

Teaching American History Grant: Learning Experience 2008-2009
David Sutton: Highland Falls Fort Montgomery Central School District

Topic Title: How Would You Evaluate President Wilson as a Commander-In-Chief?

Date: May 1, 2009

Overview of Learning Experience

The students will learn and review those skills needed by a head of state as a commander in chief during a war; particularly the President of the United States. By analyzing some previously written histories and primary sources, the students will evaluate if President Woodrow Wilson was effective in preparing and executing programs that would insure a successful outcome for the United States during World War I. In the processing, students will reinforce their skills in document analysis and higher level thinking skills. The students may use this process to evaluate other presidents faced with similar situation.

Essential Question

What skills are needed by a head of state to effectively lead her/his country during war?

Performance Objectives

The students will:

- a) describe the American War production effort during World War I
- b) examine the role President Wilson played during World War I
- c) analyze a variety of documents and reports
- d) identify the various functions of the Office of the President
- e) identify leadership qualities in general
- f) identify important leadership traits for a Commander-In-Chief
- g) construct an evaluation of President Wilson' war-time leadership skills
- h) write an essay

Time Allocation

Two to three days are allotted at the end of the chapter covering the United States and World War I. The discussion about leadership and the document analysis may take one to two class periods, depending upon the students and level of activity. The essay is written during the exam.

Vocabulary; Key Terms

Aggrandizement
Covenants
Intrinsic
Reichstag

Assertive
Hamper
Procurement

Brusquely
Intangible
Recurrence

Materials Needed

- A) 3 Class worksheets have been provided to distribute to the class if the instructor feels necessary.
- Class Worksheet 1 provides the students with a baseline of needed leadership skills. This may serve as a reference after students have brain stormed as to which skills they feel are necessary for an effective leader.
 - Class Worksheet 2 is taken from the National Archive and Archive Administration (NARA) website for educators and provides a method on how students may analyze documents.
 - Class Worksheet 3 is a check-off list which assists the students in determining how many of the applicable skills the subject has.
- B) 3 Class Display Sheets have been provided to display using a projector or overhead transparency system with the intent that the students may refer to these visual aids.
- Class Display 1 lists the functions of the U.S. President in general.
 - Class Display 2 focuses on the role of the president as Commander-In-Chief (CIC).
 - Class Display 3 assists the students in structuring their essay. For students with lower level writing skills, this structure may provide them with a framework in which to write their essay. This form may also be distributed as a worksheet and used with Class Worksheet 3 when the students are writing their essay.
- C) There are documents provided including a Liberty Bond poster, two graphs, and 4 selected histories taken from 3 different authors.

The Students

This lesson plan is for 11th Grade students, who are considered on the N Y States Regents Diploma level. The students will have varying levels of skills including English ss Second Language (ESL) students and students with Individual Education Programs (IEPs). Essay writing is a weakness for many of them and so a structured approach with a worksheet and Essay Idea Map is used.

Procedure

1) Students should have prior knowledge of the United States and its entry into World War I. This lesson plan is used as a culminating activity; it is the essay portion of the unit exam for, *The United States Becomes a World Power*. I advise the students in advance that this DBQ will be on the test in order to elicit their full participation.

The Essay Question: How Would You Evaluate President Wilson As A Commander-In-Chief During World War I?

- 2) There are 3 Class Worksheets which with the documents are distributed to the students at the start of the lesson.
- a) Class Worksheet 1 is to familiarize the students with the key important qualities of a leader.

