

The First WORLD WAR

THE BIG PICTURE

The United States tried to stay neutral when war swept Europe. After the United States joined the Allies in 1917, however, the government quickly mobilized the economy and built public support for the war.



California Standards

History-Social Sciences

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

Skills FOCUS

READING LIKE A HISTORIAN

Artist Frank Schoonover captured a spirit of optimism and determination in the faces of these young Allied soldiers in *Doughboys First*. (A "doughboy" is an infantry member.) The painting was one of a series painted for *The Ladies' Home Journal*.

Interpreting Visuals What do you think the artist wanted to accomplish with this painting?

See **Skills Handbook**, p. H30



August 1914

President Wilson declares American neutrality in World War I.



U.S.

1914

June 1914

Archduke Franz Ferdinand is killed in Sarajevo.



World



August 1914

German troops invade Belgium, and Great Britain declares war on Germany.

History's Impact video program

Watch the video to understand the impact of *Schenck v. United States*.



May 1915

German U-boat sinks the *Lusitania*, killing 128 Americans.

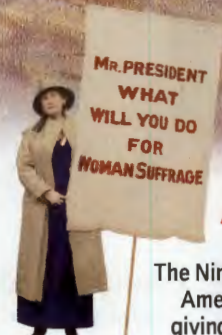


April 1917

President Wilson asks Congress to declare war against Germany.

January 1918

President Wilson presents his 14-point plan for world peace.



August 1920

The Nineteenth Amendment, giving women the right to vote, is ratified.

1915

February 1915

Germany sets up a submarine blockade of England.

1916

1917

November 1917

Lenin's Bolsheviks take control of Russia.

1918

November 11, 1918

The Allies and Germany sign an armistice.

1919

June 1919

The Treaty of Versailles officially ends World War I.



SECTION
1

A World Crisis

BEFORE YOU READ

MAIN IDEA

Rivalries among European nations led to the outbreak of war in 1914.

READING FOCUS

1. What were the causes of World War I?
2. How did the war break out?
3. Why did the war quickly reach a stalemate?

KEY TERMS AND PEOPLE

Archduke Franz Ferdinand
Kaiser Wilhelm II
militarism
Triple Alliance
Triple Entente
balance of power
Central Powers
Allied Powers
trench warfare



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



◀ Soldiers arrest Archduke Ferdinand's young assassin.

A WRONG TURN INTO History

THE INSIDE STORY

How does a 19-year-old start a world war? In 1912 Serbian teenager Gavrilo Princip joined the Black Hand terrorist organization. Princip wanted to free his home country, Bosnia and Herzegovina, from Austro-Hungarian rule. He was already a good shot with a pistol—a handy skill for a terrorist.

After years of training and planning, the Black Hand leaders came up with a terrorist plot that they hoped could lead to an independent Bosnia. They heard that **Archduke Franz Ferdinand** of Austria was going to visit the Bosnian

city of Sarajevo. The Black Hand ordered a team of assassins to kill the archduke.

On June 28, 1914, Princip and six other terrorists positioned themselves around Sarajevo as Ferdinand and his wife toured the city in a convertible sedan. Princip was hungry, so he went to buy a sandwich. As he stepped out of the sandwich shop, he could not believe his eyes. There, stopped in front of him, was the car carrying the archduke. Princip dropped his sandwich, reached for his pistol, and fired, killing the archduke and his wife. This single act would propel most of Europe into war within weeks. ■

Causes of World War I

Some 3,000 miles away from Sarajevo, most Americans cared little about the news of Archduke Franz Ferdinand's death. A North Dakota newspaper reported, "One archduke more or less makes little difference." In Europe, however, the death of this archduke made a huge difference. Most of Europe plunged into war within five short weeks. But how could one assassination start a world war?

Long before Princip fired his pistol, a series of political changes in Europe made war almost unavoidable. By 1914 Europe was ripe for war.

Nationalism Nationalism is an extreme pride or devotion that people feel for their country or culture. The spirit of nationalism led to the formation of new nations, such as Germany and Italy during the 1870s. It also led to competition for power.

This struggle for greater power was most visible in the Balkans, a region of southeastern Europe populated by a great number of ethnic groups. The Ottoman Empire, which had ruled the Balkans for hundreds of years, was starting to fall apart during the 1800s. The Austro-Hungarian Empire saw an opportunity to expand and began to push into the region, annexing provinces such as Bosnia and Herzegovina. Many Slavic peoples there, such as the Serbs, rejected the rule of these outsiders.

Some Serbs encouraged other Slavic peoples to revolt against Austria-Hungary, and they received support from Russia, another European power. Russia saw itself as the protector of the Slavs and argued with the Austro-Hungarian rulers about the future of Serbia and control of the Balkans. By the early 1900s tensions in the region were high.

Imperialism Austria-Hungary was not the only nation trying to expand during the late 1800s. Growing nationalism also led nations to compete for overseas colonies. This quest for colonial empires was known as imperialism.

By the late 1800s Great Britain and France already had colonial empires in Africa, the Middle East, and Asia. Colonies provided markets and rich natural resources, so the German emperor, **Kaiser Wilhelm II**, wanted colonies for Germany, too. And to get them, Germany would need a stronger military.

Militarism The world soon also saw the rise of **militarism**—the policy of military preparedness and building up weapons. In 1900 Germany began to build a navy that could take on the world's strongest sea power—Great Britain's Royal Navy.

At the same time, Germany had also enlarged its army. It supplied its troops with the latest weapons, including machine guns and larger artillery.

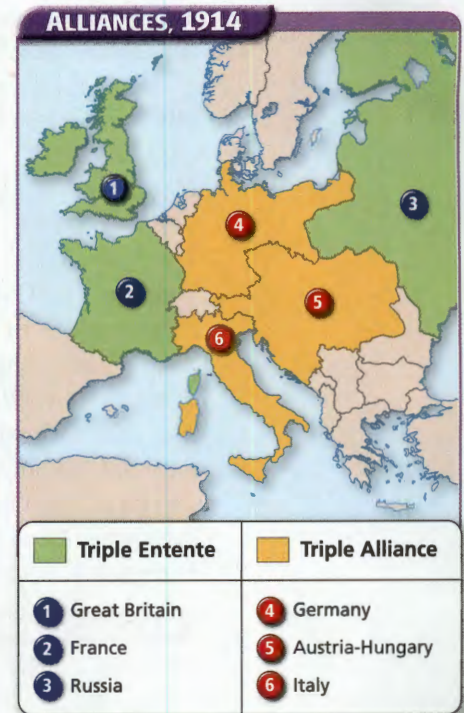
German army officials also began to draw up war strategies. One such strategy, the Schlieffen Plan, provided precise instructions for waging a two-front war against France and Russia at the same time. The Schlieffen Plan also called for a surprise invasion of France by passing through Belgium, with a subsequent attack on Russia.

Aware of Germany's growing supply of weapons, Great Britain, France, and Russia worried about Germany's intentions. Each country began to build its own military in order to defend itself should war break out.

Many Europeans believed that strong military forces would prevent countries from attacking one another. British admiral Jackie Fisher explained, "I am not for war, I am for peace. That is why I am for a supreme Navy. The supremacy of the British Navy is the best security for the peace of the world."

Alliances For protection, some nations formed alliances, or partnerships. These alliances were created to maintain peace, but they would lead Europe directly into war.

Germany formed a military alliance with Austria-Hungary and Italy. This alliance became known as the **Triple Alliance**. Fearful of Germany's growing power, France and Russia formed a secret alliance with each other. Meanwhile, Great Britain also began to worry about Germany's expanding navy and allied itself with France. Soon Britain, France, and Russia formed the **Triple Entente** (AHN-TAHNT).



ACADEMIC VOCABULARY

subsequent
following in time or order

The word *entente* come from French and means “understanding.”)

Some European leaders believed that these alliances created a **balance of power**, in which each nation or alliance had equal strength. Many leaders thought that the alliance system would help decrease the chances of war. They hoped that no single nation would attack another out of fear that the attacked nation’s allies would join the fight.

The assassination of Archduke Franz Ferdinand exposed the flaws in this thinking. The major European powers’ long history of national tensions, imperial rivalries, and military expansion proved too great for alliances to overcome. After this single attack on Austria-Hungary, Europe exploded into war.

READING CHECK **Summarizing** What issues led Europe to the brink of war in 1914?

War Breaks Out

After the assassination, Princip was immediately arrested. While investigating Princip’s background, Austro-Hungarian officials learned that the Serbian government had supplied the assassins with bombs and weapons. Furious, Austria-Hungary blamed Serbia for Ferdinand’s murder and declared war.

Russia had promised to protect Serbian Slavs. Therefore, the Russian army quickly began to mobilize, or prepare for war. Germany viewed Russia’s mobilization as an act of aggression against its ally Austria-Hungary and declared war on Russia. Then Germany declared war on France, Russia’s ally. All-out war was about to begin.

The Germans take Belgium Germany made the first move in the war, following the Schlieffen Plan. On August 4, 1914, German troops crossed the border into the neutral country of Belgium. Kaiser Wilhelm II believed Germany needed to make this first move in order to catch Belgium and France by surprise.

Germany’s invasion of Belgium drew a new, powerful nation into the conflict. Because the British had pledged to defend Belgium, Great Britain declared war on Germany.

With the entry of Great Britain into the war, most of the major powers of Europe had chosen sides. On one side were Germany,

Austria-Hungary, and the Ottoman Empire, fighting together as the **Central Powers**.

On the other side of the conflict were Great Britain, France, and Russia, who united as the **Allied Powers**, or Allies. Before the conflict’s end, another 30 nations, including Italy, would join in what became known as the Great War. Later generations would call it World War I.

At first the Schlieffen Plan worked well for Germany. With only six divisions of troops, Belgian forces were no match for the 38 divisions of the German army, totaling a massive 700,000 soldiers. The tiny Belgian army fought bravely and put up an unexpectedly strong defense, but they were only able to delay the German advance briefly.

The German attack on Belgium was fierce. Germans burned entire villages to the ground. Civilians caught in the fighting, including women and children, were executed. German field marshal Helmuth von Moltke admitted,

MAJOR BATTLES

QUICK
FACTS

- 1 Battle of Tannenberg, Aug. 1914**
Russia’s worst defeat in World War I
- 2 1st Battle of the Marne, Sept. 1914**
Allies halted the German advance and saved Paris from occupation
- 3 1st Battle of Ypres, Oct.–Nov. 1914**
Last major German offensive until 1918
- 3 3rd Battle of Ypres (Passchendaele), July–Nov. 1917**
British forces advanced just five miles at a cost of about 300,000 lives
- 4 Battle of Gallipoli, April–Dec. 1915**
Failed attempt of the Allies to knock the Ottoman Empire out of World War I
- 5 Battle of Verdun, Feb.–Dec. 1916**
Longest battle of World War I with huge loss of life
- 6 Battle of the Somme, July–Nov. 1916**
First major offensive for the British; remembered for its staggering loss of life
- 7 Battle of Caporetto, Oct.–Nov. 1917**
Tremendous victory for the Central Powers

“Our advance in Belgium is certainly brutal... all who get in the way must take the consequences.”

A new kind of warfare Word of the German invasion of Belgium quickly spread to France and other European countries. French troops mobilized and rushed to meet the approaching German divisions. The French troops who marched to the front looked much

as French soldiers had looked more than 40 years earlier, wearing bright red uniforms and heavy brass helmets. The Germans, on the other hand, dressed in gray uniforms that worked as camouflage to help them blend into the battlefield.

