

Name: _____ Period: _____

World War I

Unit Document Packet

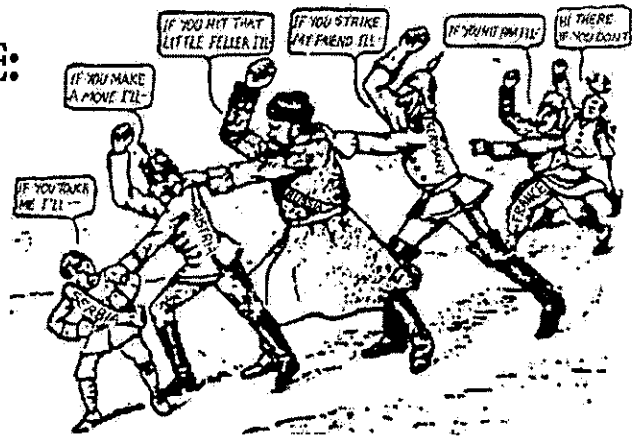


WORLD WAR ONE: MAIN causes

Cause and symbol	Definition of the term	How did that lead to WWI?
M		
A		
I		
N		

Which of the above causes do you think contributed the MOST to the outbreak of war? Why?

WORLD WAR ONE: Immediate causes



Using Ch 18 Sec 1, answer the following questions.

1. What was the immediate spark that lit the powder keg?
In other words, what single event pulled all nations into World War I?

Reasons why the US wanted to remain neutral in WWI	Motivations for US involvement in WWI

2. Based on the above, do you think the US should enter the War? Why or why not?




3. Two main events triggered the US involvement in World War: the sinking of the _____ and the interception of the _____. Define both of those below, and explain how they led to US involvement in the war.

4. Based on all of the above, revisit your answer to question 2. Do you still agree with it? If yes, provide a new piece of evidence to support your answer. If no, explain why your answer changed.

NEW WEAPONS OF WORLD WAR I

Name: _____

Directions: Use your textbook to complete the chart.

WEAPON	IMAGE	WHAT IT WAS	IMPACT ON WARFARE
Trench Warfare			
Artillery & Machine Guns			
Tanks			
Zeppelins			
Airplanes			
Poison Gas			



Over The Top: A World War I Adventure Game

Directions: Go to: http://www.warmuseum.ca/cwm/games/overtop/index_e.shtml. Fill in the requested information, then read the introduction and follow the prompts.

Define the following words by clicking on the underlined word in the game.

Trench:

Western Front:

No Man's Land:

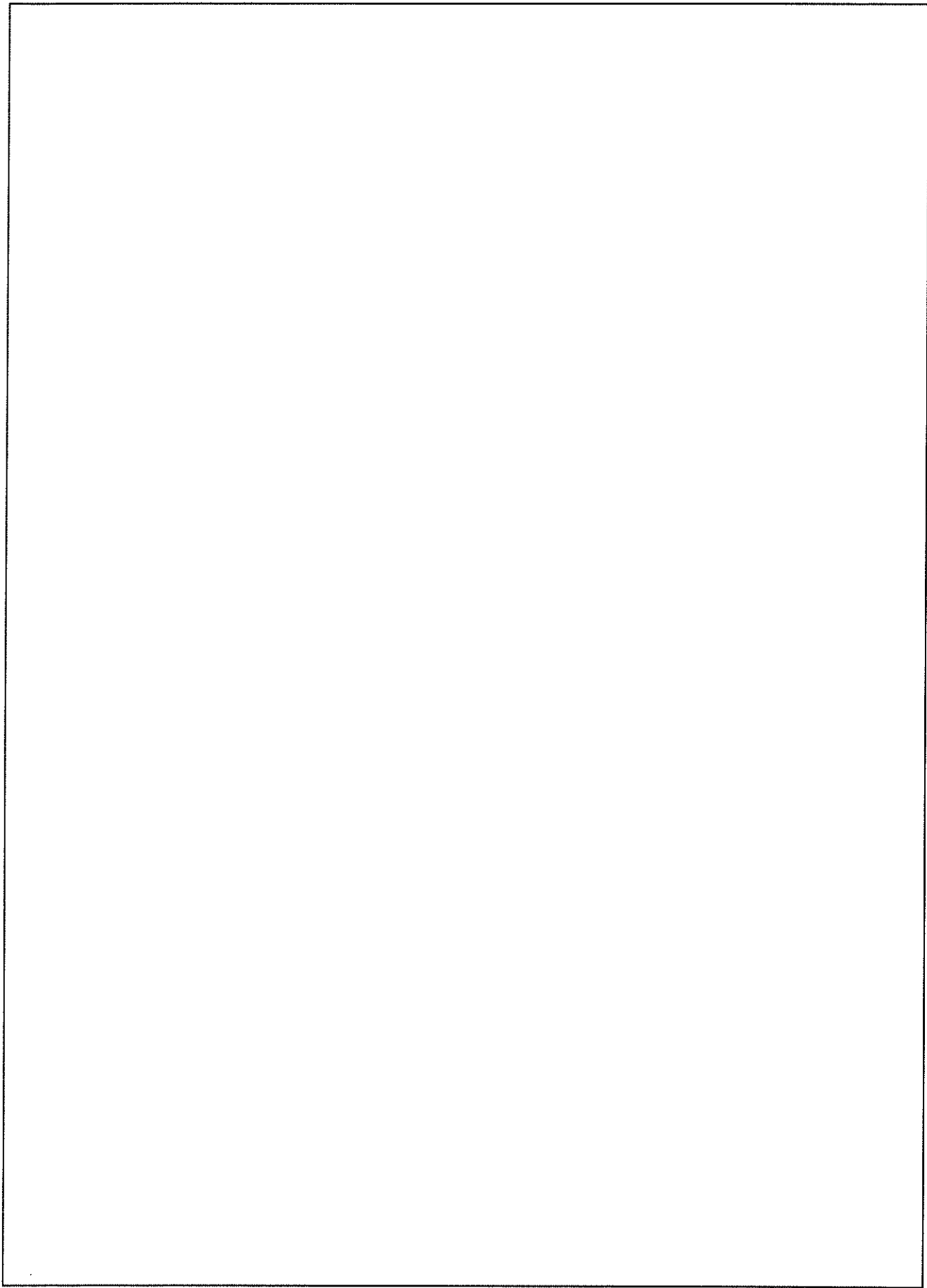
Parapet:

