

# SECTION 4 Step-by-Step Instruction

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Analyze the costs of World War I.
- Describe the issues faced by the delegates to the Paris Peace Conference.
- Explain why many people were dissatisfied with the Treaty of Versailles and other peace settlements.


## Prepare to Read

### Build Background Knowledge L3

Ask students to recall World War I's effect on Britain and France. Based on their previous reading, have them predict these countries' goals for the peace negotiations.

### Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**  
Worth the Cost?

Ask **What is Brittain's reaction to the peace negotiations?** (*She is unhappy with their outcome.*) **Why do you think Brittain had this reaction?** (*She may have hoped that the sacrifices her loved ones made would lead to a more positive resolution.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 4 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the concept web describing the costs of World War I.

 **Reading and Note Taking**  
Study Guide, p. 239

# 4

Lloyd George, Clemenceau, and Wilson (left to right) at the Paris Peace Conference. Above right, a medal sold to raise funds for wounded soldiers.



### WITNESS HISTORY AUDIO

#### Worth the Cost?

Vera Brittain, a British nurse, lost her brother Edward and her fiancé Roland on the battlefield.

“Although they would no doubt have welcomed the idea of a League of Nations, Roland and Edward certainly had not died in order that Clemenceau should outwit Lloyd George, and both of them bamboozle President Wilson, and all three combine to make the beaten, blockaded enemy pay the cost of the War.”  
—Vera Brittain, *Testament of Youth*

**Focus Question** What factors influenced the peace treaties that ended World War I, and how did people react to the treaties?



## Making the Peace

### Objectives

- Analyze the costs of World War I.
- Describe the issues faced by the delegates to the Paris Peace Conference.
- Explain why many people were dissatisfied with the Treaty of Versailles and other peace settlements.

### Terms, People, and Places

pandemic	radicals
reparations	collective security
	mandate

### Note Taking

**Reading Skill: Summarize** As you read, summarize the main points of the text under the heading “The Costs of War” in a concept web like the one below.



Just weeks after the war ended, President Wilson boarded a steamship bound for France. He had decided to go in person to Paris, where Allied leaders would make the peace. Wilson was certain that he could solve the problems of old Europe. “Tell me what is right,” Wilson urged his advisors, “and I’ll fight for it.” Sadly, it would not be that easy. Europe was a shattered continent. Its problems, and those of the world, would not be solved at the Paris Peace Conference, or for many years afterward.

### The Costs of War


The human and material costs of the war were staggering. Millions of soldiers were dead, and even more wounded. The devastation was made even worse in 1918 by a deadly **pandemic** of influenza. A pandemic is the spread of a disease across a large area—in this case, the whole world. In just a few months, the flu killed more than 20 million people worldwide.

**The Financial Toll** In battle zones from France to Russia, homes, farms, factories, roads, and churches had been shelled into rubble. People had fled these areas as refugees. Now they had to return and start to rebuild. The costs of reconstruction and paying off huge war debts would burden an already battered world.

Shaken and disillusioned, people everywhere felt bitter about the war. The Allies blamed the conflict on their defeated foes and insisted that the losers make **reparations**, or payments for war damage. The stunned Central Powers, who had viewed the armistice as a cease-fire

## Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

 **Teaching Resources, Unit 6, p. 7; Teaching Resources, Skills Handbook, p. 3**

### High-Use Word

widespread, p. 837

### Definition and Sample Sentence

*adj.* occurring in many places

The decision to eat dinner now rather than later met with **widespread** approval among those who were hungry.

rather than a surrender, looked for scapegoats on whom they could blame their defeat.

**Political Turmoil** Under the stress of war, governments had collapsed in Russia, Germany, Austria-Hungary, and the Ottoman empire. Political **radicals**, or people who wanted to make extreme changes, dreamed of building a new social order from the chaos. Conservatives warned against the spread of bolshevism, or communism, as it was soon called.

Unrest also swept through Europe's colonial empires. African and Asian soldiers had discovered that the imperial powers were not as invincible as they seemed. Colonial troops returned home with a more cynical view of Europeans and renewed hopes for independence.

