

SECTION 3



An American soldier bids goodbye to his sweetheart.

WITNESS HISTORY AUDIO

An American War Song

“Over there, over there,
Send the word, send the word over there,
That the Yanks are coming,
The Yanks are coming...
We'll be over, we're coming over,
And we won't come back till it's over
Over there.”

—George M. Cohan, from the song “Over There,” written in 1917

On April 6, 1917, the United States declared war on Germany.

Focus Question How did the Allies win World War I?



Sheet music for the patriotic song “Over There”

Winning the War

Objectives

- Describe how World War I became a total war.
- Explain the effect that years of warfare had on morale.
- Analyze the causes and effects of American entry into the war.
- Summarize events that led to the end of the war.

Terms, People, and Places

total war	atrocities
conscription	Fourteen Points
contraband	self-determination
Lusitania	armistice
propaganda	

Note Taking

Reading Skill: Summarize As you read, use an outline to summarize the events in this section.

- | |
|---|
| <p>I. Waging total war</p> <p>A. Economies committed to war production</p> <ol style="list-style-type: none"> Conscription Rationing Price controls <p>B. Economic warfare</p> |
|---|

By 1917, European societies were cracking under the strain of war. Casualties on the fronts and shortages at home sapped morale. The stalemate dragged on, seemingly without end. Soon, however, the departure of one country from the war and the entry of another would tip the balance and end the stalemate.

Waging Total War

As the struggle wore on, nations realized that a modern, mechanized war required the channeling of a nation's entire resources into the war effort, or **total war**. To achieve total war, governments began to take a stronger role in directing the economic and cultural lives of their people.

Economies Committed to War Production Early on, both sides set up systems to recruit, arm, transport, and supply armies that numbered in the millions. All of the warring nations except Britain immediately imposed universal military **conscription**, or “the draft,” which required all young men to be ready for military or other service. Britain, too, instituted conscription in 1916. Germany set up a system of forced civilian labor as well.

Governments raised taxes and borrowed huge amounts of money to pay the costs of war. They rationed food and other products, from boots to gasoline. In addition, they introduced other economic controls, such as setting prices and forbidding strikes.

Economic Warfare At the start of the war, Britain's navy formed a blockade in the North Sea to keep ships from carrying supplies in and out of Germany. International law allowed wartime blockades

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

 **Teaching Resources, Unit 6, p. 7; Teaching Resources, Skills Handbook, p. 3**

High-Use Word

erode, p. 831

Definition and Sample Sentence

vt. to eat into or wear away

The ocean tide **eroded** the rocks on the shore, turning them into smooth stones.

SECTION 3 Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe how World War I became a total war.
- Explain the effect that years of warfare had on morale.
- Analyze the causes and effects of American entry into the war.
- Summarize events that led to the end of the war.

Prepare to Read

Build Background Knowledge

Ask students to recall the devastation experienced by members of the military during the war. Have them predict how the war affected people on the home front.

Set a Purpose

- WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**
An American War Song

Ask **What is the tone of the song?** (*optimistic, excited, eager*) **What do you think was the purpose of this song?** (*to motivate troops*) **Do you think the song fulfills that purpose?** (*Answers will vary.*)

- Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 3 Assessment answers.*)
- Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the graphic organizer outlining events that led to the end of the war.

 **Reading and Note Taking**
Study Guide, pp. 236–237

Teach

Waging Total War

L3

Instruct

- **Introduce: Key Terms** Ask students to find the key term **propaganda** (in blue) in the text and explain its meaning. Point out that during World War I, governments used propaganda to raise morale and mobilize their citizens. Have students speculate on other ways that a government can try to control or influence public opinion.
- **Teach** Discuss the idea of a total war. Using the Numbered Heads strategy (TE, p. T23), ask **How did governments manipulate their economies to support the war?** (*raised taxes, borrowed money, rationed goods, set prices, and forbade strikes*) **How did Britain strike at Germany's economy?** (*Britain blockaded Germany, so that Germany could not import needed goods.*) **How did Germany strike at Britain's economy?** (*Germany tried to stop the flow of goods to Britain as well.*)
- **Analyzing the Visuals** Point out the propaganda art on this page. Discuss the effects this poster may have had on a viewer. Then display **Color Transparency 156: To the End, by Louis Raemaeker**. Use the lesson suggested in the transparency book to guide a discussion on how propaganda art was used in World War I.
 Color Transparencies, 156

Independent Practice

Ask students to consider the role of conscription during war time. Have them write a paragraph explaining the benefits and drawbacks of conscription within a democracy.