French war strategy had also not changed much since the 1800s. In Belgium, French soldiers marched row by row onto the battlefield. With bayonets mounted to their field rifles,

Interactive Map

WORLD WAR I, 1914–1917

- Allied Powers
- Central Powers
- Neutral nations
- German U-boat activity
- ➔ Allied Powers advance
- ➔ Central Powers advance
- Furthest Central Powers advance
- ★ Allied Powers victory
- ★ Central Powers victory
- ★ Undecided outcome

0 150 300 Miles
0 150 300 Kilometers
Lambert azimuthal equal-area projection



GEOGRAPHY SKILLS INTERPRETING MAPS

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Interactive Map
Keyword: SE7 CH8

Location Where was the Western Front of the war located at this time? What were the outcomes of the major battles fought there?
Movement Describe the movement of the Central Powers. Why did the war have two fronts?
See **Skills Handbook**, p. H20

they were prepared for close combat with the Germans. But when French officers drew their swords and ordered their troops to charge, they were met by a hail of machine gun bullets.

The French military had purchased a small number of machine guns and other new weapons such as the 75-millimeter artillery gun. They were not prepared for Germany's massive firepower.

A well-trained German machine gun team could set up its equipment in just four seconds, and each machine gun's firepower equaled that of 50 to 100 French rifles. Machine guns could fire up to 600 bullets per minute and mow down thousands of troops. In early battles, some 15,000 French soldiers died per day. In short, the Germans were prepared to fight a new kind of war. The French were not.

Many European leaders thought that these modern advances in military technology would result in a short war. German military advisers confidently predicted that France would be defeated in two months.

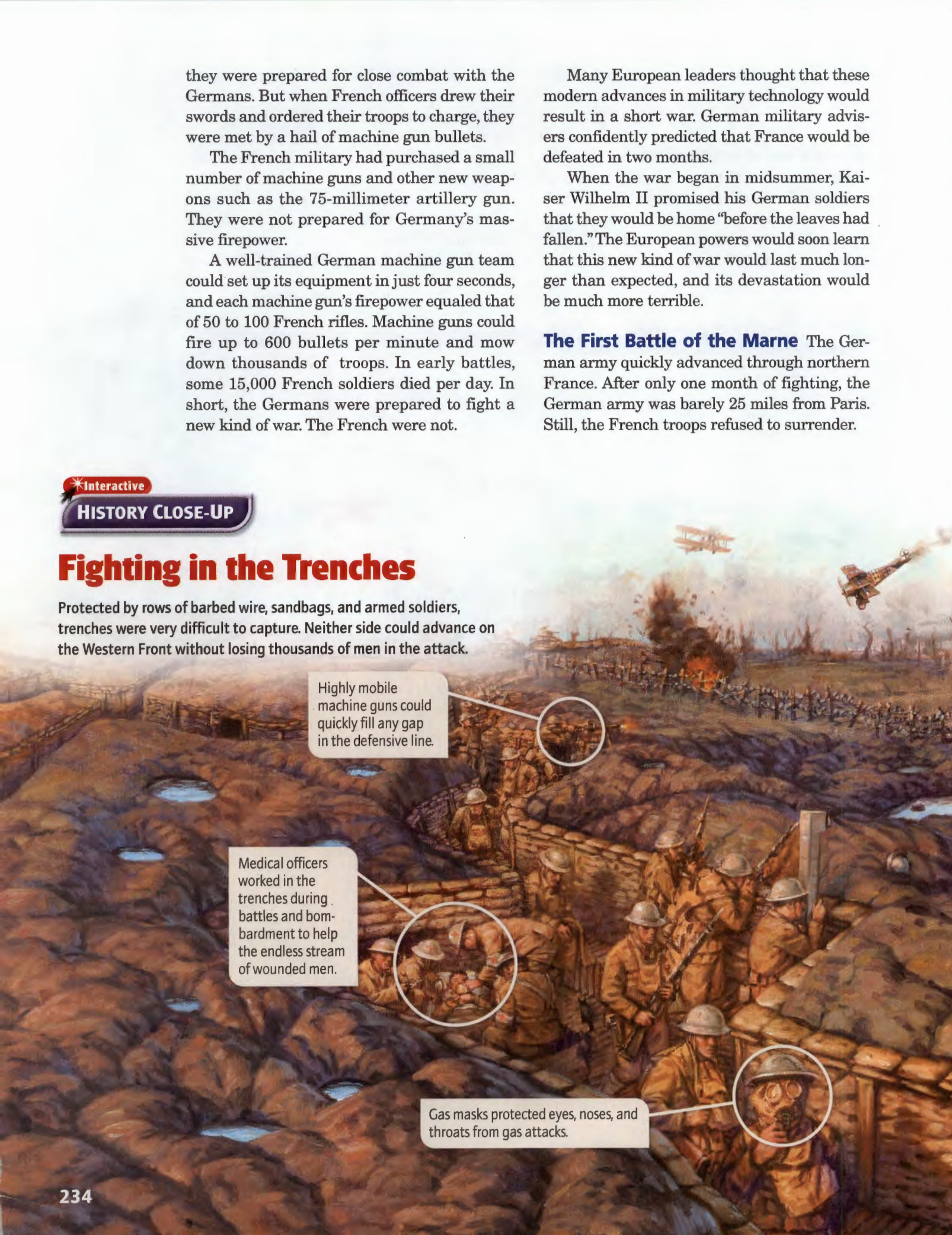
When the war began in midsummer, Kaiser Wilhelm II promised his German soldiers that they would be home "before the leaves had fallen." The European powers would soon learn that this new kind of war would last much longer than expected, and its devastation would be much more terrible.

The First Battle of the Marne The German army quickly advanced through northern France. After only one month of fighting, the German army was barely 25 miles from Paris. Still, the French troops refused to surrender.

Interactive
HISTORY CLOSE-UP

Fighting in the Trenches

Protected by rows of barbed wire, sandbags, and armed soldiers, trenches were very difficult to capture. Neither side could advance on the Western Front without losing thousands of men in the attack.



Highly mobile machine guns could quickly fill any gap in the defensive line.

Medical officers worked in the trenches during battles and bombardment to help the endless stream of wounded men.

Gas masks protected eyes, noses, and throats from gas attacks.

Desperate for a victory, the French launched a daring counterattack along the Marne River east of Paris on September 7, 1914. In what became known as the First Battle of the Marne, 2 million men fought along a battlefront that stretched 125 miles. After five days and 250,000 lives lost, the French had rallied and pushed the Germans back some 40 miles.

The French had paid a heavy price. A French journalist walking on the battlefield saw what he thought was a field of red poppies. However, these bright patches of red were actually the uniforms of countless fallen French troops.


Despite the cost of the French counterattack, it helped the Allies by giving Russia more time to mobilize for war. Once Russia mobilized, Germany had to pull some of its troops out of France. It needed those troops to fight Russia

along the Eastern Front, which stretched from the Black Sea to the Baltic Sea.

READING CHECK **Drawing Conclusions** Why was World War I considered a new kind of war?

The War Reaches a Stalemate

The First Battle of the Marne ended in a standoff. Both French and German soldiers dug trenches, or deep ditches, to seek protection from enemy fire and to defend their positions. By the late fall of 1914, two massive systems of trenches stretched for some 400 miles across western Europe. These battle lines of the Western Front extended from Switzerland to the North Sea.



Tanks could flatten barbed wire, cross enemy trenches, and act as shields for the infantry.

Airplanes helped ground units direct artillery fire with great accuracy.

Troops needed to cross no-man's-land, the area between opposing lines, to attack the enemy, but there they were unprotected from enemy fire.

Soldiers threw hand grenades into no-man's-land at advancing troops.

Skills FOCUS

INTERPRETING INFOGRAPHICS

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Interactive

Keyword: SE7 CH8

- 1. Drawing Conclusions** What was the military tactic of the trench system? What soldiers' needs were met in the trenches?
- 2. Making Inferences** How do you think soldiers' morale would fare after they spent months in the trenches? Explain your reasoning.

See **Skills Handbook**, p. H18

The Battle of the Somme

The British made little progress against the Germans' heavy barbed wire and trenches during the Battle of the Somme. After months of fighting, they had advanced only six miles, and hundreds of thousands of soldiers had lost their lives (see table below).

SOMME STATISTICS

Duration of battle: July 1–Nov. 18, 1916

Total Allied casualties: about 630,000

British casualties on day 1: about 57,000

Total German casualties: about 650,000



THE IMPACT TODAY

Science and Technology

Since World War I, improvements in technology have made trench warfare nearly obsolete. Because the military today uses long-distance weapons, radar, and air surveillance, there is less direct combat.

Fighting in the trenches Trench warfare, or fighting from trenches, was not a new strategy. Years earlier American armies had dug trenches during some Civil War battles, including Petersburg. In other wars, armies had dug some trenches in Asia decades before World War I.

However, no soldiers had ever experienced trench warfare on the scale that European forces now did. All across the Western Front, soldiers lived in the trenches, surrounded by machine gun fire, flying grenades, and exploding artillery shells.

Many European military officers thought that a well-motivated army could easily capture the enemy's trenches. They were wrong. Opposing forces had their machine guns aimed at enemy trenches at all times. Any time a helmet or rifle appeared along the trench line, the opposing troops would fire.

Occasionally, soldiers would go over the top to fire at the enemy, but this meant they also lost the protection the trench provided. Soldiers would jump out of their trenches and run across the area between opposing trenches—called no-man's-land—as quickly as they could to attack the other side. But as they ran, thousands of men were chopped down by enemy machine gun fire. No-man's-land became littered with bodies.

As a result, neither the Allies nor the Germans were able to make significant advances. Trench warfare created a stalemate, or deadlock. With the fighting bogged down, both the Allied and Central Powers began looking for new ways to gain an advantage. Many of these new strategies involved the use of new weapons and technology.

New weapons Scientists for both the Allied and Central Powers developed new weapons during World War I in an attempt to win an advantage. German military scientists had been experimenting with poisonous gas as a possible weapon to defeat the Allies.

Although gas seemed to be a breakthrough in military technology, actually using the poisonous gas as a weapon on the battlefield remained a very risky maneuver. Soldiers did not know how much gas to use in an attack. Moreover, a quick change in wind direction could blow the gas back into the troops who had launched it.

The German military eventually found ways to overcome these obstacles, however. In April 1915 German soldiers fired canisters of poisonous gas into Allied trenches. A yellow-green cloud of chlorine gas miles wide enveloped the Allied soldiers. The gas quickly destroyed the soldiers' lungs, and many of them panicked.

Some traditional military officers felt that using poisonous gas was an unfair and barbaric way to fight the war. Even the German commander at the April 1915 attack regretted using the gas, saying, "The plan of poisoning the enemy with gas just as if they were rats . . . disgusted me."

Nevertheless, the Allies could not let the Germans gain an advantage. So British and French forces soon began to develop and use the poisonous gas in their attacks against the Germans as well.

Gas, however, had little effect on the outcome of battles. Soldiers on both sides began to carry gas masks for protection against this new kind of chemical warfare. The gas masks worked well. As long as the soldiers could see the colored gas cloud approaching, they could survive a poisonous gas attack simply by putting on their gas masks.

Once again facing a stalemate, both the Allied and Central Powers began to look for other weapons that could help them win the war. British forces soon developed a motorized armored tank which could maneuver through the dangerous no-man's-land.

These tanks, however, had limited success. In the first battle in which tanks were used, 18 out of 48 tanks became stuck in the mud. Although the tanks frightened the German

troops, German military planners were not as impressed. They soon developed strategies to destroy the tanks with artillery fire.

Airplanes proved to be even more useful than tanks. Both sides used airplanes to map enemy positions and trenches and to attack the trenches from above. At first, airplane pilots dropped bricks and heavy objects on enemy troops. Soon, mechanics also figured out how to mount machine guns on planes and launch bombs from the air.

Skilled French and British pilots, or aces, fought German pilots in spectacular air battles called dogfights. Using daring rolls and dives, Allied pilots dueled German aces such as the notorious Baron Manfred von Richthofen, who was known as the Red Baron. The Red Baron shot down 80 Allied planes before he himself was finally shot down in 1918.

