## Key to Ability Levels

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## Key to Teaching Resources

- Print Material
- Transparency
- CD-ROM or DVD

### Resources

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Note: Please refer to the *Unit 5 Resource Book* for this chapter’s URB materials.

*Also available in Spanish*
### Planning Guide

**Levels**
- BL
- OL
- AL
- ELL

### Resources

**TEACH (continued)**

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**Teacher Resources**

- Reading Strategies and Activities for the Social Studies Classroom
- Strategies for Success
- Presentation Plus! with MindJogger CheckPoint
- Success With English Learners

### ASSESS

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✓ Chapter- or unit-based activities applicable to all sections in this chapter.
What is Study Central™?
Study Central™ is an interactive, online tool that helps students understand and remember content section-by-section. It can be used alongside lessons or before a test.

How can Study Central™ help my students?
Study Central™ contains fun activities that students can use to review important content and reinforce effective study habits. Using the format of the Guide to Reading that opens each section in the textbook, Study Central™ has students write main idea statements as questions, review academic and content vocabulary, and take notes using online graphic organizers. Students can also read section summaries, take multiple-choice quizzes, and find Web links for more information.

Visit glencoe.com and enter a QuickPass™ code to go to Study Central™.

Using Study Central™ Teach With Technology

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<td>You can easily launch a wide range of digital products from your computer’s desktop with the McGraw-Hill Social Studies widget.</td>
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The following videotape programs are available from Glencoe as supplements to this chapter:

- The Red Baron: Master of the Air (ISBN 1-56-501582-7)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: [www.aetv.com](http://www.aetv.com)
The History Channel: [www.historychannel.com](http://www.historychannel.com)

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**Reading Support From JAMESTOWN EDUCATION**

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.

- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.

- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.

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**Additional Chapter Resources**

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- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.

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**Reading List Generator CD-ROM**

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

**Leveled reading suggestions for this chapter:**

**For students at a Grade 8 reading level:**
- *First Woman in Congress: Jeannette Rankin*, by Florence Meiman White

**For students at a Grade 9 reading level:**
- *Anastasia’s Album*, by Hugh Brewster

**For students at a Grade 10 reading level:**
- *World War I*, by Gail B. Stewart

**For students at a Grade 11 reading level:**
- *Remember the Lusitania!*, by Diana Preston

**For students at a Grade 12 reading level:**
- *World War I*, by Virginia Schomp

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**National Geographic Society Products** To order the following, call National Geographic at 1-800-368-2728:

- *World War I Era* (PicturePack Transparencies)

Access National Geographic’s new dynamic MapMachine Web site and other geography resources at:

[www.nationalgeographic.com](http://www.nationalgeographic.com)
[www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

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The following articles relate to this chapter:


**National Geographic Society Products** To order the following, call National Geographic at 1-800-368-2728:

- *World War I Era* (PicturePack Transparencies)

Access National Geographic’s new dynamic MapMachine Web site and other geography resources at:

[www.nationalgeographic.com](http://www.nationalgeographic.com)
[www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)
Focus

MAKING CONNECTIONS

Why Do Nations Go to War?
Have students brainstorm the reasons nations go to war and list their answers on the chalkboard. Discuss with students if they think any of the reasons listed are valid and have them consider if the reasons might be different today than they were in 1914.

Teach

The Big Ideas

As students study the chapter, remind them to consider the section-based Big Ideas included in each section’s Guide to Reading. The Essential Questions in the activities below tie in to the Big Ideas and help students think about and understand important chapter concepts. In addition, the Hands-on Chapter Projects with their culminating activities relate the content from each section to the Big Ideas. These activities build on each other as students progress through the chapter. Section activities culminate in the wrap-up activity on the Visual Summary page.

Section 1

The United States Enters World War I

Essential Question: What is neutrality? (supporting neither side in a quarrel or war)
When would you remain neutral in a conflict with friends, and what would cause you to intervene? Tell students that in this section they will learn how the United States attempted to remain neutral in World War I and the events that finally led to U.S. involvement.

Section 2

The Home Front

Essential Question: If the United States were currently preparing for war, what needs would be different from its needs in preparing for World War I? What needs would be the same? (Answers will vary, but students should support their answers with examples.) Have students discuss what a country would need in order to be prepared for war. Tell them that this section will focus on how the United States mobilized for World War I.
Why Do Nations Go to War?

World War I was the first time in American history that the United States sent troops to fight in Europe. This decision ended the long-standing policy of remaining neutral in Europe’s wars.

- Why do you think the United States changed its policy and sent troops to Europe?
- Do you think it was a difficult decision?

Organizing Information
As you read the chapter, write information under each tab, listing which country is in the alliance, why it joined the alliance, or what reasons it had for disagreeing with the countries in the opposing alliance.

1918
- Congress passes Sedition Act
- Armistice ends fighting on November 11
- Treaty of Brest-Litovsk ends Russian-German war

1919
- Race riots and strikes take place in Northern cities
- Versailles Peace Conference begins

1920
- Red Scare and Palmer Raids
- Congress passes the Volstead Act

Section 3
A Bloody Conflict

Essential Question: What are some synonyms for reparations? (compensation, restitution, amends) In what situations are people required to make reparations? (replacing a damaged item, paying for repairs when causing a car accident, court cases) Tell students that in Section 3 they will learn about the reparations Germany was forced to make after World War I.

Section 4
The War’s Impact

Essential Question: How does a strike affect consumers? (services become unavailable, costs rise) Have students discuss reasons that workers go on strike. (poor working conditions, lack of benefits, low wages) Tell students that this section will cover some of the strikes that resulted from the economic upheaval following World War I.
Militarism, alliances, imperialism, and nationalism led to World War I in Europe. Attacks on U.S. ships and American support for the Allies eventually caused the United States to enter the war.

**World War I Begins**

**MAIN IDEA** Old alliances and nationalist sentiments among European nations set the stage for World War I.

**HISTORY AND YOU** Does your school have a long-standing rivalry with another school? Read how European nations formed political alliances that brought most of the continent into war.

Despite more than 40 years of general peace, tensions among European nations were building in 1914. Throughout the late 1800s and early 1900s, a number of factors created problems among the powers of Europe and set the stage for a monumental war.

**Militarism and Alliances**

The roots of World War I date back to the 1860s. In 1864, while Americans fought the Civil War, the German kingdom of Prussia launched the first of a series of wars to unite the various German states into one nation. By 1871 Prussia had united Germany and proclaimed the birth of the German Empire. The new German nation rapidly industrialized and quickly became one of the most powerful nations in the world.

The creation of Germany transformed European politics. In 1870, as part of their plan to unify Germany, the Prussians had attacked and defeated France. They then forced the French to give up territory along the German border. From that point forward, France and Germany were enemies. To protect itself, Germany signed alliances with Italy and with Austria-Hungary, a huge empire that controlled much of southeastern Europe. This became known as the Triple Alliance.

The new alliance alarmed Russian leaders, who feared that Germany intended to expand eastward into Russia. Russia and Austria-Hungary were also competing for influence in southeastern Europe. Many of the people of southeastern Europe were Slavs—the same ethnic group as the Russians—and the Russians wanted to support them against Austria-Hungary. As a result, Russia and France had a common interest in opposing Germany and Austria-Hungary. In 1894 they signed the Franco-Russian Alliance, promising to come to each other’s aid in a war with the Triple Alliance.
Explain to students that they should focus on American neutrality and how and why it changed. (In both groups, further division might be made between those responsible for boiling down the literal explanation and those finding graphic/visual elements.)

Putting It Together When the two teams meet to finalize the choices for the slides or screens, they will have to think critically to summarize these topics into a few slides. (Chapter Project continued on page 557)
**Imperialism and Nationalism**

By the late 1800s, nationalism, or a feeling of intense pride in one’s homeland, had become a powerful idea in Europe. Nationalists place primary emphasis on promoting their homeland’s culture and interests above those of other countries. Nationalism was one of the reasons for the tensions among the European powers. Each nation viewed the others as competitors, and many people were willing to go to war to expand their nation at the expense of others.

One of the basic ideas of nationalism is the right to self-determination—the idea that people who share a national identity should have their own country and government. In the 1800s nationalism led to a crisis in southeastern Europe in the region known as the Balkans. Historically, the Ottoman Empire and the Austro-Hungarian Empire had ruled the Balkans. Both of these empires were made up of many different nations.

Imperialism—the idea that a country can increase its power and wealth by controlling other peoples—had convinced the major European powers to build empires in the 1700s and 1800s. Nationalism ran counter to imperialism. As the idea of nationalism spread in the late 1800s and early 1900s, the different national groups within Europe’s empires began to press for independence.

Among the groups pushing for independence were the Serbs, Bosnians, Croats, and Slovenes. These people all spoke similar languages and had come to see themselves as one people. They called themselves South Slavs, or Yugoslavs. The first of these people to obtain independence were the Serbs, who formed a nation called Serbia between the Ottoman and Austro-Hungarian Empires. Serbs believed their nation’s mission was to unite the South Slavs.

Russia supported the Serbs, while Austria-Hungary did what it could to limit Serbia’s growth. In 1908 Austria-Hungary annexed Bosnia, which had belonged to the Ottoman Empire. The Serbs were furious. They wanted Bosnia to be part of their nation. The annexation demonstrated to the Serbs that Austria-Hungary had no intention of letting the Slavic people in its empire become independent.

**A Terrorist Attack Brings War**

In late June 1914 the heir to the Austro-Hungarian throne, the Archduke Franz Ferdinand, visited the Bosnian capital of Sarajevo. As he and his wife rode through the city, a Bosnian revolutionary named Gavrilo...
Explaining Causes Write the following terms on the chalkboard: _imperialism_, _nationalism_, _militarism_, and _balance of power_. Have students define each term. Using the text and additional research, ask them to explain how each contributed to the war in Europe. Ask if students think that any one nation or group of nations was primarily responsible for World War I. Ask each student to present evidence to support his or her opinion.  

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**Explaining Causes**

- A Serbian nationalist Gavrilo Princip is dragged into police headquarters in Sarajevo shortly after killing Archduke Franz Ferdinand, heir to the Austro-Hungarian throne.

**Princip rushed their open car and shot the couple to death. The assassin was a member of a Serbian nationalist group nicknamed the “Black Hand.” The assassination took place with the knowledge of Serbian officials who hoped to start a war that would bring down the Austro-Hungarian Empire.

**The Alliances Are Triggered**

The Austro-Hungarian government blamed Serbia for the attack and decided the time had come to crush Serbia in order to prevent Slavic nationalism from undermining its empire. Knowing an attack on Serbia might trigger a war with Russia, the Austrians asked their German allies for support. Germany promised to support Austria-Hungary if war erupted.

Austria-Hungary then issued an ultimatum to the Serbian government. The Serbs counted on Russia to back them up, and the Russians, in turn, counted on France. French leaders were worried that they might someday be caught alone in a war with Germany, so they promised to support Russia if war began.

On July 28 Austria-Hungary declared war on Serbia. Russia immediately mobilized its army, including troops stationed on the German border. On August 1 Germany declared war on Russia. Two days later, it declared war on France. World War I had begun.

**Germany’s Plan Fails**

Germany had long been prepared for war against France and Russia. It immediately launched a massive invasion of France, hoping to knock the French out of the war. It would then be able to send its troops east to deal with the Russians.

The German plan had one major problem. It required the German forces to advance through neutral Belgium in order to encircle the French troops. The British had guaranteed Belgium’s neutrality. When German troops crossed the Belgian frontier, Britain declared war on Germany.

Those fighting for the Triple Entente were called the Allies. France, Russia, and Great Britain formed the backbone of the Allies along with Italy, which joined them in 1915 after the other Allies promised to cede Austro-Hungarian territory to Italy after the war. What remained of the Triple Alliance—Germany and Austria-Hungary—joined with the Ottoman Empire and Bulgaria to form the Central Powers.

