

UNIT

# 2

## War and the Jazz Age

1914–1929

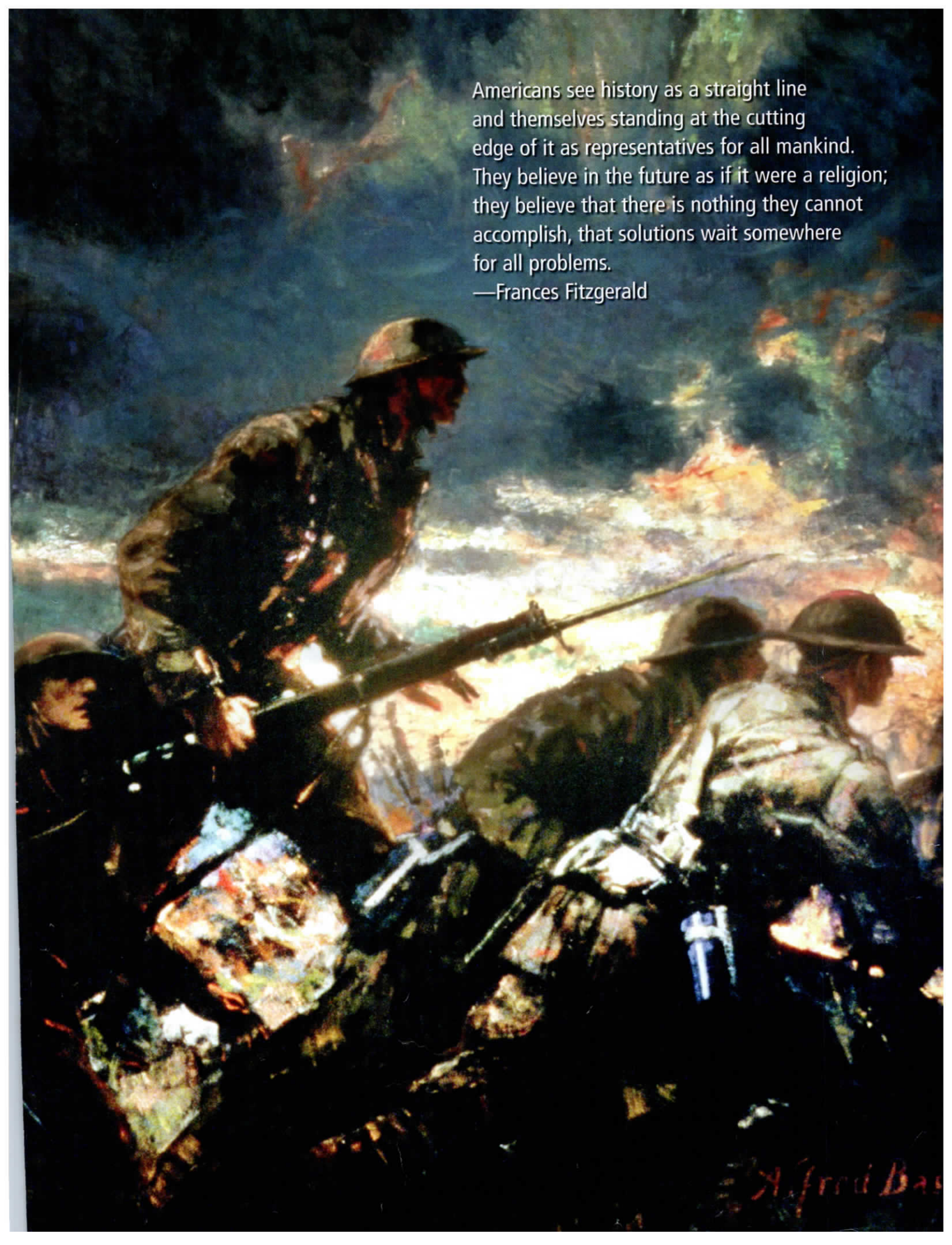
- 5** World War I  
1914–1920 pages 188–219
- 6** The Roaring Twenties  
1919–1929 pages 220–241

### Why It Matters Now

Despite the continuing dominance of isolationist thinking in the years between 1880 and 1930, international events drew America ever more fully into world affairs. The period was a prelude to America's later emergence as the world's greatest power.







Americans see history as a straight line  
and themselves standing at the cutting  
edge of it as representatives for all mankind.  
They believe in the future as if it were a religion;  
they believe that there is nothing they cannot  
accomplish, that solutions wait somewhere  
for all problems.

—Frances Fitzgerald

A. Fred Bas



# World War I and Its Legacy

## 1914–1920

1. War Breaks Out in Europe
2. America Prepares for War
3. Pushing the Germans Back
4. The Legacy of World War I



### ESSENTIAL QUESTION

How did World War I impact America and transform Europe?

