The following standards are highlighted in Chapter 14:

**Section 1** | Time, Continuity, and Change: B, C, F
---|---
**Section 2** | Power, Authority, and Governance: B, C, D, I
**Section 3** | Individual Development and Identity: A, D, E
**Section 4** | Time, Continuity, and Change: A, B, E

**Meeting NCSS Standards**

**Local Standards**

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Chapter 14 Resources

Assessment and Evaluation

Chapter 14 Test
Form A

Chapter 14 Test
Form B

Standardized Test Practice
Workbook Activity 14

Performance Assessment
Activities and Rubrics 14

ExamView® Pro Testmaker CD-ROM

Multimedia

- Vocabulary PuzzleMaker CD-ROM
- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Audio Program
- American History Primary Source Documents Library CD-ROM
- MindJogger Videoquiz
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Interactive Student Edition CD-ROM
- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2
- The American Republic Since 1877 Video Program
- American Music: Hits Through History
- American Music: Cultural Traditions

Spanish Resources

The following Spanish language materials are available in the Spanish Resources Binder:

- Spanish Guided Reading Activities
- Spanish Reteaching Activities
- Spanish Quizzes and Tests
- Spanish Vocabulary Activities
- Spanish Summaries
- The Declaration of Independence and United States Constitution
- Spanish Translation

HISTORY Online

Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit tx.tarvol2.glencoe.com, the Web site companion to the American Republic Since 1877. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- Chapter Overviews  •  Student Web Activities
- Self-Check Quizzes  •  Textbook Updates

Answers to the student Web activities are provided for you in the Web Activity Lesson Plans. Additional Web resources and Interactive Tutor Puzzles are also available.

The following videotape programs are available from Glencoe as supplements to Chapter 14:


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.aande.com
The History Channel: www.historychannel.com
# Chapter 14 Resources

## Section 1: The United States Enters World War I

1. Discuss the causes and results of American intervention in Mexico and the Caribbean.
2. Explain the causes of World War I and why the United States entered the war.

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<th>Daily Objectives</th>
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<td>Daily Lecture and Discussion Notes 14–1</td>
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<td>Guided Reading Activity 14–1*</td>
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<td>Performance Assessment Activities and Rubrics</td>
<td>Interactive Tutor Self-Assessment</td>
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## Section 2: The Home Front

1. Analyze how the United States raised an army and won support for World War I.
2. Explain how the economy was controlled to support the war.

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<th>Daily Objectives</th>
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## Section 3: A Bloody Conflict

1. Discuss the fighting techniques used in World War I.
2. Characterize the American response to the Treaty of Versailles.

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<thead>
<tr>
<th>Daily Objectives</th>
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## Section 4: The War’s Impact

1. Describe the effects of the postwar recession on the United States.
2. Discuss the causes of and reaction to the Red Scare.

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<td>Reproducible Lesson Plan 14–4</td>
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**Out of Time?**
Assign the Chapter 14 **Reading Essentials and Study Guide.**

*Also Available in Spanish*
Chapter 14 Resources

KEY TO ABILITY LEVELS

Teaching strategies have been coded.

L1 BASIC activities for all students
L2 AVERAGE activities for average to above-average students
L3 CHALLENGING activities for above-average students
LEL ENGLISH LANGUAGE LEARNER activities

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.
- “Riddle of the Lusitania,” April 1994
- “St. Petersburg, Capital of the Tsars,” December 1993
- “The Wings of War,” March 1994

NATIONAL GEOGRAPHIC SOCIETY PRODUCTS AVAILABLE FROM GLENCOE

To order the following products for use with this chapter, contact your local Glencoe sales representative, or call Glencoe at 1-800-334-7344:
- PictureShow: Story of America, Part 2 (CD-ROM)
- PicturePack: Story of America Library, Part 2 (Transparencies)
- PicturePack: World War I Era (Transparencies)

ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:
- Historical Atlas of the United States
- Last Voyage of the Lusitania (Video)
- 1917: Revolution in Russia (Video)
- 1914–1918: World War I (Video)

NGS ONLINE

Access National Geographic’s Web site for current events, atlas updates, activities, links, interactive features, and archives.
www.nationalgeographic.com

From the Classroom of…

Lee Weber
Price Laboratory School
Cedar Falls, IA

U.S. Entrance into World War I

Place the following “Causes of American Entrance into World War I” on an overhead transparency:
- Loss of innocent lives
- Loss of trade
- Historical/cultural ties to British/French
- Defense of democracy against dictatorship
- Freedom of the seas
- The Zimmermann Note

Ask students to individually rank the causes from most important to least important. Then randomly group students and have them try to reach consensus. The interrelated nature of the six causes makes the task extremely difficult. If time permits, repeat the process and make a hypothetical change in the historical facts. For instance, suggest that Germany had a large surface navy and Britain developed unrestricted submarine warfare. How would U.S. policy have changed? Or, what if Germany were our major trading partner, not England and its allies?

ADDITIONAL RESOURCES FROM GLENCOE

- American Music: Cultural Traditions
- American Art & Architecture
- Outline Map Resource Book
- U.S. Desk Map
- Building Geography Skills for Life
- Inclusion for the High School Social Studies Classroom Strategies and Activities
- Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)

Block Schedule

Activities that are suited to use within the block scheduling framework are identified by: 🟢
Why It Matters

The United States reluctantly entered World War I after German submarines violated American neutrality. After the war ended, President Wilson supported the Treaty of Versailles, believing its terms would prevent another war. The U.S. Senate, however, rejected the treaty. It did not want the country to be tied to European obligations. Instead, Americans turned their attention to the difficult adjustment to peacetime.

The Impact Today

The experience of World War I had a long-term effect on American history.
- The United States continues to be involved in European affairs.
- The horrors of the conflict helped reshape how people view warfare.

Why It Matters Activity

Ask students how they think the United States’s involvement in World War I affects their lives today. Students should evaluate their answers after they have completed the chapter. US: 3B; ELA: Gr9/10: 16B; Gr11: 15B

GLENCOE TECHNOLOGY

The American Republic Since 1877 Video Program

To learn more about how royal marriages and political alliances contributed to the war in Europe, have students view the Chapter 14 video, “Cousins: Royalty and World War I,” from the American Republic Since 1877 Video Program.

MindJogger Videoquiz

Use the MindJogger Videoquiz to preview Chapter 14 content.

TWO-MINUTE LESSON LAUNCHER

Read to students this statement from President Wilson’s response to the sinking of the British passenger ship Lusitania: “There is such a thing as a nation being so right that it does not need to convince others by force that it is right.” Ask: What is Wilson’s main point? (If your stand is a moral one, all nations will eventually support you.) Tell students that despite the president’s resistance, the United States eventually did enter World War I. US: 19B, 24B; ELA: Gr9/10/11: 7F
American soldiers in the 23rd Infantry fire on German positions in the Argonne Forest.

1918
- Congress passes Sedition Act
- Battle of Argonne Forest begins in September
- Armistice ends fighting on November 11

1919
- Treaty of Brest-Litovsk ends Russian-German war
- Race riots and strikes take place in Northern cities
- Treaty of Versailles conference begins

1920
- Civil war breaks out in Ireland
- Red Scare and Palmer raids target Communists in the U.S.

1921
- Irish Free State established

More About the Photo
Alvin C. York was one of the men on the battlefield at Argonne Forest. He is credited with almost single-handedly capturing 132 Germans. York kept a diary of the events, and his recollections of October 7, 1918, include the following description: “It was raining a little bit all day, drizzly and very damp. Lots of big shells bursting all around us. We were not up close enough for the machine guns to reach us, but airplanes were buzzing overhead most all the time, just like a lot of hornets. Lots of men were killed by the artillery fire. And lots more wounded.” Ask students how the conditions of war produce heroes like York. (Responses may typically refer to feelings for comrades.)

Organizing Information
Have students create two maps of Europe, one showing Europe in 1914 and the other showing Europe after World War I. Encourage students to review these maps as they prepare for chapter assessments and to keep these maps for use with their study of World War II.

US: 8A; ELA: Gr9/10/11: 21B
Section Overview
This section focuses on the events that led up to World War I and how the United States became involved.

Main Idea
Although the United States tried to remain neutral, events soon pushed the nation into World War I.

Key Terms and Names
Pancho Villa, guerilla, nationalism, self-determination, Franz Ferdinand, Allies, Central Powers, propaganda, contraband, U-boat, Sussex Pledge, Zimmermann telegram

Reading Strategy
Organizing As you read about the start of World War I, complete a graphic organizer similar to the one below by identifying the factors that contributed to the conflict.

Factors Contributing to World War I

Reading Objectives
• Discuss the causes and results of American intervention in Mexico and the Caribbean.
• Explain the causes of World War I and why the United States entered the war.

Section Theme
Continuity and Change Ties with the British influenced American leaders to enter World War I on the side of the Allies.

