a new League of Nations, the United States declined to join the league and returned to a period of isolationism.
- The Great Migration was a movement of African American people out of the South and into cities in the West and North, resulting in a period of racial tension and violence exacerbated by the reemergence of the Ku Klux Klan.
- The Russian Revolution triggered the first Red Scare in the United States and resulted in increased scrutiny and policy action against people suspected of being communists, anarchists, or labor activists.

What Teachers Need to Know

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

Unit Resources

Student Component

The Changing World Student Volume—three chapters

The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers' Corner** boxes present students with extended writing tasks, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter's conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

Teacher Components

The Changing World Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of *The Changing World* Student Volume, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce

the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 51.

- The Chapter Assessments test knowledge of each chapter's content using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

The Changing World Timeline Card Slide Deck—fourteen individual images depicting significant events and individuals related to global conflicts and domestic changes between 1898 and the 1920s. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1898

Chapter 1

1898

Chapter 1

1903–14

Chapter 1

1904

Chapter 1

1914

Chapter 2

1914–18

Chapter 2

1916

Chapter 3

1917

Chapter 2

1917

Chapter 3

1918

The Citizen

PEACE!

WORLD WAR ENDS; ARMISTICE SIGNED; KAISER IS OUT; REVOLUTION GROWS

Chapter 2

1918

Chapter 3

1919

Chapter 2

1919–20

Chapter 3

late 1910s–1920s

Chapter 3

The Timeline in Relation to Content in the Student Volume

The events highlighted in the Unit 3 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Volume is organized thematically, not chronologically. Each chapter discusses a different change faced by the United States, either abroad or at home, that impacted its trajectory as a nation. Many of these events occurred simultaneously, which is reflected in the timeline.

Understanding References to Time in *The Changing World* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Great Migration occurred over a span of years between 1916 and the 1970s, while the United States entered World War I in 1917.

Time to Talk About Time

Before you use the timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)

5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

Using the Teacher Guide

Pacing Guide

The Changing World unit is one of seven history and geography units in the Grade 8 Bayou Bridges Curriculum Series. A total of twenty-five days has been allocated to *The Changing World* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 8 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so, we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Learning Lab

Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts.

For more about research activities, download the Bayou Bridges Online Resource "About Developing Student Research Skills":

https://www.coreknowledge.org/bayou-bridges-online-resources

Turn and Talk

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Talk It Over

Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

For more about classroom discussions and debates, including an evaluation rubric, download the Bayou Bridges Online Resource "About Class Discussions and Debates":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 8 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Primary Sources

Most chapters include a Student Volume feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource "About Teaching with Primary Sources":

https://www.coreknowledge.org/bayou-bridges-online-resources/

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Volume chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
1	How did imperialism contribute to U.S. foreign policy at the turn of the twentieth century?
2	What was the impact of World War I on the United States and the world?
3	How did the aftermath of World War I shape the United States' approach to global and domestic challenges in the 1920s?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Volume are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	imperialism, exploitation, tariff, provisional
2	nationalism, militarism, interlocking alliances, jingoism, mobilization, dogfight, attrition, shell shock, isolationism, draft, propaganda, pacifist
3	recession, pandemic, martial law, communist, anarchist

Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 71–75. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–3—Primary Source Analysis (AP 1.2)
- Chapters 1–3—Claims and Evidence (AP 1.3)
- Chapter 1—KWL Chart (AP 1.4)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.

A Special Note About *The Freedom Framework*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called "The Freedom Framework," readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

Books

Fleming, Candace. *The Family Romanov: Murder, Rebellion, and the Fall of Imperial Russia*. New York: Schwartz & Wade, 2014.

Haynes, Clarence A. *The Legacy of Jim Crow*. True History. New York: Penguin Workshop, 2022.

Marrin, Albert. *Very, Very, Very Dreadful: The Influenza Pandemic of 1918*. New York: Knopf Books for Young Readers, 2018.

Nielsen, Jennifer A. *Lines of Courage*. New York: Scholastic Press, 2022.

Weatherford, Carole Boston. *Unspeakable: The Tulsa Race Massacre*. Illustrated by Floyd Cooper. Minneapolis: Carolrhoda Books, 2021.

Wong-Kalu, Hinaleimoana, Dean Hamer, and Joe Wilson. *Kapaemahu*. Illustrated by Daniel Sousa. New York: Kokila, 2022.

The Changing World Sample Pacing Guide

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SV—Student Volume; AP—Activity Page; NFE—Nonfiction Excerpt

Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
The Changing World				
"The Spanish-American War and Expansion" Core Lesson (TG & SV, Chapter 1)	"Primary Source: 'Imperialism: Flag of an Empire' by William Jennings Bryan (1900)" (TG & SV, Chapter 1, AP 1.2) and "Primary Source: The Roosevelt Corollary" (TG & SV, Chapter 1, AP 1.2)	Chapter 1 Learning Lab	"PRIMARY SOURCE ACTIVITY: McKinley's War Message" (TG, Chapter 1 Additional Activities, NFE 1, AP 1.2)	"PRIMARY SOURCE ACTIVITY: Yellow Journalism in the Spanish-American War" (TG, Chapter 1 Additional Activities, AP 1.4)

Week 2

Day 6	Day 7	Day 8	Day 9	Day 10
The Changing World				
"Theodore Roosevelt and the Rough Riders" (TG, Chapter 1 Additional Activities, AP 1.3)	"Queen Lili'uokalani" (TG, Chapter 1 Additional Activities)	Chapter 1 Assessment	"World War I" Core Lesson (TG & SV, Chapter 2)	"World War I" Core Lesson (TG & SV, Chapter 2)

Week 3

Day 11	Day 12	Day 13	Day 14	Day 15
The Changing World				
"Primary Source: President Wilson's War Message (April 2, 1917)" (TG & SV, Chapter 2, AP 1.2) And "Primary Source: *The Economic Consequences of the Peace* by John Maynard Keynes (1920)" (TG & SV, Chapter 2, AP 1.2)	Chapter 2 Learning Lab	"PRIMARY SOURCE ACTIVITY: Wilson's First Inaugural Address" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.2)	"PRIMARY SOURCE ACTIVITY: Wilson's Fourteen Points" (TG, Chapter 2 Additional Activities, NFE 2, AP 1.2)	"PRIMARY SOURCE ACTIVITY: *Schenck v. United States*" (TG, Chapter 2 Additional Activities, AP 1.3)

Week 4

Day 16	Day 17	Day 18	Day 19	Day 20
The Changing World				
"PRIMARY SOURCE ACTIVITY: African American Soldiers in World War I" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	"Political and Social Change in the Postwar United States" (TG & SV, Chapter 3) "Domain Vocabulary: Chapters 1–3" (TG, Chapter 3 Additional Activities, AP 3.1)	"Primary Source: Warren G. Harding and the 'Return to Normalcy'" (TG & SV, Chapter 3, AP 1.2) and "Primary Source: 'The Case Against the Reds' by Attorney General A. Mitchell Palmer (1920)" (TG & SV, Chapter 3, AP 1.2)	Chapter 3 Learning Lab

Week 5

Day 21	Day 22	Day 23	Day 24	Day 25
The Changing World				
"The Great Migration: Traveling the Distance" (TG, Chapter 3 Additional Activities)	"PRIMARY SOURCE ACTIVITY: The Red Scare" (TG, Chapter 3 Additional Activities, AP 1.3)	Chapter 3 Assessment	Unit 3 Performance Task Assessment	Unit 3 Performance Task Assessment

The Changing World Pacing Guide

_____'s class

(A total of twenty-five days has been allocated to *The Changing World* unit in order to complete all Grade 8 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
The Changing World				

Week 2

Day 6	Day 7	Day 8	Day 9	Day 10
The Changing World				

Week 3

Day 11	Day 12	Day 13	Day 14	Day 15
The Changing World				

Week 4

Day 16	Day 17	Day 18	Day 19	Day 20
The Changing World				

Week 5

Day 21	Day 22	Day 23	Day 24	Day 25
The Changing World				

CHAPTER 1

TOPIC: The Spanish-American War and Expansion

The Framing Question: How did imperialism contribute to U.S. foreign policy at the turn of the twentieth century?

Primary Focus Objectives

- ✓ Analyze the historical events and factors leading to the United States' acquisition of Hawaii during the late nineteenth century, including motivations and consequences. **(8.10.e)**
- ✓ Evaluate the ideas and events that shaped the Spanish-American War, exploring both its immediate and long-term impacts. **(8.10.f)**
- ✓ Examine the foreign policy accomplishments of Theodore Roosevelt and assess their significance in enhancing the United States' global influence. **(8.10.g)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *imperialism*, *exploitation*, *tariff*, and *provisional*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About The Spanish-American War and Expansion":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Materials Needed

Activity Pages

AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- globe or world map
- individual student copies of National Archives Analyze a Cartoon worksheet (optional)

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the worksheet (in English and in Spanish) may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

Core Vocabulary (Student Volume page numbers listed below)

imperialism, n. the practice of gaining power as a country by taking over areas of the world (3)

Example: British imperialism led to the creation of the British Empire, which included colonies in every hemisphere.
Variations: imperialist (n.), imperialist (adj.)

exploitation, n. the act of making use of something unfairly for one's own advantage (4)

Example: Anti-imperialists were concerned about the exploitation of local resources and labor to enrich Americans.
Variations: exploit (v.), exploitative (adj.)

tariff, n. a tax imposed on particular imported goods (5)

Example: The Treaty of Reciprocity between the United States and the Kingdom of Hawaii allowed Hawaiian products to be sold in the United States without a tariff.
Variations: tariffs

provisional, adj. temporary (6)

Example: The United States supported the establishment of a provisional government in Hawaii.
Variations: provision (n.), provisionally (adv.)

The Core Lesson 35 MIN

Introduce *The Changing World* Student Volume 5 MIN

Distribute copies of *The Changing World* Student Volume. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention images of ships, the photo of regally dressed Queen Lili`uokalani, and the world map featuring the United States and its territories.

Introduce "The Spanish-American War and Expansion" 5 MIN

Review what students read in Unit 2, *The Changing Nation*, about industrialization and urbanization. Explain that by the end of the 1800s, the United States had become a global industrial power. In this chapter, students will read about how the United States used that industrial power to become a global political power.

Call students' attention to the Framing Question. Tell students to look for details about U.S. foreign policy as they read.

Guided Reading Supports for "The Spanish-American War and Expansion" 25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Expanding a Nation" and "Imperialists and Anti-Imperialists," pages 2–4

Scaffold understanding as follows:

Invite volunteers to read the section "Expanding a Nation" on pages 2–3 aloud.

CORE VOCABULARY—Point out the vocabulary term *imperialism*, and explain its meaning.

SUPPORT—Explain that by the time the United States began pursuing an imperialist agenda, it was playing "catch-up" with Europe. By the late 1800s, European nations such as Great Britain, France, and Germany had well-established colonial empires that stretched from Asia and Africa to the Americas. Of these, Britain had the largest empire, with colonies on almost every continent.

Invite volunteers to read the section "Imperialists and Anti-Imperialists" on pages 3–4 aloud.

CORE VOCABULARY—Point out the vocabulary term *exploitation*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—What is imperialism? **(8.1, 8.10)**

» Imperialism is the practice of spreading a nation's strength and influence using economic, political, and military power.

EVALUATIVE—What do people who oppose imperialism usually advocate for? **(8.1, 8.2, 8.10)**

» People who oppose imperialism are called anti-imperialists. They usually advocate for preserving nations' independence and are against the idea of seizing control of people living in foreign lands.

EVALUATIVE—How did imperialists respond to anti-imperialists? **(8.1, 8.2, 8.10)**

» The imperialists argued that if the United States did not acquire new lands, those lands would be acquired by the British, the French, or another foreign power.

"The Alaska Purchase" and "The Acquisition of Hawaii," pages 4–6

Scaffold understanding as follows:

Read the sidebar "The Alaska Purchase" on page 4 aloud.

SUPPORT—Explain that at the time, the purchase of Alaska was called "Seward's Folly." William H. Seward was the secretary of state who pursued the transaction with Russia, and his purchase of such a remote territory seemed a waste of U.S. resources to many. However, after gold was found in Alaska in 1880, the purchase was no longer seen as frivolous. Alaska joined the Union as the forty-ninth state in 1958.

Have students read the section "The Acquisition of Hawaii" on pages 5–6 independently.

CORE VOCABULARY—Point out the vocabulary terms *tariff* and *provisional*, and explain their meanings.

Note: Kalakaua is pronounced (/kah*lah*cow*ah/), and Lili'uokalani is pronounced (/lih*lee/oo*oh*kah*lah*nee/). Say each name aloud, and have students repeat it after you.

SUPPORT—Explain that the mark that looks like a backward apostrophe in written Hawaiian words, including the name of Queen Lili'uokalani, is called an okina. It is a diacritical mark, or pronunciation guide, that signals the reader to stop between vowels.

SUPPORT—Explain that Lili'uokalani was King Kalakaua's sister. Following the passing of her brother, King Kalakaua, in 1891, Lili'uokalani ascended to the throne as the queen of the Hawaiian kingdom. Her reign commenced during a pivotal period in Hawaiian history when the islands were grappling with increasing external pressures, including the growing influence of American business interests and political maneuvering. She was not only the last reigning monarch of Hawaii but also the only queen to have ever ruled the islands.

SUPPORT—Explain that Hawaii was eventually admitted as a U.S. state in 1959, the fiftieth state added to the country.

After students read the text, ask the following questions:

LITERAL—What was the effect of the Treaty of Reciprocity? **(8.1, 8.2, 8.10, 8.10.e)**

» The Treaty of Reciprocity, signed in 1875, allowed Hawaiian goods to be sold in the United States without a tariff. This immediately led to an increase in the number of Hawaiian sugar plantations, from twenty in 1875 to sixty-three in 1880, due to improved access to the U.S. market.

EVALUATIVE—What were the consequences of the annexation of Hawaii by the United States? **(8.1, 8.2, 8.10, 8.10.e)**

» The American annexation of Hawaii in 1898 had complex consequences. On one hand, it solidified U.S. presence in the Pacific region and benefited American businesses. On the other hand, Indigenous Hawaiian people lost their sovereignty and self-governance, facing challenges to their cultural heritage and traditional way of life as a result.

"The Spanish-American War" and "About Seventy Years Too Late," pages 6–8

Scaffold understanding as follows:

Have students read the section "The Spanish-American War" on pages 6–7 with a partner.

SUPPORT—Explain the phenomenon of "fake news" today, highlighting that "fake news" is telling a story that is not true while making it seem like it is. Ask students to think about the phenomenon of "fake news" and its impact on our politics, society, or culture today. Ask them to make comparisons between "fake news" and "yellow journalism" or the "yellow press" of the Spanish-American War era. **(8.3, 8.7)**

SUPPORT—Direct students to the map Territories Acquired After the Spanish-American War on page 8. Ask students to estimate the absolute location of Guam (*140 degrees east, 15 degrees north*). Ask students what geographic characteristic describes all the territories acquired. (*They are all islands*.) **(8.5)**

Invite a volunteer to read the sidebar "About Seventy Years Too Late" on page 7 aloud.

SUPPORT—Ask students to consider how the new information uncovered in the investigation in the 1970s changed the historical interpretation of the explosion on the USS *Maine*. What might historians have done with this information in the 1970s? (*They may have revised their understandings of the explosion, realized that Spain had not caused the explosion, and looked for other reasons the United States went to war.*) **(8.6.d)**

After the volunteer reads the text, ask the following questions:

EVALUATIVE—Why did Americans support the war? **(8.10, 8.10.f)**

» Many Americans supported the war because they were angered by what they believed to be an unprovoked attack on a U.S. naval ship. Others supported it because they sympathized with Filipino and Cuban fights for independence.

LITERAL—In which oceans did the United States acquire territories following the Spanish-American War? **(8.4, 8.10, 8.10.f)**

» The United States acquired territories in both the Atlantic and Pacific Oceans following the Spanish-American War.

LITERAL—On which continent did Spain retain territory following the Spanish-American War? **(8.4, 8.10)**

» Spain retained territory in Africa following the Spanish-American War.

