

*Priority: Students without Internet access.

03/13/2020

Social Studies Packet

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Grade 8 (8-1)

Textbook

Website:

Username: 8School13c ← You were assigned a number.

Password: history

Remind

Text @nyushis to 81010.

- Detailed instructions are included on each assignment (Days 1-6).
- Reading material can be found under "Current Assignments" on Cengage website.

1.1 Poised for War

When conditions are dry in the woods, one spark can set the whole forest blazing. By 1914, tensions had reached a high point in Europe. A single act would trigger war.

MAIN IDEA Alliances, nationalism, imperialism, and militarism all contributed to the outbreak of World War I.

TENSIONS IN EUROPE

In 1914, Europe was divided by hostilities, some of which had deep roots. After losing the Franco-Prussian War to Germany in 1870, France made an alliance, or an agreement of mutual support, with Russia and Great Britain. The three countries pledged to come to each other's defense if attacked. Germany, Austria-Hungary, and the Ottoman Empire had formed a similar alliance.

Nationalism, a strong belief in one's country and in its superiority to others, and imperialism fueled tensions in Europe. In the early 1900s, Austria-Hungary and Serbia competed for the Balkan Peninsula in southeastern Europe. Serbia, a Slavic nation, wanted to unite with other Slavs in the Balkans to form a large state. When Austria-Hungary annexed, or seized, the Slavic territories of Bosnia (BAHZ-nee-uh) and Herzegovina (HURT-zih-goh-VEE-nuh) in 1908, the Serbians were outraged. Other powers, including Germany, Great Britain, and France, competed for natural resources and colonies in Africa and Asia.

To achieve their nationalist and imperialist goals, many European countries embraced **militarism**, the belief that a government must build a strong military force and be ready to use it to defend its interests. In 1914, Germany was a major military power. Other countries scrambled to catch up. All of these factors brought Europe to the brink of war.

ASSASSINATION TRIGGERS WAR

The continent tipped over the edge on June 28, 1914, when Archduke Franz Ferdinand of Austria-Hungary and his wife were visiting Sarajevo (sair-uh-YAY-voh), the capital of Bosnia. As the couple toured the city in an open car, a Bosnian

Serb nationalist named Gavrilo Princip (GA-vrih-loh PRIHN-sihp) shot and killed the archduke and his wife. The assassination set the alliances in motion. Germany supported Austria-Hungary when the latter blamed Serbia for the assassination. As Serbia's ally, Russia came to that country's defense, and France pledged to support Russia. In August, Germany declared war on Russia and France. Soon Britain declared war on Germany.

Within months, war spread throughout Europe. Countries joined one of two alliances. The Central Powers were primarily made up of Germany, Austria-Hungary, and the Ottoman Empire. The principal nations belonging to the Allies were Great Britain, France, and Russia. The United States declined to take part in the war. Many Americans believed in the principles of the Progressive Era, with its faith in progress and the betterment of humanity. War was unthinkable.

Those who lived at the time of the conflict called it "the Great War" because so many nations took part in it and so many soldiers died or were wounded fighting it. When war once again arose in Europe in the 1930s, the conflict that began in 1914 would also be known as "World War I."

HISTORICAL THINKING

1. **READING CHECK** What is militarism?
2. **INTERPRET MAPS** What geographic advantages did the Allies have in the war?
3. **ANALYZE CAUSE AND EFFECT** Why did the assassination of Archduke Ferdinand trigger the war in Europe?

1.2 A New Kind of War

The Germans had come up with a war plan and intended to end the conflict quickly. But plans don't always work out. Everyone fighting in World War I was in for a long, brutal war.

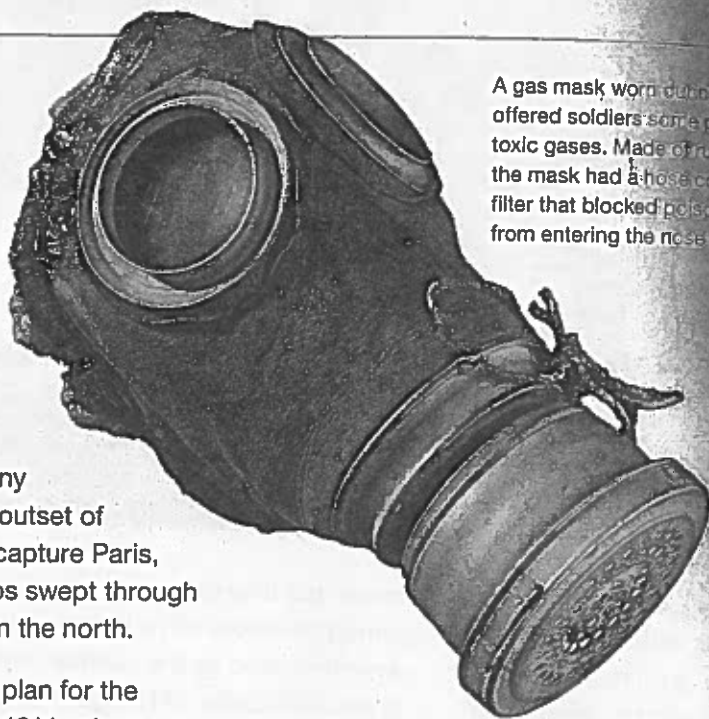
MAIN IDEA Soldiers in World War I fought on two fronts and used deadly new weaponry.

WAR ON TWO FRONTS

Germany had been preparing for war against France and Russia for years. General Alfred von Schlieffen, a German officer, had come up with a plan for such a war in 1906. According to his strategy, the German Army would attack and conquer France quickly and then march on to Russia. Germany put the strategy in motion at the outset of the war by sending its troops to capture Paris, the French capital. German troops swept through Belgium and invaded France from the north.

At first, things went according to plan for the German Army. But in September 1914, when their troops reached the Marne River—just 30 miles from Paris—the French and British armies launched a successful counterattack. The Germans were forced to retreat in what would be called the First Battle of the Marne. Schlieffen's plan had not taken into account the support of the British Army. By the end of 1914, Germany found itself fighting the war on two **fronts**, or battle lines. On the **Western Front**, Germany and the Central Powers faced off against France, Britain, and other Allies. On the **Eastern Front**, Germany and the Central Powers battled Russia along an area that would eventually stretch from the Baltic Sea to the Black Sea.