An American Story
Edith O’Shaughnessy could not sleep on the rainy night of April 20, 1914. Living at the American embassy in Mexico City, the wife of diplomat Nelson O’Shaughnessy was well aware of the growing crisis between Mexico and the United States. Earlier that day, President Wilson had asked Congress to authorize the use of force against Mexico. In her diary, O’Shaughnessy described the tensions in the Mexican capital:

I can’t sleep. National and personal potentialities [possibilities] are surging through my brain. Three stalwart railroad men came to the Embassy this evening. They brought reports of a plan for the massacre of Americans in the street to-night, but, strange and wonderful thing, a heavy rain is falling... Rain is as potent as shell-fire in clearing the streets, and I don’t think there will be any trouble.

The next day, O’Shaughnessy reported that the conflict had begun: “We are in Mexico, in full intervention! ... Marines are due to-day in Vera Cruz. . . .”

—adapted from A Diplomat’s Wife in Mexico

Woodrow Wilson’s Diplomacy
As president, Wilson resolved to “strike a new note in international affairs” and to see that “sheer honesty and even unselfishness ... should prevail over nationalistic self-seeking in American foreign policy.” Wilson strongly opposed imperialism. He also...
believed that democracy was essential to a nation’s stability and prosperity, and that the United States should promote democracy in order to ensure a peaceful world free of revolution and war. During Wilson’s presidency, however, other forces at work at home and abroad frustrated his hope to lead the world by moral example. In fact, Wilson’s first international crisis was awaiting him when he took office in March 1913.

The Mexican Revolution From 1884 to 1911, a dictator, Porfirio Díaz, ruled Mexico. Díaz encouraged foreign investment in Mexico to help develop the nation’s industry. A few wealthy landowners dominated Mexican society. The majority of the people were poor and landless, and they were increasingly frustrated by their circumstances. In 1911 a revolution erupted, forcing Díaz to flee the country.

Francisco Madero, a reformer who appeared to support democracy, constitutional government, and land reform, replaced Díaz. Madero, however, proved to be an unskilled administrator. Frustrated with Mexico’s continued decline, army officers plotted against Madero. Shortly before Wilson took office, General Victoriano Huerta seized power in Mexico, and Madero was murdered—presumably on Huerta’s orders.

Huerta’s brutality repulsed Wilson, who refused to recognize the new government. Wilson was convinced that without the support of the United States, Huerta soon would be overthrown. Wilson therefore tried to prevent weapons from reaching Huerta, and he permitted Americans to arm other political factions within Mexico.

Wilson Sends Troops Into Mexico In April 1914, American sailors visiting the city of Tampico were arrested after entering a restricted area. Though they were quickly released, their American commander demanded an apology. The Mexicans refused. Wilson used the refusal as an opportunity to overthrow Huerta. He sent marines to seize the Mexican port of Veracruz.

Although the president expected the Mexican people to welcome his action, anti-American riots broke out in Mexico. Wilson then accepted international mediation to settle the dispute. Venustiano Carranza, whose forces had acquired arms from the United States, became Mexico’s president.

Mexican forces opposed to Carranza were not appeased, and they conducted raids into the United States hoping to force Wilson to intervene. Pancho Villa (VEE-yah) led a group of guerrillas—an armed band that uses surprise attacks and sabotage rather than open warfare—that burned the town of Columbus, New Mexico, and killed a number of Americans. Wilson responded by sending 6,000 U.S. troops under General John J. Pershing across the border to find and capture Villa. The expedition dragged on as Pershing failed to capture the guerrillas. Wilson’s growing concern over the war raging in Europe finally caused him to recall Pershing’s troops in 1917.

Wilson’s Mexican policy damaged U.S. foreign relations. The British ridiculed the president’s attempt to “shoot the Mexicans into self-government.” Latin Americans regarded his “moral imperialism” as no improvement on Theodore Roosevelt’s “big stick” diplomacy. In fact, Wilson followed Roosevelt’s example in the Caribbean. During his first term, Wilson sent marines into Nicaragua, Haiti, and the Dominican Republic to preserve order and to set up governments that he hoped would be more stable and democratic than the current regimes.

Answer: President Wilson sent General John Pershing (below) to stop Pancho Villa’s (right) raids into the United States. Why was Villa conducting these raids?

The Outbreak of World War I 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 alliances among European powers created a system of military alliances that could be triggered by a small event. The treaty that allowed the United States to enter World War I was the Treaty of Versailles, which ended the war and imposed reparations on Germany. The treaty was signed in 1919.

Creating a Map Give students an outline map of Central America and have them identify and label all of the places mentioned in this section. L1 US: 8A; ELA: Gr9/10/11: 21B

Use the rubric for creating a map, display, or chart on pages 65–66 in the Performance Assessment Activities and Rubrics.
of factors created problems among the powers of Europe and set the stage for a monumental war.

The Alliance System 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.

The Naval Race While the other major powers of Europe divided into competing alliances, Great Britain remained neutral. Then, in 1898, the Germans began to build a navy challenging Great Britain’s historical dominance at sea. By the early 1900s, an arms race had begun between Great Britain and Germany, as both sides raced to build warships. The naval race greatly increased tensions between Germany and Britain and convinced the British to establish closer relations with France and Russia. The British refused to sign a formal alliance, so their new relationship with the French and Russians became known as an “entente cordiale”—a friendly understanding. Britain, France, and Russia became known as the Triple Entente.

The Balkan Crisis By the late 1800s, nationalism, or a feeling of intense pride of 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 belong to a nation 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. As nationalism became a powerful force in the 1800s, the different national groups within these 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 at the time 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 Continent Goes to 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 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 assassination of Archduke Franz Ferdinand on June 28, 1914, in Sarajevo, Bosnia-Herzegovina, was the event that triggered the start of World War I. 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 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
CHAPTER 14
Section 1, 448–455

Profiles in History

Background: Although she represented all that suffragists were striving for, Rankin’s vote against entering World War I alienated her from many suffragists. After she voted against the war, several suffragist groups in New York canceled her speaking engagements.

Ask: How did Jeannette Rankin demonstrate her commitment to pacifism? (voting against entry into World War I, voting against entry into World War II, protesting against the Vietnam War)

Answer: assassination of Archduke Franz Ferdinand and his wife

FYI

Until the outbreak of World War I, Europe had not had a major war for almost 100 years, since the end of the Napoleonic Wars in 1815.

History and the Humanities

American Music: Hits Through History: “Over There”
American Music: Cultural Traditions: “War Song Hits”
American Art & Architecture: “I Want You for the U.S. Army”

452 CHAPTER 14 World War I and Its Aftermath

Profiles in History

Jeannette Rankin
1880–1973

As he addressed the “Gentlemen of the Congress” on April 2, 1917, President Woodrow Wilson actually misspoke. Sitting in the chamber listening to the president’s request for a declaration of war against Germany was Representative Jeannette Rankin—the first woman ever elected to Congress.

Rankin was born in Missoula, Montana, in 1880. She became a social worker and participated in the woman suffrage movement. In 1916 she was elected to the U.S. House of Representatives from Montana—one of the few states at that time that allowed women to vote. As a representative, Rankin sponsored legislation to grant federal voting rights for women and to provide health services for them.

Apart from her title as the first woman in Congress, Rankin is remembered most for her strong pacifism. She was one of 56 legislators who voted against the nation’s entry into World War I. “I want to stand by my country,” she said, “but I cannot vote for war.”

In 1940 Rankin ran again for Congress as a representative from Montana. She ran on an isolationist policy and won. In 1941 she was the only member of Congress to vote against declaring war on Japan and entering World War II.

After leaving Congress in 1943, Rankin continued working for peace. In 1968, at 87 years of age, she led thousands of women in the March on Washington to oppose the Vietnam War.

452 CHAPTER 14 World War I and Its Aftermath

CRITICAL THINKING ACTIVITY

Explaining Causes Write the following terms on the chalkboard: imperialism, nationalism, militarism, balance of power. Have students define each term. Using the text and additional research, ask them to explain how each contributed to war in Europe. Ask if students think any one nation or group of nations was primarily responsible for World War I. Have each student give evidence to support his or her opinion. L2 US: 24A–D, 24G, 25A; ELA: Gr9/10/11: 6A; Gr9/10: 16E; Gr11: 15E
country from being drawn into a foreign war. “We must be impartial in thought as well as in action,” Wilson stated. For many Americans, however, that proved difficult to do.

**Americans Take Sides** Despite the president’s plea, many Americans showed support for one side or the other. This was especially true for recent immigrants from Europe. Many of the 8 million German Americans, for example, supported their homeland. The nation’s 4.5 million Irish Americans, whose homeland endured centuries of British rule, also sympathized with the Central Powers.

In general, though, American public opinion favored the Allied cause. Many Americans valued the heritage, language, and political ideals they shared with Britain. Others treasured America’s historic links with France, a great friend to America during the Revolutionary War.

**Pro-British Sentiment** One select group of Americans was decidedly pro-British: President Wilson’s cabinet. Only Secretary of State William Jennings Bryan favored neutrality. The other cabinet members, as well as Bryan’s chief adviser, Robert Lansing, and Walter Hines Page, the American ambassador to London, argued forcefully on behalf of Britain. American military leaders also backed the British. They believed that an Allied victory was the only way to preserve the international balance of power.

