This photograph shows a battlefield view of trench warfare during World War I.

The soldiers “go over the top” and charge the enemy lines.
The year is 1917, and the United States has been drawn into World War I. Each citizen is called upon to help the war effort. Some will join the American armed forces and go to fight in Europe. Others will work in factories at home, producing weapons and supplies. Even children will do their part.

How will you support the war effort?

What Do You Think?

• How can Americans at home help win the war?
• What might U.S. soldiers experience in Europe?
• How might being at war affect the country?
Reading Strategy: Recognizing Effects

What Do You Know?

What do you think of when you hear the phrase “world war”? What were the major countries in the war? Where did most of the fighting take place?

Think About

- what you’ve learned about World War I from movies or television
- reasons that millions of people might choose to risk their lives in a global conflict
- your responses to the Interact with History about supporting the war effort (see page 677)

What Do You Want to Know?

What details do you need to help you understand what is involved in waging a world war? Make a list of these details in your notebook before you read the chapter.

Recognizing Effects

To help you make sense of what you read, learn to analyze the effects of important historical events. The chart below will help you analyze some of the effects of World War I, both on the world and on the United States. In each box, fill in a different effect. Add more boxes if you need to.


Taking Notes

<table>
<thead>
<tr>
<th>EFFECTS ON THE WORLD</th>
<th>EFFECTS ON THE UNITED STATES</th>
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CALIFORNIA STANDARDS

Reading 2.0 Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
One American’s Story

In the late 1800s and early 1900s, European nations competed to expand their empires. Rivalry caused tension among these nations. In 1914, President Woodrow Wilson sent Colonel Edward M. House to study the situation.

House gave the president a troubling report. He compared Europe to an open keg of gunpowder that only needed a spark to explode. He was right. On June 28, 1914, a Serbian shot and killed Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary. Soon Austria declared war on Serbia. The nations of Europe chose sides and the Great War, later called World War I, began.

Causes of World War I

A single action, the assassination of the archduke, started World War I. But the conflict had many underlying causes.

1. Imperialism. Britain, France, Germany, and Italy competed for colonies in Africa and Asia. Because it had fewer colonies than Britain and France, Germany felt it deserved more colonies to provide it with resources and buy its goods.

2. Nationalism. Europeans were very nationalistic, meaning that they had strong feelings of pride, loyalty, and protectiveness toward their own countries. They wanted to prove their nations were the best. They placed their countries’ interests above all other concerns. In addition, some ethnic groups hoped to form their own separate nations and were willing to fight for such a cause.

3. Militarism. The belief that a nation needs a large military force is militarism. In the decades before the war, the major powers built up their armies and navies.
4. Alliances  In 1914, a tangled network of competing alliances bound European nations together. An attack on one nation forced all its allies to come to its aid. Any small conflict could become a larger war.

European nations had divided into two opposing alliances. The Central Powers were made up of Austria-Hungary, Germany, the Ottoman Empire, and Bulgaria. They faced the Allied Powers, or Allies, consisting of Serbia, Russia, France, Great Britain, Italy, and seven other countries.

Stalemate in the Trenches

When the war began in August, most people on both sides assumed it would be over within a few months. With France as its goal, the German army invaded Belgium on August 4, 1914. Despite stiff resistance, the Germans fought their way west into France. They reached the Marne River about 40 miles from Paris. There the French, supported by the British, rallied and prepared to fight back. The First Battle of the Marne, in September 1914, stopped the German advance.

Instead of one side quickly defeating the other, the two sides stayed stuck in the mud for more than three years. The soldiers were fighting a new kind of battle, trench warfare. Troops huddled at the bottom of rat-infested trenches. They fired artillery and machine guns at each other. Lines of trenches stretched across France from the English Channel to the border with Switzerland. (See pages 684–685 for an

Background
The Ottoman Empire included modern-day Turkey and Syria.

Reading History
A. Reading a Map On the map on page 686, find the site of the first Battle of the Marne.

Vocabulary
trench: a long, deep ditch dug for protection
illustration of the trenches.) For more than three years, the battle lines remained almost unchanged. Neither side could win a clear victory.

In the trenches, soldiers faced the constant threat of sniper fire. Artillery shelling turned the area between the two opposing armies into a “no man’s land” too dangerous to occupy. When soldiers left their trenches to attack enemy lines, they rushed into a hail of bullets and clouds of poison gas.

When battles did take place, they cost many thousands of lives, often without gaining an inch for either side. The Battle of the Somme (SAHM), between July and November 1916, resulted in more than 1.2 million casualties. British dead or wounded numbered over 400,000. German losses totaled over 600,000, and French nearly 200,000. Despite this, the Allies gained only about seven miles.

A War of New Technology

New technology raised the death toll. The tank, a British invention, smashed through barbed wire, crossed trenches, and cleared paths through no man’s land. Soldiers also had machine guns that fired 600 bullets a minute. Poison gas, used by both sides, burned and blinded soldiers.

World War I was the first major conflict in which airplanes were used in combat. By 1917, fighter planes fought each other far above the clouds. Manfred von Richthofen, known as the Red Baron, was Germany’s top ace. An ace was an aviator who had downed five or more enemy aircraft. Von Richthofen shot down over 80 enemy planes.

At sea, the Germans used submarines, which they called U-boats, to block trade. They were equipped with both guns and torpedoes. German U-boats sank over 11 million tons of Allied shipping.
America’s Path to War

When the war started in 1914, President Woodrow Wilson announced a policy of neutrality, refusing to take sides in the war. A popular song, “I Didn’t Raise My Boy to Be a Soldier,” expressed the antiwar sentiment of many Americans.