On both fronts, armies employed trench warfare, a battle strategy you might recall from the Civil War. Troops from the two alliances dug long, deep ditches into the ground that were large enough for them to hunker down in. Trenches were often lined



A gas mask worn during World War I offered soldiers some protection from toxic gases. Made of rubber and leather, the mask had a hose connected to a filter that blocked poisonous particles from entering the nose or mouth.

with boards so that the soldiers could use them as passageways. The boards also helped troops avoid potential diseases caused by sitting or standing in mud and dirty water. Soldiers could fight from the trenches and shelter there from enemy fire.

Trench warfare often resulted in staggering death tolls, as opposing armies struggled to take an enemy trench. In the July 1916 battle along the Somme River in France, fierce fighting went on for four months. During the First Battle of the Somme, the Allies managed to push the Germans back only six miles. More than a million soldiers from both sides were killed or wounded during the battle.

DEADLY TECHNOLOGY

Weapons technology made World War I deadlier than any previous war. The new and improved machine guns mounted on top of the trenches resulted in high death tolls on both sides. You



POISON GAS The British soldiers in this photo were temporarily blinded by a poison gas attack during a World War I battle. What details in the photo help convey their condition?

may recall that the British invented the **tank**, an armored, heavily armed vehicle with treads instead of wheels, to counter machine gun fire. Originally known as "landships," tanks could be driven right into enemy trenches.

Airplanes filled the sky for the first time in any war. Piloting a war plane was a dangerous assignment. In addition to attacks in the air, firepower from the ground could take down the planes. The **antiaircraft gun** was a heavy weapon that could be pointed to the sky to fire missiles from a metal tube or barrel. Weaponry even filled the seas when Germany used submarines, also called **U-boats**, to shoot torpedoes and sink enemy warships.

On the ground, chemical weapons terrorized soldiers. Cylinders filled with chlorine, mustard, or other types of **poison gas** were tossed and released into enemy trenches. The Germans also developed the flamethrower, which shot a stream of fire about 20 or 30 feet long through a length of pipe. Flamethrowers could only be used at short

range, but they caused panic when they were turned on soldiers in a trench. These weapons were first used by the German Army in Belgium at the 1915 Battle of Hooze. A British soldier who took part in the battle said the flamethrowers were "like a line of powerful fire hoses spraying fire instead of water across my [trench]." Just sheltering in the trenches posed a danger to troops. Many soldiers perished from exposure to cold and from illnesses contracted in the crowded, filthy, rat- and lice-infested ditches.

HISTORICAL THINKING

1. **READING CHECK** Why did Germany's plan to wage a quick, efficient war fail?
2. **MAKE INFERENCES** What can you infer about the effectiveness of trench warfare in World War I?
3. **DRAW CONCLUSIONS** What impact did new weapons technology have on the numbers of casualties suffered in the war?

1.3 America Enters the War

To Americans, the war in Europe seemed far away. Most didn't want to have anything to do with it. But soon the war would come a little closer and be harder to ignore.

MAIN IDEA After events led the United States to enter World War I on the side of the Allies, the nation prepared for the conflict.

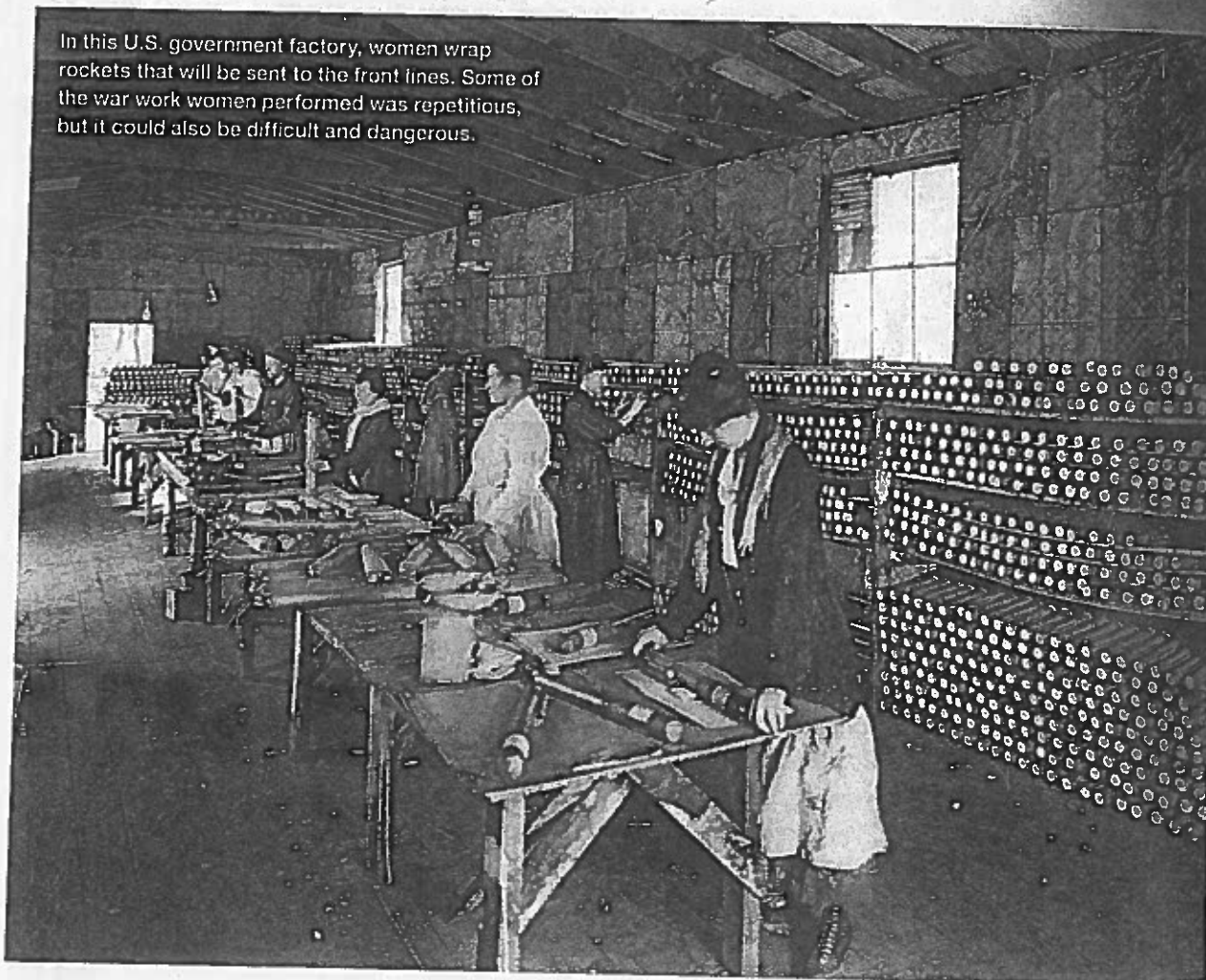
MOVING TOWARD WAR

Most Americans didn't want to get involved in World War I and neither did their president, Woodrow Wilson. When the war began, Wilson made an official declaration of neutrality, urging Americans to act in "the spirit of impartiality," which meant to avoid taking sides. However, a series of events made it impossible for the United States to remain on the sidelines. The first was

