

CHAPTER
11

THE FIRST WORLD WAR



Battle scene on the western front during World War I.



1914 Hollywood, California, becomes the center of movie production in the U.S.

1915 German U-boats sink the *Lusitania*, and 1,198 people die.

1915 Alexander Graham Bell makes first transcontinental telephone call.



1916 Woodrow Wilson is reelected president.

USA
WORLD

1914

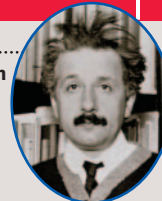
1915

1916

1914 Archduke Franz Ferdinand and his wife are assassinated.

1914 Germany declares war on Russia and France. Great Britain declares war on Germany and Austria-Hungary.

1915 Albert Einstein proposes his general theory of relativity.



1916 The battles of Verdun and the Somme claim millions of lives.

INTERACT

WITH HISTORY

The year is 1917. A bitter war is raging in Europe—a war that has been called a threat to civilization. At home many people are urging America to wake up and get involved, while others are calling for the country to isolate itself and avoid the fight.

Do you think America should enter the war?

Examine the Issues

- Is it right for America to intervene in foreign conflicts?
- When American lives are threatened, how should the government respond?
- Should America go to war to make the world “safe for democracy”?



RESEARCH LINKS CLASSZONE.COM

Visit the Chapter 11 links for more information about The First World War.

1917 The Selective Service Act sets up the draft.

1917 The United States declares war on Germany.

1917

1917 Russia withdraws from the war.

1918 Congress passes the Sedition Act.

1918 President Wilson proposes the League of Nations.

1918

1918 The Bolsheviks establish a Communist regime in Russia.

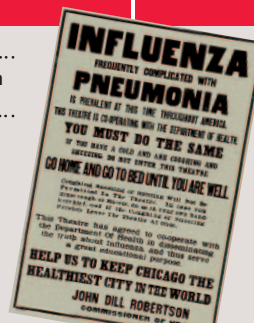
1918 The First World War



1919 Congress approves the Nineteenth Amendment, granting women the vote.

1919

1919 A worldwide influenza epidemic kills over 30 million.





SECTION
1

World War I Begins

MAIN IDEA

As World War I intensified, the United States was forced to abandon its neutrality.

WHY IT MATTERS NOW

The United States remains involved in European and world affairs.

Terms & Names

- nationalism
- militarism
- Allies
- Central Powers
- Archduke Franz Ferdinand
- no man's land
- trench warfare
- *Lusitania*
- Zimmermann note

CALIFORNIA STANDARDS

11.2.6 Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

11.4.5 Analyze the political, economic, and social ramifications of World War I on the home front.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

HI 2 Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

HI 3 Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

HI 6 Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

One American's Story

It was about 1:00 A.M. on April 6, 1917, and the members of the U.S. House of Representatives were tired. For the past 15 hours they had been debating President Wilson's request for a declaration of war against Germany. There was a breathless hush as Jeannette Rankin of Montana, the first woman elected to Congress, stood up. Rankin declared, "I want to stand by my country but I cannot vote for war. I vote no." Later she reflected on her action.

A PERSONAL VOICE JEANNETTE RANKIN

"I believe that the first vote I cast was the most significant vote and a most significant act on the part of women, because women are going to have to stop war. I felt at the time that the first woman [in Congress] should take the first stand, that the first time the first woman had a chance to say no to war she should say it."

—quoted in *Jeannette Rankin: First Lady in Congress*



▲ Jeannette Rankin was the only member of the House to vote against the U.S. entering both World War I and World War II.

After much debate as to whether the United States should join the fight, Congress voted in favor of U.S. entry into World War I. With this decision, the government abandoned the neutrality that America had maintained for three years. What made the United States change its policy in 1917?

Causes of World War I

Although many Americans wanted to stay out of the war, several factors made American neutrality difficult to maintain. As an industrial and imperial power, the United States felt many of the same pressures that had led the nations of Europe into devastating warfare. Historians generally cite four long-term causes of the First World War: nationalism, imperialism, militarism, and the formation of a system of alliances.

NATIONALISM Throughout the 19th century, politics in the Western world were deeply influenced by the concept of **nationalism**—a devotion to the interests and culture of one’s nation. Often, nationalism led to competitive and antagonistic rivalries among nations. In this atmosphere of competition, many feared Germany’s growing power in Europe.

In addition, various ethnic groups resented domination by others and longed for their nations to become independent. Many ethnic groups looked to larger nations for protection. Russia regarded itself as the protector of Europe’s Slavic peoples, no matter which government they lived under. Among these Slavic peoples were the Serbs. Serbia, located in the Balkans, was an independent nation, but millions of ethnic Serbs lived under the rule of Austria-Hungary. As a result, Russia and Austria-Hungary were rivals for influence over Serbia.

MAIN IDEA

Analyzing Causes

A How did nationalism and imperialism lead to conflict in Europe?

IMPERIALISM For many centuries, European nations had been building empires, slowly extending their economic and political control over various peoples of the world. Colonies supplied the European imperial powers with raw materials and provided markets for manufactured goods. As Germany industrialized, it competed with France and Britain in the contest for colonies. **A**

MILITARISM Empires were expensive to build and to defend. The growth of nationalism and imperialism led to increased military spending. Because each nation wanted stronger armed forces than those of any potential enemy, the imperial powers followed a policy of **militarism**—the development of armed forces and their use as a tool of diplomacy.

By 1890 the strongest nation on the European continent was Germany, which had set up an army reserve system that drafted and trained young men. Britain was not initially alarmed by Germany’s military expansion. As an island nation, Britain had always relied on its navy for defense and protection of its shipping routes—and the British navy was the strongest in the world. However, in 1897, Wilhelm II, Germany’s kaiser, or emperor, decided that his nation should also become a major sea power in order to compete more successfully against the British. Soon British and German shipyards competed to build the largest battleships and destroyers. France, Italy, Japan, and the United States quickly joined the naval arms race.

Vocabulary

alliance: a formal agreement or union between nations

ALLIANCE SYSTEM By 1907 there were two major defense alliances in Europe. The Triple Entente, later known as the **Allies**, consisted of France, Britain, and Russia. The Triple Alliance consisted of Germany, Austria-Hungary, and Italy.



◀ German Emperor Wilhelm II (center) marches with two of his generals, Hindenburg (left) and Ludendorff, during World War I.

Germany and Austria-Hungary, together with the Ottoman Empire—an empire of mostly Middle Eastern lands controlled by the Turks—were later known as the **Central Powers**. The alliances provided a measure of international security because nations were reluctant to disturb the balance of power. As it turned out, a spark set off a major conflict.

An Assassination Leads to War

That spark flared in the Balkan Peninsula, which was known as “the powder keg of Europe.” In addition to the ethnic rivalries among the Balkan peoples, Europe’s leading powers had interests there. Russia wanted access to the Mediterranean Sea. Germany wanted a rail link to the Ottoman Empire. Austria-Hungary, which had taken control of Bosnia in 1878, accused Serbia of subverting its rule over Bosnia. The “powder keg” was ready to explode.

In June 1914, **Archduke Franz Ferdinand**, heir to the Austrian throne, visited the Bosnian capital Sarajevo. As the royal entourage drove through the city, Serbian nationalist Gavrilo Princip stepped from the crowd and shot the Archduke and his wife Sophie. Princip was a member of the Black Hand, an organization promoting Serbian nationalism. The assassinations touched off a diplomatic crisis. On July 28, Austria-Hungary declared what was expected to be a short war against Serbia.

The alliance system pulled one nation after another into the conflict. On August 1, Germany, obligated by treaty to support Austria-Hungary, declared war on Russia. On August 3, Germany declared war on Russia’s ally France. After Germany invaded Belgium, Britain declared war on Germany and Austria-Hungary. The Great War had begun. **B**

MAIN IDEA

Analyzing Effects

B Why were so many European nations pulled into the conflict?



CRISIS IN THE BALKANS

After World War I, Bosnia became part of a country that eventually became known as Yugoslavia. Although Yugoslavia included various religious and ethnic groups, the government was dominated by Serbs.

In 1991, Yugoslavia broke apart, and Bosnia declared independence in 1992. However, Serbs wanted Bosnia to remain part of Serbian-controlled Yugoslavia.

A bloody civil war broke out. This war became notorious for the mass murder and deportation of Bosnian Muslims, a process known as “ethnic cleansing.” In 1995, the United States helped negotiate a cease-fire.

But peace in the Balkans did not last. In the late 1990s, Albanians in the province of Kosovo also tried to break away from Serbia. Serbia’s violent response, which included the “ethnic cleansing” of Albanians, prompted NATO to intervene. Today, peacekeepers in the Balkans struggle to control the continuing ethnic violence.

The Fighting Starts

On August 3, 1914, Germany invaded Belgium, following a strategy known as the Schlieffen Plan. This plan called for a holding action against Russia, combined with a quick drive through Belgium to Paris; after France had fallen, the two German armies would defeat Russia. As German troops swept across Belgium, thousands of civilians fled in terror. In Brussels, the Belgian capital, an American war correspondent described the first major refugee crisis of the 20th century.

A PERSONAL VOICE RICHARD HARDING DAVIS

“[We] found the side streets blocked with their carts. Into these they had thrown mattresses, or bundles of grain, and heaped upon them were families of three generations. Old men in blue smocks, white-haired and bent, old women in caps, the daughters dressed in their one best frock and hat, and clasping in their hands all that was left to them, all that they could stuff into a pillow-case or flour-sack. . . . Heart-broken, weary, hungry, they passed in an unending caravan.”

—from *Hooray for Peace, Hurrah for War*

Vocabulary

refugee: a person who flees in search of protection or shelter, as in times of war or religious persecution

Europe at the Start of World War I



The Western Front 1914–1916



Gallipoli, April 1915–Jan. 1916
 Allied forces defeated in bid to establish a supply route to Russia.

	Allied Powers, 1916
	Central Powers, 1916
	Neutral countries
	German submarine activity
	Battle

0 250 500 miles
 0 250 500 kilometers

GEOGRAPHY SKILLBUILDER

- 1. Location** About how many miles separated the city of Paris from German forces at the point of their closest approach?
- 2. Place** Consider the geographical location of the Allies in relation to the Central Powers. What advantage might the Allies have had?

Unable to save Belgium, the Allies retreated to the Marne River in France, where they halted the German advance in September 1914. After struggling to outflank each other's armies, both sides dug in for a long siege. By the spring of 1915, two parallel systems of deep, rat-infested trenches crossed France from the Belgian coast to the Swiss Alps. German soldiers occupied one set of trenches, Allied soldiers the other. There were three main kinds of trenches—front line, support, and reserve. Soldiers spent a period of time in each kind of trench. Dugouts, or underground rooms, were used as officers' quarters and command posts. Between the trench complexes lay **"no man's land"**—a barren expanse of mud pockmarked with shell craters and filled with barbed wire. Periodically, the soldiers charged enemy lines, only to be mowed down by machine gun fire. **C**

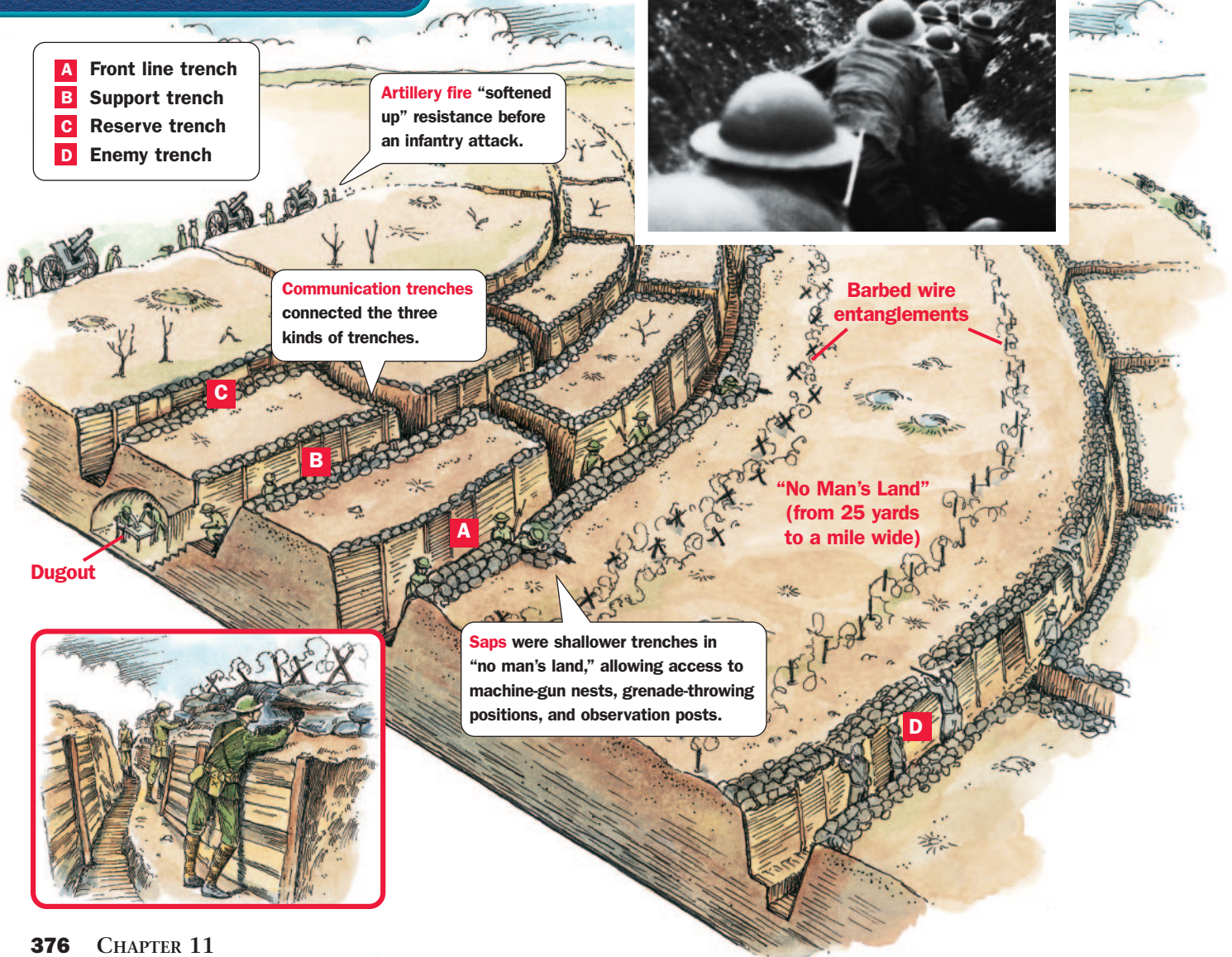
The scale of slaughter was horrific. During the First Battle of the Somme—which began on July 1, 1916, and lasted until mid-November—the British suffered 60,000 casualties the first day alone. Final casualties totaled about 1.2 million, yet only about seven miles of ground changed hands. This bloody **trench warfare**, in which armies fought for mere yards of ground, continued for over three years. Elsewhere, the fighting was just as devastating and inconclusive.

