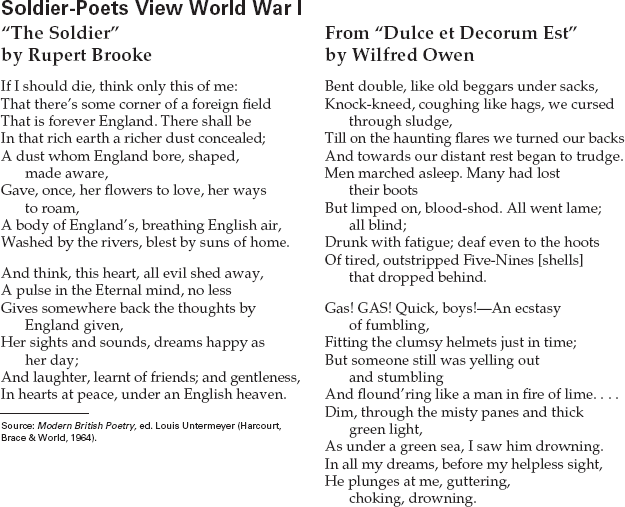
Name Class Date

11-1

Many young men who went to war with high ideals of patriotism soon became oppo-  
nents of war. In these poems, two young British soldier-poets respond to their war  
experience. Brooke, a handsome athlete who was already a well-known poet, died  
early in the war. Owen, a decorated hero, was killed in action a week before the war  
ended. The title of his poem comes from a Latin phrase meaning “It is sweet and right  
to die for one’s country.” ♦ *As you read, think about each writer’s reactions. Then, on a  
separate sheet of paper, answer the questions that follow.*



ques

**1.** What does Brooke remember about his life  
in England?

**2.** In Owen’s poem, what weapon of war do the  
soldiers encounter in the second verse? What  
do they do? What happens to one of them?

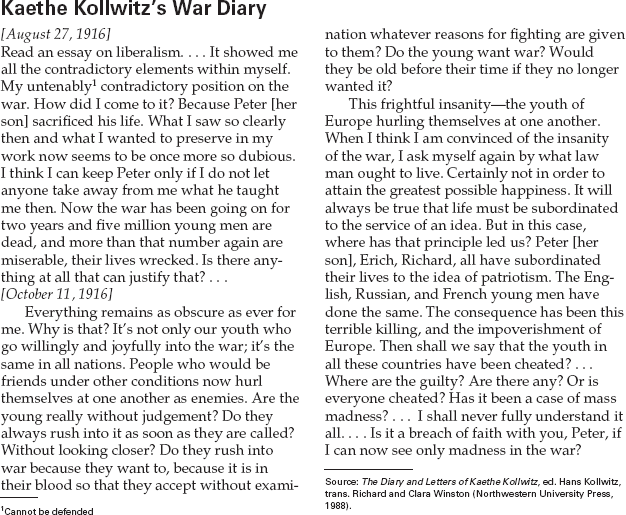
**3. Make Comparisons** Compare the two pic-  
tures of war—and of dying in war—that  
these poets give. If Brooke had lived long  
enough to serve in trench war, do you think  
he might have written differently?

**co11**

Name Class Date

4-10

In terms of human lives, World War I was extremely brutal and costly. One young  
German soldier killed in 1914 was the son of the artist Kaethe Kollwitz, who is  
famous for her strong woodblock prints and sculptures showing human suffering.  
In her diary of the war years, Kollwitz reflected on her son’s death and the wasteful-  
ness of war. ♦ *As you read the excerpts, think about how personal experience influences an  
artist. Then, on a separate sheet of paper, answer the questions that follow.*



66-RU-004-3

**1.** What idea does Kollwitz say motivated her  
son and other young Germans to rush to war?

**2.** How do the actions of Kollwitz’s son compare  
to those of young men in other countries?

1. **Recognize Ideologies** What conflicting feel-  
   ings does Kollwitz have about war and  
   about patriotism?
2. **Activity** Write a journal entry describing  
   your feelings about war and patriotism.  
   Compare your feelings with Kollwitz’s.

Name Class Date

4-9

Woodrow Wilson led the United States into World War I, “to make the world safe for  
democracy” and to fight a “war to end war.” Although many in his own country did  
not share his idealism, his concept of an international peace organization lives on  
today in the United Nations. ♦ *As you read, note aspects of Wilson’s personality that  
influenced his politics. Then, on a separate sheet of paper, answer the questions that follow.*

**(Thomas) Woodrow Wilson (1856–1924)**

As a child in the South, Woodrow Wilson  
witnessed the total destruction caused by the  
Civil War. Because of this, he understood how  
war could ruin a country and devastate its  
people. These early impressions never left him.

