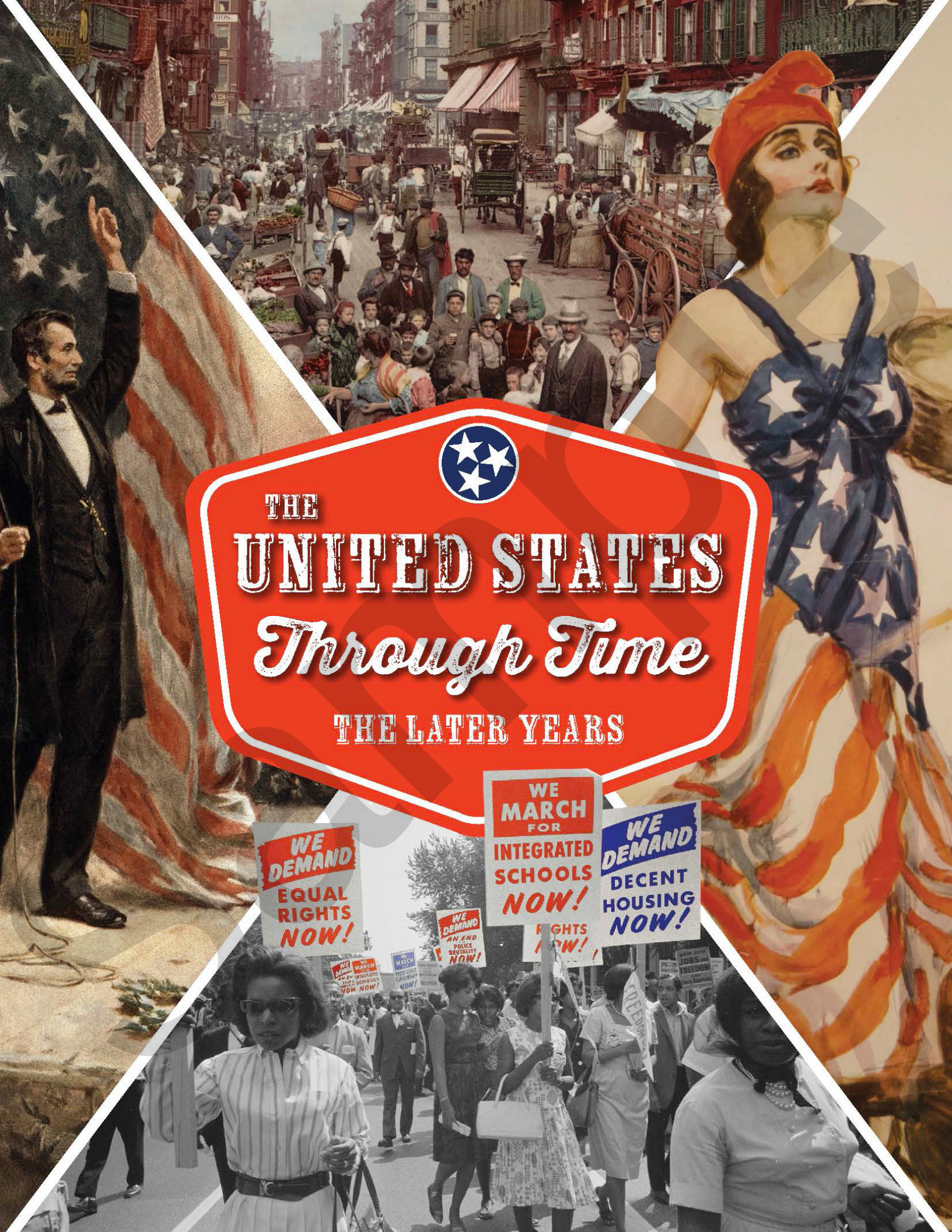




THE
UNITED STATES
Through Time

THE LATER YEARS

**WE
DEMAND
EQUAL
RIGHTS
NOW!**

**WE
MARCH
FOR
INTEGRATED
SCHOOLS
NOW!**

**WE
DEMAND
DECENT
HOUSING
NOW!**

**WE
DEMAND
AN END
TO
POLICE
BRUTALITY
NOW!**

JAW
 JOB
 FREE

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The Turn of the Century



1870

The 15th Amendment

1888

Booker T. Washington opens the Tuskegee Institute.

1906

- Upton Sinclair publishes *The Jungle*.
- Pure Food and Drug Act is passed.

1901

- President McKinley is assassinated.
- Theodore Roosevelt becomes president.

1870

1880

1890

1900

1886

Founding of the American Federation of Labor (AFL)

1896

Plessy v. Ferguson

The Big Question?

In what ways did life in the United States change in the early 1900s?

Lesson 1

Progress and Pushback

Lesson 2

The World at War

Lesson 3

The Roaring Twenties

This painting depicts a line of soldiers being evacuated after a gas attack. Mustard gas was a new technology during World War I. In what ways can technology help or hurt nations at war?



1909

NAACP established

1911

- Triangle Shirtwaist Factory fire
- The Dillingham Commission

1917

The United States joins WWI.

1918

Flu pandemic starts

1919

- The 18th Amendment prohibits the sale of alcohol.
- The 19th Amendment grants women the right to vote.
- Treaty of Versailles signed at Paris Peace Conference

1920

League of Nations established

1933

The 21st Amendment ends Prohibition.

1910

1920

1930

1940

1910–1940

The Great Migration

1914–1918

World War I

1918–1937

The Harlem Renaissance

The World at War

Become a Better Reader

Context Clues

Images are another type of context clue. Pictures and maps can show you what the text is talking about and help you understand meanings of unfamiliar words.

How do the images on this page and the next page help you understand World War I?

As you read this lesson, use the maps and images to help determine the meanings of difficult words and phrases.



In 1914, Archduke Franz Ferdinand of Austria-Hungary and his wife, Duchess Sophie of Hohenberg, were killed by an assassin.

On June 28, 1914, gunfire changed the course of history. An assassin from Serbia shot and killed the heir to the throne of Austria-Hungary, Archduke Franz Ferdinand, along with his wife, Duchess Sophie.

This began a chain of events that brought most of Europe into a world war. Three years later, the United States also entered the war, and more than 4 million Americans would serve in the US armed forces.

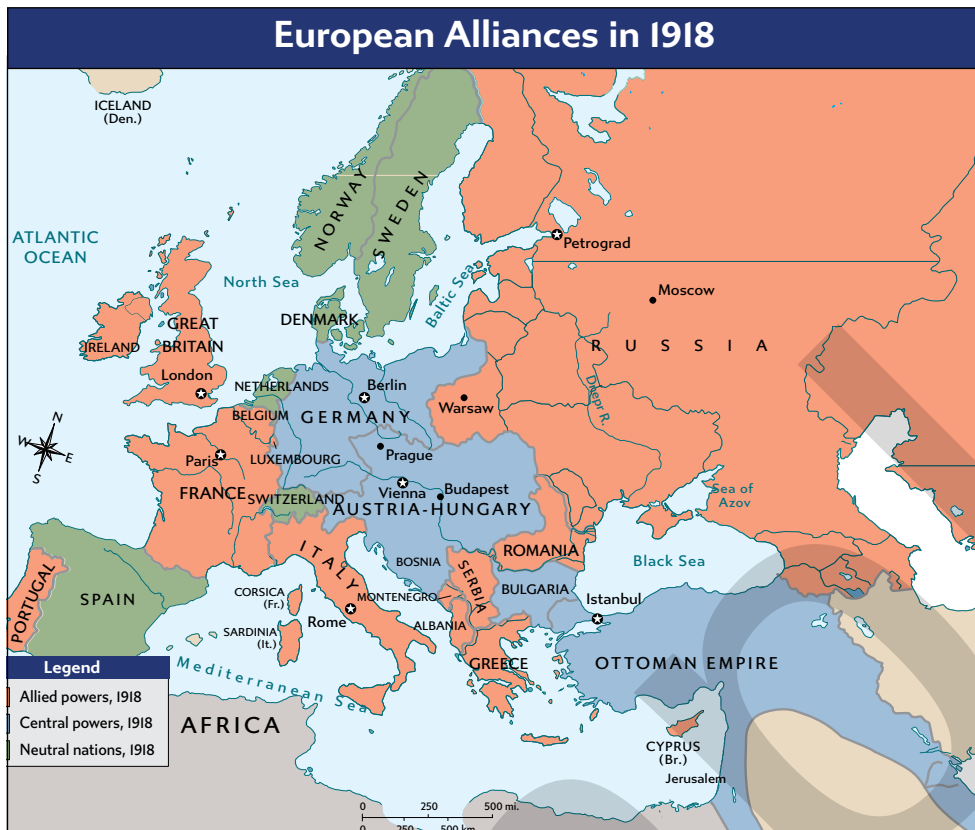


Learning Goals

- I can describe how World War I began.
- I can summarize why the United States entered the war and contributed to the war effort.
- I can explain why the United States did not sign the Treaty of Versailles to enter the League of Nations.

Key Terms

draft
faction
nationalism
neutral
ration



The Allied powers could be found in western and eastern Europe. The Central powers were mostly located in central Europe. Based on this map, what advantages and disadvantages might each side have?

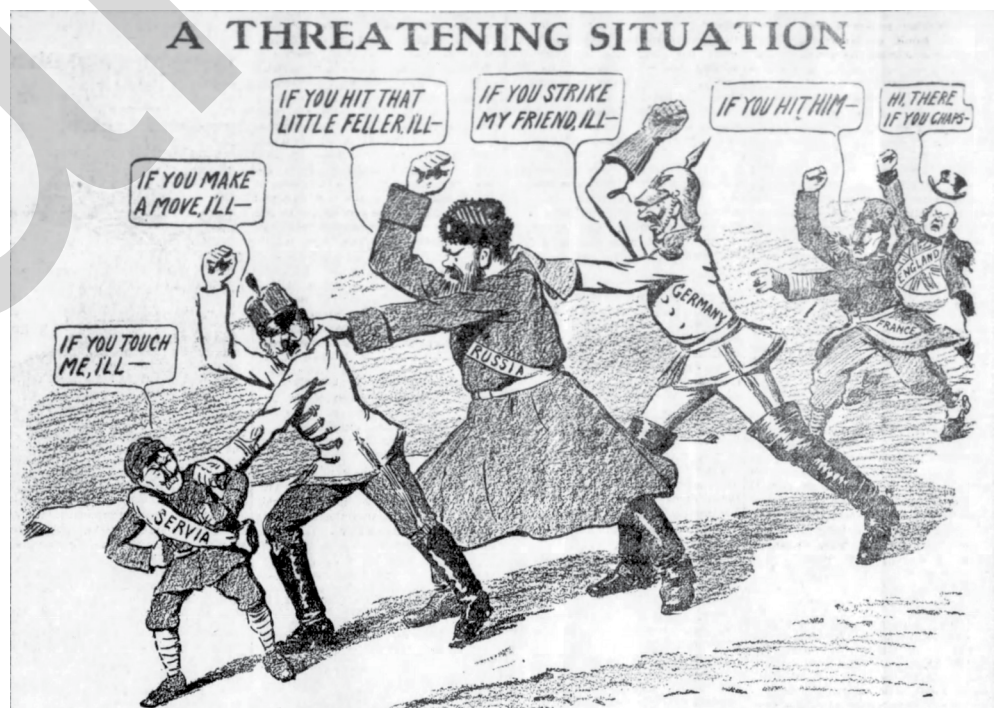
The Path to War

Nations split into **factions**. Great Britain, France, and Russia formed the Allied powers. Germany, Austria-Hungary, and the Ottoman Empire joined as the Central powers.

Leaders in both European factions thought that the war would be short, but they were wrong. Leaders, soldiers, and civilians would soon find that neither opponent could make any progress.

Soon, the United States would find it difficult to remain **neutral**.

Earlier wars had involved several countries at once, but World War I was the first global conflict. Many nations formed alliances that stated if one country was attacked, the others would help. How does this cartoon illustrate this idea?



One War, Two Names

At the time, many called this war the Great War. Today, we call this war World War I. That is because it was the first of two world wars in the 20th century.

Competing for Power

Over centuries, European countries had built empires around the world. By the early 1900s, the British Empire was the largest. Other countries like Germany and Italy also wanted their own colonies. Outside of Europe, Japan and the United States were expanding into new territories. This led to new competition for power.

Nationalism grew as the major countries competed for control. Many people thought their home nation was better than any other. This led to conflicts between countries.

People believed that a safe nation needed a strong military. Many countries expanded their armies. European nations formed military alliances. They made secret treaties agreeing to help each other if the other was attacked.

Industrialization

Industrialization was an important factor leading up to World War I. Factories in Britain, France, Germany, and Russia made more and more weapons and ammunition.

Germany and Britain strengthened their navies, building submarines and battleships that could go faster than ever.

Thousands of men joined the German army. **Why do you think so many European men signed up to fight?**

The US Enters the War

Many US citizens were immigrants from the nations at war in Europe. They did not want to be at war with their homelands. Also, US business owners did not want anything to hurt their trade with the warring countries.

President Woodrow Wilson issued a statement saying the United States would not support either side in the war. However, remaining neutral proved difficult.



The RMS Lusitania

In 1915, a German U-boat attacked and sank a British passenger ship sailing across the Atlantic Ocean. The RMS *Lusitania* lost more than 1,000 passengers, including 128 from the United States. Many were shocked because ships carrying civilians should have been safe. It was later found that the *Lusitania* was carrying weapons.

The German navy slowly increased attacks on US ships. In two weeks in 1917, German U-boats sank four ships. Many US citizens realized their country could no longer stay neutral.

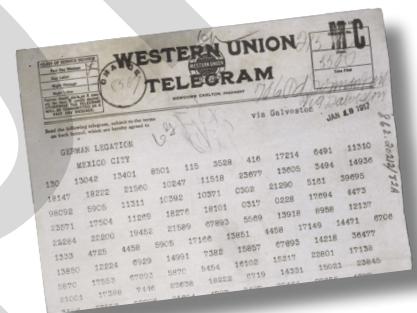


In the early 1900s, Germany built powerful warships. This photo shows German U-boats. The term "U-boat" is the shortened name for Unterseeboot, a German word meaning "undersea boat." In English, that means submarine.

A Fateful Telegram

In 1917, the British found a secret message headed to Mexico from Germany. It is known as the Zimmermann Telegram. It proposed a military alliance between Germany and Mexico if the United States entered the war. It said that if Mexico joined Germany in war against the United States, it could win back Texas, Arizona, and New Mexico. The Zimmermann Telegram forced the United States to act.

In 1917, the United States declared war on Germany. President Wilson argued that the United States wanted to "make the world safe for democracy." But the US military only had about 100,000 men, and many more were required for service. Congress passed a law for men aged 21 to 30 to join the military. This was the first **draft** in the nation since the Civil War.



US Army codebreakers were needed to read the Zimmermann telegram.



An artist created this image of the sinking of the *Lusitania* to publish in newspapers.



MODERN WARFARE

Many nations had been working for years to improve their military technology. The weapons used in World War I were much more advanced than those used in earlier wars. Soldiers worked together to load and pivot machine guns that could fire many bullets across a battlefield. A single machine gun could kill hundreds of soldiers at a time. These new technologies and others made World War I one of the deadliest wars in human history.

Trench Warfare

Trench warfare involved digging long trenches that protected soldiers from enemy guns. Trenches were in rows that ran along the battle lines. The closest trench to the enemy was protected by rows of barbed wire. This prevented enemy soldiers from easily advancing.

Trench warfare caused health problems for soldiers. Standing in cold mud for days at a time was not good for the soldiers' health. Infections and other conditions could lead to amputations and even death.



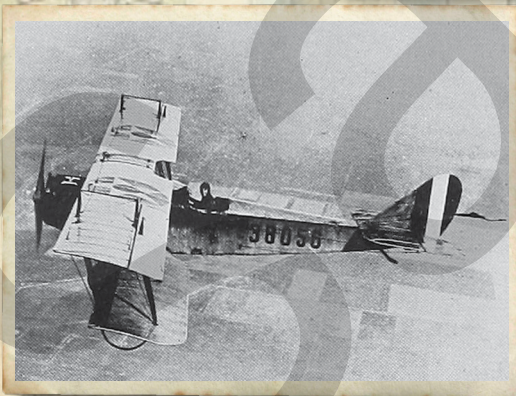
Submarines

U-boats helped prevent attacks from large warships because they could attack ships with torpedoes while remaining underwater.



Tanks

Armies started using new armored vehicles called tanks that were used to attack trenches. They used tracks instead of wheels. They could drive over the trenches and easily break through barbed wire. Their heavy armor also protected the soldiers inside and behind the tank.

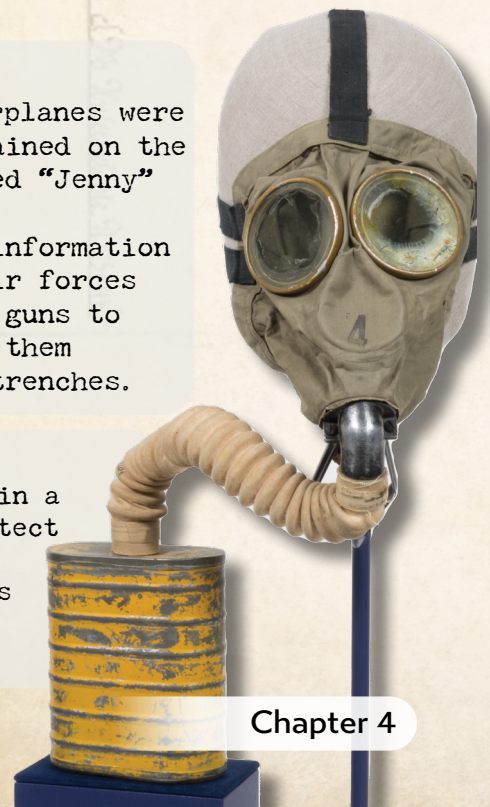


Planes

For the first time, airplanes were used in war. US pilots trained on the Curtiss JN plane, nicknamed "Jenny" (left). Pilots would fly over the enemy to gather information about their forces. Air forces started attaching machine guns to airplanes. They also used them to drop bombs into enemy trenches.

Chemical Weapons

Germany became the first country to use chemical weapons in a war. Gas masks and protective clothing were made to help protect soldiers from the chemicals. Chemical weapons could cause blistering of the skin, eyes, and lungs. Armies also made gas alarm systems. They used rattles, bells, whistles, and other tools to alert soldiers to the presence of poison gas.



Women in the Red Cross

At the start of World War I, field hospitals needed medical supplies. On the home front, the government asked women to make medical supplies for the Red Cross to hand out across the European front.

Women also made “comfort items” for troops. Items like knitted socks, hats, scarves, and gloves were in high demand. For soldiers far from home, the items knitted by Red Cross volunteers were a welcome reminder of life during peacetime.

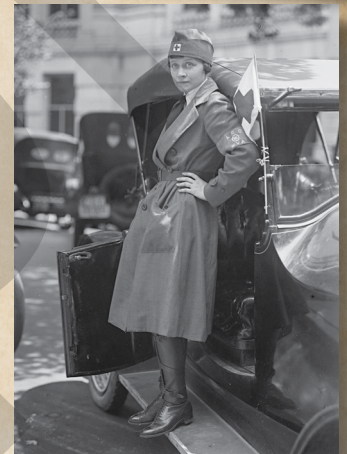
Women in the Field

The Red Cross established a Motor Service in 1918. It brought medical supplies and aid to the battlefield. Women in the Motor Service transported ill and wounded troops to field hospitals. They delivered medical supplies and carried nurses to their posts. By the end of World War I, the Motor Service grew to a volunteer corps of more than 12,000 drivers in more than 300 cities.