### CONNECT

### Geography & History

Why did so many countries participate in World War I?

Think about:

- 1 where most of the fighting took place
- 2 which nations did most of the fighting



Archduke Franz Ferdinand and his wife are murdered in Sarajevo on June 28, 1914.

**1915** A German U-boat sinks the *Lusitania*.

**Effect** Americans turn against Germany.

An American soldier throws a hand grenade in Aneauvau, France, on March 15, 1918.

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

## 1914

Serbian separatist assassinates Austro-Hungarian Archduke Franz Ferdinand.

**Effect** World War I begins.

**1917** Zimmerman telegram is intercepted.  
America declares war against Central Powers.



## Europe Divided 1914

[Click here](#) to explore World War I  
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### STEPS TO WAR

- 1 JUNE 28** Archduke Franz Ferdinand is assassinated.
- 2 JULY 28** Austria-Hungary declares war on Serbia.
- 3 JULY 30** Russia (Serbia's ally) mobilizes armed forces.
- 4 AUGUST 1** Germany (Austria-Hungary's ally) declares war on Russia.
- 5 AUGUST 3** Germany declares war on France (Russia's ally); prepares to invade Belgium.
- 6 AUGUST 4** Britain, having pledged to protect Belgium, declares war on Germany.
- 7 AUGUST 6** Austria-Hungary declares war on Russia.
- 8 AUGUST 12** France and Britain declare war on Austria-Hungary.



Signing the Treaty of Versailles

Armistice poppy flower

**1918** Armistice is declared on November 11, 1918.

**Effect** World War I ends.

**1919** Treaty of Versailles is signed.

**Effect** Allied powers punish Germany; new nations are formed.

**1920**

Italian-born anarchists Sacco and Vanzetti are arrested during the Red Scare.



# SECTION 1

## Reading for Understanding

### ▶ Key Ideas

#### BEFORE, YOU LEARNED

By the early 1900s, America exerted its influence in East Asia, the Pacific region, and Latin America.

#### NOW YOU WILL LEARN

After the outbreak of World War I, the United States eventually joined the Allies to fight against the Central Powers.

### ▶ Vocabulary

#### TERMS & NAMES

**Central Powers** the World War I alliance of Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria

**Allies** the World War I alliance of Great Britain, France, Russia, Italy, Serbia, and others

**nationalism** pride in and loyalty to nation

**militarism** policy of making military power a primary goal of a nation

**trench warfare** warfare in which soldiers dug into deep trenches across the battlefield

**U-boat** German submarine

**Zimmermann telegram** telegram telling the German ambassador to ask Mexico to declare war on the United States

#### REVIEW

**Woodrow Wilson** president of the United States during World War I

**communism** single-party political system in which the government controls and plans the economy with the goal of common ownership of all property



Visual Vocabulary  
U-Boat

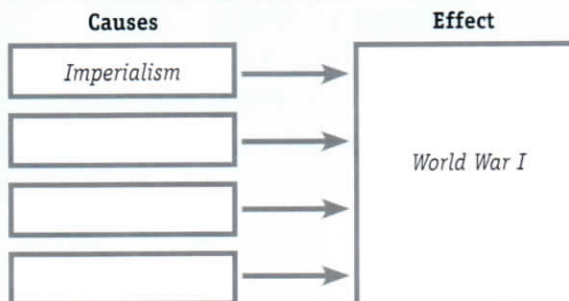
### ▶ Reading Strategy

Re-create the diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to note important causes of World War I. Add boxes or start a new diagram as needed.



See Skillbuilder Handbook, page R7.

#### CAUSES AND EFFECTS



GRAPHIC ORGANIZERS

Go to Interactive Review @ [ClassZone.com](http://ClassZone.com)



# War Breaks Out in Europe

## One American's Story

Alan Seeger was a young American poet who moved to Paris shortly before World War I. When war broke out, he joined the French Foreign Legion. In July 1916, he died on the first day of the First Battle of the Somme (SAHM), one of the bloodiest battles of the war. He wrote a letter to a friend before the battle.

### PRIMARY SOURCE

“We go up to the attack tomorrow. This will probably be the biggest thing yet. We are to have the honor of marching in the first wave. . . . I am glad to be going in the first wave. If you are in this thing at all it is best to be in to the limit. And this is the supreme experience.”

—Alan Seeger, quoted in *Letters and Diary of Alan Seeger*, June 28, 1916



Alan Seeger

Alan Seeger was one of millions who died in World War I, the most destructive conflict the world had ever seen.