Over time, however, German attacks shifted public opinion to the Allied cause. In the fall of 1914, Britain set up a naval blockade of German ports, seizing all goods bound for Germany. In response, German submarines sank all Allied merchant ships they found off the British coast. In May 1915, a German U-boat torpedoed the British passenger ship Lusitania, killing 1,198 people, including 128 Americans. The sinking turned many Americans against Germany.

But President Wilson kept the United States neutral. He demanded that the German government halt unrestricted submarine warfare, and it agreed. In the election of 1916, the Democratic Party’s campaign slogan, “He kept us out of war,” appealed to voters. Wilson won reelection.

Desperate to defeat Britain, Germany resumed unrestricted submarine warfare at the end of January 1917. Its military leaders knew this action would bring the United States into the war. However, they hoped to win the war before the Americans arrived.

The next month, another blow to German-American relations came from the Zimmermann telegram. The telegram was discovered by the British, who passed it on to the Americans. In it, Arthur Zimmermann, the German foreign minister, told the German ambassador in Mexico to propose that Mexico join the Germans. In exchange, Germany would help Mexico get back its “lost” territories of Texas, New Mexico, and Arizona. Americans were furious.
In March, German submarines sank three American ships. President Wilson asked for a declaration of war.

**A VOICE FROM THE PAST**
The world must be made safe for democracy. . . . We desire no conquest. . . . We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made . . . secure.

*Woodrow Wilson*, message to Congress, April 2, 1917

Six senators and 50 representatives, including the first woman in Congress, Jeannette Rankin of Montana, voted against going to war. But the majority shared the president’s commitment to join the Allies.

**Revolution in Russia**

Events in Russia made U.S. entry into the war more urgent for the Allies. By early 1915, the huge Russian army had been outfought by a smaller German army led by better-trained officers. In August 1915, Czar Nicholas II insisted on taking control of the troops himself. His poor leadership was blamed for more deaths. By 1917, food shortages led to riots, and soaring inflation led to strikes by angry workers in Russia.

In March 1917, Czar Nicholas II was forced to step down. A temporary government continued the unpopular war until November. In that month the Bolsheviks, a communist group led by Vladimir Ilich Lenin, took power. Communism is a political system in which the government owns key parts of the economy, and there is no private property.

Because the war had devastated Russia, Lenin at once began peace talks with Germany. In March 1918, Russia withdrew from the war by signing the Treaty of Brest-Litovsk. German troops could now turn from Russia to the Western front. The Allies urged American troops to come quickly, as you will read in the next section.

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**Activity Options**

**Science**
Research one of the new weapons of World War I. Explain how it works using a model, or draw an illustrated diagram of a defense against the weapon. (H12)
You are a platoon leader assigned to a section of the front in central France. You have 60 men under your command. Day and night, through constant rain, earthen trenches full of sticky mud serve as your only protection. Sometimes, you think, the cold, rain, mud, rats, and fatigue are tougher to endure than a German bombardment.

COOPERATIVE LEARNING On this page are two challenges you face as a soldier during World War I. Working with a small group, decide how to deal with each challenge. Choose an option, assign a task to each group member, and do the activity. You will find useful information in the Data File. Be prepared to present your solutions to the class.

Survive Trench Warfare

“They must have 20 or 30 pounds of mud on them.”

Until now, no one thought the trenches would be a permanent part of this war. So you, like the other soldiers along the front, weren’t trained to cope with heavy, thick mud, 70-pound backpacks, and the other demands of living and fighting in these conditions. You learned on the job. Now you’ve been ordered to contribute ideas for a training program that will prepare recruits for the trenches. Look at the Data File for help. Then present your ideas using one of these options:

• Design an exercise regimen to strengthen troops for the trenches.
• Write a booklet of survival tips based on your platoon’s experiences.
ACTIVITY WRAP-UP

Present to the Class  As a group, review your methods of surviving the trenches. Pick the most creative solution for each challenge, and present these solutions to the class.

HEALTH CHALLENGE

“Your feet swell to two or three times . . . normal size.”

You’re worried about your men getting trench foot. You’ve heard horror stories about men whose feet swelled so much they couldn’t pull off their boots. Some of these men developed gangrene and had their feet amputated. The key to preventing trench foot is staying dry. What will you do? Use the Data File for help. Then present your solution using one of these options:

- Come up with a way to keep the men’s feet dry.
- Role-play a conversation with veteran soldiers about preventing trench foot.

DATA FILE

THE TRENCHES

- Trenches covered about 450 miles between the North Sea and the Swiss border.
- In France, ten-foot-deep trenches were dug into the ground and topped with sandbag parapets.
- Inside was a fire step, a ledge two or three feet up from bottom of the trench, used by sentries or troops firing.
- The sides were held up by sandbags and timber.

A SOLDIER’S GEAR

60–75 pounds of gear, including blankets, waterproof ground-sheet, extra boots and occasionally waterproof gum boots, quilted coat, shovel for digging trenches, helmet, wire clippers, pail for rations, 2 quarts of water, 4 days’ food, 200 cartridges, 6 hand grenades, gas mask, 3 pairs of socks, soap, toothbrush, bottle of whale oil, towel, rifle, bayonet

TRENCH FOOD

beef stew, corned beef, bread, hard biscuits, pork and beans, tins of jam, butter, sugar, tea

PROBLEMS

- trench foot: condition caused by feet staying wet 24 hours a day; feet swell, turn numb and blue; if not treated, gangrene sets in and feet must be amputated; helped by rubbing whale oil on feet, changing to dry socks three times daily
- mud: mud traps the wounded until some drown, clogs rifles and gear, weighs men down, causes trench walls to fall in
- rats: huge rats, as big as rabbits, infest the trenches

For more about trench warfare . . .
America Joins the Fight

MAIN IDEA
U.S. forces helped the Allies win World War I.