EVALUATIVE—How did the outcome of the Spanish-American War lead to significant changes in the United States' newly acquired territories? **(8.10, 8.10.f)**

» The Spanish-American War resulted in the United States acquiring several territories, including the Philippines, Cuba, Puerto Rico, and Guam. While Cuba eventually became a republic, it had to sign an agreement allowing U.S. involvement in its domestic and foreign affairs. In the Philippines, there was resistance and conflict with the United States before it gained independence. Puerto Rico and Guam became U.S. territories.

"Theodore Roosevelt and the Rough Riders" and "President Roosevelt's Foreign Policy Achievements," pages 8–10

Scaffold understanding as follows:

Read the sidebar "Theodore Roosevelt and the Rough Riders" on page 8 aloud.

SUPPORT—Remind students that they previously read about Theodore Roosevelt in Unit 2, *The Changing Nation*. Invite volunteers to share what they recall about Roosevelt's trust-busting and conservation efforts.

Have students read the section "President Roosevelt's Foreign Policy Achievements" on pages 8–10 independently.

TURN AND TALK—Point out the proverb "Speak softly and carry a big stick" in the first paragraph of the section. Ask students to explain what the proverb means. Then have them explain how it applies to what they already learned about Roosevelt's trust-busting efforts in Unit 2, *The Changing Nation*. (*The expression "Speak softly and carry a big stick" likely means to use diplomacy, negotiation, or other peaceful means as a first approach, but always be prepared to use military power or force if necessary. The Great White Fleet is an example of a "big stick."*)

SUPPORT—Point out the locations of Panama, Colombia, and the Panama Canal on a globe or world map.

After students read the text, ask the following questions:

EVALUATIVE—Why did President Roosevelt order the Great White Fleet to set sail around the world? **(8.10.g)**

» He wanted to demonstrate that the United States had a powerful navy.

LITERAL—What was the purpose of the Panama Canal? **(8.10, 8.10.g)**

» It shortened ships' journeys from the East Coast to the West Coast of the United States by thousands of miles.

"The Roosevelt Corollary," pages 10–11

Scaffold understanding as follows:

Have students read the section on pages 10–11 independently.

SUPPORT—Review the Monroe Doctrine, explaining that it stated that European powers should refrain from establishing new colonies in the Americas. It also cautioned against European interference in the affairs of independent nations in the Americas, signifying America's commitment to safeguarding their sovereignty. While it didn't lead to immediate changes, the doctrine set a foundational precedent for future U.S. involvement in Latin America and its unique role in the Western Hemisphere. Show students the Western Hemisphere on a globe or world map.

Note: The cartoon on page 10 contains offensive stereotyped images that may upset or anger some students. Use of such stereotypes was commonplace at this time in history and, while discouraged, sometimes still occurs today.

SUPPORT—Call attention to the cartoon on page 10, and ask students to examine it. Tell students that the word *constable* is a synonym for police officer, and *diplomacy* means the act of managing relations between countries or people. Ask: What is happening in this cartoon? (*President Roosevelt is shown as a police officer to the world.*) What is President Roosevelt holding in his hand? Why? (*President Roosevelt is holding a big stick with the words "The New Diplomacy" because his motto was "Speak softly and carry a big stick."*) What does the cartoon suggest about the rest of the world's people? (*They are very small compared to Roosevelt, and they seem to be asking him for help.*) What claim is the artist of this cartoon making? (*The artist is claiming that Roosevelt is justified in acting as the police officer of the world because the other countries need help.*) You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the image. **(8.1, 8.2, 8.6, 8.6.a, 8.6.b, 8.10.g)**

After students read the text, ask the following questions:

LITERAL—What was the Roosevelt Corollary? **(8.10.g)**

» The Roosevelt Corollary was a statement made by President Theodore Roosevelt in 1904. It said that the United States could step in and get involved in the countries of the Caribbean, Central America, and South America.

EVALUATIVE—How did the Roosevelt Corollary relate to the Monroe Doctrine? **(8.2, 8.10.g)**

» It's called a "corollary" because it was added on to something called the Monroe Doctrine from 1823. The Monroe Doctrine said that the United States wouldn't let European countries expand into the Western Hemisphere. The Roosevelt Corollary was like an extra rule that said the United States would also keep an eye on things in its own neighborhood.

"Dollar Diplomacy" and "Chasing Pancho Villa," page 11

Scaffold understanding as follows:

Invite a volunteer read the sidebar "Dollar Diplomacy" on page 11 aloud.

TALK IT OVER: President Theodore Roosevelt believed in military diplomacy. President Taft believed in dollar diplomacy. Conduct a class discussion or debate around the following question: Which type of diplomacy is more effective? Support your answer with evidence from your study of U.S. history so far.

Read the sidebar "Chasing Pancho Villa" on page 11 aloud.

SUPPORT—Pancho Villa's 1916 raid on Columbus, New Mexico, was a strategic act driven by his opposition to the U.S.-supported Mexican president Venustiano Carranza. Feeling betrayed by the U.S. recognition of Carranza's government, Villa sought to provoke a conflict between the United States and Mexico, aiming to destabilize Carranza's regime. The United States reacted to Villa's raid by sending an army led by General John J. Pershing into Mexico. This action was a prime example of how the United States often used military force in Latin America to influence political situations. Although this mission, which used modern methods such as airplanes, did not catch Villa, it greatly affected the relationship between the United States and Mexico and demonstrated the advancement of U.S. military technology.

After reading the text, ask the following questions:

LITERAL—What was President Taft's Dollar Diplomacy program designed to do? **(8.10, 8.10.g)**

» President Taft's Dollar Diplomacy program was designed to expand American trade in the Americas, the Caribbean, and the Far East. He wanted to use investment in these regions to help stabilize them instead of using military force.

EVALUATIVE—Was it effective for the United States to use military action in response to Pancho Villa's raid? **(8.1, 8.10, 8.10.g)**

» It wasn't completely effective because the U.S. military didn't catch Pancho Villa. However, it showed that the United States was willing to defend its borders and use advanced technology, like airplanes, in military operations. Plus, it led to diplomatic efforts that prevented a war with Mexico.

Primary Source Feature: "'Imperialism: Flag of an Empire' by William Jennings Bryan (1900)," page 12

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 12.

Introduce the source by reminding students that not everyone in the United States favored U.S. imperialism. One of its opponents was William Jennings Bryan, who students read about in Unit 2, *The Changing Nation*. Students should recall that Bryan was a leader of the Free Silver Movement who became known for his "Cross of Gold" speech. Explain that in this excerpt, Bryan uses his oratorical skills to argue against U.S. imperialism.

Invite volunteers to read the source aloud.

SUPPORT—After the United States took control of the Philippines following the Spanish-American War, Filipino revolutionaries, led by Emilio Aguinaldo, fiercely resisted American rule in the Philippine-American War of 1899–1902. Despite facing a well-equipped American military, the Filipinos employed guerrilla tactics and leveraged their local knowledge, demonstrating resilience and a strong desire for independence. Although the United States eventually subdued the resistance, the fight for freedom continued. Persistent advocacy led to the Tydings-McDuffie Act in 1934, which promised independence after a transition period. The Philippines finally achieved sovereignty on July 4, 1946, ending American colonial rule. **(8.1, 8.2, 8.10, 8.10.f)**

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What is William Jennings Bryan's argument against imperialism in the Philippines? **(8.1, 8.2, 8.6, 8.6.a, 8.6.b, 8.10, 8.10.f)**

» William Jennings Bryan argues that imperialism in the Philippines goes against the principle of self-government. He believes that controlling the Philippines by force weakens the idea of liberty and self-government in the United States too. He also mentions that the safety of the nation lies in the spirit of liberty for all, not in military power, and warns against confusing imperialism with expansion.

EVALUATIVE— What is the difference between imperialism and expansion? **(8.1, 8.2, 8.10, 8.10.f)**

» Bryan says imperialism is taking over places by force, while expansion is adding new places where people want to join the United States.

Primary Source Feature: "The Roosevelt Corollary," page 13

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 13.

Introduce the source by reviewing what students read about the Roosevelt Corollary. Explain that this excerpt comes from the speech in which Roosevelt announced his new policy.

Read the source aloud while students follow along.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

- **flagrant, adj.** extremely noticeable due to being bad or offensive
- **impotence, n.** the state of being powerless or lacking the ability to perform effectively
- **cordial, adj.** warm, friendly, and sincere in a polite and pleasant way
- **detriment, n.** damage, harm, or loss caused by something
- **circumscribe, v.** to restrict or limit within certain boundaries

SUPPORT—During the late nineteenth and early twentieth centuries, the United States was actively involved in several key regions. In Cuba, the United States intervened in the Spanish-American War, leading to Cuba's independence while maintaining American influence.

In Venezuela, American oil interests prompted intervention to protect American investments and maintain stability. The United States played a pivotal role in Panama's independence from Colombia to secure control of the Panama Canal Zone, a vital waterway. In China, the United States advocated the Open Door policy to ensure equal trading rights, which would ostensibly preserve China's independence amid growing foreign imperialism. In reality, it indirectly led to the division of China among various foreign powers, undermining true Chinese sovereignty.

TURN AND TALK—Ask students to work with a partner to list in their own words the terms under which the United States would intervene as a police power, according to Roosevelt.

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What did President Theodore Roosevelt explain in his annual message to Congress in 1904? **(8.6, 8.6.a, 8.6.b, 8.10.g)**

» President Roosevelt explained his corollary, or addition, to the Monroe Doctrine in his annual message to Congress in 1904. He discussed the United States' stance on its relations with other nations in the Western Hemisphere.

LITERAL—According to President Roosevelt, what were the conditions under which the United States might intervene in the affairs of other countries in the Western Hemisphere? **(8.6, 8.6.a, 8.6.b, 8.10.g)**

» President Roosevelt mentioned that the United States might intervene in cases of chronic wrongdoing or impotence in other countries if it became evident that these issues had violated the rights of the United States or had invited foreign aggression.

EVALUATIVE—Why did President Roosevelt believe it was important for the United States to assert its power in the Western Hemisphere's affairs? **(8.6, 8.6.a, 8.6.b, 8.10.g)**

» President Roosevelt believed it was important for the United States to promote stability, order, and prosperity in neighboring countries while protecting its own interests. He thought that this approach would benefit not only the United States but also humanity at large.

LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. **(8.1)**
- Review and discuss the Framing Question: "How did imperialism contribute to U.S. foreign policy at the turn of the twentieth century?"

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Framing Question: "How did imperialism contribute to U.S. foreign policy at the turn of the twentieth century?"
  - » Key points students should cite include: imperialism involves spreading a nation's influence through economic, political, and military power; economic interests, such as sugar plantations and trade, played a significant role in U.S. imperialism in Hawaii; the United States acquired territories like the Philippines, Cuba, Puerto Rico, and Guam as a result as the Spanish-American War; President Roosevelt believed in "big stick" diplomacy, in which a powerful military could support diplomatic measures; Roosevelt's intervention in countries like Panama was designed to protect American interests and promote stability; Roosevelt's Corollary added to the Monroe Doctrine, allowing the United States to intervene in the affairs of countries in the Western Hemisphere; President Taft's Dollar Diplomacy focused on expanding American influence through economic investments rather than military intervention; the pursuit of Pancho Villa by the U.S. military into Mexico under President Wilson demonstrated the United States' willingness to use military force to protect its borders and interests and highlighted the complexities of U.S. foreign policy in dealing with neighboring countries.
- Choose two of the Core Vocabulary terms (*imperialism*, *exploitation*, *tariff*, or *provisional*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Activity Page

AP 1.1

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

CHAPTER 2

TOPIC: World War I

The Framing Question: What was the impact of World War I on the United States and the world?

Primary Focus Objectives

- ✓ Analyze the key factors that contributed to the outbreak of World War I. **(8.11, 8.11.a)**
- ✓ Summarize the initial U.S. policy of neutrality and isolationism during the early years of World War I, and explain what prompted American entry into the war. **(8.11.b, 8.11.c)**
- ✓ Examine the course and consequences of the war, including both its international and domestic impacts. **(8.11.d, 8.11.e, 8.11.f, 8.11.g, 8.11.h)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *nationalism*, *militarism*, *interlocking alliances*, *jingoism*, *mobilization*, *dogfight*, *attrition*, *shell shock*, *isolationism*, *draft*, *propaganda*, and *pacifist*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About World War I":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Materials Needed

Activity Page

AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- image from the Internet of No Man's Land
- video from the Internet of George M. Cohan singing "Over There"
- graph from the Internet of World War I deaths
- maps from the Internet of Europe in 1914 and 1921

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the maps, image, graph, and video may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

Core Vocabulary (Student Volume page numbers listed below)

nationalism, n. belief in the superiority of one's nation **(15)**

Example: The increase of aggressive nationalism was one of the causes of World War I.
Variations: nationalist (n.), nationalistic (adj.), nationalistically (adv.)

militarism, n. the building up of a strong military **(15)**

Example: Militarism, characterized by the buildup of armies and navies in European countries, heightened tensions prior to the outbreak of World War I.
Variations: militaristic (adj.), militaristically (adv.)

"interlocking alliances" (phrase) a system in which countries agree to help each other when one of them is attacked **(15)**

Example: The interlocking alliances among European powers created a complex web of commitments and obligations in which an attack on one nation could quickly draw several others into a global conflict.

jingoism, n. extreme nationalism marked by aggressive foreign policy **(15)**

Example: The politician's speech was filled with jingoism, emphasizing aggressive nationalism and the need for a strong military presence overseas.
Variations: jingoistic (adj.), jingoistically (adv.)

mobilization, n. the process of preparing to fight a war or take other collective action **(17)**

Example: Mobilization for World War I included the organization and transfer of millions of soldiers, as well as allocation of vast resources to support the war effort on both the Western and Eastern Fronts.
Variations: mobilize (v.), mobilized (adj.)

dogfight, n. a close combat between military airplanes **(19)**

Example: The skies over Europe witnessed intense dogfights between rival fighter planes as pilots engaged in aerial combat to gain control of the airspace.
Variations: dogfights

attrition, n. the act of wearing down by inflicting continuous losses **(20)**

Example: World War I was characterized by a brutal and prolonged war of attrition.

shell shock, n. a condition caused by the intense stress of participating in warfare, known today as post-traumatic stress disorder or PTSD **(20)**

Example: Many soldiers who endured the horrors of trench warfare during World War I experienced shell shock, a psychological condition caused by the trauma of constant artillery bombardments.
Variations: shell-shocked (adj.)

isolationism, n. an approach to foreign policy displaying a reluctance to enter international affairs **(21)**

Example: Despite the mounting tensions in Europe during World War I, the United States maintained a policy of isolationism and avoided direct military involvement until 1917.
Variations: isolationist (n.), isolationist (adj.)

draft, n. a system that requires individuals to serve in the military **(22)**

Example: The draft was implemented in the United States to ensure an adequate supply of troops for the war effort.
Variations: drafts, draftee (n.), draft (v.)

propaganda, n. information spread to encourage belief in a certain person or idea **(23)**

Example: Both sides used propaganda to shape public opinion and boost support for their respective causes.
Variations: propagandize (v.), propagandist (n.)

pacifist, n. a person who opposes war and violence as a way to resolve conflict **(25)**

Example: Many pacifists protested the war, advocating for peaceful solutions and opposing military action.
Variations: pacifists, pacifism (n.), pacifist (adj.)

The Core Lesson 35 min

Introduce "World War I" 5 min

Review information from Chapter 1 about the United States becoming an imperial power, particularly its acquisition of Hawaii and involvement in the Spanish-American War, as this historical context will help students better understand the events and consequences of World War I. Occurring more than fifteen years after the Spanish-American War, this larger and more complicated conflict looked different from any war that had ever been fought before. And it all started with an assassination.

