Section 4

Step-by-Step Instruction

Review and Preview

In the previous section, students learned about the end of World War I. In this section, students will read more about the debates for creating a lasting peace after the war.

Section Focus Question

How did the Treaty of Versailles and the League of Nations disappoint President Wilson?

Before you begin the lesson for the day, write the Section Focus Question on the board. (Lesson focus: The Treaty of Versailles harshly punished Germany; the U.S. Senate refused to ratify the treaty through which the United States would join the League of Nations. Neither plan helped Wilson achieve the goals of his Fourteen Points.)

Prepare to Read

Build Background Knowledge

Ask students to recall what they learned at the end of Section 3 about the costs of World War I. Ask: How did the war affect Europe? (A generation of young men was killed, civilians were killed and displaced, and many children were orphaned.) Ask students to predict what they will learn about the peace negotiations after the war. Use the Numbered Heads strategy (TE, p. T24) to elicit responses.

Set a Purpose

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.
- Have students discuss the statements in pairs or groups of four, then mark the worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share their group’s perspectives. The students will return to these worksheets later.

Answer

Checkpoint to prevent future wars

Shaping the Peace

Objectives

- Examine Woodrow Wilson’s plan for a lasting peace.
- Understand how the Treaty of Versailles punished Germany.
- Explain why many Americans opposed membership in the League of Nations.

Reading Skill

Connect Main Ideas to Current Events

Events and ideas from history often connect to events and issues of importance today. Finding these connections will bring history to life for you, as well as increase your understanding of current events. Look for these connections as you read this section.

Key Terms and People

self-determination reparations Henry Cabot Lodge deport

Why It Matters

After the end of the war, the struggle began to determine the shape of the peace. Wilson’s ideas for the postwar sparked a spirited debate. The outcome of this debate would affect America and the world for years to come.

The Fourteen Points

Even before the war ended, President Wilson had presented his peace plan, known as the Fourteen Points, to Congress. He framed his plan in idealistic terms, saying he hoped to prevent future wars.

The first five points dealt with the factors that had led to the war. Wilson wanted to eliminate secret international agreements. He called for freedom of the seas, free trade among nations, and a sharp reduction in the world’s military forces. He also favored settlement of colonial claims, balancing the interests of native populations and colonizing powers.

Points 6 through 13 dealt with specific territorial issues arising from the war. One of these issues involved self-rule for national minority groups in Austria-Hungary and the Ottoman Empire. Later, Wilson turned this point into a call for self-determination. Self-determination is the right of a group to decide its own form of government. Wilson knew that one of the causes of World War I was the struggle of Bosnians, Serbs, and other peoples to rule themselves.

For Wilson, Point 14 was the most important. It called for setting up an international organization, or association of nations, to guarantee world peace. Underlying his plan, Wilson said, was “the principle of justice to all peoples and nationalities . . . whether they be strong or weak.”

Checkpoint What was the goal of the Fourteen Points?

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>
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</thead>
</table>
| clause, p. 724| n. part of a law, treaty, or other written agreement  
Different clauses of the Constitution describe the three branches of government. |
| dissolve, p. 725| v. to break up into smaller parts  
After the attack on Fort Sumter, the Union dissolved into two parts. |

Cartoon showing President Wilson’s peace efforts

Peace and Justice

“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 its own institutions, be assured of justice . . .”

—President Woodrow Wilson, addressing Congress about his Fourteen Points, 1918
The Fourteen Points
Peace Conference in Paris

pp. 723–724

Instruction

Vocabulary Builder Before teaching this lesson, preteach the High-Use Words clause and dissolve using the strategy on TE p. T21.

Key Terms Have students complete the See It–Remember It chart for the Key Terms in this chapter.


Ask: Why was Point 14 the most important to President Wilson? (It called for the establishment of an international organization to guarantee world peace.)

Show the transparency The League of Nations.

