



Chapter 14 Resources

Timesaving Tools

TeacherWorks™ All-In-One Planner and Resource Center



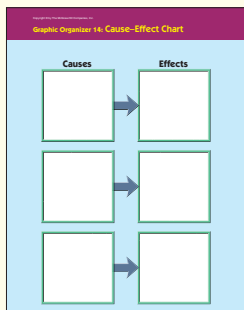
- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Planning has never been easier! Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative, timely, and relevant.



Use Glencoe's **Presentation Plus!** multimedia teacher tool to easily present dynamic lessons that visually excite your students. Using Microsoft PowerPoint® you can customize the presentations to create your own personalized lessons.

TEACHING TRANSPARENCIES

Graphic Organizer 14



Why It Matters Chapter Transparency 14



Linking Past and Present Activity 14

Linking Past and Present Activity 14

Delights and Eyes in the Skies

PREVIEW In this activity, you will compare and contrast the lives of soldiers in World War I and World War II. You will also explore the impact of technology on the war.

NEW This activity includes a new section on the impact of technology on the war.

CRITICAL THINKING Compare the lives of soldiers in World War I and World War II. How do you think the lives of soldiers in World War II were different from those in World War I? Why?

Enrichment Activity 14

Enrichment Activity 14

World War I Propaganda

CRITICAL THINKING Analyze the propaganda posters from World War I. How do you think the posters were used to influence public opinion? What do you think the posters were trying to achieve?

CRITICAL THINKING Compare the propaganda posters from World War I and World War II. How do you think the posters were used to influence public opinion? What do you think the posters were trying to achieve?

Primary Source Reading 14

Primary Source Reading 14.1

Holmes on the Espionage Act

CRITICAL THINKING Analyze the primary source text. How do you think the Espionage Act was used to influence public opinion? What do you think the Espionage Act was trying to achieve?

REVIEW AND REINFORCEMENT

Reteaching Activity 14

Reteaching Activity 14

World War I and Its Aftermath, 1914-1918

CRITICAL THINKING Analyze the primary source text. How do you think the Espionage Act was used to influence public opinion? What do you think the Espionage Act was trying to achieve?

Vocabulary Activity 14

Vocabulary Activity 14

World War I and Its Aftermath, 1914-1918

CRITICAL THINKING Analyze the primary source text. How do you think the Espionage Act was used to influence public opinion? What do you think the Espionage Act was trying to achieve?

Time Line Activity 14

Time Line Activity 14

Weapons of World War I

CRITICAL THINKING Analyze the primary source text. How do you think the Espionage Act was used to influence public opinion? What do you think the Espionage Act was trying to achieve?

Critical Thinking Skills Activity 14

Critical Thinking Skills Activity 14

Disparaging Post From Opposer

CRITICAL THINKING Analyze the primary source text. How do you think the Espionage Act was used to influence public opinion? What do you think the Espionage Act was trying to achieve?

Meeting NCSS Standards

- The following standards are highlighted in Chapter 14:
- Section 1** II Time, Continuity, and Change: B, C, F
 - Section 2** VI Power, Authority, and Governance: B, C, D, I
 - Section 3** IV Individual Development and Identity: A, D, E
 - Section 4** II Time, Continuity, and Change: A, B, E

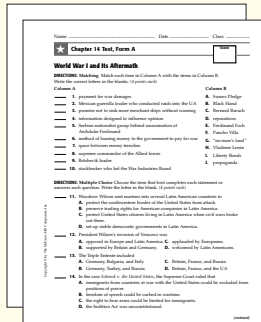
Local Standards

Chapter 14 Resources

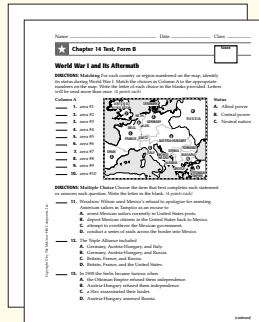


ASSESSMENT AND EVALUATION

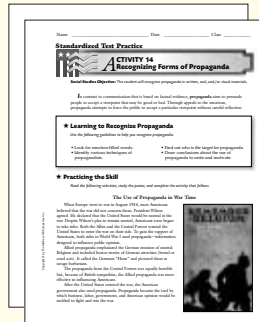
Chapter 14 Test Form A



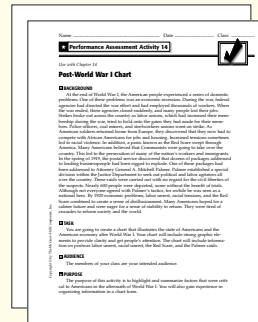
Chapter 14 Test Form B



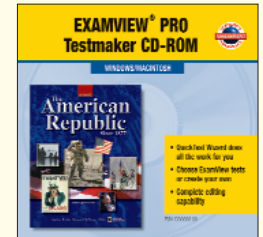
Standardized Test Practice Workbook Activity 14



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**



THE HISTORY CHANNEL.®

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

- **Woodrow Wilson: Reluctant Warrior** (ISBN 0-76-700101-X)
- **Pancho Villa: Outlaw Hero** (ISBN 0-76-700315-2)

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



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**
- **Self-Check Quizzes**
- **Student Web Activities**
- **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.



Chapter 14 Resources

SECTION RESOURCES

| Daily Objectives | Reproducible Resources | Multimedia Resources |
|---|---|---|
| <p>SECTION 1 The United States Enters World War I</p> <p>1. Discuss the causes and results of American intervention in Mexico and the Caribbean.</p> <p>2. Explain the causes of World War I and why the United States entered the war.</p> | <ul style="list-style-type: none"> Reproducible Lesson Plan 14–1 Daily Lecture and Discussion Notes 14–1 Guided Reading Activity 14–1* Section Quiz 14–1* Reading Essentials and Study Guide 14–1 Performance Assessment Activities and Rubrics | <ul style="list-style-type: none"> Daily Focus Skills Transparency 14–1 American Art & Architecture Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program American Music: Hits Through History American Music: Cultural Traditions |
| <p>SECTION 2 The Home Front</p> <p>1. Analyze how the United States raised an army and won support for World War I.</p> <p>2. Explain how the economy was controlled to support the war.</p> | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Daily Focus Skills Transparency 14–2 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program |
| <p>SECTION 3 A Bloody Conflict</p> <p>1. Discuss the fighting techniques used in World War I.</p> <p>2. Characterize the American response to the Treaty of Versailles.</p> | <ul style="list-style-type: none"> Reproducible Lesson Plan 14–3 Daily Lecture and Discussion Notes 14–3 Guided Reading Activity 14–3* Section Quiz 14–3* Reading Essentials and Study Guide 14–3 Performance Assessment Activities and Rubrics | <ul style="list-style-type: none"> Daily Focus Skills Transparency 14–3 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM Skillbuilder Interactive Workbook, Level 2 TeacherWorks™ CD-ROM Audio Program |
| <p>SECTION 4 The War's Impact</p> <p>1. Describe the effects of the postwar recession on the United States.</p> <p>2. Discuss the causes of and reaction to the Red Scare.</p> | <ul style="list-style-type: none"> 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 Performance Assessment Activities and Rubrics Interpreting Political Cartoons | <ul style="list-style-type: none"> Daily Focus Skills Transparency 14–4 American Art & Architecture Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Vocabulary PuzzleMaker CD-ROM Audio Program |



OUT OF TIME?

Assign the Chapter 14 **Reading Essentials and Study Guide**.

*Also Available in Spanish

- Blackline Master
- Transparency
- CD-ROM
- DVD
- Poster
- Music Program
- Audio Program
- Videocassette

Chapter 14 Resources



NATIONAL GEOGRAPHIC Teacher's Corner

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.

- "The Bolshevik Revolution," October 1992
- "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.

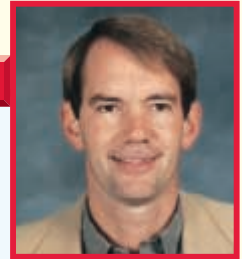
www.nationalgeographic.com

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
- ELL** ENGLISH LANGUAGE LEARNER activities

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:

World War I and Its Aftermath

1914–1920



Performance Assessment

Refer to Activity 14 in the Performance Assessment Activities and Rubrics booklet.

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*.

Available in DVD and VHS

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to preview Chapter 14 content.

Available in VHS

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.



The American Republic Since 1877 Video The Chapter 14 video, "Cousins: Royalty and World War I," explains how royal marriages and complex political alliances contributed to the outbreak of war in Europe.

1913

- Woodrow Wilson begins his first presidential term

1914

- Archduke Franz Ferdinand assassinated; war begins in Europe

1915

- Italy joins Allies in war
- Japan gains rights in Chinese territory

1916

- British suppress Easter Rebellion in Ireland
- Battle of the Somme begins in July

1917

- Russian Revolution begins in October
- Balfour Declaration favors setting up a Jewish homeland in Palestine

1915

- The *Lusitania* is sunk

1917

- U.S. enters war

World

United States
PRESIDENTS
Wilson 1913–1921

NOTICE!
CUNARD
EUROPE VIA LIVERPOOL
LUSITANIA
Passenger and Cargo Ship
Sailed for Liverpool
Sailed for New York
Sailed for Boston
Sailed for Philadelphia
Sailed for Baltimore
Sailed for Washington
Sailed for New Orleans
Sailed for San Francisco
Sailed for Honolulu
Sailed for Manila
Sailed for Cebu
Sailed for Singapore
Sailed for Hong Kong
Sailed for Shanghai
Sailed for Yokohama
Sailed for Kobe
Sailed for Osaka
Sailed for Tokyo
Sailed for Honolulu
Sailed for Manila
Sailed for Cebu
Sailed for Singapore
Sailed for Hong Kong
Sailed for Shanghai
Sailed for Yokohama
Sailed for Kobe
Sailed for Osaka
Sailed for Tokyo

The world must be made safe for Democracy!
—WOODROW WILSON

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

Introducing CHAPTER 14

HISTORY Online



Introduce students to chapter content and key terms by having them access the **Chapter 14 Overview** at tx.tarvol2.glencoe.com.

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 air-planes 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.*)



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

1919

- Race riots and strikes take place in Northern cities

1920

- Red Scare and Palmer raids target Communists in the U.S.

Harding
1921–1923

1921

1918

- Treaty of Brest-Litovsk ends Russian-German war

1919

- Treaty of Versailles conference begins

1920

- Civil war breaks out in Ireland

1921

- Irish Free State established

HISTORY Online

Chapter Overview

Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Chapter Overviews—Chapter 14** to preview chapter information.

TIME LINE

ACTIVITY

Have students use the chapter and section time lines to create a single time line that incorporates all of the significant dates related to World War I. **US: 7C; ELA: Gr9/10/11: 7D**

447

GRAPHIC ORGANIZER ACTIVITY

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**

1 FOCUS

Section Overview

This section focuses on the events that led up to World War I and how the United States became involved.

BELLRINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency
14-1

Unit 4 DAILY FOCUS SKILLS TRANSPARENCY 14-1

Analyzing a Map

WORLD WAR I - THE WORLD CHOOSES SIDES

ALLIES

- France
- United Kingdom
- Italy

CENTRAL POWERS

- Germany
- Austria-Hungary
- Ottoman Empire
- Bulgaria

F Russia and Bulgaria
G Austria-Hungary and Ottoman Empire
H Ottoman Empire and Bulgaria
J Italy and Germany

The two groups of countries that fought in World War I were known as the Allies and the Central Powers, two of the countries no longer exist politically. Which ones are they?

Guide to Reading

Answers to Graphic: Balkan crisis, alliance system, naval race, assassination of Franz Ferdinand

Preteaching Vocabulary

For each of the Key Terms and Names, have students write a phrase or short sentence that will help them remember the significance of the term or name. **US: 25A; ELA: Gr9/10/11: 6A**

Student Edition TEKS

ELA: Page 448: Gr9/10/11: 4D, 6A, 7D, 7F, 8B; **Page 449:** Gr9/10/11: 6A, 10B, 19B, 20B

SECTION 1 The United States Enters World War I

Guide to Reading

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, guerrilla, nationalism, self-determination, Franz Ferdinand, Allies, Central Powers, propaganda, contraband, U-boat, Sussex Pledge, Zimmermann telegram

1 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.



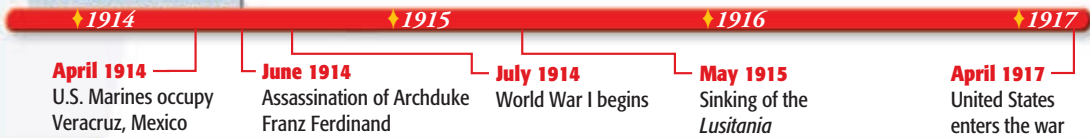
Reading Objectives

- 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.

Preview of Events



★ An American Story ★



Raising the flag at Veracruz

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



SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 14-1
- Daily Lecture and Discussion Notes 14-1
- Guided Reading Activity 14-1
- Section Quiz 14-1
- Reading Essentials and Study Guide 14-1

Transparencies

- Daily Focus Skills Transparency 14-1

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program
- American Music: Hits Through History
- American Music: Cultural Traditions

2 TEACH

Daily Lecture and Discussion Notes 14–1

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Daily Lecture and Discussion Notes


Chapter 14, Section 1

Did You Know When the United States finally entered World War I, “Remember the Lusitania” became a common slogan much like the slogan “Remember the Maine” was used during the Spanish-American War.

I. Woodrow Wilson's Diplomacy (pages 448–449)

- A. President Wilson was opposed to imperialism and believed democracy was necessary to keep the nation stable and prosperous. He wanted a world free from revolution and war.
- B. In 1911 a revolution in Mexico forced its leader, Porfirio Díaz, to flee the country. The new leader, Francisco Madero, was a poor administrator. General Victoriano Huerta

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*.

Picturing History

Answer: Mexicans were unhappy with the new Mexican president, who was receiving assistance from the United States. Villa was trying to force the United States to intervene.

Ask: How successful was Pershing's expedition to capture Pancho Villa? (not a success; Pershing recalled)

Reading Check

Answer: first, to help support the overthrow of Huerta, later to suppress Villa

Student Edition TEKS

US HISTORY: Page 448: 1A, 1B, 3B, 24B, 25A, 25C; Page 449: 1A, 3B, 25A

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

Picturing History

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



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.

 **Reading Check** Examining Why did President Wilson intervene in Mexico?

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

COOPERATIVE LEARNING ACTIVITY

Creating a News Magazine Have students create a special issue of a magazine that reports United States foreign policies from Wilson's inauguration on March 4, 1913, to his war message to Congress on April 2, 1917. Students might include news articles, news analysis, news features, editorials, and political cartoons. Advise students to determine specific tasks for each individual. Suggest that they choose an editor in chief to help organize the selection of topics so that the end product contains varied and accurate coverage of the foreign policy of the period.  **US: 1B, 3B, 3C, 24A–D, 25A–D; ELA: Gr9/10/11: 1A, 1B, 21B, 21C**

Use the rubric for a cooperative group management plan on pages 71–72 in the *Performance Assessment Activities and Rubrics*.

CHAPTER 14

Section 1, 448–455

Guided Reading Activity 14-1

Name _____ Date _____ Class _____

★ Guided Reading Activity 14-1

DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Who seized power in Mexico shortly before Woodrow Wilson took office as president in 1913?
2. How did Wilson respond to a refusal of the Mexicans to apologize for arresting American sailors in April 1914?
3. How did Wilson respond to attacks on American soil by Mexican guerrilla Pancho Villa?
4. What was the result of this action?
5. How was the new surge of nationalism evident in Europe in the late 1800s?

Writing Newspaper Headlines

Have students choose three major events leading to World War I and write a newspaper headline for each event. Use current newspaper headlines to illustrate how editors use a few words for maximum impact. Point out that most newspapers use action verbs in headlines. For example, most editors would choose “U.S. Enters War” rather than “A Nation at War.” **L2 US: 3B, 24F, 24G, 25C, 25D; ELA: Gr9/10/11: 1A, 1B**

FYI

On Christmas Day 1914, the fighting stopped, and British and German soldiers met in no-man’s-land to chat, play soccer, and pose for photographs. Officers quickly ended these goodwill meetings, and the soldiers returned to war.

- 1 of factors created problems among the powers of Europe and set the stage for a monumental war.

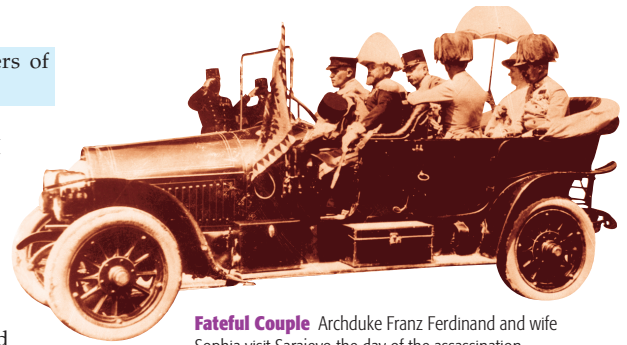
The Alliance System The roots of World War I date back to the 1860s. In 1864, while Americans fought the Civil War, the German kingdom of Prussia launched the first of a series of wars to unite the various German states into one nation. By 1871 Prussia had united Germany and proclaimed the birth of the 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



Fateful Couple Archduke Franz Ferdinand and wife Sophie visit Sarajevo the day of the assassination.

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

MEETING SPECIAL NEEDS

Visual/Spatial Have students use a map in the text or an outline map that you provide to locate the members of the Triple Alliance and Triple Entente. Ask students to measure the distances between the capitals of the countries within the two groups. Then discuss the relative size and proximity of these groupings. **Ask: Why might it be beneficial for allied nations to be located near each other? Does the distance matter if your allies are large and strong? L1**

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.

Student Edition TEKS

ELA: Page 450: Gr9/10/11: 6A;
Page 451: Gr9/10/11: 10B, 13B,
19B, 20B

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 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



Geography Skills

Answers:

- Germany, Austria-Hungary, Bulgaria, Ottoman Empire, Italy joined the Allies in 1915
- Balkans

Geography Skills Practice

Ask: Into what country did the Central Powers send troops? (France)

Interpreting a Map Have students create a map of Europe at the beginning of World War I. Have students label the countries and indicate the order in which the countries involved in the conflict declared war. **L1 US: 1B, 8A; ELA: Gr9/10/11: 4B, 4D**

Use the rubric for creating a map, display, or chart on pages 65–66 in the *Performance Assessment Activities and Rubrics*.

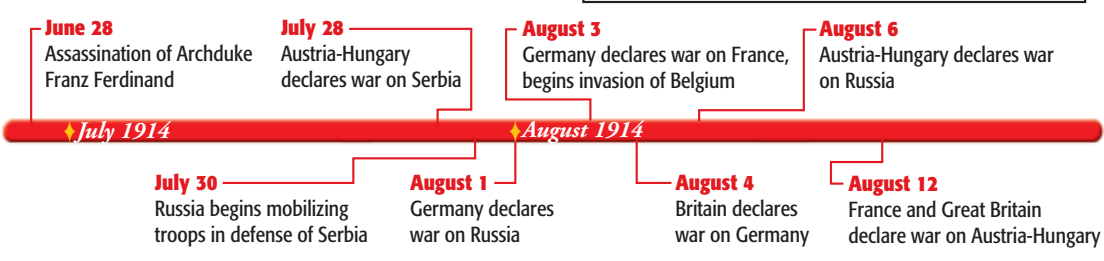
FYI

The last Ottoman sultan with any political and military power was Abdul Hamid. He was responsible for the massacres of Armenian men, women, and children living in Anatolia from 1894 to 1896. Although there was widespread condemnation in the West, the Ottomans did gain one friend among European nations—Germany. Hamid was overthrown in 1908 by the Committee of Union and Progress (CUP). Two important members of CUP, Enver Bey and Talaat Bey, forged the alliance with Germany that would carry over into World War I.



Geography Skills

- Interpreting Maps** Which nations comprised the Central Powers in 1914?
- Applying Geography Skills** What was the name of the southeastern European region that sparked the beginning of the war?



INTERDISCIPLINARY CONNECTIONS ACTIVITY

Civics Have students research the reaction to the start of World War I of people who lived in your community at the beginning of the war. Suggest that students use library, museum, historical society, and government resources to locate information. Encourage students to investigate resources available from veterans organizations in the community. **L2 US: 24A–D; ELA: Gr9/10/11: 4A–D, 4F, 13B**

Student Edition TEKS

US HISTORY: Page 450: 1A, 3B, 25A; Page 451: 1A, 1B, 8B, 24A, 24B

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)

Reading Check

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"

Student Edition TEKS

ELA: Page 452: Gr9/10/11: 6A, 10B; Page 453: Gr9/10/11: 6A, 8B, 10B, 13B

attack on Serbia might trigger a war with Russia, the Austrians asked their German allies for support. Germany promised to support Austria-Hungary if war erupted.

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

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

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

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

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

The German plan seemed to work at first. German troops swept through Belgium and headed into France, driving back the French and British forces. Then, to the great surprise of the Germans, Russian troops invaded Germany. The Germans had not expected Russia to mobilize so quickly. They were forced to pull some of their troops away from the attack on France and send them east to stop the

Russians. This weakened the German forces just enough to give the Allies a chance to stop them. The Germans drove to within 30 miles (48 km) of Paris, but stubborn resistance by British and French troops at the Battle of the Marne finally stopped the German advance. Because the swift German attack had failed to defeat the French, both sides became locked in a bloody stalemate along hundreds of miles of trenches that would barely change position for the next three years.