British officials worked diligently to win American support. One method they used was propaganda, or information designed to influence opinion. Both the Allies and the Central Powers used propaganda, but German propaganda was mostly anti-Russian and did not appeal to most Americans. British propaganda, on the other hand, was extremely skillful. Furthermore, Britain cut the transatlantic telegraph cable from Europe to the United States, limiting news about the war mainly to British reports. Stories arrived depicting numerous German war atrocities, including the charge that Germans used corpses from the battlefield to make fertilizer and soap. Although many such reports were questionable, enough Americans believed them to help sway American support in favor of the Allies.

**ECONOMICS**

**Business Links** 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 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 cash-hungry Allies 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. Even more might have been lent, 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.

**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 firmly on the side of the Allies.

**The British Blockade** Shortly after the war began, the British deployed their navy to blockade Germany and keep it from obtaining supplies. The British planted mines in the North Sea and forced neutral ships into port for inspections in case they were trying to transport valuable materials to Germany or its neutral neighbors. British officials also expanded their definition of contraband, or prohibited materials, to prevent neutral countries from shipping food to Germany.

The Germans knew that the Allies depended on food, equipment, and other supplies from both the United States and their overseas empires. If Germany could strangle that trade, it could starve the British and French into surrendering. To get around Britain’s blockade, the Germans deployed submarines known as U-boats—from the German
The first German U-boat was built in 1906. During World War I, Germany was able to put several types of U-boats into service.

The United States Enters World War I

Chapter 14, Section 1

Name Date Class

DIRECTIONS:

Section Quiz 14-1

Name ___________________________ Date ________________

Section Quiz 14-1

DIRECTIONS: Multiple Choice (10 points each)

In the blank at the left, write the letter of the choice that best completes the statement or answers the question.

1. One reason for the tension between the European powers was their
   A. economic interests
   B. military alliances
   C. colonial ambitions
   D. cultural differences

2. The assassination of Archduke Franz Ferdinand triggered
   A. the start of World War I
   B. the formation of the Triple Entente
   C. the formation of the Central Powers
   D. the entry of the United States into World War I

3. The United States declared war on Germany because
   A. Germany had invaded American territory
   B. Germany had declared unrestricted submarine warfare
   C. Germany had violated the Sussex Pledge
   D. Germany had imposed sanctions on American businesses

4. Wilson’s efforts to keep American soldiers at home and prevent them from being sent to Europe included
   A. the Enforcement Act
   B. the creation of the National Guard
   C. the formation of the American Expeditionary Force
   D. the issuance of a national war bond

5. The Zimmermann Telegram revealed
   A. Germany’s intention to ally with Mexico if it attacked the United States
   B. Germany’s plan to destroy the British merchant fleet
   C. Germany’s support for the Bolshevik Revolution in Russia
   D. Germany’s willingness to negotiate a peace treaty

Score ___________________________
“The world must be made safe for democracy.”
—Woodrow Wilson, April 1917

substitution in four to six months if their U-boats could return to a more aggressive approach of sinking all ships on sight. Although they recognized that their actions might draw the United States into the war, the Germans did not believe that the Americans could raise an army and transport it to Europe in time to prevent the Allies from collapsing.

In the first three weeks of March 1917, German U-boats sank four American merchant ships without warning. Finally roused to action, President Wilson appeared before a special session of Congress on April 2, 1917, to ask for a declaration of war against Germany.

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 spirited 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 now at war.

### Critical Thinking
5. Synthesizing How did European nationalism contribute to the outbreak of World War I?
6. Organizing Use a graphic organizer similar to the one below to identify the events that led the United States to enter World War I.

### Analyzing Visuals
7. Analyzing Time Lines Examine the time line on page 451. How does the order in which countries declared war reflect the European alliance system?

### Writing About History
8. Expository Writing Imagine that you are a Mexican citizen living in Mexico between 1914 and 1917. Write a script for a radio newscast in which you express your feelings about American actions in Mexico. Include reasons for your feelings.

Have students discuss the causes of World War I and why the United States entered the war.

**US:** 3B, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

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**SECTION 1 ASSESSMENT ANSWERS**

1. Terms are in blue. **US:** 25A
2. Pancho Villa (p. 449), Franz Ferdinand (p. 450), Allies (p. 452), Central Powers (p. 452), U-boat (p. 453), Sussex Pledge (p. 454), Zimmermann telegram (p. 454)
3. Triple Alliance and Triple Entente
4. They believed that Allied victory was the only way to preserve the international balance of power, and they cited the close historical ties with Britain and France. **US:** 24B
5. Each major ethnic group in European empires wanted its own country. **US:** 24B
6. unrestricted submarine warfare; Germany’s attempt to ally with Mexico **US:** 3B, 25C
7. When one country declared war, its allies declared war. **US:** 1B
8. Students’ scripts will vary. Encourage students to act out their scripts as if they were actually on the radio. **US:** 24G, 25D
1 FOCUS

Section Overview
This section focuses on the efforts undertaken at home to mobilize the nation for war.

BELLRINGER
Skillbuilder Activity
Project transparency and have students answer the question.
Available as a blackline master.

Daily Focus Skills Transparency 14–2

Reading Strategy
Taking Notes: As you read about how the United States mobilized for war, use the major headings of the section to create an outline similar to the one below.

<table>
<thead>
<tr>
<th>Section 2, 456</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Home Front</td>
</tr>
</tbody>
</table>

Main Idea
To successfully fight the war, the United States had to mobilize the entire nation.

Key Terms and Names
conscription, War Industries Board, Bernard Baruch, victory garden, Liberty Bond, Victory Bond, Committee on Public Information, espionage

Answers to Graphic:
I. Building Up the Military
   A. Selective Service
   B. African Americans in the War
   C. Women in the Military
II. Organizing Industry

Preteaching Vocabulary
Have students create a simple symbol, icon, or sketch for each of the Key Terms and Names. US: 25A; ELA: Gr9/10/11: 6A

An American Story
Even as he began to address the crowd of about 1,200 people, Eugene Debs suspected he was heading for trouble with the authorities. The 62-year-old Socialist leader had traveled to Canton, Ohio, on June 16, 1918, to speak at the state’s convention of the Socialist Party. The time had come, Debs decided, to condemn American participation in World War I.

“I realize that in speaking to you this afternoon,” he told the crowd, “there are certain limitations placed upon the right of free speech. I must be exceedingly careful, prudent, as to what I say, and even more careful as to how I say it.” Laughter came from the crowd, and then applause. “But I am not,” Debs continued, “going to say anything that I do not think. I would rather a thousand times be a free soul in jail than to be a . . . coward in the streets!”

When the transcript of Debs’ speech arrived at the federal office in Cleveland, a grand jury indicted him for violating the newly passed Espionage Act. The Socialist leader was arrested and imprisoned. Said Debs, “I had a hunch that speech was likely to settle the matter.”

—adapted from Echoes of Distant Thunder

Building Up the Military
When the United States declared war against Germany in April 1917, progressives controlled the federal government. They did not abandon their ideas simply because a war had begun. Instead, they applied progressive ideas to fighting the war.

Selective Service
When the United States entered the war in 1917, the army and National Guard together had slightly more than 300,000 troops. Although many men volunteered after war was declared, many felt more soldiers needed to be drafted.

SECTION RESOURCES

Student Edition TEKS
ELA: Page 456: Gr9/10/11: 6A, 7F, 8B, 10B; Gr9: 7I; Gr10/11: 7H; Page 457: Gr9/10/11: 6A, 10B, 19B, 20B

Social Studies TAKS tested at Grades 10/11: Obj 5: WH25C(10), US248(11)

Reproducible Masters
• Reproducible Lesson Plan 14–2
• Daily Lecture and Discussion Notes 14–2
• Guided Reading Activity 14–2
• Section Quiz 14–2
• Reading Essentials and Study Guide 14–2
• Performance Assessment Activities and Rubrics
• Supreme Court Case Studies

Transparencies
• Daily Focus Skills Transparency 14–2

Multimedia
• Interactive Tutor Self-Assessment CD-ROM
• ExamView® Pro Testmaker CD-ROM
• Presentation Plus! CD-ROM
• TeacherWorks™ CD-ROM
• Audio Program
Many progressives believed that conscription—forced military service—was a violation of democratic and republican principles. Realizing 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 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. Eventually about 2.8 million Americans were drafted. Approximately 2 million others volunteered for military service.

**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 in the war. 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. The entire 369th Infantry Division won the highly prized French decoration, the Croix de Guerre (“war cross”), for gallantry in combat.

**Women in the Military**

World War I was the first war in which women officially served in the armed forces, although only in noncombat positions. Women nurses had served in both the army and navy since the early 1900s, but as auxiliaries. Nurses were not assigned ranks, and the women were not technically enlisted in the army or navy. 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 clerical needs. The women 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, photographers, chemists, and torpedo assemblers.

Unlike the navy, the army refused to enlist women. Instead, it began hiring women as temporary employees to fill clerical jobs. The only women to actually serve in the army were in the Army Nursing Corps. Army nurses were the only women in the military to be sent overseas during the war. Over 20,000 nurses served in the army during the war, including more than 10,000 overseas.