MAIN IDEA

Drawing Conclusions

C Why do you think soldiers were rotated in the trenches?

Trench Warfare



Americans Question Neutrality

In 1914, most Americans saw no reason to join a struggle 3,000 miles away. The war did not threaten American lives or property. This does not mean, however, that individual Americans were indifferent to who would win the war. Public opinion was strong—but divided.

DIVIDED LOYALTIES Socialists criticized the war as a capitalist and imperialist struggle between Germany and England to control markets and colonies in China, Africa, and the Middle East. Pacifists, such as lawyer and politician William Jennings Bryan, believed that war was evil and that the United States should set an example of peace to the world.

Many Americans simply did not want their sons to experience the horrors of warfare, as a hit song of 1915 conveyed.

“I didn’t raise my boy to be a soldier,
I brought him up to be my pride and joy.
Who dares to place a musket on his shoulder,
To shoot some other mother’s darling boy?”

Millions of naturalized U.S. citizens followed the war closely because they still had ties to the nations from which they had emigrated. For example, many Americans of German descent sympathized with Germany. Americans of Irish descent remembered the centuries of British oppression in Ireland and saw the war as a chance for Ireland to gain its independence.

On the other hand, many Americans felt close to Britain because of a common ancestry and language as well as similar democratic institutions and legal systems. Germany’s aggressive sweep through Belgium increased American sympathy for the Allies. The Germans attacked civilians, destroying villages, cathedrals, libraries, and even hospitals. Some atrocity stories—spread by British propaganda—later proved to be false, but enough proved true that one American magazine referred to Germany as “the bully of Europe.”

More important, America’s economic ties with the Allies were far stronger than its ties with the Central Powers. Before the war, American trade with Britain and France was more than double its trade with Germany. During the first two years of the war, America’s transatlantic trade became even more lopsided, as the Allies flooded American manufacturers with orders for all sorts of war supplies, including dynamite, cannon powder, submarines, copper wire and tubing, and armored cars. The United States shipped millions of dollars of war supplies to the Allies, but requests kept coming. By 1915, the United States was experiencing a labor shortage. **D**

Vocabulary

emigrate: to leave one’s country or region to settle in another; to move

MAIN IDEA

Analyzing Motives

D Why did the United States begin to favor Britain and France?

ECONOMIC BACKGROUND

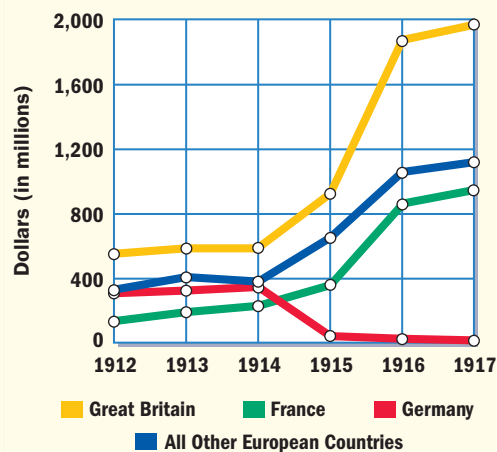
TRADE ALLIANCES

Maintaining neutrality proved difficult for American businesses. Trade with Germany became increasingly risky. Shipments were often stopped by the British blockade. In addition, President Wilson and others spoke out against German atrocities and warned of the threat that the German Empire posed to democracy.

From 1912 to 1917, U.S. trade relationships with European countries shifted dramatically. From 1914 on, trade with the Allies quadrupled, while trade with Germany fell to near zero.

Also, by 1917, American banks had loaned \$2.3 billion to the Allies, but only \$27 million to the Central Powers. Many U.S. leaders, including Treasury Secretary William McAdoo, felt that American prosperity depended upon an Allied victory. (See *trade* on page R47 in the Economics Handbook.)

U.S. Exports to Europe, 1912–1917



SKILLBUILDER Interpreting Graphs

- By how much did total U.S. exports to Europe rise or fall between 1914 and 1917?
- What trends does the graph show before the start of the war, and during the war?



▲ This image of a U-boat crew machine-gunning helpless survivors of the *Lusitania* was clearly meant as propaganda. In fact, U-boats seldom lingered after an attack.

The War Hits Home

Although the majority of Americans favored victory for the Allies rather than the Central Powers, they did not want to join the Allies' fight. By 1917, however, America had mobilized for war against the Central Powers for two reasons: to ensure Allied repayment of debts to the United States and to prevent the Germans from threatening U.S. shipping.

THE BRITISH BLOCKADE As fighting on land continued, Britain began to make more use of its naval strength. It blockaded the German coast to prevent weapons and other military supplies from getting through. However, the British expanded the definition of contraband to include food. They also extended the blockade to neutral ports and mined the entire North Sea.

The results were two fold. First, American ships carrying goods for Germany refused to challenge the blockade and seldom reached their destination. Second, Germany found it increasingly difficult to import foodstuffs and fertilizers for crops. By 1917, famine stalked the country. An estimated 750,000 Germans starved to death as a result of the British blockade.

Americans had been angry at Britain's blockade, which threatened freedom of the seas and prevented American goods from reaching German ports. However, Germany's response to the blockade soon outraged American public opinion.

GERMAN U-BOAT RESPONSE Germany responded to the British blockade with a counterblockade by U-boats (from *Unterseeboot*, the German word for a submarine). Any British or Allied ship found in the waters around Britain would be sunk—and it would not always be possible to warn crews and passengers of an attack.

One of the worst disasters occurred on May 7, 1915, when a U-boat sank the British liner *Lusitania* (lōō'sī-tā'nē-ə) off the southern coast of Ireland. Of the 1,198 persons lost, 128 were Americans. The Germans defended their action on the grounds that the liner carried ammunition. Despite Germany's explanation, Americans became outraged with Germany because of the loss of life. American public opinion turned against Germany and the Central Powers.

OCEAN STEAMSHIPS.

CUNARD



EUROPE VIA LIVERPOOL
LUSITANIA

Fastest and Largest Steamer
now in Atlantic Service Sails
SATURDAY, MAY 1, 10 A. M.
Transylvania, Fri., May 7, 5 P. M.
Orduna, - - Tues., May 18, 10 A. M.
Tuscana, - - Fri., May 21, 5 P. M.
LUSITANIA, Sat., May 29, 10 A. M.
Transylvania, Fri., June 4, 5 P. M.

Gibraltar—Genoa—Naples—Piraeus
S.S. Carpathia, Thur., May 13, Noon

FOUND THE WORLD TOURS
Through bookings to all principal Ports
of the World.
Company's Office, 21-24 State St., N. Y.

NOTICE!

TRAVELLERS intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction in those waters and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.

IMPERIAL GERMAN EMBASSY
WASHINGTON, D. C., APRIL 22, 1915.

▲ A newspaper ad for the *Lusitania* included a warning from the German Embassy.

MAIN IDEA

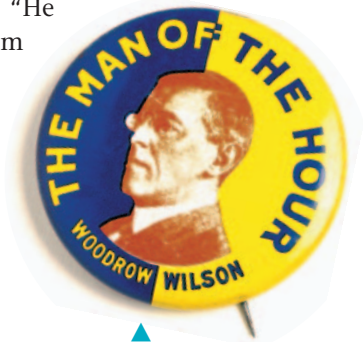
Analyzing Effects

E How did the German U-boat campaign affect U.S. public opinion?

Despite this provocation, President Wilson ruled out a military response in favor of a sharp protest to Germany. Three months later, in August 1915, a U-boat sank another British liner, the *Arabic*, drowning two Americans. Again the United States protested, and this time Germany agreed not to sink any more passenger ships. But in March 1916 Germany broke its promise and torpedoed an unarmed French passenger steamer, the *Sussex*. The *Sussex* sank, and about 80 passengers, including Americans, were killed or injured. Once again the United States warned that it would break off diplomatic relations unless Germany changed its tactics. Again Germany agreed, but there was a condition: if the United States could not persuade Britain to lift its blockade against food and fertilizers, Germany would consider renewing unrestricted submarine warfare. **E**

THE 1916 ELECTION In November 1916 came the U.S. presidential election. The Democrats renominated Wilson, and the Republicans nominated Supreme Court Justice Charles Evans Hughes. Wilson campaigned on the slogan “He Kept Us Out of War.” Hughes pledged to uphold America’s right to freedom of the seas but also promised not to be too severe on Germany.

The election returns shifted from hour to hour. In fact, Hughes went to bed believing he had been elected. When a reporter tried to reach him with the news of Wilson’s victory, an aide said, “The president can’t be disturbed.” “Well,” replied the reporter, “when he wakes up, tell him he’s no longer president.”



Wilson campaign button

The United States Declares War

After the election, Wilson tried to mediate between the warring alliances. The attempt failed. In a speech before the Senate in January 1917, the president called for “a peace without victory. . . . a peace between equals,” in which neither side would impose harsh terms on the other. Wilson hoped that all nations would join in a “league for peace” that would work to extend democracy, maintain freedom of the seas, and reduce armaments.

GERMAN PROVOCATION The Germans ignored Wilson’s calls for peace. Germany’s leaders hoped to defeat Britain by resuming unrestricted submarine warfare. On January 31 the kaiser announced that U-boats would sink all ships in British waters—hostile or neutral—on sight. Wilson was stunned. The German decision meant that the United States would have to go to war. However, the president held back, saying that he would wait for “actual overt acts” before declaring war.

The overt acts came. First was the **Zimmermann note**, a telegram from the German foreign minister to the German ambassador in Mexico that was intercepted by British agents. The telegram proposed an alliance between Mexico and Germany and promised that if war with the United States broke out, Germany would support Mexico in recovering “lost territory in Texas, New Mexico, and Arizona.” Next came the sinking of four unarmed American merchant ships, with a loss of 36 lives. **F**

Finally, events in Russia removed the last significant obstacle to direct U.S. involvement in the war. In March, the oppressive Russian monarchy was

MAIN IDEA

Making Inferences

F Why did the Zimmermann note alarm the U.S. government?

Alliances During WWI		
Allies		Central Powers
Australia	India	Austria-Hungary
Belgium	Italy	Bulgaria
British Colonies	Japan	Germany
Canada & Newfoundland	Montenegro	Ottoman Empire
France	New Zealand	
French North Africa & French Colonies	Portugal	
Great Britain	Romania	
Greece	Russia	
	Serbia	
	South Africa	
	United States	

Although not all of the countries listed above sent troops into the war, they all joined the war on the Allied side at various times.

WORLD STAGE

REVOLUTION IN RUSSIA

At first, the Russians surprised the Germans by mobilizing rapidly. Russian troops advanced quickly into German territory but were turned back at the Battle of Tannenberg in August 1914.

Throughout 1915, the Russians endured defeats and continued to retreat. By the end of 1915 they had suffered about 2.5 million casualties. The war also caused massive bread shortages in Russia.

Revolutionaries ousted the czar in March 1917 and established a provisional government. In November, the Bolsheviks, led by Lenin and Trotsky, overthrew the provisional government. They set up a Communist state and sought peace with the Central Powers.

replaced with a representative government. Now supporters of American entry into the war could claim that this was a war of democracies against brutal monarchies.

AMERICA ACTS A light drizzle fell on Washington on April 2, 1917, as senators, representatives, ambassadors, members of the Supreme Court, and other guests crowded into the Capitol building to hear President Wilson deliver his war resolution.

A PERSONAL VOICE WOODROW WILSON

“Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce is a warfare against mankind. . . . We are glad . . . to fight . . . for the ultimate peace of the world and for the liberation of its peoples. . . . The world must be made safe for democracy. . . . We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities. . . . It is a fearful thing to lead this great peaceful people into war. . . . But the right is more precious than peace.”

—quoted in *American Voices*

Congress passed the resolution a few days later. With the hope of neutrality finally shattered, U.S. troops would follow the stream of American money and munitions that had been heading to the Allies throughout the war. But

Wilson’s plea to make the world “safe for democracy” wasn’t just political posturing. Indeed, Wilson and many Americans truly believed that the United States had to join the war to pave the way for a future order of peace and freedom. A resolved but anxious nation held its breath as the United States prepared for war.



ASSESSMENT

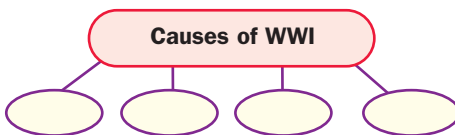
1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- nationalism
- militarism
- Allies
- Central Powers
- Archduke Franz Ferdinand
- no man’s land
- trench warfare
- Lusitania
- Zimmermann note

MAIN IDEA

2. TAKING NOTES (HI 2)

In a chart like the one shown, list the causes for the outbreak of World War I.



Which was the most significant cause? Explain your answer.

CRITICAL THINKING

3. SYNTHESIZING (11.4.5)

Describe some ways in which World War I threatened the lives of civilians on both sides of the Atlantic.