the sinking of the British passenger ship *Lusitania* (loos-ih-TAY-nee-uh) by a German submarine on May 7, 1915. At least 129 Americans were among the nearly 1,200 people who drowned that day. The attack outraged Americans, and President Wilson demanded an apology from the German government. But he still refused to enter the war.

Two years later, other developments arose that finally changed Wilson's mind. British intelligence

In this U.S. government factory, women wrap rockets that will be sent to the front lines. Some of the war work women performed was repetitious, but it could also be difficult and dangerous.



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The Sinking of the *Lusitania*

When the *Lusitania* set sail from New York City for England on May 1, 1915, it carried almost 2,000 passengers and ammunition for the British war effort. German submarines had begun attacking any ship suspected of carrying war supplies. On May 7, off the coast of Ireland, a German submarine torpedoed the ocean liner. Terrified passengers tried to board the ship's lifeboats, but only six were successfully launched. Within 18 minutes of the attack, the ship sank. The cork life ring shown here was recovered from the wreckage.



Agents intercepted a telegram sent by the German foreign minister, Arthur Zimmermann, to Germany's ambassador in Mexico. Zimmermann proposed that Mexico join the war on the German side. In return, Zimmermann said, Mexico could regain Texas, New Mexico, and Arizona. Wilson released the **Zimmermann Telegram**, as it came to be known, through the newspapers to the American public on March 1, 1917.

On March 18, German submarines sank three U.S. ships, resulting in many deaths. Americans were infuriated, and this was the last straw for the president. On April 2, Wilson asked Congress to declare war on Germany, pledging the United States would fight for "the ultimate peace of the world and for the liberation of its peoples, the German peoples included." Congress declared war on Germany on April 6, 1917.

GEARING UP FOR WAR

Once the United States joined the Allies, the government took immediate steps to build up its military. In 1917, U.S. Army and National Guard

troops numbered only about 309,000. To increase these numbers, Congress passed the Selective Service Act in May, requiring all men between the ages of 21 and 30 to register for the draft. By the end of the war, 3.7 million American men had taken part in World War I.

The soldiers sent to fight in Europe belonged to the **American Expeditionary Forces (AEF)**. They fought under the command of General John J. Pershing, who had led troops in Cuba, Mexico, and the American West. The battle-weary Allies enthusiastically welcomed the Americans' help. Intense fighting and high casualties on both sides were taking their toll. In 1915, more than 1.4 million French soldiers had been killed or wounded fighting on the Western Front. A single battle in the French town of Verdun in 1916 claimed more than 300,000 men on both sides of the combat.

To take part in the conflict, the United States had to manufacture the machinery of war, including airplanes, guns, and ammunition. Wilson established the **War Industries Board (WIB)** to produce these supplies. Factories that had manufactured items such as cars and bicycles in peacetime converted to wartime production. The WIB oversaw manufacturing and came up with ways to make the factories more efficient.

As men left for the war, women filled many of the jobs in these factories and other workplaces. Some labor unions threw their support behind the war effort. They promised not to strike for the duration of the war or to insist that the war production factories hire only union members. Armed for battle, the United States soon sent troops to Europe.

HISTORICAL THINKING

1. **READING CHECK** What events led President Wilson to ask Congress to declare war on Germany?
2. **MAKE INFERENCES** How do you think Americans reacted when they heard about the Zimmermann Telegram?
3. **ANALYZE CAUSE AND EFFECT** How did entering World War I affect many American businesses and workers?

CHAPTER 21 SECTION 1 (1.1-1.3)
War Breaks Out in Europe

DAY ONE



VOCABULARY PRACTICE

Check "Current Assignments" on the Cengage website for page numbers.

KEY VOCABULARY

- **antiaircraft gun** (AN-ty-AIR-kraft GUHN) *n.* a piece of heavy artillery modified so that it can be pointed skyward at enemy planes
- **front** (FRUHNT) *n.* a battle line between armies
- **militarism** (MIH-luh-tuh-rih-zuhm) *n.* the belief that a government must create a strong military and be prepared to use it to achieve the country's goals
- **poison gas** (POY-zuhn GAS) *n.* a chemical released into the air that causes harm or death

*If you can't print this out, copy same format on loose leaf.

WDS CHART Complete a Word-Definition-Sentence (WDS) Chart for each Key Vocabulary word.

	antiaircraft gun	
<u>a piece of heavy artillery</u> <u>modified so that it can be</u> <u>pointed skyward at enemy planes</u>		<u>Over time, antiaircraft guns</u> <u>became more effective at</u> <u>shooting down enemy planes.</u>

	front	
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	militarism	
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	poison gas	
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*Email me a picture of your assignment by the end of Day One (10:00pm).
 *No internet access? This is due the first day we return to school.

CHAPTER 21 SECTION 1 (1.1-1.3)
War Breaks Out in Europe

DAY TWO



VOCABULARY PRACTICE

KEY VOCABULARY

- **tank** (TANGK) *n.* an armored, heavily armed vehicle that uses treads instead of wheels
- **U-boat** (YOO BOHT) *n.* a German submarine
- **Zimmermann Telegram** (ZIH-mur-muhn TEH-luh-gram) *n.* secret German telegram sent to the German ambassador in Mexico laying out a plan to ally with Mexico

* If you can't print this out, echo questions on college-ruled loose leaf.

WORDS IN CONTEXT

Follow the instructions below for the Key Vocabulary word indicated.