Influenza Kills Thousands

Another threat swept the globe during the Great War: disease. In 1918, a Kansas doctor reported an outbreak of influenza (the flu) at a US Army training camp. The virus spread rapidly throughout the base. When the US Army sent soldiers and nurses overseas to fight in World War I, some carried the flu with them. It then spread around the world.

Around 675,000 US citizens died from the 1918 flu. That was 10 times the number of US citizens who died in battle during World War I. Most of those who died were young people. Worldwide, about 50 million people died from the 1918 flu.

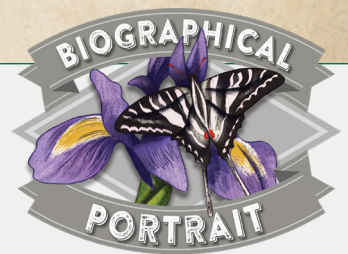


A Red Cross Motor Corps member in 1917

Anna Coleman Ladd 1862–1931

When World War I broke out, Anna Coleman Ladd was eager to join the effort. She had trained as a sculptor before the war. She was inspired by the work of a British artist who made lifelike masks for soldiers with facial deformities. Ladd joined the war effort with the American Red Cross and founded their Studio for Portrait-Masks.

Ladd would mold a cast of a soldier's face using clay. Then she used thin sheets of copper to make a model of the face. She hand-painted the copper with a hard enamel. She often painted the mask while the soldier was wearing it. That way, she could make sure the skin tones and textures matched. She used human hair to create eyebrows, eyelashes, and mustaches. Ladd was one of the pioneers in the art and science of making artificial body parts, or prosthetics.





Wartime Efforts

To help the troops, the US government limited what US citizens could buy. A family was allowed a **ration**, or a certain amount of items, per month. Families were given ration stamps each month for sugar, meat, butter, coffee, gas, and other items in short supply. If these stamps ran out, they had to wait a month to buy more.

To save resources, US families also took part in "heatless" Mondays, "meatless" Tuesdays, and "wheatless" Wednesdays. Many people planted "victory gardens" to grow their own food. This meant that more farm goods could be sent to the troops fighting overseas.

Posters (above) encouraged US citizens to grow and can foods themselves during the war. Stores displayed signs (bottom right) to remind customers about their monthly rations.

Below, women are being trained to can their own fruits and vegetables. What challenges might rationing, growing, and canning your own food create?



US Food Administration's Recommended Replacements

Wheat	Corn, oats, rye, and barley products
Meat	Fish and other seafood, poultry, rabbit, and beans instead of beef, mutton, and pork
Cooking fat	Olive, cottonseed, or corn oil instead of butter
Sugar	Corn syrup, maple syrup, and honey



An Economic Boost

World War I helped the nation's economy. The United States sent Europe supplies like coal, iron, timber, cotton, and clothing. As a result, US factories grew. This created jobs around the country. Farmers earned large profits, and mills made millions of dollars' worth of textiles.

A Changing Workforce

Women, Black Americans, and older people took over the jobs younger men left when they went to war. They worked in factories making guns, tanks, ships, airplanes, ammunition, and uniforms. Most people were not happy about the war, but they liked the jobs and high wages it brought.

The US Army used a character called Uncle Sam to help recruit soldiers to fight. **Why do you think they chose a fictional character instead of a historical figure?**



Connect It: Government



Wartime Recruitment

Throughout the war, many governments asked people to do their part to support the war effort. Often, they printed posters to convince people to serve in the military or assist on the home front. Some posters were designed to inspire patriotism by making the enemy look bad. How do you think these posters influenced public opinion?

Segregation in the Military

Across the nation, more than 2.3 million Black men enlisted. They hoped their patriotism might earn them respect at home. Black soldiers were given the lowest positions in the Navy and the Coast Guard. They were banned from the US Marine Corps. All military units were segregated. Even so, Black soldiers served in infantry, cavalry, engineer, artillery, and medical units.

One of the few Black units during World War I was the 369th Infantry. Soldiers from this unit were from the Harlem neighborhood of New York City. They fought so fiercely that the Germans called them "hellfighters"—a nickname they proudly kept.

The Hellfighters were assigned to serve in the French military, which was integrated. The French welcomed the Black soldiers.

In 1918, the Hellfighters spent 191 days in combat, longer than any other US regiment. To honor their outstanding service, the French government awarded the unit its highest honor for bravery. The French also awarded 170 medals of valor to Black American soldiers.



EXAMINE THE EVIDENCE!



Children Contribute to the War Effort

Much like their parents, many children worked to support the war effort. In schools, teachers encouraged students to learn about the production and rationing of food. They also learned about war bonds and service organizations. Outside of school, children continued to support the war by joining clubs like the US School Garden Army and scout programs. Examine the evidence and answer the questions to learn more about the contributions of children to the war effort.

EVIDENCE №1

School Garden Army Program Poster, 1919

The Bureau of Education created the US School Garden Army in 1917. The organization encouraged students, aged 9–15, to support the war by becoming “Soldiers of the Soil.” The program focused on how to build gardening structures, hotbeds, planting, soil health, and regional information. The organization provided students and teachers with manuals and guides to support garden efforts.



Photograph of Girl Scouts in Victory Garden, c. 1917

The Girl Scouts were founded in Georgia in 1912. They supported war efforts by selling war bonds, assisting nurses, and tending victory gardens. Secretary of the US Food Administration and future president Herbert Hoover wrote to Girl Scouts' founder Juliette Gordon Lowe to thank her and the girls for their work to conserve food during the war.



Wartime Poster, US Food Administration, 1918

The US Food Administration was created in 1917 to manage the supply of food for US troops and allies. German troops limited Allied nations' access to imported wheat. So the United States began to grow and export its own wheat. "Little Americans" were encouraged to support the war effort by eating grains other than wheat.



Look

1. What foods are "Little Americans" encouraged to eat?
2. What are the children carrying in the "Follow the Pied Piper" poster?
3. What are some ways the Girl Scouts supported war efforts?

Think

4. Why might the creators of the "Little Americans" poster have chosen to include an illustration of a child saluting?
5. Who is the "Pied Piper" in Evidence 1? What does his identity suggest in this piece?
6. Why might children be encouraged to "leave nothing on your plate" in Evidence 3? How might this support war efforts?

Decide

7. According to the evidence, how did efforts on the US home front support the war overseas?
8. Why do you think the government designed advertisements for children?
9. In your opinion, why might it have been important to involve children in the war effort?

International Borders After World War I



The End of the War

In 1917, thousands of US soldiers had joined the fight in France. By then, Allied soldiers had grown tired of years of fighting. US troops helped give them hope and boosted their spirits. The support from the US military helped to shift the war for the Allied powers.

After many months of fighting, Germany surrendered. The war had claimed 8.5 million

soldiers' lives, including 53,000 U.S. soldiers. About 13 million civilians died because of the war.

On November 11, 1918, world leaders signed a truce that ended the fighting. The next year, they signed a formal peace treaty in Paris, France.

A Plan for Peace

President Wilson spoke to the US Congress about his terms for peace. These terms would become known as the Fourteen Points.

President Wilson believed countries should not be controlled by imperial powers. He wanted safe and open sea trade. He also wanted a union of nations that worked together. Finally, Wilson wanted to treat the Central powers fairly, especially Germany.

Other Allied leaders did not support Wilson's plan. The Allies wanted to punish Germany. They believed weakening Germany would protect Europe from future attacks.

After Germany surrendered in 1918, US citizens gathered to celebrate the end of the war. This photograph shows a celebration on Wall Street in New York City.

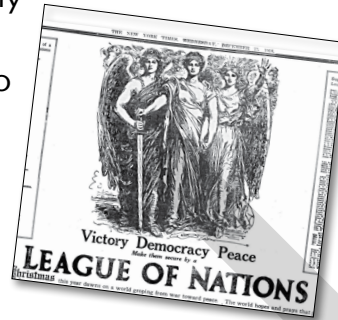


The League of Nations

The Paris Peace Conference created the Treaty of Versailles (vŭr-SĪ). It included a section that required German leaders to take the blame for the entire war. Germany had to pay for the damage their nation had done. It was also no longer allowed to have a large army or make weapons.

The treaty also created a new international group called the League of Nations. It brought together representatives from member countries with a goal to prevent future wars.

Supporters of the League of Nations published this 1918 advertisement.



[The League of Nations] should ensure peace by eliminating causes of [disagreement], by deciding [conflicts] by peaceable means, and by uniting the ... force of all the members ... against any nation that seeks to upset the peace of the world.

—League to Support Peace, New York Times, December 25, 1918

Refusing to Sign

Wilson wanted the United States to be in the League of Nations. But Congress worried that joining it might pull the nation into another war. Some thought the League of Nations would weaken US independence.

President Wilson fiercely debated with members of Congress. But in the end, Congress did not sign the Treaty of Versailles. The League of Nations would be created, but the United States would not be a member.

Many US citizens wanted to put the world's problems behind them. They felt World War I had been "the war to end all wars." This led people to ignore Europe's ongoing problems. Another, more devastating war would come soon.



THE GAP IN THE BRIDGE.

This art shows a bridge created by the League of Nations. What is the problem with this bridge?

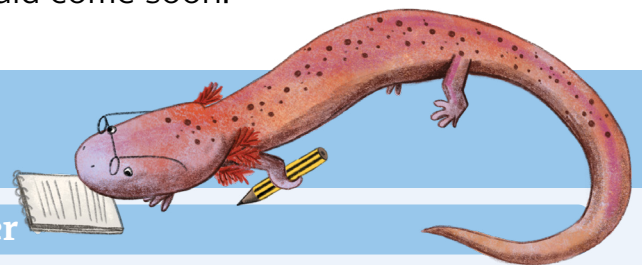
Lesson 2 Check It! ✓

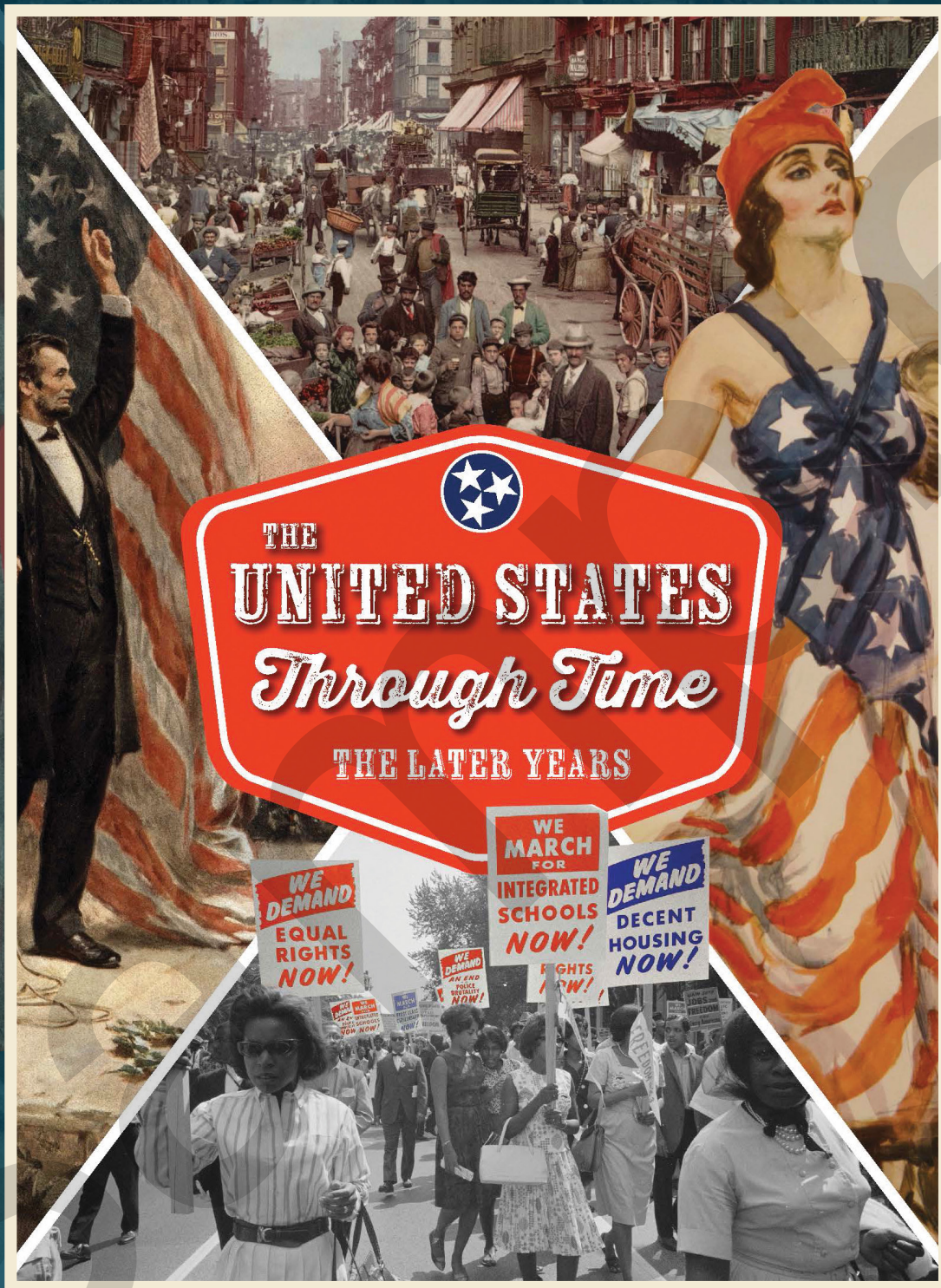
Dig

1. Locate the Allied powers and the Central powers on a map.
2. How did the attack on the RMS *Lusitania* change public opinion in the United States?
3. Identify one of the factors that led to the outbreak of World War I.

Dig Deeper

4. In your own words, explain what the Zimmermann Telegram was and why it was important to the United States entering World War I.
5. Explain the different opinions in the United States regarding the Treaty of Versailles and the League of Nations. Why did the United States choose not to sign the treaty?





TEACHER GUIDE

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Chapter Overview & Planning Guide

The overview and planning guide is your primary tool to determine what content to teach and when. The overview will show you the standards alignment within the chapter to help you determine where you need to spend the bulk of your time. The planning guide offers a snapshot of each activity, such as whether it includes a discussion/debate element, a differentiation suggestion, or if the activity requires a rubric or evaluation. It also includes the approximate time the activity should take so that you can plan shorter and longer lessons as appropriate to your classroom needs.

Note: It is not necessary to teach every activity in every lesson and chapter. Each standard is covered in a variety of activities, so you may pick and choose what you and your students are most interested in and still meet each target.

A wide variety of activity types anchored in student-facing content

Fully customizable to fit the time, interests, and needs of your classroom. While each activity includes an approximate time frame, we know that each class moves at a different pace. Each activity is adaptable and generally offers a variety of options that may shorten or lengthen the time you spend. The times listed are an approximation of how long it may take an average class, with diverse learners, to complete the activity.

Thorough standards-based alignment throughout each chapter and activity

There are seven primary symbols used in the Teacher Guide:

-  **Project-Based:** activities featuring learning skills that take information from the text and apply it to hands-on exercises
-  **Discussion/Debate:** activities that promote speaking and listening skills, as well as forming and supporting opinions
-  **Cross-Curricular:** projects or activities that promote analysis through the lens of different disciplines (e.g., art, reading, math)
-  **ML Integration:** lessons include specific opportunities to support ML students
-  **Differentiation:** lessons include opportunities to differentiate your instruction for both advanced and approaching-level students
-  **Remote Essentials:** activities that are designed to be adaptable for blended or remote learning classrooms
-  **Evaluate/Rubric:** indicates that the activity requires a rubric and/or evaluation to assess student work and evidence that the student has met the Success Criteria

Chapter Features

Use any or all of the following activities to best meet the needs of your classroom.

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! SSP.05; 4.27; 4.RL.K1.7	Introduce the Big Question , explore the opening image, and examine the timeline.	12		30 Minutes
Career Corner 4.02; 4.04; 4.SL.CC.1; 4.SL.PK1.4; 4.W.RBP.K.7	Museum Curator: Explore the career of museum curator by creating an exhibit.	17	  	35 Minutes
Examine the Evidence SSP.01; SSP.02; 4.26; 4.RL.K1.7; 4.W.RW.10	Abolitionist Writings: Use primary and secondary sources to analyze abolitionist writings.	26		35 Minutes
Social Studies Station 4.04; 3.RL.K1.3; 4.RL.K1.7; 4.W.PDW.4; 4.W.RW.10	Assess Fact vs. Opinion: Assess statements to determine if they contain facts or opinions.	40		25 Minutes
Inquiring Minds... 4.01; 4.03; 4.RL.K1.7; 4.SL.CC.1	RACE to the Big Question: Practice using the RACE acronym on lesson goals to better understand the Big Question .	40		55 Minutes
Tech Tie-In 4.01; 4.02; 4.04; 4.05; 4.W.PDW.4; 4.W.RW.10	Design a Political Cartoon: Create a political cartoon for the 1860 election.	41	  	40 Minutes
Today's History! SSP.01; 4.04; 4.W.RBP.K.7; 4.W.RW.10	Abolitionist Timeline: Create a timeline for one of the abolitionists from the chapter.	41	 	45 Minutes
Prove It! SSP.01; SSP.02; SSP.04; SSP.05; 4.01; 4.02; 4.04; 4.RL.K1.3; 4.RL.CS.4; 4.RL.RTC.10; 4.W.RBP.K.9; 4.W.RW.10	Check for understanding through a summative assessment, reflection, and by answering the Big Question . Note: The Prove It! is found in the Chapter Assessments .	CA 7	 	45 Minutes

Symbol Key							
	Project-Based	Discussion/Debate	Cross-Curricular	ML Integration	Differentiation	Remote Essentials	Evaluate/Rubric

The United States Through Time, The Later Years | Teacher Guide

IB

Teacher Tip

The **Teacher Tools** section includes an assortment of customizable and reusable activity worksheets. Use your favorites to extend or support any activity!

Suggestions on teaching strategies, ML differentiation, remote learning tips, and great educator resources are available to take the guesswork out of your practice.

Teacher Resources & Chapter Features

Teacher Resources

The Teacher Resources include the **Teacher Guide, Chapter Assessments, Student Support Guide, Student Activities,** and **Teacher Tools.**

- The **Teacher Guide** features standards-aligned activities and instruction wrapped around **Student Edition** pages. A range of activities promote higher level thinking for all students.
- The **Student Activities** include digital files of reproducible student worksheets for each lesson and chapter.
- The **Student Support Guide** provides support tools for each lesson, such as a quick tour highlighting the main ideas and key takeaways from each lesson.
- The **Chapter Assessments** contain a catalog of assessment questions for each chapter and lesson, including traditional multiple-choice as well as document-based questions requiring a written response. Accommodated assessments are available for each chapter, and all materials are organized by DOK level and pegged to standards.
- The **Teacher Tools** features an assortment of maps, graphic organizers, rubrics, extensions, and games. Some activities in the **Teacher Guide** will direct you to specific resources in **Teacher Tools**, but we encourage you to use them as you see fit to customize your curriculum to the needs of your class.

Spark It!

Each Spark It! activity is designed to kindle prior knowledge and ignite curiosity. Mix and match each component or use all of them to spark interest and engagement before reading. Each chapter utilizes backward design, starting with the Big Question. Preview the Big Question to gain an understanding of what your students already know and don't know about each topic. The beautiful artwork and photography on each chapter spread make exceptional conversation points, and chapters that include a timeline have suggestions for analysis.

EXAMINE THE EVIDENCE!

The Evaluate the Evidence! feature directs students to analyze primary source documents. These range from maps and letters to artifacts. These activities prompt students to move beyond surface-level questions and think critically about what they are studying. You can use each unit's PowerPoint to project the sources as well as the questions.