Nevertheless, none of the new technologies used in battle gave the Allied or Central Powers the advantage they hoped for. The miserable form of battle known as trench warfare continued. Clearly something would have to change before either side could declare victory in the war.

READING CHECK **Summarizing** Why were the new weapons not very effective in ending trench warfare?

SECTION 1 ASSESSMENT

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Online Quiz

Keyword: SE7 HP8

HSS 11.4.5

Reviewing Ideas, Terms, and People

1. **a. Identify** What was militarism?
b. Explain How did the assassination of Archduke Franz Ferdinand lead so many nations into war?
c. Elaborate Why do you think that European nations were willing to go to war so quickly?
2. **a. Recall** What kinds of military technology were new in World War I?
b. Draw Conclusions At the beginning of the war, how did the new military technology affect the way European leaders thought about the war?
c. Evaluate Was it reasonable for European leaders to believe the war would be quick? Why or why not?
3. **a. Identify** What was trench warfare?
b. Draw Conclusions How did trench warfare affect the progress of the war?
c. Elaborate How did soldiers try to overcome the limitations of trench warfare?

Critical Thinking

4. **Identifying Cause and Effect** Copy the chart below and record the four main causes of World War I. Below each cause list two supporting examples.

| | | | | |
|---------|--|--|--|--|
| Cause | | | | |
| Example | | | | |
| Example | | | | |

FOCUS ON WRITING

ELA W.1.1

5. **Persuasive** Write a letter to the editor of a newspaper that argues either for or against using poison gas and other new military technologies in World War I. Write your letter as if you are a soldier in the war. Use information from the chapter to support your position.

The United States in World War I

BEFORE YOU READ

MAIN IDEA

The United States helped turn the tide for an Allied victory.

READING FOCUS

1. Why did the United States try to stay neutral in the war?
2. Which events showed that America was heading into war?
3. What contributions did Americans make in Europe?
4. How did the war end?

KEY TERMS AND PEOPLE

Lusitania
isolationism
U-boats
Sussex pledge
Zimmermann Note
Selective Service Act
convoy system
Communists



HSS 11.4.4 Explain Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.

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

THE INSIDE STORY

Would you travel into a war zone? In New York Harbor on Saturday, May 1, 1915, some 1,900 passengers

and crew boarded the British luxury ship *Lusitania* and headed for a war zone. The ship's destination was Great Britain. A spokesperson for the ship's company reassured the nervous passengers, "The *Lusitania* ... is too fast for any German submarine."

In the early afternoon of May 7, 1915, the *Lusitania* approached the British Isles. Crew member Leslie Morton spotted ominous air bubbles and streaks in the water below. He grabbed a megaphone and shouted, "Torpedoes coming!" But it was too late. A torpedo slammed into the ship's right side. Passengers scrambled for life jackets and lifeboats when the ship began to lean and take on water. As the *Lusitania* slid beneath the waves, parents tried to hold their children above water. Some even tied their children to deck chairs and

wreckage in a futile attempt to save them. As Morton later described the scene, "The turmoil of passengers and life jackets, many people losing hold on the deck and slipping down and over the side ... [created] a horrible and bizarre orchestra of death."

The *Lusitania* sank only 18 minutes after it was torpedoed. About 1,200 people died. Among the dead were 128 Americans. ■

Sailing INTO WAR

► The sinking of the *Lusitania* killed more than 1,200 people.



United States Stays Neutral

Before the sinking of the *Lusitania*, Americans thought of the war as a European conflict that had little effect on life in the United States. Just after the war began, President Woodrow Wilson declared that the United States would remain **neutral**. Wilson's response to the war reflected a long-standing American tradition of **isolationism**—a policy of not being involved in the affairs of other nations.

Leaning toward the Allies Privately, Wilson favored the Allied cause. He was extremely concerned about Germany's war tactics and its invasion of Belgium. Furthermore, the United States historically had greater political, cultural, and commercial ties to Great Britain and France than to Germany.

Financially, the United States was far from neutral. The British fleet had blockaded German ports and transportation routes, and few American businesses could sell goods to German forces. It was far easier, however, to supply the Allies. By 1917 Britain was purchasing nearly \$75 million worth of war goods from American businesses each week.

German submarine warfare Germany suffered greatly under the British blockade, and the German navy began to develop a plan to strike back at Great Britain. Germany planned to wage its naval war with **U-boats**—small submarines named after the German word *Unterseeboot*, which means “undersea boat.”

In February 1915 the German government announced that the waters around Great Britain would be a war zone in which Germany would destroy all enemy ships. Germany warned the United States that neutral ships might be attacked as well. This policy of having submarines attack all ships was called unrestricted submarine warfare.

The German plan for unrestricted submarine warfare angered most Americans. Wilson believed that Germany's actions violated the laws of neutrality. He warned Germany that he would hold the nation responsible if American lives were lost. Tensions between the United States and Germany were rising.

READING CHECK

Drawing Conclusions

Why did American businesses do more business with the Allies than with Germany?

FACES OF HISTORY

Woodrow WILSON

1856–1924



Woodrow Wilson is best known for his peace-making efforts during and after World War I. In fact, Wilson wanted to avoid entering the

war at all, but Germany soon challenged American neutrality. In stirring words, Wilson asked Congress for a declaration of war. “The world must be made safe for democracy,” he said. “Its peace must be planted upon the tested foundations of political liberty.”

After the war Wilson once again addressed Congress, this time with a plan for keeping peace in the postwar world. His Fourteen Points speech called for a League of Nations, an organization for cooperation between countries. Wilson's support of the League of Nations earned him the Nobel Prize for Peace in 1919.

Interpret What did Wilson want to accomplish after World War I?

Heading Toward War

As you read in the “Inside Story,” the American public was outraged by the 1915 sinking of the *Lusitania*. President Wilson demanded an end to unrestricted submarine warfare.

Facing international criticism, the German government agreed to attack only supply ships. But less than one year later, Germany attacked the French passenger ship *Sussex* on March 24, 1916, killing about 80 people. After this attack, Wilson threatened to end diplomatic relations with Germany unless it stopped killing innocent civilians. German officials feared that the United States might enter the war, so Germany issued the **Sussex pledge**, which included a promise not to sink merchant vessels “without warning and without saving human lives.”

Wilson's re-election As he campaigned during the election of 1916, Wilson assured Americans that he would not send their sons to die in Europe. Wilson's chief rival, Republican candidate Charles Evans Hughes, took a stronger pro-war stance. The election was very close. In the end, Wilson won by little more than 3 percent of the popular vote.

Once re-elected, Wilson began to work for a peace settlement. In January 1917 he asked the Allied and Central Powers to accept a “peace without victory.” This request angered

ACADEMIC VOCABULARY

neutral not aligned with either side in a war or dispute

the Allies. They blamed the Central Powers for starting the war and wanted them to pay for wartime damage and destruction.

Any hope for peace ended when Germany resumed unrestricted submarine warfare on February 1, 1917. Two days later, the United States ended diplomatic relations with Germany. Wilson asked Congress for the authority to install guns on U.S. merchant ships.

The Zimmermann Note Meanwhile, German foreign secretary Arthur Zimmermann sent a telegram to a German official in Mexico. The **Zimmermann Note** proposed an alliance between Germany and Mexico. “We shall make war together, make peace together,” the telegram offered. “[In exchange] Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona.” The Germans hoped that an American war with Mexico would keep the United States out of the war in Europe. Since Mexico expressed no interest in fighting, this German strategy backfired.

The British had intercepted the Zimmermann Note, decoded it, and sent it to American officials. On March 1, American newspapers printed excerpts from the telegram. More Americans began to call for war against Germany. Yet Wilson continued to resist, hoping to bring about a lasting peace in Europe.

The United States declares war In mid-March, dramatic events in Russia raised new questions for the United States. An uprising in Russia forced Czar Nicholas II to give up his absolute power over the government. Rebel leaders set up a government based on republican ideals.

These changes made Russia more democratic but also raised questions about how long the new Russian government would continue to fight on the Eastern Front. Many Americans—who believed that the American role in world politics should be to promote democracy—became more supportive of the Allies and the war after the Russian czar lost power.

Then in mid-March 1917, German U-boats sank three American merchant ships. Outraged about the violation of American neutrality, President Wilson called a meeting with his cabinet. Each cabinet member argued for war. On April 2, Wilson asked Congress to declare war on Germany so that the world could “be made safe for democracy.”

HISTORY'S VOICES

“We shall fight for the things which we have always carried nearest our hearts, for democracy ... [and to] bring peace and safety to all nations and make the world itself at last free.”

—Woodrow Wilson, Speech to Congress, April 2, 1917

From Neutrality to War

Remaining Neutral

Below, a German U-boat prowls the seas. President Wilson opposed the use of unrestricted submarine warfare, but he campaigned for re-election in 1916 (right) with promises to keep America out of the war.



Congress approved President Wilson's request. On April 6, 1917, the United States joined the war on the side of the Allies.

READING CHECK

Drawing Conclusions

How did the United States respond to war in Europe?

Americans in Europe

Now the United States military began quickly preparing for battle. An army needed to be raised, new recruits needed to be trained for combat, and troops and supplies needed to be shipped to the front.

Raising an army On May 18, 1917, Congress passed the **Selective Service Act**, which required men between the ages of 21 and 30 to register to be drafted into the armed forces. Most young men willingly participated in the draft. A small number of men asked to be classified as conscientious objectors—members of certain religious groups, such as the Quakers, whose moral or religious beliefs prevented them from fighting in a war. But few local draft boards accepted their applications. Once rejected, these men had to take combat positions or face prison.

In the summer of 1917, the new recruits reported for training but found almost nothing

ready for them. Many soldiers slept in tents until barracks could be hastily built. Supplies had been ordered but had not yet arrived.

Nevertheless, the training was intense. New recruits spent most of their days learning military rules and practices, marching, and preparing for inspections. Because of a shortage of rifles, they practiced with wooden sticks. Instead of horses, the trainees pretended to ride wooden barrels.

African American soldiers were segregated into separate divisions and trained in separate camps. Many white Army officers and southern politicians objected to the training of African American soldiers to use weapons. They feared that these black soldiers might pose a threat after the war. Because of these beliefs, only a few black regiments were trained for combat.

Latinos also experienced discrimination. Some Hispanic soldiers faced scorn from other American troops and were often assigned menial tasks. Some Latinos who were eager to serve in the war did not speak English fluently. The federal government did not reject them. Instead, the military established special programs in New Mexico and Georgia to help them improve their English skills. After completing such training, the soldiers would fight alongside other American troops.

THE IMPACT TODAY

Government

The Selective Service Act remains in effect today. All men between the ages of 18 and 25 must register to be selected randomly for military service. However, the draft has not been instituted since 1973.

Joining the War

After the United States declared war in 1917, General John J. Pershing led U.S. forces in Europe. Below, Pershing arrives in France with the first soldiers. He spent months establishing the American Expeditionary Forces (right) and setting up communications and supply lines.



Arriving in Europe The American soldiers who went overseas formed the American Expeditionary Forces (AEF), led by General John J. Pershing. The AEF included soldiers from the regular army, the National Guard, and a new larger force of volunteers and draftees.

The first U.S. troops arrived in France in late June 1917. To transport forces safely, Pershing relied on the **convoy system**, in which troop-transport ships were surrounded by destroyers or cruisers for protection. The convoy system reduced the number of ships sunk and limited the loss of troops and supplies.

When American troops arrived in France, the Allies' situation was grim. German troops occupied all of Belgium and part of northeastern France. Along the Eastern Front, Russia was struggling to defend itself against Germany. The Russians were facing famine and civil war. If Russia fell, many German troops could be sent to fight in France. The Allies desperately needed help and wanted the Americans to start fighting as soon as they arrived.

General Pershing had other plans. He wanted his soldiers to fight as American units and not as individuals in different European regiments. Pershing also wanted to give his troops more training. The American general believed that sending inexperienced soldiers

into battle was the same as sending them to die. As a result, Pershing sent his troops to training camps in eastern France.

