

**GUIDED READING AND REVIEW****SECTION 1****The Road to War****CHAPTER
20****A. AS YOU READ**

As you read Section 1, fill in the sequence chain below to show the series of events that propelled the nations of Europe into war and led the United States to adopt a neutral but ready stance. The first one has been filled in for you.

1. Archduke Francis Ferdinand and his wife Sophie are assassinated in Bosnia.	2.	3.
4.	5.	6.
7.	8.	9.

B. REVIEWING KEY TERMS, PEOPLE, AND PLACES

Answer each of the following questions.

10. By 1915, which nations were members of the *Central Powers*?

11. By 1915, which nations were members of the *Allies*?

12. Why do you think most Americans disapproved of Germany and Kaiser Wilhelm?

Global Peacemaker

SECTION 5
Pages 568–571

☐ **Lesson Objectives • Communicate Learning Expectations**

- Describe the reception given to President Wilson's peace plans by the Allies.
- Describe the reaction at home to Wilson's peace plans and to the Versailles Treaty.
- Identify the immediate postwar years as marred by disillusionment and economic disorder.

☐ **Bellringer Activity • Relate Content to Interests and Experiences**

Students consider and explain the expression "At what cost peace?"

☐ **Focus • Begin with an Appropriate Introduction**

This lesson focuses on President Wilson's efforts to negotiate and see ratified a peace treaty to end World War I.

☐ **Instruct • Solicit Student Participation**

Explain/Discuss—Students discuss Wilson's political mistakes that cost him congressional support for the Versailles Treaty. Then students discuss why the Allies imposed such harsh conditions Germany and consider the reaction of the German people to the treaty. Students consider whether the seeds of the next war were planted at the peace conference after World War I.

Analyze—Students analyze the mood of disillusionment that darkened the nation around 1919 and consider how the success of the war effort may have contributed to the dark mood at the end of the war.

Activity—Students argue for and against joining the League of Nations.

Enrichment—Students research and report on the history of the League of Nations.

☐ **Assess • Assess Student Performance**

Students answer Section Review questions. They may also work through Guided Reading and Review and/or Section 5 Quiz from *Teaching Resources*.

Reteach—Students make two columns comparing Wilson's Fourteen Points and the major points of the Versailles Treaty.

☐ **Close • Close Instruction Appropriately**

Summarize section content.