



Teaching Guide

SEGMENT 4, WEBISODE 11

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



Segment Overview



Let's Discuss

Americans celebrated the end of World War I with unbounded joy and patriotism, believing that the United States, in defeating the Central Powers, had won the “war to end wars.” However, when President Wilson, in his Fourteen Points, urged peace without revenge—European self-determination, and the establishment of a peace-keeping League of Nations—politicians both abroad and at home rejected his plans. Great Britain, France, and Italy wanted revenge. They demanded that Germany pay thirty-three million dollars in reparations and reduce its army and arsenal of weapons. The harshness of the Treaty of Versailles made Germans believe that they had been forced to accept unreasonable terms and set the stage for another more terrible war within a generation.

Teacher Directions

1. Display on the chalkboard or on chart paper the phrase “peace without victory.” Explain that this is what President Woodrow Wilson wanted after World War I ended.
2. Students, in small teams, discuss the meaning of that phrase and share their ideas with the entire class.
3. Make sure students understand the following points in discussing the meaning of “peace without victory.”

After a war, the country that wins usually enjoys the spoils of victory. It takes what it wants from the losing country, sometimes taking over the entire country. A victorious country may occupy the conquered one, demand huge payments, and make life generally miserable for the citizens of the defeated nation.

Wilson did not want this to happen after World War I. He knew that revenge and hatred only sow the seeds for more wars. He wanted the nations involved in the war to make a peace that would allow everyone to live in harmony in the future.



Teacher Directions

1. Distribute the Student Sheet: *Wilson's Fourteen Points* .
2. Share with the students the following information.

Wilson's Fourteen Points was his plan to help Europe recover from World War I. Many of the points dealt with restoring freedom to European nations that the Central Powers had overrun during the war. Some points, however, affected nations beyond Europe including the United States.

3. Students follow the directions on the Student Sheet to match Wilson's words with their meanings. Students work in teams and discuss their answers with the class. In the class discussion, be sure students understand the meaning of these points and how Wilson hoped they would lead to a peaceful world.
4. Explain to students that the people of Germany knew about Wilson's Fourteen Points before the Allies gathered in Paris to write the Treaty of Versailles, the document that officially ended the war. The Germans were not allowed to attend the peace conference.

5. Ask the students.

- If you were a citizen of Germany, how would you feel about a peace based on Wilson's plan?
- If you were a citizen of France, England, or Italy, and Germany had run all over your country, killed citizens and many soldiers and sailors in your army and navy, and destroyed much of your property, how would you feel about Wilson's plan?

6. Make sure students understand the following points in discussing the questions.

The German people expected the treaty to incorporate Wilson's Fourteen Points. If it had, the war would have ended in "peace without victory." However, unlike the United States, that had joined the war late and had fought no battles on its soil, the Allies wanted to punish Germany for the havoc and tragedy it had caused in their countries. After all, Germany had started the war with its imperial acts.

7. Distribute the Student Sheet: *The Treaty of Versailles*. Students in their small teams read the Student Sheet and speculate how the German people reacted to the terms of the treaty.



What do you
Think?



Moving Toward
Freedom

Teacher Directions

1. Tell the students that Wilson could not convince the United States to join the League of Nations. Display the following quotation from President Wilson on the chalkboard, chart paper, or on a transparency.

I can predict with absolute certainty that within another generation there will be another world war if the nations of the world do not concert (plan together) the method by which to prevent it.

2. Students discuss the following questions.
 - What did Wilson's prediction mean?
 - How did Wilson's prediction come true?
3. Ask students: If you had heard Wilson predict this, how would you have responded? Write a journal entry describing your response.

Teacher Directions

1. Share the following information with students.

At the close of the Spanish American War in 1898, the United States demanded from Spain the island of Puerto Rico as war payment. In 1917, the people of Puerto Rico took a big step toward freedom when President Wilson signed the Jones Act. This law made Puerto Ricans citizens of the United States and made the island an unincorporated territory of the United States. It also provided for the creation of three-branch government (executive, legislative, and judicial) and a locally elected senate and a house of representatives. However, the president and Congress could veto or stop any legislation passed by the Puerto Rican congress. In 1947, Puerto Ricans elected their own governor for the first time. In 1952, a new constitution made Puerto Rico an independent part of the United States called the Commonwealth of Puerto Rico, or Estado Libre Asociado de Puerto Rico. Citizens of Puerto Rico have social security, benefit from federal welfare programs, and serve in the military; they do not pay income taxes or vote in presidential elections.

2. A strong party in Puerto Rico advocates becoming a state. If you were a citizen of Puerto Rico, would you want the commonwealth to become the fifty-first state? Why or why not?



Connections

Teacher Directions

Use the following activities with your students.

Geography — Students locate maps of Europe before and after World War I to determine the changes in the political geography of Europe after the First World War.

Literature/Library — Students can get a sense of time and place at the turn of the century by reading any or all of the following books written for young adults in the early 1900s: *Peter Pan* by James Barrie (1904), *The Wind in the Willows* by Kenneth Grahame (1908), and *Anne of Green Gables* by Lucy Maud Montgomery (1908).

Research/Library — Students research today's United Nations and then compare and contrast that organization with the League of Nations.

Art/Library — In 1917, Congress approved the Selective Service Act, a bill mandating draft registration for every young man of suitable age. After students discuss the draft and share their opinions of it, they design and draw recruiting posters or placards protesting the draft.

Local History — Students locate and describe any World War I monuments in their community.

Wilson's Fourteen Points

Directions: Read Woodrow Wilson's words in the column on the left. Draw a line to the phrase in the column on the right that most accurately explains each quotation

What we demand in this war 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 (decide) its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression.

Open covenants (treaties) of peace, openly arrived at, after which there shall be no private international understandings of any kind...

Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and war...

A general association of nations must be formed...

The removal, so far as possible, of all economic barriers (taxes and tariffs) and the establishment of an equality of trade conditions among all the nations ...

freedom of trade

no secret agreements between nations against other nations

self-determination of government for every country

freedom of the open seas

League of Nations

The Treaty of Versailles

The Treaty of Versailles included Wilson's plan for an association of nations, the League of Nations. However, the rest of the treaty concentrated on punishing Germany. The Treaty forced Germany to accept all the blame for the war.

It ordered Germany to

- ◆ reduce its army to 100,000 men;
- ◆ reduce its navy to only six war ships, and to get rid of all its submarines;
- ◆ destroy its air force;
- ◆ pay for all the damage caused by the war — 6,600,000,000 pounds in English money (thirty-three million dollars);
- ◆ give land to Belgium, France, Denmark, and Poland. Some of the land that it gave to Poland divided Germany into two pieces.