



***Promoting Peace After The Great War:  
A Look at Peace Efforts During the 1920's in America***

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This curriculum unit is recommended for:  
Honor and AP American History-11<sup>th</sup> grade

**Keywords:** National Council for the Prevention of War, Woodrow Wilson, Jeannette Rankin, Washington Naval Conference, Kellogg-Briand Pact, pacifists, grass-roots organization

**Teaching Standards:** See [Appendix 1](#) for teaching standards.

**Synopsis:** The purpose of this curriculum unit is to encourage students to examine peace movements in 1920's America. The number of peace organizations increased in the United States after World War I due the desire by many Americans to prevent a war of that magnitude from ever breaking out again. The number of countries involved, the increasingly new war technologies and armaments along with the escalated death toll of the war made room for a national call by private citizens to organize against war and for peace. The unit will examine President Wilson's attempt to obtain lasting peace efforts through his Fourteen Points and the creation of the League of Nations. It will also investigate the impact of the American grassroots peace movement. Students will learn about peace organizations such as the National Council for the Prevention of War and foreign policy initiatives for peace such as the Washington Naval Conference and the Kellogg-Briand pact. Most importantly students will compare and contrast the peace movement of the 1920's with other peace movements throughout American history such as the efforts of the Copperheads during the Civil War, the Anti-Imperialist League of the Spanish American War or the anti-war movement during the Vietnam War.

*I plan to teach this unit during the coming year in to 48 students in 11<sup>th</sup> Honors American History II.*

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## **Promoting Peace After The Great War: A Look at Peace Efforts During the 1920's in America**

*Angela Bates*

### **Introduction**

Most high school juniors easily identify with the efforts of the Vietnam War peace movement that grew out of 1960's and 1970's America. They tend to have some prior knowledge of the causes of the movement and the overall impact on America, even if it is to only identify with the causes and effects through music written and performed during this period. Many students fail to realize that there have been other "peace" movements throughout America's history. One must not forget the efforts of the dissenters from both the North and the South during the American Civil War or the Anti-Imperialist League that opposed attempts of American Imperialism during the Spanish-American War. Some may even include the Beatniks of the 1950's Beat Movement in the opposition to American Conformity.

Few, however think of the efforts by various grassroots groups in the 1920's. These movements arose in the years following the greatest and deadliest war mankind had ever known until that point. Over 17 million died and 20 million were wounded as a result of "The Great War". America joined France and Great Britain in World War I in 1917. By doing so, the country broke a foreign policy of isolationism that lasted over one hundred years. The war had ravaged Europe for three years between the Central and the Allied powers. International shipping had become the target of German U-boat attacks on the high seas. Germany waged a naval war of unrestricted submarine warfare on allied shipping making it dangerous for American ships to trade with Britain and France. During the war years of 1914-1916, America attempted to remain neutral and traded with both the Allies and the Central powers, even though America's largest percentage of trade was with Allied nations and a portion of merchandise traded was American made arms. Germany's policy of unrestricted warfare resulted in the sinking of merchant ships, as well as civilian cruise liners flying the flags of Britain and France, including the *Sussex*, the *Arabic* and, of course, the British cruise liner the *Lusitania* in May of 1915, killing over 120 Americans on board. American President Woodrow Wilson implored the Germans to end the policy of unrestricted submarine warfare, but it would continue on to become a contributing factor leading to America's entering World War I on the side of the Britain and France (by the time America enters the war in 1917, Russia has already withdrawn from the war).

In 1916, President Wilson ran for re-election against Supreme Court Justice Charles Evan Hughes. He won on the slogan "He kept us out of the war". The slogan alone demonstrates most Americans desired not to become entrenched in the European war.

Unfortunately, by February 1917, the tide was turning for America's sought after neutrality. German diplomat Arthur Zimmerman's telegram proposing that Mexico join the war with Germany catapulted the isolated United States into the prospect of entering the European conflict. Now Wilson, the man who kept U.S. out of the war, faced many concerns including whether or not to take the country to war. He questioned what would be the character of the United States once the war ended. Wilson is quoted as saying, "Once you lead these people into war (Wilson is referring to Americans), and they'll forget there ever was such a thing as tolerance. To fight, you must be brutal and ruthless and the spirit of ruthless brutality will enter the very fiber of our national life, infecting Congress, the courts, the policeman on the beat, the man in the street. Conformity would be the only virtue and every man who refused to conform would have to pay the penalty." (1)

Frank Cobb who was the editor of the *New York World* and friend of President Wilson visited the President at the White House in the days prior to America entering the war. Cobb describes the visit by saying that the President was searching for any alternative to avoid war. Wilson feared that the Constitution would not survive the war and the character of America could be changed forever. Cobb states, "The President didn't have illusions about what was going to come out of it, either. He'd rather have done anything else than head a military machine. All of his instincts were against it." (2) President Wilson would ask Congress for a Declaration of War on April 2, 1917.

Jeannette Rankin, the first female member of Congress and ardent suffragist, would be one of fifty House of Representative members voting "no" against America's entry into World War I. She would stand in the House of Representative and say "I want to stand by my country, but I cannot vote for war – I vote "No"." (3) Rankin would receive heavy criticism for her vote from her home state of Montana, even though many in her home state would be against entering the war. Rankin would lose the 1918 congressional elections, but would win re-election to the House of Representative in 1940. After the Japanese attack on Pearl Harbor, Rankin would be the only member of the House of Representative to vote "No" against the Declaration of War with Japan.

