AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONAL

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2, INTRODUCING THIS ATM
will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3, PREPARATION FOR VIEWING
provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4, AFTER VIEWING THE PROGRAM
provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

Critical Thinking

Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World

These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

TEST

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
Winds of Change (1912-1916)

THEMES

The social studies theme change and the interaction of people with the environment is presented in the discussion of the industrialization of the United States and the social changes that it caused. The theme of conflict and resolution is exemplified in the attack of the Lusitania and the assassination of Archduke Ferdinand.

OVERVIEW

The years from 1912-1916 were times of expansion and hope in the United States. Everyone was anxious to taste the good life. America’s farm economy was changing to an industrial economy and people were flocking to the United States. Immigrants formed the majority on the first and only trip on the Titanic.

While America enjoyed industrial growth and increasing world significance, Kaiser Wilhelm was declaring war on his cousin, Tsar Nicholas who was in turn, forced into battle by another cousin, George V. The final act triggering WWI was the assassination of the Archduke Francis Ferdinand of Austria.

America resisted direct participation in the war until the sinking of the Lusitania, a British ship carrying American arms and more than 100 American citizens, impelled the United States into a more active role.

While the winds of war blew over Europe, the United States was working and playing with equal zeal. This was the period of Sarah Burnhardt, Will Rogers, Charlie Chaplin, Buster Keaton, Fatty Arbuckle, of gambling and steeplechases, tourism, racecars, and rodeos.

OBJECTIVES

- To understand the trends in the U.S. during the time immediately before the entry of the United States into World War I
- To describe industrial and economic growth during this period
- To identify American and world leaders at this time
- To analyze the role of the United States in world events during the period that includes the beginning of the war
- To name major historical events of the period.
Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.
INTRODUCTION TO THE PROGRAM

Explain to students that life in America and Europe was quite different at this time. The United States was in the bloom of industrialization and prosperity and Europe was in the midst of war. This program will detail events on both sides of the Atlantic to offer a view into political, social and economic affairs as the world was going to war.

INTRODUCTION TO VOCABULARY

To prepare students for viewing Winds of Change (1912-1916), present the following words for review: Byzantine, divine right, human rights, isolationism, munitions, prosaic, satire, slapstick, Tommies, and U-boat. Have students offer definitions and write them on the chalkboard. Explain that the definitions of these words will be provided in the program through context clues, example or explanation.

DISCUSSION IDEAS

You may wish to ask students one or more of these questions to initiate a discussion.
When did WWI take place? What events led to the war? Who was Teddy Roosevelt? Woodrow Wilson? Will Rogers?

FOCUS

As students view this program, ask them to think about the contrasting events, conditions, and attitudes between European countries and the United States.
JUMP RIGHT IN

HOW TO USE THE WINDS OF CHANGE (1912-1916) AIMS TEACHING MODULE

Preparation

- Read Winds of Change (1912-1916) Themes, Overview, and Objectives to become familiar with program content and expectations.

- Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing WINDS OF CHANGE (1912-1916)

- Set up viewing monitor so that all students have a clear view.

- Depending on your classroom size and learning range, you may choose to have students view Winds of Change (1912-1916) together or in small groups.

- Some students may benefit from viewing the video more than one time.

After Viewing WINDS OF CHANGE (1912-1916)

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.

- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.

- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.

- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.

- Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.
SUGGESTED ACTIVITIES

Connection to Literature and Drama
The 1930 Academy Award winning film, All Quiet on the Western Front, an adaptation of the novel by Erich Maria Remarque, tells the story of seven German schoolmates who volunteer for the Kaiser’s army, and fight in the trenches of the war. Have students view the video, and then lead a discussion of how attitudes about war changed for each young man.

Connection to Poetry
Shortly before WWI, so-called new poets began to emerge—among them Robert Frost, Carl Sandburg, Vachel Lindsey and Edgar Lee Masters who wrote with zeal to win the hearts of all Americans about its great land. Encourage students to obtain an anthology from this period and select on of the poet’s works to read and reflect upon the message about America.