1. Write the sentence in which the word *tank* appears in the chapter.

2. Why was a *tank* an effective weapon?

3. What primary weapon did a *U-boat* use and what effect did it have?

4. What role did *U-boats* play in expanding the war beyond its original combatants?

5. In your own words, what deal with Mexico did the *Zimmerman Telegram* propose?

6. What was the importance of the *Zimmerman Telegram*?

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UNIT 8**CHAPTER 21 SECTION 1 (1.1-1.3)**
War Breaks Out in Europe**DAY THREE (1/2)****NATIONAL GEOGRAPHIC LEARNING****READING AND NOTE-TAKING****BUILD A TIME LINE**

As you read Section 1, identify key events for each year listed.

Write a description of each event in the box provided.

**If you can't print this out, copy the time line on college-ruled loose leaf.*

1914

1915

1916

1917

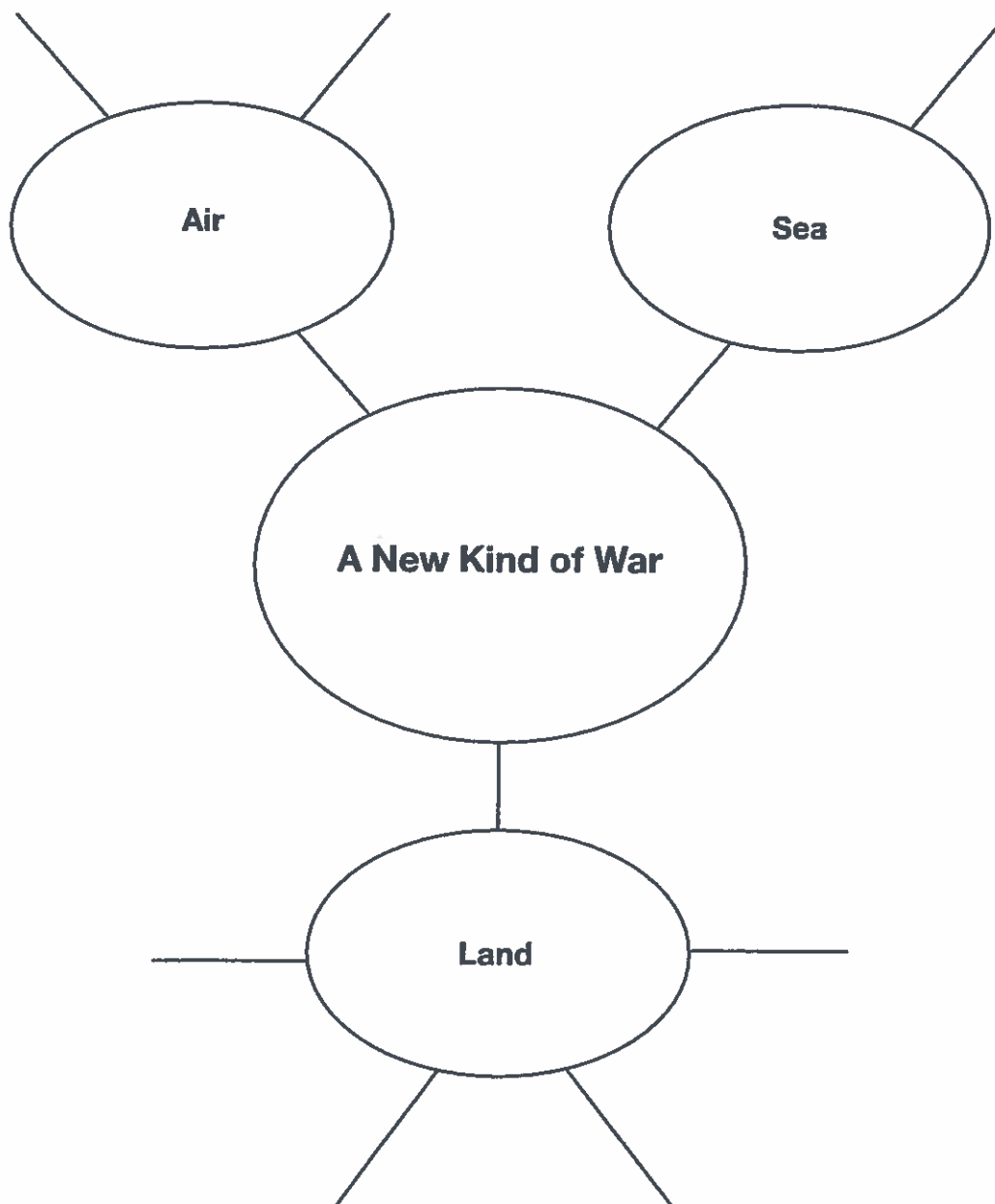
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READING AND NOTE-TAKING

CATEGORIZE INFORMATION

If you can't print this out, copy the concept web on loose leaf.
After reading Section 1.2, complete a concept cluster with information about what made World War I a new kind of war.



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**FORMAL
ASSESSMENT**

CHAPTER

21

**The Great War (1.1-1.3)
SECTION 1 QUIZ**

DAY FOUR


**NATIONAL
GEOGRAPHIC
LEARNING**

*If you can't print this out, copy quiz exactly as you see it on college-ruled loose leaf.

MULTIPLE CHOICE

Choose the best answer for each question from the choices available. loose leaf.

- 10pts - 60 total
- 1 What three beliefs fueled tensions in Europe prior to World War I?
 - A Christianity, Islam, and Judaism
 - B fascism, socialism, and communism
 - C nationalism, imperialism, and militarism
 - D conservatism, federalism, and liberalism
 - 2 What was one immediate result of the assassination of Archduke Franz Ferdinand?
 - A European alliances began to crumble.
 - B Germany pledged support for Serbia.
 - C European alliances began to form and strengthen.
 - D The United States came to the aid of Austria-Hungary.
 - 3 What effect did British military support of France have on Germany at the beginning of the war?
 - A It forced Germany to surrender.
 - B It forced Germany to fight on two fronts.
 - C It forced Germany to abandon the Eastern Front.
 - D It forced Germany to abandon the Western Front.
 - 4 How did new weapons affect the outcome of World War I?
 - A They made the war deadlier than any previous war.
 - B They frightened the Axis Powers into surrendering.
 - C They made it possible to fight the war quickly and efficiently.
 - D They saved many lives by damaging only manmade structures.
 - 5 What prompted the United States to enter the war in 1917?
 - A actions against the United States by Mexico
 - B actions against the United States by Germany
 - C actions against the United States by Great Britain
 - D actions against the United States by British Intelligence
 - 6 What was the purpose of the War Industries Board?
 - A to sell bonds to raise money for the war
 - B to help factories convert to wartime production
 - C to encourage factories to hire only union members
 - D to create propaganda to gain support for the war

CONSTRUCTED RESPONSE

Write the answer to each question in the space provided.