Wilson began his adult life with a law  
degree, but eventually turned to the  
study of political science, earning a  
Ph.D. in the subject. He then began  
a long career as a college professor,  
married, and had three daughters.

In 1902, he was invited to  
become the president of Princeton  
University. After his reforms on  
campus met with a mixed recep-  
tion, he was happy to accept the  
Democratic Party’s nomination for  
governor of New Jersey. However,  
he refused to take direction from  
the conservative political bosses who had put  
him in office. His independence and progres-  
sive reforms gained him national attention. In  
1912, he became the Democratic candidate for  
president, running against William Howard  
Taft and Theodore Roosevelt. Those two  
Republicans split the vote enough to give  
Wilson the victory.

In his first term, Wilson oversaw several  
major reforms, such as anti-trust laws, an  
8-hour day for railroad workers, and an end

to child labor. In 1916, he was re-elected  
based on these reforms and his promise to  
keep the United States out of World War I.

However, by 1917, Wilson was convinced  
that the United States had a role to play  
in the war. He requested and got a declara-  
tion of war on Germany. In a  
speech to Congress, Wilson out-  
lined the American goals, his  
Fourteen Points.

When the war ended, Wilson  
attended the Paris Peace Confer-  
ence to put forward the Fourteen  
Points, and to try to forge an  
enduring peace. He met with lim-  
ited success, but did get the League  
of Nations included in the Treaty of  
Versailles. However, when Wilson  
presented the treaty for ratification  
by the U.S. Senate, it failed to pass by seven  
votes.

Wilson vowed he would personally build  
support among Americans for the treaty. He  
traveled across the nation explaining the  
importance of the treaty. However, this gruel-  
ing effort exhausted him, and he suffered a  
debilitating stroke in October 1919. Although  
he partially recovered, his health was perma-  
nently ruined. He died in retirement a little  
over four years later.

66-RU-004-3

**1.** What early experience led Wilson to be  
anti-war?

**2.** How did Wilson become president of the  
United States?

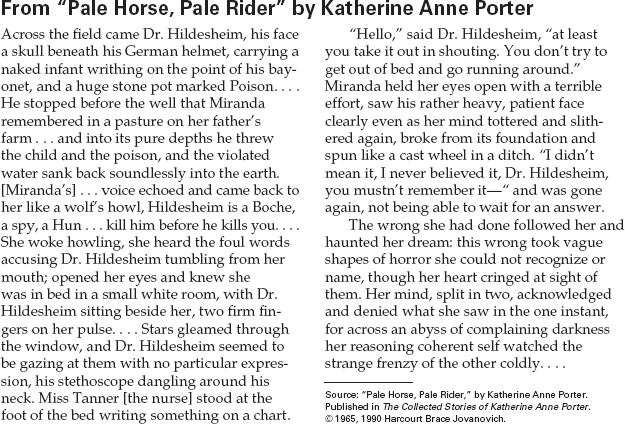
1. **Draw Conclusions** Wilson did not have a  
   great deal of political experience before he  
   became president. Do you think this helped  
   or hurt his presidency?

**co9**

Name Class Date

12-1

The story below is based on events from the author’s own life, including her near-  
death from influenza during World War I. The story centers on Miranda, a young  
woman newspaper columnist who also nearly dies from influenza during the war.  
In an over-crowded hospital, suffering from a high fever she begins to hallucinate or  
dream about her kindly doctor, who happens to have a German name. ♦ *As you read,  
think about what it might have been like to live during both the first global war and a deadly  
pandemic. Then, on a separate sheet of paper, answer the questions that follow.*



ques

**1.** Why does Miranda have that particular  
vision of Dr. Hildesheim?

**2.** How does the doctor respond to what he  
hears Miranda say?

**3. Draw Inferences** Miranda’s vision is based  
on famous images from American propa-  
ganda posters of the time. Why might Porter  
have included images such as these in her  
story?

**4. Test Conclusions** The title of the story is  
from the biblical book of Revelation in which  
death appears at the end of the world as a  
pale rider on a pale horse. Why do you think  
Porter chose this title for her story?

**co12**