Social Studies Station

The Social Studies Station feature emphasizes the skills historians use to understand and interpret history. These skills include from analysis, forming fact-based opinions, and research to defending a position and interpreting paintings and poems as primary sources.

Today's History!

Timelines are great visual tools to help students comprehend how events connect in chronological and sequential order. They are also an excellent comprehension support tool for English Language Learners. Today's History! incorporates timeline-based activities into each unit that allows students to preview the time period, recognize cause and effect, understand chronology, and make connections across time.

Career Corner

The Career Corner feature highlights the wide variety of job opportunities available that utilize geographic-thinking skills, and it details how students can apply these skills in future career fields. These activities prompt students to consider how geographical thinking skills are relevant beyond a classroom.

Inquiring Minds...

Inquiry skills and processes are essential for engagement, understanding, retention, and fostering lifelong learning in students. These skills are cross-curricular and have real-world application. The Inquiring Minds... feature teaches students about the inquiry process, introduces them to supporting and compelling questions, and hones their skills to create their own questions and find credible sources to get answers.

Tech Tie-In

An important component of a curriculum that aims to teach students the skills they need to not only be successful in school but in the world as well is the integration of technology. The Tech Tie-In feature offers opportunities for students to enhance their technological skills by utilizing a range of resources and creating a variety of products. These activities may take some extra planning, but they offer high rewards in engagement and skills.

Prove It!

The Prove It! feature is a multilayered summative and self-assessment to check student understanding of the concepts and skills they have studied. These assessments are a tool to gauge student understanding of the chapter as a whole and their ability to synthesize what they have learned by answering the Big Question.

Lesson Features

Sneak Peek

Each lesson includes Learning Goals and Key Terms in the Student Edition that directly relate to the Big Question. By phrasing Learning Goals in “I can...” language, students are able to take ownership of their learning. All Learning Goals align to the state standards. The Key Terms enable students to acquire academic and domain-specific vocabulary.

Sharpen Your Skills!

The Sharpen Your Skills! feature encourages students to use skills like spatial orientation, contextualization, analysis of continuities and changes, inquiry, compare and contrast, and more. Students will consider the ways in which these skills can be applied to multiple facets of their everyday lives.

Spotlight On...

The Spotlight On... feature goes into depth about important topics that are more succinct in the Student Edition by promoting kinesthetic and project-based learning. These activities allow students to not just study history and geography but to connect to it and experience it as well.

Flex It!

It is critical for educators to be able to teach not just history and geography but other disciplines as well. The Flex It! feature is designed to connect what your students study to other disciplines. Each lesson includes a cross-curricular connection to science, art, health, drama, music, math, English, or reading.

ML Adaptations

We encourage you to accommodate your students in any way that makes sense for your classroom and their needs. Each activity is adaptable to students of varying needs and abilities. Utilize the ML options to offer an equally rich and engaging learning experience to all students. There may be ML activities that can be applied to other curriculum or your entire classroom.



Differentiation

Throughout the Teacher Guide you will find opportunities to simplify or enhance various activities. Guidance is provided to support differentiated instruction by including appropriate alternatives for students who are approaching targeted expectations. Additional enrichment opportunities are provided to engage students who have advanced beyond the performance expectations.

Become a Better Reader

Each lesson includes specific strategies to help students increase their reading aptitude. Strategies include standalone activities but are scaffolded to a chapter strategy as well as into other activities throughout lessons and chapters. Many of the activities in the chapter ask students to use and reuse strategies they have experienced in previous sections of the text.

Connect It



Social studies is more than just teaching history or geography. It is the job of educators to provide students with the knowledge, processes, and dispositions required to be active and engaged participants in public life. The Connect It features are designed to connect history and geography lessons to the other social studies disciplines. Each chapter includes unique content connections to economics, culture, history, geography, and civics.

What Do YOU Think?

The What Do YOU Think? feature is anchored in student-facing content and encourages students to develop and share their opinions with each other and the class as a whole. The questions provided in the Teacher Guide build upon those introduced in the Student Edition. These open-ended questions prompt students to delve deeper into subjects, while allowing you the flexibility to gauge student understanding and extend the learning depending on the needs of your class.

Check It!

Each lesson includes a formative assessment for students to check their understanding of the concepts and content they have studied in the lesson. The assessment includes basic recall questions as well as critical thinking questions that are scaffolded to the Prove It! chapter assessments. Additionally, each Check It! includes a self-assessment for students to gauge their own understanding of the Learning Goals.

Links and Thinks



The Links and Thinks links offer another technology-based way to take the text and curriculum to a new level. In the Teacher Guide, you will find URLs and descriptions of links found in the digital Student Edition, as well as extension activities. You determine which ones you want your students to explore depending on time and needs of your class.

Extra! Extra!

Extra! Extra! indicates opportunities to extend an activity. These extensions are meant to take the activity a step further, engage students through another lens, or deepen understanding through additional critical thinking. Extra! Extra! can also serve as activities for advanced students who may complete the primary activity more quickly.

The Gibbs Smith Education Commitment

At Gibbs Smith Education, we are driven by our mission: to create products that accurately and effectively tell the stories of our collective past in ways that engage, inspire, and motivate students and their teachers. We strive to provide authentic learning experiences in which students not only focus on events but also on building and refining the necessary skills to effectively understand the past and its consequences in our modern world. Our goal is to provide teachers with the classroom tools they need to guide students toward accurate historical understanding and how the past affects our world today.

Crafting high-quality instructional materials is a responsibility and a privilege. The following chart shows how the *The United States Through Time, The Later Years* resources align with the American Institute for Research's recommendations for selecting high-quality social studies instructional materials.

High-Quality Instructional Materials (HQIM) Criterion

Criterion 1: Standards Alignment

Materials are aligned to state social studies standards.

- Gibbs Smith Education uses social studies state standards to drive the development of all the curriculum that is created. Each activity is purposefully crafted to support student mastery of standards-based content and skills. To find which standards each activity aligns to, you can check out the Correlation Guide or the table of contents of each chapter's Teacher Guide.

Criterion 2: Social Studies Practices

Materials emphasize social studies practices and skills students apply when engaging in social studies content.

- The activities developed in this Teacher Guide give students an opportunity to learn and practically apply social studies skills. Each chapter feature and lesson activity provides student an opportunity to think like a historian by getting them to practice source analysis, periodization, continuity and change, and/or contextualization.

Criterion 3: Representation and Perspective

Materials provide content that is representative of a variety of perspectives and experiences.

- History is a collection of multiple voices coming together to create a story of our common past. The story told within this book includes background, examples, and sources from many different experiences. Gibbs Smith Education partners with diverse communities to develop and review our materials to ensure the content in the Student Edition and the Teacher Guide represent history accurately and equitably.

Criterion 4: Usability

Materials support educators' ability to effectively plan and use instructional materials and resources for instruction and develop their content and pedagogical knowledge to further student learning.

- Gibbs Smith Education's curriculum is intentionally crafted to promote best practices and current research-backed educational trends. Throughout this Teacher Guide, you will find detailed instructions and helpful tips on how to effectively implement these pedagogical strategies in your classroom.

Criterion 5: Instructional Supports

Materials provide a variety of instructional supports and strategies for scaffolding learning.

- Throughout this Teacher Guide, you will find guidance on how to differentiate activities to support Approaching Learners and enrichment opportunities for Advanced Learners. There are also suggestions on how to adapt activities to engage Multilingual Learners by connecting to cultural backgrounds, integrating English language development skills, and contextualizing essential academic vocabulary. The Student Support Guide provides accommodated versions of the Student Edition text. Consider utilizing these resources to support the Approaching or Multilingual Learners in your classroom.

Criterion 6: Assessment Practices

High-quality materials provide a balance of formative and summative assessments that clearly measure students' learning progress, inform social studies instruction, and provide feedback to students to improve their own learning.

- Opportunities to formatively assess your students can be found in the Check It! activity for each lesson. Additionally, formative questions at various depth of knowledge levels are available throughout the activities in this Teacher Guide. Summative assessments that measure student mastery of social studies state standards are available in the Chapter Assessments. Common Core standards-aligned rubrics are available in the Teacher Tools and can be used to assess student writing, projects, and discussions.



Gibbs Smith Education

Chapter 4: The Turn of the Century

Big Question: In what ways did life in the United States change in the early 1900s?

STUDENT OUTCOME: Students will be able to explain how the United States changed in the early 1900s by exploring a variety of sources and scaffolded activities.

Curriculum Overview

Tennessee Academic Standards for Social Studies: Fourth Grade

Standard	Student Edition
4.27 Analyze the major goals, struggles, and achievements of the Progressive Era, including Prohibition (i.e., 18th Amendment), women’s suffrage (i.e., 19th Amendment), and child labor.	L1, L3
4.28 Summarize the events leading to U.S. entry into World War I, including the attack on the RMS Lusitania and the Zimmerman Telegram.	L2
4.29 Identify and locate on a map the major countries of the Central and Allied Powers during World War I, including: Austria-Hungary, France, Germany, Great Britain, Russia	L2
4.30 Describe the impact of U.S. involvement as an Allied Power in World War I.	L2, EtE
4.31 Explain the aims of world leaders in the Treaty of Versailles, and why the U.S. Senate rejected President Woodrow Wilson’s League of Nations.	L2
4.32 Examine the growth of popular culture during the “Roaring Twenties” with respect to the following: Music, clothing, and entertainment, automobiles and appliances, Harlem Renaissance	L3, SSS
SSP.01 Gather information from a variety of primary and secondary sources, including: Printed, graphic representations, artifacts, media and technology sources, oral history	L1, L2, L3
SSP.02 Critically examine a primary or secondary source in order to: Summarize significant ideas and relevant information, distinguish between fact and opinion, draw inferences and conclusions, recognize author’s purpose and point of view, and reliability	L1, L2, L3
SSP.03 Organize data from a variety of sources in order to: Compare and contrast multiple sources, recognize differences between multiple accounts, frame appropriate questions for further investigation	L1, L2, L3
SSP.04 Communicate ideas supported by evidence to: Demonstrate and defend an understanding of ideas, compare and contrast viewpoints, illustrate cause and effect, predict likely outcomes, devise new outcomes or solutions, develop strategies for appropriate civic discourse	L1, L2, L3
SSP.05 Develop historical awareness by: Recognizing how and why historical accounts change over time, recognizing how past events and issues might have been experienced by the people of that time with historical context, identifying patters of continuity and change over time, making connections to the present	L1, L2, L3
SSP.06 Develop geographic awareness by: Determining relationships among people, resources, and ideas based on geographic location, determining the use of diverse types of maps and their features based on the purpose, analyzing the spatial relationships between people, circumstances, and resources, analyzing interaction between humans and the physical environment, examining how geographic regions and perceptions of the regions change over time	L1, L2, L3

L1 = Lesson 1; L2 = Lesson 2; L3 = Lesson 3; EtE = Evaluate the Evidence!; SSS = Social Studies Station

Chapter Features

Use any or all of the following activities to best meet the needs of your classroom.



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! SSP.01; 4.RI.RRTC.10; 4.SL.CC.1; 4.SL.PKI.6	Introduce the Big Question , explore the opening image, and examine the timeline.	126		25 Minutes
Examine the Evidence! SSP.01; SSP.02; SSP.05; 4.30.; 4.RI.KID.1; 4.RI.IKI.7; 4.RI.IKI.9; 4.RI.RRTC.10; 4.SL.CC.1; 4.SL. PKI.6; 4.W.RW.10	Children Contribute to the War Effort: Compare sources: a victory garden leaflet, a recruitment poster, a photograph of Girl Scouts, and a US Food Administration poster.	144		25 Minutes
Career Corner 4.32; 4.RI.IKI.7; 4.SL.CC.1; 4.W.RBPK.9; 4.W.RW.10	Dramaturg: Explore how a dramaturg uses history to enhance theatrical experiences.	157		45 Minutes
Social Studies Station SSP.01; SSP.02; SSP.03; 4.RI. KID.1; 4.RI.CS.6; 4.RI.IKI.9; 4.RI.RRTC.10; 4.W.RBPK.9; 4.W.RW.10	Perspectives on Movement: Compare perspectives and causes for the movement of Black people during and after World War I.	158		20 Minutes
Inquiring Minds... SSP.01; SSP.03; 4.RI.RRTC.10; 4.SL.CC.1; 4.SL.PKI.6; 4.W.RB- PK.7; 4.W.RBPK.9; 4.W.RW.10	QFT Image Inquiry: Create a research question based off of an image in the chapter.	158		30 Minutes
Today's History! SSP.01; 4.32; 4.RI.KID.3; 4.SL. CC.1; 4.SL.PKI.6	Roaring Twenties Timeline: Create a visual timeline of the 1920s.	159		35 Minutes
Tech Tie-In SSP.01; 4.27; 4.SL.CC.1; 4.SL. PKI.6	Create a Poster for Women's Suffrage: Create a poster in support of suffrage for all Americans using a digital poster template.	159		45 Minutes
Prove It! SSP.01; SSP.02; 4.28; 4.31; 4.32; 4.RI.KID.1; 4.W.RW.10	Check for understanding through a summative assessment, reflection, and by answering the Big Question . ★ Note: The Prove It! is found in the Chapter Assessments .	CA 44		45 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Lesson Features Lesson 1: Progress and Pushback



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek SSP.01; 4.RI.CS.4; 4.RI.RRTC.10	Make Connections and Short Narratives: Preview the lesson, introduce Key Terms , and activate curiosity.	128		25 Minutes
Become a Better Reader SSP.01; 4.RI.CS.4; 4.RI.RRTC.10	Context Clues: Practice using context clues to gain a more thorough understanding of the text.	129		25 Minutes
Sharpen Your Skills! 4.RI.RRTC.10; 4.SL.CC.1; 4.SL.PKI.4; 4.SL.PKI.5; 4.SL.PKI.6; 4.W.RBPK.7; 4.W.RB-PK.9; 4.W.RW.10	Investigative Journalism: Explore how muckrakers created change by practicing investigative journalism and recording a podcast.	130		30 Minutes
What Do YOU Think? SSP.05; 4.22; 4.SL.CC.1; 4.SL.PKI.6	Unsafe Conditions: Discuss the lack of protective equipment for those working in factory jobs and the benefits of labor unions.	130		15 Minutes
Sharpen Your Skills! 4.22; 4.SL.CC.1; 4.SL.PKI.6	Be a Union Representative: Explore labor unions by examining the role of a union representative.	131		45 Minutes
Flex It! SSP.01; 4.RI.KID.1; 4.RI.IKI.9; 4.RI.RRTC.10; 4.SL.CC.1; 4.SL.PKI.6; 4.W.TTP.1; 4.W.PDW.4; 4.W.RBPK.7; 4.W.RBPK.9; 4.W.RW.10	The 15th Amendment and Voter Suppression: Flex history into language arts by studying voting rights and writing an opinion essay.	132		35 Minutes
Connect It: Culture SSP.01; SSP.05; 4.SL.CC.1; 4.SL.PKI.6; 4.W.RW.10	Changing Opinions: Connect history to government by examining Justice Harlan's life.	133		15 Minutes
Spotlight On... SSP.01; SSP.04; 4.42; 4.RI.CS.6; 4.RI.RRTC.10; 4.SL.CC.1; 4.SL.PKI.6; 4.W.RW.10	The Path to Equality: Assess Du Bois's and Washington's approaches to equality by participating in a debate.	134		35 Minutes
Flex It! SSP.01; SSP.02; SSP.03; 4.42; 4.RI.RRTC.10; 4.SL.CC.1; 4.SL.PKI.6	Socratic Seminar: Flex history into language arts by participating in a Socratic seminar focused on Ida B. Wells.	134		35 Minutes
Check It! SSP.05; 4.27; 4.42; 4.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	135		25 Minutes

Notes

Lesson Features Lesson 2: The World at War



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek SSP.01; 4.RI.CS.4; 4.RI.RRTC.10	Make Connections and Short Narratives: Preview the lesson, introduce Key Terms , and activate curiosity.	136		25 Minutes
Become a Better Reader SSP.01; 4.RI.CS.4; 4.RI.RRTC.10; 4.SL.CC.1; 4.SL.PKI.6	Use Images as Context Clues: Practice using images as context clues to gain a more thorough understanding of the text.	137		25 Minutes
Sharpen Your Skills! SSP.01; 4.28; 4.RI.RRTC.10; 4.SL.CC.1; 4.SL. PKI.6	The Zimmermann Telegram: Recognize the importance of coded messages during World War I by studying the Zimmermann Telegram.	139		25 Minutes
Flex It! SSP.05; 4.30.; 4.RI.RRTC.10; 4.SL.CC.1; 4.SL.PKI.6; 4.W.RW.10	Trench Poetry: Flex history into poetry by examining poems about trench warfare.	140		30 Minutes
Flex It! SSP.01; 4.30.; 4.RI.IKI.7; 4.W.TTP.3; 4.W.PDW.4; 4.W.RW.10	Women and the Red Cross: Flex history into language arts by writing a short story about women in the Red Cross.	141		30 Minutes
Spotlight On... SSP.01; SSP.05; 4.30.; 4.SL.CC.1; 4.SL. PKI.6; 4.W.TTP.3; 4.W.RBP.9; 4.W.RW.10	Design a Courage Medal: Examine the courage of the Harlem Hellfighters by designing a medal to honor them.	142		30 Minutes
Connect It: Government SSP.01; SSP.02; SSP.05; 4.30.; 4.RI.IKI.7; 4.SL.CC.1; 4.SL.PKI.6	Wartime Recruitment: Examine propaganda posters from World War I, then create a poster.	143		45 Minutes
Sharpen Your Skills SSP.01; SSP.02; 4.30.; 4.31; 4.RI.RRTC.10; 4.SL.CC.1; 4.SL.PKI.6	Fourteen Points: Read and discuss Wilson's Fourteen Points plan and examine postwar efforts to achieve lasting peace.	146		45 Minutes
Check It! 4.28; 4.29; 4.30.; 4.31; 4.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	147		25 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Lesson Features Lesson 3: The Roaring Twenties



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek SSP.01; 4.RI.CS.4; 4.RI.RRTC.10; 4.SL.CC.1; 4.SL.PKI.6	Make Connections and Short Narratives: Preview the lesson, introduce Key Terms , and activate curiosity.	148	 	25 Minutes
Become a Better Reader SSP.01; 4.RI.CS.4; 4.RI.RRTC.10	Use Examples as Context Clues: Practice using cue words as context clues to gain a more thorough understanding of the text.	149		25 Minutes
Sharpen Your Skills! SSP.01; SSP.02; 4.27; 4.RI.CS.4; 4.RI.IKI.7; 4.RI.IKI.9; 4.RI.RRTC.10; 4.SL.CC.1; 4.SL.PKI.6	Declarations: Examine viewpoints on human rights by comparing and contrasting ideas in the Declaration of Independence and the Declaration of Sentiments.	150	 	30 Minutes
Connect It: Government SSP.05; 4.SL.CC.1; 4.SL.PKI.6	Native American Votes: Discuss the gaining of citizenship and voting for Native Americans.	151		15 Minutes
What Do YOU Think? SSP.05; 4.32; 4.SL.CC.1; 4.SL.PKI.6	Trends: Discuss how popular trends have an impact on society.	151	 	15 Minutes
Spotlight On... SSP.01; SSP.05; 4.32; 4.RI.RRTC.10; 4.SL.PKI.4; 4.SL.PKI.5; 4.SL.PKI.6; 4.W.PDW.4; 4.W.RBPK.7; 4.W.RBPK.8; 4.W.RBPK.9; 4.W.RW.10	Radio Broadcast: Explore radio broadcasts of the 1920s by researching and creating their own broadcasts.	152	 	60 Minutes
Connect It: Culture SSP.01; SSP.05; 4.32; 4.RI.IKI.7; 4.RI.RRTC.10; 4.SL.CC.1; 4.SL.PKI.6	Harlem Walking Tour: Explore the art of Jacob Lawrence by conducting a virtual tour.	155	 	20 Minutes
Flex It! SSP.01; 4.32; 4.RI.RRTC.10; 4.SL.CC.1; 4.SL.PKI.6; 4.W.RW.10	Poetry from the Harlem Renaissance: Flex history into poetry by exploring Harlem Renaissance poems.	156	 	20 Minutes
Check It! 4.27; 4.32; 4.41; 4.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	157	 	25 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Online Resource Addresses



Links and Thinks	Description and Website	Page
★ Triangle Shirtwaist Factory	Triangle Shirtwaist Factory Fire video: https://www.history.com/topics/early-20th-century-us/triangle-shirtwaist-fire	131
Virtual Field Trip	Jim Crow Virtual Tour: https://my.matterport.com/show/?m=X9ou6MvycZU&help=I	132
★ In the Trenches	Over The Top: https://www.warmuseum.ca/overthetop/	141
Ending the War	How Did World War I End? - Behind the News video: https://www.youtube.com/watch?v=SG67bUamPVk	146
Refrigerator History	Not Just a Cool Convenience: How Electric Refrigeration Shaped the "Cold Chain" article: https://americanhistory.si.edu/explore/stories/not-just-cool-convenience-how-electric-refrigeration-shaped-cold-chain	152
★ 1920s Makeup	History of 1920s Makeup in 10 Minutes: Through The Decade With Grandam 1920-2020: https://www.youtube.com/watch?v=kyjsRLBvDME	153

★ = Resources indicated with this symbol feature an additional optional activity.