- b) Class Worksheet 2 is briefly discusses and with the NARA analysis sheet, reinforces what students need to consider when examining documents.
 - c) Class Worksheet 3 is used to help the students identify and organize information that should be included in their essay.
- 3) There are 3 Class Display Sheets which can be projected onto a classroom screen by using and overhead projector or some other device, e.g. Smart Board.
- a) Class Display 1 has the students recall and focus on the fact that presidents wear many hats. Commander-In-Chief is just one of the 7 traditional roles played by the president.
 - b) Class Display 2 lists the key qualities of an effective Commander-In-Chief and align to the Class Worksheet 3 that the students have. It is useful to momentarily discuss these qualities so that the students understand for what they are looking.
 - c) Class Display 3 is an idea graphic as to how the students should arrange their materials as they write the essay. I have found this helpful to keep this posted on the wall as they are writing. so that they may clearly arrange their thoughts in a logical order and that they include all aspects of the essay.
- 4) The students are arranged into collaborative learning teams. Each team is assigned all of the documents. Each team has 15 minutes to analyze the documents. After the allotted time, each team is required to report their answers to one or two of the questions. In order to create an atmosphere of accountability, I do not let the teams know which questions they may be called upon to answer. The answers for each question are then discussed with the whole class. Students are recording these answers on the Class Worksheet 3 besides the document pages.
- 5) By the completion of the class, students should have analyzed at least two of the documents, should have answers based on the work of their colleagues to all eight documents, and should have identified on Class Worksheet 3, which leadership traits or lack of traits, President Wilson demonstrated during his administration. The students have also recorded which documents they will cite for each of the leadership traits.
- 6) The actual writing of the essay will take place as part of the examination/assessment process.

Assessment

The students are assessed on two levels.

- 1) Students are given a class work grade based on their initial classroom participation and the analysis of the documents that they did within their groups and, what they reported ot to the class.
- 2) Students are given an essay exam grade for their completed essay. Since the students have done the short answers in collaborative learning teams, I do not have them re-write the short answers. They are only required to answer the essay question, according to the structure provided (Class Display 3) and, the information collected (Class Worksheet 3).

Class Worksheet 1

LEADERSHIP SKILLS¹

A leader with **vision** has a clear, vivid picture of where to go, as well as a firm grasp on what success looks like and how to achieve it. But it's not enough to have a vision; leaders must also share it and act upon it. Jack Welch, former chairman and CEO of General Electric Co., said, "Good business leaders create a vision, articulate the vision, passionately own the vision and relentlessly drive it to completion."

A leader must be able to **communicate** his or her vision in terms that cause followers to buy into it. He or she must communicate clearly and passionately, as passion is contagious.

A good leader must have the **discipline** to work toward his or her vision single-mindedly, as well as to direct his or her actions and those of the team toward the goal. Action is the mark of a leader. A leader does not suffer "analysis paralysis" but is always doing something in pursuit of the vision, inspiring others to do the same.

Integrity is the integration of outward actions and inner values. A person of integrity is the same on the outside and on the inside. Such an individual can be trusted because he or she never veers from inner values, even when it might be expeditious to do so. A leader must have the trust of followers and therefore must display integrity.

Honest dealings, predictable reactions, well-controlled emotions, and an absence of tantrums and harsh outbursts are all signs of integrity. A leader who is centered in integrity will be more approachable by followers.

Dedication means spending whatever time or energy is necessary to accomplish the task at hand. A leader inspires dedication by example, doing whatever it takes to complete the next step toward the vision. By setting an excellent example, leaders can show followers that there are no nine-to-five jobs on the team, only opportunities to achieve something great.

Magnanimity means giving credit where it is due. A magnanimous leader ensures that credit for successes is spread as widely as possible throughout the company. Conversely, a good leader takes personal responsibility for failures. This sort of reverse magnanimity helps other people feel good about themselves and draws the team closer together. To spread the fame and take the blame is a hallmark of effective leadership.

¹ *The Top 10 Leadership Qualities; By David Hakala; <http://www.hrworld.com/features/top-10-leadership-qualities-031908/>*

Leaders with **humility** recognize that they are no better or worse than other members of the team. A humble leader is not self-effacing but rather tries to elevate everyone. Leaders with humility also understand that their status does not make them a god. Mahatma Gandhi is a role model for Indian leaders, and he pursued a “follower-centric” leadership role.