The German plan seemed to work at first. German troops swept through Belgium and headed into France, driving back the French and British forces. Then, to the great surprise of the Germans, Russian troops invaded Germany. The Germans had not expected Russia to mobilize so quickly. They were forced to pull some of their troops away from the attack on France and send them east to stop the Russians. This weakened the German forces just enough to give the Allies a chance to stop them. The Germans drove to within 30 miles (48 km) of Paris, but stubborn resistance by British and French troops at the Battle of the Marne finally stopped the German advance.

Because the swift German attack had failed to defeat the French, both sides became locked in a bloody stalemate along hundreds of miles of trenches that would barely change position for the next three years.

The Central Powers had greater success on the Eastern Front. German and Austro-Hungarian forces stopped the Russian attack and then went on the offensive. They swept across hundreds of miles of territory and took hundreds of thousands of prisoners. Russia suffered 2 million killed, wounded, or captured in 1915 alone, but it kept fighting.

**Explaining**

What incident triggered the beginning of World War I?
Chapter 16 • Section 1

Reading Strategy

Predicting While war enveloped Europe, American politicians attempted to remain uninvolved in the global conflict. Ask: As foreign tensions escalate, do you think it will be possible for President Wilson to maintain his neutral stance? Why or why not? (Students may state that it will not be possible as the United States becomes more directly affected by events overseas.)

Writing Support

Persuasive Writing Have interested students find out more information about the preparedness debate before the nation’s entry into World War I. Have them use their findings to decide whether they favor preparedness or not. Then have them write a letter to President Wilson persuading him to support their point of view.

Reading Strategy

Setting a Purpose Have students discuss how news reporting, propaganda, and advertising differed. Ask students to identify the purpose and value of each.

Activity: Collaborative Learning

Making Inferences Remind students that to infer means to draw a conclusion based on facts and on what is known about the usual outcome of similar situations. Then ask students to make an inference about the Americans who wanted the United States to remain neutral. Discuss and list the various reasons these citizens had for not entering World War I. Ask students to write a paragraph giving their opinions about whether or not a nation should require citizens to fight in a war even if they do not understand its causes or they disagree with its causes.
Allies.

sway American support in favor of the Allies. Enough Americans believed them to help sway American support in favor of the Allies. When stories arrived describing German atrocities, the British cut the transatlantic telegraph cable from Europe to the United States. The American ambassador to Britain, Walter Hines Page, gave the reports legitimacy by endorsing many of them. When himself strongly pro-British, gave the reports to his ambassador to Britain, Walter Hines Page, based on British reports. The American government was told that most war news would be sent on a cable from Europe to the United States.

Business Supports Britain

American business interests also leaned toward the Allies. Companies in the United States, particularly on the East Coast, had strong ties with businesses in the Allied countries. As a business leader Thomas W. Lamont stated, “Our firm had never for one moment been neutral: we did not know how to be. From the very start we did everything that we could to contribute to the cause of the Allies.”

Many American banks began to invest heavily in an Allied victory. American loans to the Allied countries skyrocketed. By 1917 such loans would total over $2 billion. Other American banks, particularly in the Midwest, where pro-German feelings were strongest, also lent some $27 million to Germany.

More money might have been lent to Germany, but most foreign loans required the approval of William McAdoo, the secretary of the Treasury. McAdoo was strongly pro-British and did what he could to limit loans to Germany. As a result, the country’s prosperity was intertwined with the military fortunes of Britain, France, and Russia. If the Allies won, the money would be paid back; if not, the money might be lost forever.

To control the flow of news to the United States, the British cut the transatlantic telegraph cable from Europe to the United States. This meant that most war news would be based on British reports. The American ambassador to Britain, Walter Hines Page, himself strongly pro-British, gave the reports legitimacy by endorsing many of them. When stories arrived describing German atrocities, enough Americans believed them to help sway American support in favor of the Allies.

Debates IN HISTORY

YES

John Works
Civil War Veteran and U.S. Senator

Primary Source

“Germany is not moving against this country. She has not been guilty of any aggression against us. She has taken the lives of a few of our citizens, because they got in the way when she was prosecuting a war against another nation and fighting to preserve her existence. If the German Government should make aggressive warfare against the United States you would not need any exhortation in the Senate of the United States to arouse the patriotism of the American people. You would not be holding open your enlisting stations without getting any soldiers.”

—from The Congressional Record, March 4, 1917

Robert Lansing
Secretary of State

Primary Source

“I have come to the conclusion that the German Government is utterly hostile to all nations with democratic institutions because those who compose it see in democracy a menace to absolutism and the defeat of the German ambition for world domination. … Germany must not be permitted to win this war and to break even, though to prevent it this country is forced to take an active part. This ultimate necessity must be constantly in our minds in all our controversies with the belligerents. American public opinion must be prepared for the time, which may come, when we will have to cast aside our neutrality and become one of the champions of democracy.”

—from War Memoirs of Robert Lansing

DBQ

Document-based Questions

1. Summarizing When does Senator Works believe war is justified?
2. Explaining Why does Secretary of State Lansing believe Germany is a threat to the United States?
3. Comparing Based on these sources, what is the focus of the neutrality debate? What is not being discussed?
4. Evaluating Which position do you agree with? Write an essay explaining why the other side is wrong.

Answers:
1. when a nation makes aggressive warfare against the United States
2. because Germany is hostile to all nations with democratic institutions
3. whether Germany poses a threat to the United States; not being debated is the preparedness issue
4. Answers will vary, but students should support their opinions with facts.

Activity: Collaborative Learning

American Neutrality

Have students brainstorm to analyze the United States’s dilemma over whether to enter the war. They should consider the principles that guided the foreign policy of the time, moral and idealistic beliefs, and emotional and economic interests. Remind students that the war occurred at a time when the United States had a large population of European immigrants who had close ties to their native countries. Ask students to write a personal essay in response to the following question: Is it possible for a nation to become involved in war because it desires a peaceful world?
Reading Strategy

**Activating Prior Knowledge**
Point out to students the desire of many Americans to remain neutral. Ask: Why did many Americans want to avoid involvement? (history of neutrality and avoiding entangling alliances)  

**Using Word Parts**
Sometimes an unfamiliar word can be separated into its different parts to help students understand its meaning. Ask: What does the prefix contra mean? (against) What are some other words that use this prefix and what do they mean? (contrary: opposed to; contradict: to deny a statement)  

**Differentiated Instruction**

**Visual/Spatial** Have students find a picture of a German U-boat in library or Internet resources, and write a description of it.  

**Activity: Collaborative Learning**

**Creating a Newsmagazine** Have students create a special issue of a magazine that reports United States foreign policy from Wilson's inauguration on March 4, 1913 to his war message to Congress on April 2, 1917. Students might include news articles, news analyses, new features, editorials, and political cartoons. Advise students to determine specific tasks for each individual. Suggest that they elect an editor-in-chief to help organize the selection of topics so that the end product contains varied and accurate coverage of the foreign policy of the period.  

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**Reading Strategy**

**Moving Toward War**
Although most Americans supported the Allies and hoped for their victory, they did not want to join the conflict. However, a series of events gradually eroded American neutrality and drew the nation into the war.  

**German Submarines Go Into Action**
Shortly after the war began, the British declared a blockade of German ports and began intercepting neutral merchant ships sailing to Europe. They forced the ships to land at British ports where they were inspected for contraband, or goods prohibited from shipment to Germany and its allies.  

Although Britain’s decision to intercept neutral ships, including American ships, led to protests from the U.S. government, the German response angered Americans even more. Britain and France depended on food, equipment, and other supplies from both the United States and their overseas empires. To stop those shipments, Germany deployed submarines known as U-boats—from the German word *U-Boot* (“underwater boat”). In February 1915, the Germans announced that they would sink without warning any ship they found in the waters around Britain.  

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**The Sinking of the Lusitania**
When World War I began, many Americans supported one side or the other, but most agreed the United States should stay out of the war. Eight months later, when the German submarine U-20 sank the *Lusitania*, killing 1,195 people, including 128 Americans, attitudes began to shift.  

The attack seemed to prove that Germany was acting in an uncivilized way and it gave credibility to British propaganda. Even though the United States would not enter the war for nearly two more years, the attack on the *Lusitania* marked a turning point in the war because it changed American attitudes and set the stage for the American entry into the war.  

**ANALYZING HISTORY** Do you think the use of submarines in World War I was justified? Write a brief essay explaining your opinion.
to issue one last warning. He demanded that the German government abandon its methods of submarine warfare or risk war with the United States.

Germany did not want to strengthen the Allies by drawing the United States into the war. It promised with certain conditions to sink no more merchant ships without warning. The Sussex Pledge, as it was called, met the foreign-policy goals of both Germany and President Wilson by keeping the United States out of the war a little longer.

Wilson’s efforts to keep American soldiers at home played an important part in his reelection bid in 1916. Campaigning as the “peace” candidate, his campaign slogan, “He kept us out of the war,” helped Wilson win a narrow victory over the Republican nominee, Charles Evans Hughes.

The United States Declares War

Following Wilson’s reelection, events quickly brought the country to the brink of war. In January 1917, a German official named Arthur Zimmermann sent a telegram to the German ambassador in Mexico asking him to make an offer to the Mexican government: If Mexico agreed to become an ally of Germany in a war with the United States, Germany promised Mexico would regain its “lost territory in Texas, New Mexico, and Arizona” after the war. British intelligence intercepted the Zimmermann telegram. Shortly afterward, it was leaked to American newspapers. Furious, many Americans now concluded war with Germany was necessary.

Then, on February 1, 1917, Germany resumed unrestricted submarine warfare. German military leaders believed that they could starve Britain into submission in four to six months if their U-boats began sinking all ships on sight. Although they knew this decision might draw the United States into the war, they did not believe the Americans could raise an army and transport it to Europe in time. Between February 3 and March 21, German U-boats sank six American ships. Finally roused to action, President Wilson appeared before a special session of Congress on April 2, 1917. Declaring that “the world must be made safe for democracy,” Wilson asked Congress to declare war on Germany.

**Primary Source**

“It is a fearful thing to lead this great peaceful people into war…. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest to our hearts—for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations. . . .”

—quoted in the Congressional Record, 1917

After a debate, the Senate passed the resolution on April 4 by a vote of 82 to 6. The House concurred 373 to 50 on April 6, and Wilson signed the resolution. America was at war.

**Summarizing** How did Germany’s use of unrestricted submarine warfare bring America into World War I?

**Vocabulary**

1. Explain the significance of militarism, nationalism, Balkans, Franz Ferdinand, propaganda, contraband, Sussex Pledge, Zimmermann telegram.

**Main Ideas**

2. Identifying Name the two alliances in Europe at the start of World War I, and list the members of each alliance.

3. Explaining Why did many Americans support the British in the war even though the United States was officially neutral?

**Critical Thinking**

4. Big Ideas How did trade and economics contribute to America’s entry into World War I?

5. Organizing Use a graphic organizer similar to the one below to identify the events that led the United States to enter World War I.

6. Analyzing Visuals Examine the images on page 554. How did images like these contribute to America’s eventual entry into the war?

**Writing About History**

7. Expository Writing Imagine you are an American survivor of the sinking of the Lusitania. Write a letter to President Wilson about what you think he should do.

**Assess**

**History ONLINE**

Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

**Close**

**Summarizing** Ask: What were the main causes of World War I? (militarism, alliances, imperialism, and nationalism)

**Answer:** With the resumption of unrestricted submarine warfare, German U-boats sank six American ships between February 3 and March 21. Wilson asked Congress to declare war.

**Answers**

1. All definitions can be found in the section and the Glossary.
2. Triple Alliance: Germany, Austria-Hungary, Italy; Triple Entente: France, Great Britain, Russia
3. They believed that Allied victory was the only way to preserve the international balance of power, had greater financial and business ties to the Alliance countries, and they cited the close historical ties with Great Britain and France.
4. The economy of the United States was deeply intertwined with the economies of the Allies.
5. unrestricted submarine warfare; the Zimmermann telegram
6. images turned public opinion against Germany
7. Letters will vary, but students should use information from the textbook in their letters.
Focus

Bellringer
Daily Focus Transparency 16-2

The Home Front

Guide to Reading

Answers:

The Home Front
I. Organizing the Economy
A. Wartime Agencies
B. Mobilizing the Workforce
C. Shaping Public Opinion
II. Building the Military

Students should complete the outline by using all the heads in this section.