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

Reading Check Explaining What incident triggered the beginning of World War I?

American Neutrality

When the fighting began, President Wilson declared the United States to be neutral in an attempt to keep the

Profiles IN HISTORY

1 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

1 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.

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.

Reading Check **Evaluating** How was American prosperity intertwined with the military fortunes of the Allies?

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

Reading Check

Answer: Many American banks invested in an Allied victory and made loans to the Allies.

HISTORY Online

Objectives and answers to the student activity can be found in the **Web Activity Lesson Plan** at tx.tarvol2.glencoe.com.

Discussing a Topic Have students discuss the differences between news reporting, propaganda, and advertising. Ask students to identify the purpose of each and explain the value of each. **L2 US:** 24B, 25A; **ELA:** Gr9/10: 16E; Gr11: 15E

CURRICULUM CONNECTION

Government Concerning the Mexican Revolution, President Wilson cautioned “watchful waiting.” Interventionists termed his policy “deadly drifting.” One critic joked about Wilson’s diplomacy by making up an ironic dance step he called the Wilson Tango. It consisted of one step forward, two steps back, one to the side, and then a hesitation.

HISTORY Online

Student Web Activity Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Student Web Activities—Chapter 14** for an activity on World War I.

EXTENDING THE CONTENT

Distress Signals From the early days of wireless telegraphy, a distress call has had absolute priority over all other communications. In 1904 the Marconi Company directed its ships to use the letters **CQD**, popularly defined as “Come Quick—Distress” or “Come Quick—Danger.” These abbreviations were adopted by the British Post Office telegraph service. Because the letters **CQ** were also used for general calls, confusion often developed. The distress signal, therefore, was replaced in 1921 by **SOS**, popularly defined as “Sink or Swim” or “Save Our Ship.” The distress call used in radio telephony, “Mayday,” is a corruption of the French phrase *M’aidez*, “Help me.”

Student Edition TEKS

US HISTORY: Page 452: 1A, 21D, 25A; Page 453: 1A, 3B, 12E

CHAPTER 14

Section 1, 448–455

Picturing History

Answer: Germans believed that any British passenger liners might contain supplies for the Allies.

Ask: Do you think military supplies might have been on passenger liners? (Answers will vary.)

3 ASSESS

Assign Section 1 Assessment as homework or as an in-class activity. **US: 25D**

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

Reading Essentials and Study Guide 14–1

Name _____ Date _____ Class _____

Study Guide

Chapter 14, Section 1

For use with textbook pages 448–455

THE UNITED STATES ENTERS WORLD WAR I

KEY TERMS AND NAMES

Pancho Villa leader of a Mexican guerrilla group (page 449)

guerrillas an armed band that carries out surprise attacks and sabotage rather than open warfare (page 449)

nationalism an intense pride in one's homeland (page 450)

self-determination the idea that people who belong to a nation should have their own country and government (page 450)

Franz Ferdinand the heir to the Austro-Hungarian throne (page 450)

Allies the alliance of France, Russia, Great Britain, and Italy in World War I (page 452)

Section Quiz 14–1

Name _____ Date _____ Class _____

Chapter 14 Score _____

Section Quiz 14-1

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

| | |
|---|-------------------|
| Column A | Column B |
| 1. information designed to influence opinion | A. Central Powers |
| 2. led a group of Mexican guerrillas that burned Columbus, New Mexico | B. U-boats |
| 3. Germany, Austria-Hungary, Ottoman Empire, and Bulgaria | C. Pancho Villa |
| 4. German submarines | D. propaganda |
| 5. Britain, France, and Russia | E. Triple Entente |

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

FYI

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.

Student Edition TEKS

ELA: Page 454: Gr9/10/11: 6A, 10B, 19B, 20B; Page 455: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 8B, 10A, 10B, 19B, 20B; Gr9: 7G, 7I; Gr10/11: 7F, 7H

word *Unterseeboot* (meaning “underwater boat”). In February 1915, the Germans announced that they would attempt to sink without warning any ship they found in the waters around Britain.

Germany’s announcement triggered outrage in the United States and elsewhere. Attacking civilian vessels without warning violated an international treaty stipulating that military vessels must reveal their intentions to merchant ships and make provisions for the safety of the targeted ship’s crew and passengers before sinking it. The Germans claimed that many merchant ships were actually warships in disguise and that their U-boats would be placed at great risk if they revealed themselves before firing.

The issue reached a crisis on May 7, 1915. Despite warnings from Germany, the British passenger liner *Lusitania* entered the war zone. A submerged German submarine fired on the ship, killing nearly 1,200 passengers—including 128 Americans. Many Americans were outraged and regarded the attack as an act of terrorism, not war.

Others argued that the passengers traveling on ships of foreign nations did so at their own risk.

Wilson steered a middle course on the issue of the U-boats. He refused to take extreme measures against Germany, saying that the United States was “too proud to fight.” Nevertheless, he sent several diplomatic notes to Germany insisting that its government safeguard the lives of noncombatants in the war zones.

Late in March 1916, Wilson’s policy was tested when a U-boat torpedoed the French passenger ship *Sussex*, injuring several Americans on board. Although Wilson’s closest advisers favored breaking off diplomatic relations with Germany immediately, the president, busy with the crisis in Mexico, chose to issue one last warning. He demanded that the German government abandon its methods of submarine warfare or risk war with the United States.

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

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

The United States Declares War Following Wilson’s re-election, events quickly brought the country to the brink of war. In January 1917, a German official named Arthur Zimmermann cabled the German ambassador in Mexico, instructing him to make an offer to the Mexican government. Zimmermann proposed that Mexico ally itself with Germany in the event of war between Germany and the United States. In return, Mexico would regain its “lost territory in Texas, New Mexico, and Arizona” after the war. Germany hoped Mexico would tie down the American forces and prevent them from being sent to Europe. British intelligence intercepted the **Zimmermann telegram**. Shortly afterward, it was leaked to American newspapers. Furious, many Americans now concluded war with Germany was necessary.

Then, on February 1, 1917, Germany resumed unrestricted submarine warfare. German military leaders believed that they could starve Britain into



Picturing History

The Sinking of the Lusitania In May 1915, German U-boats sank the British passenger liner *Lusitania*. Among those who drowned were 128 Americans. Here the *Los Angeles Tribune* reports the attack, and a newspaper advertisement warns ship passengers to travel the Atlantic at their own risk.

Why were the Germans sinking passenger liners?

CRITICAL THINKING ACTIVITY

Determining Causes Discuss with students what caused the outbreak of World War I. Aside from the assassination of Archduke Franz Ferdinand, the economic interests and military alliances of the European countries made war probable. Because of entangled treaties and continued colonial aspirations, Europe was poised for a war that could have been set off by any number of events. Ask students to explain how the Russian Revolution affected the war. (*Because of the revolution, Russia withdrew from the war. This meant Germany was free to concentrate its forces on the Western Front.*) **L2 US: 24B; ELA: Gr9/10: 16E; Gr11: 15E**

“The world must be made safe for democracy.”

—Woodrow Wilson, April 1917



Picturing History

Americans Go to War Congress voted heavily in favor of entering the European war. Here, excited Americans wave from an Army recruitment truck. What events pushed the United States to finally declare war?



submission 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.

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

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.

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.

Reading Check Summarizing How did Germany's use of unrestricted submarine warfare lead to American entry into World War I?

“It is a fearful thing to lead this great peaceful people into war. . . . But the right is more precious

TAKS Practice

SECTION 1 ASSESSMENT

Checking for Understanding

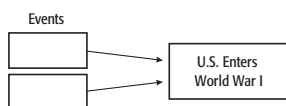
- Define:** guerrilla, nationalism, self-determination, propaganda, contraband, U-boat.
- Identify:** Pancho Villa, Franz Ferdinand, Allies, Central Powers, Sussex Pledge, Zimmermann telegram.
- Name** the two alliances that Europe was divided into at the start of World War I.

Reviewing Themes

- Continuity and Change** Why did most of President Wilson's cabinet members support the British?

Critical Thinking

- Synthesizing** How did European nationalism contribute to the outbreak of World War I?
- 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

- 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

- 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.

Picturing History

Answer: British blockade, sinking of the *Lusitania* and other passenger liners, Germany's attempt to ally with Mexico

Ask: By looking at this picture, what might you assume about public opinion related to the U.S. government's decision to enter the war? (that people supported the decision)

Reteach

Have students explain the causes and results of American intervention in Mexico and the Caribbean. **US:** 3C, 24B; **ELA:** Gr9/10/11: 7E

Enrich

Invite interested students to develop a multimedia presentation to help explain the history of the Balkans. Encourage students to use library and Internet resources for this assignment. **US:** 24A–D, 25A–D; **ELA:** Gr9/10/11: 13B, 13C, 21B, 21C

Reading Check

Answer: The Germans sank civilian passenger liners and U.S. merchant ships, which outraged the Americans, who then sided with the British.

4 CLOSE

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

SECTION 1 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- 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)
- Triple Alliance and Triple Entente
- 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
- Each major ethnic group in European empires wanted its own country. **US:** 24B
- unrestricted submarine warfare; Germany's attempt to ally with

- Mexico **US:** 3B, 25C
- When one country declared war, its allies declared war. **US:** 1B
- Students' scripts will vary. Encourage students to act out their scripts as if they were actually on the radio. **US:** 24G, 25D

Student Edition TEKS

US HISTORY: Page 454: 1A, 3B, 25A; Page 455: 1A, 1B, 3B, 24B, 24G, 25A, 25C, 25D

SECTION 2 The Home Front

1 FOCUS

Section Overview

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

BELL RINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 14–2

Interpreting a Circle Graph

AMERICANS SERVING IN THE MILITARY DURING WORLD WAR I

Directions: Answer the following question based on the circle graph.

Almost five million Americans served in the military during World War I. Nearly 400,000 African Americans were drafted to serve during the war. What percentage of the total number of draftees were African Americans?

A 18 percent
B 16 percent
C 18 percent
D 21 percent

Guide to Reading

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

Students should complete the outline by including all heads in the section.

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

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

Guide to Reading

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

1 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.

The Home Front

- I. Building Up the Military
 - A.
 - B.
 - C.
- II.
 - A.
 - B.

Reading Objectives

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

Section Theme

Government and Democracy To fight the war, the federal government created new agencies to mobilize the economy, draft soldiers, and build public support.

