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.

- Analyze the costs of World War I.
- Describe the issues faced by the delegates to the Paris Peace Conference.
- Explain why many people were dissatisfied with the Treaty of Versailles and other peace settlements.

Prepare to Read

Build Background Knowledge
Ask students to recall World War I’s effect on Britain and France. Based on their previous reading, have them predict these countries’ goals for the peace negotiations.

Set a Purpose
- **WITNESS HISTORY** Read the selection aloud or play the audio.
- Have students preview the selection and write a response to the Focus Question.

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 4 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 Guided Questioning strategy (TE, p. T20). As they read, have students fill in the concept web describing the costs of World War I.

Making the Peace

Objectives
- • Analyze the costs of World War I.
- • Describe the issues faced by the delegates to the Paris Peace Conference.
- • Explain why many people were dissatisfied with the Treaty of Versailles and other peace settlements.

Terms, People, and Places
- pandemic
- reparations
- collective security
- mandate

Reading Skill: Summarize As you read, summarize the main points of the text under the heading “The Costs of War” in a concept web like the one below.

Students should refer to their concept web as they read. (Answer appears with Section 4 Assessment answers.)

Just weeks after the war ended, President Wilson boarded a steamship bound for France. He had decided to go in person to Paris, where Allied leaders would make the peace. Wilson was certain that he could solve the problems of old Europe. “Tell me what is right,” Wilson urged his advisors, “and I’ll fight for it.” Sadly, it would not be that easy. Europe was a shattered continent. Its problems, and those of the world, would not be solved at the Paris Peace Conference, or for many years afterward.

The Costs of War

The human and material costs of the war were staggering. Millions of soldiers were dead, and even more wounded. The devastation was made even worse in 1918 by a deadly pandemic of influenza. A pandemic is the spread of a disease across a large area—in this case, the whole world. In just a few months, the flu killed more than 20 million people worldwide.

The Financial Toll
In battle zones from France to Russia, homes, farms, factories, roads, and churches had been shelled into rubble. People had fled these areas as refugees. Now they had to return and start to rebuild. This cost of reconstruction and paying off huge war debts would burden an already battered world.

Shaken and disillusioned, people everywhere felt bitter about the war. The Allies blamed the conflict on their defeated foes and insisted that the losers make reparations, or payments for war damage. The stunned Central Powers, who had viewed the armistice as a cease-fire

Vocabulary Builder

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

High-Use Word: **widespread,** p. 837

**Definition and Sample Sentence**

*adj., occurring in many places*

The decision to eat dinner now rather than later met with widespread approval among those who were hungry.
American nurse tends to soldiers in France in 1918.

Their resources into the fight, leaving them little with which to rebuild. Below are their lives as a result of the war. Many of the combatant nations had thrown all of them disabled for life. Historians estimate that from 6 to 13 million civilians also lost 8.5 million men had died in battle. Twice that number had been wounded, many of them disabled for life. Militaries estimate that from 6 to 13 million civilians also lost their lives as a result of the war. Many of the combatant nations had thrown all of their resources into the fight, leaving them little with which to rebuild. Below an American nurse tends to soldiers in France in 1918.

Cynical view of Europeans and renewed hopes for independence. Asian soldiers had discovered that the imperial powers were not as invincible as they seemed. Colonial troops returned home with a more
critical view of Europeans and renewed hopes for independence.

The Costs of the War

The war ended in 1918, but its effects would be felt for decades to come. More than 8.5 million men had died in battle. Twice that number had been wounded, many of them disabled for life. Militaries estimate that from 6 to 13 million civilians also lost their lives as a result of the war. Many of the combatant nations had thrown all of their resources into the fight, leaving them little with which to rebuild. Below an American nurse tends to soldiers in France in 1918.

THOUGHTS AND QUESTIONS

1. What were some of the human, economic, and political costs of the war?

Think Critically

1. Draw Conclusions. Which two nations suffered the highest proportion of soldier deaths? Why were American casualties relatively low?
2. Predict Consequences. What long-term impact might the number of casualties have on a country like France?

Monitor Progress

As students fill in their concept webs, circulate to make sure they understand the costs of war. For a completed version of the concept web, see Chapter 26 Section 4 Answer Key.

Due to the war, millions of soldiers and civilians lost their lives, property was destroyed, and several countries experienced political turmoil.

Thinking Critically

1. Germany and France. American casualties were lower because the United States entered the war several years after the other major nations.
2. As a smaller country, France would be hit harder with the loss of more soldiers, with widows and families who would be left without a means of financial support.

Answers

The Costs of War

Instruct

Introduce: Key Terms Ask students to find the key term reparations (in blue) in the text and explain its definition. Ask them to predict the problems with making the defeated countries pay for war damages.