Did you make a move that ended in your death? Explain what happened. Then, restart the game or restart the chapter (start from where you made the wrong decision).

Explain in at least two sentences how your adventure ends.

Identify and explain one hardship experienced by soldiers on the Western Front during WWI. (CER!)

In the entire box below, draw a picture representing life in the trenches. You MUST include your trench and no man's land.



Name _____

THE WORLD WAR I CHRISTMAS TRUCE

Directions: *After reading the story, answer the following questions in complete sentences.*

1. What do you think inspired the soldiers to declare a truce?
2. What made a truce so unlikely in December, 1914?
3. For the most part, only British and German troops took part in the truce. Why do you think French soldiers were more reluctant to participate?
4. Why do you think higher-rank generals disapproved of the truce?
5. Do you envision a similar truce taking place in any wars or fighting taking place today? Explain why or why not.
6. Today, much of what we know about the truce comes from soldiers postcards home. In the space below design your own postcard and then write a short message home, imagining that you took part in the 1914 Christmas truce.

	POST CARD	Place Stamp here
		_____ _____ _____

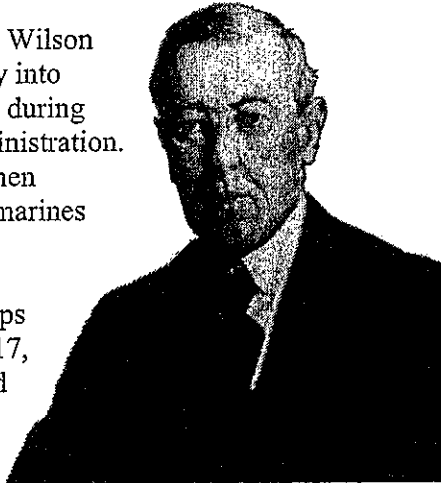
Name: _____

Date: _____

WILSON'S WAR MESSAGE

As World War I broke out in Europe, President Wilson was careful to try and keep the United States out of war. He declared a policy of neutrality and pledged not to choose sides.

As President Wilson advised entry into World War I during his first administration. However, when German submarines sank several American merchant ships in March 1917, Wilson asked Congress for a



declaration of war. The following is an excerpt from his speech to Congress on April 2, 1917:

“the new [German] policy has swept every restriction aside. Vessels of every kind...have been ruthlessly sent to the bottom [of the ocean] without warning and without thought or help or mercy for those on board...The present German submarine warfare...is a war against all nations...Our motive will not be revenge or the victorious assertion of the physical might...but only the vindication of right, of human right...There are...many months of...sacrifice ahead of us. It is a fearful thing to lead this great peaceful people to war...but the right is more precious than peace, and we shall fight for democracy...as [we] shall bring peace and safety to all nations and the world itself at last free.”