World War I in Europe opened the door to new technologies such as tanks introduced by the British and trench warfare in France. World War I would be the first time that chemical gases would be used in a war. For instance, the Germans would first use tear gas on Russian troops in January 1915 and chlorine gas on French Algerian troops in April 1915, leading to the British development of their own gases for warfare purpose. (4) Germany would introduce mustard gas by 1917. More advanced weapons of war increased to death toll in the war.

The Treaty of Versailles would bring the official end of the war in 1919, even though the United States would not sign the Versailles treaty. The United States signed a separate peace treaty with Germany in 1921. However, the efforts of President Wilson and his 14 Points agenda at the Versailles Conference foreshadowed necessary steps that

nations should consider in order to maintain a lasting peace. Examples include reducing the arms and naval stockpiles of world powers, as well as creating the League of Nations as an international organization to promote peaceful resolutions of international conflicts. The United States would never join the peace promoting world body.

### **Content Background**

During the 1920's, peace organizations like The National Council for the Prevention of War, The Women's Peace Union or the Fellowship of Reconciliation of the War Resisters League worked tirelessly to promote peace efforts and slow American military growth. While most Americans sought a "return to normalcy" and isolationism under President Warren Harding, many in the Defense Department worked to maintain America's military build-up. Many peace organizations became active cheerleaders for reductions in armaments and naval shipping, as well as promoting the outlawing of war. Many peace leaders believed that peace must be managed. Columbia University History Professor James T. Shotwell stated, "Peace does not mean merely the abstention of war, it means as well the maintenance of those conditions under which civilization can endure and develop." (5)

The United States' desire to maintain the use of chemical weaponry created much controversy. The National Defense Act of 1920 created the Chemical Warfare Service as a part of the United States military. General Amos Fries supported the continued use of chemical weapons and fought to convince Americans to support the use of such weaponry. The use of these weapons would also lead to grassroots organizations like the National Council for the Prevention of War to call for an end of these types of armaments being used during warfare. Peace organizations like the National Council for the Prevention of War would be called subversive and labeled as communist organizations by members of the United States military during the 1920's, in order to stifle their pacifist efforts. These groups of Americans would be forever linked together on General Fries' infamous "spider web chart" created to identify leaders in the opposition to the development and use of chemical weaponry. (6)

In September 1924, Senator William Borah stated, "We must bear in mind also that wars seldom come by reason of mass movements. They are the result of selfish policies and personal scheming."(7) Borah's statement highlighted the problems anti-war grassroots movements already recognized in 1920's America. Governments wage war for their own internal needs and gains. An example of this attitude can be found in the imperialistic intentions of America and European nations prior to the onset of World War I. As a result, three types of grass roots models to end war arose in the 1920's. The three models included the legalist approach, the reformist approach and the functionalist approach.

According to the legalist approach, peace depends on the equitable application of international rules and laws. In this approach, international law would be applied by an

international court and nations would be respectful of its sanctions. Legalists would support and work with officials from national governments. (8) Examples of legalist organizations included the American Peace Society and the American Society for International Law. The reformist model calls for the complete removal of war. Reformists sought to stop war through social reform movements. The reformist model recognized the previous successes of earlier grass roots movements like the temperance movement, the feminist movement or the movement to end slavery. (9) Examples of reformist organizations included the Women's International League for Peace and Freedom, as well as The National Council for the Prevention of War. Lastly, the functionalists supported the idea of a world body, like the League of Nations, to maintain international order and control the growth of new technologies that promoted war. (10) Examples of functionalist organizations included the World Peace Foundation and the Foreign Policy Association. No matter what avenue is taken toward peace, Charles Benedetti states, "anti-war activists struggled to build a visible Higher Nationalism from the collective experiences of those modern peoples who recognized war as their common enemy." (11)

Successful key developments of 1920's peace efforts included the reduction of armaments at the Washington Naval Conference which was held November 1921-February 1922. Nine nations, including the United States, met at the first arms control conference in history. Participating countries promised to reduce the building on naval ship and submarines. The pact between the nations would last for fourteen years. Other successes of peace efforts included the signing of the Kellogg-Briand Pact in 1928. Professor Shotwell was affiliated with the Carnegie Endowment for International Peace. Shotwell and Nicholas Murray would encourage French Minister of Foreign Affairs, Aristide Briande to propose a pact between the U.S. and France to outlaw war. In an attempt to keep the agreement from being perceived as an alliance between France and the United States, they extended their offer to other nations.(12) Greek legal Authority M. Polis stated, "the will to peace of the peoples of the world must be strengthened until peace is an acquired and ineradicable habit of the nations." (13) Eventually 62 nations would sign the pact. The pact was considered a success by many. However, the pact had no real enforcement powers and would prove to be a failure throughout the 1930's as European and Asian dictators began to rise.

The Great Depression would shift America's focus to domestic affairs in the 1930's. As Germany began to rebuild its industrial complex and military under the Nazi regime, America looked inward to resolve her economic crisis at home. Americans supported the neutrality offered by the oceanic distanced that laid between herself and Europe. It would not be until December 1941 when Japan awakened the sleeping giant and launched the nation in to a Second World War that America would become entangled in another European conflict. This time the U.S. would have increased support for the war movement from its citizenry. The homeland had been attacked.