**Checkpoint** What were some of the human, economic, and political costs of the war?

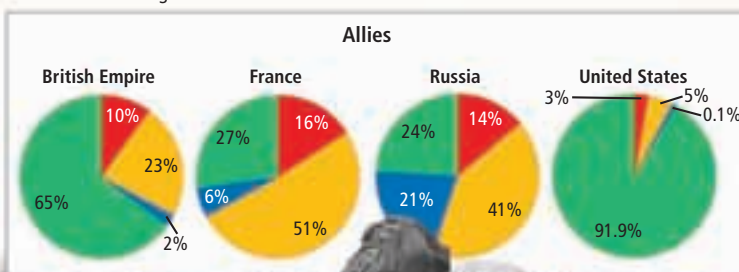
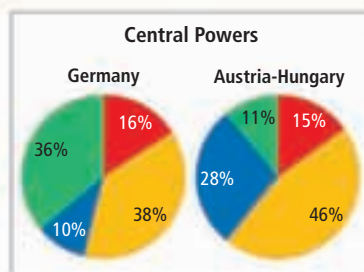
## INFOGRAPHIC

# The Costs of World War I

The war ended in 1918, but its effects would be felt for decades to come. More than 8.5 million men had died in battle. Twice that number had been wounded, many of them disabled for life. Historians estimate that from 6 to 13 million civilians also lost their lives as a result of the war. Many of the combatant nations had thrown all of their resources into the fight, leaving them little with which to rebuild. Below an American nurse tends to soldiers in France in 1918.

## Casualties of Mobilized Soldiers

■ Died ■ Taken prisoner  
■ Wounded and missing ■ Unharm

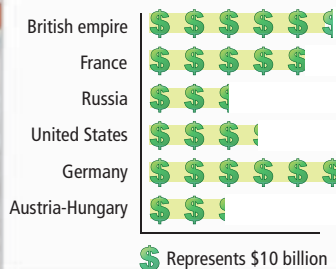


SOURCE: Encyclopædia Britannica, 2004

## Thinking Critically

- Draw Conclusions** Which two nations suffered the highest proportion of soldier deaths? Why were American casualties relatively low?
- Predict Consequences** What long-term impact might the number of casualties have on a country like France?

## Financial Costs of the War\*



\$ Represents \$10 billion

SOURCE: The Harper Encyclopedia of Military History, R. Ernest Dupuy and Trevor N. Dupuy  
\* Includes war expenditures, property losses, and shipping losses

## Teach

## The Costs of War

L3

## Instruct

■ **Introduce: Key Terms** Ask students to find the key term **reparations** (in blue) in the text and explain its definition. Ask them to predict the problems with making the defeated countries pay for war damage.

■ **Teach** Ask students to make a quick list of the costs of the war. Write their answers on the board. Using the Idea Wave strategy (TE, p. T35), ask students to compare Europe on the brink of war in 1914 to Europe in 1918. Discuss the sweeping changes brought about by the war, such as the collapse of the Austria-Hungarian and Ottoman empires.

■ **Analyzing the Visuals** Draw students' attention to the Infographic on this page. Ask them to summarize the information provided in the charts and graphs. Then have them use this information to predict how the costs of the war will affect how the various countries approach the peace negotiations.

## Independent Practice

**Link to Literature** To help students better understand the effects of the influenza pandemic of 1918, have them read the selection *From "Pale Horse, Pale Rider"* by Katharine Anne Porter and complete the worksheet.

**All in One** Teaching Resources, Unit 6, p. 12

## Monitor Progress

As students fill in their concept webs, circulate to make sure they understand the costs of war. For a completed version of the concept web, see

**Note Taking Transparencies**, 172A

## Answers

Due to the war, millions of soldiers and civilians lost their lives, property was destroyed, and several countries experienced political turmoil.

## Thinking Critically

- Germany and France; American casualties were lower because the United States entered the war several years after the other major nations.
- As a smaller country, France would be hit harder with the loss of more soldiers, with widows and families who would be left without a means of financial support.