Preview of Events



★ An American Story ★



Eugene Debs

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

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

2 TEACH

Daily Lecture and Discussion Notes 14–2

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Daily Lecture and Discussion Notes
Chapter 14, Section 2

Did You Know? Seventy-five million pieces of pro-war printed materials were distributed throughout the United States by the Committee on Public Information (CPI). The government passed out this propaganda to unite public opinion behind the war effort. The CPI ran a full-page ad in the popular magazine the *Saturday Evening Post*, asking American citizens to notify the Justice Department if they encountered, “the man who spreads the pessimistic stories... cries for peace, or belittles our efforts to win the war.”

1. Building Up the Military (pages 456–457)
A. As the United States entered the war, it was necessary to recruit more soldiers. Many...

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 its 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.

Reading Check **Describing** How did Congress ensure that the United States would have enough troops to serve in World War I?

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



Picturing History

Women and War Although not allowed in combat, many women served in auxiliary positions, such as nursing. Here, Birmingham, Alabama, women collect money during a Red Cross parade in 1918. In what other capacities did women serve during the war?

Interpreting Quotations Have students note whether the following quotes support neutrality or war. **L1 US: 24B, 24F**

“... loans by American bankers to any foreign nation at war are inconsistent with the true spirit of neutrality.”—William Jennings Bryan, 1914

“Our whole duty... is summed up in this motto: America first.”—Woodrow Wilson, 1915

Reading Check

Answer: The Selective Service Act of 1917 required all men ages 21 to 30 to register for the draft.

Picturing History

Answer: secretaries, radio operators, electricians, and pharmacists, among others

Ask: Why did the Navy finally enlist women? (to meet its clerical needs)

COOPERATIVE LEARNING ACTIVITY

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**.

Student Edition TEKS

US HISTORY: Page 456: 1A, 1B, 3B, 3D, 4C, 12E, 24B, 25A, 25C;
Page 457: 1A, 3C, 21C, 21D, 25A

CHAPTER 14

Section 2, 456–461

Guided Reading Activity 14–2

Name _____ Date _____ Class _____

★ Guided Reading Activity 14-2

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

1. **Main Idea:** When the United States declared war in April 1917, progressives, who still controlled the federal government, applied progressive ideas to the task of mobilizing America for war.
- Detail:** Realizing a draft was necessary, Congress created a new system of conscription called _____.
 - Detail:** Despite encountering discrimination and prejudice in the army, African American soldiers fought with distinction, and the entire _____ won the highly prized French decoration, the _____, for gallantry.
2. **Main Idea:** Many progressives believed the government could balance the needs of different groups in society, and that planning and scientific management could make the economy more efficient.

Reading Check

Answer: War Industries Board, Food Administration, Fuel Administration

History Through Art

Answer: The general theme is supporting the war effort. The posters were effective in reminding people of their patriotic duty.

Ask: What was the main message of each of these posters? (Students' answers will vary. Some ideas might include encouraging men to enlist in the armed forces, coming together at work for the war effort, patriotic messages about democracy, and encouraging victory gardens.)

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

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

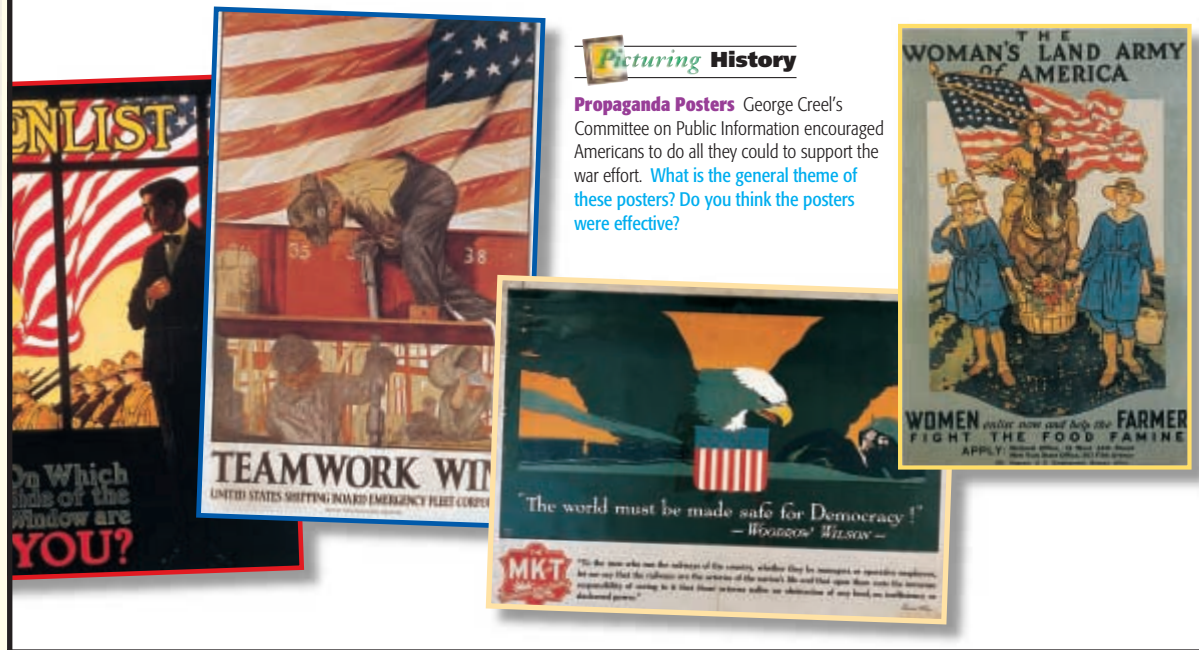
citizens to plant **victory gardens** to raise their own vegetables, leaving more for the troops.

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.

Reading Check Summarizing What federal agencies helped control American industries during the war?



Picturing History

Propaganda Posters George Creel's Committee on Public Information encouraged Americans to do all they could to support the war effort. What is the general theme of these posters? Do you think the posters were effective?

MEETING SPECIAL NEEDS

Intrapersonal Have students imagine that they are teens living in the United States when Wilson declared that the country would enter the war. Have students write a series of diary entries that describes their reactions to and feelings about entering the war and the preparations that were made on the home front as the nation geared up to fight. **L2**

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

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.

1 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.

2 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.

2 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.

Federal Mobilization Agencies

| Agency | Purpose |
|--|---|
| War Industries Board | Organized industry to increase efficiency, maximizing production |
| Railroad Administration | Assumed temporary control of rail lines to modernize equipment and increase operating efficiency |
| Food Administration | Supervised agricultural production, promoted food conservation and rationing |
| Fuel Administration | Increased production of coal and oil; maintained conservation of fuel with such innovations as daylight savings time |
| National War Labor Board | Maintained cooperation between industry management and labor unions; acted as mediator to prevent and quickly settle disputes |
| Committee on Public Information | Provided propaganda to rally citizen support for all aspects of the war effort |

Chart Skills

- 3**
- 1. Interpreting Charts** Which agency worked with manufacturers and labor unions?
 - 2. Analyzing** How did the Fuel Administration’s daylight savings time plan achieve its goal?

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.

4 **Reading Check Evaluating** How permanent were women’s advances in the wartime workplace?

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.

Chart Skills

Answer:

1. National War Labor Board
2. Because daylight savings time moved sunset one hour later, people used less fuel.

Chart Skills Practice

Ask: Which of the federal mobilization agencies do you think had the greatest impact on ordinary citizens? (Many students will note that the Committee on Public Information had the broadest impact.)

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. **L2 US: 10A, 21A, 21C, 24A–D; ELA: Gr9/10: 16E; Gr11: 15E**

Reading Check

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 “Hindenburgers.” Another, entitled “Halt the Hun,” showed an American soldier preventing a German soldier from bayoneting a defenseless woman and her baby.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Music Tell students that George M. Cohan wrote his most famous song, “Over There,” on the day war was declared. He sat down at the piano and wrote what he said was just a bugle call. Have students research other songs of World War I and study their lyrics. Then ask: **How do the lyrics reflect the attitudes of the time? Are they idealistic, humorous, optimistic, patriotic, or sentimental?** **L2 US: 20A; ELA: Gr9/10/11: 13B, 13C**

Student Edition TEKS

US HISTORY: Page 458: 1A, 3C, 12E, 19B, 24B, 24G, 25A; **Page 459:** 1A, 10A, 12E, 15B, 21D, 24B, 25A

Different Viewpoints

Answers:

1. inciting revolution
2. freedom of the press and freedom of speech

Ask: Why does Justice Holmes dissent from the majority opinion? (He believed that the writers had constitutional protection in writing and publishing their leaflets.)

FYI

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.

3 ASSESS

Assign Section 2 Assessment as homework or as an in-class activity. **US: 25D**

④ Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 14–2

Name _____ Date _____ Class _____

Study Guide

Chapter 14, Section 2
For your textbook pages 456–461

THE HOME FRONT

KEY TERMS AND NAMES

conscription forced military service (page 457)

War Industries Board a government agency created to coordinate the production of war materials (page 458)

Bernard Baruch the head of the War Industries Board (page 458)

victory garden garden planted by Americans to raise their own vegetables (page 458)

Liberty Bonds bonds bought by Americans as a loan to the government to finance World War I (page 458)

Victory Bonds bonds bought by Americans as a loan to the government to finance World War I (page 458)

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. **L1** (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. . . . [T]he 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.

Amendment I

—Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Learning From History

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

Selling the War A new government agency, the **Committee on Public Information**, had the task of “selling” the war to the American people. The head of the CPI was journalist George Creel, who recruited advertising executives, commercial artists, authors, songwriters, entertainers, public speakers, and motion picture companies to help sway public opinion in favor of the war.

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

Civil Liberties Curtailed In addition to using propaganda and persuasion, the government also passed legislation to fight antiwar activities or enemies at home. **Espionage**, or spying to acquire secret government information, was addressed in the Espionage Act of 1917, which established penalties and prison terms for anyone who gave aid to the enemy. This act also penalized disloyalty, giving false reports, or otherwise interfering with the war effort. The Post Office even hired college professors to translate foreign periodicals to find out if they contained antiwar messages.

The Sedition Act of 1918 expanded the meaning of the Espionage Act to make illegal any public expression of opposition to the war. In practice, it allowed officials to prosecute anyone who criticized

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 they think all of the government’s actions on the home front in World War I were necessary. **L2 US: 3D, 12E, 15B, 24B**

Student Edition TEKS

ELA: Page 460: Gr9/10/11: 6A, 8B, 10B; **Page 461:** Gr9/10/11: 1A, 1B, 4A–D, 4F, 6A, 7B–D, 8B, 10A, 10B, 13B; Gr9: 7I; Gr10/11: 7H

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*



George Creel

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*.)

Reading Check Explaining Why did Congress pass the Espionage Act in 1917?