4. SUMMARIZING (11.4.5)

Why were America’s ties with the Allies stronger than its ties with the Central Powers?

5. ANALYZING ISSUES (HI 2)

Why do you think Germany escalated its U-boat attacks in 1917?

Think About:

- Germany’s military buildup
- the effects of the British blockade
- Germany’s reason for using submarine warfare

American Power Tips the Balance

MAIN IDEA

The United States mobilized a large army and navy to help the Allies achieve victory.

WHY IT MATTERS NOW

During World War I, the United States military evolved into the powerful fighting force that it remains today.

Terms & Names

- Eddie Rickenbacker
- Selective Service Act
- convoy system
- American Expeditionary Force
- General John J. Pershing
- Alvin York
- conscientious objector
- armistice

One American's Story

Eddie Rickenbacker, famous fighter pilot of World War I, was well known as a racecar driver before the war. He went to France as a driver but transferred to the aviation division. He learned to fly on his own time and eventually joined the U.S. Army Air Service. Rickenbacker repeatedly fought the dreaded Flying Circus—a German air squadron led by the “Red Baron,” Manfred von Richthofen.

A PERSONAL VOICE

EDDIE RICKENBACKER

“I put in six or seven hours of flying time each day. . . . My narrowest escape came at a time when I was fretting over the lack of action. . . . Guns began barking behind me, and sizzling tracers zipped by my head. . . . At least two planes were on my tail. . . .

They would expect me to dive. Instead I twisted upward in a corkscrew path called a ‘chandelle.’ I guessed right. As I went up, my two attackers came down, near enough for me to see their faces. I also saw the red noses on those Fokkers [German planes]. I was up against the Flying Circus again.”

—Rickenbacker: *An Autobiography*



VIDEO

ACE OF ACES
Eddie Rickenbacker and the First World War

After engaging in 134 air battles and downing 26 enemy aircraft, Rickenbacker won fame as the Allied pilot with the most victories—“American ace of aces.”

America Mobilizes

The United States was not prepared for war. Only 200,000 men were in service when war was declared, and few officers had combat experience. Drastic measures were needed to build an army large and modern enough to make an impact in Europe.

CALIFORNIA STANDARDS

11.4.5 Analyze the political, economic, and social ramifications of World War I on the home front.

11.7.6 Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

HI 2 Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.



◀ Drafted men line up for service at Camp Travis in San Antonio, Texas, around 1917.



▲ James Montgomery Flagg's portrayal of Uncle Sam became the most famous recruiting poster in American history.

RAISING AN ARMY To meet the government's need for more fighting power, Congress passed the **Selective Service Act** in May 1917. The act required men to register with the government in order to be randomly selected for military service. By the end of 1918, 24 million men had registered under the act. Of this number, almost 3 million were called up. About 2 million troops reached Europe before the truce was signed, and three-fourths of them saw actual combat. Most of the inductees had not attended high school, and about one in five was foreign-born.

About 400,000 African Americans served in the armed forces. More than half of them served in France. African American soldiers served in segregated units and were excluded from the navy and marines. Most African Americans were assigned to noncombat duties, although there were exceptions.

The all-black 369th Infantry Regiment saw more continuous duty on the front lines than any other American regiment. Two soldiers of the 369th, Henry Johnson and Needham Roberts, were the first Americans to receive France's highest military honor, the Croix de Guerre—the "cross of war."

The eight-month training period took place partly in the United States and partly in Europe. During this time the men put in 17-hour days on target practice, bayonet drill, kitchen duty, and cleaning up the grounds. Since real weapons were in short supply, soldiers often drilled with fake weapons—rocks instead of hand grenades, or wooden poles instead of rifles.

Although women were not allowed to enlist, the army reluctantly accepted women in the Army Corps of Nurses, but denied them army rank, pay, and benefits. Meanwhile, some 13,000 women accepted noncombat positions in the navy and marines, where they served as nurses, secretaries, and telephone operators, with full military rank. **A**

MASS PRODUCTION In addition to the vast army that had to be created and trained, the United States had to find a way to transport men, food, and equipment over thousands of miles of ocean. It was an immense task, made more difficult by German submarine activity, which by early 1917 had sunk twice as much ship tonnage as the Allies had built. In order to expand its fleet, the U.S. government took four crucial steps.

Vocabulary
segregated: separated or isolated from others

MAIN IDEA

Summarizing

A How did the United States raise an army for the war?

MAIN IDEA

Summarizing

B How did the United States expand its navy so quickly?

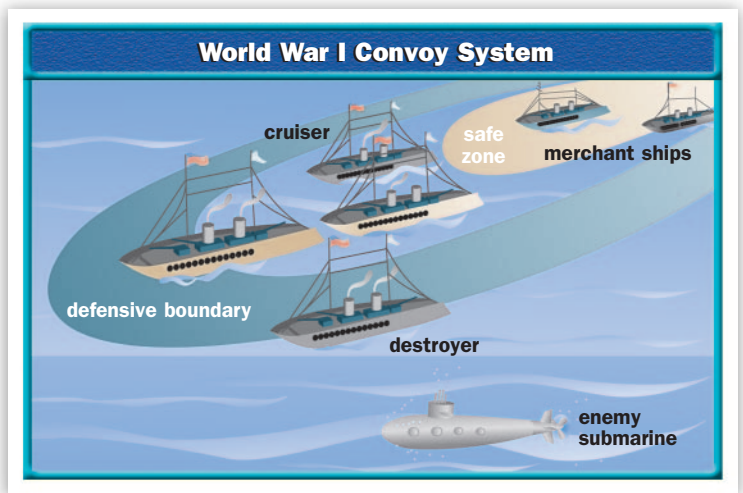
First, the government exempted many shipyard workers from the draft and gave others a “deferred” classification, delaying their participation in the draft. Second, the U.S. Chamber of Commerce joined in a public relations campaign to emphasize the importance of shipyard work. They distributed service flags to families of shipyard workers, just like the flags given to families of soldiers and sailors. They also urged automobile owners to give shipyard employees rides to and from work, since streetcars were so crowded. Third, shipyards used fabrication techniques. Instead of building an entire ship in the yard, standardized parts were built elsewhere and then assembled at the yard. This method reduced construction time substantially. As a result, on just one day—July 4, 1918—the United States launched 95 ships. Fourth, the government took over commercial and private ships and converted them for transatlantic war use. **B**

America Turns the Tide

German U-boat attacks on merchant ships in the Atlantic were a serious threat to the Allied war effort. American Vice Admiral William S. Sims convinced the British to try the **convoy system**, in which a heavy guard of destroyers escorted merchant ships back and forth across the Atlantic in groups. By fall of 1917, shipping losses had been cut in half.

The U.S. Navy also helped lay a 230-mile barrier of mines across the North Sea from Scotland to Norway. The barrier was designed to bottle up the U-boats that sailed from German ports and keep them out of the Atlantic Ocean.

By early 1918 the Germans found it increasingly difficult to replace their losses and to staff their fleet with trained submariners. Of the almost 2 million Americans who sailed to Europe during the war, only 637 were lost to U-boat attacks.



FIGHTING IN EUROPE After two and a half years of fighting, the Allied forces were exhausted and demoralized. One of the main contributions that American troops made to the Allied war effort, apart from their numbers, was their freshness and enthusiasm. They were determined to hit the Germans hard. Twenty-two-year-old Joseph Douglas Lawrence, a U.S. Army lieutenant, remarked on the importance of American enthusiasm when he described his first impression of the trenches.

A PERSONAL VOICE JOSEPH DOUGLAS LAWRENCE

“I have never seen or heard of such an elaborate, complete line of defense as the British had built at this point. There was a trench with dugouts every three hundred yards from the front line in Ypres back four miles to and including Dirty Bucket. Everything was fronted with barbed wire and other entanglements. Artillery was concealed everywhere. Railroad tracks, narrow and standard gauge, reached from the trenches back into the zone of supply. Nothing had been neglected to hold this line, save only one important thing, enthusiasm among the troops, and that was the purpose of our presence.”

—*Fighting Soldier: The AEF in 1918*



Lieutenant Joseph D. Lawrence

KEY PLAYER



GENERAL JOHN J. PERSHING 1860–1948

When General Pershing, the commander of the American Expeditionary Force (AEF), arrived in France, he found that the Allies intended to use American troops simply as reinforcements. Pershing, however, urged that the AEF operate as an independent fighting force, under American command.

Pershing believed in aggressive combat and felt that three years of trench warfare had made the Allies too defensive. Under Pershing, American forces helped to stop the German advance, capturing important enemy positions. After the war, Pershing was made General of the Armies of the United States—the highest rank given to an officer.

Fighting “Over There”

The **American Expeditionary Force (AEF)**, led by **General John J. Pershing**, included men from widely separated parts of the country. American infantrymen were nicknamed doughboys, possibly because of the white belts they wore, which they cleaned with pipe clay, or “dough.” Most doughboys had never ventured far from the farms or small towns where they lived, and the sophisticated sights and sounds of Paris made a vivid impression. However, doughboys were also shocked by the unexpected horrors of the battlefield and astonished by the new weapons and tactics of modern warfare.

NEW WEAPONS The battlefields of World War I saw the first large-scale use of weapons that would become standard in modern war. Although some of these weapons were new, others, like the machine gun, had been so refined that they changed the nature of warfare. The two most innovative weapons were the tank and the airplane. Together, they heralded mechanized warfare, or warfare that relies on machines powered by gasoline and diesel engines. **C**

Tanks ran on caterpillar treads and were built of steel so that bullets bounced off. The British first used tanks during the 1916 Battle of the Somme, but not very effectively. By 1917, the British had learned how to drive large numbers of tanks through barbed wire defenses, clearing a path for the infantry.

The early airplanes were so flimsy that at first both sides limited their use to scouting. After a while, the two sides used tanks to fire at enemy planes that were gathering information. Early dogfights, or individual air combats, like the one described by Eddie Rickenbacker, resembled duels. Pilots sat in their open cockpits and shot at each other with pistols. Because it was hard to fly a plane and shoot a pistol at the same time, planes began carrying mounted machine guns.

But the planes’ propeller blades kept getting in the way of the bullets. Then the Germans introduced an interrupter gear that permitted the stream of bullets to avoid the whirring blades.

MAIN IDEA

Forming Generalizations

C How did World War I change the nature of warfare?

Background

When the U.S. entered the war, its air power was weak. Then, in July 1917, Congress appropriated a hefty \$675 million to build an air force.

Science & Technology

TECHNOLOGY AT WAR

Both sides in World War I used new technology to attack more soldiers from greater distances than ever before. Aircraft and long-range guns were even used to fire on civilian targets—libraries, cathedrals, and city districts. The biggest guns could shell a city from 75 miles.

Machine Guns

Firepower increased to 600 rounds per minute.



Airships and Airplanes

One of the most famous WWI planes, the British Sopwith Camel, had a front-mounted machine gun for “dogfights.” Planes were also loaded with bombs, as were the floating gas-filled “airships” called zeppelins.



Meanwhile, airplanes were built to travel faster and carry heavy bomb loads. By 1918 the British had built up a strategic bomber force of 22,000 planes with which to attack German weapons factories and army bases.

Observation balloons were used extensively by both sides in the war in Europe. Balloons were so important strategically that they were often protected by aircraft flying close by, and they became prime targets for Rickenbacker and other ace pilots.

The War Introduces New Hazards

The new weapons and tactics of World War I led to horrific injuries and hazards. The fighting men were surrounded by filth, lice, rats, and polluted water that caused dysentery. They inhaled poison gas and smelled the stench of decaying bodies. They suffered from lack of sleep. Constant bombardments and other experiences often led to battle fatigue and “shell shock,” a term coined during World War I to describe a complete emotional collapse from which many never recovered.

Physical problems included a disease called trench foot, caused by standing in cold wet trenches for long periods of time without changing into dry socks or boots. First the toes would turn red or blue, then they would become numb, and finally they would start to rot. The only solution was to amputate the toes, and in some cases the entire foot. A painful infection of the gums and throat, called trench mouth, was also common among the soldiers. **D**

Red Cross ambulances, often staffed by American volunteers, carried the wounded from the battlefield to the hospital. An American nurse named Florence Bullard recounted her experience in a hospital near the front in 1918.

MAIN IDEA

Analyzing Effects

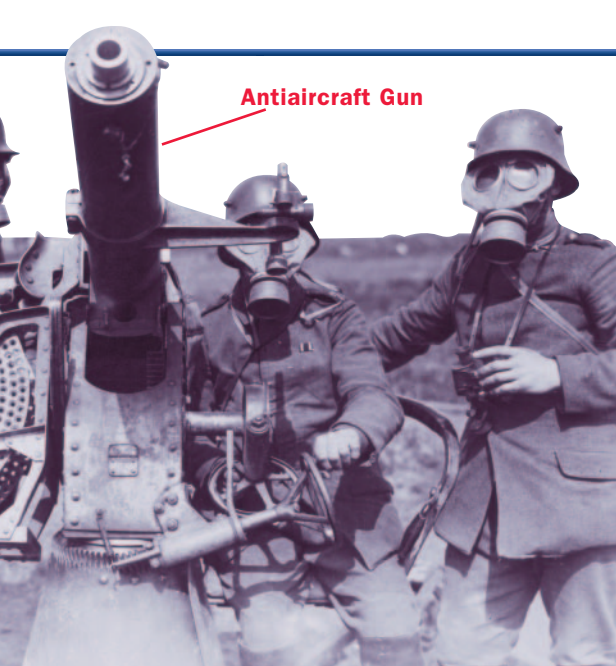
D What were the physical and psychological effects of this new kind of warfare?

A PERSONAL VOICE FLORENCE BULLARD

“The Army is only twelve miles away from us and only the wounded that are too severely injured to live to be carried a little farther are brought here. . . . Side by side I have Americans, English, Scotch, Irish, and French, and apart in the corners are Boche [Germans]. They have to watch each other die side by side. I am sent for everywhere—in the . . . operating-room, the dressing-room, and back again to the rows of men. . . . The cannon goes day and night and the shells are breaking over and around us. . . . I have had to write many sad letters to American mothers. I wonder if it will ever end.”