Connection to Science
Have students research the development of the U-boat: its dimensions, speed, capabilities both above and under water, the type of weaponry it used, and so on. You may wish to have students present their findings in an annotated illustration.

Connection to Mathematics
Have students use the statistics provided in the program about wages and the cost of a to calculate one or more of the following solutions: how long an autoworker would need to work to buy one his products; how many cars could be produced in a day, (in an eight hour day) a week, and a year; how much gross income could be generated by Ford in a day, a week, and year based on the price of each car produced.

Connection to Geography
Congress established the National Park Service in 1916 as a bureau of the Department of the Interior to administer the increasing number of National Parks and National Monuments. Have students use a map of the United States and locate and identify the National Parks that were in existence by 1916.

Critical Thinking
Ask student to think about the impact that technology had upon the war. Lead a discussion where students consider whether technology prolonged or shortened the war, and how it contributed to the loss and injury of soldiers and civilians. Hands On
Assign students into two groups, one to further research the details of the sinking of the Titanic, and other group, the sinking of the Lusitania. Brainstorm with the class categories or topics each group will research. Have students report their findings in chart form to present to the class. Lead a discussion to compare and contrast the two tragedies. 60 minutes
Writing
Replay the silent film excerpts of Charlie Chaplin and Fatty Arbuckle from the program. Have students select one of the excerpts and write their reaction to it by discussing style, content, humor, characters, audience appeal, music, and so on.

In the Newsroom
The period between 1912 and 1916 was filled with historic events and people. Assign students into small groups. Have each group select a person or event that they would like to further research and write about. Allow the groups to write either a news or feature story. Review with the characteristics of each type of story with the class before they begin to write. You may wish to collect the stories and create a class newspaper with them.

Extended Activity
Assign students into small groups, and have each group decide on a simple product to "manufacture." This product may be one of their own creation or an existing one. Have students analyze the steps necessary to create their product and then set up an assembly line to produce it. You may wish to have each group demonstrate their assemble line production for the class. Lead students through observation and discussion, to an understanding of the factors that contribute to the successful and efficient manufacture of products on an assembly line and its impact on the workers.

Link to the World
Invite a representative from the local historical society, museum, or library archives to discuss life in your town during the same period discussed in the program. You may wish to have the guest explain how students might research historical information, or offer suggestions of historical places to visit, books to read, or videos to view.

Culminating Activity
Create a display or collage of industrial, political, and cultural event, people and trends from this period. Assign students into small groups, each with a special topic to research. This display should include both information and images from this program and additional material that students have found. 60 minutes
CHECKING COMPREHENSION

Answer the questions below with the correct word or phrase. Write your answer in the space provided.

1. The ship that was a symbol of this age of optimism was the __________________________.

2. Teddy Roosevelt returned to politics as presidential candidate for the __________________________ party.

3. The Bessemer Converter was used in the __________________________ industry.

4. Individual industrial output was greatly increased with the use of the __________________________.

5. Name the man who was known as America’s "shirtsleeve" philosopher. __________________________

6. Describe the event that led to the declaration of the First World War. __________________________

7. The machine-gun, airplane, U-boat and __________________________ became the new weapons of warfare.

8. Name the British passenger ship that was attacked by the Germans. __________________________

9. Buster Keaton, Fatty Arbuckle, Sarah Burnhardt and __________________________ were popular silent movie stars of this period.

10. The "pillars of civilization" were Germany, Austria-Hungary, Russia, England and __________________________.
VOCABULARY

The following words are taken from Winds of Change (1912-1916). Write the vocabulary word next to its definition in the space provided. Use a dictionary, if necessary, to help you.

Byzantine           divine right            human rights               munitions             U-boat
prosaic                satire                    slapstick                   Tommies

1. the basic rights and freedoms to which _________________________
all human beings are entitled, often held to include the
right to life and liberty, freedom of thought and expression,
and equality before the law

2. matter-of-fact; straightforward; dull _________________________

3. a boisterous form of comedy marked by chases, collisions, and crude practical jokes

4. irony, sarcasm, or caustic wit used to attack _________________________
or expose folly, vice, or stupidity

5. the doctrine that monarchs derive their right to _________________________
rule directly from God and are accountable only to God

6. characterized by intrigue; intricate or devious _________________________

7. a submarine of the German navy; short for Unterseeboot: _________________________
unter, under and see, sea

8. war material, especially weapons and ammunition _________________________

9. a British soldier _________________________
### WHO’S WHO

Match the person, accomplishment, or role in Column A to the correct name in Column B by drawing a line to it.