## **Rationale**

The purpose of this curriculum unit is to investigate the ramifications of the American peace movement in the 1920's. The peace movement of this period is often lightly touched on in most high school classrooms because curriculum guidelines tend to focus heavily on the social or economic history of the decade. The intent of this unit is to encourage students to dive deeper into the concepts of pacifism, grass-roots organizing and conflict resolution. It is also the attempt of this unit to encourage students to make logical links between various peace movements in American history and to draw conclusions regarding those peace movements. The end product of the curriculum unit will be a video comparison between the peace movement in America during the post-World War I period and other peace movements throughout American history. The grass roots peace movement the 1920's can be compared to movements that occurred during the American Civil War, anti-imperialist opposition to the Spanish-American War or the anti-Vietnam war movement. Students will investigate how peace movements organize and how they educate the populace on their objective. Also, they will compare and contrast the impacts of peace movements on American society. Students will have completed an in-depth study of World War I before beginning this unit.

Students will incorporate research, literacy skills, higher level critical thinking skills, team building skills, video skills and writing skills to complete the assignments with in this unit. They will be assigned primary and secondary source documents to read, interpret and analyze. Documents may include charts, graphs, art, photographs, policy, etc. This will meet the literacy standards required by Charlotte Mecklenburg schools and Common Core.

Students will wrap-up this unit by comparing it with other peace movements in American History. They will be placed into skill based teams to complete this unit. They will investigate peace movements from other periods in American History and create a 5-7 minute informational video that compares key concepts, motivation and successes from the peace movement of the 1920's to their chosen period of study. They will do their research independently, as well as through class assignments directed toward the goals of this project.

### **School Background**

This curriculum unit is designed to be taught to 11<sup>th</sup> grade honors or AP level American History students at Cato Middle College High School in Charlotte, NC. The school is a Cooperative Innovative High School located on the Central Piedmont Community College, Cato Campus near the University of North Carolina at Charlotte. The school is a part of CMS and North Carolina's Career and College Promise Program. The high school consists of only 11<sup>th</sup> and 12<sup>th</sup> grade students, with a year 13 option for incoming juniors. The year thirteen option allows students to remain in school for a year longer to complete required college coursework so that they may graduate, not just with a high school diploma, but with an Associate's degree, as well. Students take either honors or AP level classes in conjunction with college classes. College classes are taken at no cost

for classes. Students must apply for admission to the school and are selected through a lottery process once they meet admissions standards. Eligibility for entrance requires an un-weighted GPA of 2.5. Students must pass Central Piedmont's Accuplacer Exam or have acceptable SAT or ACT scores and must maintain good disciplinary and attendance records. The school's calendar is aligned with CPCC's calendar and the school operates on a block schedule to allow students to take college classes in the mornings. During the 2015-2016 school year, total enrollment of the school was 191 students. There are 97 members of the junior class and 94 member of the senior class enrolled. Most students are enrolled in advanced level or college prep courses. The school graduation rate was 98.6 % last year, with one student that graduated in the spring of 2015 with an Associates of Arts degree from Central Piedmont Community College. (14) The school employs six teachers, one guidance counselor, one financial administrator, a Career Development Coordinator and one Principal. I teach American History I and II along with AP U.S. History each spring semester. Due to the fact that our students come from multiple high schools throughout Mecklenburg County, their ability levels tend to vary. I work diligently to research and design a wide range of lessons that appeal to multiple learning styles. No two days are alike in my classroom. Students at Cato are encouraged to self-advocate and challenge content in an attempt to motivate their learning ambitions.

Students on our campus have access to computers in the CPCC Library and a CPCC Computer Lab. My classroom has one computer and one projector that are connected for instructional purposes. The school has two Chromebook computer carts and 10 ipads available for teacher and student checkout. I also have access to a VCR/DVD player in my classroom. I encourage my students to bring their personal laptops, computer, I Pads and cell phones to class for use on a daily basis. My students commonly use technology to complete a variety of assignments including blogs, movies and song collages. Students are expected to create and present at least one type of video project per semester when enrolled in my class. Lessons are typically mixed with lecture, film clips, discussion or seminar activities and hand on projects (videos, cartoons, gallery walks, etc.). Cato is participating in a district wide effort to promote literacy skills. Therefore, I have included literacy activities as a large part of my curriculum this year. My students are expected to maintain a literacy journal. A word wall, with student chosen words, and primary/secondary source activities are the main focus of the materials included in the literacy journals. Also, both honors students and AP U.S. History students will have read a minimum of four non-fiction historical books, based on different periods of American history, by the completion of class.

We do not use textbooks in class, even though the district provides them and they are assigned to each student. I typically research and provide all of the curriculum materials used for my Honors American History I and II classes, in alliance with North Carolina's Essential Standards. The College Board provides the curriculum guidelines for the AP U.S. History courses. This semester, my class sizes vary from 12 students in a class to 22 students in a class. Students work in groups on a daily basis and are assigned to these

groups based on skill levels they have demonstrated in class. Groups can vary in size from 2-4 students. Honors U.S. history students are expected to pass a state end of course exam. The AP students are expected to pass the College Board AP U.S. History exam.