Allied setbacks Meanwhile, the Allies suffered another blow. In November 1917 a group known as the Bolsheviks took control of Russia's government. The Bolsheviks were **Communists**—people who seek the equal distribution of wealth and the end of all private property. The new government, led by Vladimir Ilich Lenin, withdrew the Russian army from the Eastern Front and signed a peace agreement with the Central Powers. Now Germany was free to focus on fighting in the west.

In March 1918, German soldiers launched a series of tremendous offensives against the Allies. The Germans were backed by some 6,000 artillery pieces, including "Big Berthas"—massive guns capable of firing a 2,100-pound shell almost 75 miles. By late May the Germans had pushed the Allies back to the Marne River, just 70 miles northeast of Paris.

U.S. troops in action Almost 12 months after arriving in France, American troops finally saw combat. Reaching the front lines, they quickly learned the Allied war strategy. They dug extensive trenches to protect themselves from German gunfire. When Company A

From Neutrality to War, *continued*

Fighting in the War

In June 1918, Belleau Wood, France, became the proving grounds for American soldiers (below). Although a U.S. victory, 8,000 American casualties at the Battle of Belleau Wood made it America's bloodiest battle thus far in the war.



of the 82nd Division reached the front lines, for example, its members had to dig 3,000 yards of trenches and set up 12,000 yards of barbed wire. The soldiers worked in the middle of the night to avoid detection by the enemy. As dawn broke, the exhausted soldiers returned to their temporary shelters. They were covered in mud, and their uniforms were torn to shreds by barbed wire.

Life in the trenches was a painful ordeal. The soldiers stood in deep mud as rats ran across their feet. Enemy planes dropped bombs, artillery shells exploded nearby, and clouds of mustard gas floated into the trenches. "It was an eerie feeling down in that dugout [trench]," one soldier recalled. "No one knew what was going to happen next."

The American troops were a major **factor** in the war. While defending Paris in June 1918, U.S. troops helped the French stop the Germans at Chateau-Thierry. In northern France, a division of U.S. Marines recaptured the forest of Belleau Wood and two nearby villages. After fierce fighting, the Allies finally halted the German advance. Paris was saved.

American military women The vast majority of Americans who served in the military were men, but some women also signed up to serve overseas. The U.S. Army Signal Corps

recruited French-speaking American women to serve as switchboard operators. Known as the Hello Girls, they served a crucial role in keeping communications open between the front line and the headquarters of the American Expeditionary Forces.

During the war, more than 20,000 nurses served in the U.S. Army in the United States and overseas. Women also served in the navy and marines, usually as typists and bookkeepers, although some became radio operators, electricians, or telegraphers.

READING CHECK Identifying the Main Idea

Why did it take so long for U.S. troops to enter combat?

ACADEMIC VOCABULARY

factor something that contributes to a result

The War Ends

On July 15, 1918, the Germans launched their last, desperate offensive at the Second Battle of the Marne. During the fighting, the U.S. 3rd Division blew up every bridge the Germans had built across the Marne. The German army retreated on August 3, having suffered some 150,000 casualties.

The Allies began a counterattack in September 1918. For the first time, Americans fought as a separate army. The AEF defeated German troops at Mihiel, near the French-German border.



Harlem Hell Fighters

About 42,000 African American soldiers served in combat positions in World War I. The 369th Infantry, also known as the Harlem Hell Fighters, served a record 191 days in the trenches. They fought alongside the French in the 1918 Battle of Meuse-Argonne. After the war, the French awarded the entire unit the Croix de Guerre, a prestigious medal for bravery.



GEOGRAPHY SKILLS INTERPRETING MAPS

Movement How did the battles at Cantigny, Belleau Wood, Chateau-Thierry, and the Marne affect the German advance?

See **Skills Handbook**, p. H20



Alvin York's bravery—and capture of 132 Germans—made him the most famous hero of the war.

After the victory, the Allies continued their advance toward the French city of Sedan on the Belgian border. The railway there was the main supply line for German forces. Other Allied forces advanced all along the front.

For more than a month the Allies pushed northward through the rugged Argonne Forest, facing artillery explosions and deadly machine gun fire every step of the way. In the Battle of the Argonne Forest the Americans suffered

some 120,000 casualties. By November, however, the Allies reached and occupied the hills around Sedan.

The armistice By late 1918 the war was crippling the German economy; many civilians lacked food and supplies. Food riots and strikes erupted in Germany, and revolution swept across Austria-Hungary. The Central Powers had difficulty encouraging their soldiers to fight. Some soldiers even ran away.

Lacking the will to keep fighting, the Central Powers began to surrender. In early November, Austria-Hungary signed a peace

agreement with the Allies. On November 7 a German delegation entered French territory to begin peace negotiations.

The Allies demanded that Germany leave all territories it had occupied. Germany surrendered its aircraft, heavy artillery, tanks, and U-boats. The Allies also forced Germany to allow Allied troops to occupy some German territory. On November 11, 1918, the armistice went into effect, and the guns of war fell silent. An Allied soldier later described the moment when the Great War ended.

HISTORY'S VOICES

“There came a second of expectant silence, and then a curious rippling sound ... It was the sound of men cheering from the Vosges [mountain range] to the sea.”

—John Buchan, *The King's Grace*, 1935

War tragedies muted some of the celebration. When asked what the armistice meant, one British soldier replied, “Time to bury the dead.” People around the world had grown weary of death. Some 8.5 million people had been killed. People everywhere hoped that the Great War would be “the war to end all wars.” World leaders soon turned their attention to healing what the American writer W.E.B. Du Bois referred to as the “wounded world.”

READING CHECK

Sequencing What events led to the armistice?

SECTION 2 ASSESSMENT

go.hrw.com

Online Quiz

Keyword: SE7 HP8

HSS 11.4.4, 11.4.5

Reviewing Ideas, Terms, and People

- a. Define** What was isolationism?

b. Explain Why did the United States pursue a policy of isolationism?

c. Elaborate How did Germany's actions make the United States begin to consider abandoning isolationism?
- a. Recall** What was the Zimmermann Note?

b. Draw Conclusions How did the Zimmermann Note affect American public opinion about the war?

c. Evaluate Which event do you think was the most significant in convincing Americans to join the war? Why?
- a. Identify** What was the convoy system?

b. Explain What effect did U.S. troops have on the outcome of the war?
- a. Describe** What was the Battle of the Argonne Forest?

- b. Analyze** How did the economic effects of the war help bring an end to the fighting?

Critical Thinking

- Identifying Cause and Effect** Copy the timeline below. Using information from the section, place on the timeline the major events that led the United States to declare war against Germany.



FOCUS ON WRITING

ELA W.1.1

- Expository** What caused the United States to enter World War I? Write a short paragraph in which you explain the events that led the United States to declare war.



American Literature

Ernest Hemingway (1899–1961)

About the Reading Ernest Hemingway based his novel *A Farewell to Arms* (1929) on his experiences as an ambulance driver for the American Red Cross in World War I. His novel tells the story of Frederic Henry, an American serving with the Italian ambulance service, who falls in love with Catherine Barkley, a British nurse. In the following passage Frederic describes an atmosphere of confusion and uncertainty as he works to help the wounded.

AS YOU READ Notice how the narrator remains distant from the "great battle."

Excerpt from

A Farewell to Arms

by Ernest Hemingway

The wounded were coming into the post, some were carried on stretchers, some walking and some were brought on the backs of men that came across the field. They were wet to the skin and all were scared. We filled two cars with stretcher cases as they came up from the cellar of the post and as I shut the door of the second car and fastened it I felt the rain on my face turn to snow. The flakes were coming heavy and fast in the rain.

When daylight came the storm was still blowing but the snow had stopped. It had melted as it fell on the wet ground and now it was raining again. There was another attack just after daylight but it was unsuccessful. We expected an attack all day but it did not come until the sun was going down. The bombardment started to the south below the long wooded ridge where the Austrian guns were concentrated. We expected a bombardment but it did not come. It was getting dark. Guns were firing from the field behind the village and the shells, going away, had a comfortable sound.

We heard that the attack to the south had been unsuccessful. They did not attack that night but we heard that they had broken through to the north.



American snipers on the outskirts of a French town take potshots at German soldiers from the shelter of a shattered building.

In the night word came that we were to prepare to retreat. The captain at the post told me this. He had it from the Brigade. A little while later he came from the telephone and said it was a lie. The Brigade had received orders that the line of the Bainsizza should be held no matter what happened. I asked about the break through and he said he had heard at the Brigade that the Austrians had broken though the twenty-seventh arms corps up toward Caporetto. There had been a great battle in the north all day.

Skills Focus

HSS 11.4.5, ELA R3.5

READING LIKE A HISTORIAN

- 1. Drawing Conclusions** How reliable is the information about the distant battle that the narrator receives?
- 2. Literature as Historical Evidence** What larger statement do you think Hemingway is trying to make about the nature of warfare in the twentieth century?

See **Skills Handbook**, pp. H12, H32

The Home Front

BEFORE YOU READ

MAIN IDEA

The United States mobilized a variety of resources to wage World War I.

READING FOCUS

1. How did the government mobilize the economy for the war effort?
2. How did workers mobilize on the home front?
3. How did the government try to influence public opinion about the war?

KEY TERMS AND PEOPLE

Liberty bonds
Bernard Baruch
National War Labor Board
Committee on Public Information
George Creel
propaganda
Schenck v. United States



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

Pocketbook PATRIOTISM

THE INSIDE STORY

What was a Liberty bond? When the United States entered the war in 1917, President Wilson called on everyone to join the war effort. To help pay for the war, he launched four drives to sell **Liberty bonds**. The bonds, like today's government savings bonds, were a form of loan to the government. In schools, children filled Liberty Books with 25-cent stamps until they were full and could be exchanged for a bond. The slogan was "Lick a Stamp and Lick the Kaiser."

Campaigns to sell bonds were intense. Organizers sent out workers to sell in workplaces, neighborhoods, and theaters. Celebrities from movie stars to baseball players to opera singers appeared at rallies flanked by doughboys in uniform and asked their audiences to buy bonds. Some of the largest rallies were held in Manhattan. In one skit, movie actor Douglas Fairbanks—known for playing swashbuckling heroes—wore boxing gloves labeled Victory and Liberty Bonds as he knocked out the Kaiser.

Artists and advertising experts produced slogans and colorful propaganda posters. They appealed to patriotism, fear, or sympathy for war victims in Europe. One famous poster showed a woman refugee and her children. It read: "Must Children Die and Mothers Plead in Vain—Buy More Liberty Bonds." Another showed a smiling little girl hugging a bond: "My daddy bought me a government bond of the Third Liberty Loan. Did Yours?" In all, the bond drives brought in almost \$17 billion. ■



Mobilizing the Economy

Going to war was an enormous—and enormously expensive—undertaking. One of the first things that President Wilson and his advisers had to do after joining the war was figure out how to pay for it. First, Congress passed the War Revenue Act of 1917. This law established very high taxes and taxed the wealthiest Americans as much as 77 percent of their annual incomes. It increased federal revenues by 400 percent within two years.

The government also borrowed money to pay for the war. The national debt grew from \$1.2 billion in 1916 to \$25.5 billion in 1919. More than \$20 billion of that debt was owed to Americans who had purchased Liberty bonds. These bonds were essentially a loan from the American people to the federal government.

Regulating industry To make sure that the troops received all the supplies they needed, the Wilson administration prepared the nation's industries for war. Congress created hundreds of administrative boards to regulate both industrial and agricultural production and distribution.

One of the most powerful boards was the War Industries Board (WIB). It had the

authority to regulate all materials needed in the war effort. Wall Street business leader **Bernard Baruch**, head of the WIB, explained the board's power: "No steel, copper, cement, rubber, or other basic materials could be used without our approval."

