Complete Teaching Support Includes:

- Detailed Lesson Plan
- Background Information for Sources
- Student Recording Sheets
- Use What You Know Activities
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Using This Activity

This Activity Pack includes a variety of resources that you can use to engage students in following the path that brought the United States into World War I. To make the most effective use of the Activity Pack, you will want to preread the lesson, review the resources, and review the list of what you will need for each part of the lesson.

Depending on the amount of time you have available, you may choose to use only some of the resources or to assign some of the work to be done outside of class. This activity is best done after students have read Chapter 21: “World War I.”

Teacher to Teacher

This introduction provides the background information about why you are addressing the question and how it fits into a historical context. It grounds the lesson in the curriculum.

Lesson Plan

The step-by-step lesson plan, with its handy classroom management tips, provides guidance about how the contents of the Activity Pack can be used in a full class setting with students of varying talents and abilities.

Use What You Know

This feature includes suggestions for extension activities for students to complete either in a group or individually in class or at home.

Data Sheets

These pages can be duplicated for use by students as they work in groups. Each sheet provides background information, a map, or schematic drawing that will be helpful to students when they explore the material assigned to their group.

Student Recording Sheets

The recording sheets help students to organize their thinking and gather information that they will be able to use to apply their understandings.

Answer Key

The Answer Key includes possible responses and notes that students will include on their recording sheets.
Historian’s Apprentice Activity O

QUESTION  What circumstances can lead to war?

Teacher to Teacher 🌐

During the early years of the twentieth century, the United States expanded its role in the world and acquired land outside of the continental U.S. Yet, when World War I broke out in Europe in 1914, the U.S. decided to remain neutral. At first, many Americans viewed the war as an overseas conflict that did not directly affect them. They wished to remain apart from the complex alliances and other issues that had entangled Europe. Indeed, President Woodrow Wilson called for Americans to be “impartial in thought as well as action.”

One of Wilson’s concerns was to keep the war from setting Americans against one another. In 1914, about 15 percent of Americans were foreign-born. Many still had close ties to their former homelands. As a result, not all Americans supported the same side in the conflict.

From the war’s beginning until the U.S. entered it in 1917, Wilson tried to use American influence to end the hostilities and restore peace. In 1916, he ran for reelection with the slogan, “He kept us out of war.” Even so, later that year, Congress passed the National Defense Act to expand the size of the army and the Naval Construction Act to build more warships. Ultimately, Wilson not only failed in stopping the war, he was unable to keep the U.S. out of it. A number of events served to sway American opinion away from neutrality. Eventually, Wilson asked Congress to declare war on Germany in 1917.

In Chapter 21 of Unit 7, students read about the causes and effects of World War I. This Historian’s Apprentice activity focuses on how and why the United States entered this devastating conflict.

Lesson Resources Provided 🌐

Teaching Resource Book

✦ Lesson Plan
✦ Transparency Blackline Master—Reasons for War
✦ Historian’s Apprentice Data Sheet—The Great White Fleet
✦ Student Recording Sheet Master—American Influence, Group 1
✦ Student Recording Sheet Master—Assassination, Group 2
✦ Student Recording Sheet Master—At Sea, Group 3
✦ Historian’s Apprentice Data Sheet—The Hunt for Pancho Villa
✦ Student Recording Sheet Master—Mexico, Group 4
✦ Student Recording Sheet Master—At Home, Group 5
✦ Historian’s Apprentice Data Sheet—Convoys
✦ Student Recording Sheet Master—to War, Group 6
✦ Answer Key
Sources

O.1 Great White Fleet Photo  In 1890, a military historian and officer in the U.S. Navy named Alfred T. Mahan published a book called The Influence of Sea Power Upon History. This book stated that since ancient times, many nations owed their greatness to powerful navies. Mahan argued that the U.S. should also build up a modern fleet. A friend of Mahan’s, Theodore Roosevelt, was influenced by the book. As President, he got congressional support for a new force of navy ships known as the Great White Fleet. In 1907 he sent the fleet of 16 white battleships on a “good will cruise” around the world as a demonstration of America’s increased military power. The flagship of the fleet was the USS Connecticut, which later became a training ship during World War I. The fleet covered about 43,000 miles and made 20 port calls on six continents. The squadrons were manned by 14,000 sailors. This photo will give students an idea of U.S. military strength in the early part of the twentieth century.