Teach Ask students to make a quick list of the costs of the war. Write their answers on the board. Using the idea wave strategy (TP, p. T35), ask students to compare Europe on the brink of war in 1914 to Europe in 1918. Discuss the sweeping changes brought about by the war, such as the collapse of the Austria-Hungarian and Ottoman empires.

Analyzing the Visuals Draw students’ attention to the infographic on this page. Ask them to summarize the information provided in the charts and graphs. Then have them use this information to predict how the costs of the war will affect how the various countries approach the peace negotiations.

Link to Literature

To help students better understand the effects of the influenza pandemic of 1918, have them read the selection “Pale Horse, Pale Rider” by Katherine Anne Porter and complete the worksheet in Teaching Resources, Unit 6, p. 12.

Monitor Progress

As students fill in their concept webs, circulate to make sure they understand the costs of war. For a completed version of the concept web, see Chapter 26 Section 4 Answer Key.

Answers

Due to the war, millions of soldiers and civilians lost their lives, property was destroyed, and several countries experienced political turmoil.

Thinking Critically

1. Germany and France. American casualties were lower because the United States entered the war several years after the other major nations.
2. As a smaller country, France would be hit harder with the loss of more soldiers, with widows and families who would be left without a means of financial support.
The Paris Peace Conference/The Treaty of Versailles

Instruct

- Introduce: Tell students that Germany was forced to sign the Treaty of Versailles without any chance of negotiating its terms. Ask students to predict how this might lead to problems.
- Teach: Using the Numbered Heads strategy (TP, p. T2), have students discuss the goals of each of the Big Three leaders. Then read aloud the background note French War Losses. Ask Why might Clemenceau be more concerned with making Germany unable to fight another war than Wilson? (France borders Germany, the United States does not. France lost many more people than the United States, and more French property was destroyed.)
- Quick Activity: Organize a debate on how self-determination both solved and created problems. Mention that self-determination allowed people to govern themselves, but that the division of ethnic groups was not always clean and neat.

Independent Practice

- Biography: To help students better understand one of the leaders behind the treaty negotiations, have them read the biography Woodrow Wilson and complete the worksheet.
- Note Taking: Using the Numbered Heads strategy (TP, p. T3), have students discuss the goals of each of the Big Three leaders. Then read aloud the background note French War Losses. Ask Why might Clemenceau be more concerned with making Germany unable to fight another war than Wilson? (France borders Germany, the United States does not. France lost many more people than the United States, and more French property was destroyed.)
- Quick Activity: Organize a debate on how self-determination both solved and created problems. Mention that self-determination allowed people to govern themselves, but that the division of ethnic groups was not always clean and neat.

Monitor Progress

- To review this section, ask students to explain how the Treaty of Versailles punished Germany.
- For a completed version of the table, see Note Taking Transparencies, 1728

Answer

Wilson wanted peace without revenge. Lloyd George wanted to please the British people by punishing Germany and getting money to fulfill his postwar goals. Clemenceau wanted to weaken Germany so that it could never threaten France again.

836 World War I and the Russian Revolution

The Paris Peace Conference

The victorious Allies met at the Paris Peace Conference to discuss the fate of Europe, the former Ottoman empire, and various colonies around the world. The Central Powers and Russia were not allowed to take part in the negotiations.

Conflicting Goals

Wilson was one of three strong leaders who dominated the Paris Peace Conference. He was a dedicated reformer and at times was so stubbornly convinced that he was right that he could be hard to work with. Wilson urged for “peace without victory” based on the Fourteen Points.

Two other Allied leaders at the peace conference had different aims. British prime minister David Lloyd George had promised to build a post-war Britain “fit for heroes”—a goal that would cost money. The chief goal of the French leader, Georges Clemenceau (KLIGH un soo), was to weaken Germany so that it could never again threaten France. “Mr. Wilson bores me with his Fourteen Points,” complained Clemenceau. “Why, God Almighty has only ten!”

Problems With the Peace

Crowds of other representatives circled around the “Big Three” with their own demands and interests. The Italian prime minister, Vittorio Orlando (VY thee ohr LANCE), insisted that the Allies honor their secret agreement to give former Austro-Hungarian lands to Italy. Such secret agreements violated the principle of self-determination.

Self-determination posed other problems. Many people who had been ruled by Russia, Austria-Hungary, or the Ottoman empire now demanded national states of their own. The territories claimed by these peoples often overlapped, so it was impossible to satisfy them all. Some ethnic groups became unwanted minorities in newly created states.

Wilson had to compromise on his Fourteen Points. However, he stood firm on his goal of creating an international League of Nations. The League would be based on the idea of collective security, a system in which a group of nations acts as one to preserve the peace of all. Wilson felt sure that the League could correct any mistakes made in Paris.