## Differentiated Instruction

### Solutions for All Learners

### L1 Special Needs

Direct students to look at the graph entitled Financial Costs of the War. Ask **How much did the war cost Germany? (\$60 billion)** How much was Germany forced to pay in reparations? (\$30 billion) Based on these two figures, what effect might the total costs of war have on Germany? (*harm its economy, make recovery difficult*)

### L2 Less Proficient Readers

### L2 English Language Learners

Use the following study guide resources to help students acquiring basic skills:

**Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 239
- Adapted Section Summary, p. 240



The Paris Peace Conference/The Treaty of Versailles


Instruct

- **Introduce** Tell students that Germany was forced to sign the Treaty of Versailles without any chance of negotiating its terms. Ask students to predict how this might lead to problems.
- **Teach** Using the Numbered Heads strategy (TE, p. T23), have students discuss the goals of each of the Big Three leaders. Then read aloud the background note French War Losses. Ask **Why might Clemenceau be more concerned with making Germany unable to fight another war than Wilson?** (*France borders Germany; the United States does not. France lost many more people than the United States, and more French property was destroyed.*).
- **Quick Activity** Organize a debate on how self-determination both solved and created problems. Mention that self-determination allowed people to govern themselves, but that the division of ethnic groups was not always clean and neat.

Independent Practice

- **Biography** To help students better understand one of the leaders behind the treaty negotiations, have them read the biography *Woodrow Wilson* and complete the worksheet.
- All in One Teaching Resources, Unit 6, p. 9
- **Note Taking** Have students fill in the table categorizing the treaty settlements and problems.
- Reading and Note Taking Study Guide, p. 239

Monitor Progress

- To review this section, ask students to explain how the Treaty of Versailles punished Germany.
- For a completed version of the table, see  **Note Taking Transparencies, 172B**

Answer

- ✓ Wilson wanted peace without revenge. Lloyd George wanted to please the British people by punishing Germany and getting money to fulfill his postwar goals. Clemenceau wanted to weaken Germany so that it could never threaten France again.

Note Taking

**Reading Skill: Categorize** One way to summarize information is to divide it into categories. In the table below, the left-hand column lists issues the world faced after World War I. As you read, categorize the information in the text in one of the second two columns.

Issue	Treaty Settlement	Problems
War Debt		
Fear of German Strength		
Nationalism		
Colonies and Other Non-European Territories		
League of Nations		

The Paris Peace Conference

The victorious Allies met at the Paris Peace Conference to discuss the fate of Europe, the former Ottoman empire, and various colonies around the world. The Central Powers and Russia were not allowed to take part in the negotiations.

**Conflicting Goals** Wilson was one of three strong leaders who dominated the Paris Peace Conference. He was a dedicated reformer and at times was so stubbornly convinced that he was right that he could be hard to work with. Wilson urged for “peace without victory” based on the Fourteen Points.

Two other Allied leaders at the peace conference had different aims. British prime minister David Lloyd George had promised to build a post-war Britain “fit for heroes”—a goal that would cost money. The chief goal of the French leader, Georges Clemenceau (KLEM un soh), was to weaken Germany so that it could never again threaten France. “Mr. Wilson bores me with his Fourteen Points,” complained Clemenceau. “Why, God Almighty has only ten!”

**Problems With the Peace** Crowds of other representatives circled around the “Big Three” with their own demands and interests. The Italian prime minister, Vittorio Orlando (awr LAN doh), insisted that the Allies honor their secret agreement to give former Austro-Hungarian lands to Italy. Such secret agreements violated the principle of self-determination.

Self-determination posed other problems. Many people who had been ruled by Russia, Austria-Hungary, or the Ottoman empire now demanded national states of their own. The territories claimed by these peoples often overlapped, so it was impossible to satisfy them all. Some ethnic groups became unwanted minorities in newly created states.

Wilson had to compromise on his Fourteen Points. However, he stood firm on his goal of creating an international League of Nations. The League would be based on the idea of **collective security**, a system in which a group of nations acts as one to preserve the peace of all. Wilson felt sure that the League could correct any mistakes made in Paris.

- ✓ **Checkpoint** How did the goals of the Big Three leaders conflict at the Paris Peace Conference?