O.2 Cartoon of Kaiser William II and President Wilson  The President tried to use his influence to end the conflict among the warring nations. After the sinking of the Lusitania in 1915 by a U-boat, Germany met American protests by promising not to sink any more passenger ships without warning. However, Germany appeared to violate the pledge in 1916 by attacking an unarmed British ship, the Sussex. Again, Germany promised not to attack unarmed ships without warning. These promises helped to keep the U.S. out of the war, but not for long. In this 1916 cartoon, President Wilson is once again trying to neutralize Kaiser William II of Germany by deflecting the kaiser’s sword, symbolically marked “U Boat Murder.”

O.3 Borijove Jevtic’s Account of Archduke Ferdinand’s Assassination  World War I was set off by the assassination of Archduke Francis Ferdinand and his wife Sophie. Ferdinand was heir to the throne of Austria-Hungary. Both had traveled to Sarajevo, the capital of Bosnia-Herzegovina. At that time, Bosnia was part of the Austro-Hungarian Empire. Seven conspirators, members of a radical group called the Black Hand, hoped to set Bosnia free to become a part of Serbia. In fact, Serbia had provided the guns, ammunition, and training to this group. The conspirators—all trained to kill—stood with the crowd lining the Archduke’s route. One of the conspirators, Borijove Jevtic, later gave an eyewitness account of the events.

O.4 Count Franz von Harrach’s Account of Archduke Ferdinand’s Assassination  Count Franz von Harrach was a bodyguard for the Archduke. He was riding on the running board of the royal car when the conspirator, 19-year-old Gavrilo Princip, fired the fatal shots. The Count gave this firsthand account.

O.5 Lusitania Photograph  The British liner Lusitania made its maiden voyage in 1907 from Liverpool to New York. It was nicknamed the “Greyhound of the Seas” because it was the fastest liner of the time. This luxury ship was built to the specifications of the British Admiralty on the understanding that it would be used for government service in the case of war. Early in the war, Britain blockaded German ships to keep essential goods from entering Germany. In return, Germany began sinking Allied ships with its U-boats. The Lusitania’s speed was thought to be a guarantee of her safety against these submarine attacks. On May 1, 1915, two ads appeared in some New York newspapers. One ad, placed by the German embassy, said, “Travelers intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and Great Britain. . . . [V]essels flying the British flag . . .
are liable to destruction.” The other ad was for the Lusitania. It boasted, “Fastest and Largest Steamer now in Atlantic Service.” The Lusitania left New York for England that morning. As the ship neared the coast of Ireland on May 7, a torpedo fired from a German sub penetrated the hull just below the waterline. The Lusitania sank in 18 minutes. Of the 1959 people on board, 1,198 were lost, including more than 100 Americans. This photo shows the ship at a dock in New York Harbor.

**O.6 Captain Walter Schwieger’s Diary of the Lusitania Sinking** The commander of the German sub that sank the Lusitania was Captain Walter Schwieger. This excerpt is from a diary he kept of the U-boat’s voyage and the attack on the Lusitania.

**O.7 Pershing Report** In 1916, a Mexican rebel named Francisco “Pancho” Villa launched a raid in Columbus, New Mexico, in which 18 Americans were killed. Against the wishes of Mexico’s president, Venustiano Carranza, the U.S. sent General John J. Pershing and some troops south of the border to hunt for the bandito. Pershing’s report gives a brief summary of one encounter with the rebels. The Americans chased Villa for 11 months, but failed to capture him. Wilson withdrew the troops in 1917 because of concerns about the war in Europe. Pershing went on to lead the American Expeditionary Force in France.

