

# “War to End All Wars?”



# Journal Activity



The United States has entered the World War I. It seems the four-year war that has killed millions is coming to an end soon with an Allied victory. Now let's look at the future.

How should the post-war world look like? Describe it.

Think about the peace treaty to end the war, what should be included? Come up with at least 3 things that should be included in the post-war treaty.

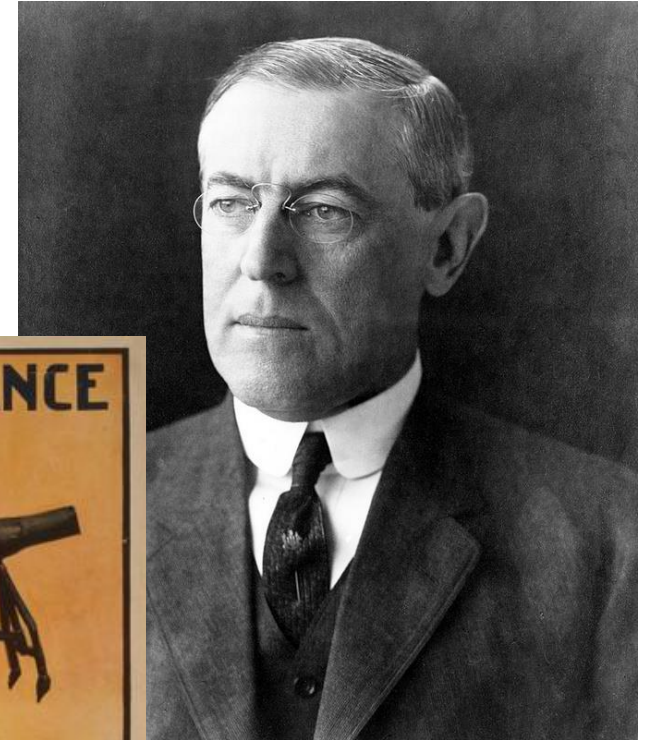
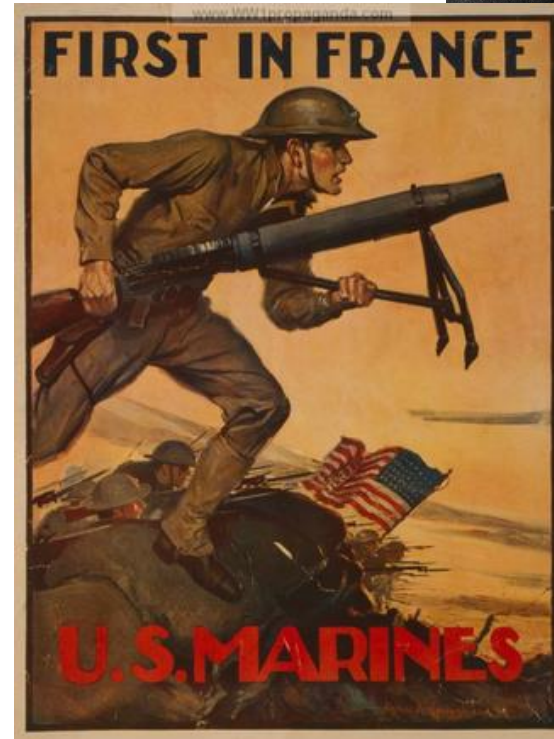


# Final Year (1918)

<https://www.youtube.com/watch?v=r0ldr18Rnho>

## U.S. military reinforcements → Allies

- 10,000 soldiers a day
- U.S. joined on April 6, 1917
- **Fourteen Points**
  - Wilson's proposal for post-war peace (January 1918)
- Central Powers began signing **armistices** with Allies
  - Bulgaria (September)
  - Ottoman Empire (October)
  - Austria-Hungary collapsed (November)



# Final Year (1918)

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- Germany → Defeat was obvious
  - Government collapsed
    - German Revolution
      - Kaiser Wilhelm fled
    - Weimar Republic
  - Final **armistice** signed on **November 11, 1918**



- Over 38 million casualties
  - Over 17 million killed
  - Over 20 million injured
- United States: 350,000 casualties
  - Around 120,000 killed
  - Around 230,000 injured
- War on Terror (2003 to present)
  - 66,000 casualties
    - 6,600 killed
    - 50,000 injured

From January 1918-1920, a flu known as the **1918 flu pandemic** or "**Spanish flu**," killed 50-100 million people. More people than WWI.