- 7 Why did the war's name change from "the Great War" to "World War I"?

• 4-6 sentences
• college-ruled loose leaf

Planning:

- 8 How did American citizens at home contribute to the war effort?

Planning:

*Email me a picture of your assignment by the end of Day Four (10:00pm).
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2.1 Americans on the Western Front

The Allies had looked forward to this day for almost three years. American entry into the war came later than the Allies had hoped, but they greatly welcomed the help.

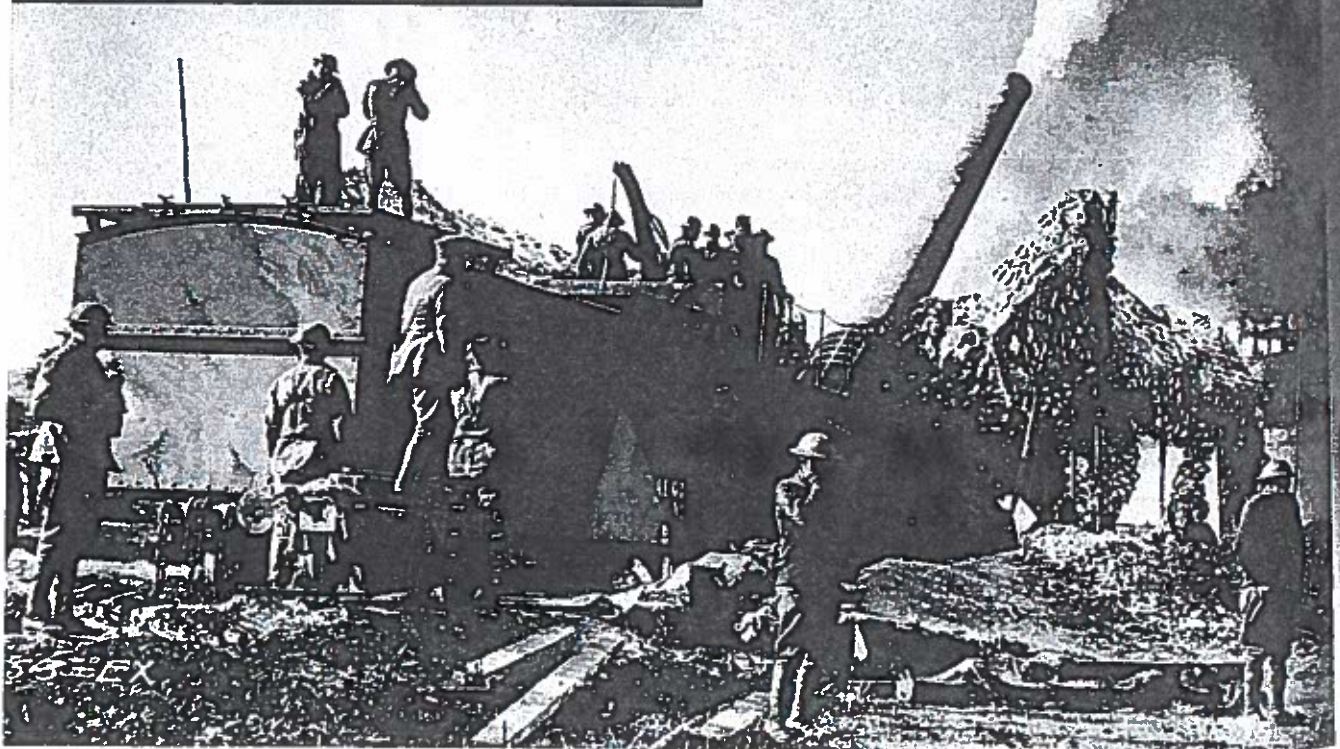
MAIN IDEA The arrival of U.S. troops brought a much-needed boost to the Allied effort in the war.

BATTLING IN FRANCE

In late June 1917, the first 14,000 American troops landed in France. For several months, the soldiers of the American Expeditionary Forces (AEF) trained for combat and set up communication and supply networks. They began to take part in the fighting in October. The buildup of the AEF continued, and by 1918, millions of American troops had poured into France.

In contrast with the other Allied troops, the Americans were fresh and well fed. The U.S. soldiers brought a renewed sense of optimism to the war effort. The Americans were especially needed after Russia pulled out of the war. In March 1917, a revolution in Russia overturned its monarchy. A second revolution erupted in November, and the Bolsheviks, a party of communist extremists, took power. The

American gunners of the Coastal Artillery fire a 1,400-pound shell from a U.S. Navy gun mounted on a railcar during a battle in France in September 1918. Shells shot from this large-caliber gun had a range of about 24 miles. What details in the photo convey the size and power of the gun?



Revolution would usher in **communism**, a form of government in which all means of production and transportation are owned and controlled by the state. The new government secured an end to Russia's part in the war.

With the Russian withdrawal, the Germans hoped to win the war before the arrival of more American troops could reinforce the Allies. Germany quickly transferred huge numbers of its troops from the Eastern Front to the Western Front. Then, on March 21, 1918, the Germans launched an offensive attack. Over the next two months, the German Army gained ground in Belgium and France.

By May, however, millions of well-supplied American troops had arrived in France. The U.S. First Infantry Division attacked German positions in and around Cantigny (KAHN-tee-nyee) in northern France. After a brief battle, the Americans captured the town. The Germans launched a counterattack, but the Americans refused to yield. The Battle of Cantigny was the first sustained offensive the United States fought. Germany's bid for victory in the war had failed. In June, the AEF fought in battles at Belleau (BEHL-oh) Wood and Chateau-Thierry (shah-TOH TEE-uh-ree). They suffered tremendous losses but succeeded in blocking German forces that had advanced dangerously close to Paris. These victories greatly boosted the Allies' morale, or confidence.