Organizing the Economy

MAIN Idea The government used progressive ideas to manage the economy and pay for the war.

HISTORY AND YOU How do you help conserve food or fuel resources? Read how Americans made sacrifices to aid the war effort.

When the United States entered the war in April 1917, progressives controlled the federal government. Rather than abandon their ideas during wartime, they applied progressive ideas to fighting the war. Their ideas about planning and scientific management shaped how the American government organized the war effort.

Wartime Agencies

To efficiently manage the relationship between the federal government and private companies, Congress created new agencies to coordinate mobilization and ensure the efficient use of national resources. These agencies emphasized cooperation between big business and government, not direct government control. Business executives, managers, and government officials staffed the new agencies.

Managing the Economy Perhaps the most important of the new agencies was the War Industries Board (WIB), established in July 1917 to coordinate the production of war materials. At first, the WIB’s authority was limited, but problems with production convinced Wilson to expand its powers and appoint Bernard Baruch, a Wall Street stockbroker, to run it. The WIB told manufacturers what they could produce, allocated raw materials, ordered the construction of new factories, and, in a few instances, set prices.

Perhaps the most successful agency was the Food Administration, run by Herbert Hoover. This agency was responsible for increasing food production while reducing civilian consumption. Using the slogan “Food Will Win the War—Don’t Waste It,” it encouraged families to conserve food and grow their own vegetables in victory gardens.

By having Wheatless Mondays, Meatless Tuesdays, and Porkless Thursdays, families would leave more food for the troops.

While Hoover managed food production, the Fuel Administration, run by Harry Garfield, tried to manage the nation’s use of coal and oil.

To generate student interest and provide a springboard for class discussion, access the Chapter 16, Section 2 video at glencoe.com or on the video DVD.
To conserve energy, Garfield introduced daylight savings time and shortened work weeks for factories that did not make war materials. He also encouraged Americans to observe Heatless Mondays.

**Paying for the War** By the end of the war, the United States had spent about $32 billion. To fund the war effort, Congress raised income tax rates, placed new taxes on corporate profits, and imposed an extra tax on the profits of arms factories.

Taxes, however, did not cover the entire cost of the war. The government also borrowed over $20 billion through the sale of Liberty Bonds and Victory Bonds. Americans who bought bonds were lending money to the government that would be repaid with interest in a specified number of years.

The success of the war effort also required the cooperation of workers. To prevent strikes from disrupting the war effort, the government established the National War Labor Board (NWLB) in March 1918. Chaired by William Howard Taft and Frank Walsh, a prominent labor attorney, the NWLB attempted to mediate labor disputes that might otherwise lead to strikes.

The NWLB often pressured industry to improve wages, adopt an eight-hour workday, and allow unions the right to organize and bargain collectively. In exchange, labor leaders agreed not to disrupt war production with strikes or other disturbances. As a result, membership in unions increased by just over one million between 1917 and 1919.

## Hands-On Chapter Project
**Step 2**

**Step 2: Presenting the Home Front at the Start of the War**

Ask: **What actions did the United States take to mobilize for the war?**

**Directions** Explain to students that they will create one to three multimedia slides or screens to explain the actions the United States took to mobilize for war. Divide students into two teams. The first team should focus on the mobilization of the military. The second team should focus on the mobilization of industry and the workforce. (In both groups, further division might be made between those responsible for boiling down the literal explanation and those finding graphic/visual elements.)

**Putting It Together** When the two teams meet to finalize the choices for the slides, they will determine how the selected slides demonstrate the preparations of the United States for war.

(Chapter Project continued on page 565)
Women Support Industry  With large numbers of men in the military, employers were willing to hire women for jobs that had traditionally been limited to men. Some one million women joined the workforce for the first time during the war, and another 8 million switched to higher paying industrial jobs. Women worked in factories, shipyards, and railroad yards and served as police officers, mail carriers, and train engineers.

The wartime changes in female employment were not permanent. When the war ended, most women returned to their previous jobs or stopped working. Although the changes were temporary, they demonstrated that women were capable of holding jobs that many had believed only men could do.

The Great Migration Begins  Women were not the only group in American society to benefit economically. Desperate for workers, Henry Ford sent company agents to the South to recruit African Americans. Other companies quickly followed Ford's example. Their promises of high wages and plentiful work convinced between 300,000 and 500,000 African Americans to leave the South and move to northern cities.

This massive population movement became known as the “Great Migration.” It greatly altered the racial makeup of such cities as Chicago, New York, Cleveland, and Detroit. It would also, eventually, change American politics. In the South, African Americans were generally denied the right to vote, but in the northern cities they were able to vote and affect the policies of northern politicians.

Mexican Americans Head North  The war also encouraged other groups to migrate. Continuing political turmoil in Mexico and the wartime labor shortage in the United States convinced many Mexicans to head north. Between 1917 and 1920, over 100,000 Mexicans migrated into the Southwest, providing labor for farmers and ranchers.

Meanwhile, Mexican Americans found new opportunities in factory jobs in Chicago, St. Louis, Omaha, and other cities. Many faced hostility and discrimination when they arrived in American cities. Like other immigrant groups before them, they tended to settle in their own separate neighborhoods, called barrios, where they could support each other.

Shaping Public Opinion  

Progressives did not think that organizing the economy was enough to ensure the success of the war effort. They also believed the government needed to shape public opinion.

Selling the War  Eleven days after asking Congress to declare war, President Wilson created the Committee on Public Information (CPI) to “sell” the war to the American people. Headed by George Creel, a journalist, the CPI recruited advertising executives, artists, authors, songwriters, entertainers, public speakers, and motion picture companies to help sway public opinion in favor of the war.

The CPI distributed pamphlets and arranged for thousands of short patriotic talks, called “four-minute speeches,” to be delivered at movie theaters and other public places. Some 75,000 speakers, known as Four-Minute Men, urged audiences to support the war in various ways, from buying war bonds to reporting draft dodgers to the authorities.

Civil Liberties Curtailed  Besides using propaganda, the government also passed legislation to limit opposition to the war and fight espionage, or spying to acquire government information. The Espionage Act of 1917 made it illegal to aid the enemy, give false reports, or interfere with the war effort. The Sedition Act of 1918 made it illegal to speak against the war publicly. In practice, it allowed officials to prosecute anyone who criticized the government. These two laws led to over 1,000 convictions.

Wartime fears also led to attacks on German Americans, labor activists, socialists, and pacifists. Ads urged Americans to monitor their fellow citizens. Americans even formed private groups, such as the American Protective League and the Boy Spies of America, to spy on neighbors and coworkers.

Despite protests, the Espionage and Sedition Acts were upheld in court. Although the First Amendment specifically states that “Congress shall make no law . . . abridging the freedom of speech, or of the press,” the Supreme Court departed from a strict literal interpretation of the Constitution. The Court ruled that the government could restrict speech when the words constitute a “clear and present danger.”

Explaining  Why did Congress pass the Espionage Act in 1917?
Can Government Limit Free Speech?

Schenck v. United States, 1919

Background to the Cases
In the fall of 1917, Charles Schenck mailed pamphlets to draftees telling them the draft was wrong and urging them to write protest letters. In August 1918, Jacob Abrams wrote pamphlets denouncing the war and criticizing the decision to send troops to Russia to fight communist forces. Both men were convicted of violating the Espionage Act. Both appealed their convictions all the way to the Supreme Court.

How the Court Ruled
The Schenck and Abrams cases raised the question: Are there some circumstances in which the First Amendment’s protection of free speech no longer applies? In both cases, the Supreme Court upheld the Espionage Act, concluding that under certain circumstances, the government can indeed limit free speech. In the Schenck case, the Supreme Court decision was unanimous, but in the Abrams case, the Court split 7-2 in their decision.

The Court’s Opinion
“The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic. . . . The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. It is a question of proximity and degree. When a nation is at war, many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight, and that no Court could regard them as protected by any constitutional right.”

—Justice Oliver Wendell Holmes writing for the Court in Schenck v. U.S.

Schenck v. United States, 1919

Defending Free Speech
Not all Americans were caught up in the wartime frenzy. Some spoke out against the espionage and sedition laws and what they considered violations of free speech. Senator Robert La Follette and Professor Zechariah Chafee, Jr., of Harvard Law School, openly defended Americans’ rights to exercise freedom of speech with regard to war. The newly formed Civil Liberties Union assisted pacifists and conscientious objectors who had been subjected to ridicule and abuse. Professor Chafee explained that he believed that the Framers of the First Amendment intended “to wipe out the common law of sedition, and make further prosecutions for criticism of the government, without any incitement to law breaking, forever impossible in the United States of America.” Most Americans, however, gave little thought to restrictions on speech and supported the war without questioning the rights they were giving up.

Answers:
1. when the nation is at war
2. Being able to discuss ideas and opinions openly; answers will vary.
3. Schenck’s pamphlets were a direct attempt to undermine the American war effort; Abrams was expressing his opinions of the war and criticizing a government decision.
African American soldiers march near Verdun, France, November 1918.

A 1918 poster commemorates the 369th Regiment—the first Americans to see combat in World War I.

During World War I, the U.S. Army kept most African American soldiers out of combat, assigning them to work as cooks, laborers, and laundrymen. The 369th Regiment, however, was assigned to the French Army and was sent to frontline trenches almost immediately. Nicknamed the “Harlem Hell-Fighters,” the entire 369th was awarded the French Croix de Guerre (“war cross”), for gallantry in combat. The regiment spent 191 days in the trenches, much longer than many other units, and suffered 1,500 casualties.

Building the Military

MAIN Idea The United States instituted a draft for military service, and African Americans and women took on new roles.

HISTORY AND YOU Describe a time you were required to do something that you might not have done otherwise. Read on to learn about the selective service system.

Progressives did not abandon their ideas when it came to building up the military. Instead, they applied their ideas and developed a new system for recruiting a large army.

Volunteers and Conscripts

When the United States entered the war in 1917, the army and National Guard together had slightly more than 300,000 troops. Many men volunteered after war was declared, but many more were still needed.

Selective Service Many progressives believed that conscription—forced military service—was a violation of democratic and republican principles. Believing a draft was necessary, however, Congress, with Wilson’s support, created a new conscription system called selective service.

Instead of having the military run the draft from Washington, D.C., the Selective Service Act of 1917 required all men between 21 and 30 to register for the draft. A lottery randomly determined the order in which they were called before a local draft board in charge of selecting or exempting people from military service.

The thousands of local boards were the heart of the system. The members of the draft boards were civilians from local communities. Progressives believed local people, understanding community needs, would know which men to draft and would do a far better job than a centralized government bureaucracy. Eventually about 2.8 million Americans were drafted.

Volunteers for War Not all American soldiers were drafted. Approximately 2 million men volunteered for military service. Some had heard stories of German atrocities and wanted to fight back. Others believed democracy was at stake. Many believed they had a duty to respond to their nation’s call. They had

**Primary Source**

**African Americans in World War I**

During World War I, the U.S. Army kept most African American soldiers out of combat, assigning them to work as cooks, laborers, and laundrymen. The 369th Regiment, however, was assigned to the French Army and was sent to frontline trenches almost immediately. Nicknamed the “Harlem Hell-Fighters,” the entire 369th was awarded the French Croix de Guerre (“war cross”), for gallantry in combat. The regiment spent 191 days in the trenches, much longer than many other units, and suffered 1,500 casualties.

**Answers:**

1. The French do not have the same history of segregation as the United States.
2. Lincoln freed enslaved African Americans and saved the Union.

**Analyzing VISUALS**

1. Theorizing Why do you think the French were willing to use African Americans in combat?
2. Analyzing Why do you think the poster includes a quote from Abraham Lincoln?