# pandemic

“all”

“-dem/demo”

:relating to people

Something widespread over a whole country, region,  
or world, like a disease

# Vocabulary Building Exercise

Predict the definition of each word

- epidemic
- panoramic
- democracy
- meritocracy
- aristocracy
- nationalism
- mobilization
- isolationism
- militarism
- racism

## Vocabulary Building Exercise

- blockade
- arms race
- self-determination
- totalitarianism
- realism
- idealism



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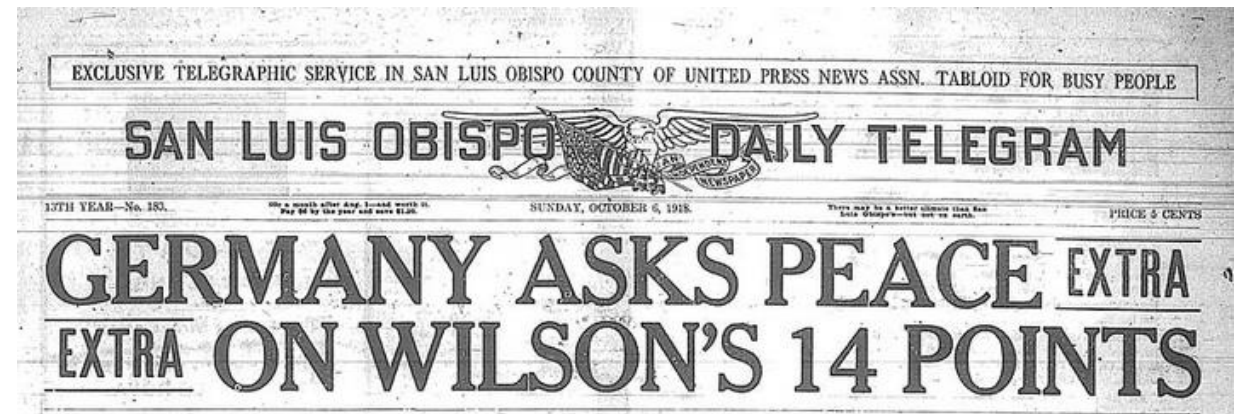
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# Fourteen Points

Woodrow Wilson's proposal for peace, drafted in 1918 during the war.

- Distributed in Germany during the war
- Reason for German armistice
- Nobel Peace Prize



# Reflection/Brainstorm



- When you read, what do you usually look for?
- What kind of work is attached to your readings?
- How do you read?

\*Think about English class. What are you usually required to read for?

# HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> <li>Who wrote this?</li> <li>What is the author's perspective?</li> <li>When was it written?</li> <li>Where was it written?</li> <li>Why was it written?</li> <li>Is it reliable? Why? Why not?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the author's position on the historical event</li> <li>Identify and evaluate the author's purpose in producing the document</li> <li>Hypothesize what the author will say before reading the document</li> <li>Evaluate the source's trustworthiness by considering genre, audience, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>The author probably believes . . .</li> <li>I think the audience is . . .</li> <li>Based on the source information, I think the author might . . .</li> <li>I do/don't trust this document because . . .</li> </ul>
Contextualization	<ul style="list-style-type: none"> <li>When and where was the document created?</li> <li>What was different then? What was the same?</li> <li>How might the circumstances in which the document was created affect its content?</li> </ul>	<ul style="list-style-type: none"> <li>Understand how context/background information influences the content of the document</li> <li>Recognize that documents are products of particular points in time</li> </ul>	<ul style="list-style-type: none"> <li>Based on the background information, I understand this document differently because . . .</li> <li>The author might have been influenced by _____ (historical context) . . .</li> <li>This document might not give me the whole picture because . . .</li> </ul>
Corroboration	<ul style="list-style-type: none"> <li>What do other documents say?</li> <li>Do the documents agree? If not, why?</li> <li>What are other possible documents?</li> <li>What documents are most reliable?</li> </ul>	<ul style="list-style-type: none"> <li>Establish what is probable by comparing documents to each other</li> <li>Recognize disparities between accounts</li> </ul>	<ul style="list-style-type: none"> <li>The author agrees/disagrees with . . .</li> <li>These documents all agree/disagree about . . .</li> <li>Another document to consider might be . . .</li> </ul>
Close Reading	<ul style="list-style-type: none"> <li>What claims does the author make?</li> <li>What evidence does the author use?</li> <li>What language (words, phrases, images, symbols) does the author use to persuade the document's audience?</li> <li>How does the document's language indicate the author's perspective?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the author's claims about an event</li> <li>Evaluate the evidence and reasoning the author uses to support claims</li> <li>Evaluate author's word choice; understand that language is used deliberately</li> </ul>	<ul style="list-style-type: none"> <li>I think the author chose these words in order to . . .</li> <li>The author is trying to convince me . . .</li> <li>The author claims . . .</li> <li>The evidence used to support the author's claims is . . .</li> </ul>

## **Fourteen Points**

Read the Fourteen Points, using the Historical Thinking Chart. Answer the questions.