### **Unit Objectives/Standards**

The objectives of this unit will lead students to investigate the concepts of pacifism, conflict resolution and grass roots organizing in a historical manner. Student will be asked to research the American Peace movement of the 1920's.

Students will be asked to investigate questions such as:

- 1- How did President Wilson's Fourteen Points and League of Nations promote a post-war peace movement in 1920's America? Why did President Wilson believe the League of Nations could promote conflict resolution among world nations?
- 2- What were the identifying characteristics of grassroots organizing in the American peace movement?
- 3- Who were the key players, groups and strategies within the peace movement itself?
- 4- What influence did the grass roots peace movement have on American foreign or domestic policy in the 1920's?
- 5- Was the peace movement successful in preventing the outbreak of war? Why or why not?
- 6- Was the Washington Naval Conference and the Kellogg-Briand Pact successful in maintaining worldwide peace?
- 7- Should the United States and other nations promote a military build-up of its arsenals to deter war?
- 8- How can the 1920's American peace movement be compared to other peace movements in American history?

Students will be asked to work in skill based teams. Together they will define the core terms of this unit (pacifists, conflict resolution and grass roots organizing) and they will be asked to provide their own examples of each term through in class assignments. They will then be asked to research 1920's peace movements. They will take their research and compare it to another peace movement in American history. In groups of 2-3, students will then be asked to produce a 5-7 minute informational video comparing the peace movement of 1920's America to other peace movements in American History. They will develop historical thinking skills, research, literacy, technology and team building skills through this activity.



This unit aligns with, but is not limited to Common Core Standards CCSS.ELA-Literacy.RH.11-12.1, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.9. (15) These skills correlate with North Carolina's 21<sup>st</sup> Century Learning Goals. This unit is aligned with, but not limited to North Carolina Essential Standards AH2.H.4.1, AH2.H.4.3, AH2.H.6.1, AH2.H.7.1 and AH2.H.7.3. (16) Standard AH2.H.4.1 asks students to be able to analyze political conflict that have impacted the United States since Reconstruction. Standard AH2.H.4.3 asks students to analyze social movements that have impacted the United States since Reconstruction. Standard AH2.H.6.1 asks students to explain how national political interest have set United States foreign policy since Reconstruction. Standard AH2.H.7.1 asks students to explain the impact of wars on United States politics since Reconstruction. Standard AH2.H.7.3 asks students to explain the impact of wars on United States society and culture since Reconstruction.

Students will have the most difficulty with research and technology. Many students may not have the computer programs necessary to create a video or they may not have access to the internet at home. Teachers need to assess class internet access before beginning this project. Today, most students have access to smart phones that can be used to Google research sites. It is suggested that teachers offer a list of reliable internet sites that students may use in order to complete their research. Suggested sites may include, but are not limited to [gilderlehrman.org](http://gilderlehrman.org), [loc.gov](http://loc.gov) (Library of Congress), [archives.gov](http://archives.gov) (National Archives), [dohistory.org](http://dohistory.org) or [pbs.org](http://pbs.org). Teachers also need to assess student access to movie making technologies. There are multiple platforms for movie making. These include Moviemaker, Imovie, Wevideo or Powtoons. Students may wish to film themselves in a creative format that provides the required information. It is up to the individual teacher to decide what platform of movie making technology they wish for students to use. The teacher can decide to allow the students to choose for themselves to add diversity to the videos. This will help keep the interest of the class when the videos are shown the entire class at the end of the project. Teachers should consider locating quiet spaces that can be used during class time for the actual filming of videos. This may require teachers to locate video cameras. However, most students can film their projects on their smartphones. A suggestion would be to secure conference rooms or study rooms in the school library.

### **Teaching Strategies**

*Lecture / Guided Notes*- Lectures will occur in conjunction with teacher created Power point presentations to provide students with foundational knowledge explaining the concept of grassroots movements, as well as peace movement efforts in 1920's America. The teacher may choose to create guided notes pages relating to their Power point for student use.

*Think-Pair-Share* - This activity will be used to assess student's prior knowledge regarding peace efforts in American history and tactics used to achieve peace at different periods.

*Debate* – Student teams will research and debate the question “Can a nation achieve peace and avoid war through reducing military armaments or should a nation increase military armaments to deter the possibility of war?”

*Videos* – Videos will be used for background knowledge and to encourage student questions and discussion. Students will also create their own videos for the final project of this unit.

*Graphic Organizers* – A variety of graphic organizers may be used to compare and contrast various viewpoints regarding war and peace movements.

*SOAPStone* – This is a tool that can be used to help students analyze the content of primary and secondary sources.

*Graffiti Walks* – Students work in teams to read primary source or secondary source documents. Once they read the documents, they share “aha!” statements with team members and summarize what the documents are about. They then draw on each other’s knowledge to create one to two statements to explain the arching thesis that connects the significance of all documents being discussed.

*Experiential Learning* - Students learn through the creation of a product or a project. This requires critical thinking and analytical skills.

*Cooperative Learning* – Students work in teams to accomplish a goal or complete a task. Students create a plan and follow the plan until they reach their objective.

*Inquiry Guided Learning* - Students arrive at the understanding of concepts based on their own research. This encourages the development of research skills.

*Word Wall* – Student create a class word wall of new vocabulary terms that is learned from the lessons and they write the significance of the terms as it relates to the units goals. Students are assessed of their knowledge of word wall terms on the unit tests.