Tell students the following story:

Franz Ferdinand was heir to the throne of Austria-Hungary. When he married, he chose to marry for love, which was unusual for a royal family. The emperor of Austria-Hungary opposed the marriage because Ferdinand's bride, Sophie, did not come from a royal family. For their entire marriage, Sophie was the subject of small insults by Ferdinand's family, such as not being allowed to sit near her husband at formal banquets. In 1914, Ferdinand agreed to make a state visit to the recently annexed region of Bosnia-Herzegovina. He invited his wife to go with him as a sort of "working vacation," a chance for her to escape from his family for a little while. The two traveled to the city of Sarajevo (/sah*rah*yay*voh/), where Ferdinand inspected troops and observed military exercises and Sophie visited schools and orphanages. On the last day of their visit, the couple traveled in an open car in a motorcade to city hall. Mingled in with the crowd that lined the streets to view the motorcade were members of a Bosnian revolutionary group who were planning to assassinate the archduke. The assassins were spread out along the motorcade route, each with a bomb to throw if they had the opportunity. One of the assassins threw his bomb at Ferdinand's car but missed. Several bystanders were injured. The rest of assassins, having the heard the explosion, fled the scene. Ferdinand and Sophie proceeded to city hall and then insisted on visiting the injured bystanders in the hospital. However, their driver made a wrong turn, and the couple found themselves in an alley facing one of the escaped assassins, Gavrilo Princip. Princip pulled out his gun and shot the couple. They died within minutes. Later, Princip said he was glad he killed Ferdinand but regretted killing Sophie. She had not been his target. Princip died in prison four years later, at the age of twenty-three. It is unlikely that Princip knew his actions would lead to a world war.

Call students' attention to the Framing Question. Tell students to look for details about the effects and consequences of World War I as they read.

Guided Reading Supports for "World War I" 30 min

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"A Global Conflict," pages 14–15

Scaffold understanding as follows:

Invite volunteers to read the section on pages 14–15 aloud.

SUPPORT—Direct students to the map on page 16, and have them locate Sarajevo, the location of the archduke's assassination. **(8.4)**

After the volunteers read the text, ask the following questions:

LITERAL—What event in Sarajevo triggered the chain reaction that led to World War I? **(8.11.a)**

» The assassination of Archduke Franz Ferdinand and his wife, Sophie, Duchess of Hohenberg, triggered the chain reaction that led to World War I.

EVALUATIVE—Why is World War I considered significant in history? **(8.11)**

» It's significant because it was the deadliest war up to that time, with around twenty million people, including soldiers and civilians, losing their lives.

"Causes of World War I," pages 15–17

Scaffold understanding as follows:

Read the section on pages 15–17 aloud.

CORE VOCABULARY—Point out the vocabulary terms *nationalism*, *militarism*, *interlocking alliances*, and *jingoism*, and explain their meanings.

SUPPORT—Tell students that there is an acronym to help them remember the causes of World War I. The acronym is MANIA, which stands for militarism, alliances, nationalism, imperialism, and assassination. Consider copying the following for students to see on the board or chart paper:

- **M**ilitarism
- **A**lliances
- **N**ationalism
- **I**mperialism
- **A**ssassination

SUPPORT—Direct students to the map of interlocking alliances in 1914 on page 16. According to this map, what body of water is adjacent to Austria-Hungary? (*the Adriatic Sea*) Which alliance included the northernmost countries in Europe and Asia? (*Allied Powers*) Which alliance had more direct access to the Atlantic Ocean? (*Allied Powers*) **(8.5)**

After reading the text, ask the following questions:

LITERAL—What are some countries that remained neutral at the beginning of World War I, based on the map of interlocking alliances? **(8.4)**

» Countries that remained neutral included Norway, Sweden, and Spain.

LITERAL—Which countries were part of the Central Powers, based on the map? **(8.4, 8.11)**

» The Central Powers in 1914 included Germany, Austria-Hungary, Bulgaria, and present-day Turkey (then the Ottoman Empire).

LITERAL—What were the major long-term causes of World War I? **(8.11, 8.11.a)**

» The major long-term causes of World War I were nationalism, militarism, imperialism, and interlocking alliances.

EVALUATIVE—Why do you think aggressive nationalism was considered a contributing cause of World War I? **(8.7.a, 8.11, 8.11.a)**

» Answers may vary, but students could explain that aggressive nationalism can lead to conflicts between nations as they compete for their own self-interests, potentially leading to war.

"The War Begins," pages 17–19

Scaffold understanding as follows:

Have students read the section on pages 17–19 independently.

CORE VOCABULARY—Point out the vocabulary term *mobilization*, and explain its meaning.

SUPPORT—Explain that trenches were not just long, narrow ditches. World War I saw trenches become complex networks of interconnected pathways with bunkers for shelter and dugouts for supplies. Draw two sets of trenches on the board or chart paper with space in between them. Tell students that this area between the trenches was called "No Man's Land" because it was a highly dangerous and contested space where neither side of the conflict had full control. Soldiers who ventured into this area risked being exposed to enemy fire and other hazards, making it a perilous and uninhabitable zone during the war.

Display the photo of No Man's Land, and point out how nothing grew there—the fighting not only damaged people but also destroyed the trees, plants, and flowers that normally grew in the places that would become battlefields. Explain how some battles would result in incredibly high numbers of casualties for sometimes very little to no amounts of No Man's Land acquired by either side.

SUPPORT—The introduction of chemical weapons marked a drastic and horrifying shift in modern warfare. The first major use occurred in 1915 when Germany deployed chlorine gas against Allied forces at the Second Battle of Ypres. This attack was unexpected, as the use of such weapons violated the norms of international law established by the Hague Conventions of 1899 and 1907, which prohibited the use of poison in warfare. Consequently, soldiers were initially unprepared for chemical attacks, lacking any effective protective gear. In their desperation, they resorted to primitive methods such as cotton pads soaked in urine in the belief that ammonia would neutralize the chlorine gas, although this provided limited and largely ineffective protection.

The early stages of chemical warfare in World War I exposed a significant gap in military preparedness on both sides. Initially, there was no standard defense against these weapons, leading to severe casualties. However, the introduction of chemical warfare prompted rapid developments in protective equipment, with all sides eventually developing and issuing gas masks to their troops. Chemical warfare escalated throughout the conflict, with various gases like mustard gas being used, causing severe injuries and fatalities.

After students read the text, ask the following questions:

LITERAL—What happened when Germany declared war on France and invaded Belgium in August 1914? **(8.11.c)**

» When Germany declared war on France and invaded Belgium in August 1914, it led to Great Britain immediately declaring war on Germany.

LITERAL—What was involved in the process of mobilization as World War I broke out? **(8.11.f)**

» The process of mobilization during the early days of World War I required many thousands of soldiers to report for military duty. Additionally, various resources like horses, carts, wagons, and more were mobilized to support military efforts, turning them into resources for war-related activities.

EVALUATIVE—Was the Schlieffen Plan a good idea for Germany? Why or why not? **(8.11.c)**

» Answers will vary, but students may note that the Schlieffen Plan made Great Britain enter the war when Germany went through Belgium. The plan might have seemed like a quick way to beat France, but it caused more problems by making more countries fight against Germany. It's like trying to solve a problem but actually making it bigger.

INFERENTIAL—Why might trench warfare have been important on the Western Front? **(8.11.f)**

» Trench warfare became important on the Western Front of World War I because it provided protection for soldiers from enemy fire and artillery, making it a defensive strategy.

EVALUATIVE—What is another type of source besides photographs that historians could use to better understand of the experiences of soldiers in trenches? How would this source affect their interpretation of the experience of fighting from a trench? **(8.6.d)**

» Historians might use primary sources, such as printed interviews with soldiers or letters written by soldiers, to better understand what life was like in a trench. This type of source might help historians have a more nuanced interpretation from the people who lived the experience.

"New Technology, New Horrors," pages 19–20

Scaffold understanding as follows:

Have students read the section on pages 19–20 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *dogfight*, *attrition*, and *shell shock*, and explain their meanings.

SUPPORT—A condition we call PTSD today was known as shell shock during World War I. *Shell shock* was a term used to describe the psychological and emotional trauma that soldiers experienced after being exposed to the intense and prolonged horrors of trench warfare. It was characterized by symptoms such as anxiety, nightmares, flashbacks, emotional numbness, and difficulty functioning in daily life. Soldiers subjected to the constant shelling, the close-quarters combat, and the overall brutality of the war often developed this condition.

After students read the text, ask the following questions:

LITERAL—How did new technologies like machine guns, artillery shells, and airplanes change the nature of warfare in World War I? **(8.11.f)**

» New technologies in World War I, like machine guns, artillery shells, and airplanes, made warfare very different. Soldiers could be killed from far away by machine guns and artillery, and airplanes added a new dimension to battle by flying overhead, dropping bombs, and engaging in dogfights.

EVALUATIVE—Why was the Battle of the Marne significant? **(8.11)**

» This battle was significant because it halted the German advance on Paris.

EVALUATIVE—Why is World War I often referred to as the war that created the "lost generation"? **(8.11)**

» World War I is called the war of the "lost generation" because it led to a generation of young soldiers and others who were "lost" in different ways. Many were killed, and others who survived suffered physical and emotional trauma. The war left survivors feeling depressed, with no clear sense of direction.

"United States' Neutrality at the Beginning of World War I," pages 20–21

Scaffold understanding as follows:

Read the section on pages 20–21 aloud.

CORE VOCABULARY—Point out the vocabulary term *isolationism*, and explain its meaning.

SUPPORT—Point out the word *neutrality* in the section title. Explain that the word *neutrality* refers to a state of not taking sides in a conflict or disagreement and remaining impartial or uninvolved in the disputes or wars of other nations.

SUPPORT—Tell students that George Washington's advice to America in his farewell address was to avoid foreign entanglements, and explain that isolationism was a continuance of that advice. Students in the Bayou Bridges program may recall reading about and from Washington's farewell address in Grade 7.

After reading the text, ask the following questions:

EVALUATIVE—Why did many Americans support isolationism at the start of World War I? **(8.11.b)**

» They believed that the war in Europe was far away and that the United States had no reason to become involved in a European conflict. They wanted to stay out of the war.

EVALUATIVE—What did President Woodrow Wilson mean when he declared that Americans should remain "impartial in thought as well as in action" at the beginning of World War I? **(8.11.b)**

» President Wilson meant that Americans should not take sides or show favoritism in their thoughts and actions regarding the war in Europe. They should stay neutral and not get involved in the conflict.

"The Sinking of the *Lusitania*," pages 21–22

Scaffold understanding as follows:

Invite volunteers to read the section on pages 21–22 aloud.

SUPPORT—The sinking of the *Lusitania* was not a surprise. The Germans had taken out ads in American newspapers warning Americans that Europe was at war and German forces were sinking ships that were headed for British waters. One reason Germany was doing this was because the United States was sending supplies to Britain on passenger ships like the *Lusitania*.

SUPPORT—When Germany stopped its unrestricted submarine warfare, that did not mean it stopped attacking ships with its submarines. It just meant that Germany would give warnings before attacking.

After the volunteers read the text, ask the following questions:

EVALUATIVE—What event led to President Wilson's outrage and the United States' demand for an apology from Germany in 1915? **(8.11.c)**

» President Wilson's outrage and the United States' demand for an apology from Germany were triggered by the sinking of the British ocean liner *Lusitania* by a German submarine in May 1915, which resulted in the deaths of 128 Americans among the 1,198 passengers who died.

LITERAL—What was the significance of the Zimmermann Telegram? **(8.11.c)**

» The Zimmermann Telegram called upon Mexico to form an alliance with Germany and promised to help Mexico regain territories lost in the Mexican-American War if it sided with Germany. This telegram played a significant role in President Wilson's decision to ask Congress to declare war on Germany in 1917, as the war ceased to be a purely European conflict when Germany attempted to involve Mexico.

"The War at Home," pages 22–25

Scaffold understanding as follows:

Have students read the section on pages 22–25 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *draft* and *propaganda*, and explain their meanings.

SUPPORT—Uncle Sam, an enduring American symbol, traces its origins to Samuel Wilson, a meatpacker from Troy, New York, who supplied barrels of beef to the U.S. Army during the War of 1812, stamped with "U.S." Soldiers playfully named this stamp "Uncle Sam." Over time, Uncle Sam evolved into a symbol representing the United States as a whole, symbolizing patriotic duty and citizenship. The famous "I Want You" recruitment poster during World War I, created by James Montgomery Flagg, solidified Uncle Sam's iconic status, with the image used in various forms of patriotic art and media.

SUPPORT—Show the video of George M. Cohan singing "Over There." Ask students why the words in the song "Over There" may have inspired and rallied the American people of the time period. (*The words "beware," "prepare," and "say a prayer" all support the conclusion that the "Yanks" are going to have a big influence "over there."*) **(8.6, 8.6.a)**

SUPPORT— During World War I, women contributed significantly to the war effort, stepping into roles traditionally held by men due to the large number of male soldiers at the front. They worked in factories, manufacturing munitions and war supplies that were crucial for maintaining the military's equipment needs. Women also took over agricultural tasks to ensure steady food production. Many served as nurses, providing vital medical care on the front lines and in military hospitals, and others joined military auxiliary forces like the Women's Army Auxiliary Corps (WAAC) and the U.S. Navy's Yeoman (F) program, handling clerical and administrative work. Additionally, women were instrumental in war-related fundraising, volunteering with organizations like the Red Cross and aiding in food conservation and the promotion of war bonds. This involvement marked a shift in societal perceptions of women's roles and capabilities.

SUPPORT— African Americans played a significant role in World War I, contributing both on the home front and in military service. Approximately 350,000 African Americans served in the U.S. Army, with many assigned to labor and stevedore battalions, undertaking essential support roles such as constructing roads, bridges, and trenches. On the home front, the war effort led to the Great Migration, as many African Americans moved from the South to the North to fill jobs vacated by soldiers who went to war. They worked in factories producing munitions and war supplies, in shipyards, and in other industries crucial to the war effort.

After students read the text, ask the following questions:

LITERAL—How was the draft put into action during World War I? **(8.11.d)**

» The draft required young men to register with the government, and some were drafted into the armed forces to build a large army for the war effort.

LITERAL—How did the Committee on Public Information (CPI) use propaganda to build support for the war? **(8.11.e)**

» The CPI used short speeches, posters, movies, and pamphlets to spread information that encouraged belief in the war effort and patriotism.

LITERAL—Who was the "Uncle Sam Wants You to Join the Army" poster meant to appeal to? **(8.11.e)**

» The poster was meant to appeal to young men who could help support the war effort by joining the army.

EVALUATIVE—How did people on the home front help the war effort during World War I? **(8.11.d)**

» Many people helped America's war effort through their choices on the home front. Many people, including women, worked in wartime industries. People also bought Liberty bonds and planted victory gardens. These efforts helped support the war.

"Opposition to War" and "The Espionage Act," pages 25–26

Scaffold understanding as follows:

Have students read the section "Opposition to War" on pages 25–26 independently.

CORE VOCABULARY—Point out the vocabulary term *pacifist*, and explain its meaning.

Read the sidebar "The Espionage Act" on page 26 aloud.

SUPPORT—Explain to students that *espionage* means spying, and *sedition* is the act of encouraging resistance or rebellion against the government.

SUPPORT—The Supreme Court case *Schenck v. United States* (1919) initially upheld the Espionage Act's restrictions on free speech, setting a precedent with the "clear and present danger" test. However, this ruling was later overturned. The shift began with the case of *Brandenburg v. Ohio* in 1969, where the Supreme Court established a more protective standard for speech, the "imminent lawless action" test. This new standard ruled that speech could only be restricted if it was directed to inciting or producing imminent lawless action and was likely to incite or produce such action. This change significantly narrowed the scope of what types of speech could be legally restricted, thus overturning the broader

implications of the *Schenck* decision and reinforcing stronger protections for free speech under the First Amendment.

After reading the text, ask the following questions:

LITERAL—What is a conscientious objector? **(8.11.e)**

» A conscientious objector is someone who doesn't want to fight in wars because of strong beliefs against violence.

EVALUATIVE—How did the Espionage Act and Sedition Act affect people's freedom of speech during World War I? **(8.11.e)**

» The Espionage Act and Sedition Act limited what people could say or write during World War I. These laws made it illegal to discourage people from joining the military or say things against the government or the military. They also allowed the government to censor mail that had anti-war messages. These laws aimed to control speech that could harm the war effort.

EVALUATIVE—What was the impact of the *Schenck v. United States* Supreme Court case on free speech during wartime? **(8.11.e)**

» The *Schenck v. United States* Supreme Court case had a big effect on free speech during wars. The court ruled that the government could limit certain kinds of speech during wartime if the speech posed a clear and immediate threat. This decision allowed the government to restrict what people could say or write when it could harm national security during wartime.

"The Tide Turns," pages 26–27

Scaffold understanding as follows:

Have students read the section on pages 26–27 with a partner.