Monitor Progress

As students write their responses, circulate to ensure they understand the role of conscription.

Answer

Caption It uses emotion by giving men something to fight for and appealing to their sense of family, safety, and moral obligation.

A German Submarine Sinks the *Lusitania*

The sinking of the British line *Lusitania* in 1915, illustrated below, was part of Germany's policy of unrestricted submarine warfare. The incident was featured in propaganda posters as evidence of German brutality. *How does the poster below use emotion to encourage men to enlist?*



to confiscate **contraband**, or military supplies and raw materials needed to make military supplies, but not items such as food and clothing. In spite of international law, the British blockade stopped both types of goods from reaching Germany. As the war progressed, it became harder and harder to feed the German and Austrian people. In Germany, the winter of 1916 and 1917 was remembered as “the turnip winter,” because the potato crop failed and people ate turnips instead.

To retaliate, Germany used U-boats to create its own blockade. In 1915, Germany declared that it would sink all ships carrying goods to Britain. In May 1915, a German submarine torpedoed the British liner **Lusitania** off the coast of Ireland. Almost 1,200 passengers were killed, including 128 Americans. Germany justified the attack, arguing that the *Lusitania* was carrying weapons. When American President Woodrow Wilson threatened to cut off diplomatic relations with Germany, though, Germany agreed to restrict its submarine campaign. Before attacking any ship, U-boats would surface and give warning, allowing neutral passengers to escape to lifeboats. Unrestricted submarine warfare stopped—for the moment.

Propaganda War Total war also meant controlling public opinion. Even in democratic countries, special boards censored the press. Their aim was to keep complete casualty figures and other discouraging news from reaching the public. Government censors also restricted popular literature, historical writings, motion pictures, and the arts.

Both sides waged a propaganda war. **Propaganda** is the spreading of ideas to promote a cause or to damage an opposing cause. Governments used propaganda to motivate military mobilization, especially in Britain before conscription started in 1916. In France and Germany, propaganda urged civilians to loan money to the government. Later in the war, Allied propaganda played up the brutality of Germany's invasion of Belgium. The British and French press circulated tales of **atrocities**, horrible acts

Differentiated Instruction

Solutions for All Learners

L1 Special Needs

Divide students into pairs. Have each pair construct a concept map of the strategies used to fight a total war. Students should determine the main ideas surrounding this concept and determine supporting ideas for each main idea. Then have pairs use their concept maps to discuss why each strategy was important to winning the war.

L2 Less Proficient Readers

L2 English Language Learners

Use the following study guide resources to help students acquiring basic skills:

 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, pp. 236–237
- Adapted Section Summary, p. 238

against innocent people. Although some atrocities did occur, often the stories were distorted by exaggerations or completely made up.

Women Join the War Effort Women played a critical role in total war. As millions of men left to fight, women took over their jobs and kept national economies going. Many women worked in war industries, manufacturing weapons and supplies. Others joined women's branches of the armed forces. When food shortages threatened Britain, volunteers in the Women's Land Army went to the fields to grow their nation's food.

Nurses shared the dangers of the men whose wounds they tended. At aid stations close to the front lines, nurses often worked around the clock, especially after a big "push" brought a flood of casualties. In her diary, English nurse Vera Brittain describes sweating through 90-degree days in France, "stopping hemorrhages, replacing intestines, and draining and reinserting innumerable rubber tubes" with "gruesome human remnants heaped on the floor."

War work gave women a new sense of pride and confidence. After the war, most women had to give up their jobs to men returning home. Still, they had challenged the idea that women could not handle demanding and dangerous jobs. In many countries, including Britain, Germany, and the United States, women's support for the war effort helped them finally win the right to vote, after decades of struggle.

Checkpoint Why was it important for both sides to keep civilian morale high during the war?

Morale Collapses

Despite inspiring propaganda, by 1917 the morale of troops and civilians had plunged. Germany was sending 15-year-old recruits to the front. Britain was on the brink of bankruptcy.