Color Transparencies, The League of Nations

Ask: Why did Wilson agree to the harsh terms of the Treaty of Versailles? (Possible answer: Even though he disagreed with parts of the treaty, Wilson accepted the treaty because it called for the creation of the League of Nations, which Wilson strongly supported.)

Independent Practice

Have students begin to fill in the Study Guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 21, Section 4 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of the peace conference in Paris. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

Differentiated Instruction

Less Proficient Readers

Comprehension Aids Before reading the section, have students look through the section and list each heading to create an outline. As they read, have students jot down important words, concepts, or people they want to remember or questions they may have about each heading. Check with students to see what questions they have. Encourage them to try to answer them on their own, or with each other, before asking for help from you.

Special Needs

Vocabulary Builder

clause (kläz) n. part of a law, treaty, or other written agreement

Lloyd George, Clemenceau, and Wilson (left to right) at the peace talks

Peace Conference in Paris

The victorious powers organized a peace conference in Paris. Although American Presidents had seldom gone abroad, Wilson decided that he himself would lead the American delegation.

The Fourteen Points had thrilled Europe’s war-weary population. Two million people turned out to cheer Wilson when he arrived in Paris in January 1919. One newspaper likened him to Moses.

The Big Four At the conference, major decisions were made by the “Big Four.” They were Wilson and the prime ministers of the three top European Allies: Georges Clemenceau of France, David Lloyd George of Britain, and Vittorio Orlando of Italy.

The other Allies did not share Wilson’s idealistic goal of “peace without victory.” They were determined to punish Germany and to ensure that Germany would not threaten its neighbors again. Also, during the war, several Allies had signed secret treaties for dividing up the territories and colonies of the Central powers.

The Treaty of Versailles After difficult negotiations, the Allies came to an agreement. The Treaty of Versailles (ver si) dealt severely with Germany. Various clauses took away territory on Germany’s borders and stripped Germany of colonies. The treaty forced Germany to accept full responsibility for the war and to pay the Allies huge reparations, or payments to cover war damages. It also placed limits on the size and nature of Germany’s military.

Wilson disagreed with these harsh demands. However, he had agreed in order to win his cherished peacekeeping organization. The Treaty of Versailles also called for the creation of an international organization to be called the League of Nations. It would provide a place for countries to meet, settle disputes peacefully, and punish any nation that broke the peace.

On June 28, 1919, German delegates reluctantly signed the treaty. However, German anger at the Treaty of Versailles would later set the stage for another world war.

Other Treaties Negotiators arranged separate treaties with the other Central powers. The treaties applied the principle of self-determination to the peoples of Eastern Europe.

Some changes had already taken place. Austria-Hungary had collapsed. From its ruins arose the separate states of Austria, Hungary, and Czechoslovakia. In addition, the Serbs of Serbia had joined with other Balkan peoples to form Yugoslavia. Poland had declared independence. The peace treaties recognized all these changes, making adjustments to the new borders.
Battle Over the League

P. 725

Instruction

- Have students read Battle Over the League. Remind students to answer the reading Checkpoint question.
- Discuss the debate in the United States over the League of Nations. Ask: How did Wilson try to persuade Americans to accept the League of Nations? (He went out on a nationwide tour of speeches to gain support for the proposal.)
- Ask: Why do you think the absence of the United States diminished the effectiveness of the League of Nations? (The United States was a major world power with interests around the world. Without the United States as a member, the League of Nations did not have as much influence.)
- In order to help students better understand the failure of the League of Nations, assign the worksheet The League of Nations, and discuss the reasons that Wilson’s goal for the League of Nations was not realized.

Teaching Resources, Unit 7, The League of Nations, p. 49

Independent Practice

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

Interactive Reading and Notetaking Study Guide, Chapter 21, Section 4 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the debate in the United States over whether to join the League of Nations. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

History Background

Henry Cabot Lodge In 1876, Henry Cabot Lodge received the first Ph.D. in political science ever awarded by Harvard University. Lodge represented the state of Massachusetts in the United States Senate for more than 30 years. His strategy for opposing the League of Nations was twofold: delay the issue long enough for enthusiasm to die down, and introduce amendments that would require Congressional approval for the treaty. The 1920 presidential election, won convincingly by Republican Warren G. Harding, was viewed by many as an endorsement by the American public of Lodge’s position.