—quoted in *Over There: The Story of America's First Great Overseas Crusade*

In fact, the end was near, as German forces mounted a final offensive.



Antiaircraft Gun



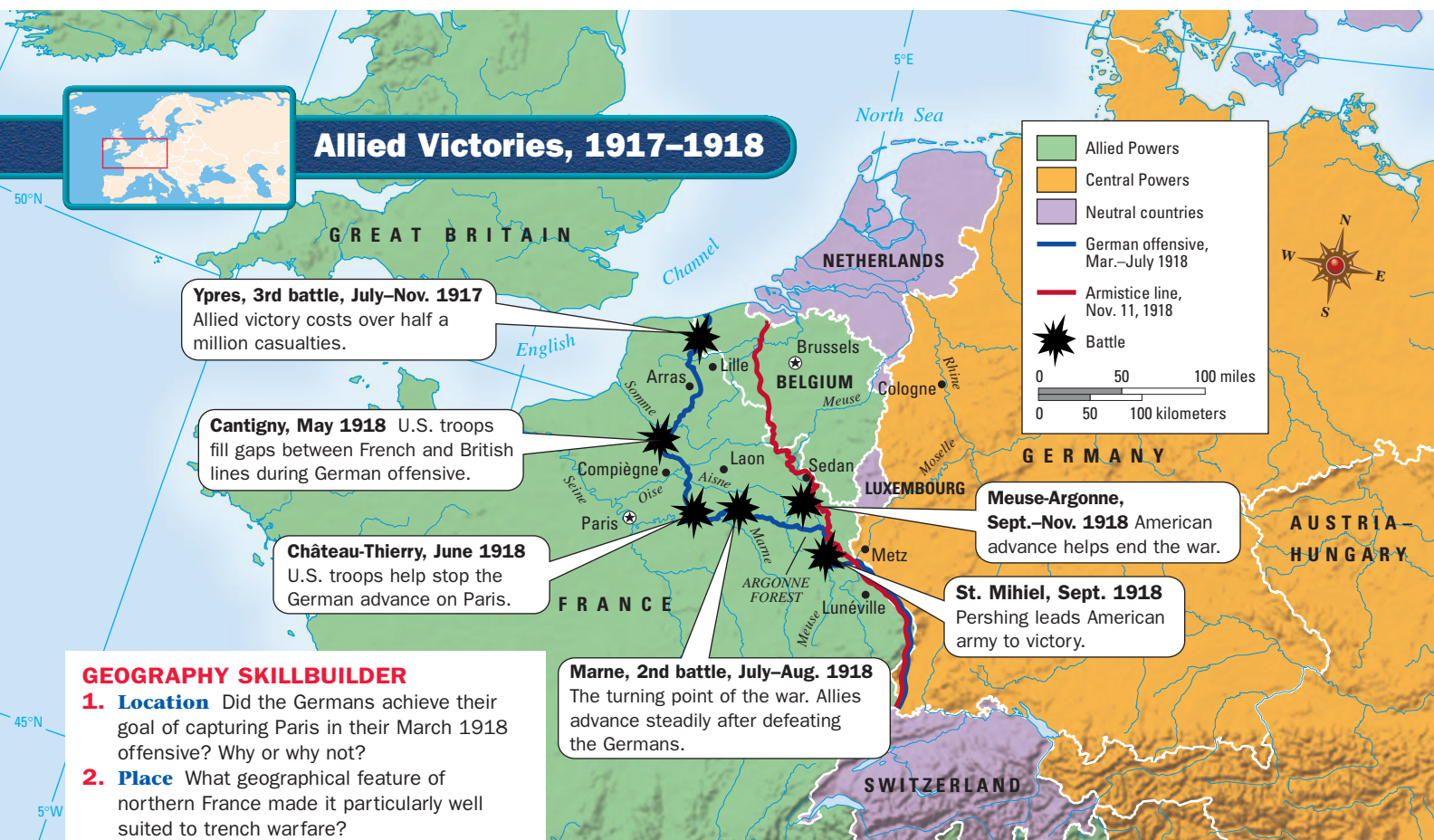
Poison Gas

A yellow-green chlorine fog sickened, suffocated, burned, and blinded its victims. Gas masks became standard issue.

Tanks

Tanks, like this French light tank, were used to “mow down” barbed wire and soldiers.





Allied Victories, 1917-1918

Ypres, 3rd battle, July–Nov. 1917
Allied victory costs over half a million casualties.

Cantigny, May 1918 U.S. troops fill gaps between French and British lines during German offensive.

Château-Thierry, June 1918
U.S. troops help stop the German advance on Paris.

Marne, 2nd battle, July–Aug. 1918
The turning point of the war. Allies advance steadily after defeating the Germans.

Meuse-Argonne, Sept.–Nov. 1918
American advance helps end the war.

St. Mihiel, Sept. 1918
Pershing leads American army to victory.

GEOGRAPHY SKILLBUILDER

- 1. Location** Did the Germans achieve their goal of capturing Paris in their March 1918 offensive? Why or why not?
- 2. Place** What geographical feature of northern France made it particularly well suited to trench warfare?

American Troops Go on the Offensive

When Russia pulled out of the war in 1917, the Germans shifted their armies from the eastern front to the western front in France. By May they were within 50 miles of Paris. The Americans arrived just in time to help stop the German advance at Cantigny in France. Several weeks later, U.S. troops played a major role in throwing back German attacks at Château-Thierry and Belleau Wood. In July and August, they helped win the Second Battle of the Marne. The tide had turned against the Central Powers. In September, U.S. soldiers began to mount offensives against the Germans at Saint-Mihiel and in the Meuse-Argonne area. **E**

MAIN IDEA

Drawing Conclusions

E How did American forces help the Allies win the war?



“Bullets were cracking just over my head.”
SERGEANT YORK

AMERICAN WAR HERO During the fighting in the Meuse-Argonne area, one of America’s greatest war heroes, **Alvin York**, became famous. A redheaded mountaineer and blacksmith from Tennessee, York sought exemption as a **conscientious objector**, a person who opposes warfare on moral grounds, pointing out that the Bible says, “Thou shalt not kill.”

York eventually decided that it was morally acceptable to fight if the cause was just. On October 8, 1918, armed only with a rifle and a revolver, York killed 25 Germans and—with six other doughboys—captured 132 prisoners. General Pershing called him the outstanding soldier of the AEF, while Marshal Foch, the commander of Allied forces in Europe, described his feat as “the greatest thing accomplished by any private soldier of all the armies of Europe.” For his heroic acts, York was promoted to sergeant and became a celebrity when he returned to the United States.

THE COLLAPSE OF GERMANY On November 3, 1918, Austria-Hungary surrendered to the Allies. That same day, German sailors mutinied against government authority. The mutiny spread quickly. Everywhere in Germany, groups of soldiers and workers organized revolutionary councils. On November 9, socialist leaders in the capital, Berlin, established a German republic. The kaiser gave up the throne.

Although there were no Allied soldiers on German territory and no truly decisive battle had been fought, the Germans were too exhausted to continue fighting. So at the eleventh hour, on the eleventh day, in the eleventh month of 1918, Germany agreed to a cease-fire and signed the **armistice**, or truce, that ended the war.

THE FINAL TOLL World War I was the bloodiest war in history up to that time. Deaths numbered about 22 million, more than half of them civilians. In addition, 20 million people were wounded, and 10 million more became refugees. The direct economic costs of the war may have been about \$338 billion. The United States lost 48,000 men in battle, with another 62,000 dying of disease. More than 200,000 Americans were wounded.

For the Allies, news of the armistice brought great relief. Private John Barkley described the reaction to the news.

A PERSONAL VOICE JOHN L. BARKLEY

“About 9 o’clock in the evening we heard wild commotion in the little town. The French people, old and young, were running through the streets. Old men and women we’d seen sitting around their houses too feeble to move, were out in the streets yelling, ‘Vive la France! Vive la France! Vive l’America!’ . . .

Down the street came a soldier. He was telling everybody the armistice had been signed. I said, ‘What’s an armistice?’ It sounded like some kind of machine to me. The other boys around there didn’t know what it meant either.

When the official word came through that it meant peace, we couldn’t believe it. Finally Jesse said, ‘Well kid, I guess it really does mean the war is over.’

I said, ‘I just can’t believe it’s true.’

But it was.”

—No Hard Feelings

Across the Atlantic, Americans also rejoiced at the news. Many now expected life to return to normal. However, people found their lives at home changed almost as much as the lives of those who had fought in Europe.



ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- Eddie Rickenbacker
- Selective Service Act
- convoy system
- American Expeditionary Force
- General John J. Pershing
- Alvin York
- conscientious objector
- armistice

MAIN IDEA

2. TAKING NOTES (11.4.5)

Fill in a web like the one below to show how Americans responded to the war.



Why was the entire population affected by America’s entry into World War I?

CRITICAL THINKING

3. DRAWING CONCLUSIONS (11.7.6)

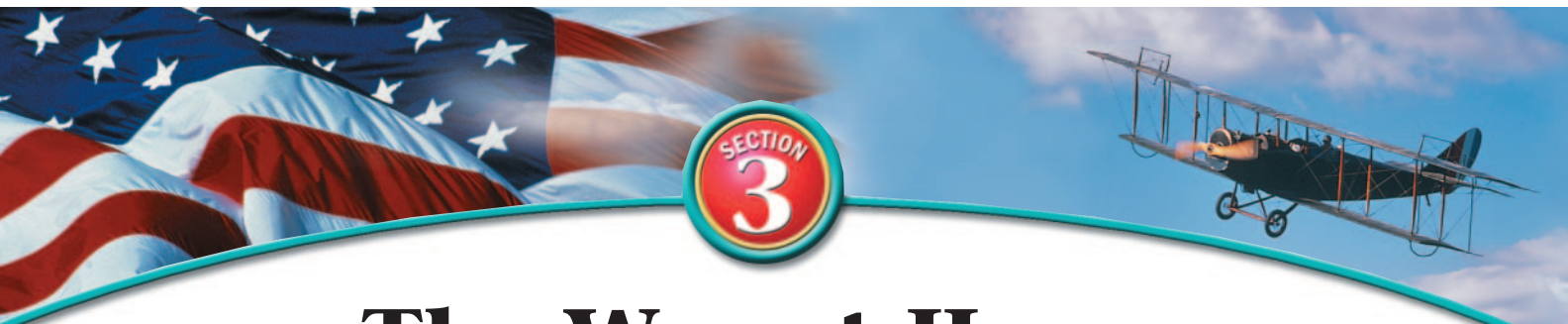
In what ways did WWI represent a frightening new kind of warfare? **Think About:**

- the casualty figures
- new military technology
- shell shock

4. ANALYZING VISUAL SOURCES (HI 2)

This World War I poster shows the role of non-combatants overseas. What is the message in this propaganda poster?





SECTION 3

The War at Home

MAIN IDEA

World War I spurred social, political, and economic change in the United States.

WHY IT MATTERS NOW

Such changes increased government powers and expanded economic opportunities.

Terms & Names

- War Industries Board
- Bernard M. Baruch
- propaganda
- George Creel
- Espionage and Sedition Acts
- Great Migration

CALIFORNIA STANDARDS

11.4.5 Analyze the political, economic, and social ramifications of World War I on the home front.

11.10.5 Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

11.10.7 Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

REP 1 Students distinguish valid arguments from fallacious arguments in historical interpretations.

HI 4 Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

One American's Story

The suffragist Harriot Stanton Blatch visited a munitions plant during World War I and proudly described women at work.

A PERSONAL VOICE HARRIOT STANTON BLATCH

“The day I visited the place, in one of the largest shops women had only just been put on the work, but it was expected that in less than a month they would be found handling all of the twelve hundred machines under that one roof alone. The skill of the women staggers one. After a week or two they master the operations on the ‘turret,’ gauging and routing machines. The best worker on the ‘facing’ machine is a woman. She is a piece worker, as many of the women are. . . . This woman earned, the day I saw her, five dollars and forty cents. She tossed about the fuse parts, and played with that machine, as I would with a baby.”

—quoted in *We, the American Women*



▲ Harriot Stanton Blatch followed in the footsteps of her famous mother, Elizabeth Cady Stanton.

Before World War I, women had been excluded from many jobs. However, the wartime need for labor brought over a million more women into the work force. For women, as for the rest of society, World War I brought about far-reaching changes.

Congress Gives Power to Wilson

Winning the war was not a job for American soldiers alone. As Secretary of War Newton Baker said, “War is no longer Samson with his shield and spear and sword, and David with his sling. It is the conflict of smokestacks now, the combat of the driving wheel and the engine.” Because World War I was such an immense conflict, the entire economy had to be refocused on the war effort. The shift from producing consumer goods to producing war supplies was too complicated and important a job for private industry to handle on its own, so business and government collaborated in the effort. In the process, the power of government was greatly expanded. Congress gave President Wilson direct control over much of the economy, including the power to fix prices and to regulate—even to nationalize—certain war-related industries.

Background

In 1913 Henry Ford speeded up factory production with a constantly moving assembly line. Wartime production spread this technique throughout the country.

WAR INDUSTRIES BOARD The main regulatory body was the **War Industries Board (WIB)**. It was established in 1917 and reorganized in 1918 under the leadership of **Bernard M. Baruch** (bə-rōōk'), a prosperous businessman. The board encouraged companies to use mass-production techniques to increase efficiency. It also urged them to eliminate waste by standardizing products—for instance, by making only 5 colors of typewriter ribbons instead of 150. The WIB set production quotas and allocated raw materials.

Under the WIB, industrial production in the United States increased by about 20 percent. However, the WIB applied price controls only at the wholesale level. As a result, retail prices soared, and in 1918 they were almost double what they had been before the war. Corporate profits soared as well, especially in such industries as chemicals, meatpacking, oil, and steel.