TAKS Practice

SECTION 2 ASSESSMENT

Checking for Understanding

- Define:** conscription, victory garden, espionage.
- Identify:** War Industries Board, Bernard Baruch, Liberty Bond, Victory Bond, Committee on Public Information.
- Describe** the contributions of African Americans during the war.

Reviewing Themes

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

Critical Thinking

- Analyzing** How did World War I cause the federal government to change its relationship with the business world?
- 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 |
| |
| |
| |

Analyzing Visuals

- 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?

Writing About History

- 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.

Section Quiz 14–2

Name _____ Date _____ Class _____

★ Chapter 14 Score _____

Section Quiz 14–2

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

| | |
|---|------------------------------------|
| Column A | Column B |
| 1. made any public expression of opposition to the war illegal | A. Liberty Bonds and Victory Bonds |
| 2. created to coordinate the production of war materials | B. 368th Infantry |
| 3. African American unit that won the French decoration, Croix de Guerre, for gallantry | C. Sedition Act of 1918 |
| 4. used to raise money to cover the costs of war | D. Great Migration |
| 5. when many African Americans left the South to settle in Northern cities | E. War Industries Board |

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

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: 16B; Gr11: 15B

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

Reading Check

Answer: to control public opinion and stop antiwar supporters

4 CLOSE

Have students explain how the economy was controlled to support the war. **US:** 12E, 24B; **ELA:** Gr9/10: 16B; Gr11: 15B

SECTION 2 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- War Industries Board (p. 458), Bernard Baruch (p. 458), Liberty Bond (p. 458), Victory Bond (p. 458), Committee on Public Information (p. 460)
- About 400,000 African Americans were drafted to serve in the war; many received high praise for their courage from French generals. **US:** 21C
- limited free speech and freedom of the press
- Special boards were created that encouraged cooperation between business and government. **US:** 12E, 24B
- Effects should include increased job opportunities for women and African Americans **US:** 25C
- Supporting the war is portrayed as good; other answers will vary. **US:** 24A, 24G
- Answers will vary. Invite students to display or perform their work. **US:** 25D

Student Edition TEKS

US HISTORY: Page 460: 1A, 24G, 25A; Page 461: 1A, 12E, 15B, 21C, 24A, 24B, 24G, 25A, 25C, 25D

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 in modern warfare (for example, a corollary 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 at www.time.com for up-to-date news, weekly magazine articles, editorials, online polls, and an archive of past magazine and Web articles.



American soldiers set sail for Europe.

World War 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)



One of the first color photographs

VERBATIM

“My message was one of death for young men. How odd to applaud that.”

WOODROW WILSON,
on returning to the White House
after asking Congress for a
declaration of war, 1917

“Food is Ammunition—Don't Waste It”

POSTER FROM U.S. FOOD
ADMINISTRATION,
administered by Herbert Hoover

“I have had a hard time getting over this war. My old world died.”

RAY STANNARD BAKER,
journalist

“Let us, while this war lasts, forget our special grievances and close our ranks shoulder to shoulder with our own white fellow citizens and the allied nations that are fighting for democracy.”

W.E.B. DU BOIS,
African American scholar
and leader, 1918

“America has at one bound become a world power in a sense she never was before.”

BRITISH PRIME MINISTER
DAVID LLOYD GEORGE,
on the U.S. entry into World War I, 1917

“In the camps I saw barrels mounted on sticks on which zealous captains were endeavoring to teach their men how to ride a horse.”

THEODORE ROOSEVELT,
on touring U.S. military
training facilities, 1917

“The war was over, and it seemed as if everything in the world were possible, and everything was new, and that peace was going to be all we dreamed about.”

FLORENCE HARRIMAN,
Red Cross volunteer, in Paris on
Armistice Day, 1918

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, 1B, 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**.

Student Edition TEKS

ELA: Page 462: Gr9/10/11: 7B, 8B;
Page 463: Gr9/10/11: 8B

How to Make a Doughboy

Take one American infantryman.



BROWN BROTHERS

1. Arm with 107 pieces of fighting equipment, including:
 - rifle
 - rifle cartridges
 - cartridge belt
 - steel helmet
 - clubs
 - knives
 - gas mask
 - wire cutters
 - trench tool
 - bayonet and scabbard
 - grenades
2. Add 50 articles of clothing, including 3 wool blankets and a bedsack.
3. Equip with eating utensils and 11 cooking implements.
4. Train well.

TOTAL COST: \$156.30

(not including training and transportation to Europe)

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.



QUAKER PICTURES

Vladimir Lenin

SHOT DOWN AND KILLED, APRIL 22, 1918. "THE RED BARON," Manfred von Richthofen, Germany's ace pilot. Von Richthofen destroyed more than 80 Allied aircraft. On hearing of the Red Baron's death, English fighter pilot Edward Mannock said, "I hope he roasted all the way down."



BROWN BROTHERS

Jeannette Rankin

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."

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

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



BROWN BROTHERS

\$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



Portfolio Writing Project

Tell students that two popular reasons given when a volunteer was asked why he enlisted were "because people admire soldiers" and "to see the world." Based on these reasons, have students write a recruiting speech to be delivered at a local high school to recruit enlistees.

Writing a Profile Have students research information about the Doughboys, such as why they were given their name, what they did between battles, and life in the trenches. Based on their research, have students write a profile of the average World War I soldier. **US:** 24A-D, 25A-D; **ELA:** Gr9/10/11: 1A, 1B, 13B, 13C; Gr9: 7E-H; Gr10/11: 7E-G

CLOSE

Have students select one of the famous people mentioned in the Milestones. Ask each student to learn one new thing about the person selected. Have volunteers share their findings with the class. **US:** 3C, 25C, 25D; **ELA:** Gr9/10: 16B; Gr11: 15B

EXTENDING THE CONTENT

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.



Student Edition TEKS

US HISTORY: Page 462: 1A, 22B, 24G; Page 463: 1A, 3C

SECTION 3 A Bloody Conflict

1 FOCUS

Section Overview

This section focuses on the military aspects of World War I.

BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 14-3

Interpreting a Diagram

WORLD WAR I NAVAL CONVOY

Directions: Answer the following question based on the diagram.

What advantage did a cargo vessel have by crossing the Atlantic Ocean as part of a convoy instead of crossing it alone?

F It could rely on the destroyers for navigation across the Atlantic Ocean.

G It was protected by the destroyers and patrol boats.

H It traveled faster in a group than by itself.

J It was part of a large group of vessels, which would attract enemy ships.

Guide to Reading

Answers to Graphic: airplanes, poison gas, machine guns, trenches, tanks

Preteaching Vocabulary

Have students identify the Key Terms and Names that refer to specific individuals and write a one-sentence description of each person. **US:** 25A; **ELA:** Gr9/10/11: 6A

Student Edition TEKS

ELA: Page 464: Gr9/10/11: 4D, 6A, 7D, 7F, 8B, 13C; Page 465: Gr9/10/11: 6A, 8B, 19B, 20B

Guide to Reading

Main Idea

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

Key Terms and Names

“no man’s land,” convoy, Vladimir Lenin, Treaty of Brest-Litovsk, armistice, Fourteen Points, League of Nations, Treaty of Versailles, reparations

1 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.



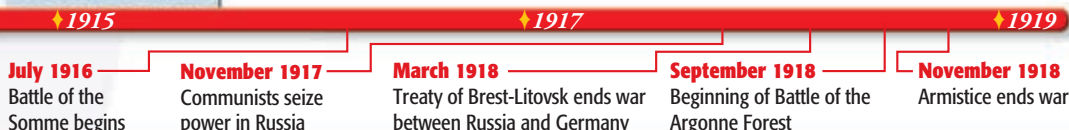
Reading Objectives

- **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.

Preview of Events



★ An American Story ★



John J. Pershing

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.

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 14–3
- Daily Lecture and Discussion Notes 14–3
- Guided Reading Activity 14–3
- Section Quiz 14–3
- Reading Essentials and Study Guide 14–3
- Performance Assessment Activities and Rubrics

Transparencies

- Daily Focus Skills Transparency 14–3

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

2 TEACH

Daily Lecture and Discussion Notes 14–3

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Daily Lecture and Discussion Notes
Chapter 14, Section 3

Did You Know? By 1917 one in every four ships setting sail from British ports was attacked by German submarines. Soon after joining the war, American warships helped plant antisubmarine mines in the North Sea. This action put an end to most German submarine attacks.

- I. **Combat in World War I** (pages 464–469)
- A. By 1917 World War I had claimed millions of European lives. Americans, however, believed their troops could bring the war to a quick end.
 - B. Soldiers dug trenches as a means of protection from modern weapons. “No man’s land” was the space between the opposing trenches. Soldiers would charge the enemy.

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 staggeringly 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

Writing a Letter Have students take on the role of a young soldier leaving for war. Instruct students to write a letter to a family member or close friend. The letter should explain why the person is going to war, what he or she fears, and what the friend or relative can do to help. **L1 US: 3B, 3D, 24B, 24G, 25D; ELA: Gr9/10/11: 1A, 1B**

Use the rubric for creating a diary, short story, memorandum, or letter on pages 69–70 in the *Performance Assessment Activities and Rubrics*.



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.

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.



COOPERATIVE LEARNING ACTIVITY

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*.

Student Edition TEKS

US HISTORY: Page 464: 1A, 1B, 3C, 3D, 22B, 24A, 25A, 25C; Page 465: 1A, 3C, 22B, 25A

CHAPTER 14

Section 3, 464–469

Guided Reading Activity 14–3

Name _____ Date _____ Class _____

★ Guided Reading Activity 14-3

DIRECTIONS: Using Headings and Subheadings, locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

- Combat in World War I**
 - How did soldiers from both sides attempt to break through enemy lines?
 - What were the results of such actions?
 - Why did both sides begin to develop new technology?
- When and where did the Germans first use poison gas?
- What two military vehicles were introduced during World War I?

II. The Americans and Victory

- What was the impact of American troops on the Western Front?

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**

FYI

Three pilots who flew bombers in World War I were among the best-known fighters 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, and Rene Fonck of France with 75.

you don't say...