WHY IT MATTERS NOW
For the first time, the United States asserted itself as a world power.

TERMS & NAMES
- John J. Pershing
- American Expeditionary Force
- convoy system

ONE AMERICAN’S STORY
Eddie Rickenbacker was America’s most famous flying ace. He was one of the first Americans to get a look at the trenches from the cockpit of an airplane.

A VOICE FROM THE PAST
[T]here appeared to be nothing below but these old battered ditches . . . and billions of shell holes . . . [N]ot a tree, a fence . . . nothing but . . . ruin and desolation. The whole scene was appalling.

Eddie Rickenbacker, Fighting the Flying Circus

As you will read in this section, Rickenbacker and other U.S. soldiers helped the Allies win the war.

Raising an Army and a Navy
The U.S. Army was not ready for war. American fighting forces consisted of fewer than 200,000 soldiers, many of them recent recruits. To meet its need for troops, the government began a draft. This system of choosing people for forced military service was first used during the Civil War. In May 1917, Congress passed the Selective Service Act. This act required all males between the ages of 21 and 30 to sign up for military service. By the end of 1918, nearly 3 million men had been drafted.

About 2 million American soldiers went to France. They served under General John J. Pershing as the American Expeditionary Force, or AEF. British commanders asked the U.S. government to have AEF troops join existing French and British combat units. Wilson refused. He believed that having “distinct and separate” American combat units would guarantee the United States a major role in the peace talks at war’s end. Most U.S. troops fought separately, but some fought under Allied command.
Close to 50,000 American women also served in World War I. Some volunteered for overseas duty with the American Red Cross. However, for the first time in American history, women also served in the military. The Navy, desperate for clerical workers, took about 12,000 female volunteers. The Marine Corps accepted 305 female recruits, known as Marinettes. Over 1,000 women went overseas for the Army. Nurses made up the largest group of females in the armed forces. However, women also acted as interpreters, operated switchboards, entertained troops, and drove ambulances for the AEF.

Around 400,000 African Americans served in the armed forces. More than half of them served in France. As they had at home, African-American troops overseas faced discrimination. However, it came from white American soldiers rather than from their European allies. At first, the Army refused to take black draftees. However, responding to pressure from African-American groups, the military eventually created two African-American combat divisions.

**American Ships Make a Difference**

In the first years of the war, German U-boat attacks on supply ships were a serious threat to the Allied war effort. American Rear Admiral William S. Sims convinced the Allies to adopt a system of protection. In a **convoy system**, a heavy guard of destroyers escorted merchant ships across the Atlantic in groups. Begun in May 1917, this strategy quickly reduced the loss rate.

Another American tactic gave the Allies added protection from the U-boat menace. Beginning in June 1918, the Allies laid a barrier of 70,000 mines in the North Sea. The 180-mile-long minefield made U-boat access to the North Atlantic almost impossible. Admiral Sims called the North Sea minefield “one of the wonders of the war.”
American Troops Enter the War

By the time the first American troops arrived in France in June 1917, the Allies had been at war for almost three years. The small force of 14,000 Yanks boosted the morale of the battle-weary Allies. However, almost a year would pass before the bulk of the American troops landed in Europe.

After their Russian opponents withdrew from the war, the Germans and the other Central Powers prepared to finish the fight in France. In March 1918, the Germans launched an offensive to end the war before the Americans arrived in force. Within two months, they had smashed through the French lines, reaching the Marne River only 50 miles from Paris. Just in time, in May 1918, one million fresh American troops arrived ready for action.

On May 28, American soldiers attacked the French town of Cantigny (kahnt•tey•NYEE), which was occupied by the Germans. The soldiers advanced into the town, blasting enemy soldiers out of trenches and dragging them from cellars. Within two hours, the Yanks had taken control of Cantigny. The American victory lifted Allied morale.

When the Germans moved against the town of Château-Thierry (shah•toh•tyeh•REE), the Americans held their ground. They helped the French stop the German advance. Encouraged by these successes, French General Ferdinand Foch, commander of the Allied forces, ordered General Pershing's American forces to retake Belleau (beh•LOH) Wood.
This was a forest near the Marne River well defended by German troops. American soldiers succeeded, but at a fearful cost. One unit lost 380 of its 400 men. However, the Americans had proved themselves in combat.

**Pushing the Germans Back**

The **Second Battle of the Marne** in the summer of 1918 was the turning point of the war. It began with a German drive against the French line. During three days of heavy fighting, about 85,000 Americans helped the Allies halt the German advance. The Allies then took the initiative. They cut the enemy off from its supply lines and forced the Germans back.

For the rest of the war, the Allies advanced steadily. By early September, the Germans had lost all the territory they had gained since the spring. September 26, 1918, marked the beginning of the final Meuse-Argonne (myooz•ahr•GAHN) offensive. Around 1.2 million U.S. soldiers took part in a massive drive to push back the German line between the Argonne Forest and the Meuse River. The war’s final battle left 26,000 Americans dead. But by November, the Germans were retreating.