The WIB was not the only federal agency to regulate the economy during the war. The Railroad Administration controlled the railroads, and the Fuel Administration monitored coal supplies and rationed gasoline and heating oil. In addition, many people adopted “gasless Sundays” and “lightless nights” to conserve fuel. In March 1918, the Fuel Administration introduced another conservation measure: daylight-saving time, which had first been proposed by Benjamin Franklin in the 1770s as a way to take advantage of the longer days of summer.

WAR ECONOMY Wages in most industries rose during the war years. Hourly wages for blue-collar workers—those in the metal trades, shipbuilding, and meatpacking, for example—rose by about 20 percent. A household’s income, however, was largely undercut by rising food prices and housing costs.

By contrast, stockholders in large corporations saw enormous profits. One industrial manufacturer, the DuPont Company, saw its stock multiply in value 1,600 percent between 1914 and 1918. By that time the company was earning a \$68-million yearly profit. As a result of the uneven pay between labor and management, increasing work hours, child labor, and dangerously “sped-up” conditions, unions boomed. Union membership climbed from about 2.5 million in 1916 to more than 4 million in 1919. More than 6,000 strikes broke out during the war months.

To deal with disputes between management and labor, President Wilson established the National War Labor Board in 1918. Workers who refused to obey board decisions could lose their draft exemptions. “Work or fight,” the board told them. However, the board also worked to improve factory conditions. It pushed for an eight-hour workday, promoted safety inspections, and enforced the child labor ban. **A**

FOOD ADMINISTRATION To help produce and conserve food, Wilson set up the Food Administration under Herbert Hoover. Instead of rationing food, he called on people to follow the “gospel of the clean plate.” He declared one day a week “meatless,” another “sweetless,” two days “wheatless,” and two other days “porkless.” Restaurants removed sugar bowls from the table and served bread only after the first course.

MAIN IDEA

Making Inferences

A Why would labor disputes affect the war effort?

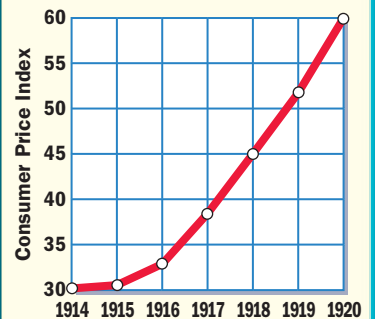
The War Economy, 1914–1920

Average Annual Income

1914	\$627
1915	\$633
1916	\$708
1917	\$830
1918	\$1,047
1919	\$1,201
1920	\$1,407

Source: *Historical Statistics of the United States*

Consumer Price Index*

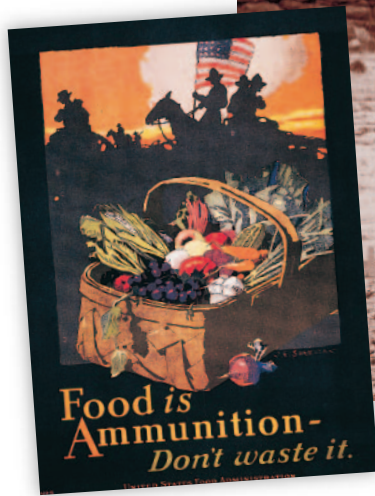


*A measure of changes in the prices of goods and services commonly bought by consumers; see *Economics Handbook*, page R39.

SKILLBUILDER Interpreting Graphs

1. How did the rise in average annual income compare with the rise in prices from 1914 to 1920?
2. How might the combined change in wages and prices affect a working family?

A Japanese-American family tends a victory garden in New York City in 1917.



A wartime poster encourages Americans to conserve resources.

Homeowners planted “victory gardens” in their yards. Schoolchildren spent their after-school hours growing tomatoes and cucumbers in public parks. As a result of these and similar efforts, American food shipments to the Allies tripled. Hoover also set a high government price on wheat and other staples. Farmers responded by putting an additional 40 million acres into production. In the process, they increased their income by almost 30 percent.

Selling the War

Once the government had extended its control over the economy, it was faced with two major tasks: raising money and convincing the public to support the war.

WAR FINANCING The United States spent about \$35.5 billion on the war effort. The government raised about one-third of this amount through taxes, including a progressive income tax (which taxed high incomes at a higher rate than low incomes), a war-profits tax, and higher excise taxes on tobacco, liquor, and luxury goods. It raised the rest through public borrowing by selling “Liberty Loan” and “Victory Loan” bonds.

The government sold bonds through tens of thousands of volunteers. Movie stars spoke at rallies in factories, in schools, and on street corners. As Treasury Secretary William G. McAdoo put it, only “a friend of Germany” would refuse to buy war bonds. **B**

COMMITTEE ON PUBLIC INFORMATION To popularize the war, the government set up the nation’s first **propaganda** agency, the Committee on Public Information (CPI). Propaganda is a kind of biased communication designed to influence people’s thoughts and actions. The head of the CPI was a former muck-raking journalist named **George Creel**.

Creel persuaded the nation’s artists and advertising agencies to create thousands of paintings, posters, cartoons, and sculptures promoting the war. He recruited some 75,000 men to serve as “Four-Minute Men,” who spoke about everything relating to the war: the draft, rationing, bond drives, victory gardens, and topics such as “Why We Are Fighting” and “The Meaning of America.”

Nor did Creel neglect the written word. He ordered a printing of almost 25 million copies of “How the War Came to America”—which included Wilson’s war message—in English and other languages. He distributed some 75 million pamphlets, booklets, and leaflets, many with the enthusiastic help of the Boy

MAIN IDEA

Summarizing

B How did the government raise money for the war effort?

Scouts. Creel's propaganda campaign was highly effective. However, while the campaign promoted patriotism, it also inflamed hatred and violations of the civil liberties of certain ethnic groups and opponents of the war.

Attacks on Civil Liberties Increase

Early in 1917, President Wilson expressed his fears about the consequences of war hysteria.

A PERSONAL VOICE WOODROW WILSON

“Once lead this people into war and they’ll forget there ever was such a thing as tolerance. To fight you must be brutal and ruthless, and the spirit of ruthless brutality will enter into the very fiber of our national life, infecting Congress, the courts, the policeman on the beat, the man in the street. Conformity would be the only virtue, and every man who refused to conform would have to pay the penalty.”

—quoted in Cobb of “The World”

The president's prediction came true. As soon as war was declared, conformity indeed became the order of the day. Attacks on civil liberties, both unofficial and official, erupted.

MAIN IDEA

Developing Historical Perspective

C What effect did the war have on the lives of recent immigrants?

ANTI-IMMIGRANT HYSTERIA The main targets of these attacks were Americans who had emigrated from other nations, especially those from Germany and Austria-Hungary. The most bitter attacks were directed against the nearly 2 million Americans who had been born in Germany, but other foreign-born persons and Americans of German descent suffered as well. **C**

Many Americans with German names lost their jobs. Orchestras refused to play the music of Mozart, Bach, Beethoven, and Brahms. Some towns with German names changed them. Schools stopped teaching the German language, and librarians removed books by German authors from the shelves. People even resorted to violence against German Americans, flogging them or smearing them

Analyzing Political Cartoons

THE ENEMY WITHIN

After the United States entered the war, government propaganda helped inflame prejudice against recent immigrants. In the suspicious atmosphere of the time, conspiracy theories flourished, and foreign spies were believed to be everywhere. This cartoon reveals the hysteria that gripped the country in 1917.

SKILLBUILDER Analyzing Political Cartoons

1. What is happening in this cartoon?
2. What does the cartoonist suggest will happen to “enemy aliens”?

 SEE SKILLBUILDER HANDBOOK, PAGE R24.



with tar and feathers. A mob in Collinsville, Illinois, wrapped a German flag around a German-born miner named Robert Prager and lynched him. A jury cleared the mob's leader.

Finally, in a burst of anti-German fervor, Americans changed the name of German measles to "liberty measles." Hamburger—named after the German city of Hamburg—became "Salisbury steak" or "liberty sandwich," depending on whether you were buying it in a store or eating it in a restaurant. Sauerkraut was renamed "liberty cabbage," and dachshunds turned into "liberty pups."

ESPIONAGE AND SEDITION ACTS In June 1917 Congress passed the Espionage Act, and in May 1918 it passed the Sedition Act. Under the **Espionage and Sedition Acts** a person could be fined up to \$10,000 and sentenced to 20 years in jail for interfering with the war effort or for saying anything disloyal, profane, or abusive about the government or the war effort.

Like the Alien and Sedition Acts of 1798, these laws clearly violated the spirit of the First Amendment. Their passage led to over 2,000 prosecutions for loosely defined antiwar activities; of these, over half resulted in convictions. Newspapers and magazines that opposed the war or criticized any of the Allies lost their mailing privileges. The House of Representatives refused to seat Victor Berger, a socialist congressman from Wisconsin, because of his antiwar views. Columbia University fired a distinguished psychologist because he opposed the war. A colleague who supported the war thereupon resigned in protest, saying, "If we have to suppress everything we don't like to hear, this country is resting on a pretty wobbly basis."

The Espionage and Sedition Acts targeted socialists and labor leaders. Eugene V. Debs was handed a ten-year prison sentence for speaking out against the war and the draft. The anarchist Emma Goldman received a two-year prison sentence and a \$10,000 fine for organizing the No Conscription League. When she left jail, the authorities deported her to Russia. "Big Bill" Haywood and other leaders of the Industrial Workers of the World (IWW) were accused of sabotaging the war effort because they urged workers to strike for better conditions and higher pay. Haywood was sentenced to a long prison term. (He later skipped bail and fled to Russia.) Under such federal pressure, the IWW faded away. **D**



▲ This Industrial Workers of the World (IWW) sticker encourages workers to join the union.

The War Encourages Social Change

Wars often unleash powerful social forces. The period of World War I was no exception; important changes transformed the lives of African Americans and women.

AFRICAN AMERICANS AND THE WAR Black public opinion about the war was divided. On one side were people like W. E. B. Du Bois, who believed that blacks should support the war effort.

A PERSONAL VOICE W. E. B. DU BOIS

"That which the German power represents today spells death to the aspirations of Negroes and all darker races for equality, freedom and democracy. . . . 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."

—"Close Ranks"

W. E. B. Du Bois ►



Vocabulary
sedition: rebellion against one's government; treason

MAIN IDEA

Analyzing Effects

D What impact did the Espionage and Sedition Acts have on free speech?

Du Bois believed that African-American support for the war would strengthen calls for racial justice. In contrast, William Monroe Trotter, founder of the *Boston Guardian*, believed that victims of racism should not support a racist government. Trotter condemned Du Bois's accommodationist approach and favored protest instead. Nevertheless, despite grievances over continued racial inequality in the United States, most African Americans backed the war.

THE GREAT MIGRATION In concrete terms, the greatest effect of the First World War on African Americans' lives was that it accelerated the **Great Migration**, the large-scale movement of hundreds of thousands of Southern blacks to cities in the North. This great population shift had already begun before the war in the late 19th century, when African Americans trickled northward to escape the Jim Crow South—but after the turn of the century, the trickle became a tidal wave.

Several factors contributed to the tremendous increase in black migration. First, many African Americans sought to escape racial discrimination in the South, which made it hard to make a living and often threatened their lives. Also, a boll weevil infestation, aided by floods and droughts, had ruined much of the South's cotton fields. In the North, there were more job opportunities. For example, Henry Ford opened his automobile assembly line to black workers in 1914. The outbreak of World War I and the drop in European immigration increased job opportunities for African Americans in steel mills, munitions plants, and stockyards. Northern manufacturers sent recruiting agents to distribute free railroad passes through the South. In addition, the publisher of the black-owned newspaper *Chicago Defender* bombarded Southern blacks with articles contrasting Dixieland lynchings with the prosperity of African Americans in the North. **E**

MAIN IDEA

Making Inferences

E How did the war open opportunities for African Americans?

History Through

Art

THE MIGRATION OF THE NEGRO, PANEL NO. 1 (1940–41)

This painting by Jacob Lawrence shows three of the most common destinations for African Americans leaving the South. **Why do you think the artist has not shown any individual facial features?**



HISTORICAL SPOTLIGHT

RACE RIOTS

Racial prejudice against African Americans in the North sometimes took violent forms. In July 1917, a race riot exploded in East St. Louis, Illinois. White workers, furious over the hiring of African Americans as strikebreakers at a munitions plant, rampaged through the streets. Forty blacks and nine whites died.

Another riot erupted in July 1919 in Chicago when a 17-year-old African American swam from the water off a “black beach” to the water off a “white beach.” There, white bathers threw rocks at him until he drowned.

African Americans retaliated, and several riots broke out in the city. Order was restored after several days of violence that involved about 10,000 people.

However, racial prejudice against African Americans also existed in the North. The press of new migrants to Northern cities caused overcrowding and intensified racial tensions.

Nevertheless, between 1910 and 1930, hundreds of thousands of African Americans migrated to such cities as Chicago, New York, and Philadelphia. Author Richard Wright described the great exodus.

A PERSONAL VOICE RICHARD WRIGHT

“We are bitter no more; we are leaving! We are leaving our homes, pulling up stakes to move on. We look up at the high southern sky and remember all the sunshine and all the rain and we feel a sense of loss, but we are leaving. We look out at the wide green fields which our eyes saw when we first came into the world and we feel full of regret, but we are leaving. We scan the kind black faces we have looked upon since we first saw the light of day, and, though pain is in our hearts, we are leaving. We take one last furtive look over our shoulders to the Big House—high upon a hill beyond the railroad tracks—where the Lord of the Land lives, and we feel glad, for we are leaving.”