Features	Description and Website	Page
Sharpen Your Skills! Investigative Journalism	Padlet: https://padlet.com/ Serial: https://www.podchaser.com/podcasts/serial-11345 The Frontline Dispatch: https://www.podchaser.com/podcasts/the-frontline-dispatch-551042 Who Were the Muckrakers?: https://www.thoughtco.com/who-were-the-muckrakers-104842	130
Flex It! Socratic Seminar	Exposing the "Thread Bare Lie": How Ida. B. Wells Used Investigative Journalism to Uncover the Truth About Lynching: https://interactive.wttw.com/chicago-stories/ida-b-wells/exposing-the-thread-bare-lie-how-ida-b-wells-used-investigative-journalism-to-uncover-the-truth-about-lynching	134
Sharpen Your Skills! The Zimmermann Telegram	Zimmerman Telegram: https://www.archives.gov/education/lessons/zimmermann	139
Flex It! Women and the Red Cross	140 Years Of Service Women: An Important Part Of America Red Cross History: https://www.redcross.org/about-us/news-and-events/news/2021/women-an-important-part-of-american-red-cross-history.html	141
Connect It: Government Wartime Propaganda	First World War Recruitment Posters: https://www.iwm.org.uk/learning/resources/first-world-war-recruitment-posters Posters: World War I: https://www.loc.gov/collections/world-war-i-posters/about-this-collection/	143

Online Resource Addresses Continued



Features	Description and Website	Page
Sharpen Your Skills! Fourteen Points	Woodrow Wilson's Fourteen Points video: https://www.knowitall.org/video/woodrow-wilsons-14-points-and-league-nations-dr-ryan-floyd	146
Sharpen Your Skills! Declarations	The Declaration of Independence: https://www.youtube.com/watch?v=4uE-tqe0xsQ	150
Connect It: Culture Harlem Walking Tour	Jacob Lawrence's Migration Series: https://www.moma.org/interactives/exhibitions/2015/onewayticket/walking-tour/introduction/	155
Flex It! Poetry From the Harlem Renaissance	The Negro Speaks of Rivers: https://www.poetryfoundation.org/poems/44428/the-negro-speaks-of-rivers Marching to Conquest: https://allpoetry.com/Marching-to-Conquest	156
Career Corner Dramaturg	What Does a Dramaturg Do?: https://www.youtube.com/watch?v=pe-0GEoeX3k	157
Tech Tie-In Create a Poster for Women's Suffrage	Women's Suffrage Memorabilia: https://artsandculture.google.com/story/lgVxxi0wIhEA8A Canva: https://www.canva.com/posters/templates/ Padlet: https://padlet.com/	159

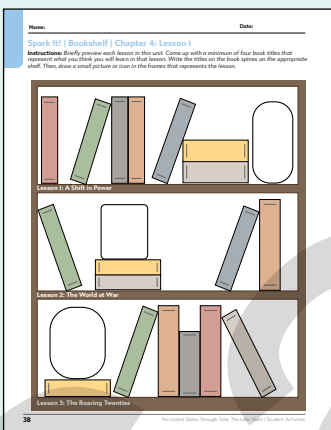
Tips	Description and Website	Page
Library of Teaching Materials	Learning for Justice: https://www.learningforjustice.org/	155

Spark It!

Ignite Curiosity & Activate Prior Knowledge

Discuss the **Big Question**, opening image, and timeline to preview the chapter.

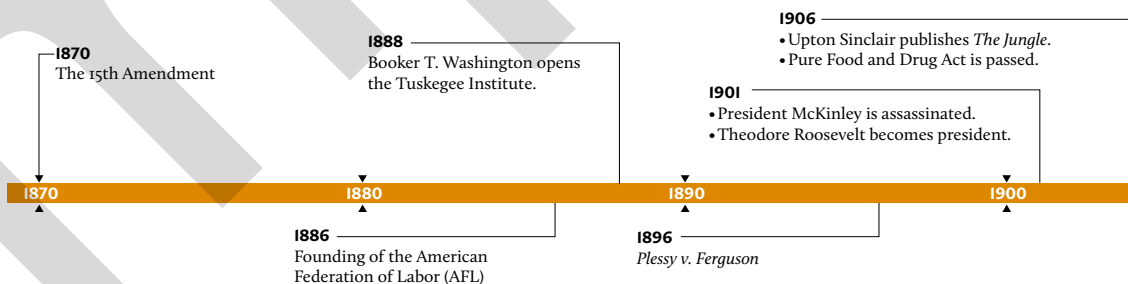
- Display the **Big Question**: *In what ways did life in the United States change in the early 1900s?*
 - **Ask**: Based on the lesson titles, what topics or events do you expect to learn about in this chapter?
- Distribute the **Bookshelf** worksheet on page 38 in the **Student Activities**. Instruct students to imagine that they are stocking a bookshelf that addresses each of the lessons in this chapter. Then, have them create book titles related to those lessons.
- Have students create a minimum of four book titles per lesson. Students should write these titles on the corresponding shelves of their **Bookshelf** worksheet. Each shelf includes a picture frame. In the frame, have students draw an image or symbol that represents what they expect to learn in that lesson.
 - **Ask**: How do the book titles and images you created relate to the **Big Question**?



CHAPTER

4

The Turn of the Century



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Put Yourself in the Picture

- Instruct students to examine the image and consider what they see.
 - **Ask**: What do you notice about what is happening in the image? How is it different from other images you have seen in the book so far?
- Instruct students to write a paragraph explaining what they think the women in the image are working on and what the object they are working on does.
- Have students share completed paragraphs with a partner.
 - **Ask**: How do you think this image might connect to the **Big Question** and the titles of each lesson?



The Big Question?

In what ways did life in the United States change in the early 1900s?

Lesson 1

Progress and Pushback

Lesson 2

The World at War

Lesson 3

The Roaring Twenties

This painting depicts a line of soldiers being evacuated after a gas attack. Mustard gas was a new technology during World War I. In what ways can technology help or hurt nations at war?

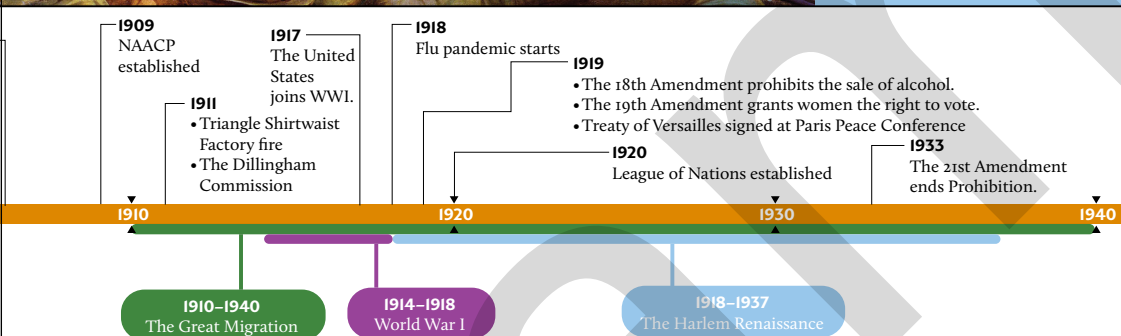
Learning Objectives

Skills Objectives

- Students will practice using context clues to determine meaning in what they read.
- Students will use primary and secondary sources to examine wartime propaganda and the role of children in the war effort.
- Students will use historical thinking skills to compare and contrast perspectives and causes for the movement of Black people during and after World War I.

Content Objectives

- Students will explain the goals of Progressive reformers as well as the experiences of Black Americans at the turn of the century.
- Students will analyze and explain the onset, course, and conclusion of the First World War.
- Students will compare and contrast movements and popular culture in the United States after the Great War.



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Examine the Timeline

- As a class, examine events on the timeline.
 - **Ask:** What events can you find that you think relate the most to the **Big Question**?
- Have students select an event from the timeline and write a paragraph about how it relates to the **Big Question**. Then have volunteers share what event they chose and why. Consider taking a poll of the class to see if the majority chose the same event or events.
 - **Ask:** Why might several events provide solid examples for an answer to the **Big Question**?

Sneak Peek

Learning Goals:

Make Connections and Short Narratives

- As a class, read the **Big Question** for this chapter, the **Lesson 2** title, and the **Learning Goals**.
- Have students write down how they think the title and each **Learning Goal** might relate or connect to the **Big Question**.
- Instruct students to share their guesses with a partner. Then, have each partnership share one connection or relation they see with the class.
 - Ask:** How did you come up with your guesses? Based on the **Big Question**, the lesson title, and the **Learning Goals**, what do you expect to learn in this lesson?
- At the end of the lesson, have students hold up fingers to indicate their level of understanding for the **Learning Goals**:
 - 1—they do not get it
 - 2—they kind of get it, but still need help
 - 3—they definitely get it and are ready to move on
- Students will revisit the **Learning Goals** at the end of each lesson in the **Check It!** activities.

Key Terms

- The **Key Terms** activity for this lesson focuses on using the **Key Terms** in context. Using the **Story Writing** worksheet on page 42 in the **Student Activities**, have students write a short narrative. Use the definitions below to help students complete the activity.
 - » **draft** (verb): to select people for military duty
 - » **faction** (noun): a group within a larger organization or structure that is often in conflict with the larger body
 - » **nationalism** (noun): (19th century) a strong attachment to the country as a whole, with a desire to put the needs of the country above the needs of particular states and regions
 - » **neutral** (adjective): not taking either side
 - » **ration** (verb): to control the amount of a necessary good that can be used or purchased

LESSON

2

The World at War

Become a Better Reader

Context Clues

Images are another type of context clue. Pictures and maps can show you what the text is talking about and help you understand meanings of unfamiliar words.

How do the images on this page and the next page help you understand World War I?

As you read this lesson, use the maps and images to help determine the meanings of difficult words and phrases.



In 1914, Archduke Franz Ferdinand of Austria-Hungary and his wife, Duchess Sophie of Hohenberg, were killed by an assassin.

On June 28, 1914, gunfire changed the course of history. An assassin from Serbia shot and killed the heir to the throne of Austria-Hungary, Archduke Franz Ferdinand, along with his wife, Duchess Sophie.

This began a chain of events that brought most of Europe into a world war. Three years later, the United States also entered the war, and more than 4 million Americans would serve in the US armed forces.



Learning Goals

- I can describe how World War I began.
- I can summarize why the United States entered the war and contributed to the war effort.
- I can explain why the United States did not sign the Treaty of Versailles to enter the League of Nations.

Key Terms

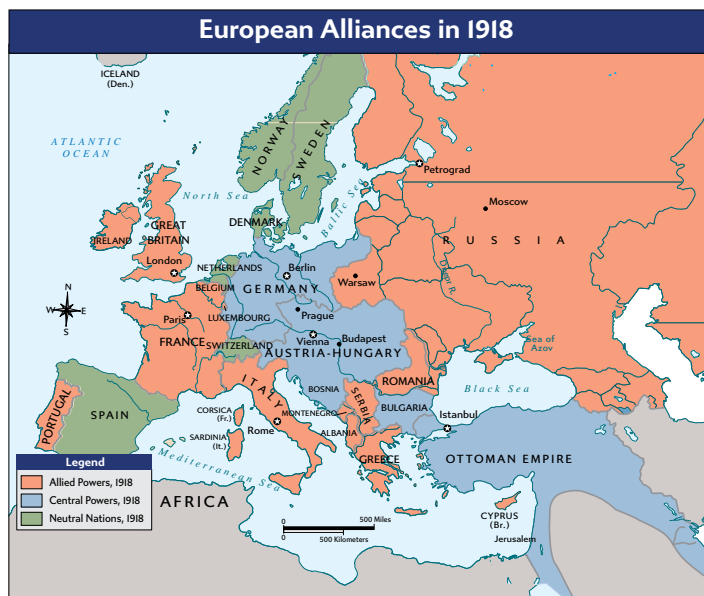
draft
faction
nationalism
neutral
ration

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Chapter 4

ML Support: Key Terms

- Use the **Word Cards** worksheet found on page 68 in the **Student Support Guide** to help students visualize and better understand the **Key Terms**. Encourage students to make connections to what they already know, or what the picture translates to in their primary language.
- If appropriate for your classroom, strategically pair ML students with non-ML students to have them look up words together. They can then discuss their understanding of the word with each other.
- Word Card** terms: **draft**, **faction**, **neutral**, **ration**



The Allied powers could be found in western and eastern Europe. The Central powers were mostly located in central Europe. **Based on this map, what advantages and disadvantages might each side have?**

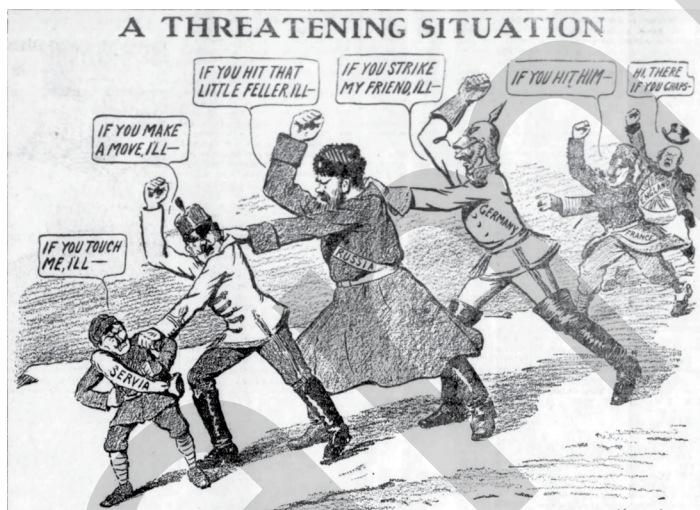
The Path to War

Nations split into **factions**. Great Britain, France, and Russia formed the Allied powers. Germany, Austria-Hungary, and the Ottoman Empire joined as the Central powers.

Leaders in both European factions thought that the war would be short, but they were wrong. Leaders, soldiers, and civilians would soon find that neither opponent could make any progress.

Soon, the United States would find it difficult to remain **neutral**.

Earlier wars had involved several countries at once, but World War I was the first global conflict. Many nations formed alliances that stated if one country was attacked, the others would help. **How does this cartoon illustrate this idea?**



The Turn of the Century

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Become a Better Reader

Success Criteria: Students will practice using context clues to determine meaning in what they read.

Use Images as Context Clues

Images are generally the easiest type of context clue to understand and use to help clarify information, especially for visual learners. When using images as context clues, students will focus on examining details to draw conclusions.

- Before reading the lesson, discuss with students how the pictures on the beginning pages can help students understand the Louisiana Purchase.
- Ask:** Even though you have not yet read the text, what do you think this lesson will be about based on the images you see?
- As students read through the lesson, have them use the images as context clues to help them figure out what a word means or what is happening in the textbook.
- After reading the lesson, have students select one image and write a paragraph explaining how it helped them better understand what they read.

ML Support: Sneak Peek

- Distribute a copy of the **Quick Tour** for the lesson found on pages 59–62 in the **Student Support Guide**. Emphasize the images throughout the text. Pause periodically to check for understanding and allow students to discuss observations and questions.
- Consider having ML students review the **Check It!** questions for the lesson and discuss the answers before reading in the **Student Edition**. This will help develop any prior knowledge required to comprehend the topic, personalize the information, increase motivation for reading, and provide a clear focus for retention.

QUICK TOUR | Chapter 4: The Turn of the Century | Lesson 2

Big Question
In what ways did life in the United States change in the early 1900s?

In other words...
What changed in the United States during the early 1900s? What stayed the same?

Learning Goals

- I can describe how World War I began.
- I can summarize why the United States entered the war and contributed to the war effort.
- I can explain why the United States did not sign the Treaty of Versailles to enter the League of Nations.

Key Terms

- draft (verb):** to select people for military duty
- faction (noun):** a group within a larger organization or structure that is often in conflict with the larger body
- nationism (noun):** (19th century) a strong attachment to the country as a whole, with a desire to put the needs of the country above the needs of particular states and regions
- neutral (adjective):** not taking either side
- ration (verb):** to control the amount of a necessary good that can be used or purchased

Visual Literacy Activity

In this lesson, you are going to practice finding main ideas. A main idea is the point or focus of a piece of text. Bold text, sections, paragraphs, and sentences can all have main ideas.

As you read through Lesson 2, look for the main idea of the section. There may be more than one main idea per section.

Mark the main ideas you find by underlining or highlighting the text.

Notes

One War, Two Names

At the time, many called this war the Great War. Today, we call this war World War I. That is because it was the first of two world wars in the 20th century.

Competing for Power

Over centuries, European countries had built empires around the world. By the early 1900s, the British Empire was the largest. Other countries like Germany and Italy also wanted their own colonies. Outside of Europe, Japan and the United States were expanding into new territories. This led to new competition for power.

Nationalism grew as the major countries competed for control. Many people thought their home nation was better than any other. This led to conflicts between countries.

People believed that a safe nation needed a strong military. Many countries expanded their armies. European nations formed military alliances. They made secret treaties agreeing to help each other if the other was attacked.

Industrialization

Industrialization was an important factor leading up to World War I. Factories in Britain, France, Germany, and Russia made more and more weapons and ammunition.

