Review and Preview

Students have read about the United States’ preparations for joining the war in Europe. They will now read about how the arrival of American troops affected the outcome of the war.

Section Focus Question

How did the arrival of American troops in Europe affect the course of the war?

Before you begin the lesson for the day, write the Section Focus Question on the board. (Lesson focus: The Americans helped turn the war in favor of the Allies.)

Prepare to Read

Build Background Knowledge

Ask students to recall the ways that technology influenced trench warfare. Then ask that they predict how the arrival of more soldiers and equipment on one side might affect the outcome of a war being fought in trenches. After they make predictions about what they will learn, address any misconceptions that students may have about the topic. Remind them to confirm or revise their predictions after they read the section.

Set a Purpose

Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

Unfamiliar Words Suggest to students that they use a ruler to help them keep their place as they read, line by line, down the page. Have students mark unfamiliar words or phrases (such as expeditionary on this page) with a sticky note. Review with them from time to time what they have marked.
The first American troops reached Europe in June 1917. The unit was not ready for combat. Its purpose was to prop up sagging French morale. This First Division symbolized America’s commitment to the fight and its intention to send more troops. As the newly arrived Americans paraded through Paris, crowds cheered and threw flowers.

**Setbacks and Advances**

During 1917, as the Allies waited for more American troops to arrive, their situation grew increasingly desperate. On the Western Front, a three-month British offensive bogged down in the mud in Belgium. To the south, Austria-Hungary and Germany scored a huge setback in the eastern front, with Pershing already having experience commanding U.S. troops on foreign soil. Connect that main idea to Pershing’s role in World War I.

**Russia Makes Peace**

In Russia, the new government that had replaced the tsar struggled to keep up the war effort. But the Russian army was exhausted. Two million soldiers deserted the front lines. By July, German troops were driving deep into Russia.

Under the leadership of Vladimir Lenin, a radical faction known as the Bolsheviks seized the government on November 7, 1917. Lenin intended to set Russia on the road to communism. Communism is an economic and political system based on the idea that social classes and the right to private property should be eliminated. Lenin embraced the ideas of the German thinker Karl Marx, who had predicted that workers around the world would unite to overthrow the ruling class.

Lenin’s first order of business was to pull Russia out of the war. In March 1918, Russia and Germany signed a peace agreement, called the Treaty of Brest-Litovsk. It transferred some 30 percent of Russia’s territory to Germany and Germany scored a major victory over the Italians at Caporetto.

**Germany Attacks**

On March 21, 1918, the German army unleashed a series of daring attacks. The goal of this “peace offensive,” as Germany called it, was to defeat the Allies quickly and bring peace on German terms.

**Connect Main Ideas to Earlier Events/Ideas**

Recall that Pershing had predicted that workers around the world would unite to overthrow the ruling class.

**Vocabulary Builder**

Use the information below to teach students this section’s high-use words.

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>deprive, p. 720</td>
<td>v. to keep from having; to take away by force. The Confederacy was deprived of supplies due to the northern blockade of southern ports.</td>
</tr>
<tr>
<td>dictate, p. 721</td>
<td>v. to direct or order a specific action. During Reconstruction, Radical Republicans dictated policy in the South.</td>
</tr>
</tbody>
</table>

For three years, neither side could gain an advantage on the Western Front. Then, in 1917, the Allies threw back a German offensive and pushed forward. (a) Interpret a Map. Approximately how close did the Germans get to Paris? (b) Evaluate Information. How would you describe the Allied offensive of 1918? What factor allowed the Allies to make this push?

**Answers**

(a) approximately 50 miles

(b) The offensive was hard-fought. The Allies were able to make this push when the American forces joined the fighting in large numbers.
Setbacks and Advances  
**p. 719**

**Instruction**
- Have students read Setbacks and Advances. Remind students to answer the reading Checkpoint question.
- Discuss how U.S. troops helped push back the Germans in France. Ask: *How did Americans help win World War I?* (German soldiers were losing their will to fight, and the Allies had fresh American troops.)
- Discuss the withdrawal of Russia from the war. Ask: *Who was Vladimir Lenin?* (the Bolshevik leader of Russia)  
  Ask: *Why do you think Lenin gave up Russian territory in exchange for peace with Germany?* (Russian soldiers were deserting the front lines, and a revolution brought turmoil and a new government to power in Russia.)