## The Great War Begins

**KEY QUESTION** What events and factors helped cause World War I?

On June 28, 1914 a Serbian man assassinated Archduke Franz Ferdinand in the city of Sarajevo (SAIR•eh•YAY•voh). The archduke was the heir to the throne of Austria-Hungary. Soon, Austria declared war on Serbia. One by one, the other nations of Europe joined in. World War I had begun.

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 that actively fought in the war.



**Causes of World War I** A single action, the assassination of the archduke, started World War I. The conflict had many underlying causes, however.

1. **Imperialism** Britain, France, Germany, and Italy competed for colonies in Africa and Asia. Germany had fewer colonies than Britain and France, and felt it deserved more colonies to provide it with resources and to buy its goods.
2. **Nationalism** Many Europeans embraced **nationalism**, strong feelings of pride, loyalty, and protectiveness toward their own countries. They wanted to prove that their nations were the best.
3. **Militarism** The policy of making military power a primary goal of a nation is called **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 its allies to come to its aid. Any small conflict could become a larger war.

**Stalemate in the Trenches** When the war began in August, most people on both sides assumed it would be over within a few months. The war continued much longer than that, however. Germany invaded Belgium on its way to France and reached the Marne River, 30 miles from Paris. There the French, supported by the British, stopped the German advance. Instead of one side quickly defeating the other, the two sides slaughtered one another for more than three years. The soldiers were fighting a new kind of war called **trench warfare** (see Animated History on pages 196–197). Both sides dug a dense network of trenches from the English Channel coast to Switzerland.

When battles did take place, they cost many thousands of lives. The First Battle of the Somme, in 1916, resulted in more than 1.2 million casualties. British dead or wounded numbered over 400,000. German losses totaled over 600,000, and the number of French killed reached nearly 200,000. Despite this, the Allies advanced the trench line only about five to seven miles.

German soldiers wait in a trench, 1915.

What does the placement of the soldiers' weapons suggest about trench warfare?





**A War of New Technology** New technology made trench warfare especially deadly. Quick-firing artillery turned the area between opposing trenches into a no man's land too dangerous to occupy above ground. Soldiers who left the trenches to attack enemy lines rushed into a hail of bullets from enemy machine guns that could fire 600 bullets per minute. Poison gas, used by both sides, burned and blinded soldiers. Later in the war, the tank, a British invention, smashed through barbed wire, cleared paths through no man's land between enemy lines, and crossed trenches.

World War I was also the first major conflict in which airplanes were used in combat. By 1917, fighter planes fought each other far above the trenches. Manfred von Richthofen (man•frehd•vahn•RIKT•HO•fehn), 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 before he was killed in action on April 21, 1918.

At sea, the Germans used submarines, which they called **U-boats**, to block trade. U-boats were equipped with both guns and torpedoes. German U-boats sank over 10 million tons of Allied shipping.

▲ **CAUSES AND EFFECTS** List the causes of World War I.

## America's Path to War

▼ **KEY QUESTION** What events brought America into the war?

When the war started in 1914, American president **Woodrow Wilson** announced a policy of neutrality (noo•TRAL•IH•tee), refusing to take sides in the war. Many Americans were reluctant to become involved in a European conflict. However, over time, a series of events shifted public opinion to support the Allied cause.

**The Sinking of the *Lusitania*** 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 encountered off the British coast. In May 1915, a German U-boat torpedoed the British passenger ship *Lusitania* (Loo•sih•TAY•nee•uh), killing 1,198 people, including 128 Americans. The Germans thought that the ship was carrying military supplies—and it was carrying some arms. The sinking turned many Americans against Germany.

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



(above) Allied uniform with gas mask

(below) The British passenger ship *Lusitania* sinks following a German U-boat attack.





out of war," appealed to voters. Wilson won reelection.

Germany, desperate to defeat Britain, resumed unrestricted submarine warfare on February 1, 1917. Its military leaders knew this action would bring the United States into the war, but they hoped to win the war before the Americans arrived.

The next month, the **Zimmermann telegram** dealt another blow to German-American relations. In it, Arthur Zimmermann, the German foreign minister, directed 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. The telegram was discovered by the British, who passed it on to U.S. officials. Americans were furious.

**Debate in Congress** In March 1917, German submarines sank three American ships. Americans had had enough. On April 2, 1917, President Woodrow Wilson asked Congress for a declaration of war.

Congress debated the resolution for three days. Most members were in favor. Some members, such as Representative Jeannette Rankin of Montana and Robert La Follette of Wisconsin, raised strong objections. Senator George Norris of Nebraska said Wilson wanted war because Wall Street financiers

**ONLINE  
PRIMARY SOURCE**

Hear the perspectives at  
the **Research & Writing  
Center**

@ [ClassZone.com](http://ClassZone.com)

## COMPARING Perspectives

### OPINIONS OF THE WAR

One way to gauge the change in public opinion of the war is to examine the lyrics of two hit songs from the time. One from 1915, when a majority of Americans favored neutrality, is called, "I Didn't Raise My Boy To Be A Soldier." Two years later, as America marched off to war, "Over There" was a hit song.