ROLE OF MINORITIES AND WOMEN

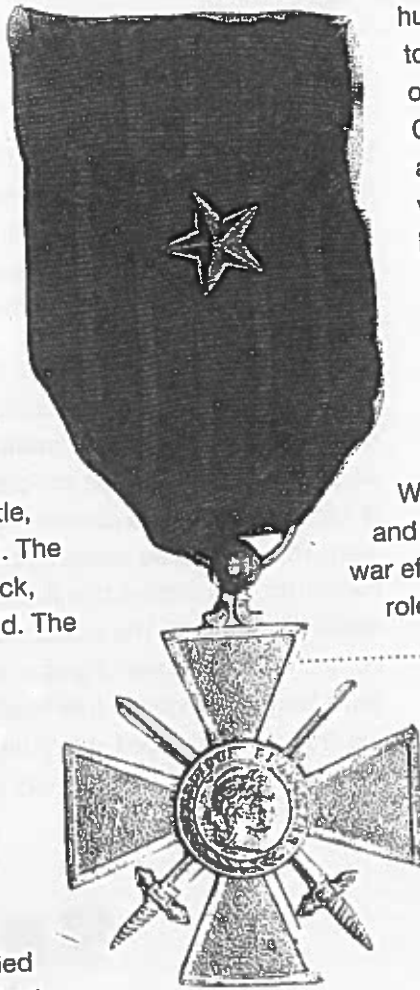
American soldiers belonging to minority groups contributed to the victories on the Western Front. Thousands of African Americans volunteered to fight in World War I and served in segregated army units. Most of these soldiers provided support and were not assigned combat duties. However, several units fought alongside white soldiers in France and served with distinction. Asian Americans also chose to serve in the war

and were granted U.S. citizenship as a reward. Some Hispanic Americans from Texas and New Mexico refused to register for the draft to protest the discrimination they faced in the United States. Others, however, enlisted and fought bravely in the war in Europe.

During World War I—and for the first time in U.S. history—women were allowed to officially join the armed forces. Most of these servicewomen

performed clerical work. Several hundred accompanied the AEF to France to serve as telephone operators. Women of the Army Nurse Corps treated the injured at the front, and some drove ambulances filled with wounded soldiers to hospitals behind the lines. One American nurse, Julia C. Stimson, arrived in France shortly after the United States entered the war. She later became head of the nursing services of the AEF.

While Americans fought overseas, men and women at home also supported the war effort. They, too, played a significant role in World War I.



Croix de Guerre

The African-American soldiers of the 369th Regiment from New York City, nicknamed the "Harlem Hellfighters," fought with the French. These soldiers were the first Americans to be awarded the French medal shown here, known as the Croix de Guerre (krwah dih GAIR), or War Cross, for gallantry.

HISTORICAL THINKING

1. **READING CHECK** Why did the Allies welcome the arrival of U.S. troops on the Western Front?
2. **DRAW CONCLUSIONS** Why did the Germans believe they could win the war after Russia pulled out?
3. **MAKE INFERENCES** Why might it have been important to African Americans and other minorities to fight in World War I?

2.2 On the Home Front

Would you be willing to make sacrifices to support a war? Many Americans during World War I were. They helped out financially and made changes in their daily lives. Some were even willing to give up a few of their liberties.

MAIN IDEA On the American home front, World War I was a time of sacrifice, patriotism, and suppressed liberties.

SUPPORTING THE WAR

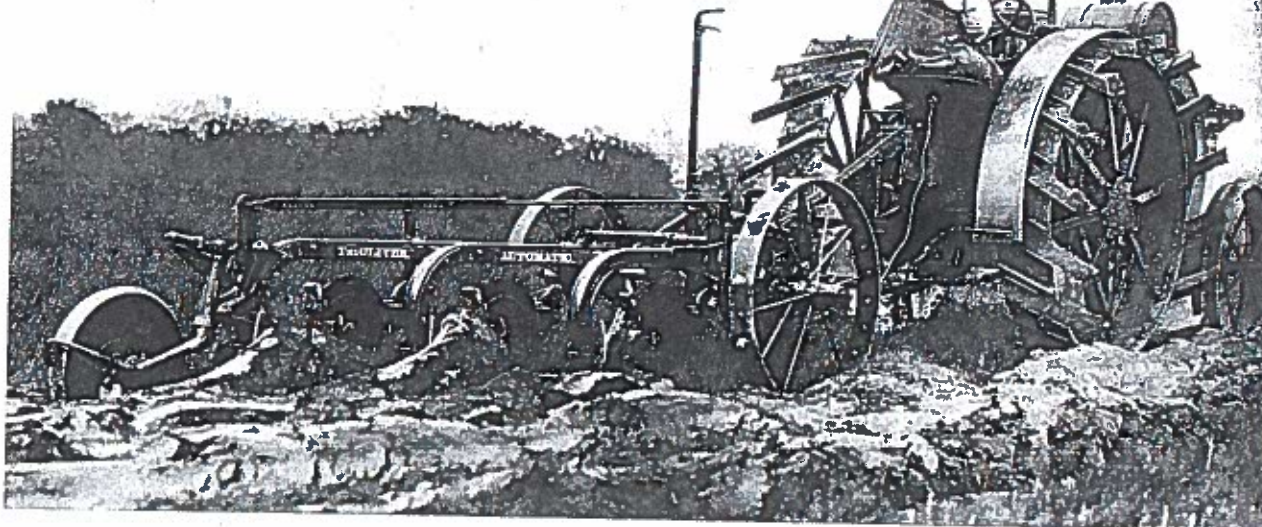
As you know, the U.S. government had factories produce goods for the war after the country entered the conflict. The government also called on civilians to support the war by buying **Liberty Bonds**. Millions of Americans loaned the government money by buying these bonds. The government promised to repay the cost of a bond in 30 years. In the meantime, the buyer received annual interest on each bond at a rate of 3.5 percent.

The Allies needed food as well as financial support, so Americans were also asked to help the war effort by changing their eating habits. The Food Administration was established to oversee the country's agricultural resources. President Wilson named **Herbert Hoover** to head the agency.

Hoover urged Americans to do without meat and wheat sometimes because "wheatless days in America make sleepless nights in Germany." Many families also grew their own fruits and vegetables in what became known as "victory gardens."

To heighten support for the war and inspire patriotism, the government established the **Committee on Public Information (CPI)** to launch an extensive propaganda campaign. **Propaganda** is information used to promote a particular point of view. The committee created posters, pamphlets, billboards, and movies to influence public opinion about World War I. The posters designed by the committee used colorful graphics and thought-provoking messages to fuel hostility toward the enemy and, indeed, everything German. Hamburgers, named after a city in Germany,

The woman in this 1918 photo is Mrs. Drewry, a well-known figure in Cincinnati, Ohio, during World War I. She encouraged other women in Cincinnati to take part in the war effort and was even called their "commander in chief." Here, Mrs. Drewry uses a tractor to plow a victory garden.