**O.8 Zimmermann Telegram** During the war, U.S. trade was crucial to Britain and France. However, the British blockade stopped the flow of American goods to Germany and the Central Powers. By 1917, Germany was suffering serious shortages and was becoming desperate. In January, the German Foreign Minister Arthur Zimmermann sent a telegram to his ambassador in Mexico. In it he proposed an alliance with Mexico and offered U.S. territory, specifically the states of Texas, New Mexico, and Arizona, to Mexico in return for joining the German cause. The British intercepted and deciphered the Zimmermann telegram, who gave it to the American government. When it was made public, the telegram caused a huge uproar in the U.S. Both the coded and decoded versions of the telegram are included for students to examine.

**O.9 German Sympathizer Cartoon** During the war, public feeling turned against German Americans. Many Americans thought of Germany as the main enemy among the Central Powers and transferred those feelings to all Germans. Popular movies that portrayed Germany as a cruel enemy added to the generalization. In some public high schools, German language classes were discontinued. People stopped playing the music of German composers such as Beethoven and Brahms. In this 1917 cartoon, a German sympathizer is arrested.

**O.10 Sugar Ration Poster** As part of its preparation for war, Americans were urged to conserve food as a patriotic gesture. Future President Herbert Hoover headed up the new Food Administration. Posters such as this one encouraged people to consume less so that more food could be shipped abroad to the Allies and, eventually, to American soldiers fighting in Europe.

**O.11 Python Cartoon** On January 31, 1917, Germany announced that it would resume unrestricted submarine warfare. To many Americans, including President Wilson, this was an affront that could not be overlooked. This cartoon shows Germany, symbolized as a python, swallowing up the world.
O.12 Woodrow Wilson’s War Message to Congress By the time President Wilson made this speech, millions had been killed from war in Europe. Morale of troops and civilians was at an all-time low. Wilson had tried to broker a “peace without victory” settlement, but to no avail. On February 3, 1917, he announced that diplomatic relations with Germany were discontinued. On April 2, 1917, he made this speech to Congress. On April 6, Congress responded with a declaration of war.

Lesson Plan

Time: 2 class sessions, plus optional home extensions

Materials Needed for Lesson

Students may need their textbooks for each group.

Make a copy of the transparency “Reasons for War” for each student.

Part 1

Group 1
✓ Historian’s Apprentice Data Sheet—The Great White Fleet
✓ O.1 Great White Fleet Photo
✓ O.2 Cartoon of Kaiser William II and President Wilson
✓ Student Recording Sheet GROUP 1—American Influence

Group 2
✓ O.3 Borijove Jevtic’s Account of Archduke Ferdinand’s Assassination
✓ O.4 Count Franz von Harrach’s Account of Archduke Ferdinand’s Assassination
✓ Student Recording Sheet GROUP 2—Assassination

Group 3
✓ O.5 Lusitania Photograph
✓ O.6 Captain Walter Schwieger’s Diary of the Lusitania Sinking
✓ Student Recording Sheet GROUP 3—At Sea

Group 4
✓ Historian’s Apprentice Data Sheet—The Hunt for Pancho Villa
✓ O.7 Pershing Report
✓ O.8 Zimmermann Telegram
✓ Student Recording Sheet GROUP 4—Mexico

Group 5
✓ O.9 German Sympathizer Cartoon
✓ O.10 Sugar Ration Poster
✓ Student Recording Sheet GROUP 5—At Home

Group 6
✓ Historian’s Apprentice Data Sheet—Convoys
✓ O.11 Python Cartoon
✓ O.12 Woodrow Wilson’s War Message to Congress
✓ Student Recording Sheet GROUP 6—To War
Part 2

- Transparency Master—Reasons for War
- overhead projector

Objectives for Lesson

- Students will evaluate and interpret primary sources.
- Students will synthesize information about historical events.
- Students will analyze the circumstances that led to American participation in World War I.

Part 1

1. Prepare the materials in advance for six groups of students. You may wish to keep in mind the varying ability levels among students as you consider how to divide the class. Some of the sources are more challenging than others, and you may wish to make assignments that reflect this. Be sure to share the information provided in this guide about each source. Note that students will benefit from consulting their textbooks before filling out the Student Recording Sheets.

2. Write the activity question on the board: *What circumstances can lead to war?* Explain that students should keep this in mind as they study their materials and try to arrive at an answer.