#### **I Didn't Raise My Boy To Be A Soldier**

Ten million soldiers to the war  
have gone,  
Who may never return again.  
Ten million mothers' hearts  
must break,  
For the ones who died in vain.  
Head bowed down in sorrow in her  
lonely years,  
heard a mother murmur thro' her tears

**Words by Alfred Bryan,  
music by Al Piantadosi**

#### **Over There**

Johnnie get your gun, get your gun,  
get your gun,  
Take it on the run, on the run,  
on the run,  
Hear them calling you and me;  
Ev'ry son of Liberty  
Hurry right away, no delay, go today,  
Make your daddy glad to have had  
such a lad  
Tell your sweetheart not to pine,  
To be proud her boy's in line.

**Words and music by G. M. Cohan**

**CRITICAL THINKING Compare and Contrast** Compare the perspectives of the two songs, paying particular attention to family elements referred to in the lyrics.





had loaned money to the Allies. If the Allies lost, they might not be able to repay the loans. Despite opposing voices, Congress voted to go to war.

**Revolution in Russia** Events in Russia made U.S. entry into the war more urgent for the Allies. By 1917, military failures, food shortages, and soaring inflation led to riots and 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 (VLAH•deh•meer•EEL•yich•LEH•nin), took power.

**Communism** is a political system in which a single party holds power and the state controls the economy with the goal of common ownership of all property.

The war had devastated Russia. Lenin began peace talks with Germany. In March 1918, Russia withdrew from the war by signing the Treaty of Brest-Litovsk (BREHST•lih•TOFSK). German troops could now turn from Russia to the Western front. The Allies urged the American troops to come quickly.

 **CAUSES AND EFFECTS** Describe events that brought America into World War I.



This 1917 Russian revolution poster reads, "You—still not a member of the cooperative, sign up immediately!"

# 1

## Section Assessment



### ONLINE QUIZ

For test practice, go to  
Interactive Review @ [ClassZone.com](http://ClassZone.com)

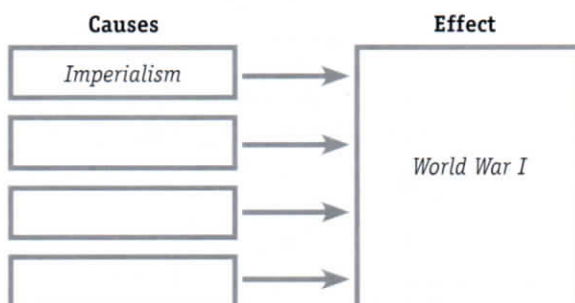
### TERMS & NAMES

1. Explain the importance of the following:

- Central Powers
- trench warfare
- Allies
- U-boat
- nationalism
- Zimmermann telegram
- militarism

### USING YOUR READING NOTES

2. **Causes and Effects** Complete the diagram you started at the beginning of this section. Then create a diagram for each of the other main ideas.



### KEY IDEAS

3. How did nationalism help cause World War I?
4. How did World War I differ from previous wars?
5. Why did the United States enter World War I?

### CRITICAL THINKING

6. **Causes and Effects** Why did the Germans sink the *Lusitania*?
7. **Analyze Point of View** What events changed Americans' opinions about supporting the Allies?
8. **WHAT IF?** Do you think Congress would have voted to go to war if the Germans hadn't sent the Zimmermann telegram? Explain your answer.
9. **Writing Letter** Write a letter to a member of Congress that explains why Americans should either support the Allied cause or remain neutral.



# Animated HISTORY

## TRENCH WARFARE

[Click here](#) to explore World War I trench warfare  
@ ClassZone.com

### Life in the Trenches

Cramped trenches full of mud, rats, and rotting corpses were the only protection that soldiers on the 450-mile Western Front had. Unless soldiers on patrol or charging the enemy, they stayed in the trenches for weeks at a time.



[Click here](#) Soldiers went to the front lines without much food or water.



[Click here](#) These machine gunners wore masks for protection from poison gas.



[Click here](#) Barbed wire was just one of the many deadly obstacles in no man's land.







## Activity

### Go Over the Top

- 1 Divide into two " platoons," one on either side of the room. Build "trench lines" out of desks and chairs.
- 2 One platoon lays out a "no man's land" of obstacles, while the other platoon plans a surprise "charge."
- 3 "Troops" on each side should describe what their actions and reactions might be during a charge.