Openness means being able to listen to new ideas, even if they do not conform to the usual way of thinking. Good leaders are able to suspend judgment while listening to others’ ideas, as well as accept new ways of doing things that someone else thought of. Openness builds mutual respect and trust between leaders and followers, and it also keeps the team well supplied with new ideas that can further its vision.

Creativity is the ability to think differently, to get outside of the box that constrains solutions. Creativity gives leaders the ability to see things that others have not seen and thus lead followers in new directions. The most important question that a leader can ask is, “What if ... ?” Possibly the worst thing a leader can say is, “I know this is a dumb question ... ”

Fairness means dealing with others consistently and justly. A leader must check all the facts and hear everyone out before passing judgment. He or she must avoid leaping to conclusions based on incomplete evidence. When people feel they that are being treated fairly, they reward a leader with loyalty and dedication.

Assertiveness is not the same as aggressiveness. Rather, it is the ability to clearly state what one expects so that there will be no misunderstandings. A leader must be assertive to get the desired results. Along with assertiveness comes the responsibility to clearly understand what followers expect from their leader.

Many leaders have difficulty striking the right amount of assertiveness, according to a study in the February 2007 issue of the *Journal of Personality and Social Psychology*, published by the APA (American Psychological Association). It seems that being under assertive or overassertive may be the most common weakness among aspiring leaders.

A **sense of humor** is vital to relieve tension and boredom, as well as to defuse hostility. Effective leaders know how to use humor to energize followers. Humor is a form of power that provides some control over the work environment. And simply put, humor fosters good camaraderie.

Intrinsic traits such as intelligence, good looks, height and so on are not necessary to become a leader. Anyone can cultivate the proper leadership traits.

Class Worksheet #2

Analysis of Documents

When reading the documents, you are searching for two main sources of information; What is the information being presented and what is the author's bias? In the case of many documents, the author is the same, so you would expect that they are speaking honestly. If it is an eyewitness account or a newspaper editorial, book, etc., the author could be writing from their own Point Of View, (POV.) You must be able to discern this POV in order to interpret the data completely without bias or exaggeration. The National Archives and Records Administration, (NARA) have created such a tool for your use. The NARA worksheet is attached; Appendix A.

Class Worksheet #3

Leadership Traits of President Woodrow Wilson As Commander- In- Chief

Purpose: We have examined several documents to determine the leadership skill os President Woodrow Wilson. Using the column of the left as your list of leadership traits, identify which documents indicate that President Wilson may have had, or did not have.

Trait	Had/Had Not	Document and your Interpretation
Creates National Vision		
Communication of Goals Arouse Public Support		
Having Clear Military Objectives		
Staffing of Key People		
Providing Necessary Military Supplies		

Trait	Had/Had Not	Document and your Interpretation
Managing Key Personnel: Permits specialists to operate or does the president attempt to do all by herself/himself		
Maintaining Control Keeping to Plans: Insures that the nation is not deflected, stays on course		
Problem Resolution: If problems occur does the president find solutions when others cannot		
Fairness Gives Praise Encourages important leaders		

7 FUNCTIONS OF THE U.S. PRESIDENT

- 1) Administrator of Departments/Enforcer**
- 2) Symbolic Head of State**
- 3) Leader of Foreign Policy**
- 4) Personnel Manager; Appoints Judges, Cabinet Members, Ambassadors**
- 5) Legislative leader**
- 6) Leader of Political Party**
- 7) Commander-In-Chief**

FUNCTIONS OF THE U.S. PRESIDENT AS COMMANDER-IN-CHIEF

- 1) Creates Vision for the Nation**
- 2) Communication of Goals Arouse Public support**
- 3) Having Clear Military Objectives**
- 4) Staffing of Key People**
- 5) Providing Necessary Military Supplies**
- 6) Maintaining Control; Keeping to Plans; Insures that the nation is not deflected, stays on course**
- 7) Problem Resolution: If problems occur does the President find solutions when others cannot**
- 8) Fairness; Gives Praise; Encourages important leaders**

Class Display Sheet #3

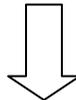
Essay Idea Map

Question: How would you rate President Wilson as a Commander-In-Chief during World War I?