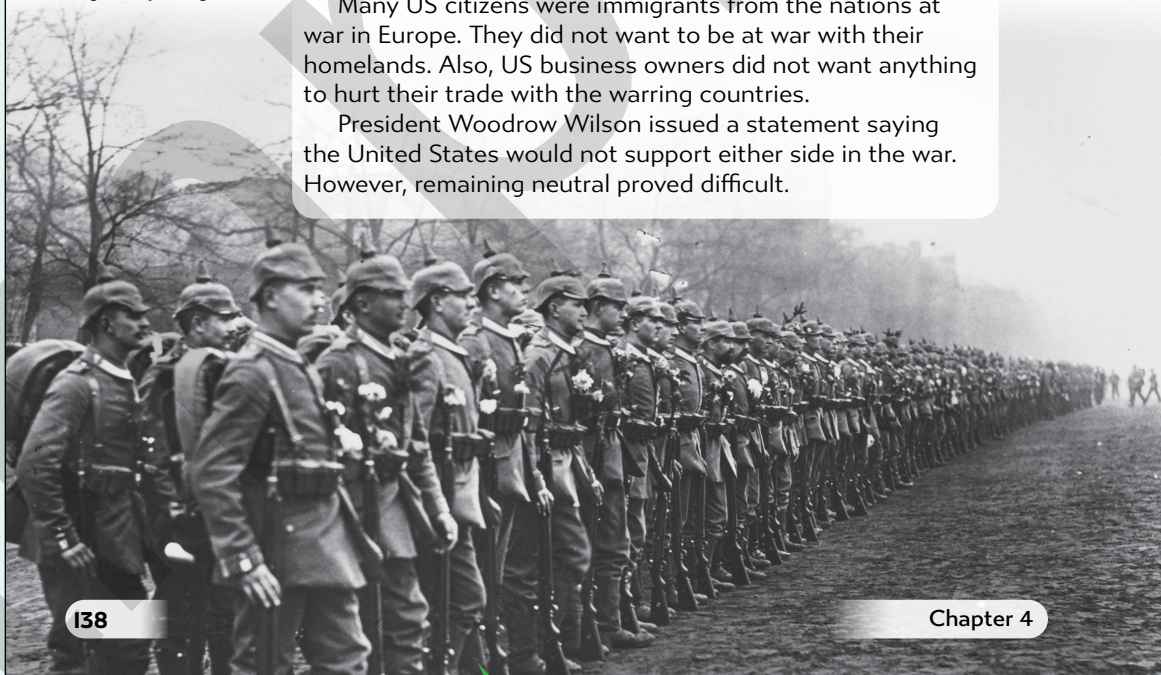
Germany and Britain strengthened their navies, building submarines and battleships that could go faster than ever.

The US Enters the War

Many US citizens were immigrants from the nations at war in Europe. They did not want to be at war with their homelands. Also, US business owners did not want anything to hurt their trade with the warring countries.

President Woodrow Wilson issued a statement saying the United States would not support either side in the war. However, remaining neutral proved difficult.

Thousands of men joined the German army. Why do you think so many European men signed up to fight?



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Chapter 4

TALK ABOUT IT

How do you decide whether to stay neutral in an conflict? When is it time to take action?

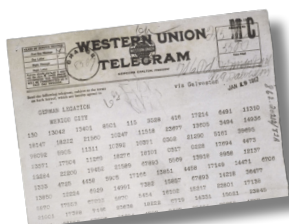
The RMS Lusitania

In 1915, a German U-boat attacked and sank a British passenger ship sailing across the Atlantic Ocean. The RMS *Lusitania* lost more than 1,000 passengers, including 128 from the United States. Many were shocked because ships carrying civilians should have been safe. It was later found that the *Lusitania* was carrying weapons.

The German navy slowly increased attacks on US ships. In two weeks in 1917, German U-boats sank four ships. Many US citizens realized their country could no longer stay neutral.



In the early 1900s, Germany built powerful warships. This photo shows German U-boats. The term "U-boat" is the shortened name for *Unterseeboot*, a German word meaning "undersea boat." In English, that means submarine.



US Army codebreakers were needed to read the Zimmermann telegram.



An artist created this image of the sinking of the *Lusitania* to publish in newspapers.

A Fateful Telegram

In 1917, the British found a secret message headed to Mexico from Germany. It is known as the Zimmermann Telegram. It proposed a military alliance between Germany and Mexico if the United States entered the war. It said that if Mexico joined Germany in war against the United States, it could win back Texas, Arizona, and New Mexico. The Zimmermann Telegram forced the United States to act.

In 1917, the United States declared war on Germany. President Wilson argued that the United States wanted to "make the world safe for democracy." But the US military only had about 100,000 men, and many more were required for service. Congress passed a law for men aged 21 to 30 to join the military. This was the first **draft** in the nation since the Civil War.



The Turn of the Century

Sharpen Your Skills!

Success Criteria: Students will practice speaking and listening skills.

The Zimmermann Telegram

- Have students read the coded and translated [Zimmermann Telegram](#).
- Instruct students to click "Decoding a Message" underneath "Teaching Activities" where they can decode the message.
 - **Ask:** Why do you think sides use coded messages during wars? What are the advantages and disadvantages of using codes?
 - **Ask:** What might have happened if Mexico had received the telegram?
 - **Ask:** What were the risks Britain took by intercepting and deciphering the telegram?
- Instruct students to create their own secret messages using the Zimmermann code. Then, have students challenge each other to solve their messages.
 - **Ask:** How easy or difficult was it to decipher your peers' messages?
 - **Ask:** What issues might occur if parts of the message are incorrectly decoded? What effect or impact could a miscoded message have during the war?

ML Adaptation: Sharpen Your Skills!

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Accommodated Option:** Have students complete the decoding activity on the website and turn in their decoded message as the full assignment.
- **Integrated Option:** If applicable, have students research secret codes used during different conflicts from their country of origin. Then have students share these codes with the class and discuss any similarities to or differences from the Zimmermann Telegram.
- **Cooperative Option:** After students have decoded the Zimmermann messages, divide the class into pairs and have students compare their messages. Instruct them to discuss any misconceptions they may have.

Flex It!

Success Criteria: Students will use a cross-curricular learning lens to engage with history through poetry by analyzing poems about trench warfare.

Trench Poetry

- Explain to students that poetry often expresses emotions or helps people process difficult experiences.
- Ask:** What events or experiences might occur during a war that would be difficult to discuss with another person? *Answers will vary, but students may recognize that the horrors of seeing friends die or be severely harmed, or being away from home and intentionally hurting another person could be especially difficult to process.*
- Ask:** What kind of information can we learn from examining poems written by people who served in World War I? *Most poetry is likely to convey personal experiences, emotions, and vivid accounts of the war. This information would most likely differ from news reporting because of the presence of the emotional and personal angle.*
- Distribute the **Trench Poetry** worksheet from page 43 in the **Student Activities**. Inform students that John McCrae is a Canadian doctor who served in World War I. Before the war was over, he died of pneumonia. Ernest Hemingway is an American author who served with the American Red Cross during World War I. His writing was greatly influenced by what he witnessed during the war.
- Instruct students to read each poem independently. Clarify any vocabulary or questions they may have.
- Instruct students to read the poems a second time and underline one line in each poem that stirs the strongest emotion in them.
- Have students read the poems a third time and circle five or more words in each poem that provide strong sensory details or important information.
- Ask:** What are some words you circled? Why did they stand out to you?

- Ask:** How do you think trench poetry differs from other types of poetry? Do you think poetry is an effective way to express emotions? Why or why not?

Flex It! | Trench Poetry | Chapter 4 | Lesson 2

Instructions: Read the two poems about trench warfare. Underline one line in each poem that gives you the strongest emotion when you read it. Then follow the prompts below.

In Flanders Fields
—John McCrae

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.
We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie,
In Flanders fields.

Take up our gear with the due
To you from falling hands no more
The truce be sworn to hold it high,
If ye break faith with us who die,
We shall not sleep, though poppies grow
In Flanders fields.

Camps d'Hommes
—Ernest Hemingway

Soldiers never die the wall,
Chances mark the places
Wooden crosses where they fall,
Stark above their faces
Soldiers pitch and cough and reach—
All the world over and all black—
Soldiers smother in a ditch
Clicking through the whole attack.

1. What lines did you choose to underline? What did these lines make you think?

2. Read back through the poems and circle five or more words in each poem that provide strong sensory details or important information. List them below.

3. Draw an image of what these poems make you think about.

MODERN WARFARE

Many nations had been working for years to improve their military technology. The weapons used in World War I were much more advanced than those used in earlier wars. Soldiers worked together to load and pivot machine guns that could fire many bullets across a battlefield. A single machine gun could kill hundreds of soldiers at a time. These new technologies and others made World War I one of the deadliest wars in human history.

Trench Warfare

Trench warfare involved digging long trenches that protected soldiers from enemy guns. Trenches were in rows that ran along the battle lines. The closest trench to the enemy was protected by rows of barbed wire. This prevented enemy soldiers from easily advancing.

Trench warfare caused health problems for soldiers. Standing in cold mud for days at a time was not good for the soldiers' health. Infections and other conditions could lead to amputations and even death.



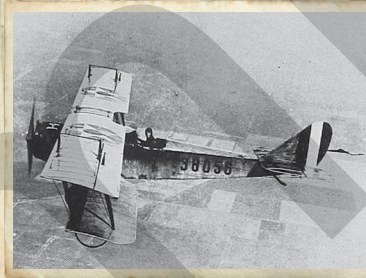
Submarines

U-boats helped prevent attacks from large warships because they could attack ships with torpedoes while remaining underwater.



Tanks

Armies started using new armored vehicles called tanks that were used to attack trenches. They used tracks instead of wheels. They could drive over the trenches and easily break through barbed wire. Their heavy armor also protected the soldiers inside and behind the tank.



Planes

For the first time, airplanes were used in war. US pilots trained on the Curtiss JN plane, nicknamed "Jenny" (left). Pilots would fly over the enemy to gather information about their forces. Air forces started attaching machine guns to airplanes. They also used them to drop bombs into enemy trenches.

Chemical Weapons

Germany became the first country to use chemical weapons in a war. Gas masks and protective clothing were made to help protect soldiers from the chemicals. Chemical weapons could cause blistering of the skin, eyes, and lungs. Armies also made gas alarm systems. They used rattles, bells, whistles, and other tools to alert soldiers to the presence of poison gas.



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Chapter 4

TALK ABOUT IT

Why do you think the military no longer fights from trenches?

Women in the Red Cross

At the start of World War I, field hospitals needed medical supplies. On the home front, the government asked women to make medical supplies for the Red Cross to hand out across the European front.

Women also made “comfort items” for troops. Items like knitted socks, hats, scarves, and gloves were in high demand. For soldiers far from home, the items knitted by Red Cross volunteers were a welcome reminder of life during peacetime.

Women in the Field

The Red Cross established a Motor Service in 1918. It brought medical supplies and aid to the battlefield. Women in the Motor Service transported ill and wounded troops to field hospitals. They delivered medical supplies and carried nurses to their posts. By the end of World War I, the Motor Service grew to a volunteer corps of more than 12,000 drivers in more than 300 cities.

Influenza Kills Thousands

Another threat swept the globe during the Great War: disease. In 1918, a Kansas doctor reported an outbreak of influenza (the flu) at a US Army training camp. The virus spread rapidly throughout the base. When the US Army sent soldiers and nurses overseas to fight in World War I, some carried the flu with them. It then spread around the world.

Around 675,000 US citizens died from the 1918 flu. That was 10 times the number of US citizens who died in battle during World War I. Most of those who died were young people. Worldwide, about 50 million people died from the 1918 flu.



A Red Cross Motor Corps member in 1917



Anna Coleman Ladd 1862–1931

When World War I broke out, Anna Coleman Ladd was eager to join the effort. She had trained as a sculptor before the war. She was inspired by the work of a British artist who made lifelike masks for soldiers with facial deformities. Ladd joined the war effort with the American Red Cross and founded their Studio for Portrait-Masks.

Ladd would mold a cast of a soldier's face using clay. Then she used thin sheets of copper to make a model of the face. She hand-painted the copper with a hard enamel. She often painted the mask while the soldier was wearing it. That way, she could make sure the skin tones and textures matched. She used human hair to create eyebrows, eyelashes, and mustaches. Ladd was one of the pioneers in the art and science of making artificial body parts, or prosthetics.



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Links and Thinks

In the Trenches

- Provide students with access to the game [Over The Top](#). Explain that this game is from the Canadian perspective, however, the events and experiences in the game reflect events and experiences US soldiers also encountered.
- Have students record the different choices and the impact of those choices as they play.
 - ▶ **Ask:** What was life like for those in the trenches?
 - ▶ **Ask:** Do you think trench warfare was effective? Why or why not?

Flex It!

Success Criteria: Students will use a cross-curricular learning lens to engage with history through language arts by practicing sensory writing.

Women and the Red Cross

- Project the six images from [140 Years of Service: Women an Important Part of American Red Cross History](#). Examine each photo as a class.

- ★ **Note:** You may want to copy and paste each image onto another document so that students can view all photos at once, or provide students with the link. This will allow students to choose images to examine and refer back to them.
 - Provide students with the **Five Senses** graphic organizer on page 39 in the **Teacher Tools**.
 - Instruct students to choose one image from the site and imagine they are in the photo. Have them record what they think they would see, smell, taste, hear, and feel in that moment.
 - Next have students use their notes to create a short story about the image. The story should be two or more paragraphs and contain dialogue, sensory language, and an explanation of why and what is happening in the image.
 - Have students post their stories to a class blog, or print them and place them in a common area where classmates can read them during their free time.
- ★ **Note:** This activity aligns with core practices for writing and differentiation.



Differentiation: Flex It!

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** Have students research a woman in the Red Cross during World War I. Instruct students to write a three- to four-sentence response over the importance of women in the Red Cross during World War I.
- **Approaching Learners:** Allow students to create a comic strip with captions containing dialogue, sensory language, and what is happening in the panel based on the image of their choosing. Instruct students to write two to three sentences summarizing their comic strip.

Spotlight On...

Success Criteria: Students will examine the courage of the Harlem Hellfighters by designing a medal to honor them.

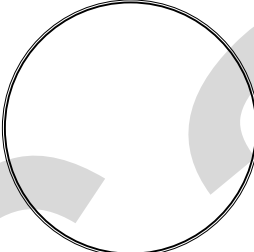
Design a Courage Medal

- As a class, read the **Segregation in the Military** feature on page 143 of the **Student Edition**. Then, lead a class discussion.
 - ▶ **Ask:** How did the Hellfighters show courage? *They spent 191 days in combat, longer than any other unit.*
 - ▶ **Ask:** What additional struggles did Black soldiers face during the Civil War? *Black soldiers were given the lowest positions in the US Navy and Coast Guard, and were banned from the Marine Corps. In the US, all military units were segregated.*
- Distribute the **Courage Medal** worksheet on page xx of the **Student Activities** and crayons, markers, or colored pencils. Students should design and color a medal to honor the Harlem Hellfighters. Then, they should write a short description about why the Hellfighters deserve the medal.
- You may choose to have students share their **Courage Medal** with a partner, small group, or the whole class.

Name _____ Date _____

Spotlight On... | **Courage Medal** | Chapter 4: Lesson 2

Instructions: Draw and color a medal to honor the Harlem Hellfighters. Then, answer the questions below your medal design. Be sure to write a complete sentence.



Why do the Harlem Hellfighters deserve this medal?

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Posters (above) encouraged US citizens to grow and can foods themselves during the war. Stores displayed signs (bottom right) to remind customers about their monthly rations. Below, women are being trained to can their own fruits and vegetables. What challenges might rationing, growing, and canning your own food create?



Wartime Efforts

To help the troops, the US government limited what US citizens could buy. A family was allowed a **ration**, or a certain amount of items, per month. Families were given ration stamps each month for sugar, meat, butter, coffee, gas, and other items in short supply. If these stamps ran out, they had to wait a month to buy more.

To save resources, US families also took part in “heatless” Mondays, “meatless” Tuesdays, and “wheatless” Wednesdays. Many people planted “victory gardens” to grow their own food. This meant that more farm goods could be sent to the troops fighting overseas.

US Food Administration's Recommended Replacements

Wheat	Corn, oats, rye, and barley products
Meat	Fish and other seafood, poultry, rabbit, and beans instead of beef, mutton, and pork
Cooking fat	Olive, cottonseed, or corn oil instead of butter
Sugar	Corn syrup, maple syrup, and honey



Teacher Tip



Use a Think, Pair, Share method to encourage student discussion. Allow students time to think and write down their thoughts, have them pair up and share with a partner, then have the partnership share with the entire class.

An Economic Boost

World War I helped the nation's economy. The United States sent Europe supplies like coal, iron, timber, cotton, and clothing. As a result, US factories grew. This created jobs around the country. Farmers earned large profits, and mills made millions of dollars' worth of textiles.

A Changing Workforce

Women, Black Americans, and older people took over the jobs younger men left when they went to war. They worked in factories making guns, tanks, ships, airplanes, ammunition, and uniforms. Most people were not happy about the war, but they liked the jobs and high wages it brought.

The US Army used a character called Uncle Sam to help recruit soldiers to fight. **Why do you think they chose a fictional character instead of a historical figure?**



Connect It: Government

Wartime Recruitment

Throughout the war, many governments asked people to do their part to support the war effort. Often, they printed posters to convince people to serve in the military or assist on the home front. Some posters were designed to inspire patriotism by making the enemy look bad. How do you think these posters influenced public opinion?

Segregation in the Military

Across the nation, more than 2.3 million Black men enlisted. They hoped their patriotism might earn them respect at home. Black soldiers were given the lowest positions in the Navy and the Coast Guard. They were banned from the US Marine Corps. All military units were segregated. Even so, Black soldiers served in infantry, cavalry, engineer, artillery, and medical units.

One of the few Black units during World War I was the 369th Infantry. Soldiers from this unit were from the Harlem neighborhood of New York City. They fought so fiercely that the Germans called them "hellfighters"—a nickname they proudly kept.

The Hellfighters were assigned to serve in the French military, which was integrated. The French welcomed the Black soldiers.

In 1918, the Hellfighters spent 191 days in combat, longer than any other US regiment. To honor their outstanding service, the French government awarded the unit its highest honor for bravery. The French also awarded 170 medals of valor to Black American soldiers.



The Turn of the Century

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ML Adaptation: Connect It

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Accommodated Option:** Have students either analyze a second poster of their choosing, or create their own poster rather than having them complete both tasks.
- **Integrated Option:** If applicable, have students find a propaganda poster from World War I from their country or culture of origin to analyze and share with the class.
- **Cooperative Option:** Create groups of ML and non-ML students to choose a propaganda poster and analyze together. You may also choose to keep students in these groups to work together to create a joint poster.

Connect It: Government



Success Criteria: Students will connect history to government by examining military recruitment strategies during World War I.

Wartime Recruitment

- As a class, review page 143 of the **Student Edition**, then read the **Connect It** feature on the same page. Remind students that propaganda was used on a large scale to recruit, encourage support, promote resource conservation, boost morale, and unite citizens around the war effort.
 - ▶ **Ask:** Why do you think governments use propaganda during wars?
- As a class, examine the poster in the **Connect It** feature. Have volunteers act as scribes to write students answers to the questions below on the board.
 - ▶ **Ask:** What is the main message of this poster?
 - ▶ **Ask:** Who do you think the target audience for this poster is?
 - ▶ **Ask:** What values does this poster promote or inspire?
 - ▶ **Ask:** How do you think the design, imagery, and colors influence how the viewer perceives the message of the poster?
- Have students conduct research to find another propaganda poster from World War I and write answers to the same questions above. Consider directing students to [First World War Recruitment Posters](#) or [Posters: World War I](#) to narrow their research and source selection.
- Instruct students to create their own World War I propaganda poster to support the troops, encourage enlistment in the military, promote resource conservation, or buy war bonds. Posters should include a catchy slogan, imagery, and a message using the posters examined as inspiration.
- Once posters are finished, display them around the classroom and conduct a gallery walk. Distribute sticky notes and have students leave a comment on at least two of their classmates' posters.
 - ▶ **Ask:** Do you think propaganda is a necessary tool during wartime? Why or why not?

EXAMINE THE EVIDENCE!

Success Criteria: Students will use primary and secondary sources to analyze wartime experiences of children.

Children Contribute to the War Effort

Students will evaluate the following sources: a victory garden leaflet, a recruitment poster, a photograph of gardening Girl Scouts, and a propaganda poster from the US Food Administration.