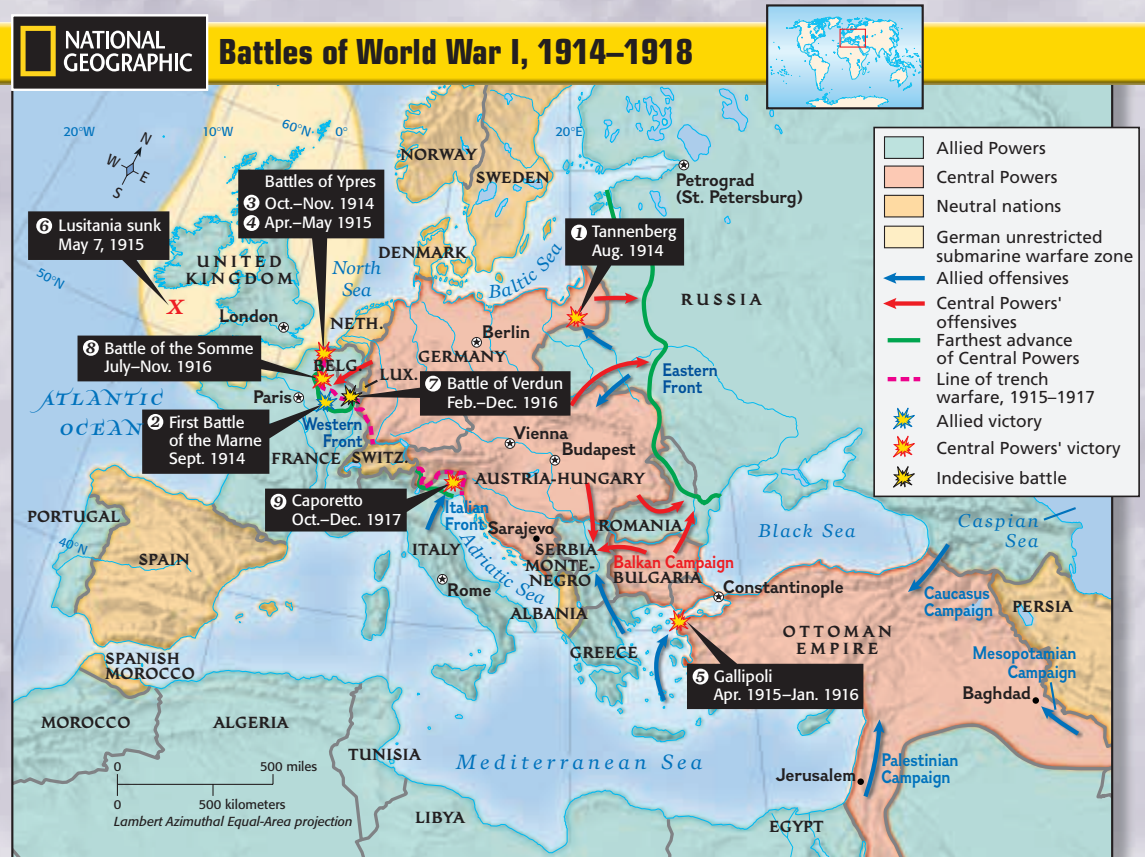
Ace The term *ace* originally referred to a pilot who shot down five enemy planes. It later came to mean anyone who was exceptionally good at something.

Student Edition TEKS

ELA: Page 466: Gr9/10/11: 6A, 10B, 19B, 20B; Page 467: Gr9/10/11: 6A, 10B, 19B, 20B

NATIONAL GEOGRAPHIC

Battles of World War I, 1914–1918



difference. While tanks did help troops, they did not revolutionize warfare in World War I.

World War I also saw the first use of airplanes in combat. At first, planes were used mainly to observe enemy activities. Soon, the Allies and Central Powers used them to drop small bombs. As technology advanced, they also attached machine guns to aircraft to engage in deadly air battles known as dogfights.

Reading Check Describing What new technologies were introduced in World War I?

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.

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.

Sims proposed that merchant ships and troop transports be gathered into groups, called **convoys**, and escorted across the Atlantic by warships. If submarines wanted to attack a convoy, they would have to get past the warships protecting it. The convoy system greatly reduced shipping losses and ensured that American troops arrived safely in Europe. They arrived during a pivotal time in late 1917.

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. On March

MEETING SPECIAL NEEDS

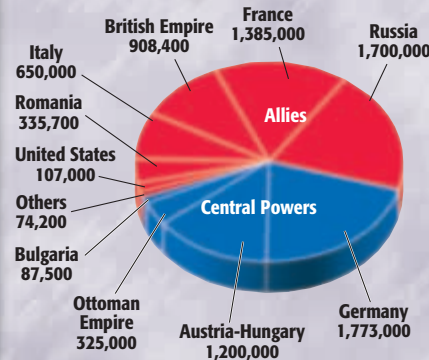
Reading Disability To help improve reading comprehension for students with reading difficulties, help them create a list of key terms for this section. Start with the terms in the Guide to Reading. Add other names and unfamiliar words and phrases. Have students work in pairs to quiz each other on the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

Inclusion Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

Western Front, 1914–1918



World War I Military Deaths*



* Figures are approximate

Geography Skills

- Interpreting Maps** Where did the majority of World War I battles occur?
- Interpreting Charts** Which nation suffered the largest number of military deaths during World War I?

Geography Skills

Answers:

- along the Western Front in France
- Germany—1,773,000

Geography Skills Practice

Ask: Approximately how many military deaths did the United States suffer in World War I? (107,000)

FYI

John Reed was an eyewitness to the 1917 revolution in Russia. Back in the United States, he wrote *Ten Days That Shook the World* and helped lead the Communist Labor Party. For his Communist activities, Reed was indicted for sedition. In 1919 he returned to Russia and was elected to the Second Congress of the Communist International.

CURRICULUM CONNECTION

Health Although the Russian people had faced war, revolution, and civil war, their greatest danger came in the form of lice. Lice carry *Rickettsia* bacteria, which causes typhus. After the revolution of 1917, Russia experienced the worst typhus epidemic in history. Between 1917 and 1921, over 2.5 million Russians died of typhus. The use of fumigants prevented a similar outbreak on the Western Front.

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."

Student Edition TEKS

US HISTORY: Page 466: 1A, 3C, 22B, 25A; **Page 467:** 1A, 3C, 8B, 24A, 25A

CHAPTER 14

Section 3, 464–469

Reading Check

Answer: to pull Russia out of the war and establish a Communist state

Picturing History

Answer: the Battle of the Argonne Forest

Ask: How many artillery pieces were used in the battle? (roughly 4,000)

3 ASSESS

Assign Section 3 Assessment as homework or as an in-class activity. **US: 25D**

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

Reading Essentials and Study Guide 14–3

Name _____ Date _____ Class _____

Study Guide

Chapter 14, Section 3

For use with textbook pages 464–469

A BLOODY CONFLICT

KEY TERMS AND NAMES

“no man’s land” the space between opposing trenches (page 465)
 convoys groups of merchant ships and troop transports (page 466)
 Vladimir Lenin leader of the Bolshevik Party (page 467)
 Treaty of Brest-Litovsk treaty between Germany and Russia that ended Russia’s involvement in World War I (page 467)
 armistice a cease-fire (page 468)
 Fourteen Points President Wilson’s plan for peace after World War I (page 468)
 League of Nations an association of nations organized to help keep peace and prevent future wars (page 469)

Section Quiz 14–3

Name _____ Date _____ Class _____

Chapter 14 Score _____

Section Quiz 14-3

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

| | |
|---|-----------------------------|
| Column A | Column B |
| 1. supreme commander of the Allied forces | A. General John J. Pershing |
| 2. a group of Communists | B. Marshall Ferdinand Foch |
| 3. commander of the American troops | C. “no man’s land” |
| 4. payments for war damages | D. Bolsheviks |
| 5. the space between opposing trenches | E. reparations |

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

Student Edition TEKS

ELA: Page 468: Gr9/10/11: 6A, 10B, 19B, 20B; **Page 469:** Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7H

Social Studies TAKS tested at Grades 10/11: 1 Obj 1: US3D(11); Obj 3: WG18A(10) 2 Obj 5: 8.30A(10), US24A(11)

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.

Reading Check Explaining What was Vladimir Lenin’s first goal after controlling Russia in 1917?

Picturing History

American Artillery This photo shows some of the materials used to fight World War I. Artillery shells are piled at the feet of these American soldiers. **What American battle demanded the largest amount of supplies and artillery pieces?**



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 territory 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

CRITICAL THINKING ACTIVITY

Supporting Key Ideas Write the following statement on the board: “The peace treaty in Europe did not establish a lasting peace.” Have students work in pairs to locate evidence to support this statement. (Evidence includes Germany’s severe punishment and disputed national boundaries.)

L2 US: 3D, 24B, 24G; **ELA:** Gr9/10/11: 13B, 13C; Gr9: 7E–H; Gr10/11: 7E–G

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.

1 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.

2 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



Global War **TAKS Practice**

Although World War I was fought mainly in Europe, it touched the lives of peoples throughout the world, including those in Africa and India. By the time the war broke out, both African and Indian society had been turned upside down by European imperialism. While the British controlled much of India, no less than seven European powers had divided up Africa among themselves. In addition to living under the rule of Europeans, Africans and Indians were forced to take part in their great war as well. About one million Indians fought for the British in Europe, while nearly as many Africans served in the French army. The fighting also spread to Africa, as the Allies fought to seize control of Germany’s African colonies. **How do you think the average Indian or African felt about World War I?**

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.

Reading Check

Answer: free trade, disarmament, freedom of the seas, impartial adjustment of colonial claims, open diplomacy, self-determination, creation of the League of Nations

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

TAKS Practice

SECTION 3 ASSESSMENT

Checking for Understanding

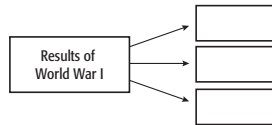
- Define:** *convoy, armistice, reparations.*
- Identify:** “no man’s land,” Vladimir Lenin, Treaty of Brest-Litovsk, Fourteen Points, League of Nations, Treaty of Versailles.
- List** the four nations that dominated the Paris peace conference in 1919.

Reviewing Themes

- Individual Action** Why did President Wilson propose his Fourteen Points?

Critical Thinking

- Analyzing** What impact did John J. Pershing and the Battle of the Argonne Forest have on World War I?
- Organizing** Use a graphic organizer to list the results of World War I.



Analyzing Visuals

- Analyzing Maps and Charts** Examine the map and chart on page 467. Prepare a quiz with questions based on information from both. Give the quiz to some of your classmates.

Writing About History

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

4 CLOSE

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

SECTION 3 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- “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
- Italy, Britain, France, United States **US:** 3C
- He wanted to provide justice for all peoples and nationalities. **US:** 3C
- It shattered German defenses and opened a hole in the German line. **US:** 3C, 24B
- League of Nations, dissolution of four empires, nine new European countries, Germany pays reparations **US:** 3C, 25C
- Instruct students to provide answers for all questions posed. **US:** 8B
- Letters should focus on the soldier’s reaction to his situation. **US:** 25D

Student Edition TEKS

US HISTORY: Page 468: 1A, 3C, 22B, 24A, 25A; Page 469: 1A, 3C, 3D, 8B, 24B, 24G, 25A, 25C, 25D

TEACH

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.