Main statement: Opening Paragraph
President Wilson was a _____ Commander-In-Chief during
World War I.



Second Paragraph
How many functions does the Office of the President have?
List them! Refer to Class Display #1



Third Paragraph
Some important traits of an effective Commander-In-Chief are:
You describe these traits. Give examples.
Refer to Class Display #2



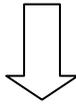
Fourth Paragraph
President Wilson had As is seen in Document
#___



You would describe another trait that President Wilson may have and cite the document(s) that support your statement. For each different trait, you would have a separate paragraph, with its supporting document.



The Negative Comments
President Wilson lacked this characteristic as can be seen in document #
_____. For each trait that you think President Wilson lacked, you would write a separate paragraph citing the documents that support your opinion.



Summary or Concluding Paragraph

In this paragraph, you briefly restate what you have written in your previous paragraphs but, without the supporting detail, e.g. President Wilson had all of these traits; President Wilson lacked all of these traits therefore, President Wilson was a _____ Commander -In-Chief.

Document 1

“Failure of the American plane program, like the ship program, became a tragedy because of its immense consumption of materials and labor. One has, however, the haunting feeling that even if the planes had become available the U.S. Army and the Allies might not have used them to much avail. Procurement of powder for the Army marked another example of how industrial mobilization did not go smoothly in 1917-18, although the reasons for trouble were somewhat different than in the case of the plane program. At the beginning of American participation in the war the Army placed no extra orders on the American powder industry, for it did not anticipate sending a large body of troops to Europe. The principal powder manufacturer in the United States, E.I. DuPont de Nemours and Company, was busy anyway with Allied orders, which had booked DuPont’s entire production until September 15, 1917. Not until October did the Army realize its possible powder needs. Nor did DuPont itself sense them, for the same reason as the Army.”

Taken from; Woodrow Wilson and World War I: Robert H. Ferrell; Harper & Row, NY, 1985

1) What type of document is this?

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2) Who is the author and do you think he may have a POV that could affect the truth of his writing? Explain why!

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3) What are the key points of this article?

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4) Which C.I.C. traits may or may not be visible in the article?

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Document 2



Original design for "Liberty Bound or Liberty Bond? U Can Change It"
By James Hart, ca. 1917-18 Ink over pencil on paper 26" x 16 1/2"

National Archives and Records Administration, Still Picture Branch, Records of the Bureau of Public Debt

5) What type of document is this?

6) What is the message or purpose of this document?

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7) Who would have been responsible for the implementation of this program?

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Document 3

"Gentlemen of the Congress...

It will be our wish and purpose that the processes of peace, when they are begun, shall be absolutely open and that they shall involve and permit henceforth no secret understandings of any kind. The day of conquest and aggrandizement is gone by; so is also the day of secret covenants entered into in the interest of particular governments and likely at some unlooked-for moment to upset the peace of the world.

It is this happy fact, now clear to the view of every public man whose thoughts do not still linger in an age that is dead and gone, which makes it possible for every nation whose purposes are consistent with justice and the peace of the world to avow now or at any other time the objects it has in view.

We entered this war because violations of right had occurred which touched us to the quick and made the life of our own people impossible unless they were corrected and the world secured once for all against their recurrence. What we demand in this war, therefore, is nothing peculiar to ourselves.

It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. The program of the world's peace, therefore, is our program; and that program, the only possible program, as we see it, is this:

I. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.

II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.

III. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.

IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.

V. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined.