## **Classroom Activities**

### Day One

#### *Purpose*

- 1) Students will examine President Wilson’s fears for America as she enters WWI.
- 2) Students will learn background information leading up to Woodrow Wilson’s proposal of his “Fourteen Points” at the end of World War I and why the United States would never join the League of Nations.

#### *Class Activities*

Students will begin class through direct instruction. Teachers will use guided lecture, power point and guided notes to provide students with background knowledge relating to the creation of Wilson's "Fourteen Points", the creation of the League of Nations, along with the United States' reasons for refusing to join the League of Nations.

Students will independently read "America Declares War on Germany, 1917" from the website eyewitness to history.com. (17) This article focuses on President Wilson's concerns that America's character will change and become more brutish once the nation has tasted the flavor of war. He ponders how World War I may change America in the long term. Students will complete a SOAPStone activity sheet as they read. A description of a SOAPStone activity can be found on AP Centrals website. (18) Once students have read the article and completed the SOAPStone, use the activity to lead a class discussion focusing on the impact that war may have on a society. Use chart paper and have students list their viewpoints throughout the class discussion.

Class will end with students voluntarily adding one to three new vocabulary terms from the day's lesson to the class' word wall for the unit. Students will determine the significance for each word and write the significance on the word wall.

## Day Two

### *Purpose*

- 1) Students will explore William Howard Taft's "Creation of a League to Enforce World Peace" in order to compare and contrast it with the intent of President Wilson's "Fourteen Points" and the Charter of the League of Nations. They will attempt to answer the question "Why did Taft and Wilson promote an international body to maintain world peace?"

### *Class Activities*

Students will begin class orally reviewing the materials covered from the previous day's class. They will be given an index card in which they will write one fact, though or question that they have from the previous days class. The teacher will pick a volunteer to read the information off of their index card and explain what they discovered or learned in class the previous day. If they have question, they will look to fellow classmates for answers and responses. The teacher will act as a facilitator to guide the discussion. When the student has finished sharing, she/he will then call on another student to share. This will continue until the teacher feels the previous day's class has thoroughly been reviewed.

After the review, students will be asked to think about the guiding questions "Why did William Howard Taft and Woodrow Wilson promote an international body to maintain world peace?" To help formulate an answer to these questions, students will be asked to complete a graffiti write. (19) Students will be placed in groups of four. The teacher will

hand each group a folder with four documents. The documents are President Wilson's War Message to Congress, April 2, 1917 (20); President Wilson's Fourteen Points; William Howard Taft's "A League to Enforce Peace" (21) and the "Covenant of the League of Nations" (22). Copies of each document can be found online. Each student will choose one of the four documents to read silently to themselves. As they read, they will annotate and highlight key information in their documents. As they read individually, they are to create an "aha" statement. This is a statement that will bring the meaning of the article to light or a statement that helps them to formulate further questions. Each group will be given markers and a large sheet of chart paper. Once the students have completed reading, each member of the group will graffiti write their own "aha" statement on the chart paper. Then each group member will spend around one minute explaining their articles to other members of the group. As each person explains their article, other group members are listening and writing "key words" from the explanations onto the chart paper. Once every group member has had the opportunity to explain their document, then collectively they will choose and circle seven words that are pertinent the main ideas offered in the documents. They will use these seven words to write one to two sentence statement explaining why Taft and Wilson promoted an international body to maintain world peace and why others may have oppose one. They will write their sentences on the chart paper and type them on the class power point show set up by the teacher. Once all of the groups have typed their explanations on the class power point, then the teacher will facilitate a discussion based on the various group's responses to the guiding questions.

Class will end with students voluntarily adding one to three new vocabulary terms from the day's lesson to the class' word wall for the unit. Students will determine the significance for each word and write the significance on the word wall.

### Days Three-Five

#### *Purpose*

- 1) Students will determine why some Americans, such as Henry Cabot Lodge, opposed America's entry into a world peace organization?

#### *Class Activities*

Students will research and hold a debate to answer the following question "Should Americans oppose or support the entry of the United States into a world peace making body, such as the League of Nations?" The teacher will pre-select two groups of five students. Student groups will be determined by mixed ability levels. Each group will be assigned a position to research, using internet sources. They will refer back to the information from the previous day's class to write their positions. Also, they will research and look for supporting evidence for their position. Each group will write a brief essay outlining their positons with at least four pieces and sources of supporting

evidence. The teacher will make copies of the position paper for each member of the group. In the meantime, the remaining students will work together to research both sides of the issue that is to be debated. They will write a minimum of five questions each, to be used by the student moderator during the debate. Teachers may have to model student questions, so that students have a clear understanding of their assignment. They will be required to type their questions and submit them on index cards. Teachers should allow for two class periods to research and write brief position papers, along with debate questions. Once the questions are complete, the class will choose the student moderator from the audience. The moderator will be given the questions to review before the debate. The moderator will choose a minimum of ten student generated questions to be asked during the debate. Teachers should allow at least 60 minutes for a student debate. Classrooms should be arranged with the debate teams facing each other and the audience looking on. The moderator should be in charge of applying the rules of the debate. The rules should be pre-determined by all students in the class during the first class period that students begin working on the debate. Rules may allow for time limits for each team to answer the questions that are asked of them, as well as rules to moderate rebuttals. Audience members may be allowed time to ask questions that arise during the debate. The audience will vote on the winner of the debate and the team that wins will be awarded a certificate or small prize (candy). The prize will be left up to the teacher's discretion. Students should be asked to write a brief response about what they learned from the debate and whether or not the debate impacted their personal stance on the question.