The Meuse-Argonne offensive made a hero of American soldier **Alvin York**. At first, Tennessee-born Sergeant York seemed an unlikely candidate for military fame. Because of his religious beliefs, he tried unsuccessfully to avoid the draft. He refused to bear arms on religious grounds. An army captain convinced him to change his mind. In October 1918, in the Argonne Forest, York attacked German machine gunners, killing 25 of them. Other German soldiers surrendered, and York returned to the American lines with 132 captives.

Another American hero was pilot **Eddie Rickenbacker**. He won fame as the U.S. “ace of aces” for shooting down a total of 26 enemy planes. Just before the Meuse-Argonne offensive, he attacked seven German planes, sending two of them crashing to the ground. This action won him the Medal of Honor.

Four African-American combat units also received recognition for their battlefield valor. Fighting under French commanders, the 369th, 371st, and 372nd regiments (and part of the 370th) were awarded France’s highest honor, the Croix de Guerre. The 369th spent more continuous time on the front lines than any other American unit. Although under intense fire for 191 days, it never lost a foot of ground.

**Reading History**

**B. Recognizing Effects** What was the effect of the Meuse-Argonne offensive?

**C. Evaluating** What was heroic about Sergeant York?

**Connections to Literature**

**LITERATURE OF WORLD WAR I**

Several notable American writers served in World War I. They included Ernest Hemingway, the poet E. E. Cummings, and John Dos Passos. Hemingway drove an ambulance for the Italian army. He put this experience into his war novel *A Farewell to Arms*. Cummings wrote of his time in France in *The Enormous Room*. Dos Passos, who also worked as an ambulance driver, once explained what attracted him to the battlefront: “What was war like, we wanted to see with our own eyes. I wanted to see the show.”

**Ernest Hemingway**

*The Enormous Room*
Americans were proud of the contribution their troops made to the war effort. They helped shift the balance in favor of the Allies.

**Germany Stops Fighting**

After the defeat of the Meuse-Argonne, General Erich Ludendorff advised the German government to seek peace. In early November, Germany’s navy mutinied and its allies dropped out. On November 9, the Kaiser stepped down. Two days later Germany agreed to an *armistice*, an end to fighting. On November 11, 1918, at 11:00 A.M.—the 11th hour of the 11th day of the 11th month—all fighting ceased.

About 8.5 million soldiers died in the war, and about 21 million were wounded. Before he was killed in battle, one British soldier summed up the war’s tragic costs.

*A VOICE FROM THE PAST*

The sufferings of the men at the Front, of the wounded whose flesh and bodies are torn in a way you cannot conceive; the sorrow of those at home... What a cruel and mad diversion of human activity!

William John Mason, quoted in *The Lost Generation of 1914*

Millions of civilians in Europe, Asia, and Africa also died in the war—from starvation and disease. In the next section, you will learn how the war affected U.S. civilians.

**Military Deaths in World War I**

![Bar chart showing lives lost in thousands for various nations in World War I.](chart)

*Not all countries are listed. Source: Over There, by Byron Farwell*

**Skillbuilder**

**Interpreting Graphs**

1. Which two nations on the chart suffered the most deaths?
2. U.S. deaths were about what percentage of combined French and British deaths?

**Section Assessment**

1. **Terms & Names**

   Explain the significance of:
   - John J. Pershing
   - American Expeditionary Force
   - convoy system
   - Second Battle of the Marne
   - Alvin York
   - armistice

2. **Using Graphics**

   Create a web to show how American groups or individuals helped fight the war.

   ![Web diagram showing contributions](diagram)

   Whose contribution was most surprising? (REP3)

3. **Main Ideas**

   **a.** Why did Wilson want U.S. forces to fight as a separate American combat unit? (HI1)
   **b.** What were two ways the U.S. Navy countered the U-boat threat? (HI1)
   **c.** Why was the Meuse-Argonne offensive a turning point in the war? (HI1)

4. **Critical Thinking**

   **Recognizing Effects** How important was America’s entry into the war to the Allied cause? (HI2)

   **THINK ABOUT**
   - the morale of Allied troops
   - troop strength
   - performance in battle

**Activity Options**

**Music**

Make an audiotape of music or sounds that suggest the stages of the war, or write a letter in the voice of a soldier in the war. (REP5)
Life on the Home Front

MAIN IDEA
The war required sacrifice for Americans at home and changed life in other ways.

WHY IT MATTERS NOW
Some wartime changes were permanent, such as black migration to Northern cities.

TERMS & NAMES
war bonds
propaganda
Espionage Act
Sedition Act
Oliver Wendell Holmes
Great Migration

ONE AMERICAN’S STORY
On the home front, the war opened up new jobs for women. But when the war ended, female workers were laid off. Carrie Fearing wrote to her boss, hoping to keep her job.

A VOICE FROM THE PAST
We never took a soldier's place, a soldier would not do the work we did . . . such as sweeping, picking up waste and paper. . . . We . . . like our job very much and I hope you will . . . place us back at the shop.

Carrie Fearing, quoted in Women, War, and Work

In May 1918, these women worked in the Union Pacific Railroad freight yard in Cheyenne, Wyoming.

Like Fearing, many women were proud of the part they played in getting the country ready for war. In this section, you will learn more about wartime life at home.