<table>
<thead>
<tr>
<th>He was America’s &quot;shirtsleeve&quot; philosopher.</th>
<th>Buster Keaton</th>
</tr>
</thead>
<tbody>
<tr>
<td>He was a firm believer in the divine right of kings.</td>
<td>Kaiser Wilhelm</td>
</tr>
<tr>
<td>He was a great advocate of the outdoors and preserving the land.</td>
<td>Woodrow Wilson</td>
</tr>
<tr>
<td>He instituted the assembly line.</td>
<td>George V</td>
</tr>
<tr>
<td>This British comic was known as the &quot;little tramp.&quot;</td>
<td>Charlie Chaplin</td>
</tr>
<tr>
<td>He was the czar of Russia at this time.</td>
<td>Will Rogers</td>
</tr>
<tr>
<td>He was the King of England at the outbreak of WWI</td>
<td>Teddy Roosevelt</td>
</tr>
<tr>
<td>He was an American silent film star.</td>
<td>Nicholas</td>
</tr>
<tr>
<td>A Serb rebel assassinated him.</td>
<td>Henry Ford</td>
</tr>
<tr>
<td>He ran for president against Teddy Roosevelt.</td>
<td>Archduke Ferdinand</td>
</tr>
</tbody>
</table>
KEY EVENTS

Several key events presented in Winds of Change are listed below. Based on information from the program and other resources, briefly explain why these events were important.

1. The passenger ship, the Lusitania was sunk in 1915.

___________________________________________________________________________________
___________________________________________________________________________________

2. Woodrow Wilson defeated Teddy Roosevelt in the presidential election in 1912.

___________________________________________________________________________________
___________________________________________________________________________________

3. The Archduke Ferdinand of Austria was assassinated in 1914 in Sarajevo.

___________________________________________________________________________________
___________________________________________________________________________________

4. Henry Ford installed the assembly line in his auto factories.

___________________________________________________________________________________
___________________________________________________________________________________

5. Americans began to have more money and leisure time.

___________________________________________________________________________________
___________________________________________________________________________________
THE ILL-FATED SHIPS AT SEA

Read the following excerpts from Winds of Change and fill in the blanks with the correct word or phrase. Use the Word Bank below to help complete the sentences. You will not use all the words provided on the list, and may use some words more than once.

In an age of boundless ___________, the symbol of the brave new age, the ___________ Titanic prepared to sail in the spring of 1912, on her ___________ voyage…The Titanic was billed as the biggest, fastest and ___________ ship afloat… She loaded in Liverpool harbor for her voyage to ___________. Twenty-two hundred had booked passage aboard; most of them crowded into ___________ with all their life’s possessions. For them this was to be no “pleasure” cruise, but a pilgrimage of hope— from a world of poverty and privation to one of untold promise. The ___________ class list, however, read like a Who’s Who of the day… Off the Canadian coast, the great ship struck ___________ and fifteen hundred passengers, most of them in ___________ were carried to the bottom.

WORD BANK

maiden last airtight unsinkable steerage safest
cabin optimism safest an iceberg a torpedo most luxurious

The war was nine months old when the British liner, ___________, set sail from ___________ with some two thousand civilians aboard, plus a secret cargo of ___________, destined for delivery to the English forces… Off the Irish coast the ___________ crossed paths with a silent _______ prowler whose orders were to see that ___________ were not delivered. In the end, almost twelve hundred lives were lost and over one hundred of them ___________, a fact that outraged the nation, and despite strong ___________ sentiments, built support for the ___________.