Class will end with students voluntarily adding one to three new vocabulary terms from the day's lesson to the class' word wall for the unit. Students will determine the significance for each word and write the significance on the word wall.

### Days Six-Seven

#### *Purpose*

- 1) Students will identify efforts to reduce armaments and outlaw war during the 1920's, in the United States.
- 2) Students will explain the mission and the effects of the Washington Naval Conference.
- 3) Students will write a position paper supporting or opposing the outlawry of war.

#### *Activities*

The teacher will provide a power point and guided notes to introduce students to the causes and effects of the Washington Naval Conference. This is intended to give students background information regarding the push by key peace groups to reduce the number of naval armaments powerful nations had in stock and support the notion that war

should be outlawed. Introduce the possibility of nations potentially outlawing war by asking students to read one of two primary source documents. Have students choose partners. Give each pair one copy of each document. The documents are based on debates between Senator William E. Borah and Secretary of State Robert Lansing, August-September 1924. The documents can be found online at TeachingAmericanHistory.org. They are entitled “The Outlawry of War: A Debate between Robert Lansing and William E. Borah”. (23)

Have each students read, annotate or “talk to the text”, as they read. Once each partner has completed their reading, give students 4 minutes to explain the point of view from the author of their document. Once the entire class is finished, bring the class back together for a debriefing. Draw a T-chart on the white board. One side represents Senator Borah’s point of view, while the other side represents Secretary Lansing’s point of view. Have students share each author’s point of view regarding the possibility of outlawing war, while giving evidence from the primary source documents that supports their statements. Students should copy the T-charts in their notebooks. Students will use the information they learned to write their own position papers arguing for or against the outlawry of war. Student papers should be two-four pages typed, 12 font, doubled spaced in Times New Roman font. They must write thesis statement that clearly takes a position regarding their stance on outlawing war internationally. They must use evidence from the primary source documents or from their own historical background knowledge.

Class will end with students voluntarily adding one to three new vocabulary terms from the day’s lesson to the class’ word wall for the unit. Students will determine the significance for each word and write the significance on the word wall.

### Days Eight-Nine

#### *Purpose*

- 1) Students will explain the significance of the Kellogg-Briand Pact of 1928.

#### *Activities*

The teacher will provide a power point and guided notes to introduce students to the historical back ground of the Kellogg-Briand Pact of 1928. Students will view the Youtube video clip entitled “27th August: The Kellogg Briand Pact is signed”. (24) Have students to individually read and annotate or ‘talk to the text” the Kellogg-Briand pact of 1928. (25) A copy of the primary source document can be downloaded from the Avalon Project at Yale University web site. Once everyone is finished reading, debrief the class about the purpose of the article. Have students write key information from the document on the white board. Then have students to read and annotate “An Address Delivered over the Columbia Broadcasting System, October 30, 1935” by Secretary of State Frank Kellogg. (26) This document can also be found from the Avalon Project at

Yale University web site. Once everyone has finished reading, ask the students to research, online, the events surrounding the reasons for Secretary Kellogg's address in 1935. What was occurring in Europe during this time period, even more specifically in Italy? What was America's policy regarding American/European relations in 1935? What was Kellogg's argument in the text of the message? Ask students to use their historical knowledge and the knowledge they gained from the Kellogg-Briand pact, along with Kellogg's Address in 1935 to write a one page essay predicting whether or not the Kellogg-Briand Pact will have the ability to curtail Italian aggression in 1935. Have them support their hypothesis with significant historical factual information. Ask students to share their responses in class.

Class will end with students voluntarily adding one to three new vocabulary terms from the day's lesson to the class' word wall for the unit. Students will determine the significance for each word and write the significance on the word wall

### Days Ten-Twelve

#### *Purpose*

- 1) Students will ask and answer the questions "What is a peace movement?" and "What are different types of peace movements?"

#### *Activities*

Break students into four random groups by numbering them off 1-4. Give each group a laptop/ computer. Assign each group to watch one of the following Ted Talks Videos:

Scilla Elworthy- "Fighting with Non-Violence" (27)

Jody Williams- "A Realistic Version of World Peace" (28)

Zak Ebrahim- "I Am A Son of A Terrorist. Here's How I Chose Peace" (29)

eL Seed- "Street Art With A Message of Hope and Peace"(30)

Have students take notes on their Ted Talk video. After the video, have students spend about five minutes discussing their videos with their groups. Then have each group choose a "teacher". The "teacher" will rotate to the other three groups and spend around three minute speed teaching the other groups about the videos they viewed. The groups can also share their videos with the "teachers".

Have students return to their desk. Students will be given paper and markers/coloring pencils. They will be asked to draw a definition of peace to explain what peace means to them. This can take about 30 minutes in class. Ask the students to share their visions with other students. Use the student's drawings to create a collage of "Peace" on a classroom wall.