The policies and rules of the WIB managed to increase American industrial production by about 20 percent. The military could select any of the goods that were produced. Once the military's needs were met, any remaining goods could be used by civilians.

Regulating food To make sure that the troops would have plenty of food and supplies, Congress passed the Lever Food and Fuel Control Act. This law gave the government the power to set prices and establish production controls for food and for the fuels needed to run military machines.

Wilson's administration also created agencies to manage and increase food production. Herbert Hoover led the Food Administration, whose slogan was "Food Can Win the War." Hoover's goals were to increase the production of crops and to conserve existing food supplies for the military and for American allies.

Financing the War

Colorful posters that spoke to Americans' sense of patriotism (left), parades (below), and appeals by movie stars such as Charlie Chaplin, Mary Pickford, and Douglas Fairbanks (right), all encouraged the purchase of war bonds. *What other attempts did the government make to finance the war?*



In order to encourage wartime production, he promised farmers higher prices for their crops. Farm production soared.

Hoover asked Americans to plant vegetables at home in “victory gardens.” He also urged Americans to eat less by participating in “meatless Mondays” and “wheatless Wednesdays.” His efforts paid off. By 1918 the United States had so much surplus food that it exported three times as much food as it had prior to the war.

Another proposal to conserve food supplies was a prohibition, or ban, on alcohol. Most alcohol is made with food crops such as grapes and wheat. Days after entering the war, Congress limited the alcohol content of wine and beer so that these crops could be used for food production instead.

Some progressives tried to discourage Americans from drinking beer by linking German Americans to the brewing industry. The progressives hoped that anti-German feelings would lead Americans to stop drinking beer.

As the war continued, the temperance, or anti-alcohol, movement gained strength. In 1919 the Eighteenth Amendment was rati-

fied, banning the “manufacture, sale or transportation” of alcohol in the United States. In 1919 Congress passed the Volstead Act, giving the government the authority to enforce this prohibition on alcohol.

Regulating fuel After the passage of the Lever Food and Fuel Control Act, the Fuel Administration was established to set production goals and prices for fuels. Its purpose was to make sure that military needs for fuel could always be met.

Harry Garfield, the son of former president James A. Garfield, headed the Fuel Administration. To encourage fuel conservation, Garfield introduced daylight saving time in order to extend daylight hours for those who worked long shifts in the factories. He promoted fuel conservation in other ways, such as through publicity campaigns calling for “gasless Sundays” and “heatless Mondays.”

Supplying U.S. and Allied troops By creating these various boards and agencies, the federal government was quickly able to produce and collect the supplies needed for the

Working for the War Effort



war effort. It was not just American soldiers who benefited from these supplies. The United States also became the major supplier for the Allied Powers. During the war Great Britain alone received more than 1 billion rounds of ammunition, 1.2 million rifles, and more than half a million tons of explosives from the United States. The power of U.S. manufacturing and farming became a much-needed boost for the struggling Allies and a boost for the American economy as well.

READING CHECK

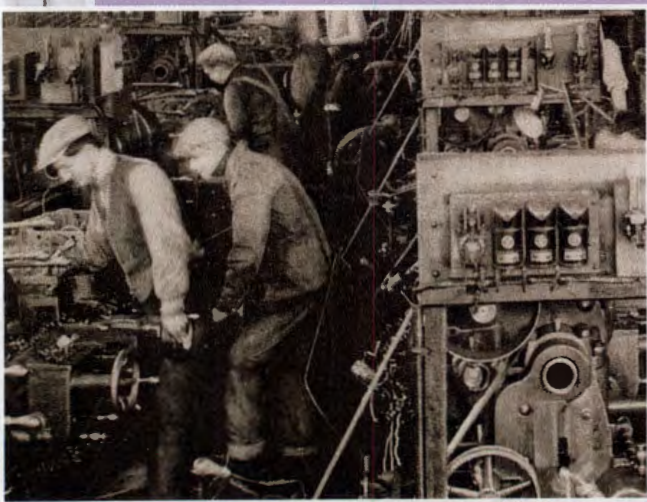
Drawing Conclusions

How did the Wilson administration change the U.S. economy for the war effort?

Mobilizing Workers

During the war, the profits of many major industrial corporations skyrocketed. This was because the corporations sold their products to the federal government. In turn, the federal government used those products in the war effort. In this way the war created enormous profits for stockholders of industries such as chemicals, oil, and steel.

Women in a gun factory (left) assemble soldiers' pistols in 1918. Below, men at a steel plant make shell casings in 1917. After many male workers went off to fight in the war, women supplied much-needed labor. **How did Wilson aid this transition?**



Wages for factory workers increased as well. The rising cost of food and housing, however, meant that workers were hardly better off than they had been before the war.

Meanwhile, war demands led to laborers working long hours, sometimes in increasingly dangerous conditions. The urgent need to produce materials for the war—and the great financial incentive for companies to do so—led to a faster pace of production.

These harsher working conditions led many workers to join labor unions. Union membership increased by about 60 percent between 1916 and 1919. Union activities boomed as well, with more than 6,000 strikes being held during the war.

National War Labor Board Massive industrial production was essential to the war effort. Leaders feared that industrial protests such as strikes would disrupt the war effort. To keep disruptions to a minimum, the Wilson administration created the **National War Labor Board** in 1918. This board judged disputes between workers and management. During the short time that the board was in operation (less than a year), it handled some 1,200 cases involving 700,000 workers.

The National War Labor Board also set policies that sought to improve working conditions for all Americans. The board established the eight-hour workday, urged that businesses recognize labor unions, and promoted equal pay for women who did equal work.

Women's war efforts As men left their jobs to fight on the war front, women moved into those jobs to keep the American economy moving. Women took on many jobs traditionally held by men. They worked on railroads, at docks, and in factories. They also built ships and airplanes.

Other women filled more traditional jobs, working as teachers and nurses. Some took on volunteer positions that ranged from helping to sell Liberty bonds to digging victory gardens. In all, about 1 million women entered the workforce during World War I. After the war ended, however, most women left the jobs they had taken. Many women left by choice, but others were forced to leave by employers who wanted to return the jobs to men who had served in the war.

Epidemics

In 1918 and 1919, an influenza epidemic killed millions of people, including some 675,000 Americans. Influenza also spread around the world, killing at least 20 million, and perhaps as many as 40 million people. Travelers carried the disease between countries.

In 2002 a respiratory virus called Severe Acute Respiratory Syndrome (SARS) emerged in China. It also spread to the United States. As with influenza in 1918, travelers are believed to have carried the disease.

Making Inferences How can travel affect the spread of disease?



Above, a traffic cop wears a mask to protect himself from the flu, 1918. Right, a researcher studies the SARS virus.



The contributions that women made to the war effort did not go unnoticed. Women's suffrage advocates used these contributions as further justification for granting women the vote. President Wilson also acknowledged women's role in the war effort.

HISTORY'S VOICES

“This war could not have been fought ... if it had not been for the services of women rendered in every sphere.”

—President Woodrow Wilson, 1918

Influenza epidemic on the home front

The war's effort was seriously affected by an extremely severe flu epidemic that broke out between 1918 and 1919. In Europe the disease quickly spread across the Western Front, where crowded and unsanitary trenches were perfect breeding grounds for the disease. In fact, of all the American troops who lost their lives in World War I, about half of them died from influenza.

Soldiers on the front lines, however, were not the only ones to suffer from influenza. On March 11, 1918, an army private in Kansas complained of flulike symptoms. By the end of that week, more than 500 soldiers had come down with influenza. By August, influenza was reported in Philadelphia and Boston.

This was no ordinary flu. Most forms of influenza were simply uncomfortable and unpleasant. But this form of influenza was deadly. It killed healthy people within days. During the month of October 1918 alone, influenza killed nearly 200,000 Americans.

Panicked city leaders canceled public gatherings, but the disease still spread. Rumors spread almost as quickly. Many people, such as Lieutenant Colonel Philip Doane, wrongly blamed Germans for causing the disease. Doane remarked, “It would be quite easy for one of these German agents to turn loose influenza germs in a theater or some other place where large numbers of persons are assembled.”

By the time this wave of influenza passed, some 675,000 Americans had lost their lives. It was the deadliest epidemic in U.S. history.

READING CHECK

Identifying the Main Idea

Why did the Wilson administration create the National War Labor Board?

Influencing Public Opinion

President Wilson moved quickly to build public support after Congress declared war. Many Americans had been in favor of the U.S. position of neutrality. Now Wilson had to convince these

THE IMPACT TODAY

Science and Technology

Scientists have reconstructed the 1918 influenza virus and found it to be a bird flu that was transmitted directly to humans. The research team analyzed lung tissue from two people who died in the 1918–1919 epidemic.

Americans that it was their duty to support the war. "It is not an army that we must shape for war ... it is a nation," he said.

Winning American support Wilson created the **Committee on Public Information** (CPI) less than two weeks after the United States declared war. He appointed newspaper reporter and political reformer **George Creel** to head the CPI.

Creel began a nationwide campaign of **propaganda**—posters, newspaper stories, speeches, and other materials designed to influence people's opinions. This campaign was meant to encourage Americans to support the war. Creel hired popular movie stars such as Mary Pickford and Douglas Fairbanks to speak on behalf of the war effort.

The CPI also hired artists to create patriotic posters and pamphlets. These posters included James Montgomery Flagg's famous image of Uncle Sam pointing to the viewer and demanding, "I Want You for the U.S. Army."

As many Americans became more patriotic and supportive of the war, some began to distrust all things German as well. Some tried to

eliminate all German influence from American culture. Many schools stopped teaching the German language to their students. Many symphonies stopped playing music written by German composers. Even German-sounding items were renamed to sound patriotic. For example, sauerkraut became liberty cabbage, dachshunds became liberty pups, and hamburger became known as liberty steak.

Anti-German feelings continued to grow after reports spread that secret agents from Germany were operating in the United States. In one of the worst acts of sabotage, German agents planted a bomb at a ship-loading terminal in New York City. The bomb destroyed \$20 million worth of supplies for the war, killed three dock workers, and shattered windows in buildings across lower Manhattan.

Acts such as these led some Americans to question the loyalty of German Americans in their communities. As a result, some German Americans experienced discrimination and violence. In April 1918, for example, a mob in Illinois lynched socialist coal miner Robert Prager because townspeople suspected him of being a German spy.

PRIMARY SOURCES

Propaganda Poster

To gain support for the war effort, officials in the United States hired skilled artists to create posters that would build public support and increase recruitment. This poster was designed by artist James Montgomery Flagg.

The use of the word *you* as well as Uncle Sam looking and pointing at the viewer makes it clear that the U.S. Army is asking each individual to serve.

Uncle Sam's red, white, and blue clothing tells young men that joining the army is an act of patriotism.

**Skills
FOCUS**

READING LIKE A HISTORIAN

- 1. Drawing Conclusions** What is the main message of this propaganda poster?
- 2. Interpreting Visuals** How effective do you think this poster was?

See **Skills Handbook**, p. H30



Limiting antiwar speech Prominent Americans, such as reformer Jane Addams and Senator Robert La Follette, spoke out against the war. Addams, a pacifist, also founded the Women's International League for Peace and Freedom. As the Wilson administration built public support, it also tried to limit this public opposition to the war.

In 1917 Congress passed the Espionage Act, which punished people for aiding the enemy or refusing military duty. The next year, Congress passed a related law called the Sedition Act. This law made it illegal for Americans to "utter, print, write, or publish any disloyal ... or abusive language" criticizing the government, the flag, or the military.

More than 1,000 opponents of the war were jailed under these laws. Robert Goldstein, who directed a film on the American Revolution called *The Spirit of '76*, was jailed for three years because he refused to remove scenes of British brutality from the movie.

In another case, Socialist Party leader Eugene V. Debs was sentenced to prison for 10 years for criticizing the United States government's prosecution of Americans under the Espionage Act. After the war ended, however, Debs was released from prison by a presidential order.