## SECTION 2

# Reading for Understanding

## ▶ Key Ideas

### BEFORE, YOU LEARNED

After the outbreak of World War I, the United States eventually joined the Allies to fight against the Central Powers.

### NOW YOU WILL LEARN

The war required sacrifice for Americans at home and changed their daily lives.

## ▶ Vocabulary

### TERMS & NAMES

**American Expeditionary Force** (EK•speh•DISH•uh•nair•ee) the American army that fought in Europe in World War I

**General John J. Pershing** commander of American forces in Europe in World War I

**war bonds** a low-interest loan by civilians to the government meant to be repaid in a number of years

**War Industries Board** managed the buying and distributing of war materials; set goals for production, ordered construction of new factories and with the president's approval, also set prices.

**Committee on Public Information** government organization that produced propaganda to build support for the war

**Espionage Act** (ESS•PEE•eh•nazh) 1917 law that set heavy fines and long prison terms for antiwar activities

**Sedition Act** (seh•DISH•un) 1918 law that made it illegal to criticize the government

### BACKGROUND

**propaganda** opinions expressed for the purpose of influencing the actions of others



Visual Vocabulary  
propaganda poster

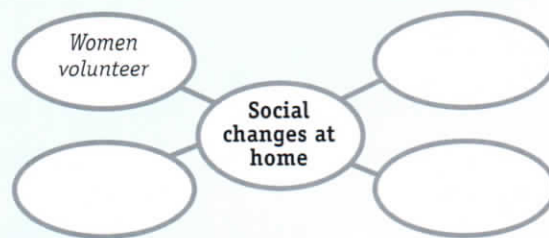
## ▶ Reading Strategy

Re-create the diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the center box to record the main idea; use the outer ovals to note important details. Add ovals or start a new diagram as needed.



See Skillbuilder Handbook, page R4.

### MAIN IDEA AND DETAILS



GRAPHIC ORGANIZERS

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# America Prepares for War

## One American's Story

Helen Burrey (1892–1987) was one of the first Army nurses to go to France in 1917. She worked on trains evacuating wounded soldiers from the battlefields.

### PRIMARY SOURCE

“The third [trip] was to a small town outside of Chateau-Thierry. It was after dark when we got there and we immediately started to load our train with patients that had been gassed. At the height of our work, we had an alarm of the enemy airplanes which meant all lights out and we had to work in the dark getting as many patients under shelter as possible. We loaded our train without keeping count of the patients that could walk. After the train pulled out and we got to a place of safety, the lights were turned on and we found we had patients everywhere, in the berths, on the seats and crowded in the aisle.”

—Helen Burrey, quoted in the *Official History of the Red Cross*, 1920

American nurses like Burrey volunteered to help wounded soldiers. They and millions of other Americans served their country during World War I.

## Raising an Army and a Navy

**KEY QUESTION** What social changes did the war effort help bring about?

The U.S. Army in 1917 was not ready for war on the scale being waged in Europe. American military forces consisted of about 200,000 soldiers, many of them recent recruits. Because so many people were needed for the war effort, the government began a draft. It was also forced to adopt policies that led to great social change.



Helen Burrey



## Connecting History

A draft system of choosing people for forced military service was first used in the United States during the Civil War. The draft caused riots.

### ONLINE PRIMARY SOURCE

For more on women in the military, go to the Research & Writing Center @ [ClassZone.com](http://ClassZone.com)

**The Selective Service Act** 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 as the **American Expeditionary Force** (EK•speh•DISH•uh•nair•ee•fors), or AEF, under **General John J. Pershing**. British commanders asked the U.S. government to have AEF troops join existing French and British combat units. Pershing refused, and Wilson supported him. Wilson believed that having “distinct and separate” American combat units would guarantee the United States a major role in the peace talks when the war ended.

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 European allies. At first, the Army used African-American troops as laborers only and refused to let them participate in combat. Responding to pressure from African-American groups, the military eventually created two African-American combat divisions.

**Women Volunteer** Nearly 40,000 American women also served in World War I. Some volunteered for overseas duty with the American Red Cross. Women were also allowed to serve in the military as non-combatants. The Navy, desperate for clerical workers, took about 12,000 female volunteers.

## CONNECT To Today

### WOMEN IN THE MILITARY

During World War I, over 35,000 women entered the military. Most were nurses. Over 250 women served in the U.S. Army Signal Corps as bilingual operators connecting soldiers to officers behind the lines.

Today there are over 200,000 women on active duty in the U.S. armed forces and 1.6 million women veterans. Whether they are fighter pilots, commanding officers, or enlisted soldiers, women have distinguished themselves in combat. National Guard Sergeant Leigh Ann Hester is one of them. She is the first woman since World War II to receive the Silver Star, which she earned for her bravery during an ambush in Iraq.