Mobilizing for War
To prepare for war, the government needed money. World War I cost the United States $35.5 billion. Americans helped pay almost two-thirds of that amount by buying government war bonds. War bonds were low-interest loans by civilians to the government, meant to be repaid in a number of years. To sell the bonds, officials held Liberty Loan drives. Posters urged citizens to “Come Across or the Kaiser Will.” Hollywood actors like Charlie Chaplin toured the country selling bonds to starstruck audiences.

Schoolchildren rolled bandages and collected tin cans, paper, toothpaste tubes, and apricot pits. The pits were burned and made into charcoal for gas mask filters. Some Boy Scout troops even sold war bonds. So that more food could be sent to soldiers, people planted “victory gardens” in backyards and vacant lots. Women’s groups came together in homes and churches to knit socks and sweaters and sew hospital gowns.

CAMARINIA STANDARDS
REP4 Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
HI3 Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
HI4 Students recognize the role of chance, foresight, and error in history.
Patriotic citizens also saved food by observing wheatless Mondays and Wednesdays, when they ate no bread, and meatless Tuesdays. To save gas, they stopped their Sunday pleasure drives. The government limited civilian use of steel and other metals. Women donated their corsets with metal stays to scrap drives. Manufacturers stopped making tin toys for children and removed metal from caskets.

The war brought more government control of the economy. To produce needed war supplies, in 1917 President Wilson set up the War Industries Board. The board had great power. It managed the buying and distributing of war materials. It also set production goals and ordered construction of new factories. With the president’s approval, the board also set prices. Another government agency, the National War Labor Board, settled conflicts between workers and factory owners.

To rally citizen support, Wilson created the Committee on Public Information. The committee’s writers, artists, photographers, and filmmakers produced propaganda, opinions expressed for the purpose of influencing the actions of others. The committee sold the war through posters, pamphlets, and movies. One popular pamphlet, “How the War Came to America,” came out in Polish, German, Swedish, Bohemian, and Spanish. In movie houses, audiences watched such patriotic films as *Under Four Flags* and *Pershing’s Crusaders*.

### Intolerance and Suspicion

Patriotic propaganda did much to win support for the war. But its anti-German, anti-foreign focus also fueled prejudice. Suddenly people distrusted anything German. A number of towns with German names changed their names. Berlin, Maryland, became Brunswick. People called sauerkraut “liberty cabbage,” and hamburger became “Salisbury steak.” Owners of German shepherds took to calling their pets “police dogs.”

On June 15, 1917, Congress passed the *Espionage Act*. The *Sedition Act* followed in May 1918. These laws set heavy fines and long prison terms for such antiwar activities as encouraging draft resisters. The laws made it illegal to criticize the war. U.S. courts tried more than 1,500 pacifists, socialists, and other war critics. Hundreds went to jail. Socialist Party leader Eugene Debs gave a speech arguing that the war was fought by poor workingmen for the profit of wealthy business owners. For this talk, a judge sentenced him to ten years in prison.

The government ignored complaints that the rights of Americans were being trampled. In the 1919 decision in *Schenck v. United States*, the Supreme Court upheld the Espionage Act. Schenck, convicted of
distributing pamphlets against the draft, had argued that the Espionage Act violated his right to free speech. Justice Oliver Wendell Holmes, Jr., wrote the court’s opinion.

A VOICE FROM THE PAST

The most stringent [strict] protection of free speech would not protect a man in falsely shouting fire in a theater and causing a panic. . . . The question in every case is whether the words used . . . are of such a nature as to create a clear and present danger that they will bring about . . . evils that Congress has a right to prevent.

Oliver Wendell Holmes, Jr., Schenck v. United States, 1919

Justice Holmes argued that free speech, guaranteed by the First Amendment, could be limited, especially in wartime.

New Jobs and the Great Migration

As soldiers went off to battle, the United States faced a labor shortage. Northern factories gearing up for war were suddenly willing to hire workers they had once rejected. Throughout the South, African Americans heeded the call. Between 1910 and 1920, about 500,000 African Americans moved north to such cities as New York, Chicago, Detroit, Cleveland, and St. Louis. This movement became known as the Great Migration. African Americans left to escape the bigotry, poverty, and racial violence of the South. They hoped for a better life in the North.
New jobs were opening up in the American Southwest. These jobs were fueled by the growth of railroads and irrigated farming. A revolution was under way in Mexico, and the chaos led many Mexicans to flee across the border after 1910. Many immigrants settled in Texas, Arizona, Colorado, and California. Most became farm workers. During the war years, some went to Northern cities to take better-paying factory jobs.

The wartime labor shortage also meant new job choices for women. Women replaced male workers in steel mills, ammunition factories, and assembly lines. Women served as streetcar conductors and elevator operators. The war created few permanent openings for women, but their presence in these jobs gave the public a wider view of their abilities. Women’s contributions during the war helped them win the vote.

The Flu Epidemic of 1918

Another result of the war was a deadly flu epidemic that swept the globe in 1918. It killed more than 20 million people on six continents by the time it disappeared in 1919. It had no known cure. Spread around the world by soldiers, the virus took some 500,000 American lives. People tried desperately to protect themselves. Everywhere, schools and other public places shut down to limit the flu’s spread.

In the army, more than a quarter of the soldiers caught the disease. In some AEF units, one-third of the troops died. Germans fell victim in even larger numbers than the Allies. World War I brought death and disease to millions. It would also have longer-term effects, as you will read in Section 4.

**THE FLU EPIDEMIC**

In 1918, flu victims often came down with pneumonia and died within a week. Today, bacterial infections such as pneumonia resulting from the flu can be controlled with antibiotics.