**Organizing Industry**

The progressive emphasis on careful planning and scientific management shaped the federal government’s approach to mobilizing the American war economy. To efficiently manage the relationship between the federal government and private companies, Congress created special boards to coordinate mobilization of the economy. Instead of having the government control the economy, these boards emphasized cooperation between big business and government. Business executives, professional

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**Giving Four-Minute Speeches**

Four-minute speeches were one means of encouraging Americans to support the war effort. Have pairs of students write and give a four-minute speech that presents one of the following patriotic messages: buy Liberty Bonds, conserve food, don’t strike, find a job (directed toward women), or come work in the North (directed toward African Americans). Students can divide writing and editing tasks. One student can give the speech while his or her partner provides music or artwork. **US:** 3D, 12E, 14D, 20A, 21A, 21D, 24B, 24G, 25C, 25D; **ELA:** Gr9/10/11: 1A, 1B; Gr9/10: 16A–D; Gr11: 15A, 15B, 15D

Use the rubric for a cooperative group management plan on pages 71–72 in the Performance Assessment Activities and Rubrics.
Creating a Poster Have students create a poster that might have been used by the Committee on Public Information to boost support of the war effort. Encourage students to use the posters shown on this page as models. **L2** **US:** 3D, 12E, 24F, 24G, 25C, 25D; **ELA:** Gr9/10/11: 21B, 21C

**Use Supreme Court Case Study 12, Schenck v. United States.**

**Student Edition TEKS**

**ELA:** Page 458: Gr9/10/11: 6A, 10B, 19B, 20B; Gr9: 7G; Gr10/11: 7F; **Page 459:** Gr9/10/11: 6A, 10B, 19B, 20B

**Social Studies TAKS** tested at Grades 10/11: **Obj 5:** WH25C(10), US24B(11)

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Managers, and government representatives staffed the boards. Their goal was to ensure the most efficient use of national resources to further the war effort.

**The War Industries Board** One of the first agencies established was the **War Industries Board (WIB)**. Created in July 1917, the WIB’s job was to coordinate the production of war materials. At first, President Wilson was reluctant to give the WIB much authority over the economy, but by March 1918, he decided industrial production needed better coordination. The WIB was reorganized and **Bernard Baruch** was appointed to run it. Under this **Wall Street stockbroker**’s supervision, the WIB told manufacturers what they could and could not produce. It controlled the flow of raw materials, ordered the construction of new factories, and occasionally, with the president’s approval, set prices.

**Food and Fuel** Perhaps the most successful government agency was the Food Administration, run by **Herbert Hoover**. This agency was responsible for increasing food production while reducing civilian consumption. Instead of using rationing, Hoover encouraged Americans to save food on their own. Using the slogan “Food Will Win the War—Don’t Waste It,” the Food Administration encouraged families to “Hooverize” by “serving just enough” and by having Wheatless Mondays, Meatless Tuesdays, and Porkless Thursdays. Hoover also encouraged citizens to plant **victory gardens** to raise their own vegetables, leaving more 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 conserve energy, Garfield introduced **daylight savings time** and shortened workweeks for factories that did not make war materials. He also encouraged Americans to observe Heatless Mondays.

**Paying for the War** By the end of World War I, the United States was spending about $44 million a day—leading to a total expenditure of about $32 billion for the entire conflict. To fund the war effort, Congress raised income tax rates. Congress also placed new taxes on corporate profits and an extra tax on the profits of arms factories.

Taxes, however, could not cover the entire cost of the war. To raise the money it needed, the government borrowed more than $20 billion from the American people by selling **Liberty Bonds** and **Victory Bonds**. By buying the bonds, Americans were loaning the government money. The government agreed to repay the money with interest in a specified number of years. Posters, rallies, and “Liberty Loan sermons” encouraged people to buy the bonds as an act of patriotism.
Mobilizing the Workforce

While the WIB and other agencies tried to build cooperation between the government and business, officials knew that they also needed workers to cooperate if mobilization was to succeed. To prevent strikes from disrupting the war effort, the government established the National War Labor Board (NWLB) in April 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 frequently pressured industry to grant important concessions to workers, including wage increases, an eight-hour workday, and the right of unions 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 more than 1.5 million between 1917 and 1919.

Women Support Industry The war increased work opportunities for women, who filled industrial jobs vacated by men serving in the military. These included factory and manufacturing jobs and various positions in the shipping and railroad industries. War-generated changes in female employment, however, were not permanent. After the war, when the servicemen returned home, most women returned to their previous jobs or stopped working.

The Great Migration Begins With the flow of immigrants from Europe cut off and large numbers of white workers being drafted, the war also opened new doors for African Americans. Wartime job openings and high wages drew thousands of African Americans to factories producing war materials. Encouraged by recruiting agents promising high wages and plentiful work, between 300,000 and 500,000 African Americans left the South to settle in Northern cities. This became known as the “Great Migration.” This massive population movement altered the racial makeup of such cities as Chicago, New York, Cleveland, and Detroit.

Mexican Americans Head North African Americans were not the only group to migrate north during the war. 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 Texas, Arizona, California, and New Mexico, providing labor for the farmers and ranchers of the Southwest.

Ensuring Public Support

Progressives in the government did not think coordinating business and labor was enough to ensure the success of the war effort. They also believed that the government should take steps to shape public opinion and build support for the war.

Meanwhile, tens of thousands of Mexican Americans headed north to Chicago, St. Louis, Omaha, and other cities to take wartime factory jobs. Many Mexican Americans faced hostility and discrimination when they arrived in American cities. Like other immigrants before them, they tended to settle in their own separate neighborhoods, called barrios, where they could support each other.

Finding an Artifact Encourage students to use library and Internet resources to find a photograph, piece of art, graph, or book about the Great Migration. Have students bring the artifacts or copies of them to class. Display them around the classroom. Then hold a class discussion on the Great Migration’s impact. 459

Answer: The gains were mostly temporary.

FyI

Some of the posters printed by the United States government contained highly charged language and images. One showed two German soldiers robbing a house after shooting the owner; the soldiers were labeled “Hindenburglers.” Another, entitled “Halt the Hun,” showed an American soldier preventing a German soldier from bayoneting a defenseless woman and her baby.
**Different Viewpoints**

**Abrams v. United States, 1919**

The Espionage Act of 1917 made it a crime to “willfully utter, print, write, or publish any disloyal, profane, scurrilous or abusive language about the government.” Although the act limited First Amendment freedoms, many Americans believed winning World War I was more important. (See page 962 for more information on Abrams v. the United States.)

Justice John H. Clarke delivered the majority opinion:

> It is argued, somewhat faintly, that the acts charged against the defendants were not unlawful because within the protection of that freedom . . . of speech and of the press . . . and that the entire Espionage Act is unconstitutional. . . .

> . . . the plain purpose of their propaganda was to excite, at the supreme crisis of the war, disaffection, sedition, riots, and, as they hoped, revolution, in this country for the purpose of embarrassing, and, if possible, defeating the military plans of the Government in Europe. . . .

> [The language of these circulars was obviously intended to provoke and to encourage resistance to the United States in the war, as the third count runs, and the defendants, in terms, plainly urged and advocated a resort to a general strike of workers in ammunition factories for the purpose of curtailing the production of ordnance and munitions necessary and essential to the prosecution of the war. . . . Thus, it is clear not only that some evidence, but that much persuasive evidence, was before the jury tending to prove that the defendants were guilty as charged. . . .

Justice Oliver Wendell Holmes, Jr., dissenting:

> It is only the present danger of immediate evil or an intent to bring it about that warrants Congress in setting a limit to the expression of opinion where private rights are not concerned. Congress certainly cannot forbid all effort to change the mind of the country. Now nobody can suppose that the surreptitious publishing of a silly leaflet by an unknown man, without more, would present any immediate danger that its opinions would hinder the success of the government arms or have any appreciable tendency to do so.

> In this case, sentences of twenty years’ imprisonment have been imposed for the publishing of two leaflets that I believe the defendants had as much right to publish as the Government has to publish the Constitution of the United States now vainly invoked by them. . . . I regret that I cannot put into more impressive words my belief that, in their conviction upon this indictment, the defendants were deprived of their rights under the Constitution of the United States.

**CRITICAL THINKING ACTIVITY**

**Evaluating** Ask students to identify actions the government took to organize the war effort (regulating industry, encouraging greater production, propaganda, keeping an eye on dissenters). Write the responses on the board. After students identify the actions, have them list the effects of those actions. Then discuss why the government tends to expand its control in wartime. Ask students if the responses on the board. After students identify the actions, have them list the effects of those actions. Then discuss why the government tends to expand its control in wartime. Ask students if they think all of the government’s actions on the home front in World War I were necessary. L2 US: 3D, 12E, 15B, 24B

**Learning From History**

1. What were the charges against the defendants? 2. On what key point did Holmes and Clarke disagree?

**F Y I**

The mass media of the World War I era consisted only of newsprint. Neither film nor radio had developed as a medium for spreading ideas. Considering these limitations, World War I propaganda was extremely effective.
the president or the government. Combined, these laws generated over 1,500 prosecutions and 1,000 convictions.