—quoted in *12 Million Black Voices*

WOMEN IN THE WAR While African Americans began new lives, women moved into jobs that had been held exclusively by men. They became railroad workers, cooks, dockworkers, and bricklayers. They mined coal and took

part in shipbuilding. At the same time, women continued to fill more traditional jobs as nurses, clerks, and teachers. Many women worked as volunteers, serving at Red Cross facilities and encouraging the sale of bonds and the planting of victory gardens. Other women, such as Jane Addams, were active in the peace movement. Addams helped found the Women’s Peace Party in 1915 and remained a pacifist even after the United States entered the war. **F**

President Wilson acknowledged, “The services of women during the supreme crisis have been of the most signal usefulness and distinction; it is high time that part of our debt should be acknowledged.” While acknowledgment of that debt did not include equal pay for equal work, it did help bolster public support for woman suffrage. In 1919, Congress finally passed the Nineteenth Amendment, granting women the right to vote. In 1920 the amendment was ratified by the states.

MAIN IDEA

Analyzing Effects

F What effect did the war have on women’s lives?

Women worked in a variety of jobs during the war. Here, women assemble an aircraft wing.



THE FLU EPIDEMIC In the fall of 1918, the United States suffered a home-front crisis when an international flu epidemic affected about one-quarter of the U.S. population. The effect of the epidemic on the economy was devastating. Mines shut down, telephone service was cut in half, and factories and offices staggered working hours to avoid contagion. Cities ran short of coffins, and the corpses of poor people lay unburied for as long as a week. The mysterious illness seemed to strike people who were otherwise in the best of health, and death could come in a matter of days. Doctors did not know what to do, other than to recommend cleanliness and quarantine. One epidemic survivor recalled that “so many people died from the flu they just rang the bells; they didn’t dare take [corpses] into the church.”

New York City street cleaners wore masks to avoid catching influenza.

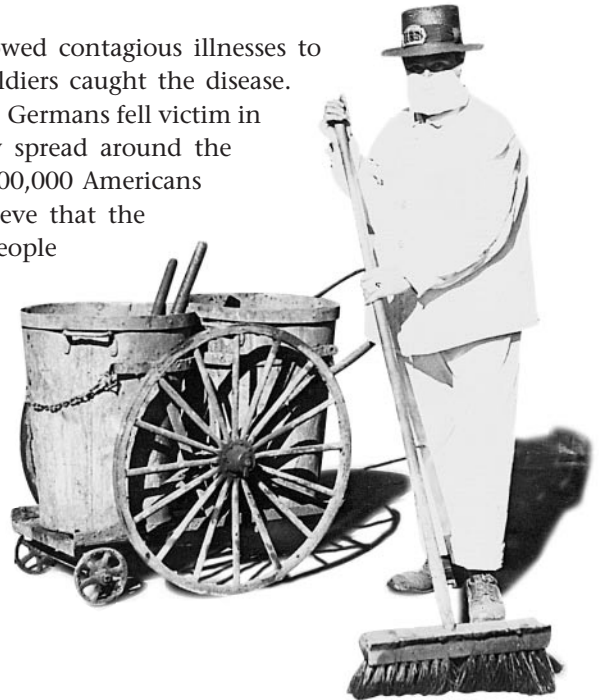
MAIN IDEA

Making Inferences

G How did wartime conditions help spread the flu?

In the army, where living conditions allowed contagious illnesses to spread rapidly, more than a quarter of the soldiers caught the disease. In some AEF units, one-third of the troops died. Germans fell victim in even larger numbers than the Allies. Possibly spread around the world by soldiers, the epidemic killed about 500,000 Americans before it disappeared in 1919. Historians believe that the influenza virus killed as many as 30 million people worldwide. **G**

World War I brought death and disease to millions but, like the flu epidemic, the war also came to a sudden end. After four years of slaughter and destruction, the time had come to forge a peace settlement. Americans hoped that this “war to end all wars” would do just that. Leaders of the victorious nations gathered at Versailles outside Paris to work out the terms of peace, and President Wilson traveled to Europe to ensure it.



SECTION 3

ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- War Industries Board
- propaganda
- Espionage and Sedition Acts
- Great Migration
- Bernard M. Baruch
- George Creel

MAIN IDEA

2. TAKING NOTES (11.4.5)

In a chart like the one shown, list some of the changes that the war brought about for each group.

Changes Brought About by the War	
African Americans	
Women	
Immigrants	

Explain how each group benefited from or was disadvantaged by these changes.

CRITICAL THINKING

3. DRAWING CONCLUSIONS (HI 4)

How did the war affect government power? **Think About:**

- how private business worked with government
- how much control the president gained over the economy
- the Espionage and Sedition Acts

4. MAKING INFERENCES (REP 1)

Why do you think the flu spread so quickly among the troops?

5. EVALUATING (11.4.5)

Do you think that the war had a positive or a negative effect on American society? **Think About:**

- how the propaganda campaign influenced people’s behavior
- the new job opportunities for African Americans and women
- how the government controlled industry

11.4.5 Analyze the political, economic, and social ramifications of World War I on the home front.

HI 2 Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.



SCHENCK v. UNITED STATES (1919)

ORIGINS OF THE CASE Charles Schenck, an official of the U.S. Socialist Party, distributed leaflets that called the draft a “deed against humanity” and compared conscription to slavery, urging conscripts to “assert your rights.” Schenck was convicted of sedition and sentenced to prison, but he argued that the conviction, punishment, and even the law itself violated his right to free speech. The Supreme Court agreed to hear his appeal.

THE RULING A unanimous court upheld Schenck’s conviction, stating that under wartime conditions, the words in the leaflets were not protected by the right to free speech.

LEGAL REASONING

The Supreme Court’s opinion in the *Schenck* case, written by Justice Oliver Wendell Holmes, Jr., has become famous as a guide for how the First Amendment defines the right of free speech. Holmes wrote:

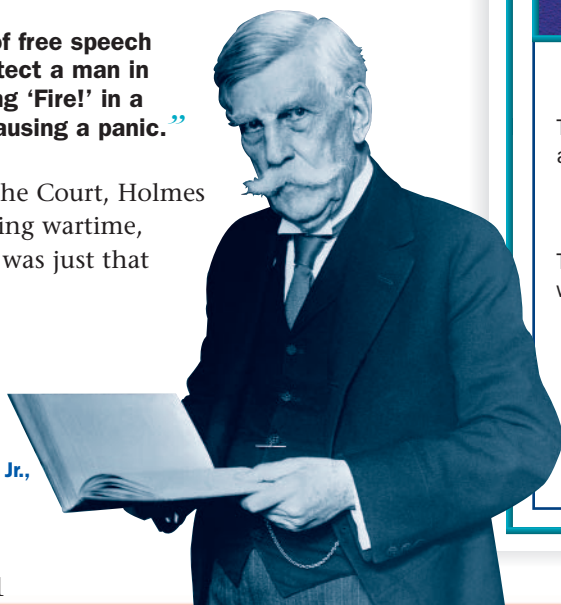
“The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent.”

Justice Holmes noted that “in ordinary times” the First Amendment might have protected Schenck, but “[w]hen a nation is at war many things that might be said in time of peace . . . will not be endured.”

The analogy that Holmes used to explain why Schenck could be punished for his words has become probably the best-known observation ever made about free speech:

“Protection of free speech would not protect a man in falsely shouting ‘Fire!’ in a theatre and causing a panic.”

Writing for the Court, Holmes implied that during wartime, Schenck’s leaflet was just that dangerous.



Oliver Wendell Holmes, Jr.,
Supreme Court Justice
1902–1932 ▶

LEGAL SOURCES

LEGISLATION

U.S. CONSTITUTION, FIRST AMENDMENT (1791)

“Congress shall make no law . . . abridging the freedom of speech, or of the press.”

THE SEDITION ACT (1918)

“(W)hoever . . . shall willfully utter, print, write or publish any disloyal, profane, scurrilous, or abusive language about the form of government, . . . Constitution, . . . military or naval forces, . . . flag, . . . or the uniform of the Army or Navy of the United States . . . shall be punished by a fine of not more than \$10,000 or imprisonment for not more than twenty years, or both.”

RELATED CASES

DEBS v. UNITED STATES (MARCH, 1919)

The conviction against Eugene Debs for speaking against the war and the draft is upheld.

FROHWERK v. UNITED STATES (MARCH, 1919)

The publisher of a newspaper that had criticized the war is sentenced with a fine and ten years in prison.

ABRAMS v. UNITED STATES (NOV., 1919)

Leaflets criticizing the U.S. expeditionary force in Russia are found to be unprotected by the First Amendment. Holmes writes a dissenting opinion calling for the “free trade of ideas.”

WHY IT MATTERED

During the course of World War I, the federal government brought approximately 2,000 prosecutions for violations of the Espionage Act of 1917 or the Sedition Act of 1918, the same laws under which it convicted Schenck, Debs, and Frohwerk.

By the fall of 1919, however, Holmes had changed his mind. The case of *Abrams v. United States* concerned leaflets that criticized President Wilson's "capitalistic" government for sending troops to put down the Russian Revolution. Justice Holmes, joined by Justice Louis Brandeis, dissented from the majority of the Court, which upheld the conviction. In his dissent, Holmes emphasized the importance of a free exchange of ideas so that truth will win out in the intellectual marketplace. His reasoning won him acclaim as a protector of free speech.

The belief that truth will eventually win out in the marketplace of ideas has become important legal justification for promoting freedom of speech.



▲ Eugene Debs was arrested for antiwar speeches like the one he gave at this 1916 presidential campaign stop.

HISTORICAL IMPACT

Disagreements about what kinds of speech are "free" under the First Amendment continue. During the 1950s, when people were jailed for supporting Communism, and during the Vietnam War, when war protestors supported draft resistance, these issues again reached the Supreme Court.

The Court has also been asked to decide if young people in schools have the same First Amendment rights as adults. In *Tinker v. Des Moines School District* (1969), the Court ordered a school to readmit students who had been suspended for wearing black arm bands in protest of the war in Vietnam.

This so-called symbolic speech, such as wearing an armband or burning a draft card or a flag to express an opinion, has sparked heated debate. In *Texas v. Johnson* (1989), the Court, by a narrow five to four vote, invalidated a law under which a man who burned an American flag to protest Reagan administration policies had been convicted. The decision so outraged some people that members of Congress considered amending the Constitution to prohibit any "physical desecration" of the flag. The amendment did not pass. Our freedoms of expression continue to depend upon the words in the first article of the Bill of Rights, written more than 200 years ago.



◀ In 1965 Mary Beth Tinker and her brother, John, were suspended from school for wearing armbands that symbolically criticized the Vietnam War.

THINKING CRITICALLY

CONNECT TO HISTORY

- 1. Analyzing Primary Sources** Read Justice Holmes's dissent in *Abrams v. United States*. Compare it with the opinion he wrote in *Schenck v. United States*. Explain the major difference or similarity in the two opinions.



SEE SKILLBUILDER HANDBOOK, PAGE R22.

CONNECT TO TODAY

- 2. INTERNET ACTIVITY** CLASSZONE.COM

Visit the links for Historic Decisions of the Supreme Court to research articles about free speech issues. Select several of these issues—such as whether hate groups have a right to march—to discuss with other students in your class. Choose one issue and, as a group, write down as many arguments as you can on both sides of the issue. Then present a debate to the class.



SECTION
4

Wilson Fights for Peace

MAIN IDEA

European leaders opposed most of Wilson's peace plan, and the U.S. Senate failed to ratify the peace treaty.

WHY IT MATTERS NOW

Many of the nationalist issues left unresolved after World War I continue to trouble the world today.

Terms & Names

- Fourteen Points
- League of Nations
- Georges Clemenceau
- David Lloyd George
- Treaty of Versailles
- reparations
- war-guilt clause
- Henry Cabot Lodge

CALIFORNIA STANDARDS

11.4.4 Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.

11.4.5 Analyze the political, economic, and social ramifications of World War I on the home front.

11.4.6 Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

11.5.6 Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

11.9.3 Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:

- The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
- The Truman Doctrine
- The Berlin Blockade
- The Korean War
- The Bay of Pigs invasion and the Cuban Missile Crisis
- Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies
- The Vietnam War
- Latin American policy

REP 1 Students distinguish valid arguments from fallacious arguments in historical interpretations.

One American's Story

In January 1919, at the magnificent Palace of Versailles outside Paris, President Wilson tried to persuade the Allies to construct a just and lasting peace and to establish a League of Nations. Colonel E. M. House, a native of Texas and a member of the American delegation to Versailles, later wrote about the conference.

A PERSONAL VOICE COLONEL E. M. HOUSE

"How splendid it would have been had we blazed a new and better trail! . . . It may be that Wilson might have had the power and influence if he had remained in Washington and kept clear of the Conference. When he stepped from his lofty pedestal and wrangled with representatives of other states, upon equal terms, he became as common clay. . . . To those who are saying that the Treaty is bad and should never have been made and that it will involve Europe in infinite difficulties in its enforcement, I feel like admitting it. But I would also say in reply that empires cannot be shattered and new states raised upon their ruins without disturbance."

—quoted in *Hooray for Peace, Hurrah for War*

House saw what happened when Wilson's idealism ran up against practical politics. The Allied victors, vengeful toward Germany after four years of warfare, rejected most of Wilson's peace program.

Wilson Presents His Plan

Rejection was probably the last thing Wilson expected when he arrived in Europe. Everywhere he went, people gave him a hero's welcome. Italians displayed his picture in their windows; Parisians strewed the street with flowers. Representatives of one group after another, including Armenians, Jews, Ukrainians, and Poles, appealed to him for help in setting up independent nations for themselves.



▲ Colonel Edward M. House was a friend and advisor to President Woodrow Wilson.

FOURTEEN POINTS Even before the war was over, Wilson presented his plan for world peace. On January 18, 1918, he delivered his now famous **Fourteen Points** speech before Congress. The points were divided into three groups. The first five points were issues that Wilson believed had to be addressed to prevent another war:

1. There should be no secret treaties among nations.
2. Freedom of the seas should be maintained for all.
3. Tariffs and other economic barriers among nations should be lowered or abolished in order to foster free trade.
4. Arms should be reduced “to the lowest point consistent with domestic safety, thus lessening the possibility of military responses” during diplomatic crises.
5. Colonial policies should consider the interests of the colonial peoples as well as the interests of the imperialist powers.