SUPPORT—Explain that General John J. Pershing earned the nickname "Black Jack" during his time as an instructor at the United States Military Academy at West Point. He was known for his strict discipline and adherence to military regulations. One of the disciplinary tools he used was a large, black, and somewhat imposing horse that he rode while overseeing cadet drills. Cadets at West Point began calling him "Black Jack" in reference to both his horse and his no-nonsense approach to military training. The nickname stuck with him throughout his military career.

SUPPORT—Explain to students that a stalemate is a situation in which neither side in a conflict or game is able to gain an advantage or make progress, resulting in a deadlock or standstill.

SUPPORT—Direct students to the map Central Powers and Allies in World War I, 1917 on page 27. Have students compare this map to the map of alliances at the beginning of the chapter. Ask them what they notice about the differences between the two maps. (*The scale of the 1917 map is global, not just Europe and part of Asia.*) What line of latitude crosses the middle of the Central Powers country that is farthest south? (*Tropic of Cancer, 23 degrees south latitude*) **(8.5)**

SUPPORT—Display the graph of World War I deaths. Explain that *Entente* is another term for the Allies. Ask students to discuss the following questions: **(8.4)**

- Which group represented had the highest percentage of deaths? (*Entente military*) The lowest percentage of deaths? (*Entente civilians*)
- How would you describe the relationship between Central Powers military deaths and Central Powers civilian deaths? (*They were equal percentages*.)
- Why might the Entente have suffered fewer civilian casualties than military casualties? (*The United States did not really suffer civilian casualties because the fighting occurred in other parts of the world. This may have led to a higher percentage of military deaths than civilian*.)

After students read the text, ask the following questions:

LITERAL—Who led Americans in the American Expeditionary Force? **(8.11.d)**

» General "Black Jack" Pershing led Americans in the American Expeditionary Force.

EVALUATIVE—How did the arrival of American troops in Europe impact the course of the war? **(8.11.f)**

» The arrival of American troops in Europe had a significant impact on the course of the war. It helped break the stalemate in western Europe and turned the tide of the war in favor of the Allies.

"World War I Ends," pages 27–29

Scaffold understanding as follows:

Have students read the section on pages 27–29 independently.

SUPPORT—Explain that November 11 is celebrated in the United States as Veterans Day, dedicated to honoring the nation's veterans. In contrast, many other countries, including those involved in World War I, observe November 11 as Remembrance Day. This international commemorative day was originally called Armistice Day. In Europe, this name is still used. In 1954 the U.S. changed the name to Veteran's Day to include those involved in World War II and to pay tribute to the military in general. Remembrance Day is a solemn occasion to pay tribute to the soldiers who lost their lives in World War I and other conflicts. This date holds significance because it marks the armistice that ended World War I in 1918. Both holidays share a common historical connection to World War I and serve as reminders of the importance of peace and the sacrifices made by military personnel during times of war.

SUPPORT—Explain that the Treaty of Versailles was only one of five treaties that ended World War I. Versailles dictated the peace terms regarding Germany. The Treaty of Saint-Germain dictated the peace terms for Austria. The Treaty of Trianon dictated the peace terms for Hungary. (Austria and Hungary had been united as Austria-Hungary at the start of the war but had become separate countries by war's end.) The Treaty of Neuilly dictated the peace terms for Bulgaria, and the Treaty of Sèvres established peace terms for Turkey. Sèvres was later renegotiated and replaced by the Treaty of Lausanne.

SUPPORT—Czechoslovakia, which existed in the past, is now two separate countries: Czechia (or the Czech Republic) and Slovakia.

SUPPORT—Display the side-by-side maps of Europe in 1914 and in 1921, following the peace treaties. Ask students to compare and contrast the two maps. **(8.4)**

After students read the text, ask the following questions:

LITERAL—What is an armistice, and what is Armistice Day? **(8.1, 8.2, 8.11.g)**

» An armistice is an agreement between warring countries to stop fighting. Armistice Day refers to November 11, 1918, the day that the fighting of World War I ended. It is now called Veterans Day in the United States.

LITERAL—What was the primary goal of President Wilson's Fourteen Points? **(8.11.g)**

» Wilson's goal was to make the world more stable, democratic, and open to trade instead of punishing Germany.

EVALUATIVE—Why did the Treaty of Versailles have such strict terms and punishments for Germany? **(8.11.g)**

» The Treaty of Versailles imposed strict terms and punishments on Germany because some Allied leaders wanted to punish Germany for its role in the war. They believed that these measures would prevent Germany from starting another war. However, the harsh conditions weakened Germany's economy and led to resentment, contributing to future conflicts.

Primary Source Feature: "President Wilson's War Message (April 2, 1917)," page 30

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 30.

Introduce the source by reviewing the events that led the United States to enter World War I, such as the sinking of the *Lusitania* and the Zimmermann telegram.

Invite volunteers to read the source aloud.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

- **commerce, n.** the act of buying and selling goods, especially on a large scale, as in between countries to support trade
- **suffice, v.** to be enough or adequate without being excessive
- **impracticable, adj.** not capable of being put into practice or carried out effectively
- **belligerents, n.** parties or nations engaged in a conflict, especially a war
- **submission, n.** the act of yielding or surrendering to a superior force or authority; compliance
- **pretense, n.** a false appearance or claim, especially with the intention to hide true motives

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.

After students have completed the Activity Page, ask the following questions:

LITERAL—What is President Wilson describing in this excerpt regarding Germany's actions in the war? **(8.6, 8.6.a, 8.11.c)**

» President Wilson is describing the German submarine warfare against commerce, which he considers a threat to all nations.

EVALUATIVE—Why does President Wilson believe that armed neutrality is impracticable? **(8.6, 8.6.a, 8.6.b, 8.11.c)**

» President Wilson believes that armed neutrality is impracticable because it is likely to lead the United States into the war without the rights or effectiveness of belligerents, potentially making the situation worse.

EVALUATIVE—Was President Wilson correct in claiming that the United States had "no selfish ends to serve" in entering the war? Support your answer with details from the chapter. **(8.6, 8.6.a, 8.6.b, 8.11.c)**

» Answers may vary. Some students may argue that the United States had genuine intentions to promote peace and democracy, while others may point out economic or strategic interests that could be interpreted as selfish. Supporting details should be based on information from the chapter.

INFERENTIAL—In President Wilson's war message, he states, "The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty." What do you think Wilson believed was required for achieving peace? **(8.6, 8.6.a, 8.6.b, 8.11.c)**

» Answers may vary. Some students may say that from this, it can be inferred that Wilson believed achieving peace required the spread of democratic values and freedom (liberty) across the world.

Primary Source Feature: "*The Economic Consequences of the Peace* by John Maynard Keynes (1920)," page 31

Scaffold understanding as follows:

Background for Teachers: John Maynard Keynes, a notable British economist, was a delegate at the 1919 Versailles Conference, representing the British Treasury. He later expressed significant criticism of the Treaty of Versailles, especially in his book *The Economic Consequences of the Peace*, where he argued that the severe reparations and punitive measures imposed on Germany would lead to economic instability and lay the groundwork for future conflicts.

The Versailles Conference, pivotal in setting the post–World War I peace terms, was dominated by the "Big Four": President Woodrow Wilson of the United States, Prime Minister David Lloyd George of the United Kingdom, Prime Minister Georges Clemenceau of France, and Prime Minister Vittorio Orlando of Italy. These leaders had divergent visions for the peace treaty. Wilson advocated for his Fourteen Points, which focused on self-determination, free trade, and the establishment of a League of Nations for peaceful conflict resolution, embodying an idealistic and forward-looking approach. In contrast, Lloyd George and Clemenceau were driven by a desire for retribution against Germany, seeking heavy reparations to economically and militarily weaken it as a preventative measure against future conflicts. Orlando's primary focus was on gaining territorial rewards for Italy, aligning more closely with the punitive stance of the British and French than Wilson's idealistic goals.

Keynes criticized the resulting treaty for being excessively harsh on Germany and straying from Wilson's more conciliatory Fourteen Points. He predicted that the heavy economic burden placed on Germany could foster resentment and instability, a foresight that echoed in the events leading up to World War II. Keynes's critiques significantly influenced modern economic thought, highlighting the interplay between reparations, economic policy, international relations, and peace.

Direct students to the Primary Source Feature on page 31.

Introduce the source by reviewing what students read about the terms of the Treaty of Versailles. Explain that this excerpt is by a famous economist named John Maynard Keynes, who saw trouble in the terms of the treaty.

Invite volunteers to read the source aloud.

> **SUPPORT**—The Council of Four, or "Big Four," at the 1919 Paris Peace Conference consisted of President Woodrow Wilson of the United States, Prime Minister David Lloyd George of the United Kingdom, Prime Minister Georges Clemenceau of France, and Prime Minister Vittorio Emanuele Orlando of Italy. These leaders played pivotal roles in shaping the post–World War I peace treaties.

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

> **LITERAL**—What does John Maynard Keynes criticize about the Treaty of Versailles? **(8.1, 8.6, 8.6.a, 8.6.b, 8.6.c)**
>
> » Keynes criticizes the Treaty of Versailles for not including plans for Europe's economic recovery. He says it doesn't help the defeated Central Powers become good neighbors, stabilize new European states, help Russia, or promote economic cooperation among the Allies.
>
> **EVALUATIVE**—Why does Keynes think the lack of focus on Europe's economics in the Treaty of Versailles is a problem? **(8.1, 8.6, 8.6.a, 8.6.b, 8.6.c)**
>
> » Keynes believes ignoring Europe's economic recovery is a problem because it will lead to poverty and starvation, which can cause social unrest and despair. He thinks that without a stable economy, the standard of living in Europe will fall, leading to serious issues like people starving, as already seen in Russia and Austria.

LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. **(8.1)**
- Review and discuss the Framing Question: "What was the impact of World War I on the United States and the world?"

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Framing Question: "What was the impact of World War I on the United States and the world?"
  - » Key points students should cite include: the causes of World War I, including militarism, alliances, imperialism, nationalism, and the assassination of Archduke Franz Ferdinand; the initial policy of American neutrality and isolationism, including Wilson's attempts to keep the United States out of the war; events that led to American involvement in the war; the impact of new wartime technologies; American entry into the war and ways in which Americans contributed to the war effort at home; the role of government propaganda and measures to shape public opinion and suppress dissent; global consequences and long-term effects of World War I, including the redrawing of borders and establishment of new nations, and the United States' return to isolationism after declining membership in the League of Nations.
- Choose two of the Core Vocabulary terms (*nationalism*, *militarism*, *interlocking alliances*, *jingoism*, *mobilization*, *dogfight*, *attrition*, *shell shock*, *isolationism*, *draft*, *propaganda*, or *pacifist*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

CHAPTER 3

TOPIC: Political and Social Change in the Postwar United States

The Framing Question: How did the aftermath of World War I shape the United States' approach to global and domestic challenges in the 1920s?

Primary Focus Objectives

- ✓ Explain the causes of significant changes during the early twentieth century in the United States. **(8.11.h, 8.12, 8.12.a)**
- ✓ Analyze the political, social, cultural, and economic effects of events and developments during the early twentieth century in the United States. **(8.12, 8.12.j, 8.12.k)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *recession*, *pandemic*, *martial law*, *communist*, and *anarchist*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About Political and Social Change in the Postwar United States":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Materials Needed

Activity Page

AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- individual student copies of National Archives Analyze a Cartoon worksheet (optional)
- image from the Internet of the Soviet flag

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the worksheet (in English and Spanish) and image may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

Core Vocabulary (Student Volume page numbers listed below)

recession, n. a period of decline in a nation's economy (34)

Example: The recession in the 1920s led to widespread unemployment and financial hardships.
Variations: recessions

pandemic, n. an outbreak of rapidly spreading disease that affects many people around the world at the same time (36)

Example: The influenza pandemic of 1918 was a global health crisis that resulted in the deaths of millions of people.
Variation: pandemics

martial law, n. the temporary substitution of military enforcement of civilian rules (39)

Example: During times of civil unrest, some leaders may declare martial law and utilize the military to restore order and security.

communist, n. a person who believes in establishing an economic system based on community ownership of property and industry, known as communism (40)

Example: After the revolution, the communist became a prominent political leader in the new government.
Variations: communists, communist (adj.), communism (n.)

anarchist, n. a person who rebels against or works to disrupt an established authority, usually a government or an economic system (43)

Example: Known for rejection of government authority, an anarchist is someone often associated with political turmoil and protest movements.
Variations: anarchists, anarchy (n.), anarchist (adj.)

The Core Lesson 35 MIN

Introduce "Political and Social Change in the Postwar United States" 5 MIN

Review what students read in the previous chapter about World War I. Explain that although the fighting ended in 1918, the effects of the world's "Great War" continued to be felt for years afterward.

Call students' attention to the Framing Question. Tell students to look for details about the changes faced by Americans during the time period as they read.

Guided Reading Supports for "Political and Social Change in the Postwar United States" 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"A Changing Nation" and "American Isolationism in the Twenties," pages 32–34

Scaffold understanding as follows:

Read the section "A Changing Nation" on page 32 aloud.

Read the section "American Isolationism in the Twenties" on page 34 aloud.

SUPPORT—Point out the word *isolationism* in the section title "American Isolationism in the Twenties," and remind students that it is an approach to foreign policy displaying a reluctance to enter international affairs.

SUPPORT—Point out the word *reparations* in the second paragraph of the section "American Isolationism in the Twenties." Explain that reparations are payments or compensation made by one country to another as a way to make amends for damages, injuries, or wrongs inflicted in the past.

After reading the text, ask the following questions:

LITERAL—Which organization did the United States refuse to join following World War I? **(8.11.h)**

» The United States refused to join the League of Nations, even though it had been proposed by President Wilson.

EVALUATIVE—Why did the United States adopt a strict policy of isolationism in the 1920s? **(8.11.h)**

» Americans were reluctant to become involved in military or political affairs in Europe following World War I.

"The American Economy After World War I" and "The Influenza Pandemic of 1918," pages 34–36

Scaffold understanding as follows:

Have students read the section "The American Economy After World War I" on pages 34–35 with a partner.

CORE VOCABULARY—Point out the vocabulary term *recession*, and explain its meaning.

Have students read the sidebar "The Influenza Pandemic of 1918" on page 36 independently.

CORE VOCABULARY—Point out the vocabulary term *pandemic*, and explain its meaning.

SUPPORT—Explain that the influenza pandemic of 1918 lasted two years before finally subsiding in 1920. However, the flu did not go away forever. The 1950s and 1960s saw recurring flu pandemics. Another flu pandemic occurred more recently, in 2009.

After students read the text, ask the following questions:

LITERAL—What were some of the economic challenges the United States faced after World War I? **(8.12, 8.12.k)**

» After World War I, the United States had a tough time shifting from wartime industries to peacetime ones. It stopped making as many military products, and the government spent less money. This caused a recession, in which many businesses closed and people lost their jobs. With fewer goods available, prices went up, and many people struggled to afford what they needed.

EVALUATIVE—Why did labor strikes happen in the 1920s? **(8.12, 8.12.k)**

» Labor strikes are when workers stop working to demand better pay and working conditions. They happened in the 1920s because many workers were unhappy with how they were treated, and they wanted improvements.

EVALUATIVE—Why did Congress limit the number of immigrants entering the United States in 1921 and 1924? **(8.12, 8.12.j)**

» Congress limited immigration in 1921 and 1924 to control the number of immigrants and to restrict certain groups they considered undesirable, especially people from southern and eastern Europe, in part due to Americans' concern that immigrants would compete for their jobs.

EVALUATIVE—How did the influenza pandemic of 1918 impact the United States? **(8.12, 8.12.k)**

» Hospitals were overwhelmed, and the flu affected not only the very young and old but also healthy adults. Even after the pandemic ended, its effects continued to impact the United States socially and economically.

"Return to Normalcy" and "The Great Migration and Growing Racial Tensions," pages 36–39

Scaffold understanding as follows:

Invite a volunteer to read the sidebar "Return to Normalcy" on page 36 aloud.

Read the section "The Great Migration and Growing Racial Tensions" on pages 37–39 aloud.

CORE VOCABULARY—Point out the vocabulary term *martial law*, and explain its meaning.