- Either display the sources using the **Chapter 4 PowerPoint** or have students analyze them from the **Student Edition**.
- Inform students that at the start of World War I, the United States supported Allied war efforts by sending over supplies like steel, food, and other items. Children supported the war efforts by joining service organizations. Groups like the Girls Scouts grew victory gardens and even collected peach pits to turn into charcoal for use as a filter in soldier gas masks.
- Explain to students that propaganda is information created to promote a specific point of view or political agenda. In this case, it was used to encourage families to support the war effort through food conservation and other methods.
 - ▶ **Ask:** How might political messaging or propaganda influence citizens?
 - ▶ **Ask:** Why might a government want citizens all focused on and working toward the same purpose during a war?
- Have students work independently, in pairs, or in groups to answer the questions.
- ★ **Note:** Worksheets for analyzing different types of primary and secondary sources can be found on pages 50–52 of the **Teacher Tools**.

EXAMINE THE EVIDENCE!

Children Contribute to the War Effort

Much like their parents, many children worked to support the war effort. In schools, teachers encouraged students to learn about the production and rationing of food. They also learned about war bonds and service organizations. Outside of school, children continued to support the war by joining clubs like the US School Garden Army and scout programs. Examine the evidence and answer the questions to learn more about the contributions of children to the war effort.



School Garden Army Program Poster, 1919

The Bureau of Education created the US School Garden Army in 1917. The organization encouraged students, aged 9–15, to support the war by becoming “Soldiers of the Soil.” The program focused on how to build gardening structures, hotbeds, planting, soil health, and regional information. The organization provided students and teachers with manuals and guides to support garden efforts.



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Chapter 4

Notes

Photograph of Girl Scouts in Victory Garden, c. 1917

The Girl Scouts were founded in Georgia in 1912. They supported war efforts by selling war bonds, assisting nurses, and tending victory gardens. Secretary of the US Food Administration and future president Herbert Hoover wrote to Girl Scouts' founder Juliette Gordon Lowe to thank her and the girls for their work to conserve food during the war.



War-time Poster, US Food Administration, 1918

The US Food Administration was created in 1917 to manage the supply of food for US troops and allies. German troops limited Allied nations' access to imported wheat. So the United States began to grow and export its own wheat. "Little Americans" were encouraged to support the war effort by eating grains other than wheat.



Look

1. What foods are "Little Americans" encouraged to eat?
2. What are the children carrying in the "Follow the Pied Piper" poster?
3. What are some ways the Girl Scouts supported war efforts?

Think

4. Why might the creators of the "Little Americans" poster have chosen to include an illustration of a child saluting?
5. Who is the "Pied Piper" in Evidence 1? What does his identity suggest in this piece?
6. Why might children be encouraged to "leave nothing on your plate" in Evidence 3? How might this support war efforts?

Decide

7. According to the evidence, how did efforts on the US home front support the war overseas?
8. Why do you think the government designed advertisements for children?
9. In your opinion, why might it have been important to involve children in the war effort?

Look

1. oatmeal, corn meal mush, hominy, other corn cereals, and rice with milk
2. The children are carrying various gardening tools including a rake, a hoe, a spade, and a bag of seeds.
3. The Girl Scouts supported the war effort by selling war bonds, assisting nurses, and tending victory gardens.

Think

4. Answers will vary, but students may recognize that a salute is often seen as patriotic and mirrors the behavior of a soldier.
5. The "Pied Piper" looks to be Uncle Sam. This may suggest that encouraging children to be involved in the war effort may lead them to be involved in other US institutions in the future.
6. Answers will vary. However, students may suggest that by eating all their food, families would have less food waste and there would be less demand for snacks by young children who are hungry later.

Decide

7. Efforts on the US home front supported the war overseas by ensuring that US troops and Allied troops had enough food to survive.
8. Answers will vary but may include instilling in children a sense of patriotic duty, one that would make them eager to join the military when they are old enough if the war were to continue on for a significant amount of time.
9. Answers may vary; however, students may discuss that by involving children in the war effort, they would be more understanding of restricted access to food goods and other items.

Sharpen Your Skills!

Student Criteria: Students will examine postwar efforts to achieve lasting peace by reading and discussing President Wilson’s Fourteen Points.

Fourteen Points

- Remind students that President Wilson proposed the idea for the League of Nations, but the United States chose to adopt a policy of isolationism instead of being involved in global politics and affairs.
- Show students the video, [Woodrow Wilson’s Fourteen Points](#) for them to get a closer look at Wilson’s plan for peace.
 - Ask:** Why do you think most of Wilson’s points were never fully implemented?
- Next, distribute the **Fourteen Points** worksheets on pages 45–46 in the **Student Activities**. Have students read the points in President Wilson’s words, then rewrite them in their own words. Allow students to work in groups or pairs, and provide them with a dictionary to reference when they come across unfamiliar words.
 - Ask:** Why do you think the point you chose is the most important? What impact would it have on the world?
 - Ask:** What point do you think could have been left out of Wilson’s plan? Why?
 - Ask:** Why do you think the US Congress chose not to sign the Treaty of Versailles or join the League of Nations? What conflicts were there between the Allies?
 - Ask:** Why do you think the United States adopted a policy of political isolationism after the war? Do you think this was the right decision? Why or why not?

Worksheet titled "Sharpen Your Skills! Fourteen Points | Chapter 4: Lesson 3". It contains the text of Wilson's Fourteen Points and a table for students to write their own words for each point. The table has two columns: "Point" and "Your Words".



The End of the War

In 1917, thousands of US soldiers had joined the fight in France. By then, Allied soldiers had grown tired of years of fighting. US troops helped give them hope and boosted their spirits. The support from the US military helped to shift the war for the Allied powers.

After many months of fighting, Germany surrendered. The war had claimed 8.5 million soldiers’ lives, including 53,000 U.S. soldiers. About 13 million civilians died because of the war.

On November 11, 1918, world leaders signed a truce that ended the fighting. The next year, they signed a formal peace treaty in Paris, France.

A Plan for Peace

President Wilson spoke to the US Congress about his terms for peace. These terms would become known as the Fourteen Points.

President Wilson believed countries should not be controlled by imperial powers. He wanted safe and open sea trade. He also wanted a union of nations that worked together. Finally, Wilson wanted to treat the Central powers fairly, especially Germany.

Other Allied leaders did not support Wilson’s plan. The Allies wanted to punish Germany. They believed weakening Germany would protect Europe from future attacks.

After Germany surrendered in 1918, US citizens gathered to celebrate the end of the war. This photograph shows a celebration on Wall Street in New York City.



Chapter 4

ML Adaptation: Sharpen Your Skills!

Consider the following alternative approaches to this activity to meet the needs of your class.

- Accommodated Option:** Rather than have students rewrite the points in their own words, instruct them to write the words that stand out to them the second column of the worksheet. If they do not know what the word means, have them use a dictionary to look it up and include the definition on their worksheet.
- Cooperative Option:** Strategically pair ML students with non-ML students to strengthen language acquisition and promote peer reliability when rewriting Wilson’s Fourteen Points in their own words. Allow students to review their partner’s work to identify any inaccuracies or discuss differences in word choice.

The League of Nations

The Paris Peace Conference created the Treaty of Versailles (vŭr-Sĭ). It included a section that required German leaders to take the blame for the entire war. Germany had to pay for the damage their nation had done. It was also no longer allowed to have a large army or make weapons.

The treaty also created a new international group called the League of Nations. It brought together representatives from member countries with a goal to prevent future wars.

Refusing to Sign

Wilson wanted the United States to be in the League of Nations. But Congress worried that joining it might pull the nation into another war. Some thought the League of Nations would weaken US independence.

President Wilson fiercely debated with members of Congress. But in the end, Congress did not sign the Treaty of Versailles. The League of Nations would be created, but the United States would not be a member.

Many US citizens wanted to put the world's problems behind them. They felt World War I had been "the war to end all wars." This led people to ignore Europe's ongoing problems. Another, more devastating war would come soon.

Supporters of the League of Nations published this 1918 advertisement.



[The League of Nations] should ensure peace by eliminating causes of [disagreement], by deciding [conflicts] by peaceable means, and by uniting the ... force of all the members ... against any nation that seeks to upset the peace of the world.

—League to Support Peace, New York Times, December 25, 1918



THE GAP IN THE BRIDGE.

This art shows a bridge created by the League of Nations. What is the problem with this bridge?

Lesson 2 Check It!

Dig

1. Locate the Allied powers and the Central powers on a map.
2. How did the attack on the RMS *Lusitania* change public opinion in the United States?
3. Identify one of the factors that led to the outbreak of World War I.

Dig Deeper

4. In your own words, explain what the Zimmermann Telegram was and why it was important to the United States entering World War I.
5. Explain the different opinions in the United States regarding the Treaty of Versailles and the League of Nations. Why did the United States choose not to sign the treaty?

Check It!



Check for Understanding

Use this formative assessment to check for understanding and ability to meet the **Learning Goals**, and reteach as necessary.

- After students finish the assessment, read the answers and have them grade their work. Discuss their ideas for the **Dig Deeper** questions as a class. Alternatively, students can answer the questions, discuss their ideas, and receive feedback using the **GSE Bookshelf+** digital platform.
- Have students complete the **Lesson 2 Check It!** self-assessment and reflection worksheet found on page 43 in the **Chapter Assessments**.

Dig

1. Students should locate on a map Great Britain, France, and Russia as the Allied powers and Germany, Austria-Hungary, and the Ottoman Empire as the Central powers.
2. A German U-boat attacked the RMS *Lusitania*, which killed over 1,000 passengers. Since 128 of the passengers who were killed were from the United States, public opinion in the nation shifted to supporting the United States joining the war.
3. The Zimmermann telegram was a message from Germany to Mexico proposing an alliance between the two countries against the United States. This put the country in danger, so the United States decided to enter the war.

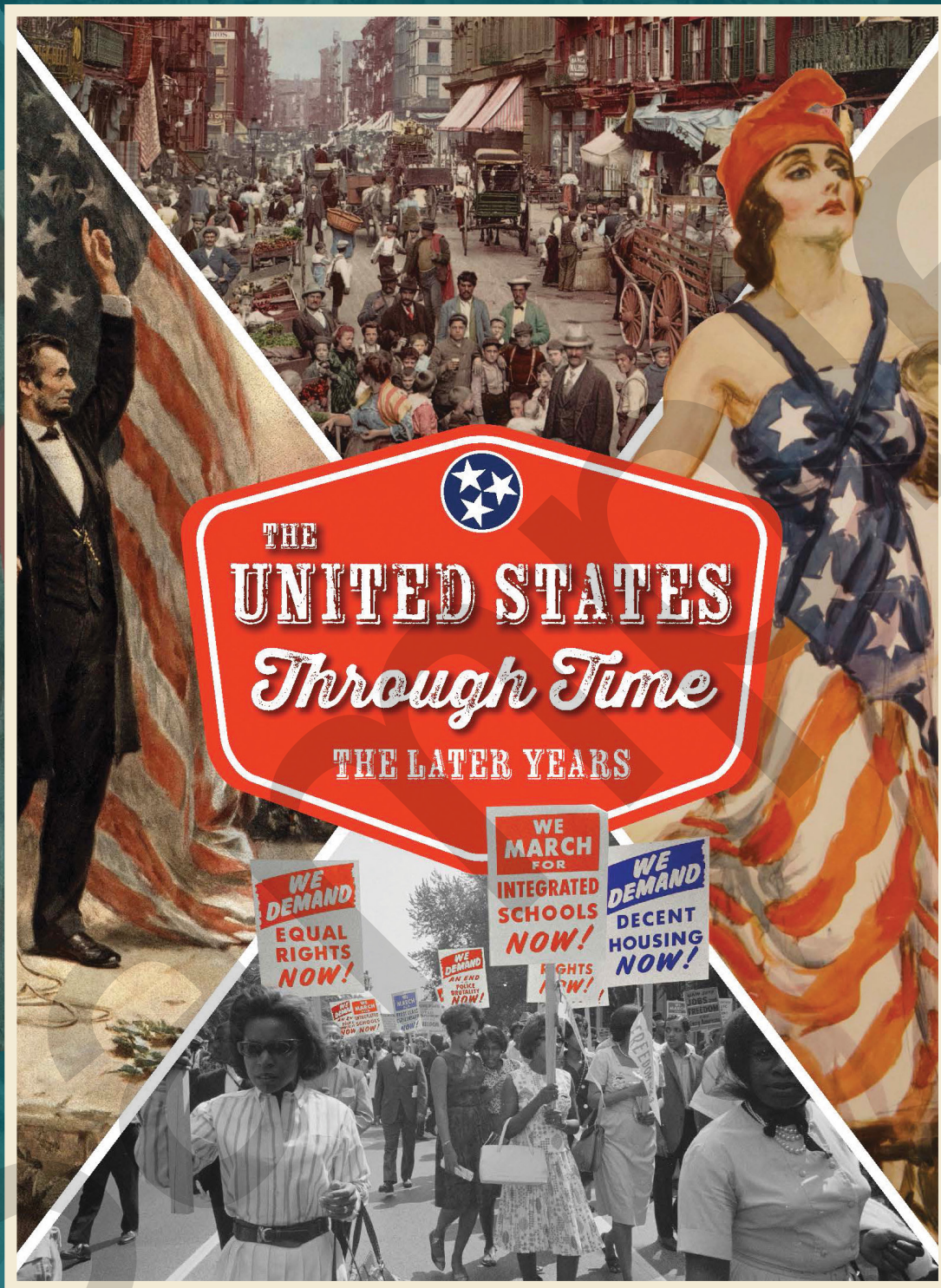
Dig Deeper

4. Answers will vary, but students should identify one of the following: imperialism, militarism, nationalism, industrialization, or secret alliances.
5. US President Wilson wanted to sign the treaty and enter the League of Nations. He wanted peace and a way to avoid another world war. Some leaders in Congress thought the treaty and the league would threaten US sovereignty and power. They wanted to punish and weaken Germany. The US Congress voted not to sign the Treaty of Versailles and not to enter the League of Nations.

Teacher Tip



Help students feel safe and supported in their learning environment. When students feel comfortable in their learning environment, they are more willing to take risks, make mistakes, ask questions, and receive feedback.



STUDENT SUPPORT GUIDE

Big Question

In what ways did life in the United States change in the early 1900s?

In other words...

What changed in the United States during the early 1900s? What stayed the same?

Learning Goals:



- I can describe how World War I began.
- I can summarize why the United States entered the war and contributed to the war effort.
- I can explain why the United States did not sign the Treaty of Versailles to enter the League of Nations.

Key Terms

- **draft** (verb): to select people for military duty
- **faction** (noun): a group within a larger organization or structure that is often in conflict with the larger body
- **nationalism** (noun): (19th century) a strong attachment to the country as a whole, with a desire to put the needs of the country above the needs of particular states and regions
- **neutral** (adjective): not taking either side
- **ration** (verb): to control the amount of a necessary good that can be used or purchased

Visual Literacy Activity

In this lesson, you are going to practice finding main ideas. A main idea is the point or focus of a piece of text. Books, sections, paragraphs, and sentences can all have main ideas.

As you read through Lesson 2, look for the main idea of the section. There may be more than one main idea per section.

Mark the main ideas you find by underlining or highlighting the text.

The Path to War

- Nations split into **factions**. Great Britain, France, and Russia formed the Allied powers. Germany, Austria-Hungary, and the Ottoman Empire joined as the Central powers.

Competing for Power

- European countries built empires around the world. By the early 1900s, the British Empire was the largest.
- Other countries like Germany and Italy wanted their own colonies. Japan and the United States were growing into new **territories**. This led to new competition for power.
- Nationalism** grew as the major countries competed for control.

The US Enters the War

- President Woodrow Wilson issued a statement saying the United States would not support either side in the war.

The RMS *Lusitania*

- In 1915, a German U-boat attacked and sank a British passenger ship sailing across the Atlantic Ocean.

- The RMS *Lusitania* lost more than 1,000 passengers, including 128 from the United States.
- It was later found that the *Lusitania* was carrying weapons. The German navy increased attacks on US ships.
- US citizens realized their country could no longer stay **neutral**.

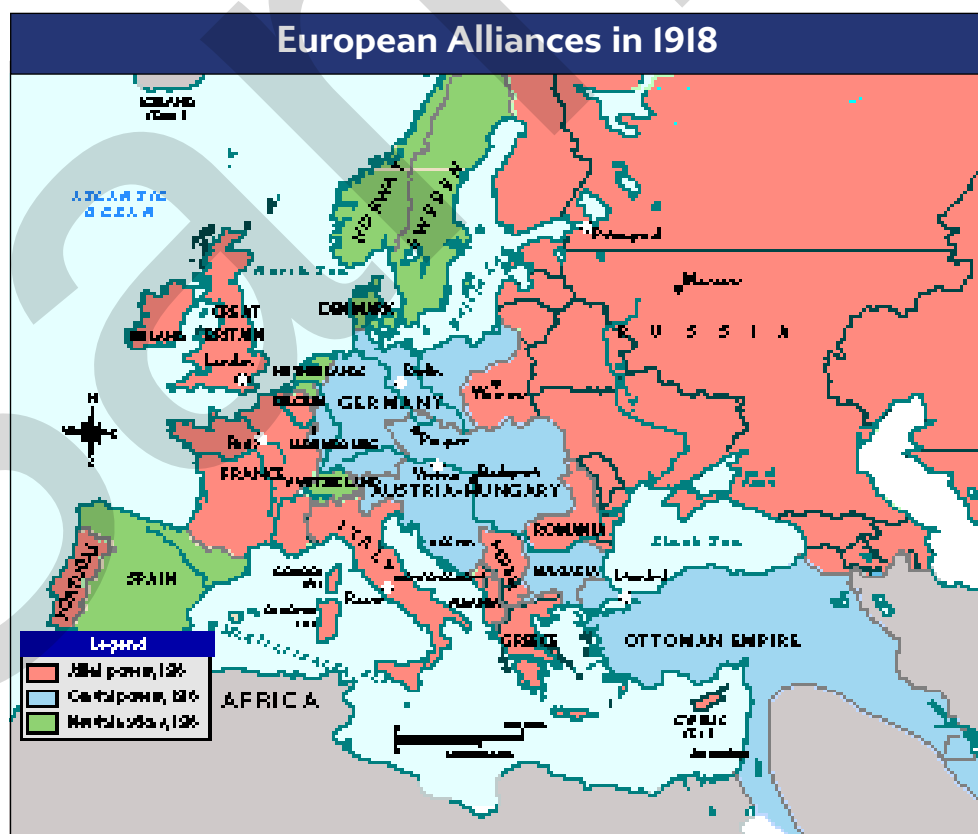
A Fateful Telegram

- In 1917, the British found a secret message headed to Mexico from Germany. It became known as the Zimmermann Telegram.
- It said that if Mexico joined Germany in war against the United States, it could win back Texas, Arizona, and New Mexico. The Zimmermann Telegram forced the United States to act.
- In 1917, the United States declared war on Germany.
- The US military only had 100,000 men. More were required for service. Congress passed a law for men aged 21 to 30 to join the military. This **draft** was the first one in the nation since the Civil War.

territory

a geographic area belonging to or under the jurisdiction of a governmental authority

The Allied powers could be found in western and eastern Europe. The Central powers were mostly located in central Europe. Based on this map, what advantages and disadvantages might each side have?



limit

to restrict the bounds of

surrender

give up

truce

a suspension of fighting

Wartime Efforts

- To help the troops, the US government **limited** what US citizens could buy. A family was allowed a **ration** per month.

The End of the War

- After many months of fighting Germany **surrendered**. World War I ended when a **truce** was signed on November 11, 1918. A peace treaty was later signed in Paris, France

The League of Nations

- The Paris Peace Conference created the Treaty of Versailles. It had a section that made German leaders take the blame for the entire war.