**Independent Practice**
Have students continue to fill in the Study Guide for this section.

**Monitor Progress**
As students fill in the Notetaking Study Guide, circulate to make sure students understand the setbaks and advances as the American troops began fighting on the battlefield. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

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**Answers**
- **Biography Quest** He raised money to build a high school (now the Alvin C. York Technical Institute).
- **Checkpoint** The U.S. Marines fought the Germans fiercely, often in hand-to-hand combat, and drove them from the forest.

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**Differentiated Instruction**

**Advanced Readers**

**Write a News Report** Have students use the information in the lesson and additional research to write a news report from the point of view of the French about the arrival of the American troops. Ask students to describe the deployment and its effect on the Allies’ morale. Have students present their reports to the class.

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**Gifted and Talented**

**Biography Quest**

Alvin York
1887–1964

Alvin York was a poor, uneducated farmer from the hills of Tennessee. He was also a man of deep religious beliefs. “I didn’t want to go and fight and kill,” he later wrote. “But I had to answer the call of my country.”  

Sergeant York became the most decorated American soldier of World War I. During one battle, he captured 132 Germans and 35 machine guns almost single-handedly.

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**Vocabulary Builder**

**deprive** (dee miv) v. to keep from having; to take away by force

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**Battle of the Argonne Forest**

Weakened by influenza and deprived of supplies by the Allied blockade that had tightened since America’s entry into the war, Germany’s army was losing the will to fight. Now, it was the Allies’ turn to take the offensive.

In September 1918, Allied forces pushed forward along a line that stretched from the North Sea to Verdun. The Americans were toward the right. More than one million American soldiers advanced on heavily fortified German positions between the Meuse River and the Argonne Forest in northeastern France.

At first, the Americans advanced slowly. But as November began, German defenses finally crumbled under the unrelenting assault. Farther north, French and British forces advanced as well.

**Checkpoint** What role did American troops play at Belleau Wood?
The Armistice

By early autumn, Germany’s military and political leaders realized that their cause was lost. Their army had no reserves, whereas the arrival of Americans had assured the Allies of a fresh supply of soldiers. The German leaders decided to seek an armistice. An armistice is a halt in fighting that allows peace talks to begin.

Germany knew that France and Britain wanted to impose a harsh settlement. But President Wilson had recently proposed a “Fourteen Points” peace plan, founded on principles for international cooperation. (See Section 4.) On October 6, the head of the German government sent Wilson a note requesting an armistice based on the Fourteen Points. But Wilson ultimately had little say.

A Harsh Armistice France and Britain dictated the terms of the armistice. They required Germany to pull back its troops on the Western Front. Germany also had to cancel the Treaty of Brest-Litovsk and hand over its entire fleet of U-boats.

Meanwhile, the other Central powers—Bulgaria, Austria-Hungary, and the Ottoman Empire—had asked for an armistice, too. None of them was in any position to resist Allied demands.

Wilson’s major impact during this period was his insistence that the Kaiser, the absolute monarch of Germany, must step down. On November 9, Kaiser Wilhelm II fled to Holland. There, he soon gave up the throne. Germany became a republic.

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Vocabulary Builder
dictate (dik-tayt) v. to direct or order a specific action

Honoring Veterans

1921 The day World War I ended has been remembered ever since. On November 11, 1921, the body of an unidentified American soldier was laid to rest in the Tomb of the Unknowns at Arlington National Cemetery.

1938 November 11 was made a national holiday, Armistice Day. The name of Armistice Day was later changed to Veterans Day.

Section 3 Americans at War 721

Monitor Progress

As students complete the Notetaking Study Guide, circulate to make sure students understand the armistice and the toll of the war. Provide assistance as needed.

Tell students to fill in the last column of the Reading Readiness Guide. Ask them to evaluate if what they learned was what they had expected to learn.