Vocabulary Builder

dissolve (dih ZAHLV) v. to break up into smaller parts

Answers
(a) Germany, Austria-Hungary, Russia, Bulgaria
(b) Ottoman Empire; Turkey

Checkpoint The treaty forced Germany to pay reparations, give up its colonies, and placed limits on Germany’s military.
Postwar Troubles
p. 727

Instruction

- Have students read Postwar Troubles. Remind students to answer the Section Focus Question.
- Ask: What was the cause of increased labor unrest in the early 1920s? (Unemployment increased when soldiers came home seeking jobs.)
- Ask: How did events in Russia affect the United States? (Lenin’s call for a worldwide revolution of workers created fears that Communists were behind labor unrest.)

Independent Practice

Have students complete the Study Guide for this section.

Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure students understand the troubles the United States faced after World War I.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.
- Have students go back to their Word Knowledge Rating Form. Rerate their word knowledge and complete the last column with an example.

Answers

Reading Political Cartoons
- (a) The gap in the bridge represents the absence of the United States, which is represented by the keystone, or most important piece, of the bridge.
- (b) Possible response: The United States prefers to sit back on its own and is shirking its responsibilities. The cartoonist shows the weak link in the bridge, which will probably cause its collapse.

Lodge argued that membership in the League would restrict the right of the United States to act independently in its own interest:

“The United States is the world’s best hope, but if you chain her in the interests and quarrels of other nations, if you tangle her in the intrigues of Europe, you will destroy her power for good and endanger her very existence.”

—Henry Cabot Lodge, speech, August 1919

Lodge asked for major changes that would reduce the United States ties to the League. But Wilson refused to compromise.

Wilson’s Last Battle

In early September, Wilson set out on a nationwide tour to stir public support for his position. Traveling 8,000 miles by train in three weeks, he gave 40 speeches.

On October 2, Wilson suffered a massive stroke that paralyzed his left side. His wife and his physician kept secret the severity of his illness. From his White House sickbed, Wilson continued to reject all compromise on the treaty.

In November 1919, the Senate voted to reject the treaty. The absence of the United States crippled the League’s ability to stem the crises that shook the world in the 1930s.

Connect Main Ideas to Current Events

Connect the role of the United States in the League of Nations with the role of the United States in world affairs today.

Checkpoint

Why did Lodge oppose the League of Nations?
Postwar Troubles

The United States did not easily adjust to the return of peace. The postwar years brought a variety of troubles.

**Influenza Epidemic** Toward the end of the war, troop movements contributed to a worldwide influenza epidemic. In the United States alone, the disease took more than 500,000 lives in 1918 and 1919. Worldwide, the epidemic killed more people than had died in four years of war.

**Labor Unrest** During the war, unions and businesses had cooperated to meet production goals. But peacetime brought high unemployment, as soldiers came home to seek jobs. With prices rising, unions’ demands for higher wages met stiff resistance from management. In 1919, four million laborers—20 percent of the American industrial work force—went on strike.

**Red Scare** Many Americans feared that Communists, or “Reds,” were behind the labor unrest. After all, in Russia, Lenin had called for a worldwide workers’ revolution. From 1919 into 1920 a “Red Scare,” or fear of Communist revolution, gripped the nation.

Attorney General A. Mitchell Palmer ordered immigrants suspected of radical views to be rounded up and deported, or returned to their home countries. These Palmer Raids reached their height on January 2, 1920, when authorities arrested more than 4,000 people in 33 cities. But public opinion soon turned against Palmer. In time, the panic cooled.

**Looking Back and Ahead** After World War I, many Americans longed for a return to peace and prosperity. In the next chapter, you will see how these goals were met in the 1920s.