War Fatigue Long casualty lists, food shortages, and the failure of generals to win promised victories led to calls for peace. Instead of praising the glorious deeds of heroes, war poets began denouncing the leaders whose errors wasted so many lives. British poet and soldier Siegfried Sassoon captured the bitter mood:

Primary Source

“You smug-faced crowds with kindling eye
Who cheer when soldier lads march by,
Sneak home and pray you'll never know
The hell where youth and laughter go.”
—Siegfried Sassoon, "Suicide in the Trenches"

As morale collapsed, troops in some French units mutinied. In Italy, many soldiers deserted during the retreat at Caporetto. In Russia, soldiers left the front to join in a full-scale revolution back home.

Revolution in Russia Three years of war had hit Russia especially hard. Stories of incompetent generals and corruption eroded public confidence. In March 1917, bread riots in St. Petersburg erupted into a revolution that brought down the Russian monarchy. (You'll read more about the causes and effects of the Russian Revolution in Section 5.)

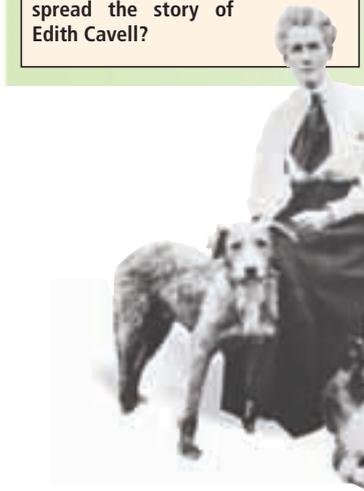
At first, the Allies welcomed the overthrow of the tsar. They hoped Russia would institute a democratic government and become a stronger

BIOGRAPHY

Edith Cavell

Like most ordinary people caught up in war, Edith Cavell (1865–1915) did not plan on becoming a hero. An English nurse, she was in charge of a hospital in Belgium. After the German invasion, Cavell cared for wounded soldiers on both sides. She also helped Allied soldiers escape to the Netherlands.

In 1915, the Germans arrested Cavell for spying. As she faced a firing squad, her last reported words were, "Standing as I do in view of God and Eternity, I realize that patriotism is not enough. I must have no hatred or bitterness toward anyone." **Why do you think the British government spread the story of Edith Cavell?**



Vocabulary Builder

eroded (ee ROHD id)—*vt.* ate into or wore away

Morale Collapses

13

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Ask students to consider what might happen if support for the war **erodes**.

■ Teach Ask Why were people tired of war by 1917?

(There were many casualties, food shortages, and few decisive victories.) Remind students that the purpose of some propaganda was to raise morale. Ask **How could low morale hurt a country fighting a war?** (Troops may refuse to continue fighting or not fight well; civilians may not work hard to contribute materials that support the war; both troops and civilians may rebel to end the war.)

What happened in Russia, partly because of low morale? (The people rebelled and overthrew the government. Russia pulled out of the war.)

Independent Practice

Primary Source To help students better understand the shift in morale, have them read the excerpt from *Kaethe Kollwitz's War Diary* and complete the worksheet.

All in One Teaching Resources, Unit 6, p. 10

Monitor Progress

- After students read *Kaethe Kollwitz's War Diary*, ask what the primary source has in common with the poem by Siegfried Sassoon (in the text). Ensure students understand that both pieces reflect a weariness and bitterness towards war.
- As students create their outlines, circulate to make sure they understand how the drop in morale affected the end of the war. For a completed version of the outline, see

 **Note Taking Transparencies**, 171

Answers

- ✓ Total war demanded that civilians work tirelessly to produce and conserve goods needed to keep the war going. If civilians were unhappy, they might not work well or they might create domestic unrest that would upset war plans and demoralize soldiers.

BIOGRAPHY They could use the story as propaganda against the Germans, portraying them as brutal villains who executed a heroic and brave Englishwoman.

Careers

Nurse Nurses like Edith Cavell played an important role in caring for the sick and wounded during World War I. Today, nurses work to prevent disease, promote health, and help patients cope with illness. With today's aging population and changing health care system, nursing is a continually expanding field. They work in a variety of environments from hospitals and nursing homes to schools and rehabilitation centers.

Besides dealing directly with patients, nurses also work in administration, management, or research. A registered nurse must first pass a national licensing exam and must have at least a hospital diploma or an associate's degree or bachelor's degree in nursing. It's a good career option for those who enjoy working with people, and are caring, sympathetic, responsible, and detail-oriented.

