



GRADE 8 LOUISIANA SOCIAL STUDIES

Queen Lili'uokalani
of Hawaii



The Changing World

Student Workbook

Labor strike



Paris Peace Conference

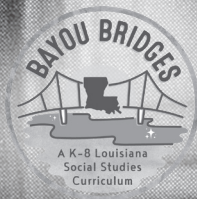


Trench warfare



The Changing World

Student Workbook



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

- to Share**—to copy, distribute, and transmit the work
- to Remix**—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) and the additions from the Louisiana Department of Education, made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike4.0 International License. This does not in any way imply that the Core Knowledge Foundation or the Louisiana Department of Education endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2025 the Louisiana Department of Education for the additions to CKHG and the Core Knowledge Foundation for its predecessor work CKHG.

www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™, and CKSci™ are trademarks of the Core Knowledge Foundation. Bayou Bridges is a trademark of the Louisiana Department of Education.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-449-2

The Changing World

Chapter 1: The Spanish-American War and Expansion

Student Reading Notes	1
Primary Sources	
• Primary Source A: “Imperialism: Flag of an Empire” by William Jennings Bryan (1900)	3
• Primary Source Analysis (AP 1.2)	4
• Primary Source B: The Roosevelt Corollary	5
• Primary Source Analysis (AP 1.2)	6
• Primary Source C: <i>from</i> President McKinley’s Message to Congress (1898)	7
• Primary Source Analysis (AP 1.2)	8
• KWL Chart (AP 1.4)	9
Check for Understanding	10
Activities	
• Claims and Evidence (AP 1.3)	11

Chapter 2: World War I

Student Reading Notes	12
Primary Sources	
• Primary Source D: President Wilson’s War Message (April 2, 1917)	16
• Primary Source Analysis (AP 1.2)	17
• Primary Source E: <i>The Economic Consequences of the Peace</i> by John Maynard Keynes (1920)	18
• Primary Source Analysis (AP 1.2)	19
• Primary Source F: <i>from</i> Woodrow Wilson’s First Inaugural Address (1913)	20
• Primary Source Analysis (AP 1.2)	22
• Primary Source G: <i>from</i> Woodrow Wilson’s Fourteen Points (1918)	23
• Primary Source Analysis (AP 1.2)	25
Check for Understanding	26

Chapter 3: Political and Social Change in the Postwar United States

Student Reading Notes **27**

Primary Sources

- Primary Source H: Warren G. Harding and the “Return to Normalcy” **29**
- Primary Source Analysis (AP 1.2) **30**
- Primary Source I: “The Case Against the Reds” by Attorney General A. Mitchell Palmer (1920) **31**
- Primary Source Analysis (AP 1.2) **32**

Check for Understanding **33**

Activities

- Domain Vocabulary: Chapters 1–3 (AP 3.1) **34**

Performance Task

- Performance Task Activity **35**
- Claims and Evidence (AP 1.3) **36**

Chapter 1: The Spanish-American War and Expansion

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Expanding a Nation	
Imperialists and Anti-Imperialists	
The Acquisition of Hawaii	

The Spanish-American War	
President Roosevelt's Foreign Policy Achievements	
The "Roosevelt Corollary"	

Primary Sources

PRIMARY SOURCE A: "IMPERIALISM: FLAG OF AN EMPIRE" BY WILLIAM JENNINGS BRYAN (1900)

Those who would have this nation enter upon a career of empire must consider not only the effect of imperialism on the Filipinos, but they must also calculate its effects upon our own nation. We cannot repudiate the principle of self-government in the Philippines without weakening that principle here. . . .

[Abraham] Lincoln said that the safety of this nation was not in its fleets, its armies, or its forts, but in the spirit which prizes liberty as the heritage of all men, in all lands, everywhere, and he warned his countrymen that they could not destroy this spirit without planting the seeds of despotism at their own doors. . . .

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.

Source: Bryan, William Jennings. "Imperialism." In *Speeches of William Jennings Bryan*, vol. 2. New York: Funk & Wagnalls, 1913, pp. 24–26.

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?	

PRIMARY SOURCE B: THE ROOSEVELT COROLLARY

In his annual message to Congress in 1904, President Theodore Roosevelt explained his corollary, or addition, to the Monroe Doctrine.

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. 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. . . . Our interests and those of our southern neighbors are in reality identical. They have great natural riches, and if within their borders the reign of law and justice obtains, prosperity is sure to come to them. While they thus obey the primary laws of civilized society they may rest assured that they will be treated by us in a spirit of cordial and helpful sympathy. We would interfere with them only in the last resort, and then only if it became evident that their inability or unwillingness to do justice at home and abroad had violated the rights of the United States or had invited foreign aggression to the detriment of the entire body of American nations. . . .