As Wilson prepared to lead his American people into war, he reminded them why they were fighting:

“...we shall fight for the things which we have carried nearest our hearts – for democracy...for the rights and liberties of small nations, for...peace and safety to all nations...”

1. Did President Wilson want the United States to get involved in the war when it first broke out? Explain. _____

2. What events convinced Wilson to change his mind? _____

3. On what side did the United States enter the war? _____

4. Why is the President asking Congress to declare war? _____

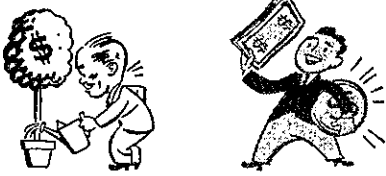
5. Why does Wilson feel it is important for the US to enter the war? _____

AMERICAN WWI PROPAGANDA

Name _____

LIFE ON THE HOMEFRONT INFO SHEET

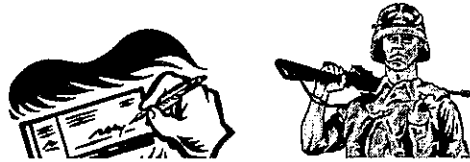
Raising Money



Why would Americans buy War Bonds?

Selective Service Act

Do you think the Draft was fair? Why or why not?



Propaganda

Draw a propaganda poster for the war effort.

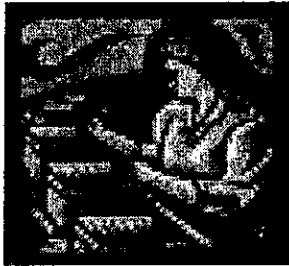
Factory Laws

How did the WIB help America?



New Jobs

Which of the new jobs do you think would be the best. Why?



Food Rationing

Do you think people now would ration food if the government asked? Why or why not?

Espionage Act

What should the punishment for this law be?

Sedition Act

Is this a good law? Why or why not?



Schenck v. United States (1919)

Vocabulary

- abridging** Lessening, interfering with.
neutral Not allied with or supporting either side in a war or dispute.
draft To select people for required military service.
insubordination Unwillingness to accept orders from someone in authority.
affirm To agree or support, as when a higher court agrees with the earlier decision of a lower court.

Reviewing the Case

The First Amendment guarantee of free speech and expression reads: "Congress shall make no law . . . **abridging** the freedom of speech. . . ." But, at several different periods in the history of the United States, Congress has passed laws limiting how much citizens can criticize or resist government actions. Is this an abridgment of free speech? In the case of *Schenck v. United States*, the Supreme Court established a guideline that is still followed.

In 1917 the United States was still officially **neutral**, but its entry into World War I was imminent. To build up the army, Congress passed an act on May 18, 1917, that established a military **draft**. To encourage national unity in the war effort, Congress also passed several laws that limited criticism of the government and opposition to its policies. On June 15, 1917, Congress passed the Espionage Act. Sections of the Espionage Act prohibited any attempt to cause **insubordination** among military personnel or to interfere with the draft or with military recruitment.

Three days later Charles Schenck was arrested for violating the Espionage Act. He was accused of printing and mailing antiwar pamphlets to some 15,000 to 16,000 men who had been accepted for induction into the military under the Selective Service Act. Schenck was the general secretary of the American Socialist Party and, like most other members of the party, he strongly opposed the war. He

claimed it was being fought for the benefit of Wall Street investors who would profit from the sale of merchandise to the military.

The U.S. District Court for Pennsylvania ruled that the pamphlets were designed to cause men to resist the draft. Therefore, the court decided, Schenck had violated the Espionage Act. Schenck claimed there was not enough evidence to convict him of the charges that had been brought against him. He said that his actions were a form of free speech and claimed that the Espionage Act abridged the rights of free speech. Thus, according to him, the act was unconstitutional. Convicted in the district court, Schenck appealed to the U.S. Supreme Court.

The issue before the Court: Does the Espionage Act violate the First Amendment in respect to Schenck's freedom of speech?

The Supreme Court ruled unanimously to **affirm** the decision of the district court against Schenck. Writing for the Court, Justice Oliver Wendell Holmes laid down a standard that would become famous:

We admit that in many places and in ordinary times the defendants in saying all that was said in the circular would have been within their constitutional rights. But the character of every act depends on the circumstances in which it is done. The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre, and causing a panic. . . . The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive [actual] evils that Congress has a right to prevent."

In the Schenck decision, the Supreme Court established clear limitations on freedom of speech. The guideline is the existence of a "clear and present danger," a situation in which free speech could bring harm to the general welfare. In such cases, Congress has the power to pass laws to protect its citizens

and the national security of the United States even if those laws abridge free speech. The "clear and present danger" test is a way to balance the rights of the individual with those of society.