The United States Declares War/Victory at Last

L3

Instruct

- **Introduce** Ask students to recall the state of the Allied cause in 1917. Have them predict how the entry of the United States on the side of the Allies will affect the morale of both sides.
- **Teach** Review the reasons the United States declared war against the Central Powers. Then point out that although the United States declared war in April 1917, troops did not arrive in Europe until 1918. Ask **How did the Central Powers try to take advantage of the delay?** (*They pushed to win the war before American troops arrived.*) **What was the outcome of this strategy?** (*The Germans pushed back troops on the Western Front, but were unable to win before American reinforcements arrived.*)
- **Quick Activity** Display **Color Transparency 160: Summary of Woodrow Wilson's Fourteen Points**. Use the lesson suggested in the transparency book to guide a discussion about Wilson's terms for resolving the conflict.

 **Color Transparencies, 160**

Independent Practice

Have students suppose that they are living in the United States during 1917. Ask them to write a letter to the editor explaining whether or not the United States should enter the war. Letters should refer to the Zimmerman Note and Germany's decision to resume unrestricted submarine warfare.

Monitor Progress

- As students work on their letters, circulate to ensure they understand how opinion on entering the war shifted during this time.
- Check Reading and Note Taking Study Guide entries for student understanding.

Answers

- ✓ Poor morale, among other factors, led to revolution in Russia and Russia's eventual withdrawal from the war, which weakened the Allies.

Caption American soldiers came into the war supplied with resources and training, but hadn't experienced war on their home soil.



American Troops "Over There"

The arrival of fresh American troops in Europe throughout 1918 helped turn the tide of the war in favor of the Allies. Recruitment posters, like the one above, inspired soldiers to enlist. *How was the experience of American soldiers different from that of other Allied soldiers?*

ally. But later that year V. I. Lenin came to power with a promise to pull Russian troops out of the war. Early in 1918, Lenin signed the Treaty of Brest-Litovsk (brest lih TAWFSK) with Germany. The treaty ended Russian participation in World War I.

Russia's withdrawal had an immediate impact on the war. With Russia out of the struggle, Germany could concentrate its forces on the Western Front. In the spring of 1918, the Central Powers stood ready to achieve the great breakthrough they had sought for so long.

- ✓ **Checkpoint** How did Russia's loss of morale affect the strategic position of the Allies in World War I?

The United States Declares War

Soon after the Russian Revolution began, however, another event altered the balance of forces. The United States declared war on Germany. Many factors contributed to the decision of the United States to exchange neutrality for war in 1917.

Why Join the Allies? Many Americans supported the Allies because of cultural ties. The United States shared a cultural history and language with Britain and sympathized with France as another democracy. On the other hand, some German Americans favored the Central Powers. So did many Irish Americans, who resented British rule of Ireland, and Russian Jewish immigrants, who did not want to be allied with the tsar.

Germany had ceased submarine attacks in 1915 after pressure from President Wilson. However, in early 1917, Germany was desperate to break the stalemate. On February 1, the German government announced that it would resume unrestricted submarine warfare. Wilson angrily denounced Germany.

Also, in early 1917, the British intercepted a message from the German foreign minister, Arthur Zimmermann, to his ambassador in Mexico. In the note, Zimmermann authorized his ambassador to propose that Germany would help Mexico "to reconquer the lost territory in New Mexico, Texas, and Arizona" in return for Mexican support against the United States. Britain revealed the Zimmermann note to the American government. When the note became public, anti-German feeling intensified in the United States.

Declaring War In April 1917, Wilson asked Congress to declare war on Germany. "We have no selfish ends to serve," he stated. Instead, he painted the conflict idealistically as a war "to make the world safe for democracy" and later as a "war to end war."

The United States needed months to recruit, train, supply, and transport a modern army across the Atlantic. But by 1918, about two million American soldiers had joined the war-weary Allied troops fighting on the Western Front. Although relatively few American troops engaged in combat, their arrival gave Allied troops a much-needed morale boost. Just as important to the debt-ridden Allies was American financial aid.