WORD BANK

German American Lusitania Louisana New York City
Liverpool anti-war Allies munitions new troops
isolationist
UNDERSTANDING KEY WORDS

Write a sentence for each pair of words. Your sentences should reflect an understanding of the meaning of the word, and connection between each pair of words in the list below. Underline the key words in your sentence.

Titanic, Lusitania                      Kaiser Wilhelm, King George V
Buster Keaton, Fatty Arbuckle          Teddy Roosevelt, Bull Moose Party
tank, machine gun                      human rights, Woodrow Wilson
assembly line, Henry Ford

1._________________________________________________________________________________
2._________________________________________________________________________________
3._________________________________________________________________________________
4. _________________________________________________________________________________
5._________________________________________________________________________________
6. _________________________________________________________________________________
7. _________________________________________________________________________________
MAKING INFERENCES

Read the paragraphs below from Winds of Change, and the statements that follow. Mark T if the statement can be inferred to be true from the information in the paragraph. Mark F is the statement can be inferred to be false; N if no inference can be made.

Wary of the world’s problems, the American people flocked to the pleasure spas and at hot spots like Coney Island. It was easy to stay amused. In that fragile summer of 1915, as the bombs were falling in Europe, Americans celebrated the good things in life – racing into a future that still wore a golden lining.

The winter of 1915. It was a good time for childhood; a good time to be young, in a nation that was still young in spirit. While storm clouds massed on the horizon, the band back home, played on, and a people unused to prosperity began to explore its many rewards.

_____ 1. There was a war in Europe at the time.

_____ 2. Americans were optimistic about the future.

_____ 3. Americans were not interested and did not care about what was happening in Europe.

_____ 4. The United States was a poor, developing country at this time.

_____ 5. Americans were not fully aware of the difficulties that would be ahead for them.
TEST

Read the following questions. Circle the letter of word or phrase that correctly completes the statement.

1. This boat attacked and sunk by a German submarine.
   a. the Titanic  b. the Lusitania  c. Old Ironsides  d. the QE II  e. none of the above

2. This man was NOT an entertainer during this period.

3. Woodrow Wilson ran for the presidency in 1916 as a candidate for the
   a. Republican Party  b. the Bull Moose Party  c. the Democratic Party
   d. Progressive Party  e. none of the above

4. America at this time in history was
   a. full of optimism  b. becoming industrialized
   c. sought escape from the troubles of the world  d. a and c  e. a, b, and c

5. Two growing industries of this period were
   a. logging and mining  b. steel and auto  c. aviation and shipping
   d. farming and logging  e. cattle ranching and railroads

6. The cost of a Model T in 1903 was
   a. $5,000  b. $2,000  c. $1,000  d. $500  e. $300

7. The event that sparked WW I was
   a. the sinking of the Titanic  b. the use of the U-boat
   c. the assassination of Archduke Ferdinand  d. the invasion of France and Belgium by Germany
e. none of the above

8. This man was NOT a world leader at this time.
   e. Franklin Roosevelt

9. World War I began in
   a. 1912  b. 1917  c. 1914  d. 1916  e. 1915
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

9754-EN-VID-JE3: “Clouds of War”
9751-EN-VID-JE3: “New Beginnings”
9761-EN-VID-JE3: “The Tarnished Dream”
ANSWER KEY for page 17

CHECKING COMPREHENSION

Answer the questions below with the correct word or phrase. Write your answer in the space provided.

1. The ship that was a symbol of this age of optimism was the ____________Titanic____________.
2. Teddy Roosevelt returned to politics as presidential candidate for the ________Bull Moose______ party.
3. The Bessemer Converter was used in the ____________steel____________ industry.
4. Individual industrial output was greatly increased with the use of the ______assembly lines______.
5. Name the man who was known as America's "shirtsleeve" philosopher. Will Rogers
6. Describe the event that led to the declaration of the First World War. The heir to Austro-Hungarian throne, Archduke, Francis Ferdinand, was assassinated.
7. The machine-gun, airplane, U-boat and ____________tank__________ became the new weapons of warfare.
8. Name the British passenger ship that was attacked by the Germans. __The Lusitania____
9. Buster Keaton, Fatty Arbuckle, Sarah Burnhardt and __Charlie Chaplin__________ were popular silent movie stars of this period.
10. The "pillars of civilization" were Germany, Austria-Hungary, Russia, England and ____________France____________.
ANSWER KEY for page 18

VOCABULARY

The following words are taken from Winds of Change (1912-1916). Write the vocabulary word next to its definition in the space provided. Use a dictionary, if necessary, to help you.