Some Americans believed that the Espionage Act and the Sedition Act violated the First Amendment. Others, however, thought these

laws were essential to protect military secrets, the safety of American soldiers, and the overall U.S. war effort.

The Supreme Court also struggled to interpret the Espionage Act and the Sedition Act. The defining case came when Charles Schenck, an official of the American Socialist Party, was convicted of violating the Espionage Act. Schenck had organized the printing and distribution of some 15,000 leaflets opposing government war policies. He challenged the conviction as a violation of his constitutional right to free speech.

In its first decision interpreting the First Amendment, the Supreme Court upheld Schenck's conviction. Justice Oliver Wendell Holmes Jr. wrote the Court's unanimous opinion in *Schenck v. United States*, explaining the limits to free speech.

In his written opinion, Holmes went on to explain that many things that can safely be said in peacetime can cause problems for the government and danger for soldiers in wartime. For that reason, Holmes argued, some limits needed to be placed on individual free-speech rights during wartime to ensure the country's overall safety. You will read more about *Schenck v. United States* on the following page.

READING CHECK

Drawing Conclusions

Why did the Wilson administration place wartime limitations on free speech?

SECTION 3 ASSESSMENT

HSS 11.4.5

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Online Quiz

Keyword: SE7 HP8

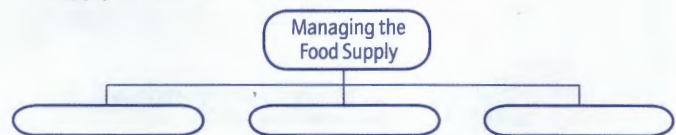
Reviewing Ideas, Terms, and People

1. **a. Identify** What were Liberty bonds?
b. Explain In what two ways did the United States pay for its war effort?
2. **a. Describe** What happened to the profits of many major corporations during the war?
b. Compare and Contrast Did workers prosper in the same way that major companies did during the war? Why or why not?
c. Elaborate Why would the government consider it necessary to get involved in disputes between workers and management?
3. **a. Recall** What was the Committee on Public Information?
b. Contrast How did the government try to persuade people to support the war and discourage them from opposing it?

- c. Evaluate** Was the government justified in trying to suppress opposition to the war? Why or why not?

Critical Thinking

4. **Identifying Supporting Details** Copy the chart below and record the ways in which the United States managed its food supply for the war effort.



FOCUS ON WRITING



ELA W1.1

5. **Expository** Write a short paragraph in which you explain the contributions American women made to the war effort.



LANDMARK SUPREME COURT CASES

Constitutional Issue: Freedom of Speech

Schenck v. United States (1919)

Why It Matters Schenck was the first major Supreme Court case to consider limits on the First Amendment right of free speech. According to the decision, speech can be limited when it poses a "clear and present danger."

Background of the Case

During World War I, the Espionage Act made it a crime to interfere with the war effort. Charles Schenck, general secretary of the American Socialist Party, distributed thousands of leaflets urging men to oppose the draft. Schenck was convicted of violating the Espionage Act, and he appealed. He argued that the First Amendment protected his right to speak out on this subject.

The Decision

The Supreme Court ruled unanimously against Schenck. Writing for the Court, Justice Oliver Wendell Holmes Jr. looked both at what Schenck said and at the circumstances in which he said it. The Constitution does not protect speech that causes danger to others. For example, the First Amendment

“... would not protect a man in falsely shouting ‘Fire’ in a theatre and causing a panic. . . . The question in every case is whether the words used . . . create a clear and present danger . . .”

— Justice Oliver Wendell Holmes Jr.

Certain things that might safely be said during peacetime could be dangerous when the country was at war. Congress can place some limits on the right of free speech in order to protect the country’s safety. Schenck’s intent was to interfere with the draft, and the First Amendment does not protect this activity.



THE IMPACT TODAY

War protesters march in California to mark the first anniversary of the 2003 invasion of Iraq. If this demonstration had taken place in 1919 or 1920, the group could have been arrested under the Espionage Act or the Sedition Act.

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Research Online

Keyword: SS Court

CRITICAL THINKING

- Analyze the Impact** Using the keyword above, research the decision in *Texas v. Johnson*. How do the facts in *Johnson* differ from those in *Schenck*? Why did the Court decide in Johnson’s favor?
- You Be the Judge** While U.S. troops were fighting in Vietnam, Afghanistan, and Iraq, some Americans argued that it is unpatriotic to oppose an ongoing war. Others said that the right to disagree with government policy is essential to democracy. Can Congress constitutionally restrict Americans’ right to speak against military actions? Explain your answer.

Peace without Victory

BEFORE YOU READ

MAIN IDEA:

The Allies determined the terms for peace in the post-war world.

READING FOCUS

1. What was President Wilson's Fourteen Points plan for peace?
2. What was resolved at the Paris Peace Conference?
3. Why did Congress fight over the treaty?
4. What was the impact of World War I on the United States and the world?

KEY TERMS AND PEOPLE

Fourteen Points
self-determination
League of Nations
David Lloyd George
Georges Clemenceau
Big Four
reparations
Treaty of Versailles
Henry Cabot Lodge



HSS 11.4.4 Explain Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.

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

THE INSIDE STORY

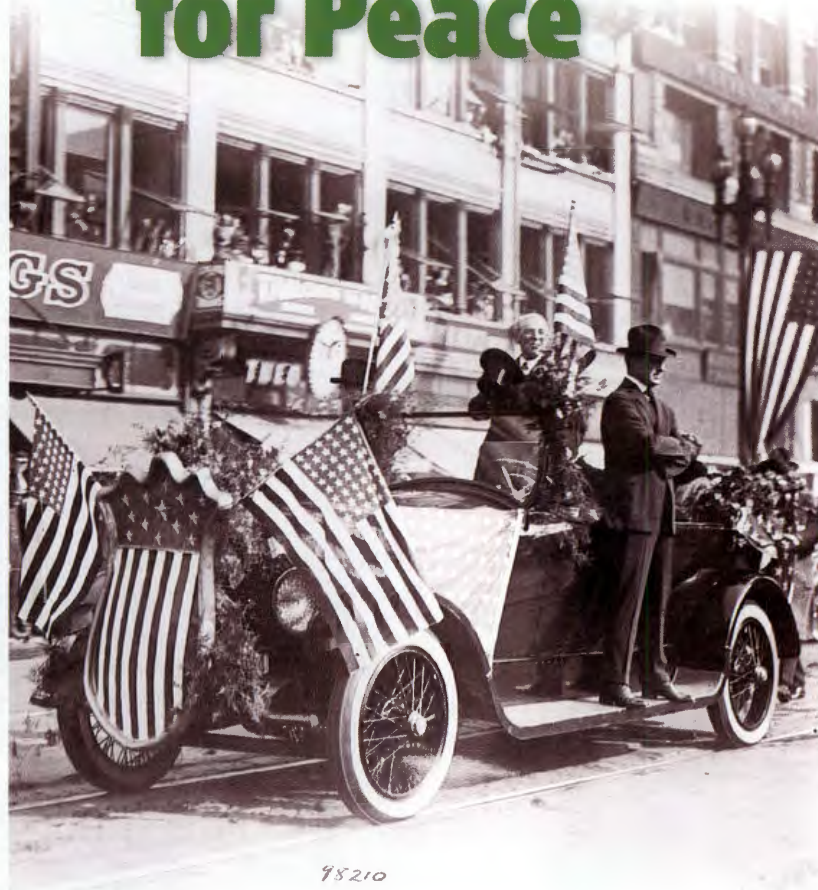
Will the treaty pass? President Woodrow Wilson had to make many compromises at the peace conference after World War I. The Treaty of Versailles did, however, include his greatest dream—a League of Nations, an international organization that would work to ensure peace. “America shall in truth show the way,” Wilson told the Senate, which still had to approve the treaty.

Although he was worn out, Wilson decided to go to the people for support. He set out on an exhausting cross-country speaking tour. In three weeks he traveled 8,000 miles by train from city to city, speaking several times a day. His speeches were eloquent, but they ignored some of the harsh provisions of the treaty. Western audiences were welcoming, which encouraged Wilson to push himself harder.

After speaking in Pueblo, Colorado, on September 25, 1919, Wilson collapsed. A few days later, after returning to Washington, he suffered a stroke that left him partially paralyzed. He carried on some duties but was an invalid, often angry and bitter, for the rest of his presidency. He cut off ties with old friends and political allies. He was openly angry at his opponents. He refused to compromise on changes, and the treaty was defeated. The United States never joined the League of Nations. Perhaps Wilson's only real reward was the 1919 Nobel Peace Prize, which called the League “a design for [bringing] a fundamental law of humanity into present-day international politics.” ■

► **President Wilson rides through the streets of San Francisco on his tour to promote the League of Nations.**

A Plan for Peace



The Fourteen Points

As World War I drew to a close, the scale of destruction and massive loss of life was shocking. President Woodrow Wilson wanted a “just and lasting peace” to ensure that a war like the Great War would never happen again.

Wilson outlined his vision of world peace in a speech he made to the U.S. Congress in January 1918, before the war ended. His plan for peace was called the **Fourteen Points**.

HISTORY'S VOICES

“What we demand ... is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression.”

—President Woodrow Wilson,
Fourteen Points speech, 1918

Wilson’s first four points called for open diplomacy, freedom of the seas, the removal of trade barriers, and the reduction of military arms. The fifth point proposed a fair system to resolve disputes over colonies. The next eight points dealt directly with **self-determination**, or the right of people to decide their own political status. For example, Wilson wanted the different ethnic groups within Austria-Hungary to be able to form their own nations.

The fourteenth point, which Wilson believed was the most important, called for the establishment of the **League of Nations**. The League would be an organization of nations that would work together to settle disputes, protect democracy, and prevent future wars.

The **components** of the Fourteen Points expressed a new philosophy for U.S. foreign policy. The Fourteen Points applied the principles of progressivism to foreign policy. The ideals of free trade, democracy, and self-determination sprang from the same ideals that Progressive reformers supported within the United States. Most importantly, the Fourteen Points declared that the foreign policy of a democratic nation should be based on morality—not just on what was best for that nation.

READING CHECK

Identifying the Main Idea

What did President Wilson hope to accomplish with his Fourteen Points?

Paris Peace Conference

President Wilson led the group of American negotiators who attended the peace conference that began in Paris in January 1919. By doing so, he became the first U.S. president to visit Europe while in office.

Republicans and others back home criticized Wilson’s decision to leave the country. They argued that it was more important for Wilson to stay and help the nation restore its economy after the war than to work toward peace in Europe.

Wilson had a dream of international peace, though, and he wanted to make that dream a reality. He believed that a lasting peace required a fair and unbiased leader, such as himself, to attend the Paris Peace Conference. Otherwise he felt sure that the European powers would continue to squabble over land and colonial rights.

The American delegation arrived in France a few weeks before the conference was scheduled to begin. President Wilson enjoyed a hero’s welcome in Paris, when thousands of Parisians lined the streets to cheer his arrival. Before the conference began, Wilson also traveled to London and Rome, and in each city, he received the same heartfelt welcome.

The conference opens The Paris Peace Conference began on January 12, 1919. Leaders from 32 nations—representing about three-quarters of the world’s population—attended the conference.

The leaders of the victorious Allies dominated the negotiations. Those leaders—President Woodrow Wilson of the United States, British prime minister **David Lloyd George**, French premier **Georges Clemenceau**, and Italian prime minister Vittorio Orlando—became known as the **Big Four**. Germany and the other Central Powers nations, however, were not invited to participate.

Conflicting needs The delegates arrived at the Paris Peace Conference with competing needs and desires. President Wilson had a vision of a better world where nations dealt with each other openly and traded with each other fairly, while at the same time reducing their arsenals of weapons. Many of the other Allies, however, wanted to punish Germany

THE IMPACT TODAY

Government

The League of Nations failed to prevent future wars, in part because the United States and Germany were not members. After World War II, the United Nations (UN) formed to solve many of the same problems. The United States has been a member of the UN since 1945.