SUPPORT—Explain that the Great Migration lasted until about 1970.

SUPPORT—Direct students to the Great Migration map on page 37. Ask: If someone moved from Louisiana to Davenport, Iowa, what direction were they traveling? (*They were traveling north*.) What are some destination cities in which people who were part of the Great Migration would have settled? (*Answers will vary, but students may call out cities from the map such as Chicago, New York, and Los Angeles*.) What is the absolute location (latitude and longitude) of Philadelphia, according to this map? (*40 degrees north latitude, 75 degrees west longitude*) **(8.4, 8.5)**

SUPPORT—Students in the Bayou Bridges program read about the Ku Klux Klan in Grade 7. Remind students that the Ku Klux Klan initially began as a secret organization in the South following the Civil War. Its original aim was to intimidate African American people through acts of violence. Over time, the Klan's influence fluctuated, but the 1920s saw a period of its resurgence.

SUPPORT—The image of the Ku Klux Klan march down Pennsylvania Avenue captures a significant historical marker of the KKK's resurgence and visibility in the 1920s. Revived in 1915, it expanded its agenda beyond its original post–Civil War focus on oppressing African Americans to include a broader spectrum of targets like immigrants, Catholics, and Jews. The 1926 march, involving thousands of Klan members, exemplified the alarming level of influence and acceptance the KKK had garnered in certain sectors of American society at that time. The march through the capital was a bold display of the Klan's strength and an attempt to assert its presence in national politics.

SUPPORT—The 1915 film *Birth of a Nation*, directed by D. W. Griffith, played a significant role in escalating racial tensions in the early 1920s. The film, set during and after the American Civil War, portrays the Ku Klux Klan as heroes and African Americans (played by

white actors in blackface, or wearing makeup to look like African American people, which today is considered highly offensive) in a highly derogatory manner. In March 1915, under President Woodrow Wilson, *Birth of a Nation* became the first film to be screened at the White House. Its release led to widespread protests and riots, exacerbating racial conflicts and contributing to the resurgence of the Ku Klux Klan during this period.

SUPPORT—President Woodrow Wilson, who served from 1913 to 1921, oversaw and permitted the implementation of segregation policies within various government departments and parts of the military. Despite Wilson's progressive stance on certain domestic issues, his administration marked a regression in terms of racial equality. His tenure saw the re-segregation of multiple agencies in the federal government, where previously, people of different races had worked alongside each other. This included segregating workplaces, restrooms, and cafeterias within government buildings.

After reading the text, ask the following questions:

INFERENTIAL—What does the Ku Klux Klan's march down Pennsylvania Avenue in 1926 suggest about the social and political climate in the United States at that time? **(8.12, 8.12.k)**

» The Ku Klux Klan's march in 1926 shows that during that time, there were serious problems with racism and intolerance in the United States. The fact that such a large group of Klan members could march openly in the nation's capital means that their ideas were accepted by quite a few people. It also suggests that the KKK was trying to show its power and maybe even influence politics.

EVALUATIVE—Why did many African Americans leave the South during the Great Migration? **(8.12, 8.12.j)**

» African Americans left the racially segregated southern states during the Great Migration because they sought better economic and social opportunities in cities in the northern and western parts of the country, such as Chicago, Pittsburgh, Detroit, and Los Angeles.

EVALUATIVE—Why did racial tensions rise during the 1920s? **(8.12, 8.12.k)**

» Racial tensions were rising because of factors like the Ku Klux Klan's message targeting various groups of people, conflicts between African American migrants and white residents, and incidents of violence like the Chicago Riot of 1919 and the Tulsa Massacre of 1921.

INFERENTIAL—How might the expansion of the Ku Klux Klan's message to target Catholics, Jews, and new immigrants have affected social dynamics in the 1920s? **(8.12, 8.12.k)**

» The expansion of the Ku Klux Klan's message to target Catholics, Jews, and new immigrants likely deepened divisions and tensions among different communities.

"The Russian Revolution," pages 39–41

Scaffold understanding as follows:

Have students read the section on pages 39–41 independently.

CORE VOCABULARY—Point out the vocabulary term *communist*, and explain its meaning.

SUPPORT—Explain that the Russian Revolution was actually two revolutions: a democratic one and then a communist one. The communist revolution was followed by a civil war, which ended in 1922 with the formation of the Soviet Union, also known as the Union of Soviet Socialist Republics, or U.S.S.R.

SUPPORT—Before the Russian Revolution, Russia faced significant challenges that contributed to the downfall of Czar Nicholas II. Its defeat in the Russo-Japanese War of 1904–5 sparked unrest and showcased the government's weaknesses. Severe economic and social issues, such as widespread poverty among peasants, harsh working conditions in rapidly industrializing cities, and political discontent due to the czar's autocratic rule, made the situation worse. The strain of World War I, with its military losses and economic hardships, further destabilized the already fragile Russian society, setting the stage for the 1917 revolution.

After students read the text, ask the following questions:

LITERAL—What were some of the events that led to the overthrow of the Russian government during World War I? **(8.12, 8.12.a)**

» The overthrow of the Russian government during World War I was driven by discontent with royal rule, ongoing protests, and the rise of Bolshevik communists led by Vladimir Lenin.

LITERAL—What were some of the economic changes implemented by the Bolshevik communists after they took control of Russia? **(8.12, 8.12.a)**

» After taking control of Russia, the Bolshevik communists introduced a centralized "command" economy, where decision-making in factories was planned by the government in Moscow. They also established workers' councils called soviets, although these did not have real control.

EVALUATIVE—What impact did the transition from czarist rule to communist rule have on the people of Russia? **(8.12, 8.12.a)**

» The transition from czarist rule to communist rule in Russia had both positive and negative impacts. While life under the czars had been harsh, the forced imposition of Communist Party rule also resulted in suffering and repression, with dissenting voices being silenced through violence and the stripping away of private property rights.

"The First Red Scare," pages 41–43

Scaffold understanding as follows:

Have students read the section on pages 41–43 independently.

CORE VOCABULARY—Point out the vocabulary term *anarchist*, and explain its meaning.

SUPPORT—Explain that the word *radical* can be both an adjective and a noun. As an adjective, it describes something that is extreme or revolutionary. As it is used in the text, it is a noun that describes a person with extreme views.

SUPPORT—Display the image of the Soviet flag. Note that the term *Red Scare* came from the flag's main color. Point out the hammer and sickle to students. Explain that the hammer represented industrial workers. The sickle represented farms and farmworkers. They're shown together on the Soviet flag to represent the solidarity of the working class.

SUPPORT—Students read about John D. Rockefeller in Unit 2, *The Changing Nation*. Remind them that he was a prominent American businessman known for his involvement in the oil industry.

SUPPORT—The U.S. attorney general serves as the top federal prosecutor in a specific district, responsible for bringing criminal cases to court and representing the federal government in civil matters. They work closely with law enforcement agencies, provide legal counsel to federal agencies, and engage with the community to ensure justice and public safety. Prompt students to identify the current U.S. attorney general.

SUPPORT—Direct students to the image of the Red Scare cartoon on page 42. Ask the following questions to facilitate class discussion:

- Who does the man in the bottom right corner of the image represent? (*He represents the "Reds"—Bolsheviks and anarchists.*)
- Why do you think he is peeking out from underneath the American flag? (*Answers will vary, but students may suggest that he is hiding in plain sight in the United States or that he appears to be preparing to set the fires of "anarchy" to the flag.*)
- Ask students to consider how the fact that this was a printed cartoon and not a speech or other spoken source affected the way historians understand the first Red Scare today. What perspectives might we be missing? (*Historians may not understand the perspectives of communists, labor activists, or anarchists from this time because they did not feel safe to share their opinions publicly.*) **(8.6.d)**

You may wish to have students analyze the cartoon using the National Archives Analyze a Cartoon worksheet. This worksheet is available in both English and Spanish.

After students read the text, ask the following questions:

EVALUATIVE—Why was this period of tension and unrest referred to as a "Red Scare"? **(8.1, 8.2, 8.12, 8.12.a)**

» This period was called a "Red Scare" because of the fear and anxiety that radicals, particularly communists and anarchists, were trying to promote a revolution similar to the Russian Revolution in the United States. The term *Red* referred to the color of the flag flown by Russian communists.

LITERAL—What were the Palmer Raids? **(8.12, 8.12.a)**

» The Palmer Raids were government actions led by U.S. Attorney General A. Mitchell Palmer in November 1919 and January 1920. They involved the arrest and deportation of about five thousand people, including anarchists, communists, and labor activists. Many of those arrested were recent Italian and eastern European immigrants.

EVALUATIVE—Why is the case of Sacco and Vanzetti considered a symbol of the tensions surrounding issues of radicalism and immigration in the 1920s? **(8.12, 8.12.a, 8.12.j)**

» The case of Sacco and Vanzetti is seen as a symbol of these tensions because although they were known anarchists, many people believed that the evidence of their involvement in the murders they were accused of was unconvincing. Their trial and execution sparked protests around the world and raised questions about justice, radicalism, and immigration in the United States during the 1920s.

Primary Source Feature: "Warren G. Harding and the 'Return to Normalcy,'" page 44

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 44.

Introduce the source by reviewing what students read about Harding and the "return to normalcy." Explain that in this excerpt, Harding explains his reasons for returning to "normal."

Read the source aloud.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

- **cataclysmal, adj.** relating to or denoting something that is severely destructive or disruptive, often in a way that brings about change
- **draughts, n.** an act of drinking, used figuratively in this source to represent sips or small amounts from "the dangerous cup of barbarity"
- **barbarity, n.** extreme cruelty or brutality
- **nostrums, n.** proposed remedies or solutions that are of doubtful efficacy, especially ones offered for political or social problems
- **equipoise, n**. balance or equilibrium
- **acquirements, n**. things that a person has learned to do or achieve

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What does Warren G. Harding believe America needs, according to his speech? **(8.1, 8.2, 8.6, 8.6.a, 8.6.b, 8.7, 8.7.a, 8.12)**

» Harding believes that America needs healing and a return to normality rather than heroics, revolutionary changes, or dramatic actions. He emphasizes the need for restoration, adjustment, and tranquility in the country's governance and society.

EVALUATIVE—Was Harding's emphasis on "normality" and "healing" an appropriate response for America after World War I? **(8.1, 8.2, 8.6, 8.6.a, 8.6.b, 8.7, 8.7.a, 8.12)**

» Answers may vary, but students may suggest that the war caused a lot of changes and problems, and people were probably tired and needed a break. Going back to normal would help everyone calm down and feel stable again.

Primary Source Feature: "'The Case Against the Reds' by Attorney General A. Mitchell Palmer (1920)," page 45

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 45.

Introduce the source by reviewing what students read about the Red Scare and the Palmer Raids. Explain that this excerpt comes from a magazine essay by Attorney General Palmer in which he explains why the "Reds" are a threat.

Invite volunteers to read the excerpt aloud.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

- **libertine, adj.** characterized by a lack of regard for moral principles
- **creed, n**. a set of beliefs, principles, or opinions that guide one's actions and worldview
- **fanaticism, n.** excessive and irrational zeal or enthusiasm for a particular belief, cause, or ideology
- **degenerate, adj.** having declined in physical, mental, or moral qualities; characterized by a decline in standards or behavior
- **oratory, n.** the art or practice of persuasive public speaking

SUPPORT—Explain that the word *aliens* is a derogatory term for immigrants.

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What metaphor does Attorney General Palmer use to describe the spread of revolution in the United States? **(8.6, 8.6.a, 8.6.b, 8.12, 8.12.a)**

» Attorney General Palmer uses the metaphor of "a prairie-fire" to describe the spread of revolution in the United States. He compares revolution to a wildfire that engulfs everything in its path.

LITERAL—What metaphor does Attorney General Palmer use to describe communism's effects on American institutions? **(8.6, 8.6.a, 8.6.b, 8.12, 8.12.a)**

» Attorney General Palmer uses the metaphor of a "disease" to describe communism's effects on American institutions. He suggests that the spread of revolutionary ideas and the actions of the "Reds" are infecting American society "with the disease of their own minds" and what he considers to be "their unclean morals."

EVALUATIVE—How does Attorney General Palmer justify his actions and beliefs regarding the "Reds"? **(8.6, 8.6.a, 8.6.b, 8.12, 8.12.a)**

» Attorney General Palmer justifies his actions and beliefs regarding the "Reds" by presenting them as a significant threat to American society. Palmer argues that communism is inherently criminal, emphasizing the notion that "robbery, not war, is the ideal of communism." He also says that the government must prevent crime and that there can be no leniency toward those holding radical ideals.

LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. **(8.1)**
- Review and discuss the Framing Question: "How did the aftermath of World War I shape the United States' approach to global and domestic challenges in the 1920s?"

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Framing Question: "How did the aftermath of World War I shape the United States' approach to global and domestic challenges in the 1920s?"
  - » Key points students should cite include: the rise of American isolationism in foreign policy, which was emphasized in Warren G. Harding's "Return to Normalcy" speech advocating for a focus on domestic issues and a shift away from international entanglements; the economic challenges of transitioning from wartime to peacetime industries, including a recession and inflation; the impact of the 1918 influenza pandemic; the Great Migration and growing racial tensions in cities; the emergence of the Ku Klux Klan; the first Red Scare, fueled by the fear of communism and anarchists; the political and social effects of the Russian Revolution and its spread of radical ideologies.
- Choose two of the Core Vocabulary terms (*recession*, *pandemic*, *martial law*, *communist*, or *anarchist*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

UNIT 3

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Answer Key: *The Changing World* 82

A. On your own paper, write that letter(s) that provides the best answer.

1. Which statement would an anti-imperialist most likely agree with? **(8.1, 8.10)**

a) The United States has a powerful military, which gives it the right to intervene in other nations.
b) Bringing Christianity to other nations through missionaries and other means is enough justification for the United States to take control.
c) Seizing land and announcing control over entire groups of people goes against core American values of freedom and democracy.
d) Sometimes intervention in another nation's business is required, especially if it can benefit the United States and its economy.

2. What was one factor that initially brought Americans to Hawaii? **(8.1, 8.10, 8.10.e)**

a) leisure opportunities, such as hiking the islands
b) business opportunities, such as sugar plantations
c) cultural opportunities, such as sampling new fruits
d) political opportunities, such as running for office in the provisional government

3. Use the image to answer the question.

What was significant about this person's reign? **(8.1, 8.10.e)**

a) She was the last reigning monarch of Hawaii before Americans rebelled and overthrew the monarchy.
b) She explained the importance of American imperialism to the Hawaiian people.
c) She was the queen of Hawaii when it became an American state.
d) She assisted in setting up a provisional government in Hawaii.

4. Use the image to answer the question.

$50,000 REWARD.—WHO DESTROYED THE MAINE?—$50,000 REWARD.

EDITION FOR GREATER NEW YORK.

NEW YORK JOURNAL AND ADVERTISER.

The Journal will give $50,000 for information, furnished to it exclusively, that will convict the person or persons who sank the Maine.

NO. 3,372. NEW YORK, THURSDAY, FEBRUARY 17, 1898.—16 PAGES. PRICE ONE CENT

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY.

$50,000!

$50,000 REWARD!

For the Detection of the Perpetrator of the Maine Outrage!

Assistant Secretary Roosevelt Convinced the Explosion of the War Ship Was Not an Accident.

The Journal Offers $50,000 Reward for the Conviction of the Criminals Who Sent 258 American Sailors to Their Death. Naval Officers Unanimous That the Ship Was Destroyed on Purpose.

$50,000!

$50,000 REWARD!

For the Detection of the Perpetrator of the Maine Outrage!

POWDER MAGAZINE

NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY A SPANISH MINE.

Hidden Mine or a Sunken Torpedo Believed to Have Been the Weapon Used Against the American Man-of-War---Officers and Men Tell Thrilling Stories of Being Blown Into the Air Amid a Mass of Shattered Steel and Exploding Shells---Survivors Brought to Key West Scout the Idea of Accident---Spanish Officials Protest Too Much---Our Cabinet Orders a Searching Inquiry---Journal Sends Divers to Havana to Report Upon the Condition of the Wreck.