3. Pass out the copies of the transparency “Reasons for War” so that each student has one. Give students time to fill out their copies of the page. Then display the transparency on the overhead. Conduct a class discussion on the topic using students’ responses to the transparency questions.

4. Tell students that this activity will give them insight and understanding into the reasons nations go to war and why, in particular, the U.S. chose to fight in World War I.

5. Have the students in each group study the assigned primary sources. If the group has a data sheet, have students read that carefully. You may wish to review these with the groups. Encourage students to find related material about the topic in their textbooks.

6. Set an amount of time for each group to complete the Student Recording Sheets. You may wish to have students collaborate on the answers. When the Recording Sheets are complete, if time allows, have students swap sources with another group so they can examine a second set of sources and answer the same questions on the back of their recording sheet.

Part 2

1. Invite each group to select a spokesperson to describe and share the group’s primary sources with the rest of the class. Be sure that students include their group’s answer to the question: *What circumstances can lead to war?*

2. Display the transparency “Reasons for War” again. Have students identify the reasons why the United States went to war in 1917. Discuss with students which reasons are the most and least compelling to them.

3. Follow up by having students create a timeline of events leading up to America’s declaration of war in 1917.
Use What You Know

1. An early provocation to war not included in this Historian’s Apprentice activity was Germany’s invasion of neutral Belgium in 1914. The treatment of Belgian people and towns, including numerous atrocities, helped crystallize American opinion against Germany. Interested students might research this topic and write a series of newspaper headlines summarizing some of the events that took place. Have students use these to create a bulletin board presentation.

2. World War I generated numerous symbols and songs. Students might find out about such symbols as the red poppy, the poem by the Canadian doctor and poet John McCrae, “In Flanders Field,” or songs such as “Over There” by George M. Cohan, or “Oh, How I Hate to Get Up in the Morning” by Irving Berlin. Students might recite the poem or play or sing the songs as part of their presentation to the class.

3. World War I ended on November 11, 1918. The following year President Wilson proclaimed that day Armistice Day to remind Americans of the war’s toll. It became a federal holiday in 1938 and in 1954 was renamed Veterans Day to honor all American veterans. Students might research how this day is commemorated in communities around the country and also in other nations. Suggest that students create a pictorial presentation to share with the class.

4. Not all Americans supported going to war in 1917. Ask students to investigate antiwar sentiment during this period. Some people were conscientious objectors whose moral or religious beliefs kept them from fighting in wars. Others were pacifists such as Jeannette Rankin. Still others were activists such as Emma Goldman and Alexander Berkman. Have students compare these antiwar groups to those in more recent times.
Reasons for War

The United States has gone to war for a number of reasons. Some of the reasons are shown on the list below. Which reason do you think is the most important? The least important? Rank the reasons from 1 (most important) to 7 (least important) to show your opinion.

_____ increase power and influence
_____ protect against enemies
_____ expand borders
_____ aid allies
_____ protect rights and freedoms
_____ gain economic benefits
_____ defend democracy

Are any of the reasons worth fighting and possibly dying for? Explain.
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Are all wars equally justified? Explain.
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

When would you not go to war? Why?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
The Great White Fleet

Many of the fleet’s ships were later used for training purposes during World War I.
HISTORIAN’S APPRENTICE GROUP I: ____________________________

STUDENT RECORDING SHEET—AMERICAN INFLUENCE

Use this recording sheet to gather information from the primary sources. Use the back of this sheet if you need more room.