The 1998 discovery of the frozen remains of a 1918 flu victim in an Alaskan cemetery may one day lead to a better understanding of the virus. Scientists have found a genetic link between the 1918 flu virus and swine flu, a virus first found in pigs. The Alaskan find may help scientists develop vaccines to protect against future flu outbreaks.

**Activity Options**

- **SPEECH** Deliver a radio broadcast on the importance of conserving food, or make a calculation of the amount of food your class wastes monthly. (HI6)

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<thead>
<tr>
<th>Shift</th>
<th>African Americans</th>
<th>Mexicans</th>
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<tr>
<td>Reason(s)</td>
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How similar were the two groups’ reasons for moving? (HI2)

**Reading History**

D. Recognizing Effects What groups gained new jobs as a result of the war?
The Legacy of World War I

After the war, Americans were divided over foreign policy and domestic issues.

**ONE AMERICAN’S STORY**

Senator Henry Cabot Lodge opposed President Wilson’s idea that the United States join the League of Nations—an organization set up to settle conflicts through negotiation. Lodge felt that joining such an alliance would require the United States to guarantee the freedom of other nations.

A VOICE FROM THE PAST

If we guarantee any country . . . its independence . . . we must [keep] at any cost . . . our word. . . . I wish [the American people] carefully to consider . . . whether they are willing to have the youth of America ordered to war by other nations.

Henry Cabot Lodge, speech to the Senate, February 28, 1919

Lodge’s speech helped turn the public against the League. In this section, you will learn how the United States and Europe adjusted to the end of the war.

**Wilson’s Fourteen Points**

In January 1918, ten months before the war ended, President Wilson told Congress his goals for peace. His speech became known as the **Fourteen Points** (see page 699). It called for smaller military forces, an end to secret treaties, freedom of the seas, free trade, and changes in national boundaries. Most of these changes gave independence to peoples that Austria-Hungary or the Ottoman Empire had ruled.

For Wilson, the fourteenth point mattered most. He called for an association of nations to peacefully settle disputes. This association was to become the League of Nations, which Republicans like Lodge opposed. Wilson firmly believed that acceptance of his Fourteen Points by the warring parties would bring about what he called a “peace without victory.”
Treaty of Versailles

Wilson led the U.S. delegation to the peace conference in France. Though many Europeans considered him a hero, conference leaders did not. The leaders of Britain, France, and Italy did not share Wilson’s vision of “peace without victory.” They wanted Germany to pay heavily for its part in the war.

The Treaty of Versailles (vuh•SY) forced Germany to accept full blame for the war. Germany was stripped of its colonies and most of its armed forces. It was also burdened with $33 billion in reparations—money that a defeated nation pays for the destruction caused by a war. The treaty divided up the empires of Austria-Hungary and the Ottomans. It created Yugoslavia and Czechoslovakia and recognized Poland’s independence.

Wilson managed to include the League of Nations in the treaty. He firmly believed the League would help to keep the peace. He returned home to seek Senate approval for the treaty. But the Republican-run Senate was dead set against it. Senator Henry Cabot Lodge kept delaying a vote on the treaty.

After weeks of delay, Wilson decided to make his case to the public. In September of 1919, he began a cross-country speaking trip to build support for the League. In about 21 days, he traveled almost 10,000 miles and gave over 30 speeches.

A VOICE FROM THE PAST

In the covenant [agreement] of the League of Nations, the moral forces of the world are mobilized . . . . They consent . . . to submit every matter of difference between them to the judgment of mankind, and just so certainly as they do that, . . . war will be pushed out of the foreground of terror in which it has kept the world.

Woodrow Wilson, speech in Pueblo, Colorado, on September 25, 1919

Shortly after giving this speech, Wilson collapsed from strain. Later, he suffered a stroke from which he never fully recovered.

Negotiations to get the treaty through Congress continued, but Americans were not eager for more foreign commitments. Lodge and his supporters offered to accept the treaty if major changes were made in the League. Wilson refused to compromise. As a result, the United States did not ratify the treaty. The League of Nations was formed without the United States.

The war and the Treaty of Versailles failed to make Europe “safe for democracy.” In the next decades, Germany’s resentment of the treaty grew. The treaty planted the seeds of World War II, an even more deadly conflict to come.
Strikes and the Red Scare

The Treaty of Versailles was not the only issue that divided Americans after the war. Shortly after the war ended, the United States experienced a number of labor strikes. For example, in Seattle, Washington, in February 1919, more than 55,000 workers took part in a peaceful general strike. The shutdown paralyzed the city.

Some Americans saw efforts to organize labor unions as the work of radicals, people who favor extreme measures to bring about change. The strikes sparked fears of a communist revolution like the one that toppled the Russian czar. In 1919–1920, this fear created a wave of panic called the Red Scare (communists were called reds). Public fear was heightened by the discovery of mail bombs sent to government officials. Many believed the bombs were the work of anarchists. Anarchists are radicals who do not believe in any form of government.

In January 1920, Attorney General A. Mitchell Palmer took action. He ordered federal agents and local police to raid the homes and headquarters of suspected radicals. His agents arrested at least 6,000 people in the Palmer raids. Without search warrants, agents burst into homes and offices and dragged citizens off to jail.

The Red Scare was not only antiradical but also antiforeign. During the Red Scare, two Italian-born anarchists, Nicola Sacco and Bartolomeo Vanzetti, were arrested for killing two men in an armed robbery in
Massachusetts. They claimed they were innocent, but both were found guilty and executed. Their trial attracted worldwide attention.