A Climate of Suspicion The fear of spies and emphasis on patriotism quickly led to the mistreatment and persecution of German Americans. To avoid German-sounding names, advertisers began to call sauerkraut “Liberty cabbage” and hamburger “Salisbury steak.” Many schools dropped German language classes from their curricula, and orchestras stopped performing the music of Beethoven, Schubert, Wagner, and other German composers. Anti-German feelings sometimes led to violence. Some citizens beat neighbors who were German-born. In Collinsville, Illinois, a mob lynched a German-born man whom they suspected of disloyalty. German Americans were not the only ones under suspicion. Mobs attacked labor activists, socialists, and pacifists. Newspapers ads urged Americans to monitor the activities of their fellow citizens. Americans even formed private organizations, such as the American Protective League and the Boy Spies of America, to spy on neighbors and coworkers. Secretary of War Newton Baker expressed concern about the growing intolerance:

“...There is a growing frenzy of suspicion and hostility toward disloyalty. I am afraid we are going to have a good many instances of people roughly treated on very slight evidence of disloyalty. Already a number of men and some women have been tarred and feathered, and a portion of the press is urging with great vehemence more strenuous efforts at detection and punishment.”

—quoted in Echoes of Distant Thunder

The Supreme Court Limits Free Speech Despite protests against the government’s tactics, however, the courts generally upheld the principle behind them. Although the First Amendment specifically states that “Congress shall make no law ... abridging the freedom of speech, or of the press,” the Supreme Court decided otherwise, departing from a strict literal interpretation of the Constitution.

In the landmark case of Schenck v. the United States (1919), the Supreme Court ruled that an individual’s freedom of speech could be curbed when the words uttered constitute a “clear and present danger.” The Court used as an example someone yelling “Fire!” in a crowded theater as a situation in which freedom of speech would be superseded by the theater-goers’ right to safety. The Court’s majority opinion stated, “When a nation is at war, many things that might be said in times of peace are such a hindrance to its effort that their utterance will not be endured so long as [soldiers] fight...” (See page 965 for more information on Schenck v. the United States.)

1. Define: espionage, conviction
2. Identify: War Industries Board, Bernard Baruch, Liberty Bond, Victory Bond, Committee on Public Information
3. Describe the contributions of African Americans during the war.

Reviewing Themes

4. Government and Democracy How did government efforts to ensure support for the war conflict with democratic ideals?

Critical Thinking

5. Analyzing How did World War I cause the federal government to change its relationship with the business world?
6. Organizing Use a graphic organizer similar to the one below to identify the effects of the war on the American workforce.

Effects of War on U.S. Workforce

7. Analyzing Posters Examine the posters on page 458. How do these images encourage support for the war? How effective do you think they would be today?

Analyzing Visuals

Reading Check

8. 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.

Writing About History

Answer: to control public opinion and stop antiwar supporters

4 CLOSE

Reteach Have students analyze how the United States raised an army and won support for World War I. US: 3D, 12E, 15B, 24B; ELA: Gr9/10/11: 1A, 1B

Enrich Have students write newspaper editorials questioning the moral implications of using advertising to “sell” a war to a nation. Invite volunteers to read their editorials to the class. Then ask students what might have happened in 1917 to anyone who wrote such an editorial. US: 15B, 24B, 25A–D; ELA: Gr9/10/11: 1A, 1B

Student Edition TEKS

**TEACH**

**World War I Firsts**
Organize students into four groups. Assign each group one of the following: aerial combat, gas attacks and gas masks, donkey’s ears, or Big Bertha. Have the groups research to learn more about their assigned item. Then have students research modern warfare to find either the state of the art in their assigned category (fighter planes and gas masks) or to find corollaries to donkey’s ears may be night vision goggles or satellite tracking information. Have the groups prepare a display to present the information they have found. **US:** 22B, 24B, 25C, 25D; **ELA:** Gr9/10/11: 21B, 21C

**Color My World**
Have interested students research nonmilitary inventions that occurred between 1914 and 1918. Have students write a report on their findings. As a class, create a time line of the various inventions. **US:** 1B; **ELA:** Gr9/10/11: 1A, 1B, 4D, 13B, 13C; Gr9: 7E–H; Gr10/11: 7E–G

Visit the [TIME Web site](http://www.time.com) for up-to-date news, weekly magazine articles, editorials, online polls, and an archive of past magazine and Web articles.

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**World War I Firsts**

*Human ingenuity goes to work in the service of war:*

**AERIAL COMBAT, 1914.** War takes to the air. Two Allied aircraft chase two German planes across Britain.

**GAS ATTACKS, 1915.** The German High Command admits to using chlorine gas bombs and shells on the field of combat. Deadly mustard gas is used in 1917.

**GAS MASKS.** Issued to Allied soldiers in 1915.

**DONKEY’S EARS.** A new trench periscope enables soldiers to observe the battleground from the relative safety of a trench without risking sniper fire.

**BIG BERTHA.** Enormous howitzer gun bombards Paris. “Big Bertha,” named after the wife of its manufacturer, is thought to be located nearly 63 miles behind German lines. Moving at night on railroad tracks, the gun is difficult for the Allies to locate.

**Color My World**

*Some bright spots in a dark decade:*

- Color newspaper supplements (1914)
- 3-D films (1915)
- Nail polish (1916)
- Three-color traffic lights (1918)
- Color photography introduced by Eastman Kodak (1914)

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**COOPERATIVE LEARNING ACTIVITY**

**Creating a Magazine Spread** Organize the class into groups of four or five. Have students create a magazine spread about America’s war on terrorism. Although students may use ideas from recent news magazines, encourage the groups to look for their own unique angle for the spread. Students should look at current magazines and books for ideas about page design. This activity can be completed using desktop publishing software or the more traditional cut-and-paste method. **ELA:** Gr9/10/11: 1A, 18, 8A, 8B, 13B, 13C, 21B, 21C; Gr9: 7E–H; Gr10/11: 7E–G

Use the rubric for a cooperative group management plan on pages 71–72 in the [Performance Assessment Activities and Rubrics](#).
Milestones

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.


EXECUTED, OCTOBER 15, 1917. MATA HARI, in France, for espionage. The famous Dutch dancer was sentenced to death for spying for the Germans.

ELECTED, MARCH 4, 1917. 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.”

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

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

(Not including training and transportation to Europe)

How to Make a Doughboy

Take one American infantryman.

1. Arm with 107 pieces of fighting equipment, including:
   - 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

(Not including training and transportation to Europe)

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 domestic servants

$328 Average income for public school teachers

$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

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 would win the Pulitzer Prize in 1945 for his “Willie” and “GI Joe” cartoons.
A Bloody Conflict

Main Idea
After four years of fighting, the war in Europe ended in November 1918.

Key Terms and Names

Reading Strategy
Organizing As you read about the battles of World War I, complete a graphic organizer similar to the one below by listing the kinds of warfare and technology used in the fighting.

Reading Objectives
• Discuss the fighting techniques used in World War I.
• Characterize the American response to the Treaty of Versailles.

Section Theme
Individual Action American troops played a major role in helping end the war, while President Wilson played a major role in the peace negotiations.

An American Story
General John J. Pershing, commander of the American forces in World War I, could not help but feel a sense of pride and excitement as he watched the Second Battalion of the First Division’s 16th Infantry march through the streets of Paris on July 4, 1917:

“... The battalion was joined by a great crowd, many women forcing their way into the ranks and swinging along arm in arm with the men. With wreaths about their necks and bouquets in their hats and rifles, the column looked like a moving flower garden. With only a semblance of military formation, the animated throng pushed its way through avenues of people to the martial strains of the French band and the still more thrilling music of cheering voices.”

—quoted in The Yanks Are Coming

While his men marched through Paris, Pershing raced to Picpus Cemetery, the burial place of the Marquis de Lafayette, a French noble who had fought in the American Revolution. One of Pershing’s officers, Colonel Charles E. Stanton, raised his hand in salute and acknowledged the continuing American-French relationship by proclaiming, “Lafayette, we are here!”

Combat in World War I
By the spring of 1917, World War I had devastated Europe and claimed millions of lives. Terrible destruction resulted from a combination of old-fashioned strategies and new technologies. Despite the carnage Europeans had experienced, many Americans believed their troops would make a difference and quickly bring the war to an end.
Trench Warfare  The early offensives of 1914 quickly demonstrated that the nature of warfare had changed. Troops that dug themselves in and relied upon modern rifles and a new weapon—the rapid-fire machine gun—could easily hold off the attacking forces. On the Western Front, troops dug a network of trenches that stretched from the English Channel to the Swiss border. The space between the opposing trenches was known as “no man’s land,” a rough, barren landscape pockmarked with craters from artillery fire.

To break through enemy lines, both sides began with massive artillery barrages. Then bayonet-wielding soldiers would scramble out of their trenches, race across no man’s land, and hurl grenades into the enemy’s trenches. The results were often disastrous. The artillery barrages rarely destroyed the enemy defenses, and troops crossing no man’s land were easily stopped by enemy machine guns and rifle fire. These kind of assaults caused staggering high casualties. In major battles, both sides often lost several hundred thousand men.