**Activity: Collaborative Learning**

Planning Promotional Campaigns Organize students into four groups. Have one group create a plan to promote conscription; another group plan to promote food conservation; a third group to rouse support for the war effort among business and labor organizations; and a fourth group to plan to promote pacifism or opposition to the war. Have each group research its topic and then choose a spokesperson to present the plan. Make sure students find an appropriate way to divide and complete the work.
grown up listening to stories of the Civil War and the Spanish-American War. They saw World War I as a great adventure and wanted to fight for their country.

Although the horrors of war soon became apparent to the American troops, their morale remained high, helping to ensure victory. More than 50,000 Americans died in combat and over 200,000 were wounded. Another 60,000 soldiers died from disease, mostly from the influenza epidemic of 1918 and 1919.

The flu epidemic was not limited to the battlefield. It spread around the world and made more than a quarter of all Americans sick. The disease killed an estimated 25–50 million people worldwide, including more than 500,000 Americans.

**African Americans in the War** Of the nearly 400,000 African Americans who were drafted, about 42,000 served overseas as combat troops. African American soldiers encountered discrimination and prejudice in the army, where they served in racially segregated units, almost always under the supervision of white officers.

Despite these challenges, many African American soldiers fought with distinction. For example, the African American 92nd and 93rd Infantry Divisions fought in bitter battles along the Western Front. Many of them won praise from both the French commander, Marshal Henri Pétain, and the United States commander, General John Pershing.

**Women Join the Military**

World War I was the first war in which women officially served in the armed forces, although only in noncombat positions. As the military prepared for war in 1917, it faced a severe shortage of clerical workers because so many men were assigned to active duty. Early in 1917, the navy authorized the enlistment of women to meet its clerical needs.

Unlike the navy, the army refused to enlist women. Instead, it began hiring women as temporary employees to fill clerical duties, others served as radio operators, electricians, pharmacists, chemists, and photographers.

Women serving in the navy wore a standard uniform and were assigned the rank of yeoman. By the end of the war, over 11,000 women had served in the navy. Although most performed clerical duties, others served as radio operators, electricians, pharmacists, chemists, and photographers.

Women nurses had served in both the army and navy since the early 1900s, but as auxiliaries. They were not assigned ranks, and were not technically enlisted in the army or navy. Army nurses were the only women in the military sent overseas as combat troops. African American nurses were the only women in the military sent overseas.

The United States initiated the draft. By the end of the war, over 11,000 women had served in the navy. Although most performed clerical duties, others served as radio operators, electricians, pharmacists, chemists, and photographers.

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**Writing About History**

7. **Persuasive Writing** Imagine that you are working for the Committee on Public Information. Write text for an advertisement or lyrics to a song in which you attempt to sway public opinion in favor of the war.

**Answers**

1. All definitions can be found in the section and the Glossary.
2. The government passed the Espionage and Sedition Acts. These acts made it illegal to print information opposed to the war or speak against the war publicly. These provisions curtailed First Amendment freedoms.
3. Most African Americans served in support services, but some served alongside French troops against the Germans. At home, African Americans supported the war effort by working in factories.
4. Progressives established agencies such as the War Industries Board and the National War Labor Board and created the Committee on Public Information to sell the war.
5. Women: worked in jobs that had been traditionally held by men, joined the navy, served as army nurses; African Americans: moved to Northern cities for more opportunities, served in the military; Hispanics: migrated to the United States and Mexican Americans moved to industrial cities.
6. About $32 billion; answers will vary, but students should support their opinions with examples.
7. Students’ advertisements or lyrics will vary.
Focus

Propaganda is defined as material disseminated by the advocates or opponents of a doctrine or cause, such as wartime propaganda. During World War I, both sides used propaganda to increase support for the war.

Teach

Critical Thinking

Analyzing Primary Sources
Have students study Primary Source 1. Ask: What connection is the poster attempting to make? (It compares Pershing’s army to the Crusaders of the Middle Ages.)

Reading Strategy

Inferring
Have students read Primary Source 3. Ask: What clear distinction is the author making between “Germans, and a German”? (The Germans, as a nation, are the enemy, but individual Germans are human beings with feelings and families, not much different from Americans.)

Differentiated Instruction

Analyzing Propaganda: Support for World War I

Objective: To analyze propaganda.
Focus: Discuss how propaganda is used to sway public opinion.
Teach: Explain the propaganda techniques used on this page and in the activity.
Assess: Ask students whether they think propaganda is an appropriate way to influence opinion. Discuss how propaganda is still used today and give recent examples.

Differentiated Instruction Strategies

BL Explain the purpose of each piece of propaganda on pages 562–563 and in the activity.
AL Research Axis propaganda used in World War I. How is it different from Allied propaganda? Focus on symbolism and ideology.
ELL Describe the pictures used in the posters. What effect do they produce?
Newspaper Column, New York Times, May 1915

Great Britain established the Bryce Committee to investigate German atrocities in Belgium. Its findings, released just five days after the sinking of the Lusitania, increased anti-German sentiment in the United States. Investigations after the war, however, found that many of the stories were false or gross exaggerations.

U.S. Government Pamphlet, 1918

"Fear, perhaps, is rather an important element to be bred in the civilian population. It is difficult to unite a people by talking only on the highest ethical plane. To fight for an ideal, perhaps, must be coupled with thoughts of self-preservation. So a truthful appeal to the fear of men, the recognition of the terrible things that would happen if the German Government were permitted to retain its prestige, may be necessary in order that all people unite in the support of the needed sacrifices."

—Pamphlet for speakers from the Committee on Public Information, quoted in the New York Times, February 4, 1918

Critical Thinking

Drawing Conclusions

Have students read Primary Source 5. Ask: What message is being given by this pamphlet excerpt? (that fear is to be used to turn public opinion against the Germans and keep the public united in supporting the war)

Reading Strategy

Summarizing

Have students review Primary Sources 4 and 6. Ask: What is the common message of these primary sources? (That the Germans are willing to ruin the lives of civilians to achieve their military goals.)

Document Based Questions

Answers

1. The fight against the Germans is righteous.
2. The Germans are barbarians.
3. The stories of German atrocities made it difficult, if not impossible, to remain neutral.
4. to sway public opinion in favor of the war; answers will vary
5. German barbarism would dominate the world; citizens should support the war, buy war bonds, and give blood.
Section 3

A Bloody Conflict

Technology caused both sides to lose millions of men during World War I. The arrival of American troops helped the Allies win, but the peace treaty set the stage for another war to come.

Combat in World War I

MAIN IDEA New technologies made World War I the first modern war.

HISTORY AND YOU What new technologies have been developed or proposed in your lifetime? Read on to learn about the weapons that World War I personnel faced.

By the spring of 1917, World War I had devastated Europe. Old-fashioned strategies and new technologies resulted in terrible destruction. Many Americans believed, however, that their troops would make a difference and quickly bring the war to an end.

Trench Warfare

Early offensives in 1914 demonstrated that warfare had changed. Powerful artillery guns were placed several miles behind the front lines. From there, they hurled huge explosive shells onto the battlefield. More people were killed by artillery fire than by any other weapon in World War I. Artillery fire produced horrific scenes of death and destruction, as one American noted in his diary:

PRIMARY SOURCE

"Many dead Germans along the road. One heap on a manure pile...Devastation everywhere. Our barrage has rooted up the entire territory like a ploughed field. Dead horses galore, many of them have a hind quarter cut off—the Huns [Germans] need food. Dead men here and there."

—quoted in The American Spirit

To protect themselves from artillery, troops began digging trenches. On the Western Front—where German troops confronted French, British, and Belgian forces—the troops dug a network of trenches that stretched from the English Channel to the Swiss border. To prevent the enemy from overrunning the trenches, troops relied upon a new weapon, the machine gun, to hold off the attackers. The space between opposing trenches was called no-man’s-land. It was a rough barren landscape filled with craters from artillery fire. To prevent troops from crossing no-man’s-land, both sides built barbed wire entanglements and obstacles in front of their trenches.
To break through enemy lines, the attacker would begin with a massive artillery barrage. Soldiers would then scramble out of their trenches, race across no-man’s-land while enemy machine guns fired at them, and try to capture the enemy’s trenches.

Before charging enemy trenches, troops fixed bayonets—long knives—to their rifles. For those troops that made it across no-man’s-land, fighting in the trenches was brutal. Troops threw grenades—small bombs—at each other, and used bayonets, rifle butts, knives, axes, pistols and even rocks and fists to kill the enemy.

The results of this kind of warfare were horrific. In major battles, both sides often lost hundreds of thousands of men, yet neither side was able to break through the other’s lines.

New Technology

New technologies were needed to break through enemy lines. In April 1915, the Germans first used poison gas near Ypres. The fumes caused vomiting, blindness, and suffocation. Soon afterward the Allies also began using poison gas. To counter gas attacks, both sides developed gas masks.

In late 1915, the British introduced the armored tank into battle. These tanks were slow and mechanically unreliable, but they could crush barbed wire and cross trenches. Unfortunately, there were not enough of them. The tanks could support the troops, but they did not revolutionize warfare in World War I. By the time World War II broke out, however, tanks had replaced cavalry in most modern armies and made trench warfare obsolete.

Corpses left in trenches, as well as food scraps, attracted many rats. Since rats propagate rapidly (one pair of rats can produce 880 offspring in a year), the trenches soon became infested. The rats became large and bold and would even eat a wounded man if he could not defend himself.

Answers:
1. France, Germany, and Belgium
2. disease; poor sanitary conditions; weather exposure

Presenting World War I

Step 3: Presenting the Battles and Victories of World War I

Ask: What were the crucial factors that led to a victory in the war?

Directions Explain to students that they will create one to three multimedia slides or screens to describe the factors that led to an Allied victory in the war. Divide students into two teams. The first team should focus on the battles and the factors that led to military victories. The second team should focus on the victory and the peace that followed. (In both groups, further division might be made between those responsible for boiling down the literal explanation and those finding graphic/visual elements.)

Putting It Together When the two teams meet to finalize the choices for the slides, they will determine how to illustrate the battles of the war and the peace that followed. (Chapter Project continued on page 577)
World War I also marked the first use of aircraft in war. In addition, it was the first and last time that zeppelins were used in combat. Zeppelins are giant rigid balloons, also known as blimps or dirigibles. Early in the war, the Germans sent squadrons of zeppelins to drop bombs on British warships in the North Sea. At first, airplanes were used as scouts. They flew over enemy territory, as well as the English Channel and the North Sea, spying on enemy troops and ships. Before long, however, the Allies equipped them with machine guns to attack the German zeppelin fleet. The machine guns were timed to fire through the aircraft’s propeller as it spun so that the bullets did not hit the propeller. A few airplanes even carried rockets to destroy the zeppelins. Others carried small bombs to drop on enemy lines.

As technology advanced, aircraft were used to shoot down other aircraft. Battles between aircraft became known as dogfights. Early military aircraft were difficult to fly and easy to destroy. The wings and body frame were covered in cloth and easily caught fire. Pilots did not carry parachutes. The average life expectancy of a combat pilot in World War I was about two weeks.

W Writing Support
Descriptive Writing Have students use library or Internet resources to find out more about one of the weapons first used in World War I. Then have students write a paragraph describing this weapon in use as if they are seeing it for the first time.

R Reading Strategy
Analyzing Text Structures Ask students to define the word convoy as both a noun and a verb. (noun: a group of cars, trucks, or ships traveling together; verb: to escort or guide) Ask: Where do you typically see convoys today? (trucks traveling together on the highway)

Additional Support

Flying Aces Three pilots who flew bombers in World War I were among the best-known fighters of the war. American Eddie Rickenbacker shot down 22 planes during the war. Using a daring method, Rickenbacker flew extremely close to enemy planes before firing his guns. He often returned from dogfights with his own plane riddled with bullets. After the war, Rickenbacker settled into the automobile industry and started the Rickenbacker Motor Company.

Flying aces from other countries also became famous. Manfred von Richthofen of Germany, known as the “Red Baron,” was credited with 80 victories. As von Richthofen’s fame spread he increasingly became the target of Allied warplanes, and on April 21, 1918, he was shot down and killed. His body was recovered by British forces, who buried him with full military honors.