**Racial Tensions Increase**

Americans also saw a rise in racial tensions after the war. Between 1910 and 1920, the Great Migration brought a half million African Americans to Northern cities. In the cities where African Americans had settled in large numbers, whites and blacks competed for factory jobs and housing.

On July 2, 1917, tensions erupted into a race riot in East St. Louis, Illinois. The trouble began when blacks were brought in to take the jobs of white union members who had gone on strike. A shooting incident touched off a full-scale riot.

Two years later, African-American soldiers returning from the war found their social plight unchanged. They had fought to make the world “safe for democracy.” At home, though, they were still second-class citizens.

Simmering resentments over housing, job competition, and segregation exploded during the summer of 1919. In 25 cities around the country, race riots flared. In Chicago, a black man swimming in Lake Michigan drifted into the white section of a beach. Whites stoned him until he drowned. Thirteen days of rioting followed. Before it ended, 38 people were dead.

**Longing for “Normalcy”**

By the time campaigning began for the 1920 election, Americans felt drained. Labor strikes, race riots, the Red Scare, and the fight over the Treaty of Versailles and the League of Nations had worn them out. Voters were ready for a break. Republican candidate Warren G. Harding of Ohio offered them one. His promise to “return to normalcy” appealed to voters. Harding won a landslide victory. In the next chapter, you will learn about American life after his election.
The Fourteen Points

Setting the Stage  Nine months after the United States entered World War I, President Wilson delivered to Congress a statement of war aims. This statement became known as the “Fourteen Points.” In the speech, President Wilson set forth 14 proposals for reducing the risk of war in the future. Numbers have been inserted to help identify the main points, as well as those omitted. See Primary Source Explorer

All the peoples of the world are in effect partners . . . , and for our own part we see very clearly that unless justice be done to others it will not be done to us. The program of the world’s peace, therefore, is our program; and that program, . . . as we see it, is this:

1. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.
2. Absolute freedom of navigation upon the seas . . . in peace and in war . . .
3. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations . . .
4. Adequate guarantees given and taken that national armaments will be reduced . . .
5. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon . . . the principle that . . . the interests of the populations concerned must have equal weight with the . . . claims of the government whose title is to be determined.

[6–13: These eight points deal with specific boundary changes.]
14. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

—Woodrow Wilson

Interactive Primary Source Assessment

1. covenants: binding agreements. 2. armaments: weapons and supplies of war. 3. integrity: the condition of being whole or undivided; completeness.

1. Main Ideas
   a. Why should diplomacy avoid private dealings and proceed in public view? (REP4)
   b. How might equality of trade be important to keeping the peace? (REP4)
   c. What must nations join together to guarantee? (REP4)

2. Critical Thinking
   Evaluating  The first five points address issues that Wilson believed had caused the war. How successful do you think Wilson’s ideas have been in the rest of the 20th century? (REP4)
   THINK ABOUT  
   • other conflicts since World War I
   • peacekeeping efforts around the world
## TERMS & NAMES
Briefly explain the significance of each of the following.

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tr>
<td>militarism</td>
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<td>Allies</td>
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<td>trench warfare</td>
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<td>Zimmermann telegram</td>
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<td>American Expeditionary Force</td>
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## REVIEW QUESTIONS

### War Breaks Out in Europe (pages 679–685)

1. What were the sources of tension between the European powers that led to war? (HI2)
2. Why did the United States at first remain neutral in the war? (HI1)
3. What brought the United States into the war on the Allied side? (HI2)

### America Joins the Fight (pages 686–690)

4. How did the Allies fight the German U-boat threat? (HI1)
5. How did U.S. entry into the war affect the Allies? (HI2)
6. What led Germany to agree to an armistice? (HI2)

### Life on the Home Front (pages 691–694)

7. How did U.S. civilians aid the war effort? (HI1)
8. How did Congress contribute to increased prejudice and intolerance on the home front? (HI1)

### The Legacy of World War I (pages 695–699)

9. How did Wilson’s goals for the peace conference differ from those of his European allies? (HI1)
10. Why did the Senate reject the Treaty of Versailles? (HI2)

## CRITICAL THINKING

1. USING YOUR NOTES: RECOGNIZING EFFECTS

   Using your chart, answer the questions below. (HI2)

   a. Were the effects of the war greater in Europe or the United States?
   b. What political effects did the war have on the United States?
   c. How did the war affect African-American civilians?

2. APPLYING CITIZENSHIP SKILLS

   Are limitations on freedom of speech justified by war? Explain your opinion. (HI5)

3. THEME: AMERICA IN THE WORLD

   How did Wilson’s view of the role the United States should play in world affairs compare with Theodore Roosevelt’s view of America’s role? (REP5)

4. ANALYZING LEADERSHIP

   Do you think Wilson’s refusal to compromise to get the Treaty of Versailles through Congress was a good decision? Why? (HI1)

   How accurately did you predict the ways in which American citizens might support the war effort?

### VISUAL SUMMARY

**World War I (CST2)**

**War Breaks Out in Europe**

When the Allies and the Central Powers went to war in Europe, the United States reluctantly joined the Allies.

**America Joins the Fight**

Millions of U.S. soldiers and civilian volunteers went abroad and helped the Allies win the war.

**Life on the Home Front**

The war required Americans to sacrifice many things, even political freedoms. The war also brought new jobs.

**The Legacy of World War I**

The war broke up European empires and left lasting social changes in the United States.
Use the map and your knowledge of U.S. history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33.