- Germany had to pay for the damage their nation had done. Germany was not allowed to have a large army or make weapons.
- The treaty created a new **international** group called the League of Nations with a goal to stop future wars.

Refusing to Sign

- Wilson wanted the United States to be in the League of Nations. But Congress worried that joining it might pull the nation into another war.
- In the end, Congress did not sign the Treaty of Versailles. The League of Nations would be created, but the United States would not be a member.

international

of, relating to, or affecting two or more nations



THE GAP IN THE BRIDGE.

This art shows a bridge created by the League of Nations. What is the problem with this bridge?

Check It!

Dig

1. Locate the Allied powers and the Central powers on a map.

2. How did the attack on the *RMS Lusitania* change public opinion in the United States?

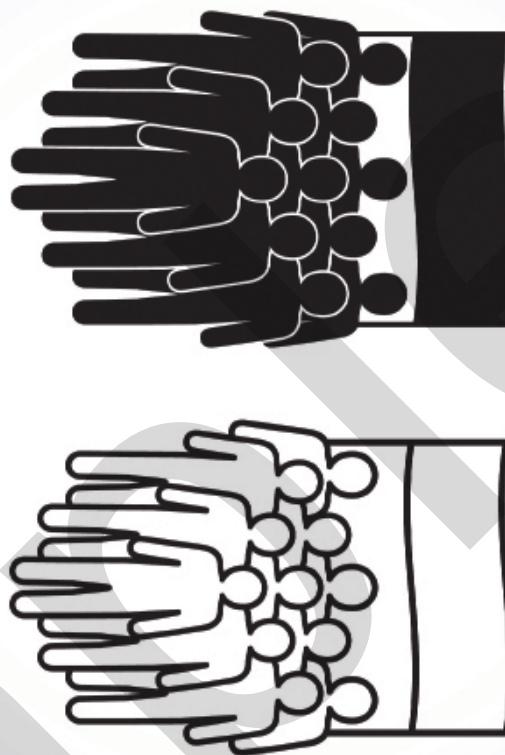
3. Identify one of the factors that led to the outbreak of World War I.

Dig Deeper

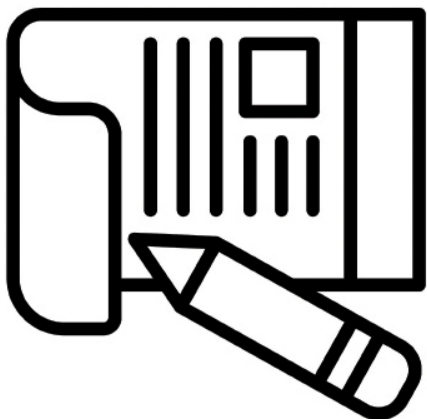
4. In your own words, explain what the Zimmerman Telegram was and why it was important to the United States entering World War I.

5. Explain the different opinions in the United States regarding the Treaty of Versailles and the League of Nations. Why did the United States choose not to sign the treaty?

faction | fac • tion



draft | draft

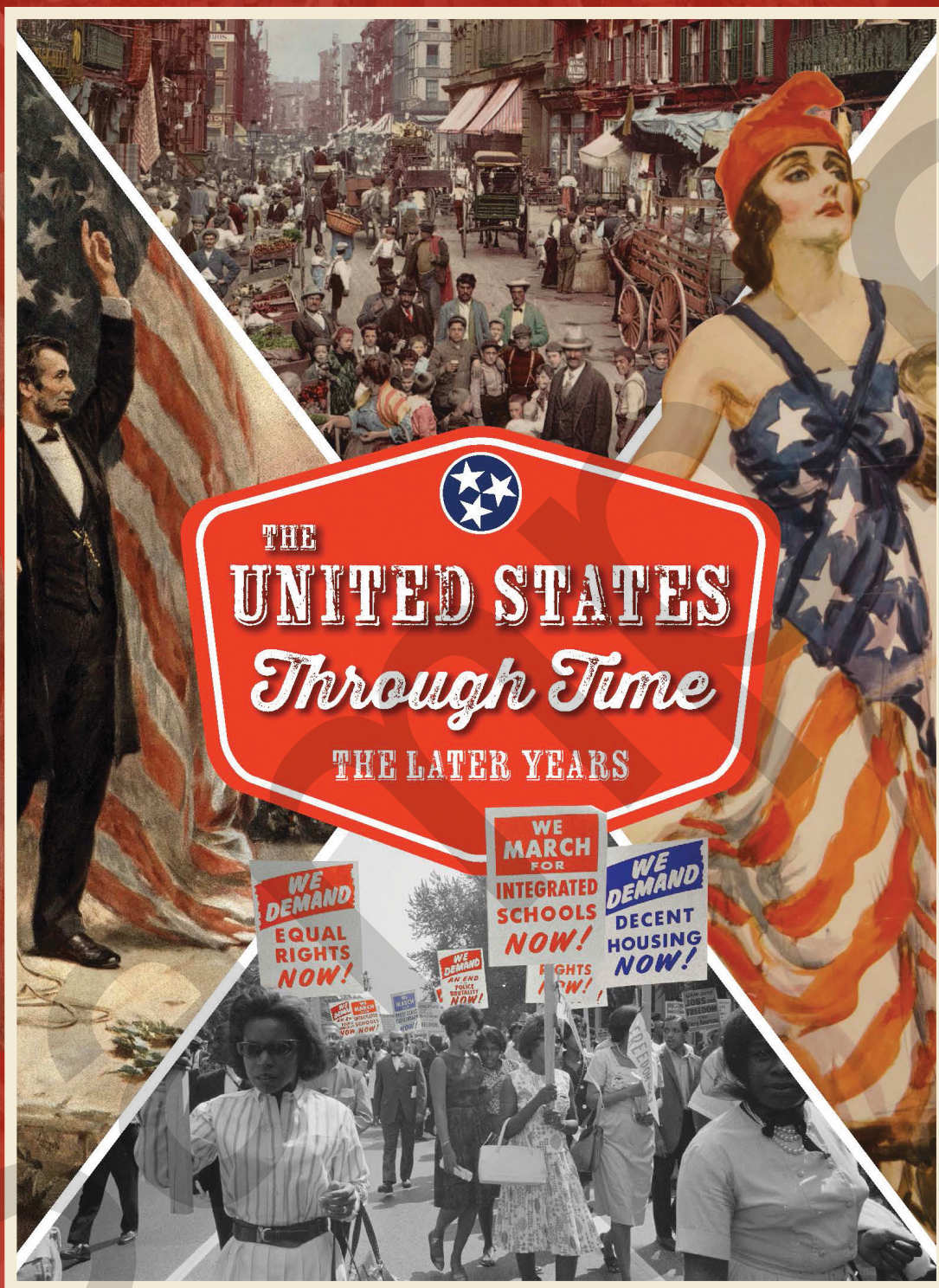


ration | ra • tion



neutral | neu • tral





STUDENT ACTIVITIES

Name: _____

Date: _____

Sneak Peek | Story Writing | Chapter 4: Lesson 2

Instructions: Write a story that takes place during the World War I era. Your story must be at least two paragraphs long and must include all of the Key Terms.

draft
faction
nationalism

neutral
ration

Flex It! | Trench Poetry | Chapter 4: Lesson 2

Instructions: Read the two poems about trench warfare. Underline one line in each poem that gives you the strongest emotion when you read it. Then follow the prompts below.



In Flanders Fields

—John McCrae

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie,
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

Camps d'Honneur

—Ernest Hemingway

Soldiers never do die well;
Crosses mark the places—
Wooden crosses where they fell,
Stuck above their faces.
Soldiers pitch and cough and twitch—
All the world roars red and black;
Soldiers smother in a ditch
Choking through the whole attack



Guelph Museums, Reference No. M968.354.1.2x/commons.wikimedia.org; National Archives and Records Administration (192668), Le Chernin/Shutterstock.com

1. What lines did you choose to underline? What did these lines make you think?

2. Read back through the poems and circle five or more words in each poem that provide strong sensory details or important information. List them below.

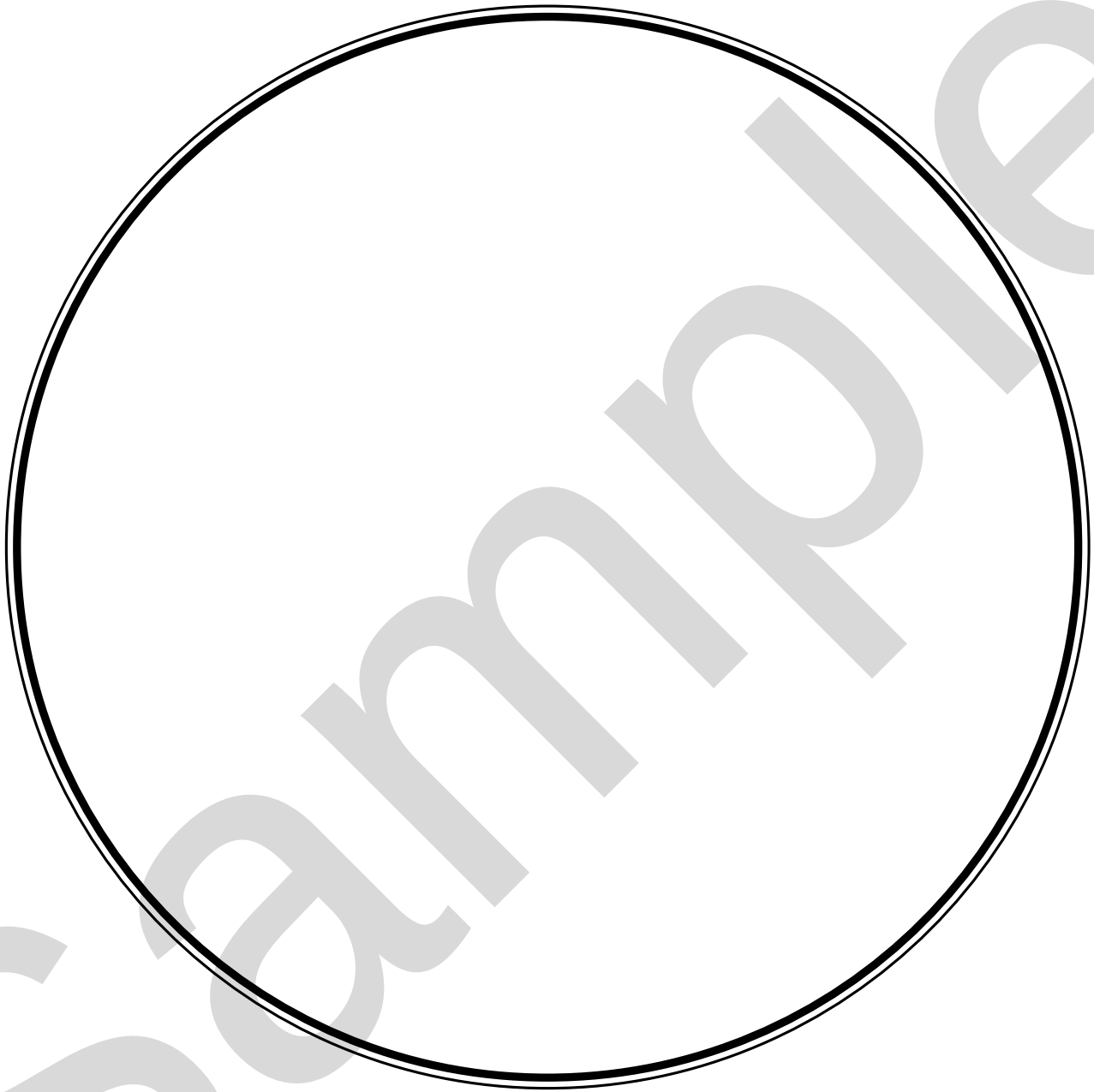
3. Draw an image of what these poems make you think about.

Name: _____

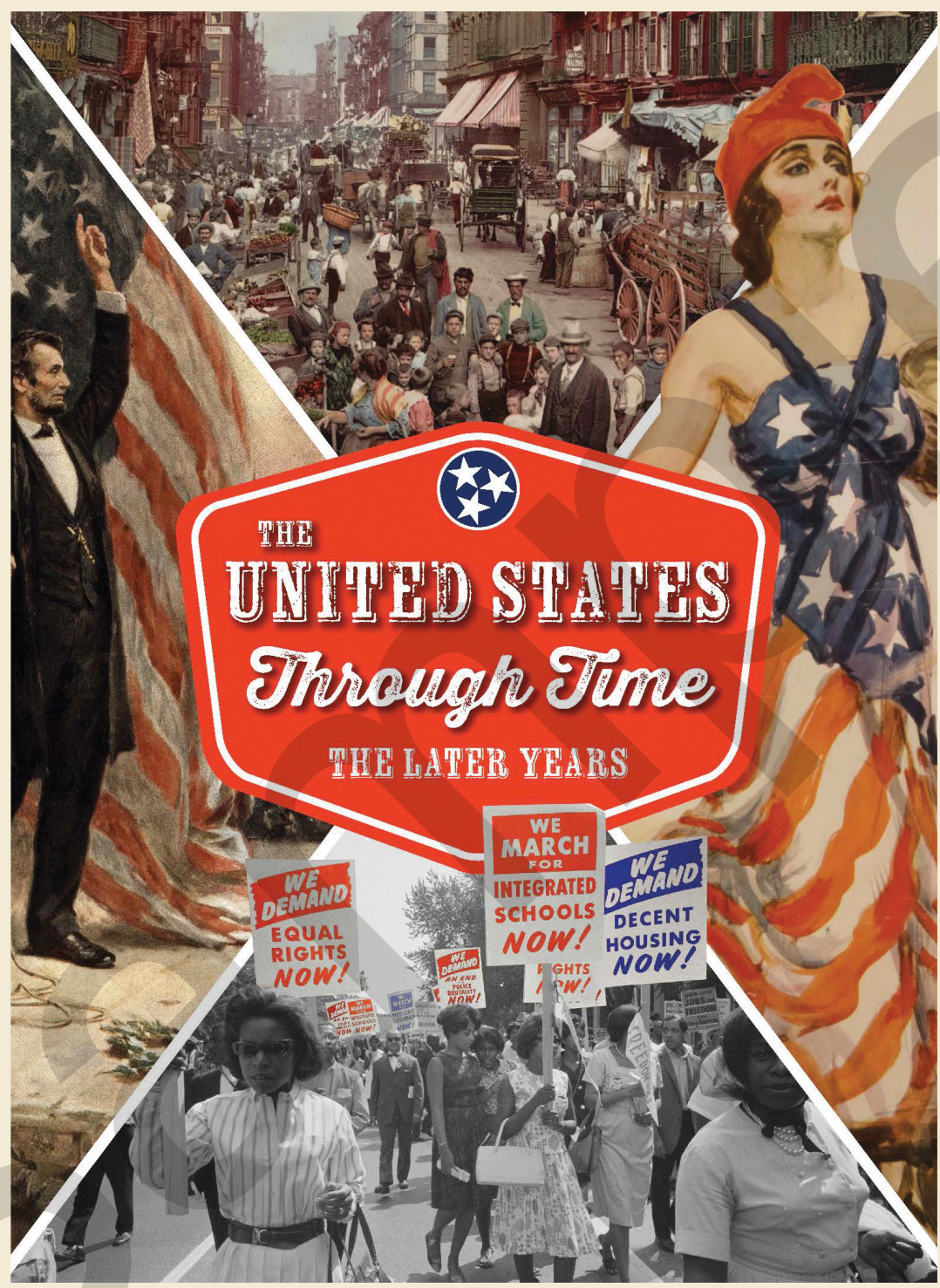
Date: _____

Spotlight On... | Courage Medal | Chapter 4: Lesson 2

Instructions: Draw and color a medal to honor the Harlem Hellfighters. Then, answer the question below your medal design. Be sure to write in complete sentences.



Why do the Harlem Hellfighters deserve this medal?



THE
UNITED STATES
Through Time
THE LATER YEARS

TEACHER TOOLS

Five Senses Organizer

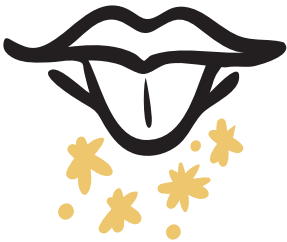
Instructions: Use your imagination to write what you would see, smell, taste, hear, and feel if you were in the text or image.



I see...



I smell...



I taste...



I hear...



I feel...

Source Analysis

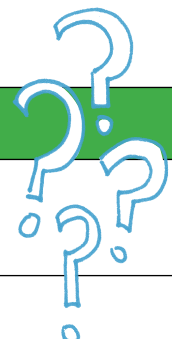
Analyze a Picture

Instructions: Use this form to analyze the artwork.



Meet the image.	Observe its parts.	Try to make sense of it.
What do you see? Is the picture ... ? ☐ BLACK AND WHITE ☐ COLOR Is there a caption? ☐ YES ☐ NO If so, what does the caption tell you?	Circle what you see in the picture    PEOPLE OBJECTS BOTH What are the people doing in the picture? What are the objects in the picture used for? Write two words that describe the picture.	Who do you think made this picture? Where do you think this picture was made? List something that helps you prove where it was made. Why do you think the picture was made? How does this picture compare to modern times?
Use it as historical evidence. Where do you think we could find out more information about the people or objects in the picture?		

Courtesy of National Archives



Source Analysis

Analyze a Document

Instructions: Use this form to analyze documents.



Meet the document.		Try to make sense of it.
Are there any special markings on the document? Circle all that apply. STAMP POSTMARK HANDWRITTEN NOTE OFFICIAL SEAL SPECIAL LETTERHEAD OTHER	Is it handwritten or typed? ☐ ☐ ☐ BOTH Write down any words you do not know. Then look up the definitions.	What is the main idea of the document? List two quotes (words from the document) that help support the main idea.
Observe its parts.		
Who wrote this document? Who read or received this document?	What is the date of the document?	Why do you think this document was written?
Use it as historical evidence.		
Where do you think you could find out more information about the person who wrote or received this document? Where do you think you could find out more information about this event?		

Courtesy of National Archives

Source Analysis

Analyze a Political Cartoon

Instructions: Use this form to analyze political cartoons.



Meet the cartoon.		Try to make sense of it.
Quickly scan the cartoon. What do you notice first?	What is the title or caption?	Which words or phrases are the most significant? List adjectives that describe the emotions portrayed: Who drew this cartoon and when?
Observe its parts.		What was happening at the time when it was created? What is the message? List evidence from the cartoon or your knowledge of the cartoonist that led you to your conclusion.
Are there labels, descriptions, thoughts, or a dialogue?	List the people, objects, and places in the cartoon: List the actions or activities:	
Use it as historical evidence.		
What did you find out from this cartoon that you might not learn anywhere else? What other documents or historical evidence are you going to use to help you understand this event or topic?		



Courtesy of National Archives

Extra Document-Based Questions | Chapter 4

Instructions: During progressive reform, many US citizens wanted changes and awareness around issues like health, education, and work. One societal problem that the Progressives hoped to address and end was child labor. This image is of a political cartoon that calls child labor “an awful blot.” Using the image, answer the following questions.