Frenchman René Fonck was credited with 75 victories in World War I. He closely studied the methods of enemy pilots and strictly conserved ammunition during fights—tactics that aided him in his victories. After the war, Fonck worked as a demonstration pilot and an inspector of fighter aviation within the French Air Force.
proposed that merchant ships and troop transports be gathered into groups, called **convoys**. Small highly maneuverable warships called destroyers would protect and escort the convoys across the Atlantic.

Convoys also saved lives. If a ship was sunk, other ships in the convoy could rescue survivors. The system worked. Convoys greatly reduced shipping losses and ensured that a large number of American troops arrived safely in Europe in time to help stop Germany’s last great offensive on the Western Front.

**Russia Leaves the War**

In March 1917, riots broke out in Russia over the government’s handling of the war and the scarcity of food and fuel. Czar Nicholas II, the leader of the Russian Empire, abdicated his throne. This marked the beginning of the Russian Revolution.

Political leadership in Russia passed to a provisional, or temporary, government. The leaders of the provisional government wanted Russia to stay in the war. However, the government was unable to deal adequately with the major problems afflicting the nation, such as food shortages. The Bolshevik Party, led by Vladimir Lenin, overthrew the provisional government and established a Communist government in November 1917.

**Americans Enter Combat**

At the time World War I began, many Americans knew that the French had helped the United States during the American Revolution. American school children still learned the story of the Marquis de Lafayette, who had brought French officers to America to help train American soldiers and who had served on George Washington’s staff during the Revolutionary War. Many Americans regarded the French people as friends and believed the nation owed the French a debt for their help in the revolution.

Germany’s military fortunes improved with the Bolshevik takeover of Russia. Lenin’s first act after seizing power was to pull Russia out of the war and concentrate on establishing a Communist state. Lenin agreed to the Treaty of Brest-Litovsk with Germany on March 3, 1918. Under this treaty, Russia lost substantial territory. It gave up the Ukraine, its Polish and Baltic territories, and Finland.

With the Eastern Front settled, Germany could now concentrate its forces in the west. German leaders knew this was their last chance to win. If the troops transferred from Russia could not break Allied lines, it was only a matter of time before Germany would have to surrender.

**Gas Masks**

During World War I, soldiers were equipped with gas masks to protect them against poison gas attacks. So, too, were their horses. In his war diary, Lieutenant Robert Casey of the 124th Field Artillery described his experience:

“The horses wear gas masks also. . . . Neat little bundle perched atop the nose and soaked every time the animal takes a drink. A horse without a gas mask can live about five minutes. With a gas mask he can live about five minutes. It takes only about eleven minutes to convince the horse that he ought to wear the gas mask. And there you are.”
When General John J. Pershing, commander of the American Expeditionary Force (AEF), arrived in Paris on July 4, 1917, he and his officers headed to Picpus Cemetery where Lafayette was buried. One of Pershing’s officers, Colonel Charles E. Stanton, raised his hand in salute and proclaimed, “Lafayette, we are here!” France had helped the United States gain its freedom. Now American soldiers would help the French to preserve theirs.

When American troops began arriving in France, the British and French commanders wanted to integrate them into their armies under British and French command. Pershing refused, and President Wilson supported him. Pershing insisted that American soldiers fight in American units under American command.

Despite French and British pleas that they needed American soldiers to replace their own losses, Pershing held firm with one exception. The 93rd Infantry Division—an African American unit—was transferred to the French. Its soldiers became the first Americans to enter combat.

**Germany’s Last Offensive** On March 21, 1918, the Germans launched a massive attack along the Western Front, beginning with gas attacks and a huge artillery bombardment. German forces, strengthened by reinforcements from the Russian front, pushed deep into Allied lines. By early June, they were less than 40 miles (64 km) from Paris.

American troops played an important role in containing the German offensive. In late May, as the German offensive continued, the Americans launched their first major attack, quickly capturing the village of Cantigny. On June 1, American and French troops blocked the German drive on Paris at the town of Château-Thierry. On July 15, the Germans launched one last massive attack in an attempt to take Paris, but American and French troops held their ground.

**The Battle of the Argonne Forest** With the German drive stalled, French Marshal Ferdinand Foch, supreme commander of the Allied forces, ordered massive counterattacks. In mid-September, American troops drove back German forces at the battle of Saint-Mihiel. Next, an American offensive was launched in the region between the Meuse River and the Argonne Forest. General Pershing assembled over 600,000 American troops, 40,000 tons of supplies, and roughly 4,000 artillery pieces for the most massive attack in American history.

The attack began on September 26, 1918. German positions slowly fell to the advancing American troops. The Germans inflicted heavy casualties, but by early November the Americans had shattered German defenses and opened a hole on the eastern flank of the German lines. Soon after, all across the Western Front, the Germans began to retreat.

**American Heroes**

Although the brutal trench warfare of World War I led to many acts of astonishing bravery, the actions of two Americans, Corporal Alvin York and Captain Eddie Rickenbacker, captured the nation’s imagination.

**Alvin York** Born in 1887, Alvin York grew up poor in the mountains of Tennessee, where he learned to shoot by hunting wild game. Opposed to war, he initially tried to avoid the draft as a conscientious objector—a person who refuses to obey the law because of his moral or religious beliefs. As a Christian, York

“The sun goes down, night comes, the shells whine, life is at an end.

Still the little piece of convulsed earth in which we lie is held. We have yielded no more than a few hundred yards of it as a prize to the enemy. But on every yard there lies a dead man.”

**Literature** Explain that German author Erich Maria Remarque (1898–1970) served in the front line trenches during the Great War. In his 1929 novel *All Quiet on the Western Front*, he wrote of the devastation and cruelty of the war and life in the trenches. Have students read the following quote and ask them to paraphrase Remarque’s words.

“...we lie is held. We have yielded no more than a few hundred yards of it as a prize to the enemy. But on every yard there lies a dead man.”
Alvin York and the Battle of the Argonne Forest

October 8th, 1918, Argonne Forest, France.

“So on the morning of the 8th, just before daylight, we started for the hill of Château Chehery. So before we got there it got light, and the Germans sent over a heavy barrage and also gas, and we put on our gas masks and just pressed right on through those shells and got to the top of hill 223… [At] the zero hour… we done went over the top… The Germans… jes stopped us in our tracks. Their machine guns were up there on the heights overlooking us and well hidden, and we couldn’t tell for certain where the terrible heavy fire was coming from… So we decided to try and get them by a surprise attack in the rear… So there was 17 of us boys went around on the left flank to see if we couldn’t put those guns out of action.”

—from Sergeant York

Believed he was not allowed to kill anyone. Eventually, he decided that he could fight in a war if the cause was just.

On October 8, 1918, during the Battle of the Argonne Forest, German machine guns on a fortified hill fired on York’s platoon and killed nine men. York took command and charged the machine guns. By the end of the battle, York had killed between 9 and 25 Germans, captured the machine guns, and taken 132 prisoners. For his actions, he received the Medal of Honor and the French Croix de Guerre. After returning home, he used his fame to raise money for the Alvin York Institute—a school for poor Tennessee children.

Eddie Rickenbacker
Born in Columbus, Ohio, Eddie Rickenbacker was a famous race car driver before the war. Rickenbacker’s car-racing reflexes served him well as a combat pilot. He was named commander of the 94th Aero Squadron, the first all-American squadron to enter combat. In all, he fought in 34 air battles and shot down 26 aircraft, becoming the top American combat pilot. In one battle, he single-handedly fought seven German aircraft—a feat for which he was later awarded the Congressional Medal of Honor.

The War Ends

While fighting raged along the Western Front, a revolution engulfed Austria-Hungary. In October 1918, Poland, Hungary, and Czechoslovakia declared independence. By early November, the governments of the Austro-Hungarian Empire and the Ottoman Empire had surrendered to the allies.

On November 3, sailors in Kiel, the main base of the German fleet, mutinied. Within days, groups of workers and soldiers seized power in other German towns. As the revolution spread, the German emperor decided to step down. On November 9, Germany became a republic. Two days later the government signed an armistice—a truce, or an agreement to stop fighting. At the 11th hour on the 11th day of the 11th month, 1918, the fighting stopped.

Veterans Day
The holiday that is now celebrated as Veterans Day originated in efforts to commemorate the armistice of November 11, 1918 that ended World War I. The first Armistice Day was observed the following year. On November 11, 1919, President Woodrow Wilson delivered the following address:

“The war showed us the strength of great nations acting together for high purposes, and the victory of arms foretells the enduring conquests which can be made in peace when nations act justly and in furtherance of the common interests of men. To us in America, the reflections of Armistice Day will be filled with solemn pride in the heroism of those who died in the country’s service and with gratitude for the victory, both because of the thing from which it has freed us and because of the opportunity it has given America to show her sympathy with peace and justice in the councils of the nations.”

Most states designated November 11 as a legal holiday. In 1938, Armistice Day became a federal holiday. To extend recognition to the veterans of World War II and the Korean War, President Eisenhower signed into law a bill in 1954 that changed the name of the holiday to Veterans Day.
A Flawed Peace

The United States Senate refused to ratify the Treaty of Versailles and rejected the League of Nations.

HISTORY AND YOU How might your feelings toward a peace plan differ if you lived in a defeated country compared to a victorious country? Read on to learn why the U.S. Senate did not ratify the Treaty of Versailles.

Although the fighting stopped in November 1918, World War I was not over. A peace treaty had to be negotiated and signed. In January 1919, delegates from 27 countries traveled to France to attend the peace conference. The conference took place at the Palace of Versailles, near Paris, and the treaty with Germany that resulted came to be called the Treaty of Versailles. The conference also negotiated the Treaty of Saint-Germain, ending the war with Austria-Hungary.

Negotiations on the Treaty of Versailles lasted five months. The most important participants were the so-called “Big Four” of the Allies: President Wilson of the United States, British Prime Minister David Lloyd George, French Premier Georges Clemenceau, and Italian Prime Minister Vittorio Orlando.

Representatives from Russia were not invited to the conference. Wilson and the other Allied leaders refused to recognize Lenin's government as legitimate. At the time of the peace conference, a civil war was raging in Russia between communist and non-communist forces. In mid-1918, the United States, Great Britain, and Japan had sent troops to Russia to help the anti-communist forces. Nearly 15,000 American troops remained in Russia—which had been renamed the Soviet Union by the Bolsheviks—until the spring of 1920. By that time, it had become clear that the Bolsheviks had won the civil war.

The Fourteen Points

When President Wilson arrived in Paris in January 1919, he brought with him a peace plan known as the Fourteen Points. Wilson had presented the plan to Congress in January 1918 to explain the goals of the United States in the war. The president believed that if the Fourteen Points were implemented, they would establish the conditions for a lasting peace in Europe.

The Fourteen Points were based on “the principle of justice to all peoples and nationalities.” In the first five points, Wilson proposed to eliminate the causes of the war through free trade, freedom of the seas, disarmament, an impartial adjustment of colonial claims, and open diplomacy instead of secret agreements.

The next eight points addressed the right of national self-determination. This is the idea that the borders of countries should be based on ethnicity and national identity. A group of people who feel that they are a nation should be allowed to have their own country. Wilson and other supporters of national self-determination believed that when borders are not based on national identity, border disputes will occur and nations are more likely to go to war to resolve them.

The principle of national self-determination also meant that no nation should be allowed to keep territory taken from another nation. Wilson’s Fourteen Points required the Central Powers to evacuate all of the countries invaded during the war. Wilson also wanted the territory...
What Did the Allies Agree to Do?

**Treaty of Versailles (peace with Germany)**
- German troops will return all captured territory to Belgium, Russia, and France.
- Germany will be divided in two; some German territory will be given to Denmark, France, Poland, Czechoslovakia, and Belgium.
- Germany will be held responsible for all wartime losses and must pay reparations.
- Germany's army and navy will be limited in size. Germany cannot have an air force, and cannot have military forces west of the Rhine.