VI. The evacuation of all Russian territory and such a settlement of all questions affecting Russia as will secure the best and freest cooperation of the other nations of the world in obtaining for her an unhampered and unembarrassed opportunity for the independent determination of her own political development and national policy and assure her of a sincere welcome into the society of free nations under institutions of her own choosing; and, more than a welcome, assistance also of every kind that she may need and may herself desire. The treatment accorded Russia by her sister nations in the months to come will be the acid test of their good will, of their comprehension of her needs as distinguished from their own interests, and of their intelligent and unselfish sympathy.

VII. Belgium, the whole world will agree, must be evacuated and restored, without any attempt to limit the sovereignty which she enjoys in common with all other free nations. No other single act will serve as this will serve to restore confidence among the nations in the laws which they have themselves set and determined for the government of their relations with one another. Without this healing act the whole structure and validity of international law is forever impaired.

VIII. All French territory should be freed and the invaded portions restored, and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine, which has unsettled the peace of the world for nearly fifty years, should be righted, in order that peace may once more be made secure in the interest of all.

IX. A readjustment of the frontiers of Italy should be effected along clearly recognizable lines of nationality.

X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity of autonomous development.

XI. Rumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.

XII. The Turkish portions of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of an autonomous development, and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.

XIII. An independent Polish state should be erected which should include the territories inhabited by indisputably Polish populations, which should be assured a free and secure

access to the sea, and whose political and economic independence and territorial integrity should be guaranteed by international covenant.

XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

In regard to these essential rectifications of wrong and assertions of right we feel ourselves to be intimate partners of all the governments and peoples associated together against the Imperialists. We cannot be separated in interest or divided in purpose. We stand together until the end.

For such arrangements and covenants we are willing to fight and to continue to fight until they are achieved; but only because we wish the right to prevail and desire a just and stable peace such as can be secured only by removing the chief provocations to war, which this program does not remove.

We have no jealousy of German greatness, and there is nothing in this program that impairs it. We grudge her no achievement or distinction of learning or of pacific enterprise such as has made her record very bright and very enviable. We do not wish to injure her or to block in any way her legitimate influence or power.

We do not wish to fight her either with arms or with hostile arrangements of trade if she is willing to associate herself with us and the other peace-loving nations of the world in covenants of justice and law and fair dealing. We wish her only to accept a place of equality among the peoples of the world, - the new world, in which we now live, - instead of a place of mastery.

Neither do we presume to suggest to her any alteration or modification of her institutions. But it is necessary, we must frankly say, and necessary as a preliminary to any intelligent dealings with her on our part, that we should know whom her spokesmen speak for when they speak to us, whether for the Reichstag majority or for the military party and the men whose creed is imperial domination.

We have spoken now, surely, in terms too concrete to admit of any further doubt or question. An evident principle runs through the whole program I have outlined. It is the principle of justice to all peoples and nationalities, and their right to live on equal terms of liberty and safety with one another, whether they be strong or weak. Unless this principle be made its foundation no part of the structure of international justice can stand. The people of the United States could act upon no other principle; and to the vindication of this principle they are ready to devote their lives, their honour, and everything that they possess. The moral climax of this the culminating and final war for human liberty has come, and they are ready to put their own strength, their own highest purpose, their own integrity and devotion to the test.

<http://www.firstworldwar.com/source/fourteenpoints.htm>

8) Identify this document!

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9) What was President Wilson's objective in issuing this message?

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10) Do you think President Wilson is clear in stating his objectives?

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11) What traits of a C-I-C do you think President Wilson may or may not be demonstrating in this document?

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Document 4

“During this period the administration was being subjected to a stream of criticism and to constant attacks from the press and from Congress. It was said that mobilization was moving slowly; that expectations of the Allies were not being met; that confusion prevailed in the war agencies. The approach to dissenters was assailed as being too harsh or not harsh enough.