For: Veterans Day in the news
Visit: PHSchool.com
Web Code: mvc-7213

History Background

Abdication of Kaiser Wilhelm II Kaiser Wilhelm’s forced departure from Germany probably saved him from a worse fate, possibly execution. He had entered the war reluctantly to save Austria-Hungary, unable to control the tensions that escalated when Austria took a hard stance against Serbia. He made little attempt to reign in his generals’ grand schemes during the war and refused to compromise on a peace plan. After he was forced to abdicate, he found asylum in the Netherlands, where he lived until his death in 1941.
Assess and Reteach

Assess Progress
Have students complete Check Your Progress. Administer the Section Quiz.

Progress Monitoring Transparencies, Chapter 21, Section 3

Reteach
If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Extend
Have students research other monuments and memorials that honor the sacrifices and hardships of those who served in World War I. Ask them to choose one monument in the United States and one in Europe. Then ask students to make a two-panel display on which they mount a sketch or printed image of the monument and any inscriptions on it. Display students’ projects in the classroom.

Progress Monitoring Online
Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer
Checkpoint The war ended with an armistice that the Allies imposed on Germany.

War’s Deadly Toll
The armistice took effect at 11 A.M. on November 11—the eleventh day of the eleventh month of 1918. The war had finally ended. At the front, soldiers could hardly believe it was true. One American soldier later recalled:

“After the long months of intense strain, of keying themselves up to the daily mortal danger, of thinking always in terms of war and the enemy, the abrupt release from it all was physical and psychological agony. Some suffered a total nervous collapse.”

—Thomas Gowenlock, Soldiers of Darkness

World War I was the most destructive war history had yet seen. It cost the lives of approximately 10 million military personnel—more than had died in all the wars fought in Europe during the previous 100 years combined.

In Europe, a generation of young men had lost their lives. France suffered approximately 1.3 million military deaths; Britain, 900,000; Germany, 1.6 million; and Russia, 1.7 million. American combat deaths numbered 50,000 in less than a year of fighting. Millions of other soldiers were blinded, lost limbs, suffered permanent lung damage from poison gas, or experienced psychological problems.

No one knows how many civilians died of disease, starvation, or other war-related causes. Some historians believe that as many civilians died as did soldiers. Much of northern France lay in ruins. Millions of children were left orphaned or homeless.

Checkpoint How did the war end?

Looking Back and Ahead
The war ended in an overwhelming Allied victory. In Section 4, you will read about the next great challenge: creating the peace.

Section 3 Check Your Progress

Comprehension and Critical Thinking
1. (a) Identify Identify two ways the Americans contributed to the Allied victory.
   (b) Make Predictions How do you think the war might have ended if the United States had not entered? Explain.
2. (a) Recall What were the terms of the armistice that ended the war?
   (b) Draw Conclusions Why do you think Germany agreed to these terms?

Reading Skill
3. Connect Main Ideas to Earlier Events Connect America’s role in World War I with its role in the Spanish-American War. What was the United States fighting for in each case?

Key Terms
4. Write a sentence using each of the key terms from this section: convoy, communism, armistice. Include a definition of the key term in each sentence.

Writing
5. Create an outline for an essay tracing the progress of Allied forces during World War I. List the information in the order you would present it in the essay.

A wounded soldier returns home

Section 3 Check Your Progress

1. (a) The Americans contributed troops and supplies to the Allied victory.
   (b) Possible answer: Agreeing to these terms was the only way Germany could end a war it was losing.
2. (a) Germany was forced to pull back its troops, cancel the Treaty of Brest-Litovsk, give up its fleet of U-boats, and force the Kaiser to step down.
   (b) Possible answer: Agreeing to these terms was the only way Germany could end a war it was losing.
3. The United States sought war with Spain in order to aid Cuban rebels and expand its territories. In Europe, its goal was to protect its interests and it entered the war very reluctantly.
4. Possible sentences: Merchant ships sailed together in large convoys to protect themselves from attack by the Germans. Vladimir Lenin and the Bolsheviks established a government of communism in Russia by eliminating the right to private property. The Allies and the Germans signed an armistice in which they agreed to end the war if certain terms were met.
5. Outlines should correctly and chronologically reflect the Allies’ progress in World War I as presented in the text.