Spies Are Listening

A U.S. propaganda poster presents German ruler Kaiser, or emperor, Wilhelm II as a spider weaving a web to snare information that could be used to harm the American war effort. Posters like this inspired distrust of German Americans or anyone else who might be considered a spy.

came to be called "Salisbury steaks" or "liberty steaks." Schools stopped offering instruction in the German language. Unfortunately, some of this hostility was turned on German Americans. Many experienced prejudice and became the targets of suspicion, threats, and even violence.

SUPPRESSING OPPOSITION

Not all Americans supported the war. Some men expressed their **dissent**, or disagreement, with the government's decision to go to war by refusing to fight themselves. These men, known as **conscientious objectors**, often had religious reasons for not fighting. Others simply failed to register for the draft. Many German Americans and other Americans also opposed the war.

To ensure patriotic behavior, President Wilson and Congress enacted the Espionage Act of 1917. The act was designed to prevent espionage, or spying, and sabotage. **Sabotage** is action carried out to harm a nation's war effort. The government had sound reasons to be concerned about German espionage. While maintaining neutrality, the United States had supplied the Allies with ammunition and other goods in the early years of the war. In 1916, German agents had caused the explosion of a munitions depot in New Jersey. These were serious crimes, but Americans could be arrested simply speaking out against the war.

The Sedition Act of 1918 took these restrictions even further. The act prohibited Americans from speaking, printing, writing, or publishing any "disloyal, profane, scurrilous [insulting], or abusive language" about the government or the armed forces. Any public criticism could be considered treason, the crime of inciting others to rebel against or overthrow government. Many Americans



felt the act limited their **civil liberties**—individual rights, such as freedom of speech, that are protected by law. Even criticizing President Wilson could land the speaker in jail.

While life changed for everyone at home, the war continued. But the American troops were making a difference. Soon the long war would finally come to an end.

HISTORICAL THINKING

1. **READING CHECK** How did Americans at home support the war?
2. **MAKE INFERENCES** Why do you think propaganda is particularly effective during times of war?
3. **FORM AND SUPPORT OPINIONS** Do you think the U.S. government was right to restrict civil liberties during the war? Explain your answer using evidence from the text.

2.3 Victory for the Allies

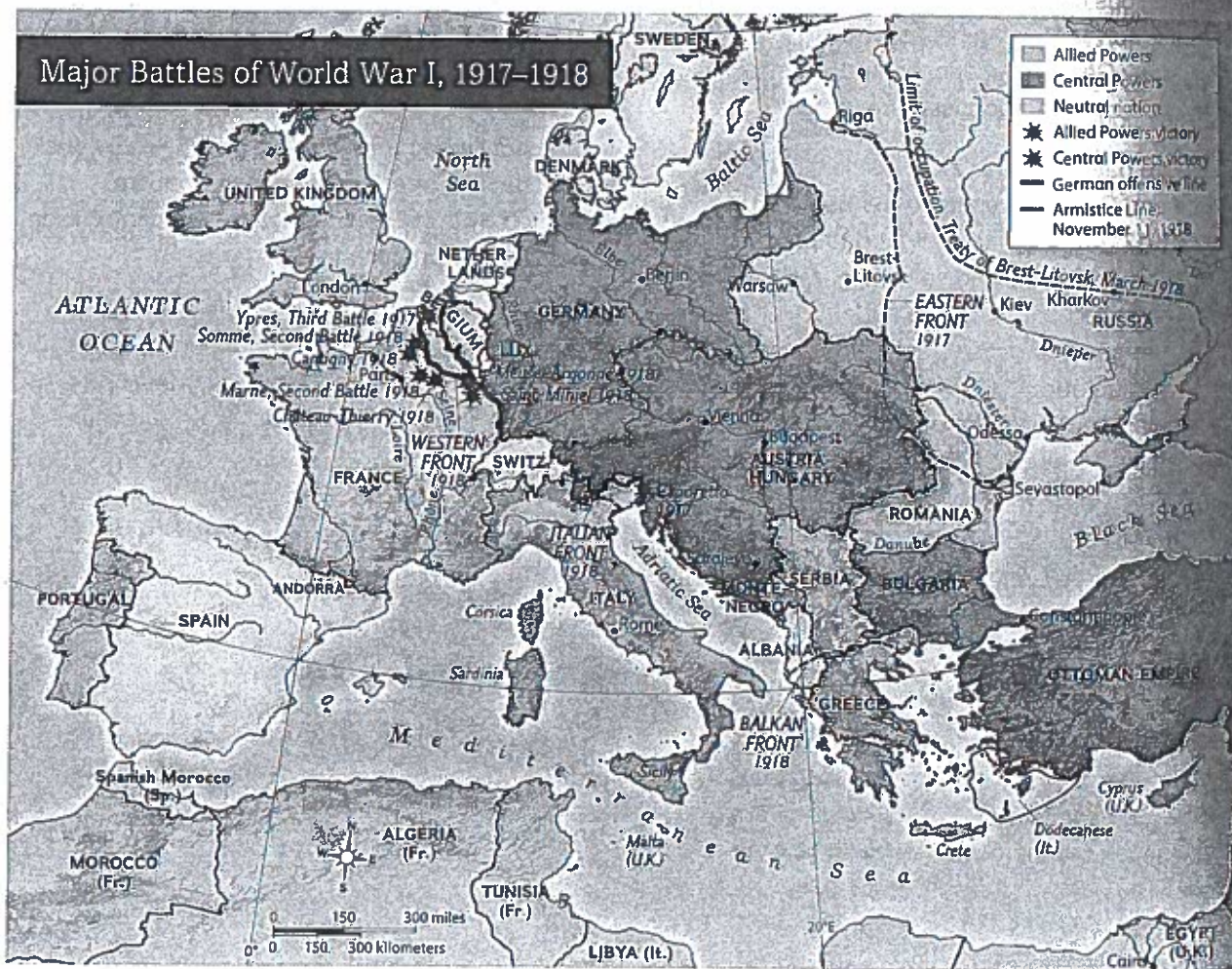
At the beginning of the war, the Germans had believed they would win it fairly quickly and easily. Now, more than four years later, a German victory was looking less and less likely. The American armed forces had tipped the balance.

MAIN IDEA In the summer and fall of 1918, the Allies gained the upper hand in World War I and forced Germany to surrender.