In fact there was some cause for criticism. Within the administration, agency heads were often at odds. Particularly embarrassing to the President, and illustrative of the kind of problems he faced, was a widely publicized quarrel between two members of the shipping board, General George W. Goethals and William C. Denman, a civilian. Their difference was, in essence, over the type of ships to be built for service in coastal waters. The need for ships to relieve inland transportation was pressing, and Wilson believed that if these were constructed of wood they could be produced rapidly, without putting further strain on scarce supplies of iron and steel. Moreover the program would put to use a class of skills not being fully exploited. From these views Goethals strongly dissented; Denman backed the President. It was the kind of row the press loved to seize upon and which partisan critics in the Congress could inflate.

Wilson acted speedily and even brusquely. He secured the resignations of both Goethals and Denman and put a business man, Edward N. Hurley in command.”

Woodrow Wilson: A Biography; p. 454, August Heckscher, Charles Scribner's Sons, NY, 1991

12) What type of article is this?

13) Could the author have a POV that affects his writing? Do you think so and explain why?

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14) According to this article, what types of leadership attributes does President Wilson demonstrate or lack?

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Document 5

“ A number of factors and circumstances combined to hamper the immediate development of an effective military program in the United States. For one thing the General Staff did not play an important leadership role. The U.S. Field Service Regulations 1914, which were still in effect in 1917, did not mention the General Staff even though it referred in several places to the Chief of Staff. A general staff in the European sense of the term did not exist in the United States. The Chief of Staff was a military advisor, and most of the thinking about military problems was done in the Army War College, which also contributed to the training of senior officers.

Judge Advocate General Enoch H. Crowder handed down an opinion in 1917 which would have undermined the power of the General Staff completely. He said that the national Defense Act of 1916 limited the General Staff to purely advisory functions on non-administrative matters. Fortunately, Secretary of War Baker was able to reverse this opinion and restore the General Staff to the authoritative position of its founder, Elihu Root, had intended for it....

Not only General Crowder, but President Wilson himself, seemed determined in 1917 to keep the General Staff weak. There is no evidence in the Baker papers that the President urged the appointment of a strong man as Chief of Staff or even thought about the matter...

The confusion existing in the War Department in May 1917 is illustrated by two sets of instructions, prepared for General Pershing just before he left for Europe; one by Brigadier General Francis J. Kernan Assistant Chief of Staff, and signed by Secretary Baker, the other prepared and signed by General Bliss...

In his only wartime meeting with the President, Pershing expected that Wilson would say something about the part he wanted the American Army to play, along with the Allies in the war against Germany, but the President said nothing about this. When General Pershing left for France no one in authority in Washington ‘had any definite idea of how many men might be needed, how they should be organized and equipped, or where the tonnage to transport and supply them was to come from’.

President Wilson Fights His War; pp. 204-205, Harvey A. DeWeerd, The Macmillan Company, N.Y., 1968

15) What is a key point of this document?

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16) Was President Wilson exercising positive leadership skills in the situation above, according to the author? Explain!

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Document 6

American Artillery In France, November 11, 1918 ¹	
Total pieces received	3,499
Number of American manufacture	477
American-made pieces used in combat	130 [↑]
Rounds of artillery ammunition expended	8,850,000
American-made rounds expended in combat	8,400

[↑] General Pershing placed this number at 30 in My Experiences in the World War, Vol. 1, (New York, Frederick A Stokes Company, 1931), p. 107

17) How successful was American industry in meeting the needs of the American Army, according to this table?

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18) Who do you think is responsible for this condition? Explain your answer?

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19) Does this situation reflect upon the Commander-In-Chief? Why or why not?

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¹ Colonel Leonard P. Ayres, The War with Germany: A Statistical Summary (Washington, U.S. Government Printing Office, 1919) p.87

Document 7

American Army Casualties In World War I²

Cause of Death	Overseas	Domestic	Total
Killed In Action	36,926	0	36,926
Died of Wounds Received in action	13,628	45	13,673
Died of disease	23,853	38,815	62,668
Died of accident	2,557	1,946	4,503
Drowned	328	399	727
Committed suicide	296	671	967
Murdered	159	159	318
Executed	11	25	36
Died of other causes	131	190	321
Total	77,889	42,250	120,139
Total wounded	198,059		198,059
Grand Total died and wounded	275,948	42,250	318,198

20) The category of *Died of Disease* seems to be abnormal. Why?