Additional Practice

Reinforcing Skills Activity 14

Name _____ Date _____ Class _____

Reinforcing Skills Activity 14

Analyzing Information

LEARNING THE SKILL
Before you can make a decision or form an opinion about a subject, you must analyze information about it. As you read about a subject, first identify the topic. Next, identify the main points made by the author and summarize the information in your own words. Use this information plus your previous knowledge about the topic to form your own statement on the topic.

PRACTICING THE SKILL
DIRECTIONS: Read the excerpt below from A. Mitchell Palmer's "The Case Against the Reds." Then answer the questions that follow on a separate sheet of paper.

I has always been plain to me that when the whole mass of evidence, accumulated from all parts of the country, was carefully examined, generally only upon any national issue, American citizens unite upon any national issue.

GLENCOE
TECHNOLOGY



CD-ROM
Glencoe Skillbuilder
Interactive Workbook
CD-ROM, Level 2

This interactive CD-ROM reinforces student mastery of essential social studies skills.

Student Edition TEKS

ELA: Page 470: Gr9/10/11: 7F, 8B, 10B; **Page 471:** Gr9/10/11: 4D, 6A, 7D, 7F, 8B

Analyzing Information

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:

- Identify the topic that is being discussed.
- Examine how the information is organized. What are the main points?
- 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.

Practicing 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 amplest 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.

- What topic is being discussed?
- What are the main points of this excerpt from Senator Lodge's speech?
- 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.

Applying the Skill

Analyzing Information Find a short, informative piece of news, such as a political candidate's position paper, an editorial in a newspaper, or an explanation of a new law that will be enacted soon. Analyze the information and make a statement of your own.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

ANSWERS TO PRACTICING THE SKILL

- League of Nations
- 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.

- 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.

SECTION 4 The War's Impact

Guide to Reading

Main Idea

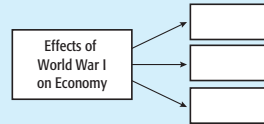
As American society moved from war to peace, turmoil in the economy and fear of communism caused a series of domestic upheavals.

Key Terms and Names

cost of living, general strike, Red Scare, A. Mitchell Palmer, J. Edgar Hoover, deport

1 Reading Strategy

Organizing As you read about the war's aftermath, complete a graphic organizer similar to the one below to list the effects of the end of World War I on the American economy.



Reading Objectives:

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

Section Theme

Continuity and Change The postwar period proved a difficult readjustment period for the United States, in part because of economic turmoil and the fear of communism.

Preview of Events



★ An American Story ★



"Mother" Jones

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 unions. 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 blooming 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*

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.

1 FOCUS

Section Overview

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

BELLINGER Skillbuilder Activity



Project transparency and have students answer the question.



Available as a blackline master.

Daily Focus Skills Transparency 14–4

EARLY HISTORY OF THE FBI

1916: The first Bureau of Investigation was established with a focus on combating organized crime.

1918: The Bureau of Investigation was reorganized and renamed the Federal Bureau of Investigation.

1919: The Bureau of Investigation was reorganized and renamed the Federal Bureau of Investigation.

1920: The Bureau of Investigation was reorganized and renamed the Federal Bureau of Investigation.

Directions: Answer the following question based on the time line.

Which of the following statements is NOT true?

- A Hoover investigated radicals and Communists during the "Red Scare" investigations.
- C The Bureau of Investigation rounded up draft dodgers during World War I.
- B Congress approved using Secret Service agents to do investigative work.
- D Hoover was hired by the president to investigate the Attorney General.

Guide to Reading

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



SECTION RESOURCES

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

- American Art & Architecture

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program



Student Edition TEKS

US HISTORY: Page 470: 1A, 24B, 25D; **Page 471:** 1A, 1B, 5A, 12E, 20A, 24B, 25A, 25C

2 TEACH

Daily Lecture and Discussion Notes 14–4

Daily Lecture and Discussion Notes
Chapter 14, Section 4

Did You Know? In 1919, 450,000 coal miners went on strike. They wanted a 60 percent pay increase and a 30-hour work week. Because coal was the major energy source at that time, the government quickly responded by obtaining a court order forcing the strikers back to work. Eventually the coal miners won a large pay increase to average about \$7.50 a day.

- I. An Economy in Turmoil (pages 471–473)
 - A. After World War I ended, rapid inflation resulted when government agencies removed their controls from the American economy. Inflation increased the cost of living—the cost of food, clothing, shelter, and other essentials people need.

NATIONAL GEOGRAPHIC
MOMENT in HISTORY

Historians believe that the bands that accompanied African American regiments introduced jazz and ragtime to Europeans.

Creating an Outline Have students use the headings in this section to create a sentence outline as a guide to reading the section. **L1 ELL US: 3D, 12E, 24B; ELA: Gr9: 7G, 7I; Gr10/11: 7F, 7H**

FYI

As fresh memories of the war, economic problems, labor unrest, and racial tension combined to create a sense of disillusionment, scandal marred a symbol of American life. In 1919 eight members of the Chicago White Sox were accused of taking mob money to lose the World Series to the Cincinnati Reds. The players, dubbed the Black Sox, were acquitted in court but were banned from professional baseball for life.

Student Edition TEKS
ELA: Page 472: Gr9/10/11: 6A; Page 473: Gr9/10/11: 4D, 7D, 10B

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 looting 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

NATIONAL GEOGRAPHIC
MOMENT in HISTORY

HERO'S HOMECOMING
A wounded soldier of the 369th Regiment, the Harlem “Hell-Fighters,” accepts congratulations during a victory parade through New York City in 1919. Facing discrimination within their own army, African American soldiers at the front received a warm reception from their French allies. “I have never before experienced what it meant really to be free, to taste real liberty,” one soldier wrote home, “in a phrase, ‘to be a man.’” Two African American infantry divisions suffered some 6,000 casualties, but at war’s end, they still came home to a segregated American society.



COOPERATIVE LEARNING ACTIVITY

Creating an Inflation Chart Organize students into groups of four. Tell the groups to find the prices of at least three goods in 1918. See the price list on page 463 for a starting point. Have students assume that inflation was 5 percent in 1918 and 15 percent during 1919 and 1920. Have students calculate and chart the prices of the goods at the end of each of those years. Then have students calculate and chart the prices of those same goods if inflation was 20 percent per year. Use the charts as a basis for a class discussion on inflation. **US: 8A, 8B, 12E, 24B, 24G, 24H; ELA: Gr9/10: 16E; Gr11: 15E**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

Effects of World War I on the United States

Developments in the War

- War-torn economies of Europe
- Russian Revolution
- Industrial demand of wartime
- Sacrifices of wartime; disappointment with Versailles Peace Treaty

Effects on U.S.

- Boom in U.S. economy; emergence of U.S. as world industrial leader
- “Red Scare” in postwar U.S.; suspicion of immigrants
- Internal migration in U.S., especially African American migration to Northern cities
- Failure to join League of Nations

Graphic Organizer Skills

World War I had profound effects on the United States.

Interpreting Why did the destruction of European economies cause an industrial boom in the United States?

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. In early January, the strike collapsed. The failure of the strike set back the union cause in the steel industry. Steelworkers remained unorganized until 1937.

Reading Check Explaining What caused the wave of strikes in 1919?

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.

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

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.

Guided Reading Activity 14–4

Name _____ Date _____ Class _____

★ Guided Reading Activity 14-4

DIRECTIONS: Filling in the blanks in the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. When the war ended, government agencies removed their controls from the American economy and people raced to buy goods that had been _____ while businesses rapidly _____ they had been forced to keep low during the war.
2. Workers wanted to raise their wages to keep up with _____, but companies wanted to hold down wages because _____ was also driving up their operating costs.
3. By the time the war ended, workers were better organized and more capable of organizing _____ than they had been before.
4. The first major strike took place in _____ when 35,000 _____ walked off the job demanding higher wages and shorter hours.
5. The _____ League of Nations.

Graphic Organizer Skills

Answer: American industry was undamaged by the war and was needed to help rebuild Europe.

Graphic Organizer Skills Practice Ask: What development during the war most contributed to the Red Scare? (Russian Revolution)

✓ Reading Check

Answer: Business attempted to break the wartime gains of unions and roll back wages.

✓ Reading Check

Answer: Returning soldiers and African Americans competed for jobs.

Organizing Information Have students use a graphic with columns labeled Who, Where, When, How Many, and Results to compare the three major strikes mentioned in this section.

L2 US: 5A, 12E, 24B; ELA: Gr9/10/11: 7D

 Use *Interpreting Political Cartoons*, Cartoon 20.

MEETING SPECIAL NEEDS

Visual/Spatial This activity helps to address the particular needs of visual learners. As students read this section, lead them through the photographs, charts, and other graphics as a way of informally telling the story of the section. Have students use the time lines to summarize events and to discuss absolute and relative chronology of events. Encourage students to add important dates to create a master time line in the classroom. **L1 ELL US: 25D; ELA: Gr9/10/11: 21B**

 Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

 Student Edition TEKS

US HISTORY: Page 472: 1A, 12E, 25A; Page 473: 1A, 5A, 7A, 10A, 12E, 24B, 25C

CHAPTER 14

Section 4, 471–475

Picturing History

Answer: J. Edgar Hoover
Ask: Into what federal agency did the Justice Department's General Intelligence Division evolve?
 (Federal Bureau of Investigation—FBI)



History and the Humanities

American Art & Architecture:
Allies Day

FYI

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.

3 ASSESS

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

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

Reading Essentials and Study Guide 14–4

Name _____ Date _____ Class _____

Study Guide

Chapter 14, Section 4
 For your textbook pages 471–475

THE WAR'S IMPACT

KEY TERMS AND NAMES

cost of living the cost of food, clothing, shelter, and other essentials that people need to survive (page 471)

general strike a strike that involves all workers in a certain location, not just workers in a particular industry (page 472)

Red Scare a panic in the United States caused by the fear that Communists would seize power in the United States (page 474)

A. Mitchell Palmer Attorney General of the United States in 1919 (page 474)

J. Edgar Hoover head of the General Intelligence Division, which became the FBI (page 474)

deported to be expelled from a country (page 474)



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. **Whom did Palmer appoint to coordinate these investigations?**

- 1 Americans had long been suspicious of Communist ideas. Throughout the late 1800s, many Americans had accused immigrants of importing radical socialist and Communist ideas into the United States and blamed them for labor unrest and violence. Now Communists had seized control of an entire nation, and fears surged that they would try to incite revolutions elsewhere. These fears seemed to be confirmed in 1919, when the Soviet Union formed the **Communist International**—an organization for coordinating the activities of Communist parties in other countries.
- 1 In April the postal service intercepted more than 30 parcels addressed to leading businesspeople and politicians that were triggered to explode when opened. In June eight bombs in eight cities exploded within minutes of one another, suggesting a nationwide conspiracy. One of them damaged the home of United States Attorney General A. **Mitchell Palmer** in Washington, D.C. Most people believed the bombings were the work of Communists or other revolutionaries trying to destroy the American way of life.
- 1 **The Palmer Raids** Declaring that a “blaze of revolution” was “burning up the foundations of society,” Palmer took action. He established a special division within the Justice Department, the General Intelligence Division, headed by **J. Edgar Hoover**. This division eventually became the Federal Bureau of Investigation (FBI). From late 1919 to the spring of 1920, Palmer organized a series of raids on the headquarters of various radical organizations. Although evidence pointed to no single group as the bombers, Palmer’s agents focused on foreign residents and immigrants. The authorities detained thousands of suspects and **deported**, or expelled from the country, nearly 600 of them.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

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**

Student Edition TEKS

ELA: Page 474: Gr9/10/11: 6A, 19B, 20B; **Page 475:** Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 8B, 10A, 10B, 19B, 20B; Gr9: 7i; Gr10/11: 7H

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.