Differentiated

Instruction

Solutions for All Learners

L4 Advanced Readers

Divide the class into groups of three. Assign each group to create a talk show discussing whether America should join the war. Have one student in each group assume the role of the talk show host while the other two students act as guests on the show. The guests may choose one of these roles: a British government official waging total war, a British woman

L4 Gifted and Talented Students

supporting the war effort, an antiwar poet, a French soldier who has mutinied and deserted, and an American who believes that the United States should enter the war against Germany. Students should prepare for their roles by developing pertinent questions and answers. Then ask each group to present their show to the classroom audience.

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 6, p. 4

- To further assess student understanding, use  **Progress Monitoring Transparencies**, 110

Reteach

If students need more instruction, have them read the section summary.

-  **Reading and Note Taking Study Guide**, p. 238 L3
-  **Adapted Reading and Note Taking Study Guide**, p. 238 L1 L2
-  **Spanish Reading and Note Taking Study Guide**, p. 238 L2

Extend

L4

See this Chapter's Professional Development pages for the Extend Online activity on propaganda in World War I.

Answers

- ✓ three of the following: unrestricted submarine warfare, cultural ties, the Zimmermann Note, Wilson's desire to "make the world safe for democracy"
- ✓ Its last drive failed because the Allies were renewed by American troops, and domestic unrest disrupted the government.

The Fourteen Points Though he had failed to maintain American neutrality, Wilson still hoped to be a peacemaker. In January 1918, he issued the **Fourteen Points**, a list of his terms for resolving this and future wars. He called for freedom of the seas, free trade, large-scale reductions of arms, and an end to secret treaties. For Eastern Europe, Wilson favored **self-determination**, the right of people to choose their own form of government. Finally, Wilson urged the creation of a "general association of nations" to keep the peace in the future.

- ✓ **Checkpoint** What are three factors that led the United States to enter the war?

Victory at Last

A final showdown on the Western Front began in early 1918. The Germans badly wanted to achieve a major victory before eager American troops arrived in Europe. In March, the Germans launched a huge offensive that by July had pushed the Allies back 40 miles. These efforts exhausted the Germans, however, and by then American troops were arriving by the thousands. The Allies then launched a counterattack, slowly driving German forces back across France and Belgium. In September, German generals told the kaiser that the war could not be won.

Uprisings exploded among hungry city dwellers across Germany. German commanders advised the kaiser to step down. William II did so in early November, fleeing into exile in the Netherlands.

By autumn, Austria-Hungary was also reeling toward collapse. As the government in Vienna tottered, the subject nationalities revolted, splintering the empire of the Hapsburgs. Bulgaria and the Ottoman empire also asked for peace.

The new German government sought an **armistice**, or agreement to end fighting, with the Allies. At 11 A.M. on November 11, 1918, the Great War at last came to an end.

- ✓ **Checkpoint** Why did Germany ask the Allies for an armistice in November 1918?

Celebrating the Armistice

Around the globe, crowds celebrated the end of the war. Here, British and American soldiers and civilians wave the American and French flags in relief and jubilation.



Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-2631

● Writing About History

Quick Write: Gather Evidence to Support Thesis Statement Suppose you are writing an essay with the following thesis statement "Women played a critical role in World War I." Write three questions like the two below that would help you gather evidence to support this thesis.

- What types of things did women do during the war?
- Why was this work important?

Section 3 Assessment

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Summarize** Use your completed outline to answer the Focus Question: How did the Allies win World War I?

Comprehension and Critical Thinking

3. **Summarize** What measures did wartime governments take to control national economies and public opinion?
4. **Recognize Effects** What impact did wartime failures have on Russia?
5. **Draw Conclusions** Describe how the entry of United States into the war was a turning point.
6. **Analyze Information** Reread the poem by Siegfried Sassoon. What does it suggest about the effects of trench warfare?

Section 3 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. The Allies were weakened when Russia left the war, but were strengthened when the United States joined. The Germans attempted one last drive, but it failed and morale in Germany plummeted. The Allies were able to drive the Germans

- back. The government in Germany toppled and the new one asked for peace.
3. raised taxes, borrowed money, rationed food and other supplies, introduced price controls, censored the press, and used propaganda to win support for the war
4. Food shortages and collapsing morale led to a revolution that overthrew the tsar.
5. U.S. financial aid helped the Allies, and U.S. troops helped drive back the German advance and boosted Allied morale.

6. that trench warfare was brutal and dehumanizing and amounted to suicide for soldiers

● Writing About History

Questions should relate to the main idea of the thesis and be useful for research.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-2631**.