These battles produced horrific scenes of death and destruction, as one American soldier noted in his diary:

“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

New Technology  As it became clear that charging enemy trenches could bring only limited success at great cost, both sides began to develop new technologies to help them break through enemy lines. In April 1915, the Germans first used poison gas in the Second Battle of Ypres. The fumes caused vomiting, blindness, and suffocation. Soon afterward the Allies also began using poison gas, and gas masks became a necessary part of a soldier’s equipment.

In 1916 the British introduced the tank into battle. The first tanks were very slow and cumbersome, mechanically unreliable, and fairly easy to destroy. They could roll over barbed wire and trenches, but there were usually not enough of them to make a

An American Hero

Although the brutal trench warfare of World War I led to many acts of astonishing bravery, the heroism of one American, Corporal Alvin York, captured the nation’s imagination. Born in 1887, York grew up poor in the mountains of Tennessee, where he learned to shoot by hunting wild game.

On October 8, 1918, during the Battle of the Argonne Forest, York’s patrol lost its way and ended up behind enemy lines. When a German machine gun emplacement on a fortified hill fired on the patrol and killed nine men, York took command and charged the machine gun. Although the details of the battle are unclear, when it ended, 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 underprivileged Tennessee children.

Stalemate  A stalemate occurs in the game of chess when one player cannot make any move without putting his or her king in a position to be captured, and thus lose the game. It is an apt term for the deadlock along the Western Front.

Making a List  Organize students into small groups and ask them to make a list of items an American soldier should pack in his field kit before he goes off to the trenches. Encourage students to use library and Internet resources to learn more about what a soldier actually needed. Have students compare their lists and determine which items occur most often.

US: 24A–D; ELA: Gr9/10/11: 4C, 4D

Use the rubric for a cooperative group management plan on pages 71–72 in the Performance Assessment Activities and Rubrics.
exceptionally good at something. Later came to mean anyone who was.

The term **ace** originally referred to a pilot who shot down five enemy planes. It later came to mean anyone who was exceptionally good at something.

**Guided Reading Activity 14–3**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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**Locate each heading below in your text.**

- **Reading Check**
  - **Answer**: machine guns, tanks, airplanes, poison gas

**Creating a Drawing** Have interested students create drawings of the types of aircraft used by both the Allies and the Central Powers during World War I. Have students label and display their drawings. **L2 US**: 24A–D, 25C, 25D

**F.Y.I.**

Three pilots who flew bombers in World War I were among the best-known flyers of the war. American Eddie Rickenbacker boasted 25 victories during the war. Flying aces from other countries also became famous. Manfred von Richthofen of Germany, known as the **Red Baron**, was credited with 80 victories during the war. American Eddie Rickenbacker was among the best-known fighters.

**Winning the War at Sea** No American troopships were sunk on their way to Europe—an accomplishment due largely to the efforts of American Admiral William S. Sims. For most of the war, the British preferred to fight German submarines by sending warships to find them. Meanwhile, merchant ships would race across the Atlantic individually. The British approach had not worked well, and submarines had inflicted heavy losses on British shipping.

**Russia Leaves the War** In March 1917, riots broke out in Russia over the government’s handling of the war and over the scarcity of food and fuel.

**The Americans and Victory**

Wave upon wave of American troops marched into this bloody stalemate—nearly 2 million before the war’s end. These “**doughboys**,” a nickname for American soldiers, were largely inexperienced, but they were fresh, so their presence immediately boosted the morale of Allied forces.

**Reading Disability** To help improve reading comprehension for students with reading difficulties, help them create a list of key terms for this section. Start with the terms in the Guide to Reading. Add other names and unfamiliar words and phrases. Have students work in pairs to quiz each other on the meaning and importance of each name and term on the list. **L1**

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.
15, Czar Nicholas II, the leader of the Russian Empire, abdicated his throne. Political leadership in Russia passed into the hands of a provisional, or temporary, government, consisting largely of moderate representatives who supported Russia’s continued participation in World War I. The government, however, was unable to adequately deal with the major problems, such as food shortages, that were afflicting the nation.

The Bolsheviks, a group of Communists, soon competed for power in Russia. In November 1917, Vladimir Lenin, the leader of the Bolshevik Party, overthrew the Russian government and established a Communist government.

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. He accomplished this by agreeing to the Treaty of Brest-Litovsk with Germany on March 3, 1918. Under this treaty, Russia lost substantial territory, giving up Ukraine, its Polish and Baltic territories, and Finland. However, the treaty also removed the German army from the remaining Russian lands. With the Eastern Front settled, Germany was now free to concentrate its forces in the west.

The German Offensive Falters On March 21, 1918, the Germans launched a massive attack along the Western Front, beginning with gas attacks and a bombardment by over 6,000 artillery pieces. German forces, reinforced with troops transferred from the Russian front, pushed deeply into Allied lines. By late May, they were less than 40 miles (64 km) from Paris.

American troops played an important role in containing the German offensive. Seven days after the German offensive began, American troops launched their first major attack, quickly capturing the village of Cantigny. On May 31, American and French troops blocked the German drive on Paris at the town of Château-Thierry. On July 15, the Germans launched

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Literature Explain that German author Erich Maria Remarque told of life in the trenches in his novel All Quiet on the Western Front. Provide the quote shown below and ask students to paraphrase Remarque’s words. L2 US: 20A, 24B; ELA: Gr9/10/11: 8C

“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.”
one last massive attack in a determined 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 all along the front. In mid-September, American troops drove back German forces at the battle of Saint-Mihiel. The attack was a prelude to a massive American offensive in the region between the Meuse River and the Argonne Forest. General Pershing assembled over 600,000 American troops, some 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. Slowly, one German position after another fell to the advancing American troops. The Germans inflicted heavy casualties on the American forces, but by early November, the Americans had shattered the German defenses and opened a hole in the German lines.

The War Ends While fighting raged along the Western Front, a revolution engulfed Austria-Hungary, and the Ottoman Turks surrendered. Faced with the surrender of their allies and a naval mutiny at Kiel in early November, the people of Berlin rose in rebellion on November 9 and forced the German emperor to step down. At the 11th hour on the 11th day of the 11th month, 1918, the fighting stopped. Germany had finally signed an armistice, or cease-fire, that ended the war.

A Flawed Peace

In January 1919, a peace conference began in Paris to try to resolve the complicated issues arising from World War I. The principal figures in the negotiations were the “Big Four,” the leaders of the victorious Allied nations: President Wilson of the United States, British prime minister David Lloyd George, French premier Georges Clemenceau, and Italian prime minister Vittorio Orlando. Germany was not invited to participate.

Wilson had presented his plan, known as the Fourteen Points, to Congress in January 1918. The Fourteen Points were based on “the principle of justice to all peoples and nationalities.” In the first five points, the president proposed to eliminate the general causes of the war through free trade, disarmament, freedom of the seas, impartial adjustment of colonial claims, and open diplomacy instead of secret agreements. The next eight points addressed the right of self-determination. They also required the Central Powers to evacuate all of the countries invaded during the war, including France, Belgium, and Russia. The fourteenth point, perhaps the most important one to Wilson, called for the creation of a “general association of nations” known as the League of Nations. The League’s member nations would help preserve peace and prevent future wars by pledging to respect and protect each other’s territorial and political independence. (See page 956 for the text of the Fourteen Points.)

The Treaty of Versailles As the peace talks progressed in the Palace of Versailles (vehr-SY), it became clear that Wilson’s ideas did not coincide with the interests of the other Allied governments. They criticized his plan as too lenient toward Germany.

Despite Wilson’s hopes, the terms of peace were harsh. The Treaty of Versailles, signed by Germany on June 28, 1919, had weakened or discarded many of Wilson’s proposals. Under the treaty, Germany was stripped of its armed forces and was made to pay reparations, or war damages, in the amount of $33 billion to the Allies. This sum was far beyond Germany’s financial means. Perhaps most humiliating, the treaty required Germany to acknowledge guilt for the outbreak of World War I and the devastation caused by the war.

The war itself resulted in the dissolution of four empires: the Russian Empire, the Ottoman Empire, which lost territory in the war and fell to revolution in 1922, the German Empire after the abdication of the emperor and loss of territory in the treaty, and...
Austria-Hungary, which was split into separate countries. Furthermore, nine new countries were established in Europe, including Yugoslavia, Poland, and Czechoslovakia.

While Wilson expressed disappointment in the treaty, he found consolation in its call for the creation of his cherished League of Nations. He returned home to win approval for the treaty.

The U.S. Senate Rejects the Treaty  The Treaty of Versailles, especially the League of Nations, faced immediate opposition from numerous U.S. lawmakers. A key group of senators, nicknamed “the Irreconcilables” in the press, assailed the League as the kind of “entangling alliance” that Washington, Jefferson, and Monroe had warned against. These critics feared that the League might supersede the power of Congress to declare war and thus force the United States to fight in numerous foreign conflicts.

A larger group of senators, known as the “Reservationists,” was led by the powerful chairman of the Foreign Relations committee, Henry Cabot Lodge. This group supported the League but would ratify the treaty only with amendments that would preserve the nation’s freedom to act independently. Wilson feared such changes would defeat the basic purpose of the League and insisted that the Senate ratify the treaty without changes.