Checkpoint: How did the goals of the Big Three leaders conflict at the Paris Peace Conference?

The Treaty of Versailles

In June 1919, the Allied representatives of the new German Republic signed the treaty they had drawn up at the palace of Versailles (vur SY) outside Paris. The German delegates were horrified. The treaty forced Germany to assume full blame for causing the war. It also imposed huge reparations that would burden an already damaged German economy. The reparations covered not only the destruction caused by the war, but also pensions for millions of Allied soldiers and those widows and families. The total cost of German reparations would later be calculated at $30 billion (the equivalent of about $57 trillion today).

Other parts of the treaty were aimed at weakening Germany. The treaty severely limited the size of the once-feared German military. It returned Alsace and Lorraine to France, removed hundreds of square miles of territory from western and eastern Germany, and stripped Germany of its overseas colonies. The Treaty compelled many Germans to

History Background

French War Losses
France did not suffer the greatest number of dead and wounded during the war. No other nation, however, suffered a greater percentage of its population dead or wounded. Of Frenchmen who were between 20 and 32 years old at the start of the war, more than half were killed. Property damage in northern France, where much of the fighting took place, included 300,000 houses destroyed and 20,000 factories or workshops ruined or badly damaged. Some 1,360,000 head of livestock were killed or confiscated. Bombing had ravaged thousands of acres of forest and farmland. This was the country that Georges Clemenceau represented at the Paris Peace Conference.
leave the homes they had made in Russia, Poland, Algeria-Lorraine, and the German colonies to return to Germany or Austria. The German leaders were surprised when they read the treaty.

**Outcome of the Peace Settlements**

The Allies drew up separate treaties with the other Central Powers. Like the Treaty of Versailles, these treaties left widespread dissatisfaction. Discontented nations waited for a chance to revise the peace settlements in the years to come.

**Checkpoint**

**Why were the German delegates surprised when they read the treaty?**

**Vocabulary Builder**

**Map Skills**

The peace treaties that ended World War I redrew the map of Europe.

1. Locate (a) Lithuania (b) Czechoslovakia (c) Yugoslavia (d) Poland (e) Danzig
2. Regions: Which countries lost territory in Eastern Europe?
3. Draw Conclusions: Why might the mandate system cause widespread dissatisfaction?

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**Answers**

1. Review locations with students.
2. Germany, Russia, Austria-Hungary, Bulgaria
3. The defeated countries would have been unhappy to lose so much territory. Even Allied countries might have been disappointed that they did not gain more territory.

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**Advanced Readers**

Have students read the Humanities feature and additional excerpts from Erich Maria Remarque’s All Quiet on the Western Front about soldiers’ experiences in the trenches during World War I. Using these excerpts and information from this chapter, have students write four diary entries, one for each of the following events: (1) their enrollment in the army (2) their first encounter with battle (3) their feelings at the end of the war (4) their reaction to the peace settlements. Entries should include descriptions of technology used, soldiers’ daily living conditions, dealing with fear, and strategies to keep up morale.
Analyzing Political Cartoons

This cartoon portrays one view of the peace treaties that ended World War I.

1. The turkey symbolizes Germany.
2. Britain holds a carving knife and fork, ready to carve the turkey.
3. Other Allies await the feast.
4. What does carving up the turkey symbolize?
5. What attitude do you think that the cartoonist had towards the treaties?

Assess Progress

■ Have students complete the Section Assessment.
■ Administer the Section Quiz.
■ Teaching Resources, Unit 6, p. 5
■ To further assess student understanding, use
■ Program Tutoring Transparencies, 111

Reteach

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

Reading and Note Taking Study Guide, p. 240
Adapted Reading and Note Taking Study Guide, p. 240
Spanish Reading and Note Taking Study Guide, p. 240

Extend

Conduct the Unit 6 simulation, Paris Peace Conference, which examines the provisions of the peace treaties.

Teaching Resources, Unit 6, pp. 86–89

Answers

Analyzing Political Cartoons
1. The reparations that Germany had to make to the Allied countries.
2. The cartoonist may have agreed with the ideas of the Allied countries.
3. The United States did not join the League, and so did not have a leading role. The League was too weak to stop new wars from starting.

Progress Monitoring Online

Quick Write: Choose an Organization

Use an organizational strategy that suits the topic of your essay. For instance, if you are writing about a series of events that sums up the effects, you might write one paragraph about each cause, followed by a paragraph that compares the effects. If you are writing about something that suits the first type of organization and on that suits the second, then write a brief outline for an essay about each.

Quick Write: Choose an Organization

For additional assessment, have students access Progress Monitoring Online at Web Code naa-2641.