**Treaty of Saint-Germain (peace with Austria)**
- The Austro-Hungarian Empire is dissolved and replaced by the nation of Austria.
- Four new nations are recognized: Czechoslovakia, Hungary, Poland, and Yugoslavia.
- Austria may not unite with Germany; its army is limited to 30,000 men.

**The Covenant of the League of Nations (included in both peace treaties above)**
- Members agree to reduce armaments.
- Members agree to protect each other against aggression.
- Colonies of the Central Powers will now be supervised by League members.
- Parts of the Ottoman Empire will be made independent under League supervision.

The fourteenth point was most important to Wilson. It called for the creation of a "general association of nations" that would later be called the League of Nations. The League's member nations would help preserve peace by pledging to respect and protect each other's territory and political independence. Wilson was so determined to get agreement on the League of Nations that he was willing to give up other goals in the Fourteen Points in exchange for support for the League.

The Treaty of Versailles

Wilson received an enthusiastic reception from crowds in Paris and other national capitals that he visited. Wilson's popularity in Europe put him in a strong negotiating position. He was delighted when the peace conference decided to use the Fourteen Points as the basis for negotiations.

Not everyone was impressed by President Wilson's ideas. Premier Clemenceau of France and British Prime Minister Lloyd George wanted the Germans punished for the suffering they had inflicted on the rest of Europe. Additionally, Great Britain refused to give up its sizable naval advantage by agreeing to Wilson's call for freedom of the seas. Clemenceau, in particular, was determined to end the German threat once and for all. Other Allied governments tended to agree. Despite Wilson's hopes, the peace terms were harsh. The Treaty of Versailles, reluctantly signed by Germany on June 28, 1919, included many terms designed to punish and weaken Germany. Germany's armed forces were greatly reduced in size and Germany was not allowed to put troops west of the Rhine River—the region near the French border. The treaty also specifically blamed Germany for the war, stating that it had been caused by "the aggression of Germany."

**Analyzing VISUALS**

1. Comparing How many of the Fourteen Points were accepted at the Paris Peace Conference?
2. Analyzing What nations received territory from the Austro-Hungarian Empire?

Answers:
1. nine
2. Austria, Hungary, Czechoslovakia, Poland, Romania, Yugoslavia, and Italy
When the German government signed the treaty, it, in effect, acknowledged that Germany was guilty of causing the war. This allowed the Allies to demand that Germany pay reparations—monetary compensation for all of the war damage it had caused. A commission set up after the treaty was signed decided that Germany owed the Allies approximately $33 billion. This sum was far more than Germany could pay all at once and was intended to keep Germany’s economy weak for a long time.

Wilson had somewhat better success in promoting national self-determination. Four empires were dismantled as a result of World War I and the peace negotiations: the Austro-Hungarian Empire, the Russian Empire, the German Empire, and the Ottoman Empire. The various peace treaties signed after the war created nine new nations in Europe: Austria, Czechoslovakia, Estonia, Finland, Hungary, Latvia, Lithuania, Poland, and Yugoslavia. In general, the majority of people in these new countries were from one ethnic group.

National self-determination was not, however, applied to Germany. Both Poland and Czechoslovakia were given territory where the majority of the people were German. Germany was even split in two in order to give Poland access to the Baltic Sea. By leaving a large number of Germans living outside Germany, the Treaty of Versailles helped set the stage for a new series of crises in the 1930s.

The Treaty of Versailles did not address several of Wilson’s Fourteen Points. It did not mention freedom of the seas or free trade. It also ignored Wilson’s goal of a fair settlement of colonial claims. No colonial people in Asia or Africa were granted independence. Germany’s colonies in Africa and the Middle East were placed under the supervision of Britain and France. Japan was given responsibility for Germany’s colonies in East Asia.

The treaty also stated that new countries were to be created from the Ottoman Empire. In 1920 the Ottoman Empire was divided into the state of Turkey, the French Mandate of Syria and Lebanon, and the British Mandates of Iraq and Palestine. In 1921 the Palestine Mandate was divided to create the kingdom of Transjordan.

Although disappointed with many parts of the Treaty of Versailles, Wilson achieved his
primary goal. The treaty called for the creation of a League of Nations. League members promised to reduce armaments, to submit all disputes that endangered the peace to arbitration, and to come to the aid of any member who was threatened with aggression by another state.

**The U.S. Senate Rejects the Treaty**

President Wilson was confident the American people would support the Treaty of Versailles, but he had badly underestimated the opposition in Congress. All treaties signed by the United States must be ratified by two-thirds of the Senate, and in November 1918, the Democratic Party had lost control of the Senate. Even though he needed Republican support to ratify the treaty, Wilson refused to take any Republican leaders with him to the peace conference. This ensured that Wilson’s views prevailed, but it also meant that Republican concerns were not addressed.

Opposition in the Senate focused on the League of Nations. One group of senators, nicknamed the “Irreconcilables,” refused to support the treaty under any circumstances. They assailed the League as the kind of “entangling alliance” that the Founders had warned against. A large group of senators, known as the “Reservationists,” was led by the powerful chairman of the Foreign Relations committee, Henry Cabot Lodge. The Reservationists were willing to support the treaty if certain amendments were made to the League of Nations.

The Reservationists pointed out that the Constitution requires Congress to declare war. Yet the League of Nations could require member states to aid any member who was attacked. The Reservationists argued that this might force the United States into a war without Congressional approval. They agreed to ratify the treaty if it was amended to say that any military action by the United States required the approval of Congress. Wilson refused, fearing the change would undermine the League’s effectiveness.

To overcome Senate opposition, Wilson decided to take his case directly to the American people. If public support for the treaty was strong enough, the senators would back down. Starting in September 1919, Wilson traveled 8,000 miles and made over 30 major speeches in three weeks. On September 25, the president collapsed from the physical strain and soon afterward suffered a stroke. Bedridden, Wilson ignored the advice of his wife and Democratic leaders and refused to take any Republican leaders with him to the peace conference. This ensured that Wilson’s views prevailed, but it also meant that Republican concerns were not addressed.

The Senate finally voted in November 1919. It voted again in March 1920. Both times it refused to ratify the treaty. After Wilson left office in 1921, the United States negotiated separate peace treaties with each of the Central Powers. The League of Nations, the foundation of President Wilson’s plan for lasting world peace, took shape without the United States.

**Vocabulary**


**Main Ideas**

2. Explain how technology changed the way World War I was fought?

3. Analyzing What impact did John J. Pershing and the Battle of the Argonne Forest have on World War I?

4. Organizing Use a graphic organizer to list the results of World War I.

**Critical Thinking**

5. Big Ideas Why did President Wilson propose his Fourteen Points?

6. Analyzing What countries were involved in the Paris peace conference in 1919? Which country was not invited to participate? Why?

7. Analyzing Maps and Charts Examine the map and chart on page 571. Prepare a quiz with questions based on information from both. Give the quiz to some of your classmates.

**Writing About History**

8. Descriptive Writing Imagine that you are an American soldier fighting in Europe during World War I. Write a letter home describing your situation and how you feel about fighting there.

**Answers**

1. All definitions can be found in the section and the Glossary.
2. Tanks could crush barbed wire and roll over trenches; poison gas was used by both sides, killing troops or rendering them unable to fight; airplanes were used as scouts and later battles took place in the air.
3. General Pershing directed the AEF attack which broke through German lines.
4. answers may include: League of Nations, dissolution of four empires, nine new European countries, Germany pays reparations
5. He wanted to prevent future wars.
6. the United States, Great Britain, France, and Italy; Russia was not invited because the allies refused to recognize Lenin’s government
7. Answers will vary; quizzes should be accurate.
8. Answers will vary; students should use descriptive terms in their letters.
Focus

Ask: After reading the information on these pages, what do you think were the major issues or topics of the era? (World War I; communism) Ask: Why is Jeannette Rankin pictured? (She was the first woman elected to Congress.) Ask: What items does a doughboy need and how much is the cost? How does the cost then likely compare to the cost of outfitting a soldier today? (A doughboy required 107 pieces of fighting equipment, 50 articles of clothing, eating utensils, and 11 cooking implements, which cost $156.30. Today the cost of outfitting a soldier is likely to run into the thousands of dollars.)

Teach

Critical Thinking

Analyzing Primary Sources

Have students read the quote by Woodrow Wilson. Ask: Why does Wilson think applauding his speech is odd? (because his request for war against Germany will result in the deaths of thousands of young American soldiers)

Additional Support

Background

Stars and Stripes Stars and Stripes, the armed forces newspaper staffed entirely by soldiers, was first published in 1918. In addition to being a source of information and morale for soldiers, it provided many young journalists and cartoonists with their first jobs.

Two well-known cartoonists whose work appeared in Stars and Stripes were Milt Caniff (“Terry and the Pirates”) and Bill Mauldin, who won the Pulitzer Prize in 1945 for his “Willie” and “Gl Joe” cartoons.
How to Make a Doughboy

Take one American infantryman.

1. Arm with 107 pieces of fighting equipment, including:
   - rifle
   - rifle cartridges
   - cartridge belt
   - steel helmet
   - clubs
   - knives
   - gas mask
   - wire cutters
   - trench tool
   - bayonet and scabbard
   - grenades

2. Add 50 articles of clothing, including 3 wool blankets and a bedsack.

3. Equip with eating utensils and 11 cooking implements.

4. Train well.

**TOTAL COST:** $156.30

(numbers not including training and transportation to Europe)

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**NUMBERS 1915**

- **$1,040** Average annual income for workers in finance, insurance, and real estate
- **$687** Average income for industrial workers (higher for union workers, lower for nonunion workers)
- **$510** Average income for retail trade workers
- **$355** Average income for farm laborers
- **$342** Average income for farm laborers
- **$328** Average income for domestic servants
- **$11.95** Cost of a bicycle
- **$1.15** Cost of a baseball
- **$1** Average cost of a hotel room
- **39¢** Cost of one dozen eggs
- **5¢** Cost of a glass of cola
- **7¢** Cost of a large roll of toilet paper

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**Milestones**

**SHOT DOWN AND KILLED, APRIL 22, 1918. “THE RED BARON.”** Manfred von Richthofen, Germany’s ace pilot. Von Richthofen destroyed more than 80 Allied aircraft. The English fighter pilot Edward Mannock said, “I hope he roasted all the way down.”

**ELECTED, NOVEMBER 7, 1916. JEANNETTE RANKIN of Montana, to the U.S. Congress.** The first woman congressional representative explained her victory by saying that women “got the vote in Montana because the spirit of pioneer days was still alive.”

**REPATRIATED, APRIL 10, 1917. VLADIMIR ILYICH LENIN, to Russia, after an 11-year absence.** The leader of the leftist Bolshevik party hopes to reorganize his revolutionary group.

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**CRITICAL THINKING**

1. **Analyzing** What pioneer qualities was Jeannette Rankin referring to when she said women “got the vote in Montana because the spirit of pioneer days was still alive”?
2. **Drawing Conclusions** How do you think the inventions in “Color My World” kept spirits on the home front during World War I? Why was this important?

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**WRITING SUPPORT**

**Narrative Writing** Have students reread the Milestone concerning “The Red Baron.” Then have students use library or Internet resources to find out more about “The Red Baron” and his role in World War I. Using what they have learned, have students write a British newspaper article announcing the Baron’s death.

**Assess/Close**

Have students select an item listed under Numbers and find a correlating statistic from today. Visit the Time Web site at www.time.com for up-to-date news, weekly magazine articles, editorials, online polls, and an archive of past magazines and Web articles.

**Critical Thinking Answers:**

1. individualism, freedom, ruggedness, the desire to explore
2. New inventions meant progress and something to look forward to, good morale on the home front was essential to winning the war.