How did this image influence the start of the Spanish-American War? **(8.1, 8.10.f)**

a) Researchers published opinion polls about Americans' attitudes toward war.
b) Newspapers published propaganda interviews with politicians who wanted to start a war.
c) Photographers showed the truth about Spain's role in sinking the USS *Maine*.
d) Yellow journalism was used to run sensational and exaggerated stories to call for war.

5. Why did American secretary of state John Hay call the Spanish-American War a "splendid little war"? **(8.1, 8.10.f)**

a) It ended quickly.
b) The soldiers enjoyed themselves.
c) It created economic opportunities for American anti-imperialists.
d) It allowed the United States to develop new wartime technologies.

6. Use the image to answer the question.

Which of these territories were occupied or acquired by the United States following the Spanish-American War under the terms of the Treaty of Paris (1898)? Select the **two** correct answers. **(8.1, 8.4, 8.10.f)**

a) Cuba
b) Hawaii
c) Panama
d) Puerto Rico
e) Spanish Empire

7. Why did President Roosevelt order the group of battleships known as the Great White Fleet to sail around the world? **(8.1, 8.10.g)**

a) He wanted them to conduct secret spying on other nations.
b) He wanted to use America's navy to trigger the start of World War I.
c) He wanted to demonstrate that the United States had a powerful navy.
d) He wanted them to conduct American business by trading goods around the world.

8. Use the image to answer the question.

Which action is depicted in this image? **(8.1, 8.10.g)**

a) the construction of a Hawaiian sugar plantation
b) the U.S. Navy defeating Spain's fleet in the Philippines
c) boats passing through the Panama Canal
d) the addition of the Roosevelt Corollary to the Monroe Doctrine

9. Use the following excerpt to answer the question.

"Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power. . . ."

—from the Roosevelt Corollary

What does President Roosevelt argue would cause the United States to intervene in another nation's affairs? **(8.1, 8.10.f)**

a) President Roosevelt argues that a nation abusing its police force's power could trigger intervention by the United States.
b) President Roosevelt argues that wrongdoing and deterioration of civilization could cause the United States to exercise international police power.
c) President Roosevelt argues that the idea of American exceptionalism allows the United States to act as a police force over all other nations in the Western Hemisphere.
d) President Roosevelt argues that if the U.S. government believes another nation's government is ineffective, then the United States can step in to install a better government.

10. Use the excerpt to answer the question.

"Our opponents, conscious of the weakness of their cause, seek to confuse imperialism with expansion, and have even dared to claim [Thomas] Jefferson as a supporter of their policy. Jefferson spoke so freely and used language with such precision that no one can be ignorant of his views. On one occasion he declared: 'If there be one principle more deeply rooted than any other in the mind of every American, it is that we should have nothing to do with conquest.' And again he said: 'Conquest is not in our principles; it is inconsistent with our government.' The forcible annexation of territory to be governed by arbitrary power differs as much from the acquisition of territory to be built up into states as a monarchy differs from a democracy. The democratic party does not oppose expansion when expansion enlarges the area of the republic and incorporates land which can be settled by American citizens, or adds to our population people who are willing to become citizens and are capable of discharging their duties as such."

—from "Imperialism: Flag of an Empire" by William Jennings Bryan

How does Bryan counter the argument of those who support imperialism? **(8.1, 8.6, 8.6.b, 8.10)**

a) by suggesting that imperialism undermines the principle of self-government and contradicts values of liberty and anti-conquest
b) by arguing that imperialism strengthens the principle of self-government in the United States
c) by stating that imperialism and expansion are essentially the same, and both are beneficial
d) by claiming that imperialism aligns with the principles and values of Thomas Jefferson

B. On your own paper, write a well-organized paragraph in response to the following prompt:

What was the main reason for the Spanish-American War? Use evidence from the chapter to support your claim. **(8.1, 8.2, 8.7, 8.7.c, 8.10, 8.10.f)**

A. On your own paper, write the letter(s) that provides the best answer.

1. Which of the following best describes a cause of World War I that had been growing for years? **(8.11, 8.11.a)**

a) the mobilization of Russia
b) a system of interlocking alliances between European nations
c) economic pressures from nations outside of Europe, like the United States.
d) the assassination of Archduke Franz Ferdinand and his wife, the Duchess of Hohenberg

Use the maps to answer questions 2 and 3.

2. Which Central Powers country is located around 40 degrees north latitude and 40 degrees east longitude? **(8.5)**

a) Turkey
b) Germany
c) United States
d) Austria-Hungary

3. Which claim is best supported by these two maps? **(8.4, 8.6, 8.6.a, 8.6.b, 8.11)**

a) The Allied Powers were greatly outnumbered by 1917.
b) The Allied Powers controlled the most territory between 1914 and 1917.
c) The Central Powers controlled the most territory between 1914 and 1917.
d) The Central Powers controlled most of the land in the Southern Hemisphere.

4. Use the image to answer the question.

What was a significant drawback of trench warfare during World War I? **(8.1, 8.11, 8.11.f)**

a) Soldiers had comfortable living conditions.
b) Soldiers had to travel long distances to reach the front.
c) Trenches were spacious and well-ventilated.
d) Trenches often became unsanitary and disease-ridden.

5. Use the image to answer the question.

Which of the following roles did airplane pilots play during World War I? **(8.1, 8.11, 8.11.f)**

a) engaging in dogfights and dropping bombs
b) delivering mail to soldiers on the front lines
c) transporting soldiers from one front to another
d) providing musical entertainment in the skies

6. How did the Zimmermann Telegram push the United States to enter the war? **(8.1, 8.11, 8.11.c)**

a) It disclosed Germany's intention to end submarine warfare.
b) It revealed Germany's plan to invade the United States directly.
c) It confirmed that Germany had already formed an alliance with Canada.
d) It showed that Germany had promised to help Mexico regain lost territories.

7. Use the image to answer the question.

Which of the following best describes the purpose of this poster?
(8.1, 8.11, 8.11.d, 8.11.e)

a) to encourage young men to enlist in the U.S. military
b) to promote the sale of war bonds to support the war effort
c) to inform the public about the locations of army recruitment centers
d) to scare young men and women who might be excited about joining the U.S. military

8. Use the image to answer the question.

Which of the following statements best describes the goals of the people in this image? Select the **two** correct answers. **(8.1, 8.11, 8.11.g)**

a) Wilson focused on global peace and the idea of self-determination for Europeans.
b) The primary goal of these leaders was to establish the United States as the world's leading superpower.
c) Both Wilson and the other leaders wanted to strengthen Germany's economy and military.
d) All leaders agreed that African and Asian nations should have the right to self-determination.
e) The leaders from Europe sought to punish Germany for the war.

9. Use the excerpt to answer the question.

"The present German submarine warfare against commerce is a warfare against mankind. It is a war against all nations. American ships have been sunk, American lives taken. . . . There is one choice we cannot make, we are incapable of making: we will not choose the path of submission and suffer the most sacred rights of our Nation and our people to be ignored or violated."

—from President Wilson's War Message (April 2, 1917)

Which of the following did President Wilson give as the primary reason the United States could not remain neutral in the face of German submarine warfare? **(8.1, 8.11, 8.11.b, 8.11.c)**

a) The United States believed that Germany's actions violated international law.
b) The United States wanted to gain control of German territories.
c) German submarines were targeting only American ships.
d) The United States wanted to showcase its naval strength.

10. Use the excerpt to answer the question.

"The Treaty [of Versailles] includes no provisions for the economic rehabilitation of Europe,—nothing to make the defeated Central Empires into good neighbors, nothing to stabilize the new States of Europe, nothing to reclaim Russia; nor does it promote in any way a compact of economic solidarity amongst the Allies themselves. The Council of Four paid no attention to these issues, being preoccupied with others, —Clemenceau to crush the economic life of his enemy, Lloyd George to do a deal and bring home something which would pass muster for a week, the President [of the United States] to do nothing that was not just and right. It is an extraordinary fact that the fundamental economic problems of a Europe starving and disintegrating before their eyes, was the one question in which it was impossible to arouse the interest of the Four."

—from John Maynard Keynes, *The Economic Consequences of the Peace* (1920)

What does John Maynard Keynes say about the Treaty of Versailles and the Council of Four in this excerpt? **(8.1, 8.2, 8.6, 8.6.b, 8.11, 8.11.g)**

a) He criticizes the treaty for not addressing the economic rehabilitation of Europe and the Council of Four for their lack of interest in Europe's economic problems.
b) He focuses on the successful negotiations by Lloyd George to bring economic benefits to the United Kingdom.
c) He commends President Wilson for ensuring that the treaty was just and right for all nations involved.
d) He praises the treaty for its focus on economic rehabilitation and solidarity among the Allies.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

How did the contributions of Americans, both at home and on the battlefield, influence the outcome of World War I? Use evidence from the chapter to support your response. **(8.1, 8.2, 8.7, 8.11.d)**

A. On your own paper, write the letter(s) that provides the best answer.

1. Why did the United States adopt a strict isolationist sentiment regarding foreign policy in the 1920s and 1930s? **(8.1, 8.2, 8.11, 8.11.h)**

a) Americans remembered World War I as a time of loss and believed they were needlessly dragged into it.
b) The United States wanted to establish military bases in Europe to strengthen its global presence.
c) Americans were eager to support European nations in their postwar rebuilding efforts.
d) The United States wanted to focus on building stronger trade relations with Asia.

2. Use the image to answer the question.

Why are the people in the photograph gathered? **(8.1, 8.6, 8.6.a, 8.12, 8.12.k)**

a) to demand better wages and working conditions due to economic challenges and inflation
b) to support the influx of immigrants arriving in the United States
c) to oppose the formation of labor unions and their influence
d) to protest against the war and its outcomes

3. Use the image to answer the question.

What was the effect of the influenza pandemic of 1918 on the global population? **(8.1, 8.6, 8.6.a, 8.12, 8.12.k)**

a) The flu spread rapidly due to crowded wartime conditions and overwhelmed hospitals, leading to millions of deaths worldwide.
b) The flu primarily affected only the elderly population, leaving younger generations unharmed.
c) The pandemic was easily contained and had minimal impact on the global population.
d) Only soldiers returning from battlefields were affected by the virus, sparing civilians.

4. Use the map to answer the question.

Which claims does this map support? Select the **two** correct answers. **(8.1, 8.4, 8.6, 8.6.a, 8.12, 8.12.j)**

a) African American people from Louisiana mostly moved to cities in Michigan.
b) African American people from Georgia mostly moved to cities on the East Coast of the United States.
c) Most destination cities during the Great Migration were in the western parts of the United States.
d) The Great Migration was a movement of African American people from southern states mostly to northern cities.
e) The Great Migration was a movement of African American people from northern cities to southern states.

5. What was a primary reason for the discontent with Czar Nicholas II's rule in Russia before World War I? **(8.1, 8.12, 8.12.a)**

a) The czar was promoting communist ideologies.
b) The czar was focused on expanding Russia's territories.
c) The czar was actively supporting the peasants and workers.
d) The czar was largely unresponsive to the pleas of peasants and workers facing hunger and poverty.

6. Use the image to answer the question.

Why is anarchy represented as a fire in this cartoon? **(8.1, 8.6, 8.6.a, 8.12, 8.12.a)**

a) to symbolize the rapid spread and destructive nature of anarchy
b) to represent the warmth and comfort anarchy brings to society
c) to indicate that anarchy was a fleeting and temporary issue
d) to show that anarchy was a source of light and guidance

7. Use the quotation to answer the question.

"Dear Old Friend: . . . I thought I would write you a few . . . facts of the present condition of the north. . . . People are coming here every day and are finding employment. Nothing here but money and it is not hard to get. . . . I have children in school every day with the white children."

—an African American migrant from Alabama writing home to a friend about Chicago (June 1917)

What can be inferred about the experiences of this African American migrant from Alabama after moving to Chicago in 1917? **(8.1, 8.12, 8.12.j)**

a) The migrant found Chicago to be a place of economic opportunity and observed integrated schooling.
b) The migrant regretted their decision to move to the North due to racial tensions.
c) The migrant struggled to find employment and faced economic hardships.
d) The migrant observed clear racial segregation in schools.

Use the excerpt to answer questions 8 and 9.

"Like a prairie-fire, the blaze of revolution was sweeping over every American institution of law and order a year ago. . . . Robbery, not war, is the ideal of communism. . . . Upon these two basic certainties, first that the 'Reds' were criminal aliens and secondly that the American Government must prevent crime, it was decided that there could be no nice distinctions drawn between the theoretical ideals of the radicals and their actual violations of our national laws. . . . It is my belief that while they have stirred discontent in our midst . . . we can get rid of them! and not until we have done so shall we have removed the menace of Bolshevism for good."

—from "The Case Against the Reds" by Attorney General A. Mitchell Palmer (1920)

8. Based on the excerpt, how did the author view the influence of the "Reds," or communists, in America? **(8.1, 8.12, 8.12.a)**

a) as a positive force for change and progress
b) as a minor inconvenience that would soon fade away
c) as a neutral movement that had both good and bad elements
d) as a dangerous threat that was undermining American institutions and values

9. What did the author believe was the primary ideal of communism? **(8.1, 8.12, 8.12.a)**

a) equality and justice
b) peaceful coexistence
c) economic prosperity for all
d) robbery and criminal behavior

10. Use the excerpt to answer the question.

"America's present need is not heroics, but healing; not nostrums, but normality; not revolution, but restoration; not agitation, but adjustment; not surgery, but serenity; not the dramatic, but the dispassionate; not experiment, but equipoise; not submergence in internationality, but sustainment in triumphant nationality."

—from Warren G. Harding, "Return to Normalcy" (1920)

What does Warren G. Harding emphasize as America's need in his "Return to Normalcy" speech? **(8.1, 8.11, 8.11.h, 8.12)**

a) America requires aggressive approaches to solve its problems.
b) America needs to engage in heroic actions and revolutionary changes.
c) America should focus on dramatic experiments and international engagements.
d) America needs healing and a focus on national stability rather than international involvement.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Name one key political, social, or economic change that shaped the United States in the 1920s. How did this change influence American society and culture during this era? Support your answer with details from the chapter. **(8.1, 8.2, 8.7, 8.12, 8.12.a, 8.12.j, 8.12.k)**

Performance Task: *The Changing World*

Teacher Directions: The Spanish-American War and World War I both occurred in the early twentieth century and brought about significant changes for the United States of America.

Activity Page

AP 1.3

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Volume and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their essays.

Prompt:

Which war had a greater impact on the United States: the Spanish-American War or World War I? **(8.1, 8.2, 8.3, 8.6, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.10, 8.10.f, 8.10.g, 8.11)**

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	World War I had a greater impact on the United States than the Spanish-American War.
Reason:	World War I led to significant social, economic, and political changes in the United States, including shifts in gender roles and race relations, technological advancements, and international involvement.
Evidence:	World War I prompted shifts in gender roles because as men departed for the battlefields, women entered the workforce, supporting wartime industries. Race relations also saw a shift, as thousands of African Americans served in the armed forces during the war. Although they had to serve in segregated units, they contributed greatly to the fight for democracy. New technologies shaped modern warfare. The development and deployment of new weapons and machinery, including tanks and airplanes, had a lasting impact on military strategy and technology. Furthermore, the United States' entry into World War I signified its heightened involvement in global affairs. The nation's participation in discussions surrounding the League of Nations underscored its newfound role in international diplomacy. This shift in foreign policy had profound implications for the United States as it began to assert itself as a prominent player on the world stage.
Counterclaim and Answer:	While the Spanish-American War resulted in territorial acquisitions, such as Puerto Rico and the Philippines, its overall impact on the United States was less transformative in terms of societal changes and global involvement. Therefore, World War I's far-reaching consequences make it the war that had a greater impact on the United States.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their written responses.

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated and, focused and demonstrates strong understanding of the impacts of major early twentieth-century conflicts; a few minor errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details: • The Spanish-American War helped make the United States an imperial power through its acquisition of territories such as Cuba, Guam, and Puerto Rico. • U.S. entry into World War I changed not only the course of the war but also the lives of people at home. • Mobilization of the American economy and people for war supported wartime industries and a booming wartime economy. People on the home front supported the war effort by working in war industries, planting victory gardens, and purchasing Liberty Bonds. • U.S. involvement in the Treaty of Versailles and the League of Nations initially indicated a greater American interest in international affairs, before the United States eventually reverted to a policy of isolationism. • World War I led to social changes, such as women's greater participation in careers and the service of African American men in segregated units abroad. • Economic and industrial growth occurred during the war but were followed by a postwar recession. • As Americans turned inward again following World War I, problems at home, such as growing racial tensions and the first Red Scare, occurred.
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the impacts of major early twentieth-century conflicts, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.