Silver Star medal

**CRITICAL THINKING Compare and Contrast** How do women's roles in the military today compare to their roles during World War I?

Sergeant Leigh Ann Hester



The Marine Corps accepted 305 female recruits, known as Marinettes. Over 1,000 women like Helen Burrey went overseas for the Army. Many became nurses. Women also worked as interpreters, operated switchboards, entertained troops, and drove AEF ambulances.

 **MAIN IDEA & DETAILS** List some of the social changes that the war effort helped to create.

## The Government Mobilizes the Population

 **KEY QUESTION** How did American civilians contribute to the war effort?

The scale of the conflict in Europe was overwhelming. To fight such a war, the government began to mobilize the entire civilian population to help with the war effort.

### Civilians Raise Money and Economize

To prepare for war, the government needed money. World War I cost the United States \$35.5 billion. Americans helped pay more than \$20 billion by buying **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.

Civilians economized by conserving scarce resources. Children rolled bandages and collected tin cans, paper, toothpaste tubes, and cherry pits. The pits were burned and made into charcoal for gas mask filters. Women's groups came together in homes and churches to knit socks and sweaters and sew hospital gowns. People planted "victory gardens" in backyards and vacant lots to help send more food to soldiers. Patriotic citizens also saved food by observing wheatless or meatless days when they ate no bread or no meat. To save gas, they stopped their Sunday pleasure drives. The government limited civilian use of steel and other metals.

**Controlling the Economy and Information** The war effort led to more government control of the economy. In 1917, President Wilson set up the **War Industries Board** to produce needed war supplies. The board had great power. It managed the buying and distributing of war materials. It also set production goals, ordered construction of new factories, and controlled wages and prices. Another government agency, the National War Labor Board, settled conflicts between workers and factory owners.



Victory garden poster  
**Why did Americans plant victory gardens?**





## **Schenck v. United States (1919)**

**KEY ISSUE** Freedom of speech during wartime  
**KEY PEOPLE** Charles T. Schenck  
Justice Oliver Wendell Holmes.

### **The Case**

Charles T. Schenck was a socialist who was against American participation in World War I. Schenck printed leaflets that called the draft a crime and urged people to work for the repeal of the Selective Service Act. Schenck was arrested and convicted for violating the Espionage Act by trying to block military recruitment. He appealed his conviction to the United States Supreme Court. Schenck had argued that the Espionage Act violated his First Amendment right to free speech.

**HISTORICAL IMPACT** On March 3, 1919, in a unanimous decision, the Court upheld Schenck's conviction. Justice Oliver Wendell Holmes, Jr. wrote the Court's opinion, saying that the right of free speech was not protected when it created "a clear and present danger" to the nation's interests. Schenck's pamphlet, Holmes charged, endangered the U.S. war effort and therefore did not merit protection under the First Amendment. Schenck served time in federal prison for his offense.

**CRITICAL THINKING Form and Support Opinions** Explain whether you agree or disagree with the Court's opinion in *Schenck v. United States*.

To rally citizen support, Wilson created the **Committee on Public Information**. The committee produced **propaganda**, opinions expressed for the purpose of influencing the actions of others. The committee sold the war through posters, pamphlets, and movies.

**Attacks on Civil Liberties and Dissent** Patriotic propaganda did much to win support for the war. However, 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, Iowa, was renamed Lincoln. German shepherd owners called their pets "police dogs."

On June 15, 1917, Congress passed the **Espionage Act** (ESS•pee•eh•nazh). The **Sedition Act** (seh•DISH•un) followed in May 1918. These laws set heavy fines and long prison terms for such antiwar activities as encouraging draft resisters. U.S. courts tried several thousand pacifists, socialists, and other war critics. At least 1,000 went to jail. Socialist Party leader Eugene Debs gave a speech arguing that the war was fought by poor working men for the profit



of wealthy business owners. For this talk, a judge sentenced Debs 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. Charles T. Schenck (SHEHNK), 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:

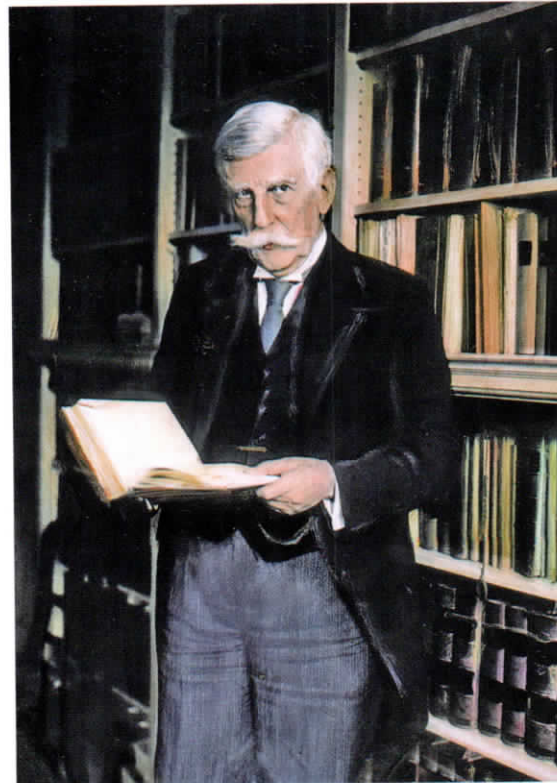
#### PRIMARY SOURCE

“When a nation is at war, many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight.”

—Supreme Court Justice Oliver Wendell Holmes, Jr.

The Supreme Court declared that free speech, guaranteed by the First Amendment, could be limited, especially in wartime.

- ▲ **MAIN IDEAS & DETAILS** Explain how Americans at home contributed to the war effort.



Justice Oliver Wendell Holmes, Jr.

## 2

### Section Assessment



#### ONLINE QUIZ

For test practice, go to  
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#### TERMS & NAMES

1. Explain the importance of
  - American Expeditionary Force
  - General John J. Pershing
  - war bonds
  - War Industries Board
  - Committee on Public Information
  - Espionage Act
  - Sedition Act

#### USING YOUR READING NOTES

2. **Main Idea and Details** Complete the diagram you started at the beginning of this section. Then create a diagram for each of the other main ideas.



#### KEY IDEAS

3. Why did Congress pass the Selective Service Act in 1917?
4. Why did Americans buy war bonds?
5. What did the Committee on Public Information do?

#### CRITICAL THINKING

6. **Draw Conclusions** How do you think the government's use of propaganda affected Americans' ability to form their own thoughts about the war and government policy?
7. **Compare and Contrast** Compare the way African-American troops were treated by other American troops to how they were treated by European troops.
8. **Writing Speech** Give a speech in which you explain whether or not free speech should be limited when the United States is at war.



# SECTION 3

## Reading for Understanding

### Key Ideas

#### BEFORE, YOU LEARNED

The war required sacrifice for Americans at home and changed their daily lives.

#### NOW YOU WILL LEARN

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

### Vocabulary

#### TERMS & NAMES

**Eddie Rickenbacker** (RICK•ehn•BAHK•er) the American "ace of aces"

**Belleau Wood** (beh•LOH) site of American victory in France in 1918

**Second Battle of the Marne** battle that was the turning point of the war

**Alvin York** Tennessee-born soldier whose action in the Argonne Forest made him an American hero

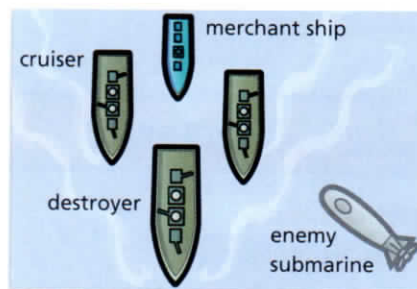
#### BACKGROUND VOCABULARY

**convoy** a guard that accompanies and protects ships or troops

**armistice** (AR•mih•stiss) an end to the fighting

**epidemic** outbreak of a contagious disease that spreads rapidly and widely

Visual Vocabulary  
convoy



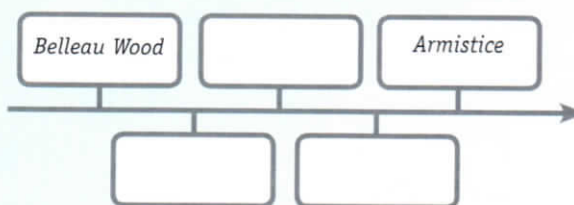
### Reading Strategy

Re-create the diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to place events in the proper sequence.



See Skillbuilder Handbook, page R5.

#### SEQUENCE EVENTS



GRAPHIC ORGANIZERS

Go to Interactive Review @ [ClassZone.com](http://ClassZone.com)



# Pushing the Germans Back

## One American's Story

**Eddie Rickenbacker** (RICK•ehn•BAHK•er) 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.

### PRIMARY SOURCE

“ [T]here appeared to be nothing below me but old battered trenches . . . and billions of shell holes. . . . Not a tree, a fence . . . nothing but . . . ruin and desolation. The awfulness of the whole thing was truly appalling. ”

—Eddie Rickenbacker, *Fighting the Flying Circus*

The United States sent Rickenbacker and other U.S. soldiers to Europe after declaring war on the Central Powers and joining the Allies in 1917.