Great White Fleet Photo
1. What were two purposes of the Great White Fleet’s voyage in 1907?
   a. ____________________________________________________________________________
   b. ____________________________________________________________________________

2. Why do you think the voyage was referred to as a “good will cruise”?
   ______________________________________________________________________________
   ______________________________________________________________________________

3. How do you think the nations where the fleet stopped felt about the ships being there?
   ______________________________________________________________________________
   ______________________________________________________________________________

Cartoon of Kaiser William II and President Wilson
4. a. How does the cartoonist portray the kaiser? _______________________________________
    ______________________________________________________________________________

   b. How is President Wilson portrayed? _____________________________________________
    ______________________________________________________________________________

5. a. What does the sword represent? _________________________________________________
    ______________________________________________________________________________

   b. Why is there blood on the end of it? _____________________________________________
    ______________________________________________________________________________

6. What is Wilson’s position on the kaiser’s acts? _____________________________________
    ______________________________________________________________________________

7. What position do you think the cartoonist holds on involvement in the war? ____________
    ______________________________________________________________________________
STUDENT RECORDING SHEET—ASSASSINATION

Use this recording sheet to gather information from the primary sources. Use the back of this sheet if you need more room.

Borijove Jevtic’s Account of Archduke Ferdinand’s Assassination
1. a. Why didn’t the first two conspirators throw a grenade at the archduke’s motorcade?

_______________________________________________________________________________________

b. Why was it of concern to Jevtic that there were Serbians in the crowd?

_______________________________________________________________________________________

2. Why did the Austrian Commander want Francis Ferdinand to get out of the city?

_______________________________________________________________________________________

3. What happened to Gavrilo Princip?

_______________________________________________________________________________________

_______________________________________________________________________________________

4. Why do you think Jevtic’s account seems unemotional?

_______________________________________________________________________________________

_______________________________________________________________________________________

Count Franz von Harrach’s Account of Archduke Ferdinand’s Assassination
5. a. In what ways does Count Franz von Harrach’s account differ from that of Borijove Jevtic?

_______________________________________________________________________________________

b. What is similar about both accounts?

_______________________________________________________________________________________

_______________________________________________________________________________________

6. Why did the assassination lead to World War I?

_______________________________________________________________________________________

_______________________________________________________________________________________

7. Why didn’t the U.S. get involved when war first broke out after the assassination?

_______________________________________________________________________________________

_______________________________________________________________________________________
HISTORIAN'S APPRENTICE GROUP 3: ________________________________

STUDENT RECORDING SHEET—AT SEA

Use this recording sheet to gather information from the primary sources. Use the back of this sheet if you need more room.

Lusitania Photograph
1. a. What warning did passengers have about sailing on the Lusitania?

_______________________________________________________________________________________

b. What other reasons might have kept people from sailing to Europe?

_______________________________________________________________________________________

c. Why might people have felt somewhat safe in sailing on the Lusitania?

_______________________________________________________________________________________

2. Why might the Germans have felt justified in torpedoing the Lusitania?

________________________________________________________________________________________
________________________________________________________________________________________

3. Why did Germany resort to using its U-boats in this way?

________________________________________________________________________________________
________________________________________________________________________________________

Captain Walter Schwieger’s Diary of the Lusitania Sinking
4. How would you describe Captain Schwieger’s diary entries?

________________________________________________________________________________________

5. What explanation does he give for the second explosion?

________________________________________________________________________________________

6. Why didn’t Schwieger fire a second time?

________________________________________________________________________________________

7. How did Americans react to the sinking of the ship?

________________________________________________________________________________________
HISTORIAN’S APPRENTICE DATA SHEET

THE HUNT FOR PANCHO VILLA

[Map of the hunt for Pancho Villa with key events labeled]

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**HISTORIAN’S APPRENTICE GROUP 4: ________________________**

**STUDENT RECORDING SHEET—MEXICO**

Use this recording sheet to gather information from the primary sources. Use the back of this sheet if you need more room.

**Pershing Report**
1. What caused President Wilson to send General Pershing into Mexico in 1916?
   ________________________________________________________________________________

2. Why do you think Wilson was ready to send troops to Mexico at that time, but not to Europe?
   ________________________________________________________________________________

3. Why does Pershing report that Villa’s band is permanently disabled? ______________________
   ________________________________________________________________________________

4. Why would the U.S. be eager to test its military against Pancho Villa? ____________________
   ________________________________________________________________________________

**Zimmermann Telegram**
5. a. Why did Germany want Mexico to declare war on the United States? ____________________
   ________________________________________________________________________________

   b. What did Germany offer to Mexico for its support? ________________________________
   ________________________________________________________________________________

   c. Why might Germany have thought that Mexico would agree to its proposal?
   ________________________________________________________________________________