Library of Congress Prints and Photographs Division,
LC-DIG-ncl-04992

1. Why do you think child labor was referred to as “an awful blot” in this cartoon? Why do you think it is splattered on a map of the United States? _____

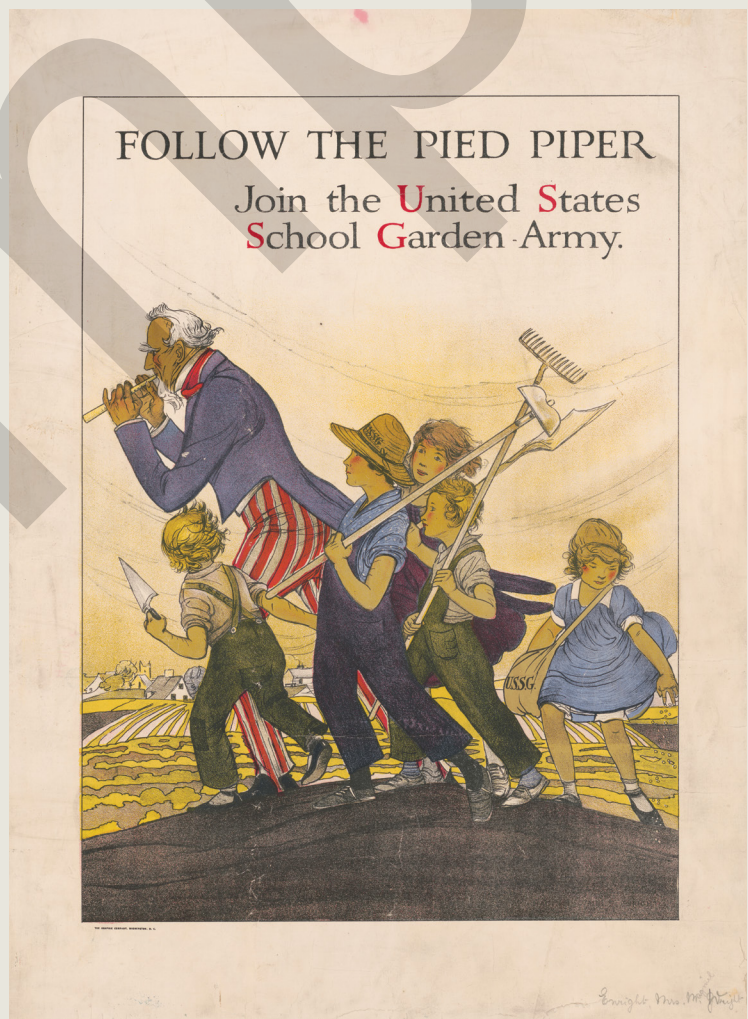
2. What were some of the ways that factory owners benefited from child labor? In what ways did it harm the children? _____

3. Do you think the political cartoon shown above helped to change people’s minds about child labor? Why or why not? _____

Title: Children Contribute to the War Effort

Evidence Title: School Garden Army Program PosterEvidence Type: Poster Year: 1919

Description of Evidence:





Library of Congress Prints and Photographs Division,
LC-DIG-npcc-27948

Title: Children Contribute to the War Effort

Evidence Title: Girl Scouts in Victory Garden

Evidence Type: Photograph Year: 1917

Description of Evidence:

Title: Children Contribute to the War Effort

Evidence Title: US Food Administration

Evidence Type: Poster Year: 1918

Description of Evidence:

An illustration of a bowl of cereal with a spoon and a circular portrait of a smiling child with blonde hair, wearing a white shirt, saluting with their right hand.

**Little
AMERICANS**
Do your bit

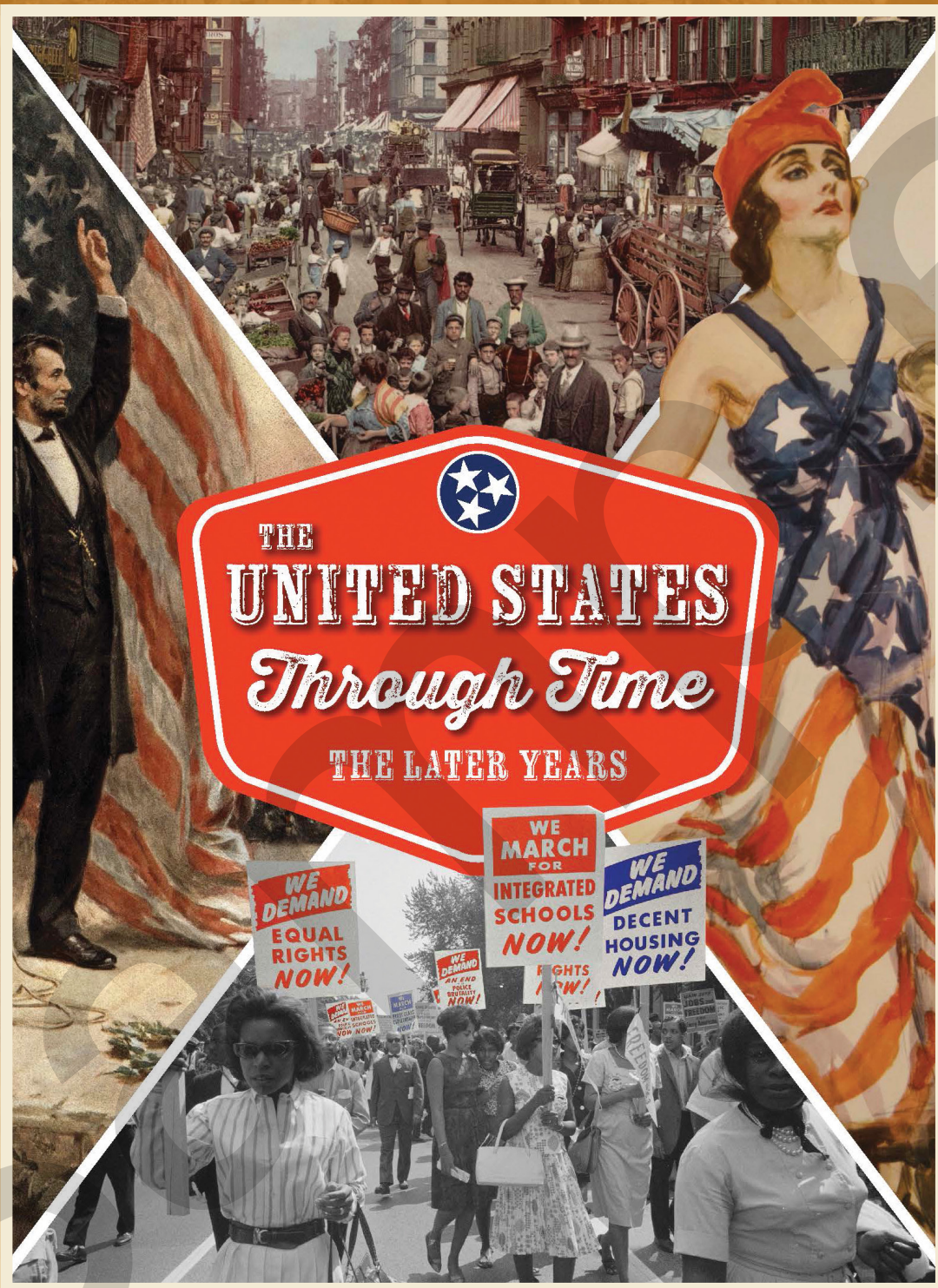
Eat Oatmeal-Corn meal mush-
Hominy - other corn cereals -
and Rice with milk.
Save the wheat for our soldiers.

Leave nothing on your plate





Library of Congress Prints and Photographs Division,
LOC, LC-USZC4-10218



THE
UNITED STATES
Through Time
THE LATER YEARS

CHAPTER ASSESSMENTS

Name: _____

Date: _____

Check It! | CHAPTER 4

Instructions: At the end of each lesson, circle the number of stars that most closely resembles your success in meeting the goal.



Did not meet goal



Somewhat met goal



Totally met goal

Lesson 1

- I can analyze the goals of the Progressive reformers and the results of their advocacy. ★ ★ ★
- I can explain the impact of Jim Crow Laws, *Plessy v. Ferguson*, and violence on Black Americans at the turn of the century. ★ ★ ★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Lesson 2

- I can describe how World War I began. ★ ★ ★
- I can summarize why the United States entered the war and contributed to the war effort. ★ ★ ★
- I can explain why the United States did not sign the Treaty of Versailles to enter the League of Nations. ★ ★ ★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Lesson 3

- can explain the goals and outcomes of progressive movements in the early 1900s. ★ ★ ★
- I can outline the changes in technology and growth of popular culture during the Roaring Twenties. ★ ★ ★
- I can describe the Harlem Renaissance and its impact on US culture. ★ ★ ★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Prove It! | Part I: Multiple Choice | CHAPTER 4

Instructions: Choose the correct answer for each question.

1. The mass movement of Black Americans from the rural South to cities in the North, Midwest, and West became known as the _____.
 - A. Big Shift
 - B. Great Migration
 - C. Roaring Twenties
 - D. Harlem Renaissance
2. What did the Treaty of Versailles do? (Select **two** answers.)
 - A. banned the manufacturing, sale, and transportation of alcoholic beverages
 - B. required German leaders to take the blame for World War I
 - C. made segregation illegal
 - D. created a new international organization called the League of Nations
3. What did the Jim Crow laws do?
 - A. kept Black people from being able to vote
 - B. kept Black people from getting jobs
 - C. enforced segregation between Black and White people
 - D. none of the above
4. Which country was the first to use chemical weapons in war?
 - A. The United States
 - B. Germany
 - C. Russia
 - D. China
5. What were the reasons that the United States wanted to stay neutral in the First World War? (Select **two** answers.)
 - A. they did not want to be at war with their immigrants' homelands
 - B. they did not care about the war going on
 - C. they did not want anything to hurt their trade with other countries
 - D. they did not have a big enough military
6. The Zimmermann Telegraph was intercepted from which country?
 - A. Russia
 - B. Japan
 - C. Mexico
 - D. Germany
7. After the war, President Wilson spoke to Congress about his terms for peace, which came to be known as the _____.
 - A. Fourteen Points
 - B. Peace Plan
 - C. Paris Treaty
 - D. Post-War Guide
8. Women in the 1920s that expressed their freedom through their clothing, hairstyles, and behavior some considered "immoral."
 - A. suffragists
 - B. gamblers
 - C. unions
 - D. flappers
9. What new entertainment began to take shape in the 1920s? (Select **two** answers.)
 - A. movies
 - B. the wireless radio
 - C. railroads
 - D. the telegraph

Prove It! | Part 2: Key Terms and Connections | CHAPTER 4

Key Terms: Choose **two** pairs of Key Terms. For each pair, write at least two sentences describing how the two words are connected.

labor union
regulation

isolate
neutral

prohibition
temperance

- I. _____

2. _____

Name It! Match the people, places, and events from the list on the left to their descriptions on the right.

- | | |
|---------------------------------|---|
| 3. ___ Jim Crow laws | A. One of the few Black regiments during the First World War |
| 4. ___ Zimmermann Telegram | B. Laws that enforced the segregation of Black and White people |
| 5. ___ Harlem Hellfighters | C. A secret message intercepted by the British that proposed a military alliance between Germany and Mexico |
| 6. ___ Harlem Renaissance | D. The President that renamed the president's executive mansion "the White House" |
| 7. ___ Archduke Franz-Ferdinand | E. A boom of African American artistic expression |
| 8. ___ W. E. B. Du Bois | F. The first African American to earn a PhD at Harvard University |
| 9. ___ Booker T. Washington | G. A formerly enslaved man who thought Blacks should work to gain economic independence by learning a trade |
| 10. ___ Theodore Roosevelt | H. A war that was caused by the combination of imperialism, secret alliances, military build up, nationalism, and industrialization |
| 11. ___ World War I | I. The heir to the throne of Austria-Hungary that was assassinated and triggered the events that drew Europe into a world war |

12. Choose any **two** terms from the list above and explain how they are connected to the **Big Question**:
At the turn of the century, how did the United States both embrace change and stay the same?

Prove It! | Part 3: Document-Based Questions | CHAPTER 4

Instructions: The image below shows the trenches dug in World War I. Trench warfare involved digging long trenches that protected soldiers from enemy fire while allowing them to move around behind their battle lines. Using evidence from the image below, answer the following questions.



Nationaal Archief/Flickr.com

1. Study the image closely. What can you tell about the conditions of the trenches?

2. What were the benefits of trench warfare? What were the drawbacks?

3. Do you think trench warfare was effective in the long run? Why or why not?

Name: _____

Date: _____

Prove It! | Part 4: Self-Assessment and Reflection | CHAPTER 4

Instructions: After completing the chapter and the various activities, revisit the picture on the chapter opener and answer the following questions.

What details have changed that you did not know or see at the start of the chapter? What details can you add or be more specific about? Add at least two new details or specifics about previous details.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Can you answer the questions you had at the start of the chapter? If so, what are the answers?

1. _____
2. _____

Using complete sentences, answer the **Big Question**.

Describe your favorite part of this chapter and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

Prove It! | Accommodated Assessment | CHAPTER 4**Instructions:** Answer the following questions.**I.** What is a labor union?

For questions 2–7, match the people, places, and events from the list to their descriptions below.

- 2. ____ Jim Crow laws
- 3. ____ Harlem Hellfighters
- 4. ____ W. E. B. Du Bois
- 5. ____ Theodore Roosevelt
- 6. ____ World War I
- 7. ____ Archduke Franz-Ferdinand

- A. Laws that enforced the segregation of Black and White people
- B. A war that was caused by the combination of imperialism, secret alliances, military build up, nationalism, and industrialization
- C. The President that renamed the president's executive mansion "the White House"
- D. One of the few Black regiments during the First World War
- E. The heir to the throne of Austria-Hungary that was assassinated and triggered the events that drew Europe into a world war
- F. The first African American to earn a PhD at Harvard University

8. What is prohibition?

9. In a complete sentence, describe what trench warfare was.

10. The Treaty of Versailles included a "War Guilt Clause." What did this clause do?

II. Using complete sentences, answer the **Big Question**.

12. Describe your favorite part of this chapter and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

Prove It! | Answer Key | CHAPTER 4

Prove It! Standards Alignment: SSP.01; SSP.02; 4.28; 4.31; 4.32; 4.RI.KID.1; 4.W.RW.10

Part 1: Multiple Choice

- | | |
|-----------|-----------|
| 1. (B) | 6. (D) |
| 2. (B, D) | 7. (A) |
| 3. (C) | 8. (D) |
| 4. (B) | 9. (A, B) |
| 5. (A, C) | |

Part 2: Key Terms and Connections

labor union and regulation: A labor union is an organized group of workers formed to protect their rights. A regulation is a government law that oversees the way businesses can operate. To meet some of the demands of the labor unions, the government set regulations to improve worker conditions.

isolate and neutral: To isolate means to not get involved in the political affairs of other nations. Neutral means not taking either side. At the start of World War I, many people wanted to stay isolated and preferred the government to remain neutral in the war.

prohibition and temperance: Prohibition is a ban on the production, transportation, sale, or consumption of alcoholic beverages. Temperance means to fight for family values and against bad habits, often regarding stopping drinking alcohol. Supporters of the temperance movement called for prohibition in the US.

2. See above.
3. (B)
4. (C)
5. (A)
6. (E)
7. (I)
8. (F)
9. (G)
10. (D)
11. (H)
12. Answers will vary.

Part 3: Document-Based Questions

1. Answers will vary. The conditions of the trenches look cramped and muddy, with soldiers sleeping wherever they could.
2. Answers will vary. The benefits of trench warfare is that it allowed soldiers to move around behind their battle lines, and the barbed wire surrounding the trenches prevented enemy soldiers from easily advancing. The drawbacks of trench warfare was that they often caused stalemates and caused health problems for many soldiers due to the cold and constant standing in the mud.
3. Answers will vary.

Part 4: Self-Assessment and Reflection

Answers will vary, but should reflect students' ability to accurately explain how the United States both embraced change and stayed the same at the turn of the century.

Accommodated Assessment

1. A labor union is an organized group of workers formed to protect their rights.
2. (A)
3. (D)
4. (F)
5. (C)
6. (B)
7. (E)
8. Prohibition is a ban on the production, transportation, sale, or consumption of alcoholic beverages.
9. Trench warfare was a defensive strategy that involved digging long trenches that protected soldiers from enemy fire.
10. The War Guilt Clause required German leaders to take the blame for the entire war.
11. Answers will vary, but should demonstrate the ability to answer the Big Question.
12. Answers will vary.

Rubric: Spotlight On... | War Rations | Chapter 4: Lesson 2

Social Studies Standards	SSP.01; SSP.05; 4.30
English Language Arts Standards	4.SL.CC.1; 4.SL.PK1.6; 4.W.TTP.3; 4.W.RW.10
Student Outcome	Students will be able to investigate the impact of wartime rationing by writing diary entries about an imagined rationing experience.

Category	Level 4	Level 3	Level 2	Level 1
Skill	Student meets or exceeds expectations for social studies practices and writing standards by demonstrating all of the following: - recognizing how past events and issues might have been experienced by the people of that time - using descriptive details - organizing sequences in a clear and logical manner - producing clear and coherent writing - using proper grammar, spelling, capitalization, and punctuation	Student meets expectations for social studies practices and writing standards by demonstrating most of the following: - recognizing how past events and issues might have been experienced by the people of that time - using descriptive details - organizing sequences in a clear and logical manner - producing clear and coherent writing - using proper grammar, spelling, capitalization, and punctuation	Student develops social studies practices and writing standards by demonstrating some of the following: - recognizing how past events and issues might have been experienced by the people of that time - using descriptive details - organizing sequences in a clear and logical manner - producing clear and coherent writing - using proper grammar, spelling, capitalization, and punctuation	Student makes little to no attempt to develop social studies practices or writing standards.
Product	Student writes three diary entries about an imagined rationing experience that include all of the following: - a description of daily life - a description of meals - how daily life was affected by rationing items	Student writes three diary entries about an imagined rationing experience that meet all listed requirements but is missing depth in their descriptions or in how daily life was affected by rationing.	Student writes less than three diary entries or is missing one or more of the following: - a description of daily life - a description of meals - how daily life was affected by rationing items	Student did not follow directions or made little to no effort to complete the podcast.

Reflections and Progress

What I think went well in this assignment was...	Things that could be improved are...
--	--------------------------------------

Consider the following rubric suggestions to meet the needs of your individual students.

Extend	Accommodate	Modify
Add a fifth column to this rubric for students to explain specifically how they go above and beyond the expectations of the level 4 category.	Provide students with scaffolded to meet the level 3 or level 4 criteria. This can include graphic organizers, sentence frames, examples, word banks, etc.	Adjust grading and expectations to focus on the level 2 and level 3 criteria for students with modified curriculum plans.

Rubric: Connect It | Wartime Recruitment | Chapter 4: Lesson 2

Social Studies Standards	SSP.01; SSP.02; SSP.05; 4.30
English Language Arts Standards	RI.IKI.7; 4.SL.CC.1; 4.SL.PKI.6
Student Outcome	Students will be able to create a WWI propaganda poster.

Category	Level 4	Level 3	Level 2	Level 1
Product	Poster effectively encourages supporting the troops, military enlistment, conserving resources, or buying war bonds and includes all of the following: • relevant imagery • a catchy slogan • a convincing message.	Poster effectively encourages supporting the troops, military enlistment, conserving resources, or buying war bonds. Poster includes all listed requirements but is missing depth in the slogan or message.	Poster effectively encourages supporting the troops, military enlistment, conserving resources, or buying war bonds. Poster includes all listed requirements but one or more of the following is true: • selected imagery is not relevant • slogan does not fit the purpose of the poster • the message is unclear or underdeveloped	Student does not follow directions or makes little to no attempt to complete the poster.
(Optional Criteria)				

Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...

Consider the following rubric suggestions to meet the needs of your individual students.

Extend	Accommodate	Modify
Add a fifth column to this rubric for students to explain specifically how they go above and beyond the expectations of the level 4 category.	Provide students with scaffolds to meet the level 3 or level 4 criteria. This can include graphic organizers, sentence frames, examples, word banks, etc.	Adjust grading and expectations to focus on the level 2 and level 3 criteria for students with modified curriculum plans.