The Treaty of Versailles

In June 1919, the Allies ordered representatives of the new German Republic to sign the treaty they had drawn up at the palace of Versailles (vur SY) outside Paris. The German delegates were horrified. The treaty forced Germany to assume full blame for causing the war. It also imposed huge reparations that would burden an already damaged German economy. The reparations covered not only the destruction caused by the war, but also pensions for millions of Allied soldiers or their widows and families. The total cost of German reparations would later be calculated at \$30 billion (the equivalent of about \$2.7 trillion today).

Other parts of the treaty were aimed at weakening Germany. The treaty severely limited the size of the once-feared German military. It returned Alsace and Lorraine to France, removed hundreds of square miles of territory from western and eastern Germany, and stripped Germany of its overseas colonies. The treaty compelled many Germans to

History Background

**French War Losses** France did not suffer the greatest number of dead and wounded during the war. No other nation, however, suffered a greater *percentage* of its population dead or wounded. Of Frenchmen who were between 20 and 32 years old at the start of the war, more than half were killed. Property damage in northern France, where much of the

fighting took place, included 300,000 houses destroyed and 20,000 factories or workshops ruined or badly damaged. Some 1,360,000 head of livestock were killed or confiscated. Bombing had ravaged thousands of acres of forest and farmland. This was the country that Georges Clemenceau represented at the Paris Peace Conference.



## Outcome of the Peace Settlements

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### Instruct

- **Introduce: Vocabulary Builder**  
Have students read the Vocabulary Builder term and definition. Ask them to consider how *widespread* dissatisfaction may unbalance the peace created by the treaties.
- **Teach Ask Was the principle of self-determination applied to areas outside Europe? (No.) What happened to these areas? (They became mandates.) Why might the mandate system cause widespread dissatisfaction? (Sample: Having fought alongside Europeans, people from other parts of the world may have felt they deserved the same treatment as Europeans.)**
- **Analyzing the Visuals** Ask students to study the two maps on this page. Tell them to trace the outlines of the former Austro-Hungarian and Russian empires on the map of Europe in 1920. Ask **What new countries were created from these former empires?** (*Austria, Hungary, Yugoslavia, Czechoslovakia, Poland, Lithuania, Latvia, Estonia, and Finland*)

### Independent Practice

Have students access **Web Code nap-2641** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.

### Monitor Progress

To review this section, ask students to list two ways the peace treaties succeeded and two ways they failed.

### Answers

#### Map Skills

1. Review locations with students.
  2. Germany, Russia, Austria-Hungary, Bulgaria
  3. The defeated countries would have been unhappy to lose so much territory. Even Allied countries might have been disappointed that they did not gain more territory.
- ✓ They believed that the treaty would be based on the more lenient Fourteen Points.

Europe, 1914

Europe, 1920

Geography Interactive  
For: Audio guided tour  
Web Code: nap-2641

leave the homes they had made in Russia, Poland, Alsace-Lorraine, and the German colonies to return to Germany or Austria.

The Germans signed because they had no choice. However, German resentment of the Treaty of Versailles would poison the international climate for 20 years. It would help spark an even deadlier world war in the years to come.

✓ **Checkpoint** Why were the German delegates surprised when they read the treaty?

## Outcome of the Peace Settlements

The Allies drew up separate treaties with the other Central Powers. Like the Treaty of Versailles, these treaties left *widespread* dissatisfaction. Discontented nations waited for a chance to revise the peace settlements in their favor.

**Self-Determination in Eastern Europe** Where the German, Austrian, and Russian empires had once ruled, a band of new nations emerged. Poland became an independent nation after more than 100 years of foreign rule. The Baltic states of Latvia, Lithuania, and Estonia fought for and achieved independence.

Three new republics—Czechoslovakia, Austria, and Hungary—rose in the old Hapsburg heartland. In the Balkans, the peacemakers created a new South Slav state, Yugoslavia, dominated by Serbia.

**The Mandate System** European colonies in Africa, Asia, and the Pacific had looked to the Paris Peace Conference with high hopes. Colonial leaders expected that the peace would bring new respect and an end to imperial rule. However, the leaders at Paris applied self-determination only to parts of Europe. Outside Europe, the victorious Allies added to

**Map Skills** The peace treaties that ended World War I redrew the map of Europe.

1. **Locate** (a) Lithuania (b) Czechoslovakia (c) Yugoslavia (c) Poland (d) Danzig
2. **Regions** Which countries lost territory in Eastern Europe?
3. **Draw Conclusions** Why might the distribution of territory after World War I leave behind widespread dissatisfaction?