Teachers will introduce students to the 1920's peace efforts and strategies through lecture and guided notes. The lecture should be based on the information gathered through Charles de Benedetti's "Alternative Strategies in the American Peace Movement in the 1920's". (31) During the lecture, students should be introduced to Benedetti's three models of peace movements in the 1920's including the legalist model, the reformist model and the functionalist model. Once students have completed the notes, ask them to think about peace movements that have occurred throughout different periods in American history. Have the students give examples of peace movements and list them on the whiteboard. They may suggest the Vietnam War peace movement, the Anti-Imperialist League during the Spanish American War, the isolationists of the 1930's or even the Copperheads of the Civil War. Discuss the goals of these movements and why their members opposed war.

In order to assess student knowledge of 1920's peace movements, students will create videos detailing what they have learned. Teachers will now break students into pre-determined groups of four. Groups are determined based on mixed-ability levels. Each group will be asked to select another peace movement in American history. They will create a 5-7 minute video to compare and contrast the American peace movement of the 1920's with an American peace movement during another period. Students may use video programs such as WeVideo, Moviemaker or Imovie. Students will use the internet and data bases to research 1920's American peace movements and their chosen movement. Their videos must contain a minimum of seven images, sound (voice or music) and a works cited list. Students must include the historical background that led to the rise of both the 1920's peace movement and their chosen movement. They must also include reasons for the evolution of each movement and the methods each movement used to obtain peace. Students must identify which of Benedetti's models each peace movement used in their efforts to achieve their goals. Students should compare their chosen peace movement to the movement of the 1920's. Lastly, students should note the lasting impact that each peace movement had on America either, socially, politically or economically.

Videos will be assessed as a formal grade, so the product is equivalent to a test grade. This is important, especially for students who do not normally perform well on written tests. This is another avenue to assess student knowledge and allow the student to create a product that will help their formal/tests grade average. Teachers may use [rubistar.4teachers.org](http://rubistar.4teachers.org) to create rubrics to grade student products. (32) Teachers may adjust the time allotted in class and/or out of class to work on this project, based on their own individual pacing. Teachers will need to allow for one class period to view videos. As students view videos, have them create a positive/negative T-chart to record positive attributes of each video, along with constructive criticisms of each video, to share with classmates. It is essential that teacher sets the tone of viewing day by defining what is considered a "constructive criticism" in class, in order that no one will be offended. This



is great practice for building public speaking skills and preparation the Charlotte-Mecklenburg Schools Senior Project presentations.

## **Appendix 1 - Implementing Teaching Standards**

North Carolina has adopted Essential Standards for American History II. The standards listed below are the ones that align with the goals of this curriculum unit.

### **AH2.H.4.1**

Standard AH2.H.4.1 asks students to be able to analyze political conflicts that have impacted the United States since Reconstruction. Students will examine Wilson's efforts to gain American membership into the League of Nations and discover why some Americans opposed membership in the League of Nations. Students will debate the reasons for and against the United States entry into the League of Nations after WWI. This curriculum unit will specifically analyze the efforts of peace organizations in 1920's America to influence the creation of laws that limit the use of war to resolve international conflict, even as the American Department of War sought to maintain chemical weaponry and levels of armaments needed for war after WWI.

### **AH2.H.4.3**

Standard AH2.H.4.3 asks students to analyze social movements that have impacted the United States since Reconstruction. Students will examine the functionalists, legalist and functionalist models of grassroots movements in maintaining long term American peace after WWII. They will compare and contrast the efforts of 1920's American peace movements and activists to the efforts of peace movements from other periods of American history.

### **AH2.H.6.1**

Standard AH2.H.6.1 asks students to explain how national political interest have set United States foreign policy since Reconstruction. This unit will requires students to investigate the historical background of the outlawing of war and the American discussion regarding the outlawry of war during the 1920's. It will specifically examine America's role in the Washington naval Conference and the creation of the Kellogg-Briand Pact. Students will be asked to assess the effectiveness of the pact on America's relationship with the world, long term.

### **AH2.H.7.1**

Standard AH2.H.7.1 asks students to explain the impact of wars on United States politics since Reconstruction. Students will examine Presidents Wilson's fears for America as the country enters World War I. They will also develop an understanding of why Wilson felt a League of Nations was necessary to resolve international conflicts.

### **AH2.H.7.3**

Standard AH2.H.7.3 asks students to explain the impact of wars on United States society and culture since Reconstruction. Students will examine the impact of American peace efforts to maintain peace and return to isolationism during the 1920's. Students will also compare the social and cultural impact of peace movements in 1920's America to peace movements during other periods of American History.

## Appendix 2 - Annotated Teacher and Student Resources

"America Declares War on Germany, 1917." *Eyewitness to History*. 2006. Web. 21 June. 2015.

This resource is an eyewitness account by Frank Cobb. It is Cobb's account of his visit with Woodrow Wilson on the evening before Wilson goes before Congress to ask for a formal Declaration of War against Germany. Students can discover Wilson's fears for America on the eve of war.

De Benedetti, Charles. "Alternative Strategies in the American Peace Movement in the 1920's." Web. 25 Jun. 2015.74.

<<https://journals.ku.edu/index.php/amerstud/article/viewFile/2412/2371>>.

This resource explains three models that were used by grassroots peace movements in the 1920's. The models include the reformist, legalists and functionalist models. The article highlights the major peace groups of the 1920's and their efforts to gain a lasting peace.

Libby, Frederick. *To End War: The Story of the National Council for Prevention of War*. Fellowship Publications, 1969. Print.