1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the impacts of major early twentieth-century conflicts, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the impacts of major early twentieth-century conflicts. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____ Date _____

Performance Task Activity: *The Changing World*

The Spanish-American War and World War I both occurred in the early twentieth century and brought about significant changes for the United States of America.

Answer the following prompt by making a claim and supporting it with evidence from the unit:

Which war had a greater impact on the United States: the Spanish-American War or World War I?

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The Changing World*, as well as from the sources and resources in the unit activities.

Name _____ Date _____

Activity Page 1.1

Use with Chapter 1

Letter to Family

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the impacts of major early twentieth-century conflicts on the United States. They will learn about the Spanish-American War, World War I, and challenges faced in the postwar United States.

In this unit, students will explore how the United States changed as a result of its global interactions in the early twentieth century. They will read and analyze primary sources, examine maps and charts, and respond to questions that deepen their understanding of this period of U.S. history.

As part of their exploration, students will also learn a little bit about growing racial tensions in the postwar United States, including anti-immigrant sentiment, the reemergence of the Ku Klux Klan, and incidents of racial violence such as the Tulsa Massacre. This information is presented in a factual, age-appropriate way. The goal is to foster a complete and accurate understanding of historical events and their consequences.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.

Name _____ Date _____

Activity Page 1.2 Use with Chapters 1–3

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Name _____ Date _____

Activity Page 1.3 Use with Chapters 1–3

Claims and Evidence

STATE THE CLAIM *What opinion or position are you defending?*

STATE THE REASON *Why should someone agree with this claim?*

IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*

RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____ Date _____

Activity Page 1.4 Use with Chapter 1

KWL Chart

What Did I Learn?	
What Do I Want to Know?	
What Do I Know?	

Name _____ Date _____

Activity Page 3.1 Use with Chapter 3

Domain Vocabulary: Chapters 1–3

Using your own paper, write the letter that matches the definition of each word.

1.	imperialism	**a)**	close combat between military airplanes
2.	exploitation	**b)**	a period of decline in a nation's economy
3.	tariff	**c)**	belief in the superiority of one's nation
4.	provisional	**d)**	the practice of gaining power as a country by taking over areas of the world
5.	nationalism	**e)**	a person who opposes war and violence as a way to resolve conflict
6.	militarism	**f)**	an approach to foreign policy displaying a reluctance to enter international affairs
7.	jingoism	**g)**	an outbreak of rapidly spreading disease that affects many people around the world at the same time
8.	interlocking alliances	**h)**	temporary
9.	mobilization	**i)**	the act of wearing down by inflicting continuous losses
10.	dogfight	**j)**	the process of preparing to fight a war or take other collective action
11.	attrition	**k)**	the building up of a strong military
12.	shell shock	**l)**	a person who believes in establishing an economic system based on community ownership of property and industry, known as communism
13.	isolationism	**m)**	a tax imposed on particular imported goods
14.	draft	**n)**	a person who rebels against or works to disrupt an established authority, usually a government or an economic system
15.	propaganda	**o)**	a condition caused by the intense stress of participating in warfare, known today as post-traumatic stress disorder or PTSD
16.	pacifist	**p)**	information spread to encourage belief in a certain person or idea
17.	recession	**q)**	the act of making use of something unfairly for one's own advantage
18.	martial law	**r)**	a system in which countries agree to help each other when one of them is attacked
19.	communist	**s)**	a system that requires individuals to serve in the military
20.	anarchist	**t)**	the temporary substitution of military enforcement of civilian rules
21.	pandemic	**u)**	extreme nationalism marked by aggressive foreign policy

2022 Louisiana Student Standards for Social Studies:

Grade 8

8.1 Explain ideas, events, and developments in the history of the United States of America from 1877 to 2008 and how they progressed, changed, or remained the same over time.

8.2 Analyze connections between events and developments in U.S. history within their global context from 1877 to 2008.

8.3 Compare and contrast events and developments in U.S. history from 1877 to 2008.

8.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1877 to 2008, including environmental, cultural, economic, and political characteristics and changes.

8.5 Use maps to identify absolute location (latitude, and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.

8.6 Use a variety of primary and secondary sources to:

- **a)** Analyze social studies content.
- **b)** Evaluate claims, counterclaims, and evidence.
- **c)** Compare and contrast multiple sources and accounts.
- **d)** Explain how the availability of sources affects historical interpretations.

8.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- **a)** Demonstrate an understanding of social studies content.
- **b)** Compare and contrast content and viewpoints.
- **c)** Analyze causes and effects.
- **d)** Evaluate counterclaims.

8.8 Analyze the causes and effects of technological and industrial advances during the late nineteenth century and the early twentieth century.

- **a)** Analyze factors that contributed to and effects of the growth of the industrial economy, including capitalism and the growth of free markets, mass production, agricultural advancements, the government's laissez-faire economic policy, and the rise of corporations.
- **b)** Explain the social and economic effects of innovations in technology, transportation, and communication during the late 1800s and early 1900s, including the expansion of railroads, electricity, and telephone.
- **c)** Explain how industrialists and corporations revolutionized business and influenced the U.S. economy and society, with an emphasis on business practices (vertical and horizontal integration, formation of monopolies/trusts), development of major industries (oil, steel, railroad, banking), and the role of entrepreneurs, including Andrew Carnegie, J.P. Morgan, John D. Rockefeller, Cornelius Vanderbilt, and Madam C.J. Walker.

8.9 Analyze the social, political, and economic changes that developed in the United States during the late nineteenth and early twentieth century.

- **a)** Explain how industrialization influenced the movement of people from rural to urban areas and the effects of urbanization.

b) Explain the causes and effects of immigration to the United States during the late 1800s and early 1900s, and compare and contrast experiences of immigrants.

c) Describe the working conditions and struggles experienced by the labor force that led to the labor movement (child labor, hours, safety, wages, standard of living), and evaluate the effectiveness of efforts to improve conditions.

d) Describe the reasons for and effects of the rise of Populism in the United States and Louisiana during the late 1800s, including the role of the Grange, Farmers' Alliance, and People's Party.

e) Analyze the causes and outcomes of the Progressive movement and the role of muckrakers, including the Meat Inspection Act, Pure Food and Drug Act, Seventeenth Amendment, Thomas Nast, Ida Tarbell, Upton Sinclair, and Jacob Riis.

f) Analyze the government's response to the rise of trusts and monopolies, including the passage of the Interstate Commerce Act of 1887, the Sherman Antitrust Act of 1890, and the Clayton Antitrust Act of 1914.

g) Describe important ideas and events of presidential administrations during the late 1800s and early 1900s, with emphasis on Theodore Roosevelt's administration and his support for trust busting, regulation, consumer protection laws, and conservation.

h) Explain the origins and development of Louisiana public colleges and universities, including land grant institutions, Historically Black Colleges and Universities, and regional universities.

i) Analyze the events leading to *Plessy v. Ferguson* (1896) and the consequences of the decision, including changes to the Louisiana Constitution.

j) Explain the emergence of the Jim Crow system and how it affected Black Americans.

k) Explain the goals and strategies used by civil rights leaders of the late 1800s and early 1900s, and analyze differing viewpoints of key figures and groups, including W.E.B. DuBois and the Niagara Movement, Booker T. Washington, NAACP, Mary Church Terrell, and Ida B. Wells.

8.10 Analyze ideas and events related to the expansion of the United States during the late nineteenth century and early twentieth century.

a) Explain the motivations for migration to and settlement of the West by various groups, including Exodusters, and how their motivations relate to the American Dream.

b) Analyze Frederick Turner's "The Significance of the Frontier in American History."

c) Analyze how lives of Native Americans changed as a result of westward expansion and U.S. policies, including extermination of the buffalo, reservation system, Dawes Act, and assimilation.

d) Analyze the causes and effects of conflict between Native Americans and the U.S. government and settlers during the late nineteenth century and early twentieth century, including the Battle of Little Bighorn and Wounded Knee and subsequent treaties.

e) Analyze the events leading to and effects of the U.S. acquisition of Hawaii.

f) Analyze the ideas and events leading to the Spanish-American War and the short- and long-term outcomes, including the terms of the Treaty of Paris (1898), U.S. acquisition of Spanish territories, and emergence of the United States as a world power.

g) Analyze foreign policy achievements of Theodore Roosevelt, including the construction of the Panama Canal and use of the Great White Fleet.

8.11 Analyze the causes, course and consequences of World War I.

a) Describe the causes of World War I, including militarism, alliances, imperialism, nationalism, and the assassination of Archduke Franz Ferdinand.

b) Explain the reasons for the initial U.S. policy of neutrality and isolationism.

c) Analyze the events leading to U.S. involvement in World War I, including German submarine warfare, the sinking of the Lusitania, and the Zimmerman Telegram.

d) Analyze how the United States mobilized for war and ways the American people contributed to the war effort on the home front and abroad, with an emphasis on military service, role of women and minority groups, liberty bonds, and victory gardens.

e) Explain how the U.S. government directed public support and responded to dissent during World War I, including through the use of wartime propaganda, Committee on Public Information, Espionage Act, Sedition Act, and *Schenck v. United States* (1919).

f) Explain how military strategies and advances in technology affected warfare and the course of World War I, including trench warfare, airplanes, machine guns, poison gas, submarines, and tanks.

g) Describe the goals of leaders at the Paris Peace Conference, comparing Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.

h) Explain the reaction of the U.S. Senate to the Treaty of Versailles and League of Nations, and describe the return to isolationism after the war.

8.12 Analyze the political, social, cultural and economic effects of events and developments during the early twentieth century.

a) Differentiate between the benefits and detriments of capitalism and communism, and explain how the concepts affected society during the early 1900s, including the Bolshevik Revolution and the first Red Scare.

b) Describe the causes and consequences of Prohibition and the Eighteenth Amendment, including bootlegging and organized crime, and the repeal with the Twenty-First Amendment.

c) Explain how advances in transportation, technology, and media during the early twentieth century changed society and culture in the United States, including the automobile, radio, and household appliances.

d) Explain the importance of the woman's suffrage movement and events leading to the passage of the Nineteenth Amendment, including the role of key figures such as Susan B. Anthony, Lucy Burns, Carrie Chapman Catt, Alice Paul, Elizabeth Cady Stanton, Lucy Stone, and Ida B. Wells.

e) Explain the causes and effects of social and cultural changes of the 1920s and 1930s on the United States, and describe the influence of notable figures of the Harlem Renaissance (Louis Armstrong, Duke Ellington, Ella Fitzgerald, Langston Hughes, Zora Neale Hurston, Sargent Claude Johnson, Augusta Savage) and cultural figures (Amelia Earhart, Ernest Hemingway, Jacob Lawrence, Jesse Owens, and Babe Ruth).

f) Explain how various factors affected Louisiana's economy during the early twentieth century, including booms in the timber, oil, and gas industries.

g) Describe the causes of the Great Mississippi River Flood of 1927, and explain how the disaster and government response affected Louisianans.

h) Analyze Louisiana politics in the early twentieth century, including the role of Huey Long's career in both Louisiana and national politics.

i) Analyze causes and effects of changes to the Louisiana Constitution over time, with emphasis on revisions from 1879 to 1974.

j) Explain the causes and effects of migration and population shifts in the United States during the early twentieth century, including the Great Migration.

k) Analyze factors leading to and consequences of social and economic tensions in the early twentieth century, including the 1918 influenza outbreak, recession and inflation, labor strikes, resurgence of the Ku Klux Klan, Chicago riot of 1919, and the Tulsa Massacre.

8.13 Analyze the causes and effects of the Great Depression.

a) Explain the causes of the Great Depression, with an emphasis on how bank failures, buying stock on margin, overextension of credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash contributed to the economic crisis.

b) Explain the effects of the Great Depression on people, including rising unemployment, foreclosures, growth of "Hoovervilles," and soup kitchens.

c) Describe the causes and effects of the Dust Bowl, including agricultural practices, drought, and migration.

d) Describe the government response to the Great Depression, comparing the reaction of the Hoover and Roosevelt administrations.

e) Analyze the purpose and effectiveness of the New Deal, including the Civilian Conservation Corps (CCC), Tennessee Valley Authority (TVA), Agricultural Adjustment Act, National Recovery Administration, Public Works Administration, Glass-Steagall Act, Federal Deposit Insurance Corporation (FDIC), Securities Exchange Act (SEC), National Housing Act, Works Progress Administration (WPA), and the Social Security Act (SSA).

8.14 Describe the causes, course, and consequences of World War II.

a) Explain the rise and spread of militarism and totalitarianism internationally, examining the similarities and differences between the ideologies of Imperial Japan, fascist Italy and Nazi Germany, and the communist Soviet Union, as well as the origins and effects of violence and mass murder in the 1930s and 1940s as demonstrated by the Nanjing Massacre, the Holodomor, the Holocaust, and treatment of political opponents and prisoners of war during World War II.

b) Describe the acts of aggression leading to World War II in both Europe and Asia, and explain the effectiveness of policies and reactions, including the policy of appeasement towards Nazi Germany.

c) Describe the causes of World War II, and analyze events that led to U.S. involvement in World War II, with emphasis on the attack on Pearl Harbor.

d) Describe the role of alliances during World War II, including the Allies and Axis Powers.

e) Explain the significance of major military actions and turning points during World War II in the Atlantic Theater (Battle of The Atlantic, Operation Torch, Battle of Normandy/Operation Overlord, Battle of The Bulge, Battle of Berlin) and the Pacific Theater (Battle of Bataan and Bataan Death March, Doolittle Raid, Battle of the Coral Sea, Battle of Midway, Battle of Leyte Gulf, Battle of Iwo Jima, Battle of Okinawa).

f) Describe the roles and importance of key figures of World War II, including leaders from the United States (Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George Patton, Douglas MacArthur), Great Britain (Sir Winston Churchill), France (Charles de Gaulle), the Soviet Union (Joseph Stalin), Germany (Adolf Hitler), Italy (Benito Mussolini), and Japan (Michinomiya Hirohito, Hideki Tojo).

g) Explain the causes and consequences of the Holocaust, including antisemitism, Nuremberg Laws restricting civil rights, resistance efforts, experiences of people including Anne Frank, concentration camp system, liberation of camps by the Allies, and Nuremberg trials.

h) Describe the Tuskegee Study conducted on Black Americans from the 1930s to 1972.

i) Explain the causes and effects of Japanese internment in the United States during World War II.

j) Explain the sacrifices and contributions of U.S. soldiers during World War II such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, Cajun "Frenchies", the Women's Army Corps (WAC), and the Navajo Code Talkers.

k) Analyze how Louisiana contributed to the war effort during World War II and the effects of the war on Louisiana, including the role of the Louisiana Maneuvers, Higgins Boats in the success of the Allies, and prisoner of war (POW) camps in Louisiana.

l) Explain how life in the United States changed during and immediately after World War II, with an emphasis on wartime production and the workforce, rationing, conservation, victory gardens, financing through war bonds, propaganda campaigns, and the Servicemen's Readjustment Act (GI Bill).

m) Explain the events that led to, and the conditions of the surrender of the Axis Powers in Europe and Asia, and describe the United States' critical role in the Allied victory.

n) Describe the importance of the Manhattan Project and development of atomic bombs, and analyze the decision to use them.

o) Explain how key decisions from Allied conferences during World War II, including the Atlantic Charter, Tehran, Yalta, and Potsdam, affected the course of the war and postwar world.