#### Vocabulary Builder

*widespread*—(wyd SPRED) *adj.* occurring in many places

### Differentiated

#### Instruction Solutions for All Learners

#### L4 Advanced Readers L4 Gifted and Talented

Have students read the Humanities feature and additional excerpts from Erich Maria Remarque's *All Quiet on the Western Front* about soldiers' experiences in the trenches during World War I. Using these excerpts and information from this chapter, have students write four diary entries, one for each

of the following events: (1) their enlistment in the army (2) their first encounter with battle (3) their feelings at the end of the war (4) their reaction to the peace settlements. Entries should include descriptions of technology used, soldiers' daily living conditions, dealing with fear, and strategies to keep up morale.



## Assess and Reteach

### Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.

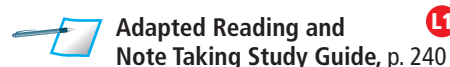
**All in One** Teaching Resources, Unit 6, p. 5

- To further assess student understanding, use



### Reteach

If students need more instruction, have them read the section summary.



### Extend

Conduct the Unit 6 simulation, *Paris Peace Conference*, which examines the provisions of the peace treaties.

**All in One** Teaching Resources, Unit 6,  
pp. 86–89

### Answers

#### Analyzing Political Cartoons

1. the reparations that Germany had to make to the Allied countries
  2. The cartoonist may have agreed with the ideas behind treaties but may have been more skeptical about their fairness and practicality.
- ✓ The United States did not join the League, and so did not have a leading role. The League was too weak to stop new wars from starting.



#### Analyzing Political Cartoons

This cartoon portrays one view of the peace treaties that ended World War I.

- A** The turkey symbolizes Germany.
- B** Britain holds a carving knife and fork, ready to carve the turkey.
- C** Other Allies await the feast.

1. What does carving up the turkey symbolize?
2. What attitude do you think that the cartoonist has towards the treaties?

The loss of the United States weakened the League's power. In addition, the League had no power outside of its member states. As time soon revealed, the League could not prevent war. Still, it was a first step toward something genuinely new—an international organization dedicated to maintaining peace and advancing the interests of all peoples.

✓ **Checkpoint** Why did the League of Nations fail to accomplish Wilson's dreams?

## Section 4 Assessment

#### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-2641

#### Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

#### Note Taking

2. **Reading Skill: Summarize** Use your completed concept web and table to answer the Focus Question: What factors influenced the peace treaties that ended World War I, and how did people react to the treaties?

#### Comprehension and Critical Thinking

3. **Make Generalizations** Describe conditions in Europe after World War I.
4. **Draw Conclusions** How did the peace treaties both follow and violate the principle of self-determination?
5. **Draw Inferences** Wilson's closest advisor wrote of the Paris Peace Conference, "there is much to approve and much to regret." What do you think he might have approved? What might he have regretted?

#### Writing About History

##### Quick Write: Choose an Organization

Use an organizational strategy that suits the topic of your essay. For instance, if you are writing about one event with many causes, you might write one paragraph about each cause, followed by a paragraph that sums up the effects. If you are writing about a series of events, you might order your paragraphs chronologically.

Choose two topics from this section, one that suits the first type of organization and on that suits the second. Then write a brief outline for an essay about each.

## Section 4 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. The huge human, financial, and political costs of the war influenced the treaties. Many were dissatisfied with the outcomes.
3. Millions of people were dead or wounded; nations were in economic ruin, and governments had collapsed in Germany,

Russia, Austria-Hungary, and the Ottoman empire.

4. In Eastern Europe, self-determination led to the creation of Czechoslovakia, Poland, the Baltic states, and Yugoslavia. However, by creating mandates outside Europe, the treaties ignored non-European peoples' right to self-determination.
5. Sample: Wilson's advisor probably approved the creation of the League of Nations and several new nations in

Eastern Europe and probably disapproved of the harsh treatment of Germany.

#### Writing About History

Outlines should show a logical organization for each of the chosen topics.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-2641**.