1. How many African Americans migrated to the Northeast? (8.11.2)
   A. 16,000  
   B. 201,000  
   C. 233,000  
   D. 450,000

2. To which region did the fewest number of African Americans move? (8.11.2)
   A. Northwest  
   B. Northeast  
   C. Midwest  
   D. West Coast

This quotation from Senator Henry Cabot Lodge supports his opposition to the United States entering the League of Nations. Use the quotation and your knowledge of U.S. history to answer question 3.

PRIMARY SOURCE
If we guarantee any country . . . its independence . . . we must [keep] at any cost . . . our word. I wish [the American people] carefully to consider . . . whether they are willing to have the youth of America ordered to war by other nations.
Henry Cabot Lodge, speech to the Senate, February 28, 1919

3. What was Lodge's major opposition to U.S. entry into the League of Nations? (8.12)
   A. The U.S. would have to pay the expenses.  
   B. U.S. soldiers would have to fight foreign wars.  
   C. The League of Nations would not be effective.  
   D. Deals with a foreign country would lead to war.

ALTERNATIVE ASSESSMENT

1. WRITING ABOUT HISTORY
Write a newspaper article on the new technologies being used in World War I. Choose one type of technology, such as airplanes, submarines, or tanks, and explain its use, advantages, and disadvantages. (REP4)
   • Look for and include primary sources from soldiers.
   • Include a section on why you believe or do not believe that these new weapons are necessary.

2. COOPERATIVE LEARNING
Working in one of seven groups, research the conference that created the Treaty of Versailles. Your group will represent one of these nations: Germany, France, Britain, the United States, Italy, Japan, or Poland. Make a list of goals and issues you want discussed. Then choose a spokesperson to represent your group in a mock conference. (REP5)

INTEGRATED TECHNOLOGY

DOING INTERNET RESEARCH
Research the posters that were used to influence public opinion during World War I. Use a search engine to find pictures of these posters on the Internet. (REP4)
   • View as many posters as possible.
   • Print images of the two posters you find most interesting. Try to find some background information about the purpose and audience for each poster.
   • Write your reactions to the posters including what actions you think the posters were trying to promote, how the posters made you feel, and how effective you think they were.

For more about World War I posters . . .
To rally Americans to support World War I, the government set up the Committee on Public Information (CPI). This agency called on creative individuals to join “the world’s greatest adventure in advertising.” Speakers gave patriotic speeches in theaters, hotels, and restaurants. Artists designed posters persuading Americans to buy Liberty Bonds. These loans to the government helped fund the war effort. Liberty Bonds were actually sold through four Liberty Loan drives in 1917 and 1918.

**ACTIVITY** Create a poster to help the government raise money for World War I. In addition, write and present a patriotic speech that wins public support of the war.

**TOOLBOX**
Each group will need:
- poster board
- drawing paper
- colored markers
- glue
- pencils
- scissors

**Campaign for Liberty Bonds**

**STEP BY STEP**

1. **Form an imaginary ad agency.** Meet with three or four other students to discuss your latest contract: The CPI has hired your agency to create a poster as part of a nationwide campaign to sell Liberty Bonds and promote World War I. Your group will:
   - do research on Liberty Bonds
   - design and create a poster advertising Liberty Bonds
   - write and deliver a “pep talk” persuading people to buy Liberty Bonds

2. **Research Liberty Bonds.** Look on the Internet, in this chapter, or in books about World War I to find out more about Liberty Bonds and to see actual posters. As you look over the posters, think about the feelings the posters bring out. What images and words seem most powerful or persuasive?

Posters such as this one appealed to patriotism and love of family to sell Liberty Bonds.

**CALIFORNIA STANDARDS**

REP1 Students frame questions that can be answered by historical study and research.

Listening and Speaking 2.4 Deliver persuasive presentations.
Choose a theme for your poster. Persuading people to buy Liberty Bonds means that you need to show that winning World War I is important. One way is to appeal to people's emotions. For example, the poster can appeal to their sense of fear, pride, or love of family.

Sketch out your idea. Write out a slogan and choose images based on the theme of your poster. Make sure your words and pictures communicate the same feeling and message. Draw an outline of the images and the letters. Then cut both the letters and images out. Be sure that they're large enough to be seen from several yards away.

Create the poster. Decide where the art and writing will appear. Experiment with the arrangement of the art and the writing. Move them around. Do not overwhelm your viewers with too many images or too many words. Use vivid, patriotic colors for your poster.

Create a bulletin board display. Pin or tape your poster on the wall, along with the posters of the other groups. As you examine the other posters, compare and contrast your poster with the others.

WRITE AND SPEAK

Write a patriotic speech. As a group, write a two-minute “pep talk” persuading people to buy Liberty Bonds and to support the soldiers fighting overseas. Include reasons why the war is worth fighting. Each group member should be prepared to deliver the speech, using the poster you made as a visual aid.

For related information, see pages 691–692 in Chapter 24.

Researching Your Project

- World War I by Gail Stewart
- Causes and Consequences of World War I by Stewart Ross

Did You Know?
The CPI used about 75,000 lecturers. They gave around 755,190 speeches to about 300 million people in 5,000 towns.

Even children were moved by advertising slogans to help fund the war: “Lick a stamp and lick the kaiser.” Children filled books with war stamps, each worth 25 cents. These stamps were then converted into government bonds.

Even President Wilson helped to raise money for the war effort. He sold wool from sheep raised on the White House lawn.