



Teaching Guide

SEGMENT 2, WEBISODE 11

Please note: Each segment in this Webisode has its own Teaching Guide

Separated from the European continent by the Atlantic Ocean, President Wilson and many American citizens believed that the United States could remain isolated and maintain a neutral position when Germany, Austria-Hungary, and Turkey waged an imperialistic war on their European neighbors. Wilson sought to bring peace between the aggressive Central Powers and the Allies (England, France, Italy, Russia, and Japan). However, one incident after another finally drew the United States into the Great War. German submarines sank ships, including American vessels and passenger ships, without warning. German forces overran peaceful Belgium. Finally, a telegram came to light in which Germany tried to persuade Mexico to declare war on the United States to win back Texas and New Mexico, land Mexico had lost in the nineteenth century. Woodrow Wilson asked Congress to declare war on April 2, 1917. It was, he said, a war in which America had no selfish interest, but rather a war to make the world “safe for democracy.”

Teacher Directions

- Write the following sentences on the chalkboard or on chart paper or make a transparency.
 - President Wilson and many Americans did not want to take sides in a European War; they wanted to maintain neutrality.
 - The Atlantic Ocean between Europe and the American continent gave many Americans the hope that they could remain isolationists and not be drawn into Europe’s problems.
 - President Wilson saw the role of Americans not as imperialists, taking advantage and gaining power over other nations, but rather as peacemakers who would keep the world safe for democracy.
- Ask the students to use context clues in the sentences to define the underlined words.
- Make sure students understand the following points in discussing the words neutrality, isolationists, and imperialists.

When the Great War broke out in Europe in 1914, President Wilson called it “a distant event.” Why should the United States become involved in problems that only affected Europe? People who believe that the country should keep out of foreign affairs are called isolationists. The United States maintained neutrality; it did not take sides, for nearly three years. But by



Segment
Overview



Let's Discuss

Let's Discuss, Cont.



History Sleuth

1917, events had drawn the United States into the Great War. The United States did not enter the war for imperialist purposes (to take advantage of other nations), but because as President Wilson said, "The world must be made safe for democracy."

4. Explain to the students that unlike the United States, the Central Powers (Germany, Austria-Hungary, and Turkey) were imperialist powers. They wanted to conquer neighboring European countries to build their own powerful, rich empires. Ask the students.
 - How does imperialism make the world unsafe for democracy?

Teacher Directions

1. Distribute the Student Sheet: *Events that Drew the United States into the Great War*.
2. Students work in their small teams or in partnerships to study the artifacts and answer the questions that follow.
3. Teams share their answers in a class discussion.
4. Explain to the students that in addition to these acts, German submarines regularly attacked and sunk other American ships that came near England or France on the pretext that they carried supplies to the Allies.
5. Ask the students.
 - Do you think the acts of the Central Powers should have drawn the United States out of its neutrality? Why or why not?

Teacher Directions

Discuss with the students the following questions.

- What would you have thought if you sat in Congress and heard President Wilson's speech?
- Would you have cheered the United States' entry into the war? Why or why not?
- To what extent is America responsible to make the rest of the world safe for democracy?



What do you Think?



Teacher Directions

1. Share and discuss the following information with students.

In every preceding war in America's history, African Americans had fought and died. Still, in the opening years of the twentieth century, they did not share fully in the American dream. In 1913, President Wilson, yielding to the pressure of southern states, even allowed the segregation of federal employees. The army drafted both blacks and whites but put them in segregated units.

How should African Americans respond to the call to war from a nation that had never rewarded them for past sacrifices nor granted them their basic rights? This question caused debate among black Americans.

A. Phillip Randolph, an outspoken advocate for African American rights and the publisher of a radical Harlem newspaper, questioned why men of his race should fight in yet another war for a country that would not grant them full citizenship. W.E.B. DuBois, another African American leader and founder of the National Association for the Advancement of Colored People (N.A.A.C.P.), argued that "...while the war lasts [we should] forget our special grievances and close our ranks shoulder to shoulder with our white fellow citizens and allied nations that are fighting for democracy."

The people agreed with W.E.B. DuBois. Three hundred eighty thousand African Americans joined the army. Two hundred thousand went to Europe, but only about a quarter of that number saw combat. The rest worked as laborers, building roads, digging trenches, and unloading ships. Again, African Americans showed their willingness, even in the face of ongoing discrimination, to fight for freedom.

2. Discuss with the students the willingness of African Americans to fight in World War I.
 - What kinds of jobs did the army assign to African American soldiers?
 - Did the army treat African American soldiers fairly? Explain your response.
 - Would you have agreed with A. Phillip Randolph or with W.E.B. DuBois? Explain your response.
 - Why do you think so many African Americans agreed with W.E.B. DuBois?