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**Activity: Technology Connection**

**Comparing and Contrasting** Have students review the information presented in the TIME Notebook and have students use library or Internet resources to find out more about the topics presented. Then have them make a list of items, issues, or inventions from the World War I era that are still relevant today. **Ask:** How do you think the events, issues, or inventions from the World War I era affect your life today? What inventions are still useful today? Which inventions have been improved upon? What political issues or ideas are still relevant today? (Answers will vary, but students should cite data from the TIME Notebook and their research to support their ideas.)
The War’s Impact

Guide to Reading

Big Ideas
Economics and Society  The change from wartime to peacetime caused many economic and social problems.

Content Vocabulary
• cost of living (p. 576)
• general strike (p. 577)
• deport (p. 580)

Academic Vocabulary
• widespread (p. 577)
• authorities (p. 580)

People and Events to Identify
• Calvin Coolidge (p. 577)
• Red Scare (p. 579)
• A. Mitchell Palmer (p. 579)
• J. Edgar Hoover (p. 580)

Reading Strategy
Organizing  Complete a graphic organizer similar to the one below to list the effects of the end of World War I on the American economy.

An Economy in Turmoil

MAIN Idea  The country suffered economic uncertainty, strikes, and riots in the year after the war.

HISTORY AND YOU  Do you know anyone who has participated in a strike? Read why millions of workers went on strike in 1919.

With the war over, Americans welcomed the soldiers back as heroes. Parades were thrown in their honor, and a new organization, the American Legion, was created to support the veterans. But their arrival home was also bittersweet. Two million men now needed to find jobs in an economy that was shutting down its production of war materials and sliding into recession.

When the war ended, government agencies removed their controls from the economy. People raced to buy goods that had been rationed, while businesses rapidly raised prices they had been forced to keep low during the war. The result was rapid inflation. In 1919 prices rose more than 15 percent. Inflation greatly increased the cost of living—the cost of food, clothing, shelter, and other essentials that people need to survive. Orders for war materials evaporated, so factories laid off workers. Soldiers returned home looking for civilian employment but found jobs scarce. In short, 1919 was a year of economic turmoil.

Inflation Leads to Strikes

Many companies had been forced to raise wages during the war, but inflation now threatened to wipe out the gains workers had made. While workers wanted higher wages to keep up with inflation, companies resisted because inflation was also driving up their operating costs.

During the war, the number of workers in unions had increased dramatically. By the time the war ended, workers were better organized and much more capable of implementing strikes. Many business leaders, on the other hand, were determined to break the power of the unions and roll back the gains labor had made. These circumstances led to an enormous wave of strikes in 1919. By the end of the year, more than 3,600 strikes involving more than 4 million workers had taken place.
The Seattle General Strike

The first major strike took place in Seattle, where some 35,000 shipyard workers walked off the job demanding higher wages and shorter hours. Other unions in Seattle soon joined the shipyard workers and organized a general strike.

A general strike is a strike that involves all workers in a community, not just workers in a particular industry. The Seattle general strike involved more than 60,000 people and paralyzed the city for five days. Although the strikers returned to work without making any gains, their actions worried many Americans because the general strike was a common tactic used in Europe by communists and other radical groups.

The Boston Police Strike

Perhaps the most famous strike of 1919 took place in Boston, where roughly 75 percent of the police force walked off the job. Riots and looting soon erupted in the city, forcing the governor, Calvin Coolidge, to call in the National Guard. When the strikers tried to return to work, the police commissioner then fired the strikers and hired a new police force instead.

Despite protests, Coolidge agreed that the men should be fired, declaring: “There is no right to strike against the public safety by anybody, anywhere, anytime.” Coolidge’s response earned him widespread public support and convinced the Republicans to make him their vice presidential candidate in the 1920 election.

The Steel Strike

Shortly after the police strike ended, one of the largest strikes in American history began when an estimated 350,000 steelworkers went on strike for higher pay, shorter hours, and recognition of their union. Elbert H. Gary, the head of U.S. Steel, refused even to talk to union leaders. Instead, he set out to break the union by using anti-immigrant feelings to divide the workers.

Many steelworkers were immigrants. The company blamed the strike on foreign radicals and called for loyal Americans to return to work. Meanwhile, to keep the mills running, the company hired African Americans and Mexicans as replacement workers. Clashes between company guards and strikers were frequent. In Gary, Indiana, a riot left 18 strikers dead. The strike collapsed in early 1920 and its failure set back the union cause in the steel industry. Steel workers remained unorganized until 1941.

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Terrorists Attack America

When terrorists attacked the United States on September 11, 2001, many Americans believed the United States was experiencing something new—multiple attacks by a terrorist organization.

It is almost forgotten by the American people that in June 1919, eight bombs exploded in eight American cities within minutes of each other, and another 30 bombs sent through the mail were intercepted before they exploded. In September 1920 an even larger bomb exploded in New York. As it did after 9/11, the United States government created a new federal agency to protect the American people. In 1919 the government created the General Intelligence Division, headed by Herbert Hoover, who later headed the FBI. In 2002 the government created the Department of Homeland Security.

Racial Unrest

The economic turmoil after the war also contributed to widespread racial unrest. Many African Americans had moved north during the war to take factory jobs. As people began to be laid off and returning soldiers found it hard to find work and affordable housing, many gave in to feelings of racism and blamed African Americans for taking their jobs. Frustration and racism combined to produce violence.

In the summer of 1919, 25 race riots broke out across the nation. African American leader James Weldon Johnson called the summer of 1919, “the red summer” because of the amount of blood that was spilled. The riots began in July, when a mob of angry white people burned shops and homes in an African American neighborhood in Longview, Texas. A week later, in Washington, D.C., gangs of African Americans and whites fought each other for four days before troops got the riots under control.

The worst violence occurred in Chicago. On a hot July day, African Americans went to a whites-only beach. Both sides began throwing stones at each other. Whites also threw stones at an African American teenager swimming near the beach to prevent him from coming ashore, and he drowned. A full-scale riot then erupted in the city.

Angry African Americans attacked white neighborhoods while whites attacked African American neighborhoods. The Chicago riot lasted for almost two weeks and the government was forced to send in National Guard troops to impose order. By the time the rioting ended, 38 people had been killed—15 white and 23 black—and over 500 had been injured.

The race riots of 1919 disillusioned some African Americans who felt their wartime contributions had been for nothing. For others, however, the wartime struggle for democracy encouraged them to fight for their rights at home.

The race riots of 1919 were different in one respect. For the first time, African Americans organized and fought back against the white mobs. Many African Americans also dedicated themselves to fighting for their rights politically. The NAACP surged in membership after the war, and in 1919, it launched a new campaign for a federal law against lynching.

Analyzing Why did the end of the war lead to race riots?

Soldiers returning from the war found it hard to get jobs and blamed African Americans for their economic hardships.

Literature American writer John Dos Passos published his trilogy U.S.A. between 1930 and 1936. The second novel in the series, simply titled 1919, is set during the tumultuous year that followed World War I. In the trilogy, Dos Passos experimented with unconventional techniques. He interwove the fictional story of his characters with sections that included headlines, news stories, and brief biographies of important or notorious figures from the era.

Provide students with excerpts from 1919 and then ask them to compose an essay in Dos Passos’s style in which they present the material from this section of Chapter 16.
The Red Scare

MAIN Idea Fear of a Communist revolution caused a nationwide panic.

HISTORY AND YOU Many Americans believed the country was in danger in 1919. Read on to see similarities with today's concerns about security.

The strikes of 1919 fueled fears that Communists, or “reds,” as they were called, might seize power. This led to a nationwide panic known as the Red Scare. Many people were particularly concerned about workers using strikes to start a revolution. Seattle’s mayor, Ole Hanson, for example, claimed that the Seattle general strike was part of an attempt to “take possession of our American government and try to duplicate the anarchy of Russia.”

In April, the postal service intercepted more than 30 parcels containing homemade bombs addressed to prominent Americans. In May, union members, socialists, and communists organized a parade in Cleveland to protest the jailing of American Socialist Party leader Eugene Debs. The parade turned into a series of riots. By the time police and army units got the violence under control, two people were dead and another 40 were injured.

In June, eight bombs in eight cities exploded within minutes of one another, suggesting a nationwide conspiracy. One of them damaged the home of United States Attorney General A. Mitchell Palmer. Most people believed the bombings were the work of radicals trying to destroy the American way of life.

The wave of strikes in 1919 helped to fuel fears that Communists were conspiring to start a revolution in the United States. Americans had been stunned when Communists seized power in Russia and negotiated a separate peace agreement with Germany. Many Americans viewed this as a betrayal, and hostility toward Communists increased. Communism became associated with disloyalty and treachery.

Americans had long been suspicious of communist ideas. Since the late 1800s, many Americans had accused immigrants of importing radical socialist and communist ideas and blamed them for labor unrest and violence. Events in Russia seemed to justify fears of a Communist revolution. The Soviet establishment of the Communist International in 1919—an organization for coordinating Communist parties in other countries—appeared to be further proof of a growing threat.

September, 2001


Activity: Interdisciplinary Connection

Music Have students work in small groups to write a song describing the turmoil of the early 1900s. Ask each group to choose an existing melody, or write their own, and then write lyrics that relate to one of the topics: fear of radicalism, racial strife, or labor unrest. Encourage students to use the names of people, places, and events mentioned in this section. Invite students to perform their songs for the class.

Reading Strategy

Activating Prior Knowledge

Discuss with students any existing understanding they have of communism. Reinforce their understanding by having students use library or Internet resources to help write a summary of the basic principles of communism.

Critical Thinking

Drawing Conclusions Remind students that the Red Scare targeted Communists. Ask: Why did Americans fear Communists and blame them for violence in America? (They had long associated communism with unionization efforts and thus blamed recent violence on these ties.)

Making Connections

Answers:

1. In 1919 the government created the FBI, and in 2002 it created the Department of Homeland Security; the response to 9/11 was different in that the United States launched a war on terror.

2. Students’ answers will vary, but they should support their answers using the text.
Many political historians used to think of the election of 1920 as the end of the Progressive Era. It is true that the 1920 election represented a dramatic shift from the progressive Woodrow Wilson to the much more traditionally conservative Warren Harding. But did the election really show a great change in voting habits throughout the country?

### Presidential Election of 1916

- **Wilson**: 9,126,868 votes, 49.24% of popular vote, 277 electoral votes
- **Hughes**: 8,548,728 votes, 46.12% of popular vote, 254 electoral votes

### Presidential Election of 1920

- **Harding**: 16,144,093 votes, 60.32% of popular vote, 404 electoral votes
- **Cox**: 3,133,661 votes, 34.15% of popular vote, 127 electoral votes

* Seven electors in West Virginia voted for Hughes and one for Wilson.

**The Palmer Raids**

Declaring that a “blaze of revolution” was “burning up the foundations of society,” Palmer took action. He established a special division within the Justice Department, the General Intelligence Division. This division, headed by J. Edgar Hoover, eventually became the Federal Bureau of Investigation (FBI).

Although evidence pointed to no single group as the bombers, Palmer’s agents targeted the foreign-born. On November 7, 1919, Palmer ordered a series of raids on offices of the Union of Russian Workers in 12 cities. Less than seven weeks later, a transport ship left New York for Russia carrying 249 immigrants who had been deported, or expelled from the country. In January 1920, Palmer ordered another series of raids, this time on the headquarters of various radical organizations. Nearly 6,000 people were arrested. That same month, the New York state legislature expelled five members of the Socialist Party who had been elected to the legislature. Over the next few months, 32 states passed sedition laws making it illegal to join groups advocating revolution. Palmer’s raids continued until the spring of 1920. Authorities detained thousands of suspects and nearly 600 people were deported.

**Analyzing GEOGRAPHY**

1. **Region** Which region voted for the Democrats in both elections? Which region voted Republican in both elections?
2. **Region** What region of the country changed its vote between 1916 and 1920? Why do you think this happened? Does this change suggest people’s views of progressivism had changed?