Byzantine          divine right           human rights        munitions
prosaic             satire                slapstick            Tommies              U-boat

1. the basic rights and freedoms to which
all human beings are entitled, often held to include the
right to life and liberty, freedom of thought and expression,
and equality before the law

human rights

2. matter-of-fact; straightforward; dull

prosaic

3. a boisterous form of comedy marked by chases,
collisions, and crude practical jokes

slapstick

4. irony, sarcasm, or caustic wit used to attack
or expose folly, vice, or stupidity

satire

5. the doctrine that monarchs derive their right to
rule directly from God and are accountable only to God

divine right

Byzantine

6. characterized by intrigue; intricate or devious

U-Boat

7. a submarine of the German navy; short for Unterseeboot:
unter, under and see, sea

munitions

Tommies

8. war material, especially weapons and ammunition

9. a British soldier
WHO’S WHO

Match the person, accomplishment, or role in Column A to the correct name in Column B by drawing a line to it.

Answers are in boldface.

He was America’s "shirtsleeve" philosopher.  
Will Rogers

He was a firm believer in the divine right of kings.  
Kaiser Wilhelm

He was a great advocate of the outdoors and preserving the land.  
Teddy Roosevelt

He instituted the assembly line.  
Henry Ford

This British comic was known as the "little tramp."  
Charlie Chaplin

He was the czar of Russia at this time.  
Nicholas

He was the King of England at the outbreak of WWI  
George V

He was an American silent film star.  
Buster Keaton

A Serb rebel assassinated him.  
Archduke Ferdinand

He ran for president against Teddy Roosevelt.  
Woodrow Wilson
KEY EVENTS

Several key events presented in Winds of Change are listed below. Based on information from the program and other resources, briefly explain why these events were important.

1. The passenger ship, the Lusitania was sunk in 1915. ANSWER: The attack of this passenger ship by the Germans and the death of hundreds of Americans helped to build support for the Allies. The United States, however, did not enter the war until 1917.

2. Woodrow Wilson defeated Teddy Roosevelt in the presidential election in 1912. ANSWER: Wilson led the country in a period of isolationism and kept the United States out of WWI for several years.

3. The Archduke Ferdinand of Austria was assassinated in 1914 in Sarajevo. ANSWER: This event led the Germans to join Austria in a retaliatory attack of the Serbs. The Russians joined the Serbs in defense of the attack. The English sided with France and Belgium, which were also under attack by the Germans. World War I had begun.

4. Henry Ford installed the assembly line in his auto factories. ANSWER: Cars could be manufactured more quickly and inexpensively. The demand for cars fueled the growth of the steel industry, which also provided many good jobs.

5. Americans began to have more money and leisure time. ANSWER: People began to celebrate the good things in life: they attended movies, amusement parks, and developed a greater appreciation of nature and the out-of-doors. They worked hard at avoiding the chaos and conflict in Europe.
THE ILL-FATED SHIPS AT SEA

Read the following excerpts from Winds of Change and fill in the blanks with the correct word or phrase. Use the Word Bank below to help complete the sentences. You will not use all the words provided on the list, and may use some words more than once. Answers appear in bold.

In an age of boundless optimism, the symbol of the brave new age, the unsinkable Titanic prepared to sail in the spring of 1912, on her maiden voyage…The Titanic was billed as the biggest, fastest and safest ship afloat… She loaded in Liverpool harbor for her voyage to New York City. Twenty-two hundred had booked passage aboard; most of them crowded into steerage with all of their life’s possessions. For them this was to be no “pleasure” cruise, but a pilgrimage of hope- from a world of poverty and privation to one of untold promise. The cabin class list, however, read like a Who’s Who of the day…Off the Canadian coast, the great ship struck an iceberg and fifteen hundred passengers, most of them in steerage, were carried to the bottom.