6. Why did Germany take such a desperate action? ______________________________________
   ________________________________________________________________________________

7. a. Why did Americans react so strongly to the Zimmermann telegram? ____________________
   ________________________________________________________________________________

   b. How did the telegram change the course of history? ________________________________
   ________________________________________________________________________________
**Historian’s Apprentice Group 5:** ____________________

**Student Recording Sheet—At Home**

*Use this recording sheet to gather information from the primary sources. Use the back of this sheet if you need more room.*

**German Sympathizer Cartoon**

1. a. What is happening to the man in the center? ________________________________________
   ____________________________________________________________________________________

   b. What is the man by the railing doing? ____________________________________________________
   ____________________________________________________________________________________

   c. What American symbol is in the background? _____________________________________________
   ____________________________________________________________________________________

2. Why do you think this scene is shown at night? ____________________________________________
   ____________________________________________________________________________________

3. a. What do you think the cartoonist’s point of view is? ____________________________________
   ____________________________________________________________________________________

   b. Do you agree with this point of view? Why or why not? __________________________________
   ____________________________________________________________________________________

**Sugar Ration Poster**

4. a. What was the difference between the sugar ration for Americans and the rations of England,
   France, and Italy? ______________________________________________________________________
   ____________________________________________________________________________________

   b. What could explain this difference? _____________________________________________________
   ____________________________________________________________________________________

5. Why were Americans asked to agree to food rations? ______________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________

6. How would conserving or giving up something make people feel about the war effort? 
   ____________________________________________________________________________________
   ____________________________________________________________________________________
In early 1917, Germany announced that it was renewing its unrestricted submarine warfare. Soon after, the Allies began to lose ships in large numbers to the U-boats. As a result, they began to use convoys, or groups of warships, to escort merchant ships across the ocean. The drawing on this page shows how a convoy protected the merchant ships. The warships not only guarded against surface attacks with heavy artillery and torpedoes, but dropped depth charges on subs as well. The use of convoys helped the Allies cut their losses by 50 percent.
Use this recording sheet to gather information from the primary sources. Use the back of this sheet if you need more room.

**Python Cartoon**
1. a. How is Germany portrayed in this cartoon? ________________________________________________
   ______________________________________________________________________________________
   b. What is Germany doing? ________________________________________________________________
   ______________________________________________________________________________________

2. What is the cartoonist’s point of view? ______________________________________________________
   ______________________________________________________________________________________

3. In what way is this cartoon a form of propaganda? ____________________________________________
   ______________________________________________________________________________________

**Woodrow Wilson’s War Message to Congress**
4. Why does Wilson say, “It is a war against all nations”? ________________________________________
   ______________________________________________________________________________________

5. What does Wilson ask Congress to do? ______________________________________________________
   ______________________________________________________________________________________

6. What does he say the purpose of the war for Americans is? _________________________________
   ______________________________________________________________________________________

7. Suppose you were a member of Congress in 1917. How would you have voted after hearing Wilson’s speech? Why? ________________________________________________________________
   ______________________________________________________________________________________
**Answer Key**

**Student Recording Sheet—American Influence GROUP 1**
1. a. to demonstrate the power and prestige of the U.S. to the world b. to reveal flaws in the ships so they could be addressed before entering any war
2. Possible: It was to assure other nations that although the U.S. had the might, it was not going to use it at that time.
3. Possible: They may have been wary because the U.S. was demonstrating its increased naval power.
4. a. Possible: He appears ruthless and angry. b. He is portrayed as a man trying, calmly but firmly, to resolve a dispute.
5. a. It stands for the U-boat murders. b. Many lives have been lost because of the U-boat attacks.
6. Sample: He wants the kaiser to stop attacking ships carrying unarmed passengers.
7. Possible: The cartoonist favors Wilson’s view of playing an active role in working toward peace and not entering the war.