ACADEMIC VOCABULARY

component a part of something

for its role in the war. Georges Clemenceau explained the French view in a speech at the conference in June 1919.

HISTORY'S VOICES

“The conduct of Germany is almost unexampled in human history. The terrible responsibility which lies at her doors can be seen in the fact that not less than seven million dead lie buried in Europe, while more than twenty million others carry upon them the evidence of wounds and sufferings, because Germany saw fit to gratify her [desire] for tyranny by resort to war.”

—Georges Clemenceau

Other leaders came to the Paris Peace Conference seeking independence. Some wanted to build new nations, such as Yugoslavia and Czechoslovakia. Delegates from Poland, which had been divided between Germany and Russia during the war, wanted to re-establish their nation. A young Vietnamese chef named Ho Chi

Minh who worked at the Paris Ritz hotel asked the peacemakers to grant his nation independence from France. Ho Chi Minh would later lead his people in taking Vietnamese independence by force.

The Treaty of Versailles The Allies eventually reached an agreement and presented their peace treaty to Germany in May. The final treaty was much harsher than Wilson had wanted. The treaty forced Germany to disarm its military forces. It required Germany to pay the Allies **reparations**—payments for damages and expenses caused by the war. This amount far exceeded what the German government could actually afford to pay. The Allies also demanded that Germany accept sole responsibility for starting the war.

The treaty did include some of Wilson’s Fourteen Points. It would establish a League of Nations. Some ethnic groups in parts of

Wilson’s Fourteen Points and the Treaty of Versailles

QUICK FACTS

Some—but not all—of President Wilson’s Fourteen Points were reflected in the Treaty of Versailles.

THE FOURTEEN POINTS

- 1 Public diplomatic negotiations and an end to secret treaties
- 2 Freedom of navigation on the seas
- 3 Free trade among nations
- 4 Reduction of armaments to the level needed for domestic safety
- 5 Fair resolution of colonial claims that arose because of the war
- 6 Evacuation of Russia and restoration of its conquered territories
- 7 Preservation of Belgium’s sovereignty
- 8 Restoration of France’s territory, including Alsace-Lorraine
- 9 Redrawing Italy’s borders according to nationalities
- 10 Divide up Austria-Hungary according to nationalities
- 11 Redraw the borders of the Balkan states according to nationalities
- 12 Self-determination for Turks and the other nationalities under Turkish rule
- 13 Creation of an independent Polish nation
- 14 Creation of a League of Nations

MAJOR PROVISIONS OF THE TREATY OF VERSAILLES

Military Changes

- Limited the German army to 100,000 men, with no tanks or heavy artillery.
- Limited the German navy to 15,000 men.
- Banned Germany from having an air force.

Territory Changes

- Required Germany to cede land to France, Denmark, Poland, Czechoslovakia, and Belgium.
- Required Germany to surrender all colonies to the control of the League of Nations.
- Germany and Austria were prohibited from uniting.

War-Guilt Provisions

- Held Germany solely responsible for all losses and damages suffered by the Allies during the war.
- Required Germany to pay reparations of 269 billion gold marks, later reduced to 132 billion.

Establishment of the League of Nations

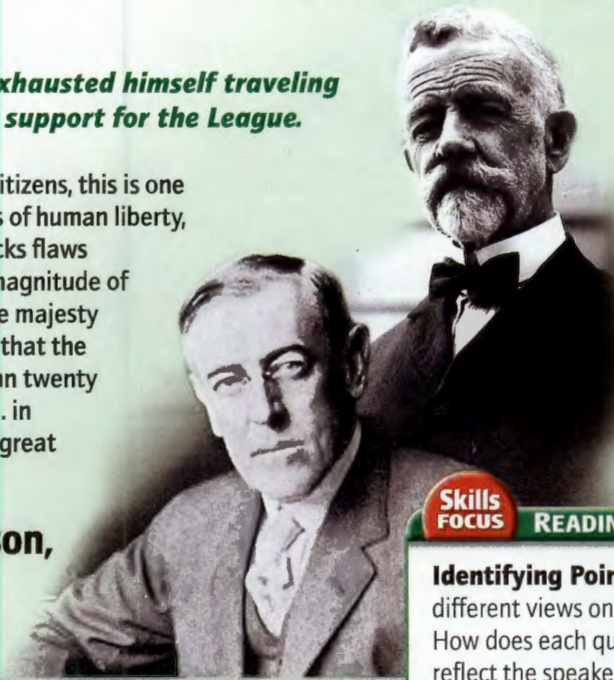
- Did not initially permit Germany to join the League.

The League of Nations

President Wilson exhausted himself traveling the country to win support for the League.

“ Why, my fellow citizens, this is one of the great charters of human liberty, and the man who picks flaws in it . . . forgets the magnitude of the thing, forgets the majesty of the thing, forgets that the counsels of more than twenty nations combined . . . in the adoption of this great instrument. ”

Woodrow Wilson,
1919



The man who most strongly voiced the opposition to the League was Senator Henry Cabot Lodge.

“ We would not have our politics distracted and embittered by the dissensions of other lands. We would not have our country’s vigour exhausted or her moral force abated, by everlasting meddling and muddling in every quarrel, great and small, which afflicts the world. ”

Henry Cabot Lodge, 1919

Skills Focus

READING LIKE A HISTORIAN

Identifying Points of View Wilson and Lodge had very different views on the role of the United States in the world. How does each quotation about the League of Nations reflect the speaker’s view of relationships between nations?

See **Skills Handbook**, p. H28–H29

Germany, Austria-Hungary, and Russia would receive the right of self-determination. The treaty would create nine new nations, including Czechoslovakia, Poland, and Yugoslavia. The Central Powers also had to surrender control of their colonies to the Allies. The treaty placed some of the colonies under the temporary control of Allied nations until the colonies were deemed ready for independence.

Germany strongly protested the terms of the treaty. Threatened with French military action, however, German officials signed the **Treaty of Versailles** on June 28, 1919. Wilson was disappointed at the treaty’s harshness but believed that the League of Nations could resolve any problems the treaty had created.

READING CHECK Summarizing How did the Allied leaders at the Paris Peace Conference react to the Fourteen Points?

The Fight over the Treaty

President Wilson returned to the United States on July 8, 1919, and formally presented

the treaty to the U.S. Senate two days later. Wilson needed the support of both Republican and Democratic senators to ratify, or approve, the treaty. The Republicans had won control of the Senate in 1918, and getting their support proved difficult for the Democratic president.

The senators quickly divided into three groups. The first consisted of Democrats who supported immediate ratification of the treaty. The second group was the so-called irreconcilables, who urged the outright rejection of U.S. participation in the League of Nations. The last group was the reservationists, who would ratify the treaty only if changes were made.

The reservationists focused their criticism on the part of the League of Nations charter that required its members to use military force to carry out the League’s decisions. Some Republicans believed that this conflicted with the constitutional power of the United States Congress to declare war. Senator **Henry Cabot Lodge**, head of the Committee on Foreign Relations, led the reservationists.

Wilson refused to compromise with the reservationists. He took his case directly to the



American people. In 22 days Wilson traveled 8,000 miles and gave 32 major speeches, urging the public to pressure Republican senators to ratify the treaty. He warned of serious consequences if the world's nations did not work together in the future.

HISTORY'S VOICES

“I can predict with absolute certainty that within another generation there will be another world war if the nations of the world do not concert [agree upon] the method by which to prevent it.”

—President Woodrow Wilson

As you read in the “Inside Story,” Wilson’s speaking schedule took a heavy toll on his health. After a speech in Pueblo, Colorado, on September 25, 1919, he collapsed. He suffered a stroke in early October and never fully recovered. Wilson spent the rest of his term living privately in the White House, cut off from everyone except his wife and his closest aides.

In November 1919, Senator Lodge presented the treaty to the U.S. Senate for ratification. He included a list of 14 reservations, or con-

cerns about the treaty. Wilson was unwilling to compromise. Following Wilson’s instructions, the Senate rejected Lodge’s revised treaty on November 19 and again in March 1920.

After Wilson left office in 1921, the United States signed separate peace treaties with Austria, Germany, and Hungary. The United States never joined the League of Nations. Without the United States, the League’s ability to keep world peace was uncertain.

READING CHECK Making Inferences Why did some Americans oppose the Treaty of Versailles?

The Impact of World War I

World War I was a devastating conflict that shocked the world with its staggering cost. By the end of the war, combat, disease, and starvation had killed more than 14 million people. The war left some 7 million men permanently disabled. The war had cost more than \$280 billion—significantly more than any previous war in history.

When the war ended, Americans were eager to return to normal life. But the war had changed the world, and there was no going back to the way things had once been.

Political impact The consequences of World War I were felt far beyond the battlefield. The war led to the overthrow of the monarchies in Russia, Austria-Hungary, Germany, and the Ottoman Empire. It contributed to the rise of the Bolsheviks to power in Russia in 1917. It fanned the flames of revolts against colonialism in the Middle East and in Southeast Asia.

Economic impact World War I devastated European economies. As a result, the United States emerged as the world's leading economic power.

Despite this new financial power, the United States still faced economic challenges at home. The demand for consumer goods increased as Americans raced to buy items that had been in short supply during the war. This increased demand led to inflation, and many Americans struggled to afford ordinary, day-to-day items.

Farmers, who had increased production to meet the needs of European markets during the war, were particularly hard hit when postwar markets no longer need to buy their food. Despite these economic setbacks, most Americans looked forward to the new decade as a time of peace and prosperity.

Social impact The war had drawn more than a million women into the American workforce. Their service to the nation contributed to the passage of the Nineteenth Amendment in 1919, which gave women the right to vote. In 1920 the states ratified the amendment.

The war also encouraged many African Americans to move to northern cities in search of factory work. This changed the population patterns of northern cities and led to new and often uneasy race relations.

Impact in Europe The effects of the war in Europe were devastating. European nations had lost almost an entire generation of young men. France, where most of the combat took place, was in ruins. Great Britain was deeply in debt to the United States and lost its position as the world's financial center. The reparations imposed on Germany by the Treaty of Versailles were crippling.

World War I would not be the “war to end all wars,” as many had hoped. Too many issues were left unresolved, and too much anger and hostility would remain. Within a generation, conflict would again break out in Europe, pulling the United States and the rest of the world back into war.

READING CHECK **Summarizing** What economic effects did World War I have on the United States?

SECTION 4 ASSESSMENT

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Online Quiz

Keyword: SE7 HP8

HSS 11.4.4, 11.4.5

Reviewing Ideas, Terms, and People

1. **a. Define** What was Wilson's Fourteen Points plan?
 - b. Explain** Why did Wilson believe the Fourteen Points should be the basis for peace talks?
 - c. Elaborate** How did the Fourteen Points explain a new philosophy of U.S. foreign policy?
2. **a. Recall** What are reparations?
 - b. Contrast** Why did the other Allies reject much of Wilson's plan?
 - c. Evaluate** Whose plan do you believe was most justified—Wilson's or the other Allies? Explain.
3. **a. Identify** Who were the reservationists in the U.S. Senate?
 - b. Drawing Conclusions** Why did the reservationists believe that some provisions of the League of Nations were dangerous?
 - c. Predict** What might be the consequence of the United States not joining the League of Nations?

4. **a. Describe** What are two ways in which World War I made a political impact on the world?
 - b. Analyzing Information** How did World War I propel the United States into a position of greater power in the world?

Critical Thinking

5. **Compare** Copy the chart below and record examples of the major ways in which World War I had a lasting impact.

| | Political Impact | Economic Impact | Social Impact |
|---------------|------------------|-----------------|---------------|
| United States | | | |
| The World | | | |

FOCUS ON WRITING

ELA W.1.1

6. **Persuasive** Should the United States have joined the League of Nations? Write a paragraph supporting your position.