In asserting the Monroe Doctrine, in taking such steps as we have taken in regard to Cuba, Venezuela, and Panama, and in endeavoring to circumscribe the theater of war in the Far East, and to secure the open door in China, we have acted in our own interest as well as in the interest of humanity at large.

Source: Theodore Roosevelt's Annual Message to Congress for 1904. House Records HR 58A-K2, Records of the U.S. House of Representatives, Record Group 233. Center for Legislative Archives, National Archives.

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?	

PRIMARY SOURCE C: FROM PRESIDENT MCKINLEY'S MESSAGE TO CONGRESS (1898)

The present revolution is but the successor of other similar insurrections which have occurred in Cuba against the dominion of Spain, extending over a period of nearly half a century, each of which during its progress has subjected the United States to great effort and expense in enforcing its neutrality laws, caused enormous losses to American trade and commerce, caused irritation, annoyance, and disturbance among our citizens, and, by the exercise of cruel, barbarous, and uncivilized practices of warfare, shocked the sensibilities and offended the humane sympathies of our people.

Since the present revolution began, in February, 1895, this country has seen the fertile domain at our threshold ravaged by fire and sword in the course of a struggle unequaled in the history of the island and rarely paralleled as to the numbers of the combatants and the bitterness of the contest by any revolution of modern times where a dependent people striving to be free have been opposed by the power of the sovereign state.

Our people have beheld a once prosperous community reduced to comparative want, its lucrative commerce virtually paralyzed, its exceptional productiveness diminished, its fields laid waste, its mills in ruins, and its people perishing by tens of thousands from hunger and destitution. We have found ourselves constrained, in the observance of that strict neutrality which our laws enjoin and which the law of nations commands, to police our own waters and watch our own seaports in prevention of any unlawful act in aid of the Cubans.

Our trade has suffered, the capital invested by our citizens in Cuba has been largely lost, and the temper and forbearance of our people have been so sorely tried as to beget a perilous unrest among our own citizens, which has inevitably found its expression from time to time in the National Legislature, so that issues wholly external to our own body politic engross attention and stand in the way of that close devotion to domestic advancement that becomes a self-contained commonwealth whose primal maxim has been the avoidance of all foreign entanglements. All this must needs awaken, and has, indeed, aroused, the utmost concern on the part of this Government, as well during my predecessor's term as in my own. . . .

The long trial has proved that the object for which Spain has waged the war can not be attained. The fire of insurrection may flame or may smolder with varying seasons, but it has not been and it is plain that it can not be extinguished by present methods. The only hope of relief and repose from a condition which can no longer be endured is the enforced pacification of Cuba. In the name of humanity, in the name of civilization, in behalf of endangered American interests which give us the right and the duty to speak and to act, the war in Cuba must stop.

In view of these facts and of these considerations I ask the Congress to authorize and empower the President to take measures to secure a full and final termination of hostilities between the Government of Spain and the people of Cuba, and to secure in the island the establishment of a stable government, capable of maintaining order and observing its international obligations, insuring peace and tranquillity and the security of its citizens as well as our own, and to use the military and naval forces of the United States as may be necessary for these purposes.

And in the interest of humanity and to aid in preserving the lives of the starving people of the island I recommend that the distribution of food and supplies be continued and that an appropriation be made out of the public Treasury to supplement the charity of our citizens.

Source: McKinley, William. Message to Congress, April 11, 1898. In *A Compilation of Messages and Papers of the Presidents*, edited by J. D. (James Daniel) Richardson. Vol. 14. New York: Bureau of National Literature, 1897, pp. 6281–6292.

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 1.4

Use with Yellow Journalism in the Spanish American War.

KWL Chart

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

[illegible]

Name _____

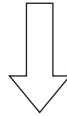
Date _____

Activity Page 1.3

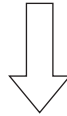
Use with Chapters 1–3

Claims and Evidence

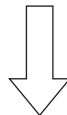
STATE THE CLAIM *What opinion or position are you defending?*



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?*

Chapter 2: World War I

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A Global Conflict	
Causes of World War I	

The War Begins	
New Technology, New Horrors	
United States' Neutrality at the Beginning of World War I	

The Sinking of the <i>Lusitania</i>	
The War at Home	
Opposition to War	

The Tide Turns	
World War I Ends	

PRIMARY SOURCE D: PRESIDENT WILSON'S WAR MESSAGE (APRIL 2, 1917)

The present German submarine warfare against commerce is a warfare against mankind.