Convinced that he could defeat his opposition by winning public support, Wilson took his case directly to the American people. Starting in Ohio in September 1919, he traveled 8,000 miles and made over 30 major speeches in three weeks. The physical strain of his tour, however, proved too great. Wilson collapsed in Colorado on September 25 and returned to the White House. There, he suffered a stroke and was bedridden for months, isolated from even his closest advisers but determined not to compromise with the Senate.

The Senate voted in November 1919 and again in March 1920, but 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.

Reading Check  Examining What major issues did Wilson’s Fourteen Points address?

Answer: Possible answers: They disliked participating in a war that did not seem to involve them; they supported the efforts of their colonial rulers, hoping this might win them independence.

Reteach  Have students discuss fighting strategies of World War I. US: 22B, 24B

Enrich  Invite interested students to research what happened to the League of Nations after the Treaty of Versailles. US: 3D, 24B; ELA: Gr9/10/11: 13B, 13C

CLOSE  Have students characterize the American response to the Treaty of Versailles. US: 3D; ELA: Gr9/10: 16B; Gr11: 15B

Section 3 Assessment Answers

1. Terms are in blue. US: 25A
2. “no man’s land” (p. 465), Vladimir Lenin (p. 467), Treaty of Brest-Litovsk (p. 467), Fourteen Points (p. 468), League of Nations (p. 468), Treaty of Versailles (p. 468) US: 3C
3. Italy, Britain, France, United States US: 3C
4. He wanted to provide justice for all peoples and nationalities. US: 3C
5. It shattered German defenses and opened a hole in the German line. US: 3C, 24B
7. Instruct students to provide answers for all questions posed. US: 8B
8. Letters should focus on the soldier’s reaction to his situation. US: 25D
Analyzing Information

Point out that reading and understanding can be enhanced by students’ ability to analyze information and place it in context with other knowledge they already possess.

To help students learn the process, ask them to analyze the information in a short newspaper or magazine article on a topic of personal interest. Suggest that they choose a topic that is not related to their schoolwork. Instruct them to follow the steps outlined on page 470.

Why Learn This Skill?

The ability to analyze information is important in deciding your position on a subject. For example, you need to analyze a political decision to determine if you should support it. You would also analyze a candidate’s position statements to determine if you should vote for him or her.

Learning the Skill

To analyze information, use the following steps:

1. Identify the topic that is being discussed.
2. Examine how the information is organized. What are the main points?
3. Summarize the information in your own words, and then make a statement of your own based on your understanding of the topic and on what you already know.

Applying the Skill

Read the following information taken from Henry Cabot Lodge’s On the League of Nations speech.

Use the steps listed above to analyze the information and answer the questions that follow.

I am as anxious as any human being can be to have the United States render every possible service to the civilization and the peace of mankind. But I am certain that we can do it best by not putting ourselves in leading strings, or subjecting our policies and our sovereignty to other nations. The independence of the United States is not only more precious to ourselves, but to the world, than any single possession.

I will go as far as anyone in world service that the first step to world service is the maintenance of the United States. You may call me selfish if you will, conservative or reactionary, or use any other harsh adjective you see fit to apply. But an American I was born, an American I’ve remained all my life. I can never be anything else but an American, and I must think of the United States first. And when I think of the United States first in an argument like this, I am thinking of what is best for the world. For if the United States fails, the best hope of mankind fails with it. I have never had but one allegiance; I cannot divide it now. I have loved but one flag and I cannot share that devotion and give affection to the mongrel banner invented for a league.

Internationalism, illustrated by the Bolshevik and by the men to whom all countries are alike, provided they can make money out of them, is to me repulsive. National I must remain and in that way I, like all Americans, can render the amnest service to the world.

The United States is the world’s best hope, but if you fetter her in the interest through quarrels of other nations, if you tangle her in the intrigues of Europe, you will destroy her powerful good, and endanger her very existence.

1. What topic is being discussed?
2. What are the main points of this excerpt from Senator Lodge’s speech?
3. Summarize the information in this excerpt, and then provide your analysis based on this information and what you know from the rest of the chapter.

Skills Assessment

Complete the Practicing Skills questions on page 477 and the Chapter 14 Skill Reinforcement Activity to assess your mastery of this skill.

Answers to Practicing the Skill

1. League of Nations
2. Independence of the United States is precious to us and to the world; he cannot share his devotion to the United States with the League of Nations; getting involved in the intrigues of Europe will endanger the existence of the United States.
3. Students’ answers will vary but should demonstrate an understanding of the material in the chapter.

Applying the Skill

Students should show that they used the three-step process to analyze the information.

Additional Practice

Reinforcing Skills Activity 14

Analyzing Information

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3. Students’ answers will vary but should demonstrate an understanding of the material in the chapter.

Applying the Skill

Students should show that they used the three-step process to analyze the information.
Main Idea
As American society moved from war to peace, turmoil in the economy and fear of communism caused a series of domestic upheavals.

Key Terms and Names
cost of living, general strike, Red Scare, A. Mitchell Palmer, J. Edgar Hoover, deportation

Section Overview
This section focuses on the impact World War I had on America when the war was over.

An Economy in Turmoil
The end of World War I brought great upheaval to American society. When the war ended, government agencies removed their controls from the American economy. This released pent-up demand in 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. Through most of 1919 and 1920, prices rose at an average of more than 15 percent per year. Inflation greatly increased the cost of living—the cost of food, clothing, shelter, and other essentials that people need to survive.

An American Story
On August 20, 1919, Mary Harris Jones, also known as “Mother” Jones, was thrown in jail in Homestead, Pennsylvania. The 89-year-old had just finished delivering a fiery, impassioned speech in an attempt to gain support for steel workers who had been fired by the owners of the big steel companies. Referring to the owners of the big steel companies, she said:

“...Our Kaisers sit up and smoke seventy-five cent cigars and have lackeys with knee pants bring them champagne while you starve, while you grow old at forty, stoking their furnaces. You pull in your belts while they banquet. They have stomachs two miles long and two miles wide and you fill them... If Gary [chair of U.S. Steel] wants to work twelve hours a day, let him go in the bloom...ing mill and work. What we want is a little leisure, time for music, playgrounds, a decent home, books, and the things that make life worthwhile.”

—quoted in Labor in Crisis

Chapter 4
Section 4, 471–475

Reproducible Masters
- Reproducible Lesson Plan 14–4
- Daily Lecture and Discussion Notes 14–4
- Guided Reading Activity 14–4
- Section Quiz 14–4
- Reading Essentials and Study Guide 14–4

Transparencies
- Daily Focus Skills Transparency 14–4

Social Studies TAKS tested at Grades 10/11: Obj 5: WH25C(10), US24B(11)

BELLRINGER
Skillbuilder Activity

Answers to Graphic: rapid inflation, mass demand for goods, strikes

Preteaching Vocabulary
Have students scan the section and write a sentence using each of the Key Terms and Names in context.

US: 25A; ELA: Gr9/10/11: 6A
Discussion Notes 14

ELA:
Gr9: 7G, 7I; Gr10/11: 7F, 7H

Inflation Leads to Strikes Many companies had been forced to raise wages during the war, but inflation now threatened to wipe out all the gains workers had made. While workers wanted higher wages to keep up with inflation, companies wanted to hold down wages 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 organizing strikes than they had been before. 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, when some 35,000 shipyard workers walked off the job demanding higher wages and shorter hours. Soon other unions in Seattle joined the shipyard workers and organized a general strike. A general strike is a strike that involves all workers living in a certain location, 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, when roughly 75 percent of the police force walked off the job. Riots and lootings soon erupted in the city, forcing the governor of Massachusetts, Calvin Coolidge, to send in the National Guard. When the strikers tried to return to work, the police commissioner refused to accept them. He fired the strikers and hired a new police force instead.

Despite protests, Coolidge agreed the men should be fired. He declared, “There is no right to strike
Many African Americans who had moved north during the war were also competing for jobs and housing. Frustration and racism combined to produce violence. In the summer of 1919, race riots broke out in over 20 northern cities.

The worst violence occurred in Chicago. An African American teenager swimming in Lake Michigan on a hot July day happened to drift toward a beach restricted to whites. Whites on shore allegedly stoned him unconscious, and he drowned. Angry African Americans almost immediately marched into white neighborhoods to retaliate, while white mobs roamed African American neighborhoods attacking people and destroying property. For almost two weeks, Chicago was virtually at war. In the end, 38 people died—15 white and 23 black—and over 500 were injured.

The Red Scare

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 Lenin and the Bolsheviks seized power and withdrew Russia from the war. Americans had become very anti-German as the war progressed, and when the Communists withdrew Russia from the war, they seemed to be helping Germany. American anger at Germany quickly expanded into anger at Communists as well. Americans began to associate communism with being unpatriotic and disloyal.

against the public safety by anybody, anywhere, anytime.” Coolidge’s response brought him to national attention and earned him widespread public support. It also convinced the Republicans to make Coolidge 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, the company 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, the company hired African Americans and Mexicans as replacement workers and managed to keep its steel mills operating despite the strike. Clashes between company guards and strikers were frequent, and in Gary, Indiana, a riot left 18 strikers dead. By early January, the strike collapsed. The failure of the strike set back the union cause in the steel industry. Steelworkers remained unorganized until 1937.