The next eight points dealt with boundary changes. Wilson based these provisions on the principle of self-determination “along historically established lines of nationality.” In other words, groups that claimed distinct ethnic identities were to form their own nation-states or decide for themselves to what nations they would belong.

The fourteenth point called for the creation of an international organization to address diplomatic crises like those that had sparked the war. This **League of Nations** would provide a forum for nations to discuss and settle their grievances without having to resort to war.

THE ALLIES REJECT WILSON’S PLAN Wilson’s naiveté about the political aspects of securing a peace treaty showed itself in his failure to grasp the anger felt by the Allied leaders. The French premier, **Georges Clemenceau** (klēm’ən-sō’), had lived through two German invasions of France and was determined to prevent future invasions.

David Lloyd George, the British prime minister, had just won reelection on the slogan “Make Germany Pay.” The Italian prime minister, Vittorio Orlando, wanted control of Austrian-held territory. **A**

Contrary to custom, the peace conference did not include the defeated Central Powers. Nor did it include Russia, which was now under the control of a Communist government, or the smaller Allied nations. Instead, the “Big Four”—Wilson, Clemenceau, Lloyd George, and Orlando—worked out the treaty’s details among themselves. Wilson conceded on most of his Fourteen Points in return for the establishment of the League of Nations.

(left to right) David Lloyd George, Georges Clemenceau, and Woodrow Wilson in Paris in 1919. ▶


Vocabulary
free trade: the buying and selling of goods without tariffs, or fees

MAIN IDEA

Developing Historical Perspective

A Why did the Allies reject Wilson’s plan?

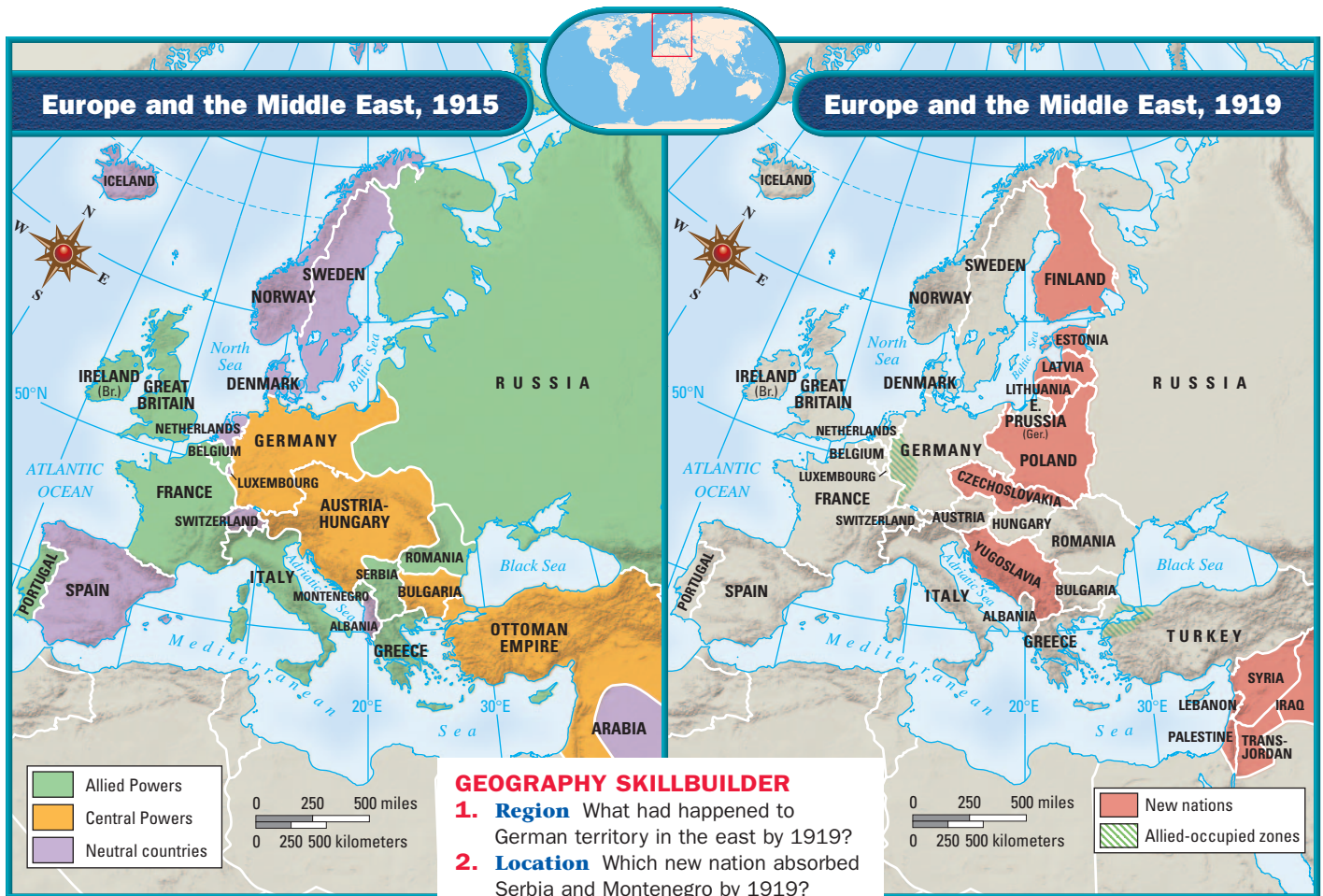
KEY PLAYER



WOODROW WILSON
1856–1924

At the end of the war, President Wilson wanted the United States to become more involved in international affairs. He believed the nation had a moral obligation to help maintain peace in the world. Wilson’s sense of moral purpose had a lasting influence on American foreign policy.





Debating the Treaty of Versailles

On June 28, 1919, the Big Four and the leaders of the defeated nations gathered in the Hall of Mirrors of the Palace of Versailles to sign the peace treaty. After four years of devastating warfare, everyone hoped that the treaty would create stability for a rebuilt Europe. Instead, anger held sway.

PROVISIONS OF THE TREATY The **Treaty of Versailles** (vər-sī') established nine new nations—including Poland, Czechoslovakia, and the kingdom that later became Yugoslavia—and shifted the boundaries of other nations. It carved five areas out of the Ottoman Empire and gave them to France and Great Britain as mandates, or temporary colonies. Those two Allies were to administer their respective mandates until the areas were ready for self-rule and then independence.

The treaty barred Germany from maintaining an army. It also required Germany to return the region of Alsace-Lorraine to France and to pay **reparations**, or war damages, amounting to \$33 billion to the Allies.

THE TREATY'S WEAKNESSES This treatment of Germany weakened the ability of the Treaty of Versailles to provide a lasting peace in Europe. Several basic flaws in the treaty sowed the seeds of postwar international problems that eventually would lead to the Second World War.

First, the treaty humiliated Germany. It contained a **war-guilt clause** forcing Germany to admit sole responsibility for starting World War I. Although German militarism had played a major role in igniting the war, other European nations had been guilty of provoking diplomatic crises before the war. Furthermore, there was no way Germany could pay the huge financial reparations. Germany was stripped of its colonial possessions in the Pacific, which might have helped it pay its reparations bill. **B**

Background

The Kingdom of the Serbs, Croats, and Slovenes was established in 1919. Its name was changed to Yugoslavia in 1929.

MAIN IDEA

Summarizing

B How did the Treaty of Versailles affect Germany?

In addition, for three years the Russians had fought on the side of the Allies, suffering higher casualties than any other nation. However, because Russia was excluded from the peace conference, it lost more territory than Germany did. The Union of Soviet Socialist Republics (or Soviet Union), as Russia was officially called after 1922, became determined to regain its former territory.

Finally, the treaty ignored claims of colonized people for self-determination, as in the case of Southeast Asia, where the Vietnamese people were beginning to demand the same political rights enjoyed by people in Western nations.

OPPOSITION TO THE TREATY When Wilson returned to the United States, he faced strong opposition to the treaty. Some people, including Herbert Hoover, believed it was too harsh. Hoover noted, “The economic consequences alone will pull down all Europe and thus injure the United States.” Others considered the treaty a sell-out to imperialism because it simply exchanged one set of colonial rulers for another. Some ethnic groups objected to the treaty because the new national boundaries it established did not satisfy their particular demands for self-determination. For example, before the war many Poles had been under German rule. Now many Germans were under Polish rule.

DEBATE OVER THE LEAGUE OF NATIONS The main domestic opposition, however, centered on the issue of the League of Nations. A few opponents believed that the League threatened the U.S. foreign policy of isolationism. Conservative senators, headed by **Henry Cabot Lodge**, were suspicious of the provision for joint economic and military action against aggression, even though it was voluntary. They wanted the constitutional right of Congress to declare war included in the treaty.

POINT

“The League of Nations was the world’s best hope for lasting peace.”

President Wilson campaigned for the League of Nations as “necessary to meet the differing and unexpected contingencies” that could threaten world peace. Wilson believed that the League would create a forum where nations could talk through their disagreements. He also hoped it would provide collective security, in which nations would “respect and preserve as against external aggression the territorial integrity and existing political independence of all members of the League,” and thereby prevent devastating warfare.

Critics complained that membership in the League would limit American independence in international affairs. However, Wilson argued that League membership included “a moral, not a legal, obligation” that would leave Congress free to decide its own course of action. Wilson tried to assure Congress as well as the general public that the League was “not a straightjacket, but a vehicle of life.” It was also a definite guaranty . . . against the things that have just come near bringing the whole structure of civilization into ruin.”

COUNTERPOINT

“The League of Nations posed a threat to U.S. self-determination.”

Senator William Borah was one of the foremost critics of the Treaty of Versailles because he objected to U.S. membership in the League of Nations. Borah feared that membership in the League “would draw America away from her isolation and into the internal affairs and concerns of Europe” and involve the United States in foreign wars. “Once having surrendered and become a part of the European concerns,” Borah wondered, “where, my friends, are you going to stop?”

Many opponents also feared that the League would nullify the Monroe Doctrine by limiting “the right of our people to govern themselves free from all restraint, legal or moral, of foreign powers.”

Although Wilson argued that the League of Nations would have no such power of restraint, Borah was unconvinced. He responded to Wilson’s argument by asking, “What will your League amount to if it does not contain powers that no one dreams of giving it?”

THINKING CRITICALLY

- 1. CONNECT TO HISTORY Summarizing** Both supporters and opponents of the League hoped to preserve peace. How did each group propose to secure peace for the United States?



SEE SKILLBUILDER HANDBOOK, PAGE R4.

- 2. CONNECT TO TODAY Identifying Problems** What are some contemporary arguments against United States participation in international organizations such as the United Nations or the World Court?

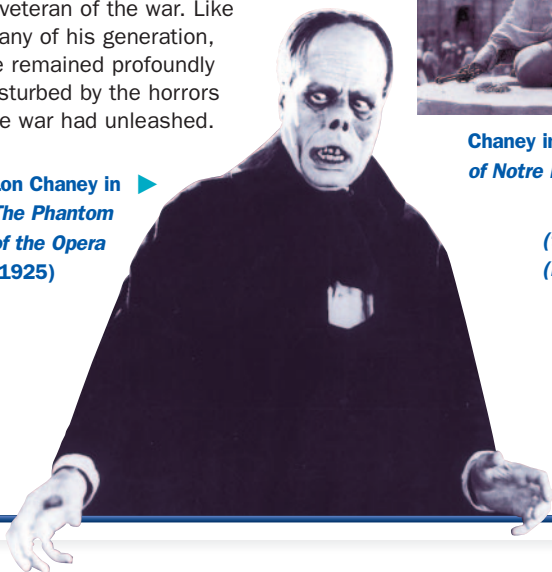
History Through *Film*

ECHOES OF THE GREAT WAR

In the 1920s and 1930s, a number of Hollywood horror films were influenced by memories of the Great War. *The Hunchback of Notre Dame* and *The Phantom of the Opera* featured men who, like many veterans, were forced to live with shameful disfigurements.

Other films recalled the war's bleak landscapes. For example, parts of the movie *Frankenstein* were filmed on the same sets as *All Quiet on the Western Front*, the famous war film. James Whale, who directed *Frankenstein*, was a veteran of the war. Like many of his generation, he remained profoundly disturbed by the horrors the war had unleashed.

Lon Chaney in *The Phantom of the Opera* (1925)



Chaney in *The Hunchback of Notre Dame* (1923)



(top) *All Quiet on the Western Front* (1930) ▲
(bottom) *Frankenstein* (1931)

SKILLBUILDER Interpreting Visual Sources

1. Why might the theme of human disfigurement be especially powerful to the generation that lived through World War I?
2. How do horror films of your time reflect specific fears and anxieties of the current generation?

SEE SKILLBUILDER HANDBOOK, PAGE R23.

WILSON REFUSES TO COMPROMISE Wilson unwisely ignored the Republican majority in the Senate when he chose the members of the American delegation. If he had been more willing to accept a compromise on the League, it would have been more likely that the Senate would have approved the treaty. Wilson, however, was exhausted from his efforts at Versailles.

Despite ill health, Wilson set out in September 1919 on an 8,000-mile tour. He delivered 34 speeches in about 3 weeks, explaining why the United States should join the League of Nations. On October 2, Wilson suffered a stroke (a ruptured blood vessel to the brain) and lay partially paralyzed for more than two months, unable to even meet with his cabinet. His once-powerful voice was no more than a thick whisper.

When the treaty came up for a vote in the Senate in November 1919, Senator Lodge introduced a number of amendments, the most important of which qualified the terms under which the United States would enter the League of Nations. It was feared that U.S. membership in the League would force the United States to form its foreign policy in accord with the League. Although the Senate rejected the amendments, it also failed to ratify the treaty.

Wilson refused to compromise. "I will not play for position," he proclaimed. "This is not a time for tactics. It is a time to stand square. I can stand defeat; I cannot stand retreat from conscientious duty." The treaty again came up for a vote in March 1920. The Senate again rejected the Lodge amendments—and again failed to muster enough votes for ratification.