It is a war against all nations. American ships have been sunk, American lives taken, in ways which it has stirred us very deeply to learn of, but the ships and people of other neutral and friendly nations have been sunk and overwhelmed in the waters in the same way. There has been no discrimination. The challenge is to all mankind. Each nation must decide for itself how it will meet it. . . .

When I addressed the Congress on the twenty-sixth of February last I thought that it would suffice to assert our neutral rights with arms, our right to use the seas against unlawful interference, our right to keep our people safe against unlawful violence. But armed neutrality, it now appears, is impracticable. . . . [It] is likely only to produce what it was meant to prevent; it is practically certain to draw us into the war without either the rights or the effectiveness of belligerents. 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. . . .

We are glad, now that we see the facts with no veil of false pretense about them to fight thus for the ultimate peace of the world and for the liberation of its peoples, the German peoples included: for the rights of nations great and small and the privilege of men everywhere to choose their way of life and of obedience. The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve.

Source: President Wilson's Declaration of War Message to Congress, April 2, 1917. Records of the United States Senate, Record Group 46. National Archives.

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?	

PRIMARY SOURCE E: THE ECONOMIC CONSEQUENCES OF THE PEACE BY JOHN MAYNARD KEYNES (1920)

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. . . .

[Europe's] population secured for itself a livelihood before the war, without much margin of surplus, by means of a delicate and immensely complicated organization, of which the foundations were supported by coal, iron, transport, and an unbroken supply of imported food and raw materials from other continents.

By the destruction of this organization and the interruption of the stream of supplies, a part of this population is deprived of its means of livelihood. The danger confronting us, therefore, is the rapid depression of the standard of life of the European populations to a point which will mean actual starvation for some (a point already reached in Russia and approximately reached in Austria). Men will not always die quietly. For starvation, which brings to some lethargy and a helpless despair, drives other temperaments to the nervous instability of hysteria and to a mad despair. . . . This is the danger against which all our resources and courage and idealism must now co-operate.

Source: Keynes, John Maynard. *The Economic Consequences of the Peace*. New York: Harper Torchbooks, 1920, pp. 226–228.

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?	

PRIMARY SOURCE F: FROM WOODROW WILSON'S FIRST INAUGURAL ADDRESS (1913)

We see that in many things that life is very great. It is incomparably great in its material aspects, in its body of wealth, in the diversity and sweep of its energy, in the industries which have been conceived and built up by the genius of individual men and the limitless enterprise of groups of men. It is great, also, very great, in its moral force. Nowhere else in the world have noble men and women exhibited in more striking forms the beauty and the energy of sympathy and helpfulness and counsel in their efforts to rectify wrong, alleviate suffering, and set the weak in the way of strength and hope. We have built up, moreover, a great system of government, which has stood through a long age as in many respects a model for those who seek to set liberty upon foundations that will endure against fortuitous change, against storm and accident. Our life contains every great thing, and contains it in rich abundance.

But the evil has come with the good, and much fine gold has been corroded. With riches has come inexcusable waste. We have squandered a great part of what we might have used, and have not stopped to conserve the exceeding bounty of nature, without which our genius for enterprise would have been worthless and impotent, scorning to be careful, shamefully prodigal as well as admirably efficient. We have been proud of our industrial achievements, but we have not hitherto stopped thoughtfully enough to count the human cost, the cost of lives snuffed out, of energies overtaxed and broken, the fearful physical and spiritual cost to the men and women and children upon whom the dead weight and burden of it all has fallen pitilessly the years through. The groans and agony of it all had not yet reached our ears, the solemn, moving undertone of our life, coming up out of the mines and factories, and out of every home where the struggle had its intimate and familiar seat. With the great Government went many deep secret things which we too long delayed to look into and scrutinize with candid, fearless eyes. The great Government we loved has too often been made use of for private and selfish purposes, and those who used it had forgotten the people.

At last a vision has been vouchsafed us of our life as a whole. We see the bad with the good, the debased and decadent with the sound and vital. With this vision we approach new affairs. Our duty is to cleanse, to reconsider, to restore, to correct the evil without impairing the good, to purify and humanize every process of our common life without weakening or sentimentalizing it. There has been something crude and heartless and unfeeling in our haste to succeed and be great. Our thought has been "Let every man look out for himself, let every generation look out for itself," while we reared giant machinery which made it impossible that any but those who stood at the levers of control should have a chance to look out for themselves. We had not forgotten our morals. We remembered well enough that we had set up a policy which was meant to serve the humblest as well as the most powerful, with an eye single to the standards of justice and fair play, and remembered it with pride. But we were very heedless and in a hurry to be great.