Libby's book is his first-hand account of efforts by the National Council for the Prevention of War, from his perspective as the organization's President, to garner a lasting peace in the United States during the 1920's. The book discusses various methods that the organization used to promote peace.

"The Outlawry of War: A Debate between Robert Lansing and William E. Borah | Teaching American History." *Teaching American History*. Web. 18 Jun. 2015.

<<http://teachingamericanhistory.org/library/document/the-outlawry-of-war-a-debate-between-robert-lansing-and-william-e-borah-2/>>.

"The Outlawry of War" is a primary source document that chronicles the debate between Secretary of State Lansing and Senator Borah regarding the promotion of ideas to outlaw all types of war. The two men share opposing viewpoints on the issue.

Morse, Ogden. "SOAPSTone: A Strategy for Reading and Writing." *AP Central*. Web. 1 Nov. 2015.

<[http://apcentral.collegeboard.com/apc/public/preap/teachers\\_corner/45200.html](http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html)>.

This article explains in detail the steps for the SOAPStone literacy strategy. This is a useful strategy for teachers who are helping students to interpret complex text and documents.

"Wilson's War Message to Congress." - *World War I Document Archive*. Web. 15 Aug. 2015. <[http://wwi.lib.byu.edu/index.php/Wilson's\\_War\\_Message\\_to\\_Congress](http://wwi.lib.byu.edu/index.php/Wilson's_War_Message_to_Congress)>.

This primary source document outlines the reasons for the United States entry into World War I in April 1917.

Taft, William. "The Proposal for a League to Enforce Peace: Affirmative." Faculty Scholarship Series. Paper 3939, 1916. Web. 10 Nov. 2015. <[http://digitalcommons.law.yale.edu/cgi/viewcontent.cgi?article=4944&context=fss\\_papers](http://digitalcommons.law.yale.edu/cgi/viewcontent.cgi?article=4944&context=fss_papers)>.

This is a primary source document written by former President William Howard Taft, in the year prior to America's entry into World War I. In this document, Taft calls for the creation of a world body that will allow nations in conflict to use diplomacy and resolve international issues before going to war. This was written while Europe was in the midst of WWI.

"Avalon Project - The Covenant of the League of Nations." *Avalon Project - The Covenant of the League of Nations*. Web. 29 Sep. 2015.

This primary source document is the charter for the creation of the League of Nations in order to establish an international body to resolve world disputes. It describes the organization's purpose and powers.

"27th August: The Kellogg Briand Pact Is Signed." *YouTube*. YouTube. Web. 13, Oct. 2015. <<https://www.youtube.com/watch?v=8-DBPWY7hlc>>.

This video clip explains basic historical information of the Kellogg Briand Pact.

"The Avalon Project: Kellogg-Briand Pact 1928." *The Avalon Project: Kellogg-Briand Pact 1928*. Web. 29 Sep. 2015.

This is a primary source document that was signed by multiple nations in 1928 to outlaw war. It was deemed a success by peace activists, but it lacked real enforcement powers to stop aggressor nations. It ultimately fails when the Japanese cannot be prevented from invading Manchuria, China in the 1930's.

Kellogg, Frank. "The Avalon Project : The Pact of Paris and the Relationship of the United States to the World Community." *The Avalon Project : The Pact of Paris and the Relationship of the United States to the World Community*. 30 Oct. 1935. Web. 29 Sep. 2015.

This primary source document is a speech delivered by Frank Kellogg in 1935 to address on- going aggressive imperialism by European nations, such as Italy, in 1935. Kellogg reminds Americans to believe in the Kellogg Briand Pact and encourage European nations to develop method to stop growing antagonism in Europe. This is especially significant since most Americans supported isolationism as a foreign policy in 1935.

Scilla, Elworthy. "Fighting with Nonviolence." *TedTalks.com*. 1 Apr. 2012. Web. 1 Nov. 2015.

Elworthy's *Ted Talk* focuses on modern day visions of peace and how one must look inside themselves to determine where peace movements begin. This clip is useful for students who are striving to develop their own definition of what the word "peace" means in their day to day world.

Williams, Jody. "A Realistic Vision for World Peace." *Ted Talks*. 1 Dec. 2010. Web. 1 Nov. 2015.

William's *Ted Talk* focuses on efforts and successes of modern day peace activists. This clip is useful for students who are striving to develop their own definition of what the word "peace" means in their day to day world.

Ebrahim, Zak. "I Am the Son of a Terrorist. Here's How I Chose Peace." *Ted Talks*. 1 Mar. 2014. Web. 1 Nov. 2015.

Ebrahim's *Ted Talk* details his story and he transitions from being the son of a terrorist to a promoter of peace. This clip is useful for students who are striving to develop their own definition of what the word "peace" means in their day to day world.

Seed, EL. "Street Art with a Message of Hope and Peace." *Ted Talks*. 1 Mar. 2015. Web. 1 Nov. 2015.

Seed's *Ted Talk* chronicles the peaceful meanings of his artistic works in public places throughout the Arab world. This clip is useful for students who are striving to develop their own definition of what the word "peace" means in their day to day world.

RubiStar Home." *RubiStar Home*. Web. 4 Nov. 2015.

RubiStar is a well-established rubric generator that helps teachers generate quality rubrics in a timely manner. It is user friendly.

## End Notes

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