Perspectives on Trench Warfare



HSS 11.4.5

Historical Context The three documents below provide different perspectives of trench warfare in World War I.

Task Read the selections and answer the questions that follow. Then write an essay about soldiers' experiences in trench warfare, using facts from the documents provided and from the chapter to support the position you take in your thesis statement.

DOCUMENT 1

In 1929 German author Erich Maria Remarque wrote *All Quiet on the Western Front*, an autobiographical account of the war that became the most celebrated novel of its time. Remarque immigrated to the United States in 1939 after his books were banned by the Nazis and his citizenship was revoked. In the excerpt below, the book's main character, a soldier in whose voice the novel is told, describes a visit home on a leave. Here, he is visiting his mother who is ill in bed.

Suddenly my mother seizes hold of my hand and asks falteringly: "Was it very bad out there, Paul?"

Mother, what should I answer to that! You would not understand, and never realize it. And you never should realize it. Was it bad, you ask.—You, Mother,—I shake my head and say: "No, Mother, not so very. There are always a lot of us together so it isn't so bad."

"Yes, but Heinrich Bredemeyer was here just lately and he said it was terrible out there now, with the gas and all the rest of it."

It is my mother who says that. She says: "With the gas and all the rest of it." She does not know what she is saying, she is merely anxious for me. Should I tell her how we once found three enemy trenches with their garrison all stiff as though stricken with apoplexy? Against the parapet, in the dug-outs, just where they were, the men stood and lay about, with blue faces, dead.

"No, Mother, that's only talk," I answer, "there's not very much in what Bredemeyer says."

DOCUMENT 2

Stull Holt was an American soldier in World War I, fighting in the trenches of France. Below is a letter he wrote home after a frightening experience in which he left his trench and was knocked down by a shell. His gas mask fell off and he was affected by the poison gas.

Sept. 1, 1917

Dear Lois,

At last the long delayed and promised letter. You mustn't complain tho because I wrote to no one . . .

I had a very close call with gas . . . I and this other fellow crawled in a trench alongside the road and waited. We huddled there a long time getting splashed several times by mud thrown by shells exploding, when gas shells started to come in great numbers . . . We started crawling throwing ourselves flat, crawling again (gas masks on of course) . . . I was about buried by a shell and a few seconds later a big gas shell went off within 20 ft of me. Something hit me on the head, making a big dent in my helmet . . . I was dazed, knocked down and my gas mask knocked off. I got several breathes of the strong solution right from the shell before it got diluted with much air. If it hadn't been for the fellow with me I probably wouldn't be writing this letter because I couldn't see, my eyes were running water and burning, so was my nose and I could hardly breathe. I gasped, choked and felt the extreme terror of the man who goes under in the water and will clutch at a straw. The fellow with me grabbed me and led me the hundred yards or so to the post . . . where I felt alright again in a few hours . . . I think the hardest thing I ever did was to go back alone the next night."

DOCUMENT 3

This photograph from March 17, 1918, shows U.S. troops of the 168th infantry in the trenches near the town of Badonville, France.



Skills FOCUS

HSS Analysis HI1, HI3

READING LIKE A HISTORIAN

- a. Recall** Refer to Document 1. What does the soldier think to himself and not tell his mother?
 - b. Interpret** *All Quiet on the Western Front* is a novel, but its author, Erich Maria Remarque, drew upon his experiences as a German soldier to write it. In your opinion, which parts of this excerpt might be based on Remarque's own experiences, and which parts of the excerpt might be fiction?
- a. Recall** Refer to Document 2. How was Stull Holt's gas mask knocked off?
 - b. Make Inferences** Why do you think Stull Holt says that walking back alone was the hardest thing he had ever done?
- a. Identify** Refer to Document 3. Then review the labeled illustration of trench warfare in Section 1.

Identify the following items in Document 3: machine gun, no-man's-land.

- b. Make Inferences** What is happening in this photograph? Is there a battle under way? Explain your answer using information in the photograph.
- 4. Document-Based Essay Question** Consider the question below and form a thesis statement. Using examples from Documents 1, 2, and 3, create an outline and write a short essay supporting your position.
What challenges might soldiers face when they returned to peacetime life at home?

See **Skills Handbook**, p. H28–29, H30, H32

Visual Summary: The First World War

European rivalries lead to the outbreak of war in 1914.

- Nationalism
- Militarism
- Imperialism
- Alliances



The United States enters the war in 1917 and helps turn the tide for an Allied victory.

- Victory in the Battle of Chateau-Thierry
- Stopped German advance at Belleau Wood
- Defeated Germans' last offensive in the Second Battle of the Marne



With the Treaty of Versailles, the Allies determine the terms for peace in the postwar world.

- Forced Germany to pay massive reparations
- Created the League of Nations
- Treaty not ratified by U.S. Senate
- United States did not join the League of Nations



Reviewing Key Terms and People

Match each lettered definition with the correct numbered item below at right.

- a communication that proposed an alliance between Germany and Mexico to help the Central Powers in case the United States declared war on Germany
 - a military alliance among Germany, Austria-Hungary, and Italy
 - a policy of not being involved in the affairs of other nations
 - payments for damages and expenses caused by the war
 - a military alliance among Great Britain, France, and Russia
 - an extreme pride or devotion that people feel for their country or culture
 - the expansion of arms and the policy of military preparedness
 - posters, newspaper stories, speeches, and other materials designed to influence people's opinions, often during wartime
 - the right of people to decide their own political status
 - the name given to Germany, Austria-Hungary, and the Ottoman Empire during World War I
 - the German promise not to sink merchant vessels without warning
 - the name given to Great Britain, France, and Russia during World War I
- Allied Powers
 - isolationism
 - Central Powers
 - militarism
 - propaganda
 - Triple Alliance
 - Zimmermann Note
 - Sussex pledge
 - self-determination
 - Triple Entente
 - nationalism
 - reparations



Comprehension and Critical Thinking

SECTION 1 (pp. 230–237) HSS 11.4.5

13. a. Identify What were the main causes of World War I?

b. Analyze How did European leaders discover that a balance of power did not decrease the chances for war among them?

c. Evaluate Which cause of World War I do you believe was the most dangerous? Explain.

SECTION 2 (pp. 238–244) HSS 11.4.4, 11.4.5

14. a. Recall What did Germany do with its U-boats that violated laws of neutrality?

b. Sequencing Which German actions helped shift U.S. public opinion toward supporting the Allies in the war?

c. Elaborate What effect did U.S. troops have on the Allied fight against the Central Powers?

SECTION 3 (pp. 246–252) HSS 11.4.5

15. a. Describe What did the Lever Food and Fuel Control act do?

b. Analyze Why did the U.S. government impose so many regulations on industrial and food production during the war?

c. Elaborate What impact did U.S. industrial and food production have on the war effort for the Allies?

SECTION 4 (pp. 254–259) HSS 11.4.4, 11.4.5

16. a. Recall What are reparations?

b. Contrasting How did Wilson's goal for the peace treaty differ from that of the other Allies?

c. Elaborate What provisions from Wilson's Fourteen Points were included in the Treaty of Versailles?

Using the Internet

17. The influenza epidemic of 1918 was the deadliest in U.S. history. Using the keyword above, do research to learn about the origins, progression, and final conclusion of this tragic epidemic. Then create a time line of the major events in the progression of the epidemic.

go.hrw.com

Practice Online

Keyword: SE7 CH8

Analyzing Primary Sources HSS HR.4

Reading Like a Historian

Propaganda posters like this one encouraged Americans to buy Liberty bonds to support the war effort.

18. Identify What does “Over the Top” mean?

19. Analyze Do you think this was an effective poster? Why or why not?



Critical Reading ELA R.2.2

Read the passage in Section 1 that begins with the heading “War Breaks Out.” Then answer the following question.

20. What was one effect of the German invasion of Belgium?

A It led Russia to join the Central Powers.

B It failed miserably, as Belgium pushed the German forces back across the border.

C It drew Britain into the war against Germany.

D It led the French to surrender to Germany out of fear of being attacked like Belgium.

WRITING FOR THE SAT

ELA W.1.1, 2.4

Think about the following issue:

The United States had a long-standing foreign-policy tradition of isolationism. As European nations went to war, the United States tried to stay neutral. Eventually, it began leaning toward the Allied side, until in 1917 it joined the war on the side of the Allies.

21. Assignment Given its history of neutrality, was the United States justified in going to war against Germany and the other Central Powers? Write a short essay in which you develop your position on this issue. Support your point of view with reasoning and examples from your reading and studies.

CHAPTER

6

The Progressives

1898–1920

MAIN IDEA During the early 1900s, the Progressive movement arose to redress the negative impact of industrialization. Progressives achieved many wide-reaching reforms affecting American political, social, and economic life.

SECTION 1 Progressives focused their attentions on improving the lives of the urban poor, changing dangerous and unfair working conditions, and reforming government.

SECTION 2 Most American women did not have the right to vote in national elections. Nevertheless, many were politically active in reform campaigns for education, children's welfare, temperance, and the vote.

SECTION 3 President Theodore Roosevelt pushed for many Progressive reforms in business and the environment. His program, called the Square Deal, sought to balance the needs of business and industry leaders, and those of workers and consumers.

SECTION 4 Progressive reforms continued during the Taft and Wilson presidencies, focusing on business, banking, and certain civil rights reforms. During this time, women won the vote. Despite the many reforms that Progressives campaigned for, they did not fight for the civil rights of African Americans.

CHAPTER

7

Entering the World Stage

1898–1917

MAIN IDEA Global competition for empire led the United States into war against Spain and into military conflicts in Mexico. The United States emerged with a new role as a world power.

SECTION 1 The United States joined other industrialized nations in the scramble for empire. For economic, military, and nationalistic reasons, the United States annexed Hawaii and extended its influence in China and Japan.

SECTION 2 The Spanish-American War resulted in a resounding defeat for Spain and the relinquishing of Cuba, Puerto Rico, Guam, and the Philippines to United States control. In the aftermath of war, American expansionists and anti-imperialists debated whether to annex the Philippines.

SECTION 3 The United States began to exert its influence over Latin America in the wake of the Spanish-American War. It made Cuba a protectorate and governed Puerto Rico as a territory. Meanwhile, the United States undertook the mammoth task of building the Panama Canal.

SECTION 4 When Mexico exploded into revolution, the United States became drawn into the conflict to protect its economic interests.

CHAPTER

8

The First World War

1914–1920

MAIN IDEA The United States stayed neutral when European nations went to war in 1914. But after the United States joined the Allies in 1917, the U.S. government quickly mobilized the economy and built public support for the war.

SECTION 1 Rivalries among European nations led to the outbreak of war in 1914. The assassination of an Austrian archduke led to rapid declarations of war, and soon most of Europe was drawn into World War I. Changes in military technology and strategies made World War I a new and deadlier kind of war.

SECTION 2 The United States tried to stay neutral in World War I, but hostile German acts soon convinced President Wilson and Congress that war was inevitable. The United States sent troops to France, where they helped turn the tide for the Allies. The Central Powers agreed to an armistice on November 11, 1918.

SECTION 3 The U.S. government mobilized its resources for the war effort. It sold Liberty bonds to pay for the war, and regulated industry to fulfill the needs of the troops overseas. It encouraged women to take on the jobs left vacant by men who joined the military. And the government campaigned to win the support of public opinion and minimize dissent.

SECTION 4 At the Paris Peace Conference, the Allies hammered out a peace treaty. Some, but not all, of Wilson's Fourteen Points were included in the Treaty of Versailles. But the treaty also called for Germany to pay heavy reparations for its role in the war. In the United States, the Senate hotly debated the treaty. Many senators objected to the idea of the United States joining the League of Nations, and eventually the Senate rejected the treaty.