FINAL BATTLES

The German Army made one more offensive push in July 1918. German troops planned to attack northern France and southern Belgium, an area known as Flanders. However, to draw Allied troops away from their real target, German generals planned a misleading offensive farther south. On July 15, the push began.

However, the French Army launched a surprise counter-offensive of its own. When the Germans advanced, they ran into thousands of French and American soldiers ready to attack. The German forces soon found themselves surrounded. The confrontation that followed is called the **Second Battle of the Marne**, and it turned the tide of the war in the Allies' favor.



After that, the Allies attacked the German forces and pushed them back. Then, in a final drive to end the war, the Allies began an operation called the **Meuse-Argonne offensive** in September. American divisions disabled the railroad tracks that brought supplies to the German Army. In October, General Pershing, now the commander of the Allied forces, led his troops to force the German Army out of the Argonne Forest in northeastern France. The bloody **Battle of Argonne Forest** took a terrible toll on both sides. German casualties rose to 100,000. French casualties totaled 70,000. In the deadliest campaign in U.S. history, American casualties reached 117,000, with 26,000 killed. But the American troops distinguished themselves in the offensive. Three African-American regiments took part, fighting alongside the French, and earned the respect of their French counterparts.

Pilots also displayed great bravery. As you have learned, American ace fighter pilot Eddie Rickenbacker was the most famous flier on the Allied side. In September 1918, at the start of the Meuse-Argonne offensive, he engaged in a fierce aerial battle with 7 German warplanes. Outmaneuvering the aircraft, he shot down 2 of them. By the end of the war, Rickenbacker was known as "the Ace of Aces."

THE WAR ENDS

After the Meuse-Argonne offensive, the war ground down to its end. Germany's hopes for victory had been replaced by fear of an Allied invasion that would force a humiliating surrender. In addition, an Allied blockade of German ports caused severe food shortages in Germany.

In early October, German leaders had asked President Wilson to arrange an **armistice**, or an end to the fighting. Following weeks of negotiation, Germany surrendered and reached a peace agreement with the Allies. The war came to an end on November 11, 1918, at 11:00 a.m.—the 11th hour of the 11th day of the 11th month. The day would come to be known as Armistice Day, or Veterans Day. Relief that day was evident. Britain's prime minister, David Lloyd George, said, "This is no time for words. Our hearts are too full of gratitude to which no tongue can give adequate expression."

The devastation of the war was overwhelming. As many as 9 million soldiers died, and another



In 2014, artists Paul Cummins and Tom Piper observed the 100th anniversary of Britain's entry into World War I with an art installation of 888,246 ceramic poppies, one for each British soldier killed in the war. Poppies grew in the battlefields of Flanders and came to represent the blood spilled in the war. Here, British prince William, his wife, Kate Middleton, and Lord Richard Dannatt visit the installation, called *Blood Swept Lands and Seas of Red*.

21 million were wounded. Millions of civilians perished from starvation and disease. The death toll, the numbers of countries involved, and the cost of the Great War exceeded that of any previous war in history. Because the bloodshed and destruction were so extreme, people called World War I "the war to end all wars." The French and the British blamed Germany for the war, and they were determined to make the country pay.

HISTORICAL THINKING

- 1. READING CHECK** What happened at the Second Battle of the Marne?
- 2. INTERPRET MAPS** Where were most of the battles fought between 1917 and 1918?
- 3. IDENTIFY MAIN IDEAS AND DETAILS** Why did people call World War I "the war to end all wars"?

UNIT 8
CHAPTER 21 SECTION 2 (2.1-2.3)
Pushing the Germans Back
DAY FIVE

VOCABULARY PRACTICE

If you can't print this out, copy the chart on college-ruled loose leaf.

KEY VOCABULARY

- **armistice** (AHR-muh-stuhss) *n.* an agreement between opposing sides in a conflict to stop fighting
- **civil liberty** (SIH-vuhl LIH-bur-tee) *n.* individual rights protected by law from government interference
- **communism** (KAHM-yuh-nih-zuhm) *n.* a form of government in which all the means of production and transportation are owned by the state
- **conscientious objector** (KAHN-shee-ehnt-shuhs ahb-JEHK-tur) *n.* a person who refuses to fight in a war for religious reasons
- **dissent** (dih-SEHNT) *n.* disagreement with the government's official opinion
- **Liberty Bond** (LIH-bur-tee BAHND) *n.* a government bond sold to individuals to help support U.S. involvement in World War I
- **morale** (muh-RAL) *n.* the amount of confidence or enthusiasm felt by a group of people
- **propaganda** (prah-puh-GAN-duh) *n.* misleading ideas and information that are spread in order to influence people's opinions or advance an organization's or party's ideas
- **sabotage** (SA-buh-tahzh) *n.* the action of harming, interfering with, or destroying something

DEFINITION CHART

Complete a Definition Chart for the Key Vocabulary words. In the last column, use the word in a sentence.

WORD	DEFINITION	IN MY OWN WORDS	SENTENCE
armistice	an agreement between opposing sides in a conflict to stop fighting	the decision by two sides to quit fighting	After signing the armistice, the two sides negotiated a final surrender.



VOCABULARY PRACTICE

WORD	DEFINITION	IN MY OWN WORDS	SENTENCE

email me a picture of your assignment by the end of Day Five (10:00 pm).
 *No internet access? this is due the first day we return to school



CHAPTER 21 SECTION 2 (2.1-2.3) Pushing the Germans Back

DAY SIX (1/2)



READING AND NOTE-TAKING

OUTLINE AND TAKE NOTES

As you read Section 2, use the headings and subheadings of each lesson to create an outline. Summarize each lesson as you finish taking notes.

**If you can't print this out, copy the same format on college-ruled loose leaf.*

2.1 Americans on the Western Front

A. Battling in France

- Millions of soldiers of the American Expeditionary Force poured into France and began fighting in October 1918.

- _____
- _____
- _____

B. Roles of Minorities and Women

- _____
- _____
- _____
- _____

Summarize

2.2 On the Home Front

A.

- _____
- _____
- _____
- _____

CHAPTER 21 SECTION 2 (2.1-2.3)
Pushing the Germans Back continued

DAY SIX (2/2)

NATIONAL
GEOGRAPHIC
LEARNING

B.

- _____
- _____
- _____

Summarize

2.3 Victory for the Allies

A.

- _____
- _____
- _____

B.

- _____
- _____
- _____

Summarize

*Email me a picture of your assignment by the end of Day Six (10:00pm).
*No Internet access? This is due the first day we return to school.