WORD BANK

maiden      last    airtight   unsinkable  steerage   safest
            cabin   optimism   safest   an iceberg   a torpedo     most luxurious

The war was nine months old when the British liner, Lusitania, set sail from New York City with some two thousand civilians aboard, plus a secret cargo of munitions, destined for delivery to the English forces… Off the Irish coast the Lusitania crossed paths with a silent German prowler whose orders were to see that munitions were not delivered. In the end, almost twelve hundred lives were lost and over one hundred of them American, a fact that outraged the nation, and despite strong isolationist sentiments, built support for the Allies.

WORD BANK

German    American    Lusitania    Louisana    New York City
Liverpool    anti-war    Allies    munitions    new troops
UNDERSTANDING KEY WORDS

Write a sentence for each pair of words. Your sentences should reflect an understanding of the meaning of the word, and connection between each pair of words in the list below. Underline the key words in your sentence.

Titanic, Lusitania  
Kaiser Wilhelm, King George V

Buster Keaton, Fatty Arbuckle  
Teddy Roosevelt, Bull Moose Party

tank, machine gun  
human rights, Woodrow Wilson

assembly line, Henry Ford

1. The Titanic and Lusitania were two English ships that were sunk: one by striking an iceberg, the other by a submarine attack.

2. German Kaiser Wilhelm of Germany and King George V of England were both political leaders at this time.

3. Buster Keaton and Fatty Arbuckle were silent film screen stars during this period.

4. Teddy Roosevelt ran for president the second time as a candidate for the Bull Moose Party.

5. The tank and machine gun were developed and used during World War I.

6. Woodrow Wilson worked hard to advance the cause of human rights in this country and abroad.

7. Henry Ford instituted the assembly line in his factories boosting productivity and lowering the cost of the automobile.
MAKING INFERENCES

Read the paragraphs below from Winds of Change, and the statements that follow. Mark T if the statement can be inferred to be true from the information in the paragraph. Mark F is the statement can be inferred to be false; N if no inference can be made.

Wary of the world’s problems, the American people flocked to the pleasure spas and at hot spots like Coney Island. It was easy to stay amused. In that fragile summer of 1915, as the bombs were falling in Europe, Americans celebrated the good things in life – racing into a future that still wore a golden lining.

The winter of 1915. It was a good time for childhood; a good time to be young, in a nation that was still young in spirit. While storm clouds massed on the horizon, the band back home, played on, and a people unused to prosperity began to explore its many rewards.

1. There was a war in Europe at the time.  

2. Americans were optimistic about the future.

3. Americans were not interested and did not care about what was happening in Europe.

4. The United States was a poor, developing country at this time.

5. Americans were not fully aware of the difficulties that would be ahead for them.
Read the following questions. Circle the letter of word or phrase that correctly completes the statement. Answers appear in bold.

1. This boat attacked and sunk by a German submarine.
   a. the Titanic  b. the Lusitania  c. Old Ironsides  d. the QE II  e. none of the above

2. This man was NOT an entertainer during this period.

3. Woodrow Wilson ran for the presidency in 1916 as a candidate for the
   a. Republican Party  b. the Bull Moose Party  c. the Democratic Party  d. the Progressive Party  e. none of the above

4. America at this time in history was
   a. full of optimism  b. becoming industrialized  c. sought escape from the troubles of the world  d. a and c  e. a, b, and c

5. Two growing industries of this period were
   a. logging and mining  b. steel and auto  c. aviation and shipping  d. farming and logging  e. cattle ranching and railroads

6. The cost of a Model T in 1903 was
   a. $5,000  b. $2,000  c. $1,000  d. $500  e. $300

7. The event that sparked WW I was
   a. the sinking of the Titanic  b. the use of the U-boat  c. the assassination of Archduke Ferdinand  d. the invasion of France and Belgium by Germany  e. none of the above

8. This man was NOT a world leader at this time.

9. World War I began in
   a. 1912  b. 1917  c. 1914  d. 1916  e. 1915