1

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.

1

Reading Check Examining After World War I, why were Americans suspicious of some union leaders?

2

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:



A. Mitchell Palmer and J. Edgar Hoover

“[Our] 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 submergence in internationality, but sustainment in triumphant nationality.”

—quoted in *Portrait of a Nation*

Harding’s sentiments struck a chord with voters, and he won the election by a landslide margin of over 7 million votes. 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.

Reading Check Explaining How was Harding able to win the presidential election of 1920?

TAKS Practice

SECTION 4 ASSESSMENT

Checking for Understanding

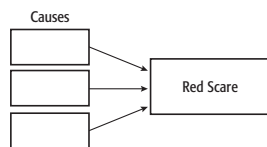
- Define:** cost of living, general strike, deport.
- Identify:** Red Scare, A. Mitchell Palmer, J. Edgar Hoover.
- Describe** the conditions that African Americans faced after the end of World War I.

Reviewing Themes

- Continuity and Change** Why did Republican Warren G. Harding win the election of 1920?

Critical Thinking

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



Analyzing Visuals

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

Writing About History

- 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.

Section Quiz 14–4

Name _____ Date _____ Class _____
★ Chapter 14 _____ Score _____

Section Quiz 14–4

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

- | | |
|---|----------------------------------|
| Column A | Column B |
| 1. involves all workers living in a certain location, not just workers in a particular industry | A. Communist International |
| 2. formed by the Soviet Union to coordinate the activities of Communist parties in other countries | B. general strike |
| 3. cost of food, clothing, shelter, and other essentials that people need to survive | C. deported |
| 4. special divisions within the Justice Department that eventually became the Federal Bureau of Investigation | D. cost of living |
| 5. expelled from the country | E. General Intelligence Division |

Reading Check

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

Reteach

Have students describe the effects of the postwar recession on the United States. **US:** 3D, 12E, 24B; **ELA:** Gr9/10: 16B; Gr11: 15B

Enrich

Invite interested students to research one of the persons mentioned in this chapter and prepare a short biographical profile. Encourage students to use library and Internet resources for their research. **US:** 24A–D, 25A–D; **ELA:** Gr9/10/11: 13B, 13C

Reading Check

Answer: by campaigning for a return to a simpler time before racial and labor unrest and economic troubles

4 CLOSE

Have students create a graphic organizer showing the causes of and the reactions to the Red Scare. **US:** 5A; **ELA:** Gr9/10/11: 4D

SECTION 4 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- Red Scare (p. 474), A. Mitchell Palmer (p. 474), J. Edgar Hoover (p. 474)
- They faced racism and intense competition for housing and jobs. **US:** 7A
- He campaigned on a return to “normalcy,” which many wanted.
- They abused civil liberties by searching without a warrant, jailing suspects indefinitely, and limiting lawyer-client communication. **US:** 5A, 24B
- strikes, bombings and Palmer Raids, fear of Communists seizing power **US:** 3A, 25C
- African Americans would note that they had fought for their country and deserved to be treated equally. **US:** 7A
- Students’ letters will vary. Letters should reflect feelings about the attitudes of others. **US:** 25D

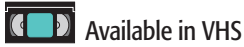
Student Edition TEKS

US HISTORY: Page 474: 1A, 5A, 20A, 25A; Page 475: 1A, 3A, 5A, 7A, 24B, 25A, 25C, 25D

GLENCoe
TECHNOLOGY

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to review Chapter 14 content.



Reviewing Key Terms

Students' answers will vary. The pages where the words appear in the text are shown in parentheses.

1. **guerrilla** (p. 449)
2. **nationalism** (p. 450)
3. **self-determination** (p. 450)
4. **propaganda** (p. 453)
5. **contraband** (p. 453)
6. **U-boat** (p. 453)
7. **conscription** (p. 457)
8. **victory garden** (p. 458)
9. **espionage** (p. 460)
10. **convoy** (p. 466)
11. **armistice** (p. 468)
12. **reparations** (p. 468)
13. **cost of living** (p. 471)
14. **general strike** (p. 472)
15. **deport** (p. 474)

US: 25A, 25B; **ELA:** Gr9/10/11: 6A

Reviewing Key Facts

16. Pancho Villa (p. 449), Franz Ferdinand (p. 450), Zimmermann telegram (p. 454), Bernard Baruch (p. 458), Committee on Public Information (p. 460), "no man's land" (p. 465), Vladimir Lenin (p. 467), Fourteen Points (p. 468), League of Nations (p. 468), A. Mitchell Palmer (p. 474), J. Edgar Hoover (p. 474) **US:** 3C, 3D
17. the alliance system, the naval buildup, nationalism in the Balkans, and the assassination of Archduke Franz Ferdinand **US:** 3B
18. Women filled noncombat positions such as nurses, clerical help, and other jobs vacated by men who had become soldiers. **US:** 21D

CHAPTER
14 ASSESSMENT and ACTIVITIES

Reviewing Key Terms

On a sheet of paper, use each of these terms in a sentence.

- | | |
|-----------------------|--------------------|
| 1. guerrilla | 9. espionage |
| 2. nationalism | 10. convoy |
| 3. self-determination | 11. armistice |
| 4. propaganda | 12. reparations |
| 5. contraband | 13. cost of living |
| 6. U-boat | 14. general strike |
| 7. conscription | 15. deport |
| 8. victory garden | |

Reviewing Key Facts

16. **Identify:** Pancho Villa, Franz Ferdinand, Zimmermann telegram, Bernard Baruch, Committee on Public Information, "no man's land," Vladimir Lenin, Fourteen Points, League of Nations, A. Mitchell Palmer, J. Edgar Hoover.
17. What factors contributed to the start of World War I in Europe?
18. What role did American women play in the war effort during World War I?

19. What did the American government do to solve the problem of supplying its troops?
20. What were the provisions of the Treaty of Versailles?
21. What were the Palmer raids?

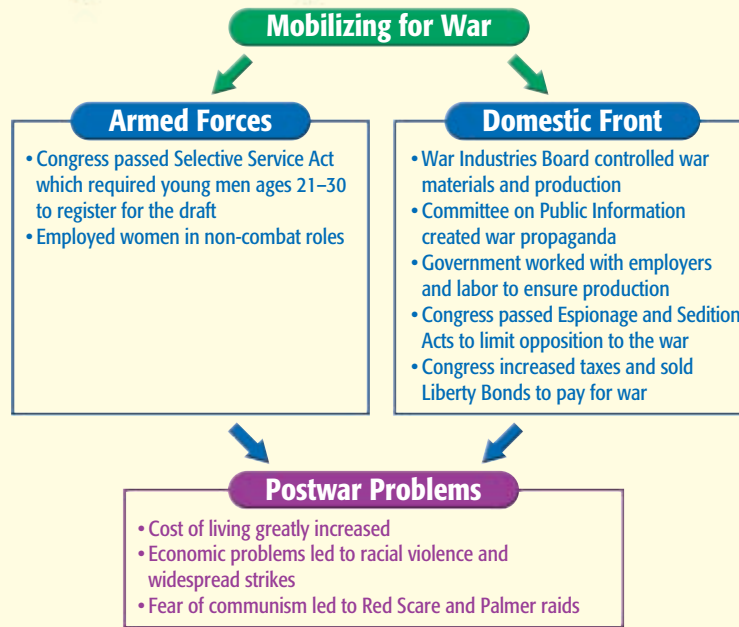
Critical Thinking

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

Chapter Summary



19. A draft was initiated to alleviate the shortage of troops; convoys ensured they—and supplies—could get to Europe safely. **US:** 22B
20. Germany was stripped of its armed forces, forced to accept guilt for the war, and made to pay reparations to the Allies. **US:** 3D
21. raids of various radical organizations to round up suspects to deport or imprison **US:** 3D

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



Self-Check Quiz

Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Self-Check Quizzes—Chapter 14** to assess your knowledge of chapter content.

are compelled to work out their barren lives; of the little children who in this system are robbed of their childhood and . . . forced into industrial dungeons. . . . In this high noon of our twentieth century Christian civilization, money is still so much more important than the flesh and blood of childhood. In very truth, gold is god. . . .”

—quoted in *Echoes of Distant Thunder*

- According to Debs, what were some problems in American society at this time? How did he believe change should be brought about?
 - How did Debs seem to feel about the Espionage Act? Do you agree with him? Why or why not?
24. **Organizing** Use a table like the one below to list the significant events of each year from 1914 to 1918.

| Year | Event | Significance |
|------|-------|--------------|
| 1914 | | |
| 1915 | | |
| 1916 | | |
| 1917 | | |
| 1918 | | |

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

NATIONAL GEOGRAPHIC

Europe After World War I, 1920



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.



Directions: Choose the best answer to the following question.

Which of the following was one of the primary causes of World War I?

- A complex set of alliances among European nations
- The exile of Mexican General Victoriano Huerta
- The dissatisfaction of Russian peasants
- The breakup of the Austro-Hungarian Empire

Test-Taking Tip: Eliminate answers you know are incorrect. For example, the breakup of Austria-Hungary took place after World War I, so you can eliminate that answer. Similarly, the exile of Huerta occurred in Mexico, which had little effect on European nations. You also can eliminate that answer.

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

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



Have students visit the Web site at tx.tarvol2.glencoe.com to review Chapter 14 and take the Self-Check Quiz.

Chapter Activity

28. Posters should reflect the types of propaganda used during World War I. **US:** 24A, 24F; **ELA:** Gr9/10/11: 4C, 13B



Answer: F

Test-Taking Tip: After students have eliminated one or two of the answers, they can concentrate on what they know about the remaining possibilities. For example, students might know that one of the results of World War I was the breakup of several empires. This makes J less likely to be the correct answer. F is the correct answer. **US:** 24B; **TAKS:** Obj 1, 5

Bonus Question ?

Ask: What was the name of the Austrian archduke whose assassination started World War I? (*Franz Ferdinand*)