The United States finally signed a separate treaty with Germany in 1921, after Wilson was no longer president. The United States never joined the League of Nations, but it maintained an unofficial observer at League meetings. 🕒

MAIN IDEA

Making Inferences

🕒 Why were some people afraid of the treaty's influence over American foreign policy?

The Legacy of the War

When World War I ended, many Americans looked forward to a return of what Warren G. Harding called “normalcy.” However, both the United States and the rest of the world had been utterly transformed by the war. At home, World War I had strengthened both the U.S. military and the power of government. It had also accelerated social change, especially for African Americans and women. In addition, the propaganda campaign had provoked powerful fears and antagonisms that were left unchanneled when the war finally came to an end.

In Europe the destruction and massive loss of life severely damaged social and political systems. In many countries the war created political instability and violence that persisted for decades. During the war years, the first Communist state was established in Russia, while after the war, militant fascist organizations seized control in Italy, Spain, and Germany.

Appalled by the scale of destruction, Americans began to call World War I “the war to end all wars,” in the hope that humanity would never again be willing to fight such a war. However, unresolved issues in Europe would eventually drag America into an even wider war. The Treaty of Versailles had settled nothing. In fact, some Europeans longed to resume the fight. The ominous shape of things to come emerged in the writings of an Austrian named Adolf Hitler, an angry veteran of World War I: “It cannot be that two million [Germans] should have fallen in vain. . . . No, we do not pardon, we demand—vengeance!” Two decades after the end of the Great War, Adolf Hitler’s desire for vengeance would plunge the world into an even greater war, in which the United States would play a leading role.

Vocabulary

fascist:

characteristic of or relating to fascism, a system of totalitarian government

Domestic Consequences of World War I

- accelerated America’s emergence as the world’s greatest industrial power
- contributed to the movement of African Americans to Northern cities
- intensified anti-immigrant and anti-radical sentiments among mainstream Americans
- brought over one million women into the work force



ASSESSMENT

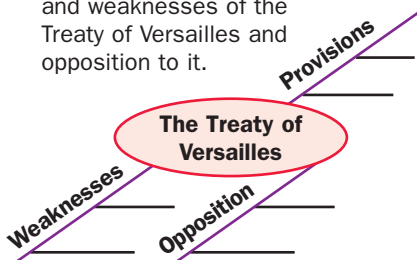
1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- Fourteen Points
- League of Nations
- Georges Clemenceau
- David Lloyd George
- Treaty of Versailles
- reparations
- war-guilt clause
- Henry Cabot Lodge

MAIN IDEA

2. TAKING NOTES (11.9.3)

Re-create the spider diagram shown below. Fill in the web with information about the provisions and weaknesses of the Treaty of Versailles and opposition to it.



Do you think Congress should have rejected the treaty?

CRITICAL THINKING

3. DEVELOPING HISTORICAL PERSPECTIVE (REP 1)

Why didn’t the Treaty of Versailles lay the foundations for a lasting peace?

4. SUMMARIZING (REP 1)

Why did so many Americans oppose the Treaty of Versailles?

5. HYPOTHESIZING (REP 1)

Predict Germany’s reaction to the Treaty of Versailles. Give reasons for your predictions.

Think About:

- what Germans thought of the war-guilt clause
- German reaction to reparations
- how Germans felt about the loss of territory

America in World Affairs

The United States has not always been as involved in world affairs as it is today. Throughout its history, the nation's foreign policy has swung back and forth between a commitment to involvement with the world and the desire for isolation. "Steer clear of permanent alliances," George Washington cautioned Americans in his Farewell Address of 1796. Washington's warning to the young nation became a theme of government policy for the next hundred years, as domestic issues dominated Americans' attention.

In the late 1800s, however, Americans began to look outward to the larger world. The country had reached the limits of its continental expansion and stretched from ocean to ocean. As its economic power grew stronger, the United States became more involved in the affairs of its neighbors in the Western Hemisphere.

1823–1898

THE UNITED STATES AND LATIN AMERICA ►

Throughout the 19th century, the United States expanded its influence in the Western Hemisphere. The Monroe Doctrine was intended to diminish European interference. After the Civil War, American trade with Latin America, including the Spanish colony of Cuba, grew. In fact, the United States traded more heavily with Cuba than Spain did.

When the Cubans rebelled against Spain, Americans sympathized with the rebels. After the battleship U.S.S. *Maine* sank in the Cuban harbor of Havana, Americans blamed the Spanish, and Congress declared war. After defeating the Spanish, the United States extended its influence in territories such as Puerto Rico, Panama, and Mexico. A new expansionist era had begun.



1917–1939

◀ INVOLVEMENT AND ISOLATIONISM

Before World War I, the United States had generally limited its military involvement to the Western Hemisphere. As the war in Europe progressed, this position became impossible to maintain, as German U-boats increasingly threatened American lives. In spite of fierce opposition from isolationists, the United States joined World War I in 1917. U.S. involvement in the conflict greatly strengthened its armed forces and revealed the nation's military potential.

After the war, the United States returned to a policy of isolationism. A decade later, as European dictators began menacing other European countries, American public opinion was sharply divided. Many argued that the best way to preserve American democracy was to stay out of war in Europe. It took Japan's attack on Pearl Harbor, Hawaii, in 1941 to force the United States into World War II.

CALIFORNIA STANDARDS

11.4.2 Describe the Spanish-American War and U.S. expansion in the South Pacific.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.



This statue of Lenin, the leader of the 1917 Russian Revolution, was toppled by Latvian citizens in 1991.



U.S. forces in Vietnam in 1968

1945–1991

▲ THE COLD WAR

After World War II, tensions between the United States and Communist countries like the Soviet Union and China developed into a nonmilitary conflict known as the Cold War. During the Cold War, which lasted for nearly 50 years, the United States and the Soviet Union competed to extend their political and economic influence. In some parts of the world, such as Korea and Vietnam, the Cold War led to prolonged military warfare.

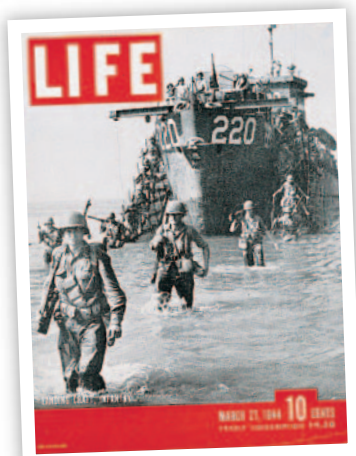
The great costs of these conflicts—both in money and in lives—led to renewed calls for isolationism. Nevertheless, the U.S. remained actively involved in the Cold War throughout the 1980s.

1939–1945

INVOLVEMENT IN EUROPE ▼

When the fascist threat to democracy became too great to ignore, the United States joined the Allies in fighting the Axis Powers during World War II. The United States and the Soviet Union emerged from the war as the two strongest military powers in the world. It was now impossible for the nation to return to isolationism. The United States took an active role in

rebuilding Europe through programs like the Marshall Plan and was instrumental in establishing the United Nations. The United States also stayed involved with Europe militarily during the Cold War as a member of the North Atlantic Treaty Organization (NATO).



THINKING CRITICALLY

CONNECT TO TODAY

1. Analyzing Motives What were America's motives for getting involved in each of the wars described on these two pages? Do you think these motives would be valid today?

SEE SKILLBUILDER HANDBOOK, PAGE R6.

CONNECT TO HISTORY

2. Writing About Wartime Experience Imagine that you are a reporter writing at the time about one of the wars in the 20th century. Interview someone you know—or look for information in the library or on the Internet—to find out how a soldier, nurse, cook, sailor, or pilot spent each day as part of the war effort. Write a feature article for a local newspaper, quoting that person.

VISUAL SUMMARY

THE FIRST WORLD WAR

LONG-TERM CAUSES

- Nationalist tensions in Europe
- Competition for colonies
- Arms races and militarism
- Formation of defense alliances

IMMEDIATE CAUSES

- Assassination of Franz Ferdinand
- Austria-Hungary's retaliation against Serbia
- Declarations of war between rival alliances
- Germany's invasion of Belgium

WORLD WAR I

IMMEDIATE EFFECTS

- Destruction and immense loss of life
- Revolution in Russia
- Social change in United States
- Allied victory over Central Powers
- Treaty of Versailles
- Formation of mandates (temporary colonies)
- League of Nations

LONG-TERM EFFECTS

- Breakup of empires
- U.S. policy of isolationism
- United States' emergence as global economic giant
- Rise of militant extremist parties in Europe
- Eruption of World War II

TERMS & NAMES

For each term or name below, write a sentence explaining its connection to World War I.

- | | |
|-----------------------------|--------------------------------|
| 1. nationalism | 6. armistice |
| 2. trench warfare | 7. Espionage and Sedition Acts |
| 3. Zimmermann note | 8. Great Migration |
| 4. Selective Service Act | 9. Fourteen Points |
| 5. General John J. Pershing | 10. Treaty of Versailles |

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

World War I Begins (pages 372–380)

1. What were the main reasons for U.S. involvement in the war? (HI 2)
2. Where did Germany begin its war offensive, and what happened there? (HI 2)

American Power Tips the Balance (pages 381–387)

3. How did the United States mobilize a strong military during World War I? (11.4.3)
4. What new weapons made fighting in World War I deadlier than fighting in previous wars? (HI 2)

The War at Home (pages 388–395)

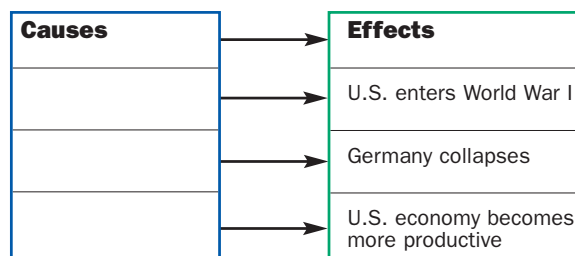
5. What methods did the U.S. government use to sell the war to the nation? (11.4.5)
6. What events during the war undermined civil liberties? (HI 2)

Wilson Fights for Peace (pages 398–403)

7. What were the major effects of the Treaty of Versailles? (HI 2)
8. How did Wilson's support for the League of Nations stand in the way of Senate support for the Treaty of Versailles? (11.4.5)

CRITICAL THINKING

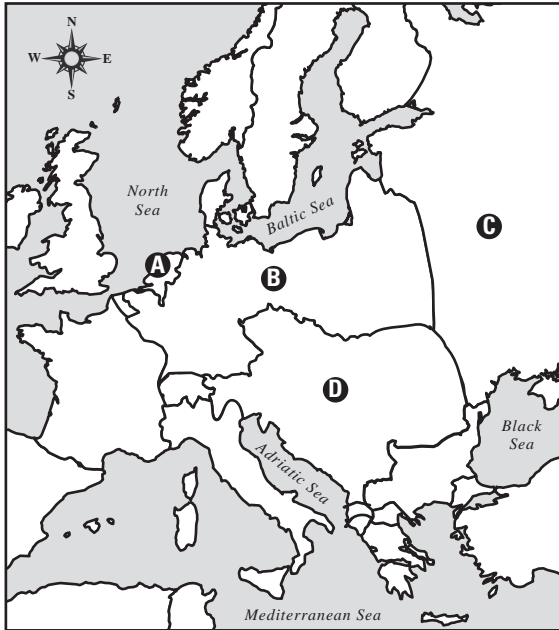
1. **USING YOUR NOTES** In a chart like the one shown, provide causes for the listed effects of World War I. (11.4.5)



2. **DEVELOPING HISTORICAL PERSPECTIVE** Between 1914 and 1920, Americans debated the role their country should have in world affairs. From the events of World War I, what might Americans have learned about intervention in the affairs of other nations? (REP 3)
3. **INTERPRETING MAPS** Look at the maps of Europe before and after World War I (page 400). Describe the changes in national boundaries after the Treaty of Versailles. (CST 3)

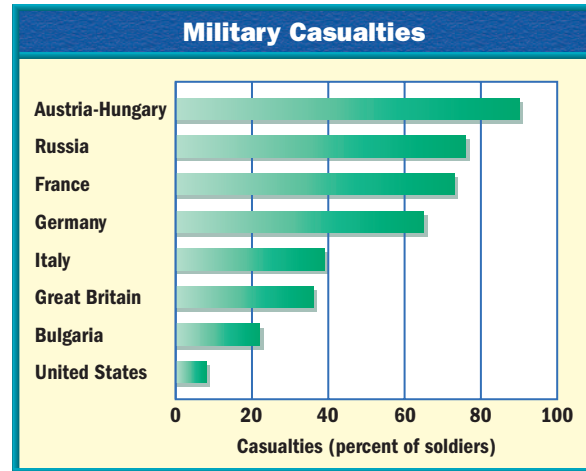
Standardized Test Practice

Use the map and your knowledge of United States history to answer question 1.



1. Which country was an ally of the United States during World War I? (11.4.5)
- country A
 - country B
 - country C
 - country D

Use the graph and your knowledge of United States history to answer question 2.



2. The countries with the greatest percentage of military casualties were— (11.4.5)
- members of the Allied Powers.
 - members of the Central Powers.
 - located far from the battlefield.
 - neighboring states.

ADDITIONAL TEST PRACTICE, pages S1–S33.

 **TEST PRACTICE** CLASSZONE.COM

ALTERNATIVE ASSESSMENT (HI 3, REP 4)

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 371:

Do you think America should enter the war?

Write a speech, arguing for or against American involvement in World War I. Use information from the chapter to support your argument. Give your speech to the class.

2. **VIDEO LEARNING FROM MEDIA** View the *American Stories* video “Ace of Aces: Eddie Rickenbacker and the First World War.” Discuss the following questions in a group; then do the activity.

- What is your impression of Eddie Rickenbacker?
- How did Rickenbacker adapt his skills and talents to wartime?

Cooperative Learning Activity Rickenbacker’s bravery and aviation skills made him a hero. What qualities make people heroes? Using stories and images from magazines and newspapers, make a list of current heroes on a chart for display in your classroom.