Connections

Teacher Directions

Use the following activities with your students.

Research/Art — Students research an incident that occurred during America's neutrality, from 1914 to April 1917. Students draw propaganda postcards to convince America to enter the war.

Language Arts — Students develop a simple code and use it to send messages to classmates to decode.

Geography — Students locate England, Germany, Mexico, and Japan on a world map or globe. Students indicate on the map or globe the territory offered by the Germans to the Mexicans in the Zimmerman telegram.

Technology /Library — Students research how new inventions and technology changed the face of war.

Events that Drew the United States into the Great War

Germany Marches on Belgium!



THE HOHENZOLLERN DREAM

Germany is a war-made,—a war-making state. She believes the sword the only satisfactory arbiter of international questions,—blood the only food for a growing state. With Germany in the ascendancy, war will remain the world's chief business. Know the essential war facts! Your government itself will give them to you. Any two of the following named pamphlets sent free upon request.

The President's Flag Day Speech. With evidence of Germany's plans. 32 pages.	War, Labor and Peace. Conquest and Kultur. 160 pages.
The War Message and the Facts Behind It. 33 pages.	German War Practices. 96 pages.
The Nation in Arms. 16 pages.	Treatment of German Militarism and German Critics. The German War Code. 16 pages.
Why We Fight Germany.	

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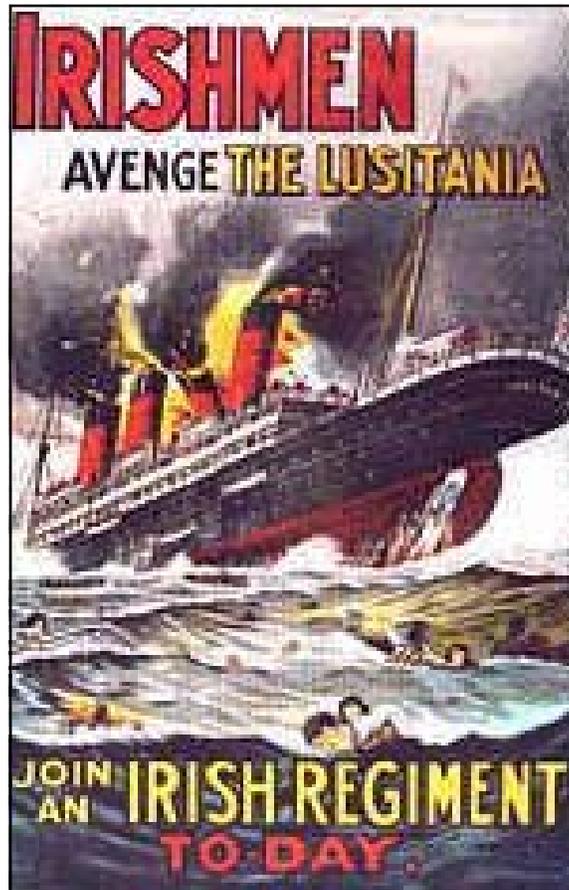
This space contributed for the Winning of the War by

School of Communications, University of Washington

- What act of the Central Powers does this artifact depict?
- How does this act demonstrate imperialism?
- How did this act affect the United States even though it is an ocean away from Europe?

Events that Drew the United States into the Great War

German Submarine Sinks Lusitania!



Recruitment Poster on behalf of the Lusitania

- What act of the Central Powers does this artifact depict?
- How does this act demonstrate imperialism?
- How did this act affect the United States even though it is an ocean away from Europe?

Events that Drew the United States into the Great War

Zimmerman Telegram

WESTERN UNION TELEGRAM									
<small>NEWSPAPER CARLTON, PRESIDENT</small>									

CLASS OF SERVICE DESIRED

Fast Day Message	<input checked="" type="checkbox"/>
Day Letter	<input type="checkbox"/>
Night Message	<input type="checkbox"/>
Night Letter	<input type="checkbox"/>

Patrons should mark on it one side the class of service desired OTHERWISE THE TELEGRAM WILL BE TRANSMITTED AS A FAST DAY MESSAGE.