**Student Recording Sheet—Assassination GROUP 2**
1. a. According to Jevtic, the cars were driving too fast, and there were too many people in the crowd. b. The conspirators were part of a radical group trained by Serbs who wanted Bosnia to be part of Serbia.
2. The city was a hotbed of rebellion with many Serbs there. It was undoubtedly known that they did not support Ferdinand.
3. According to Jevtic, he was seized and treated very roughly.
4. Possible: He was a trained killer; assassinating Archduke Ferdinand was the objective and it had been accomplished.
5. a. It begins after the assassination; he describes how the duchess spoke to Ferdinand before falling to the floor and dying; he describes the last moments of the archduke. Ferdinand says different things in both accounts. b. They both mention that the archduke cried out to his wife.
6. It occurred at a time of militarism and nationalism in Europe when there was great unrest. The alliances between many nations drew them into the conflict after Germany promised to stand by Austria-Hungary and Austria-Hungary then gave Serbia a harsh ultimatum.
7. Sample: The events in Sarajevo seemed far away to Americans; they didn’t view them as their problem and wished to remain apart from the alliances entangling Europe.

**Student Recording Sheet—At Sea GROUP 3**
1. a. That day several New York newspapers published an ad warning that Germany was at war with Britain.
2. Sample: U-boats had attacked other ships; the U.S. was trading with Britain, and therefore its ships could be a target of the U-boats. c. An ad boasting of its speed and size also appeared in the newspapers that day.
3. It’s possible that they were aware that the ship was carrying ammunition to England; they claimed so in response to Wilson’s protests.
4. Germany did not have a large navy and was unable to blockade ships belonging to Britain and France, so it turned to its U-boats instead.
5. Sample: They are brief, to the point, unemotional, and reflect his position as a military commander.
6. He thinks it could have been the ship’s boiler, coal, or powder exploding.
7. He says he could not fire into the swarm of people trying to save themselves as the ship went down.
8. They were stunned and angry.

**Student Recording Sheet—Mexico GROUP 4**
1. Pancho Villa had attacked the town of Columbus, New Mexico, and killed some Americans.
2. Possible: The U.S. had intervened in Mexico before; it is a neighboring country as opposed to being across an ocean.
3. Villa is wounded, Hernandez is dead, and Villa’s men are dispersed.
4. It would be a chance to test the military in a limited campaign like Mexico before going to war in Europe.
5. A war with Mexico would keep the U.S. from entering the war in Europe. b. It offered the states of Texas, Arizona, and New Mexico. c. The territory Germany offered was land that Mexico had lost to the U.S. in 1848. The U.S. and Mexico had fought before; the U.S. had sent troops under Pershing into Mexico recently.
6. The blockade was causing severe supply shortages; Germany was desperate.
7. a. They were furious that Germany would attempt such a maneuver and that part of the U.S. would be given to Mexico. b. It led the U.S. to enter the war and help the Allies win.

**Student Recording Sheet—At Home GROUP 5**
1. a. Two policemen take him away. b. He is running after the group. c. the Statue of Liberty
2. Possible: It’s being done secretly; it’s not something everyone would approve of.
3. a. Possible: Americans have a right to think as they wish. Arresting people for their views is un-American. b. Answers will vary. Students should support their viewpoint with reasons or examples.
4. a. The ration was voluntary for Americans and compulsory (required) for the British, French, and Italians. b. The war was being fought in Europe and had been going on for more than two years; it was difficult to get supplies across the ocean.
5. It was a patriotic gesture and a way to show support for the Allies and, later on, the American troops.
6. Answers may vary. Possible: It made people feel that they were actively helping the cause.

**Student Recording Sheet—To War GROUP 6**

1. a. It is portrayed as a python. b. It is swallowing up the world.
2. The cartoon is anti-German; the cartoonist views Germany as a kind of monster.
3. It plays on peoples’ fears of being taken over by Germany.
4. He points out that not only have American ships been sunk and lives taken, but the lives and ships of other neutral nations have been lost.
5. He asks Congress to declare war on Germany.
6. He says that the world must be made safe for democracy and peace.
7. Answers will vary. Students should offer reasons for their responses. They might mention, for example, that it is a very stirring and convincing speech with a strong appeal to values that Americans hold dear.