We have come now to the sober second thought. The scales of heedlessness have fallen from our eyes. We have made up our minds to square every process of our national life again with the standards we so proudly set up at the beginning and have always carried at our hearts. Our work is a work of restoration. . . .

. . . This is the high enterprise of the new day: To lift everything that concerns our life as a Nation to the light that shines from the hearthfire of every man's conscience and vision of the right. It is inconceivable that we should do this as partisans; it is inconceivable we should do it in ignorance of the facts as they are or in blind haste. We shall restore, not destroy. We shall deal with our economic system as it is and as it may be modified, not as it might be if we had a clean sheet of paper to write upon; and step by step we shall make it what it should be, in the spirit of those who question their own wisdom and seek counsel and knowledge, not shallow self-satisfaction or the excitement of excursions whither they can not tell. Justice, and only justice, shall always be our motto. . . .

This is not a day of triumph; it is a day of dedication. Here muster, not the forces of party, but the forces of humanity. Men's hearts wait upon us; men's lives hang in the balance; men's hopes call upon us to say what we will do. Who shall live up to the great trust? Who dares fail to try? I summon all honest men, all patriotic, all forward-looking men, to my side. God helping me, I will not fail them, if they will but counsel and sustain me!

Source: Wilson, Woodrow. "Woodrow Wilson, First Inaugural Address, Tuesday, March 4, 1913." In *Inaugural Addresses of the Presidents of the United States: From George Washington to George W. Bush, 1789–2005*. Project Gutenberg, 2013.

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?	

PRIMARY SOURCE G: FROM WOODROW WILSON'S FOURTEEN POINTS (1918)

It will be our wish and purpose that the processes of peace, when they are begun, shall be absolutely open and that they shall involve and permit henceforth no secret understandings of any kind. The day of conquest and aggrandizement is gone by; so is also the day of secret covenants entered into in the interest of particular governments and likely at some unlooked-for moment to upset the peace of the world. It is this happy fact, now clear to the view of every public man whose thoughts do not still linger in an age that is dead and gone, which makes it possible for every nation whose purposes are consistent with justice and the peace of the world to avow now or at any other time the objects it has in view.

We entered this war because violations of right had occurred which touched us to the quick and made the life of our own people impossible unless they were corrected and the world secured once for all against their recurrence. What we demand in this war, therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. The programme of the world's peace, therefore, is our programme; and that programme, the only possible programme, as we see it, is this:

- I. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.
- II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.
- III. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.
- IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.
- V. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined.
- VI. The evacuation of all Russian territory and such a settlement of all questions affecting Russia as will secure the best and freest cooperation of the other nations of the world in obtaining for her an unhampered and unembarrassed opportunity for the independent determination of her own political development and national policy and assure her of a sincere welcome into the society of free nations under institutions of her own choosing; and, more than a welcome, assistance also of every kind that she may need and may herself desire. The treatment accorded Russia by her sister nations in the months to come will be the acid test of their good will, of their comprehension of her needs as distinguished from their own interests, and of their intelligent and unselfish sympathy.
- VII. Belgium, the whole world will agree, must be evacuated and restored, without any attempt to limit the sovereignty which she enjoys in common with all other free nations. No other single act will serve as this will serve to restore confidence among the nations in the laws which they have themselves set and determined for the government of their relations with one another. Without this healing act the whole structure and validity of international law is forever impaired.

- VIII. All French territory should be freed and the invaded portions restored, and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine, which has unsettled the peace of the world for nearly fifty years, should be righted, in order that peace may once more be made secure in the interest of all.
- IX. A readjustment of the frontiers of Italy should be effected along clearly recognizable lines of nationality.
- X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity of autonomous development.
- XI. Rumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.
- XII. The Turkish portions of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of autonomous development, and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.
- XIII. An independent Polish state should be erected which should include the territories inhabited by indisputably Polish populations, which should be assured a free and secure access to the sea, and whose political and economic independence and territorial integrity should be guaranteed by international covenant.
- XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

In regard to these essential rectifications of wrong and assertions of right we feel ourselves to be intimate partners of all the governments and peoples associated together against the Imperialists. We cannot be separated in interest or divided in purpose. We stand together until the end.