According to Justice Holmes, it made no

difference that Schenck and the others had failed to interfere with military recruitment. "... We perceive no ground for saying that success alone warrants making the act a crime," he concluded.

Schenck v. United States (1919)

Elements of the Case

Directions: Fill in the appropriate information for each of the following elements of the case.

1. State the issue before the Court.

2. What facts of the case were presented to the Court?

3. What was the decision of the Court? What was the rationale behind it?

4. What was the effect of the decision?

African Americans & World War One: The 369th Infantry

Read the 3 pages and then complete the organizer below



**Harlem Hellfighters
369th Infantry**

How did African Americans serve in WWI?

What were the conflicting responses to the war from black leaders?

How many African Americans served during WWI? How many were shipped overseas?

What was one influence African Americans had upon Europe after the war?

How long did the 369th serve in combat?

What were some changes seen by African Americans after WWI?

Why did the 369th serve with the French?

What were some acts of heroism by the 369th?

Name _____

Returning Soldiers by W.E.B. DuBois

1. What parts of World War I did African Americans fight gladly for?
 - a. The America that represents and gloats in lynching.
 - b. Against German race arrogance
 - c. The dominant Southern Oligarchy
 - d. Caste, brutality and devilish insult

2. What aspects of America's role in World War I were African Americans bitter about fighting for?

3. In what way does disenfranchisement make America "a liar", according to DuBois?

4. What is one counter argument to DuBois claiming, "America encourages ignorance"?
 - a. Sharecropping
 - b. The ending of slavery.
 - c. Booker T. Washington's Tuskegee Institute
 - d. Low taxes.

5. DuBois says that America steals all of the following from African Americans, except their:
 - a. Land
 - b. Savings
 - c. Culture
 - d. Labor

6. DuBois uses extremely strong language in his description of how America insults African-Americans. Do you feel he is correct? Explain.

7. According to DuBois, returning soldiers would be coward unless they did what?

8. DuBois called America in 1919 a "shameful land". Do you agree or disagree with him? Support your answer based on his essay.

9. Are any of DuBois' arguments still true today? Are groups in American society still looked down upon? Explain.

○ 14 Points & Treaty of Versailles

○

Summarize

THE TREATY OF VERSAILLES

Directions: The Treaty of Versailles finally put an end to World War I, exactly five years after the assassination of Archduke Franz Ferdinand. However, it was not a perfect treaty and left several countries upset at the outcome. Use this graphic organizer to outline the key aspects of the Treaty and the reaction to it.

THE TREATY OF VERSAILLES

A. France wanted _____

B. England wanted _____

C. America wanted _____

KEY COMPONENTS OF THE TREATY

1. _____

2. _____

3. _____

4. _____

REACTION

In Germany _____

In America _____

Name _____

WORLD WAR I VOCABULARY



Choices

- A. Zimmerman Note
- B. Western Front
- C. Triple Alliance
- D. Eastern Front
- E. Poison Gas
- F. Czar Nicholas
- G. Tank
- H. Germany
- I. France
- J. The Balkans
- K. Trench warfare
- L. Propaganda
- M. Submarine
- N. Schlieffen Plan
- O. Kaiser Wilhelm I
- P. Woodrow Wilson
- Q. Triple Entente
- R. Militarism
- S. Rationing
- T. Armistice

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

- 1. World War I Alliance that included Great Britain, France, and Russia.
- 2. Government system of allowing only small amounts of items to be bought.
- 3. Alliance that included Germany, Austria-Hungary, and Italy.
- 4. This country belonged to the Central Powers during WWI.
- 5. An agreement to stop fighting.
- 6. This country belonged to the Allied Powers in WWI.
- 7. The region of France that became a bloody stalemate.
- 8. Germany's battle strategy that called for a quick defeat of France, then attacking Russia in the east.
- 9. Battle strategy in which soldiers fought from deep pits dug into the earth.
- 10. Leader of Russia up until 1917.
- 11. New warship introduced by Germany that used undersea torpedoes.
- 12. Stretch of battlefield along the German and Russian border.
- 13. New weapon that caused choking, blindness, and death.
- 14. This was sent to Mexico hoping it would ally itself with Germany against the US.
- 15. The region of Europe called a "powder keg" because it was so volatile.
- 16. The policy of keeping a large army and glorifying war.
- 17. America's president who kept us out of the war until 1917.
- 18. Ruler of Germany during WWI.
- 19. Armored combat vehicle used for the first time in WWI.
- 20. One-sided information used by a government to persuade the public.