### Activity: Interdisciplinary Connection

**Language Arts** Remind students that the Palmer raids took place at the same time that several major strikes were taking place. Have students discuss what daily life was like for industrial workers and the effect a major strike might have on businesses and the public. Help students recognize that each major strike caused elements of the public to be less tolerant of strikers, and to blame communist influences. Even though strikers only wanted safer working conditions, public fear of violence and revolution overrode the real strike issues. Finally, have students write a letter from a young steelworker to a parent explaining the situation.
Palmer's agents often ignored the civil liberties of the suspects. Officers entered homes and offices without search warrants. People were mistreated. Some were jailed for indefinite periods of time and were not allowed to talk to their attorneys. Many of the immigrants who were deported were never granted a court hearing to challenge the evidence against them or to contest the deportation order.

For a while, Palmer was regarded as a national hero. His raids, however, failed to turn up any hard evidence of revolutionary conspiracy. When his prediction that violence would rock the nation on May Day 1920—a celebration of workers in Europe—proved wrong, Palmer lost much of his credibility and support.

The Red Scare greatly influenced people's attitudes during the 1920s. Americans often linked radicalism with immigrants, and that attitude led to a call for Congress to limit immigration.

**The Election of 1920**

Economic problems, labor unrest, and racial tensions, as well as the fresh memories of World War I, all combined to create a general sense of disillusionment in the United States. By 1920 Americans wanted an end to the upheaval.

During the 1920 campaign, Ohio governor James M. Cox and his running mate, Assistant Secretary of the Navy Franklin D. Roosevelt, ran on a platform of progressive ideals. President Wilson tried to convince the Democrats to make the campaign a referendum on the Treaty of Versailles and the League of Nations, but the party chose not to take a strong stand on the issue for fear of alienating voters.

The Republican candidate, Warren G. Harding, called for a return to "normalcy." His vice-presidential running mate, Calvin Coolidge, was chosen because people admired the way he had handled the Boston police strike. Harding argued that what the United States needed was a return to simpler days before the Progressive Era reforms:

"[O]ur present need is not heroics, but healing; not nostrums, but normalcy; not revolution, but restoration; not agitation, but adjustment; not surgery, but serenity; not the dramatic, but the dis-passionate; . . . not submergence in internationality, but sustainment in triumphant nationality."

—quoted in Portrait of a Nation

Harding's sentiments struck a chord with voters, and he won the election by a landslide margin of over 7 million votes. Many Americans were weary of more crusades to reform society and the world. They hoped to put the country's racial and labor unrest and economic troubles behind them and build a more prosperous and stable society.

**Critical Thinking**

Analyzing Primary Sources
Have students read the quote from candidate Warren G. Harding on this page. Ask: What message is the candidate giving? (The nation needs a period of peace.)

**Assess**

History ONLINE

**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review content.

**Close**

Summarizing Ask: How did the end of World War I affect the United States? (Conversion to a peacetime economy led to strikes and race riots; people grew fearful of communism.)

**Answer:** They blamed union leaders for causing social unrest through strikes and thought unions were dominated by radicals.
Causes of America’s Entry Into World War I

- Americans hear stories of German atrocities and many become anti-German.
- Many of President Wilson’s advisors support the Allies.
- American banks lend the Allies large amounts of money and American companies sell the Allies food, weapons, and military supplies.
- Germany angers the United States by ordering submarines to attack neutral ships carrying goods to the Allies.
- Germany sinks the passenger ships *Lusitania* and *Sussex*, enraging Americans. To keep America out of the war, Germany stops sinking ships without warning in 1916.
- Germany tries to make an alliance with Mexico, further angering Americans.
- In a last attempt to win the war, Germany orders submarines to attack ships without warning in 1917; six American ships are sunk.
- The United States declares war, April 1917.

Social and Cultural Effects of World War I

- Northern factories recruit African Americans from the rural South; African Americans migrate to northern cities in large numbers, improving their standard of living and changing politics in northern cities.
- In search of workers, companies also hire large numbers of women for jobs traditionally reserved for men.
- Labor shortages cause many Mexicans to migrate north to take work in the United States. Many Hispanic Americans leave farmwork for factory work.
- Laws limiting civil rights in wartime are upheld by the Supreme Court in the cases of *Schenck v. U.S.* and *Abrams v. U.S.*
- During the war, anti-German feelings are widespread.
- The end of the war leads to economic and social tensions; many workers go on strike; race riots erupt in many cities.
- After the war, many Americans become anti-immigrant, anti-communist, and anti-union.
Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

1. The British used ________ to convince Americans to support the Allied war effort.
   A. espionage  
   B. armistice  
   C. conscription  
   D. propaganda

2. The ________ system ensured that American troops arrived safely in Europe.
   A. nationalism  
   B. convoy  
   C. reparations  
   D. cost of living

3. British officials ordered a naval blockade to prevent ________ or prohibited materials, from entering Germany.
   A. contraband  
   B. cost of living  
   C. conscription  
   D. self-determination

4. Soldiers in World War I dug a complex ________ of trenches to protect themselves.
   A. emphasis  
   B. stability  
   C. restoration  
   D. network

5. During the war, the federal government tried to shape opinions about the war and to prevent ________, spying to acquire government information.
   A. espionage  
   B. propaganda  
   C. reparations  
   D. militarism

6. The ________ system provided plans for rebuilding Germany after the war.
   A. espionage  
   B. Committee on Public Information  
   C. National War Labor Board  
   D. Fuel Administration

7. Nationalism is feelings of intense national pride. Reparations are payments for damages. Cost of living is an economic term.

8. During World War I, which federal mobilization agency introduced daylight savings time and shortened the work week for some factories?
   A. War Industries Board  
   B. Committee on Public Information  
   C. National War Labor Board  
   D. Fuel Administration

9. The event that triggered the American entry into World War I was
   A. the sinking of the Lusitania  
   B. the resumption of unrestricted submarine warfare  
   C. the invasion of neutral Belgium  
   D. the interception of the Zimmermann telegram

Answers and Analyses

Reviewing Vocabulary

1. D  One strategy to employ with vocabulary questions is to substitute the definition of each answer choice into the blank to find the one that makes the most sense. Propaganda is information that is meant to influence someone's position. The other choices do not fit. Espionage is spying. Armistice is a cease-fire. Conscription is drafting a person into military service.

2. B  In a convoy, cargo ships and ships carrying troops were protected by destroyers. Convoy means “fleet” or “procession.” Nationalism is feelings of intense national pride. Reparations are payments for damages. Cost of living is an economic term.

3. A  Contra- as a prefix means “against” or “contrary.” This should help students remember that contraband is goods that are prohibited (against the law/rules).

4. D  Only D makes sense. A network is a system or complex. A and B do not make sense. Soldiers did not “restore” trenches, they dug new trenches.

5. A  Propaganda was the information that the government used to influence opinion; reparations were monetary payments demanded for war damages; militarism was the aggressive buildup of armed forces that led to war.

Reviewing Main Ideas

Section 1 (pp. 548–555)

6. Which of the following was one of the primary causes of World War I?
   A. a complex set of alliances among European nations  
   B. the exile of Mexican General Victoriano Huerta  
   C. the dissatisfaction of Russian peasants  
   D. the breakup of the Austro-Hungarian Empire

7. B  Discuss the purposes/benefits of daylight savings with students. It allows more work to be done during daylight. This, in turn, saves energy. The Fuel Administration is the most likely organization listed to want to conserve energy.

8. C  Espionage is spying. Sedition is subversion or treason. The passage of these acts suppressed war opposition. They did not protect rights, they suspended them.

9. A  Both the Espionage Act and the Sedition Act of 1918 were designed to protect the rights of German Americans.

TIP

Eliminate answers that do not make sense. For instance, if an answer refers to World War II, you know it cannot be correct.

7. B  There is never a single cause for a nation entering a war, but there is often a “final straw,” that triggers a nation’s involvement. Choices A and D both contributed to American support of going to war, but it was Germany’s resumption of unrestricted warfare that finally drew the U.S. into war.

8. D  Discuss the purposes/benefits of daylight savings with students. It allows more work to be done during daylight. This, in turn, saves energy. The Fuel Administration is the most likely organization listed to want to conserve energy.

9. C  Espionage is spying. Sedition is subversion or treason. The passage of these acts suppressed war opposition. They did not protect rights, they suspended them.
10. A The use of cannons far predates the use of tanks. Remind students that cannons were used during the Revolutionary War. Aircraft carriers were developed in the early 1900s, but were not used in combat until after WWI. Hot air balloons were developed in eighteenth century.

11. A Remind students of the desire to return to isolationist ways and retreat from world affairs expressed by many at the close of WWI. The Treaty of Versailles was rejected because of the inclusion of the League of Nations. Members of Congress thought the agreement would entangle the U.S. in world affairs.

12. B Communists were called “reds.” The Red Scare was a fear of communism that swept through the nation in the years following WWI. Nuclear power was not invented until the WWII era, so A and D can be eliminated. C is not likely.

13. D The General Intelligence Division was formed during the Red Scare in response to a series of bombings that many believed to be the acts of subversives, Communists in particular. Damage to the home of the Attorney General prompted him to form the Division, which later became the FBI. The organization was formed after WWI, so A and B can be eliminated. Although many believed that unions were involved with communism, the organization was not intended to head off strikes.

**Section 3 (pp. 564–573)**

10. Which of the following technologies was first used during World War I?

A. tanks
B. cannons
C. aircraft carriers
D. hot air balloons

11. Why did the Senate reject the Treaty of Versailles?

A. to keep the United States free from foreign entanglements
B. to express opposition to the harsh sanctions imposed on Germany
C. to avoid the dues for membership in the League of Nations
D. to reduce United States military forces in Europe

**Section 4 (pp. 576–581)**

12. The Red Scare was a fear that

A. nuclear power would result in widespread destruction in the United States.
B. Communists would seize power in the United States.
C. fire would spread quickly through overcrowded American cities.
D. the Soviet Union would develop an atomic bomb.

13. The organization that eventually became the Federal Bureau of Investigation was originally formed to

A. uncover German spies during World War I.
B. spread propaganda within the United States in support of World War I.
C. infiltrate unions to head off strikes.
D. raid the headquarters of radical organizations in order to look for evidence of a Communist conspiracy.

**Critical Thinking**

14. B Women did not serve in combat positions, so A can be eliminated. African Americans did serve in the armed forces; but only a small number served in combat. The Selective Service Act required men to sign up for the draft, and the draft ensured that the U.S. would have a large pool of possible troops.

15. D Examine the map with students. Explain that there were three empires broken up at the end of the war: the German Empire, the Russian Empire, and the Austro-Hungarian Empire. France, Italy, and England were part of the “Big Four” present at the Peace Conference. Any answer containing these countries can be eliminated as they were unlikely to lose any territory in the war.
16. President Wilson’s Fourteen Points plan called for
   A. Germany to pay war reparations to the Allies.
   B. Germany to acknowledge guilt for the outbreak of World War I.
   C. the creation of the United Nations.
   D. the creation of the League of Nations.

   Analyze the cartoon and answer the question that follows. Base your answers on the cartoon and on your knowledge of Chapter 16.

   "I look upon the Espionage laws as a despotic enactment in flagrant conflict with democratic principles and with the spirit of free institutions. . . . I am opposed to the social system in which we live. . . . I believe in fundamental change, but if possible by peaceful and orderly means. . . .

   I am thinking this morning of the men in the mills and factories, . . . of the women who for a paltry wage are compelled to work out their barren lives; of the little children who in this system are robbed of their childhood and . . . forced into industrial dungeons. . . . In this high noon of our twentieth century Christian civilization, money is still so much more important than the flesh and blood of childhood. In very truth gold is god. . . ."

   —from Eugene Debs in Echoes of Distant Thunder

18. According to Debs, what were some problems in American society at this time? How did he believe change should be brought about?

19. How did Debs seem to feel about the Espionage Act? Do you agree with him? Why or why not?

Extended Response

20. After World War I, the United States Senate refused to ratify the Treaty of Versailles despite the intense efforts of Woodrow Wilson to convince Americans that ratification would help ensure that the peace would be an enduring one. Choose to either support or oppose the United States’s ratification of the Treaty of Versailles. Write a persuasive essay that includes an introduction and at least three paragraphs that support your position.