For such arrangements and covenants we are willing to fight and to continue to fight until they are achieved; but only because we wish the right to prevail and desire a just and stable peace such as can be secured only by removing the chief provocations to war, which this programme does remove. We have no jealousy of German greatness, and there is nothing in this programme that impairs it. We grudge her no achievement or distinction of learning or of pacific enterprise such as have made her record very bright and very enviable. We do not wish to injure her or to block in any way her legitimate influence or power. We do not wish to fight her either with arms or with hostile arrangements of trade if she is willing to associate herself with us and the other peace-loving nations of the world in covenants of justice and law and fair dealing. We wish her only to accept a place of equality among the peoples of the world,—the new world in which we now live,—instead of a place of mastery.

Source: Wilson, Woodrow. Message to Congress, January 8, 1918. Records of the United States Senate, Record Group 46. National Archives.

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?	

Chapter 2 Check for Understanding: What was the impact of World War I on the United States and the world?

[illegible]

Chapter 3: Political and Social Change in the Postwar United States

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A Changing Nation	
American Isolationism in the Twenties	
The American Economy After World War I	

The Great Migration and Growing Racial Tensions	
The Russian Revolution	
The First Red Scare	

PRIMARY SOURCE H: WARREN G. HARDING AND THE “RETURN TO NORMALCY”

There isn't anything the matter with world civilization, except that humanity is viewing it through a vision impaired in a cataclysmal war. Poise has been disturbed and nerves have been racked, and fever has rendered men irrational; sometimes there have been draughts upon the dangerous cup of barbarity, and men have wandered far from safe paths, but the human procession still marches in the right direction. . . .

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.

It is one thing to battle successfully against world domination by military autocracy, because the infinite God never intended such a program, but it is quite another thing to revise human nature and suspend the fundamental laws of life and all of life's acquirements. . . .

This republic has its ample tasks. If we put an end to false economics which lure humanity to utter chaos, ours will be the commanding example of world leadership today. If we can prove a representative popular government under which a citizenship seeks what it may do for the government rather than what the government may do for individuals, we shall do more to make democracy safe for the world than all armed conflict ever recorded.

Source: Harding, Warren G. “National Ideals and Policies: The Country Needs the Benediction of Wholesale Common Sense—There Will Again Be a Call for the American Doctrine of Protection.” In *The Protectionist*, vol. 32 (May 1920). Boston: Home Market Club, pp. 74–75.

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?	

Primary Sources

PRIMARY SOURCE I: "THE CASE AGAINST THE REDS" BY ATTORNEY GENERAL A. MITCHELL PALMER (1920)

Like a prairie-fire, the blaze of revolution was sweeping over every American institution of law and order a year ago. It was eating its way into the homes of the American workmen, its sharp tongues of revolutionary heat were licking the altars of the churches, leaping into the belfry of the school bell, crawling into the sacred corners of American homes, seeking to replace marriage vows with libertine laws, burning up the foundations of society.

Robbery, not war, is the ideal of communism. This has been demonstrated in Russia, Germany, and in America. As a foe, the anarchist is fearless of his own life, for his creed is a fanaticism that admits no respect of any other creed. Obviously it is the creed of any criminal mind, which reasons always from motives impossible to clean thought. Crime is the degenerate factor in society.

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. An assassin may have brilliant intellectuality, he may be able to excuse his murder or robbery with fine oratory, but any theory which excuses crime is not wanted in America. This is no place for the criminal to flourish, nor will he do so so long as the rights of common citizenship can be exerted to prevent him. . . .

It is my belief that while they have stirred discontent in our midst, while they have caused irritating strikes, and while they have infected our social ideas with the disease of their own minds and their unclean morals, we can get rid of them! And not until we have done so shall we have removed the menace of Bolshevism for good.

Source: Palmer, A. Mitchell. "The Case Against the Reds." In *Forum*, vol. 63 (1920), pp. 174, 185.

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?	

[illegible]

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 |

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.

[illegible]

Name _____

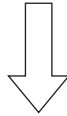
Date _____

Activity Page 1.3

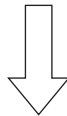
Use with Chapters 1–3

Claims and Evidence

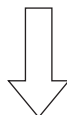
STATE THE CLAIM *What opinion or position are you defending?*



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?*

Illustration and Photo Credits

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

Ian Dagnall Computing / Alamy Stock Photo: Cover A

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

Underwood Archives, Inc / Alamy Stock Photo: Cover B



Bayou Bridges: A K–8 Louisiana Social Studies Curriculum

A comprehensive program in world and U.S. history,
integrating topics in geography, civics, economics, and the arts,
exploring civilizations, cultures, concepts, and skills specified in the
2022 Louisiana Student Standards for Social Studies

Bayou Bridges

units at this level include:

A Nation in Conflict
The Changing Nation
The Changing World
Prosperity and Decline
The World at War
The Postwar Era
The Modern Era

www.coreknowledge.org