8.15 Analyze causes, major events, and key leaders of the Civil Rights Movement from 1954 to 1968.

a) Analyze events during and immediately after World War II leading to the civil rights movement, including Executive Order 8022 and Executive Order 9981.

b) Explain the origins and goals of the civil rights movement of the 1950s and 1960s, and how segregation (de jure and de facto) affected African Americans and influenced the movement.

c) Analyze how the murder of Emmett Till affected support for the civil rights movement.

d) Analyze the importance of the Brown v. Board of Education (1954) decision and subsequent efforts to desegregate schools, including those of the Little Rock Nine at Central High School in Arkansas, Ruby Bridges at William Frantz Elementary in Louisiana, and James Meredith at the University of Mississippi.

e) Analyze the cause, course, and outcome of efforts to desegregate transportation, including the Baton Rouge Bus Boycott, Montgomery Bus Boycott, and Freedom Rides.

f) Evaluate the effectiveness of methods (civil disobedience, boycotts, sit-ins, marches, drives) during the civil rights movement, including during the 1960 Greensboro sit-ins, 1963 demonstrations in Birmingham, 1963 March on Washington, 1964 Freedom Summer, and 1965 Selma Marches.

g) Analyze works of civil rights leaders, including Dr. King's "Letter from Birmingham Jail" and his "I Have a Dream" speech, and explain how the ideas expressed in the works influenced the course of the civil rights movement.

h) Explain the role and importance of key individuals and groups of the civil rights movement, including the Congress of Racial Equality (CORE), Dr. Martin Luther King Jr., Rosa Parks, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), Medgar Evers, Shirley Chisholm, Fannie Lou Hamer, and Malcolm X.

i) Explain reactions to the civil rights movement by opposing individuals and groups, including George Wallace and Leander Perez.

j) Analyze the role of the Supreme Court in advancing civil rights and freedoms during the 1950s and 1960s, including the court cases of *Brown v. Board of Education* (1954), *Boynton v. Virginia* (1960), and *Bailey v. Patterson* (1962).

k) Evaluate legislation and amendments passed in response to the civil rights movement, including the Twenty-Fourth Amendment, Civil Rights Act of 1964, Voting Rights Act of 1965, and Civil Rights Act of 1968.

8.16 Explain the causes, course, and consequences of the Cold War.

a) Explain how the ideologies of communism in the Soviet Union and capitalism in the United States influenced the Cold War and global tensions from 1945–1989.

b) Evaluate the effectiveness of U.S. policies, programs, and negotiation efforts in accomplishing their intended goals, including the Marshall Plan, containment and related doctrines, mutual assured destruction, détente, Strategic Arms Limitation Talks (SALT I and II), and Strategic Defense Initiative (Star Wars program).

c) Analyze Cold War crises and conflicts and how they contributed escalating tensions, including the Berlin Blockade and Airlift, Korean War, Suez Crisis, U-2 Incident, Cuban Missile Crisis, Bay of Pigs Invasion, Berlin Crisis of 1961, and Vietnam War, Soviet-Afghan War.

d) Describe the role of organizations and alliances during the Cold War, including the United Nations, NATO, and the Warsaw Pact.

e) Explain how events during the Cold War affected American society, including the Second Red Scare and McCarthyism.

f) Explain how advances in technology and media during the mid- to late twentieth century changed society and public perception, including newspapers and television, the space race, and the nuclear arms race.

g) Explain events and policies leading to the end of the Cold War and collapse of the Soviet Union under the leadership of President Reagan, including political and economic pressures, policies of glasnost and perestroika, and the fall of the Berlin Wall.

8.17 Describe the importance of key ideas, events, and developments of the modern era.

a) Explain how events and developments of the modern era have affected American society.

b) Explain how relationships between the United States and Middle East affected events and developments during the modern era, including Persian Gulf Wars, 1993 World Trade Center bombing, terrorist attacks on September 11, 2001, the War on Terrorism, and the establishment of the Department of Homeland Security.

c) Describe the effects of natural disasters on Louisiana and the United States, including hurricanes Katrina and Rita.

d) Describe important issues of the 2008 presidential election and the significance of the election of Barack Obama.

Student Volume Questions

Chapter 1

p. 4 Think Twice Answers will vary, but students against imperialism might suggest that the United States should not take over countries that have their own governments, and students for imperialism might say that because the United States is a powerful country with many resources, new territories would be stronger and the lives of people who lived there would be better as part of the United States.

p. 7 Think Twice It reveals that emotional decisions can sometimes push a nation into war, especially when all the facts are not yet known.

p. 9 Think Twice It implies that you should behave without a lot of bluster or threats, but you should let others know you are ready to defend yourself and your country if need be.

Chapter 2

p. 16 Think Twice Answers will vary, but students may discuss nationalism, militarism, or interlocking alliances.

p. 20 Think Twice New weapons like military aircraft, tanks, and poison gas allowed one side to inflict great harm on the other side without having to get too close to the enemy.

p. 21 Think Twice Possible response: Imperialists would likely have disagreed with President Wilson's wish for full neutrality during World War I. They were interested in expansion, which would have likely caused them to seek American involvement in global conflicts.

p. 23 Think Twice The efforts of the CPI helped make Americans enthusiastic about the war, which led to support for the soldiers and the war effort in general.

p. 27 Think Twice The two million American soldiers could have tipped the balance of forces on the Western Front by renewing the energy, motivation, and resources of Allied troops who had been locked in trench warfare for years.

Chapter 3

p. 35 Think Twice Pandemics might cause people to become too sick to work, and businesses may be forced to close. People might avoid public places, which can hurt businesses.

p. 42 Think Twice Communism was associated with the color red, and the "scare" related to the terrorist acts and Americans' fears that communists would take over the country.

Chapter Assessments

Chapter 1

A. **1.** c **2.** b **3.** a **4.** d **5.** a **6.** a, d **7.** c **8.** c **9.** b **10.** a

B. Students should clearly state an accurate claim and support it with relevant evidence, such as the United States' imperial ambitions, the USS *Maine* explosion and yellow journalism, and business interests in foreign nations. Answers should include explanations of how the evidence supports the claim.

Chapter 2

A. **1.** b **2.** a **3.** b **4.** d **5.** a **6.** d **7.** a **8.** a, e **9.** a **10.** a

B. Students should clearly state an accurate claim and support it with relevant evidence, such as mobilization of troops, participation in wartime industries, propaganda and patriotism, and changes to life at home via things such as the purchasing of Liberty bonds and planting of victory gardens. Answers should include explanations of how the evidence supports the claim.

Chapter 3

A. **1.** a **2.** a **3.** a **4.** b, d **5.** d **6.** a **7.** a **8.** d **9.** d **10.** d

B. Students should clearly state an accurate claim and support it with relevant evidence, such as political changes coming from the United States' policy of isolation following the Treaty of Versailles, political changes following the Russian Revolution and the first Red Scare, economic changes due to the postwar recession and the influenza pandemic of 1918, or social changes resulting from immigration, the Great Migration, and rising racial tensions. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 1

Source: "Imperialism: Flag of an Empire" by William Jennings Bryan (1900)

Content: William Jennings Bryan talks about how imperialism affects not just other countries like the Philippines but also the United States. He says that controlling other places by force goes against our own principles of freedom and self-government. He mentions that important people like Abraham Lincoln and Thomas Jefferson believed in liberty for everyone and were against conquering other lands.

Creation: This speech was given by William Jennings Bryan in 1900. He was a famous politician and speaker.

Communication: Bryan is talking to people in America who are deciding about imperialism. He wants them to think about how taking over other countries doesn't match with American values like freedom and not controlling others without their say.

Context: This was at a time when America was getting more powerful and deciding whether to take over other places like the Philippines, right after the Spanish-American War.

Connection: This speech connects to the debate about American imperialism and how America was trying to become a big world power. It also connects to the idea of what America stands for, like freedom and democracy.

Consideration: When looking at this speech, we should think about why Bryan was against imperialism. Maybe he thought it would change what America stands for and was worried it might lead to problems or make America act like the countries it used to fight against for freedom.

Conclusion: Bryan's speech shows that not everyone in America thought imperialism was a good idea. He believed in sticking to American principles of liberty and self-government, and he used examples of what important American leaders like Lincoln and Jefferson said to make his point. His speech reminds us that America was trying to figure out what kind of country it wanted to be.

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 2

Source: The Roosevelt Corollary

Content: In this source, President Theodore Roosevelt is explaining his corollary (addition) to the Monroe Doctrine. He talks about the United States' desire to see neighboring countries in the Western Hemisphere stable, orderly, and prosperous. He mentions that the United States would only interfere as a last resort if a nation's wrongdoing or impotence threatened the region's "civilized society" and violated American rights.

Creation: This message was delivered as an annual address to Congress in 1904, during Theodore Roosevelt's presidency.

Communication: President Roosevelt is addressing Congress and, indirectly, the American people to explain the principles and policies behind his corollary to the Monroe Doctrine.

Context: The context is the early twentieth century, when the United States was expanding its influence globally and asserting its foreign policy in the Western Hemisphere.

Connection: This source connects to the Monroe Doctrine and the Roosevelt Corollary, both of which were significant in shaping U.S. foreign policy. It also connects to the broader context of American imperialism and its role in global affairs.

Consideration: When analyzing this source, we need to consider the motivations behind Roosevelt's statements, the impact of the Roosevelt Corollary on U.S. foreign policy, and how it reflects the prevailing attitudes of the time.

Conclusion: This source provides insights into Theodore Roosevelt's foreign policy approach, emphasizing U.S. interests in the Western Hemisphere and its willingness to intervene if necessary. It highlights the idea of American exceptionalism and the role the United States saw itself playing in shaping the destiny of neighboring nations.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature 1

Source: President Wilson's War Message (April 2, 1917)

Content: In this source, President Woodrow Wilson talks about how Germany's submarine warfare is like a war against all nations. He says that American ships and people have been hurt, but it's not just about the United States. He thinks all countries need to decide how to deal with this challenge.

Creation: This message was given when President Wilson was in charge. He spoke to Congress and the American people in 1917.

Communication: President Wilson is talking to Congress and the American people, telling them why the United States needs to enter World War I.

Context: This happened in 1917, when the United States was thinking about joining World War I because of Germany's submarine attacks.

Connection: This source connects to when the United States entered World War I, the debate about staying neutral with weapons, and President Wilson's ideas about democracy and peace.

Consideration: When we look at this source, we should think about why President Wilson wanted to enter the war, what the war meant for the world, and how the United States played a role in it.

Conclusion: This source helps us understand why President Wilson decided the United States should join World War I. He talked about democracy and why it was important to protect the rights of all nations and people in the world. It shows how the United States got involved in the war.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature 2

Source: *The Economic Consequences of the Peace* by John Maynard Keynes (1920)

Content: John Maynard Keynes criticizes the Treaty of Versailles because it doesn't help Europe's economy after World War I. He says it doesn't do anything to make the defeated countries good neighbors, stabilize new countries in Europe, or help Russia. Keynes thinks the treaty ignores big economic problems in Europe, like people starving because their ways of making a living were destroyed during the war.

Creation: This was written by Keynes in 1920, after the end of World War I and the signing of the Treaty of Versailles.

Communication: Keynes is writing to people who are interested in the effects of the Treaty of Versailles, like politicians and the public. He wants them to understand that the treaty's lack of focus on Europe's economy is a big problem.

Context: This was right after World War I, when Europe was trying to recover. The Treaty of Versailles was supposed to set the peace terms, but Keynes thought it failed in helping Europe get back on its feet economically.

Connection: This source connects to the aftermath of World War I and the Treaty of Versailles, showing how people disagreed about the best way to make peace and rebuild. It also shows the economic side of the peace process, which is sometimes overlooked.

Consideration: When reading this, we should think about why Keynes was worried about Europe's economy and how he thought the treaty could have been better. He seems to be saying that ignoring the economy could lead to more problems, like people being hungry and upset.

Conclusion: Keynes's writing helps us see that the Treaty of Versailles wasn't just about ending the war; it was also about what would happen next. He thought it missed a chance to fix Europe's economy and help everyone recover better. His ideas remind us that peace treaties need to consider more than just stopping the fighting.

Primary Source Analysis (AP 1.2): Chapter 3 Primary Source Feature 1

Source: Warren G. Harding and the "Return to Normalcy"

Content: Warren G. Harding talks about how the world and America need to heal and return to normal after World War I. He says that America doesn't need dramatic actions or revolutions, but rather healing, peace, and stability. He emphasizes the importance of focusing on the nation's own problems rather than getting involved in international issues.

Creation: This speech was given by Harding in 1920, when he was campaigning for the presidency and outlining his vision for America's postwar future.

Communication: Harding is addressing the American people, explaining his viewpoint on how the country should move forward after the war. He's trying to tell them that it's better to focus on internal stability and

healing rather than continuing with the upheaval and chaos of war.

Context: This was right after World War I, a time when many countries, including the United States, were trying to figure out how to move on from the destruction and changes caused by the war. Harding's speech reflects the desire of many Americans to return to a simpler, more peaceful way of life.

Connection: This speech connects to the broader theme of American isolationism after World War I. It also reflects the mood of many Americans, who were tired of conflict and looking for a return to normalcy in their lives and in national policy.

Consideration: When reading this speech, it's important to consider the impact World War I had on the United States and the world. We should think about why Harding believed focusing inward and maintaining national stability was more important than getting involved in international affairs.

Conclusion: Harding's speech suggests that after a big event like World War I, countries might need to step back and focus on healing and stability at home. It shows one perspective on how America should handle its role in the world after a major conflict.

Primary Source Analysis (AP 1.2): Chapter 3 Primary Source Feature 2

Source: "The Case Against the Reds" by Attorney General A. Mitchell Palmer (1920)

Content: In this source, Attorney General A. Mitchell Palmer talks about the fear of radical revolution sweeping across America in 1920. He uses fiery language to describe this fear and how it's affecting American society. He also criticizes communists, anarchists, and radicals, believing that they are causing social unrest and should be dealt with harshly.

Creation: This document was written by Attorney General A. Mitchell Palmer in 1920, during a time of heightened fear of radicalism and communism in the United States.

Communication: Attorney General Palmer is addressing the American people and policymakers, explaining the perceived threat of radicals and why he believes strong actions are necessary.

Context: This source comes from the early 1920s, when the United States was experiencing a "Red Scare," fearing the spread of communism and radicalism.

Connection: This source connects to the fear of radicalism, the suppression of political dissent during the Red Scare, and the debate over civil liberties and national security.

Consideration: When analyzing this source, we should consider the political and social climate of the time, the government's response to radicalism, and the balance between civil liberties and national security.

Conclusion: Attorney General Palmer's document sheds light on the intense fear of radicalism and the government's actions to combat it during the Red Scare. It illustrates how political and social concerns influenced government policies and actions.

Domain Vocabulary: Chapter 1–3 (AP 3.1)

1. d
2. q
3. m
4. h
5. c
6. k
7. u
8. r
9. j
10. a
11. i
12. o
13. f
14. s
15. p
16. e
17. b
18. t
19. l
20. n
21. g

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Arch Duke Franz Ferdinand and his wife, 1914 / Universal History Archive/UIG / Bridgeman Images: 5e

Cartoon depicting Communism and anarchy creeping under the American Flag, 1919 (engraving) / American School, (20th century) / American / Private Collection / Peter Newark American Pictures / Bridgeman Images: 6e, 65

The World Constable, Theodore Roosevelt Astride Two Continents (print) / Private Collection / Bridgeman Images: 5d

De Luan / Alamy Stock Photo: 5f, 5h, 59b, 60

First World War 1914–1918 (1914, 1918, 14–18): group of French soldiers in a reserve trench/Patrice Cartier/Bridgeman Images: Cover D, 59a, 71d

History of America / Alamy Stock Photo: 6f

IanDagnall Computing / Alamy Stock Photo: Cover A, 5a, 5c, 52, 55, 71a

Imperial family of Russia. Tsar Nicholas II is seated with His wife Alexandra and daughters Olg, Tatiana, Mary and Anastasia, circa 1914 (photo) / Unknown photographer, (20th century) / Private Collection / © Giancarlo Costa / Bridgeman Images: 6a

Science History Images / Alamy Stock Photo: 6c, 64

Shawshots / Alamy Stock Photo: 6b

Spanish-American War 1898, headline about destruction of USS Maine in New York Journal, 1898 (engraving) / American School, (19th century) / American / Private Collection / Peter Newark Military Pictures / Bridgeman Images: 5b, 53

The "Big Four" at Versailles, France during the peace treaty of 1919 at the end of World War One, from The Year 1919 Illustrated / English Photographer, (20th century) / English / Private Collection / Photo © Ken Welsh. All rights reserved 2022 / Bridgeman Images: Cover C, i, iii, 6d, 61, 71c

Underwood Archives, Inc / Alamy Stock Photo: Cover B, 63, 71b

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