5300

Time Paid

5300

Time Paid

Read the following telegram, subject to the terms on back hereof, which are hereby agreed to

via Galveston

JAN 18 1917

**GERMAN LEGATION
MEXICO CITY**

130	13042	13401	8501	115	3528	416	17214	8491	11310
18147	18222	21560	10247	11518	23677	13605	3494	14936	
98092	5905	11311	10392	10371	0302	21290	5161	39695	
23571	17504	11269	18276	18101	0317	0228	17694	4473	
23284	22200	19452	21589	87893	5569	13918	8958	12137	
1333	4725	4458	5905	17166	13851	4458	17149	14471	6706
13850	12224	6929	14991	7382	15857	67893	14218	36477	
5870	17553	67893	5870	5454	16102	15217	22801	17138	
21001	17388	7440	23638	18222	6719	14331	15021	23845	
3158	23552	22096	21604	4797	9497	22464	20855	4377	
23610	18140	22260	5905	13347	20420	39689	13732	20667	
6929	5275	18507	52262	1340	22049	13339	11265	22295	
10439	14814	4178	6992	8784	7632	7357	6926	52262	11267
21100	21272	9346	9559	22464	15874	18502	18500	15857	
2188	5376	7381	98092	16127	13486	9350	9220	76036	14219
5144	2831	17920	11347	17142	11264	7667	7762	15099	9110
10482	97556	3569	3670						

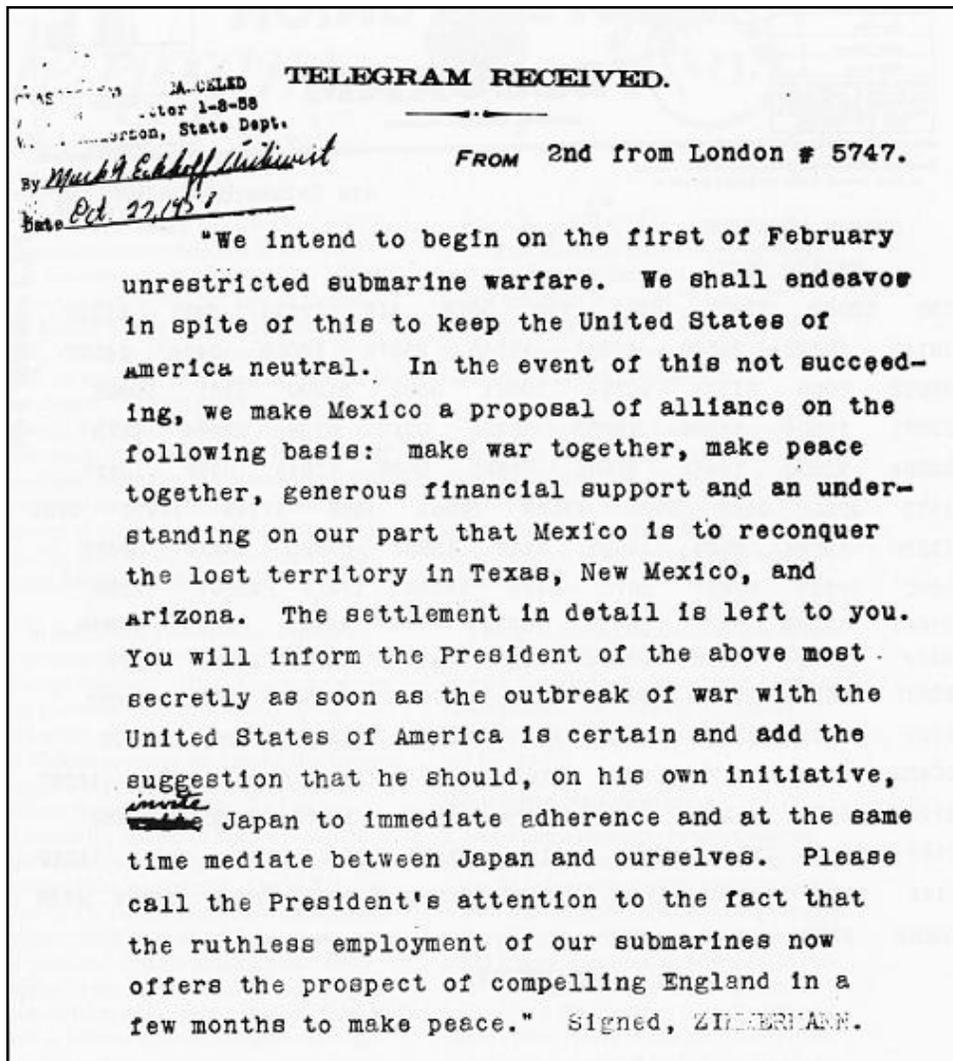
BEPNSTOPFF.

Charge German Embassy.

Zimmerman Telegram

Events that Drew the United States into the Great War

Zimmerman Telegram Decoded!



- What act of the Central Powers does this artifact depict?
- How does this act demonstrate imperialism?
- How did this act affect the United States even though it is an ocean away from Europe?