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21) What expectations would you have regarding where a person is most likely to die from disease?

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22) What conditions in this country are reflected, in comparison to overseas, that would lead to so many deaths?

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23) Who is ultimately responsible for this situation?

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² Colonel Leonard P. Ayres, *The War with Germany: A Statistical Summary* (Washington, U.S. Government Printing Office, 1919)

Document 8

“The United States accomplishments in World War I can only be partly quantified. The great share of its contribution toward winning the war was in the intangible sphere of leadership, influence, and morale. Yet the statistics are impressive. Starting from a base of almost complete nothingness for war, the United States brought 4,800,000 men into the armed services between April 6, 1917 and November 11, 1918. This was twice the number of men involved in the armed services of the North during the Civil War. Most of these 4 million men received some training, on the average six months in the United States, and those who went overseas averaged two months additional training in France.

...Among the important factors limiting American achievements in World War I was the unwillingness of the Wilson Administration to envisage participation in the war until late 1916. The war had been raging in Europe since 1914, and it seemed clear to many men that sooner or later the United States would become involved. Yet, as it is always nearly the case with democracies, no adequate steps were taken to prepare the United States for the war it faced in April 1917.....

A second factor limiting American achievement from 1917 to 1918 was the excessively high goals set for the military program. We tried to do too much in too many fields too quickly. The error stemmed from the American acceptance of Allied estimates of Germany’s military capabilities, and from the climate of pessimism that swept over the Allied world after the Russian Revolution and the Italian defeat at Caporetto.

A third factor limiting the American military achievement in World War I was the failure to set up a powerful agency to mobilize and control war industry until March 1918. The Overman Act and the creation of the War Industries Board finally permitted American industry to be properly mobilized for war purposes. After the latter agency was set up and functioning, there was no further competition for scarce resources and there was complete control of war production effort. Because of these delays the full military production potential of the United States was not realized until after the armistice.

President Wilson Fights His War, Harvey A DeWeerd, The Macmillan Company, N.Y., 1968, pp. 394-396

24) According to the author, how would you rate the overall performance of the American armed services and American industry?

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25) The author does list three areas of disappointment. Who is responsible for these conditions?

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26) Are the areas of disappointment more a result of the nature of this war, or are the responsibility of the President? Explain!

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Source Materials

Class Worksheet 1: Hakala, David. "The Top 10 Leadership Qualities." HR World
<http://www.hrworld.com/features/top-10leadership-qualities-031908/>

Class Worksheet 2: NARA, Teachers & Educators, Written Document Analysis
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Document 1: Ferrell, Robert H. Woodrow Wilson and World War I. Harper & Row, New York 1985.

Document 2: NARA, Designs for Democracy; World War I posters
http://www.archives.gov/exhibits/designs_for_democracy/designs_for_a_new_century/articles/liberty_bound_or_liberty_bond.html

Document 3: First World War.Com: The War To End All Wars
www.firstworldwar.com/source/fourteenpoints.htm

Document 4: Heckscher, August. Woodrow Wilson: A Biography. Charles Scribner's Sons, New York, 1991.

Document 5: DeWeerd, Harvey A. President Wilson Fights His War. The MacMillan Company, New York, 1968.

Document 6: Ayers, Colonel Leonard P. The War With Germany: A Statistical Summary. Washington , U.S. Government Printing Office, 1917.

Document 7: Ayers, Colonel Leonard P. The War With Germany: A Statistical Summary. Washington , U.S. Government Printing Office, 1917.

Document 8: DeWeerd, Harvey A. President Wilson Fights His War. The MacMillan Company, New York, 1968.