Racial Unrest

Adding to the nation’s economic turmoil was the return of hundreds of thousands of American soldiers from Europe who needed to find employment. Many African Americans who had moved north during the war were also competing for jobs and housing. Frustration and racism combined to produce violence. In the summer of 1919, race riots broke out in over 20 northern cities.

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against the public safety by anybody, anywhere, anytime.” Coolidge’s response brought him to national attention and earned him widespread public support. It also convinced the Republicans to make Coolidge 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, the company 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, the company hired African Americans and Mexicans as replacement workers and managed to keep its steel mills operating despite the strike. Clashes between company guards and strikers were frequent, and in Gary, Indiana, a riot left 18 strikers dead. By early January, the strike collapsed. The failure of the strike set back the union cause in the steel industry. Steelworkers remained unorganized until 1937.

Racial Unrest

Adding to the nation’s economic turmoil was the return of hundreds of thousands of American soldiers from Europe who needed to find employment. Many African Americans who had moved north during the war were also competing for jobs and housing. Frustration and racism combined to produce violence. In the summer of 1919, race riots broke out in over 20 northern cities.

The worst violence occurred in Chicago. An African American teenager swimming in Lake Michigan on a hot July day happened to drift toward a beach restricted to whites. Whites on shore allegedly stoned him unconscious, and he drowned. Angry African Americans almost immediately marched into white neighborhoods to retaliate, while white mobs roamed African American neighborhoods attacking people and destroying property. For almost two weeks, Chicago was virtually at war. In the end, 38 people died—15 white and 23 black—and over 500 were injured.

The Red Scare

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 Lenin and the Bolsheviks seized power and withdrew Russia from the war. Americans had become very anti-German as the war progressed, and when the Communists withdrew Russia from the war, they seemed to be helping Germany. American anger at Germany quickly expanded into anger at Communists as well. Americans began to associate communism with being unpatriotic and disloyal.
During the Red Scare, many Americans believed that people who promoted radical causes should be treated without regard for their rights. Others, such as journalist William Allen White, argued that the arrests and deportation of alleged Communists gave radical causes more publicity than they deserved.

**ASSESS**

Assign Section 4 Assessment as homework or as an in-class activity. **US**: 25D

1. Have students use the Interactive Tutor Self-Assessment CD-ROM.

### Picturing History

**Terror in the Streets** After the House of Morgan—a bank in New York City—was damaged by a bomb in 1920, Attorney General A. Mitchell Palmer instituted raids on antigovernment activists and many immigrants, often violating their civil liberties in the process. **Who** did Palmer appoint to coordinate these investigations?

**Answer:** J. Edgar Hoover

**Ask:** Into what federal agency did the Justice Department’s General Intelligence Division evolve? (Federal Bureau of Investigation—FBI)

**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 these topics: fear of radicalism, racial unrest, 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. **L2 US**: 12E, 24B, 25C, 25D; **ELA**: Gr9/10/11: 1A, 1B

### Statistical Graphics

- **Read** a graph to determine the impact of the Red Scare on the cost of living.
- **Write** a description of how public opinion toward radicals changed during the Red Scare.
- **Think** about the role of fear in shaping public opinion and policy during the Red Scare.

### Key Terms and Names

- J. Edgar Hoover
- A. Mitchell Palmer
- Red Scare
- Seattle general strike
- Seattle mayor, Ole Hanson
- Seattle
domestic enemies
- Intelligentsia
- Red Scare
- Bolsheviks
- Republicans
- revolutionaries
- Seattle general strike
- American Art & Architecture: Allies Day
- Allies Day
- Seattle
- House of Morgan
- General Intelligence Division
- French!
- American Art & Architecture: Allies Day
- Allies Day
- Seattle
- House of Morgan
- General Intelligence Division
- French!
Palmer’s agents often disregarded the civil liberties of the suspects. Officers entered homes and offices without search warrants. People were mistreated and jailed for indefinite periods of time and were not allowed to talk to their attorneys.

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 dire prediction that violence would rock the nation on May Day 1920—a popular European celebration of workers—proved wrong, Palmer lost much of his credibility and soon faded from prominence.

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. They blamed union leaders for causing social unrest through strikes.

An End to Progressivism

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 keeping alive Woodrow Wilson’s progressive ideals. The Republican candidate, Warren G. Harding, called for a return to “normalcy.” He urged that what the United States needed was a return to the 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 dispassionate; . . . not submersion in internationality, but sustenance 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. 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.

TAKS Practice

SECTION 4 ASSESSMENT

Checking for Understanding
1. Define: cost of living, general strike, deport
2. Identify: Red Scare, A. Mitchell Palmer, J. Edgar Hoover
3. Describe the conditions that African Americans faced after the end of World War I.

Critical Thinking
5. Analyzing How did the Palmer raids deprive some citizens of their civil rights?
6. Organizing Use a graphic organizer similar to the one below to list the causes of the Red Scare in the United States.

Writing About History
8. Descriptive Writing Imagine that you are a European immigrant working in a factory in the United States in 1919. Write a letter to a relative in Europe describing the feelings of Americans toward you and other immigrants.

Analyzing Visuals
7. Analyzing Photographs Study the photograph on page 472. How might parallels such as this one mobilize African Americans to work for an end to discrimination?

US: 3A
5. They abused civil liberties by searching without a warrant, jailing suspects indefinitely, and limiting lawyer-client communication. US: 5A, 24B
6. strikes, bombings and Palmer Raids, fear of Communists seizing power US: 3A, 25C
7. African Americans would note that they had fought for their country and deserved to be treated equally. US: 7A
8. Students’ letters will vary. Letters should reflect feelings about the attitudes of others. US: 25D

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.
Women filled noncombat positions in the alliance system, the naval buildup, nationalism in the Balkans, and the assassination of Archduke Franz Ferdinand.

A draft was initiated to alleviate the shortage of troops; conscription required young men ages 21–30 to register for the draft. Employed women in non-combat roles became soldiers.

The alliance system, the naval buildup, nationalism in the Balkans, and the assassination of Archduke Franz Ferdinand.

Armistice (p. 468)
11. Armistice (p. 468)

Reparations (p. 468)
12. Reparations (p. 468)

Cost of Living (p. 471)
13. Cost of living (p. 471)

General Strike (p. 472)
14. General strike (p. 472)

Deport (p. 474)
15. Deport (p. 474)


Critical Thinking
22. Analyzing Themes: Government and Democracy. Do you think government action to suppress opposition to World War I was justified? Why or why not?
23. Interpreting Primary Sources. On September 12, 1918, Socialist leader Eugene V. Debs was convicted of violating the Espionage Act. Debs later spoke to the court at his sentencing. Read his speech and answer the questions that follow.

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

Critical Thinking
22. A possible positive answer is that it protected American people from Communist propaganda. A possible negative answer is that it violated civil rights and liberties. US: 24B, 24G; ELA: Gr9: 7H; Gr10/11: 7G
23. a. Problems: low wages, child labor, love of money; change should be peaceful and orderly. b. He calls it despotic and states that it violates the principles of democracy. Students’ responses should consider the need to balance liberty and safety. US: 3D, 24A, 24G
Students should use the skills they learned in the Practicing Skills 24. Geography and History

24. Organizing Use a table like the one below to list the significant events of each year from 1914 to 1918.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1914</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1915</td>
<td></td>
<td></td>
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<tr>
<td>1916</td>
<td></td>
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<tr>
<td>1917</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1918</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practicing Skills

25. Analyzing Information Read the subsections titled “The Treaty of Versailles” and “The U.S. Senate Rejects the Treaty” on pages 468 and 469. Using the information on these pages, write an analysis of the effects of the treaty in the form that it was finally accepted.

Geography and History

26. The map on this page shows the geographical changes in Europe after World War I. Study the map and answer the questions below.

a. Interpreting Maps After World War I, what new countries were formed using territory that had belonged to Austria-Hungary?

b. Applying Geography Skills What countries acquired territory from the former Russian Empire?

Writing Activity

27. Persuasive Writing Take on the role of a newspaper editor in 1919. Write an editorial favoring or opposing ratification of the Treaty of Versailles.

Chapter Activity

28. Research Project Both the British and the American governments used propaganda to garner support for the war. Use the library and other resources to find examples of these propaganda techniques. Compile your research in an illustrated and captioned poster, and display it in the classroom.

Geography and History

26. a. Czechoslovakia, Austria, Hungary, Romania, and parts of Yugoslavia, Italy, and Poland; b. Poland, Lithuania, Latvia, Estonia, Finland, and part of Romania

US: 8B, 9B

Writing Activity

27. Editorials will vary. Students should clearly express an opinion about ratification of the treaty. US: 25D; ELA: Gr9/10/11: 1A, 1B, 4A, 4B, 4F

24. 1914: beginning of World War I; 1915: Lusitania sunk, Americans side with British; 1916: fighting in trenches worsens; 1917: United States commits resources and soldiers to help Allies; 1918: Americans break through German lines leading to Germany’s defeat US: 1B, 1C, 3C

Practicing Skills

25. Students should use the skills they learned in the Skillbuilder Activity to analyze the treaty. US: 24B