# 14 Points Summarized

- I. End to secret treaties (end secret alliances)
- II. Freedom of the seas (promote trade/capitalism)
- III. Free trade (promote capitalism)
- IV. Reduce size of military (reduce/eliminate militarism)
- V. Colonial claims should be fair, addressing imperialist rivalries
- VI-XIII. **Self-determination**, allow people to decide their own government (nationalism)
- XIV. International peacekeeping organization (**League of Nations**)

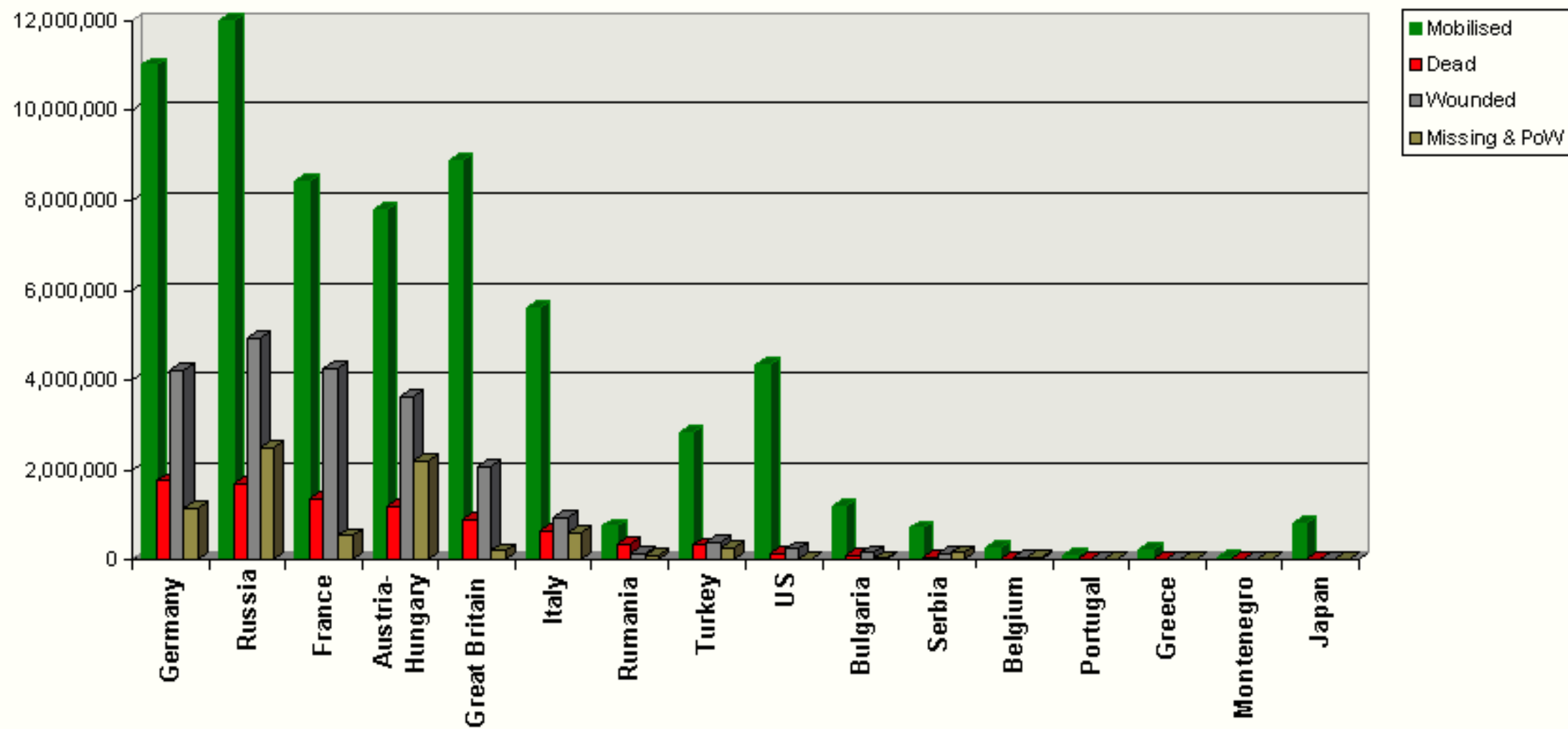
# Devastation of WWI (1914 – 1918)

- Over 38 million casualties
- Countless civilians died
  - An entire generation gone
- Devastating economic impact
  - Around \$338 billion (1914-1918 dollar) in damages
- Environment destroyed
- Weakened imperialist control

California has a population of around 38 million.

\$8.4 trillion dollars in today's money!


### Great War Casualties 1914-1918 Sorted by Number Dead









 World War I. The Central Powers were in the unenviable position of fighting wars on two major fronts. The inset shows the stabilized Western Front of trench warfare in northern France and Belgium.