Flying ace Eddie Rickenbacker

## American Troops Enter the War

**KEY QUESTION** How did American troops help the Allies win 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. Almost a year would pass before the bulk of the American troops landed in Europe.

**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 rate of lost ships.





U.S. General John J. Pershing inspects French troops in Boulogne, France on June 13, 1917. What was General Pershing's role in World War I?

Another American tactic helped protect the Allies from the U-boat menace. Beginning in 1918, the Allies laid a barrier of 70,000 mines in the North Sea. The minefield made U-boat access to the North Atlantic almost impossible.

**Just in Time** With Russia out of the war, 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. By midsummer 1918, there would

be one million fresh American troops ready to fight.

**Americans Take Cantigny** On May 28, American soldiers attacked the French town of Cantigny, which was occupied by the Germans. The soldiers advanced into the town, blasting enemy soldiers out of trenches. Within two hours, the Yanks had taken control of Cantigny (kahn•tee•NYEE). The American victory lifted Allied morale.

In June 1918, the Germans moved against the town of Château-Thierry (shah•TOH•tye•REE) to the southeast of Cantigny and northeast of Paris. The Americans counterattacked on June 3–4 and halted the German advance on Paris. Next, General Pershing and the AEF set out to retake **Belleau Wood** (beh•LOH). This was a forest near the Marne River well defended by German troops. American soldiers succeeded, but at a horrific cost. One unit lost 380 of its 400 men.

**The Turning Point** The **Second Battle of the Marne** was the turning point of the war. It began in the summer of 1918 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 and forced the Germans back.

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**. Sergeant York had refused to bear arms because of his religious beliefs, until his superiors changed his mind. In October 1918, in the Argonne Forest, York





(left) Gas and flame attack at St. Mihiel, France, 1918

(below) German anti-aircraft machine gun crew wearing gas masks in gas zone





Nine members of the African-American 369th Infantry Regiment, each wearing the French *Croix de Guerre* medal, return to the United States in 1919 aboard the *SS Stockholm*.

attacked German machine gunners, killing 25 of them. Other German soldiers surrendered, and York returned to the U.S. lines with 132 captives.

Over 100 African-Americans were also recognized for their battlefield valor. For their service under French commanders, soldiers from the 369th regiment were awarded the *Croix de Guerre* and the Legions of Merit, two of France's highest military awards. The 369th spent more continuous time on the front lines than any other American unit. 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.

▲ **SEQUENCE EVENTS** List the steps U.S. troops took to help the Allies win the war.

## The War Comes to an End

▼ **KEY QUESTION** What were the human costs of World War I and the 1918 flu epidemic?

Although the Germans were losing ground on the Western Front, they still controlled vast areas of land across Europe. However, with 10,000 Americans landing in France every day, the Germans knew that the Allies would win.

**Germany Stops Fighting** Before the defeat of the Meuse-Argonne, German General Erich Ludendorff advised his government to seek an **armistice** (AR•mih•stiss), an end to fighting. In early November, Germany's navy mutinied. Its allies Austria and Bulgaria had already dropped out. On November 9, the Kaiser stepped down. Two days later Germany agreed to an armistice. 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. One British soldier summed up the war's tragic costs.

### PRIMARY SOURCE

“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!”

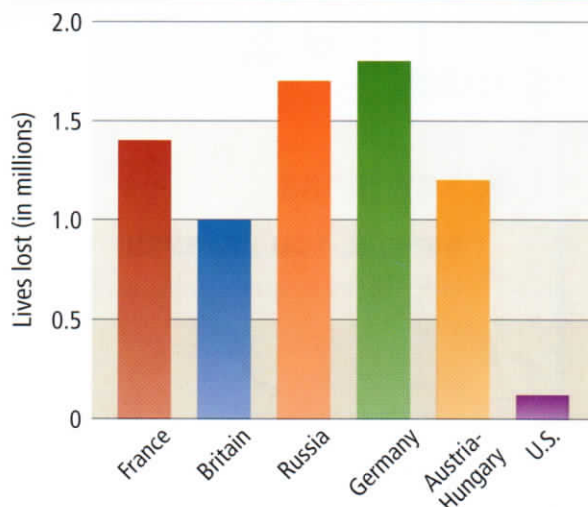
—William John Mason, quoted in *The Lost Generation of 1914*

There were fewer military deaths than civilian deaths during the war, however. An estimated 13 million civilians in Europe, Asia, and Africa died in the war from starvation and disease.

**The Flu Epidemic of 1918** In 1918 and 1919, a deadly flu epidemic swept the globe. Worldwide, more than 20 million people died of the flu, including some 550,000 Americans. The flu had no known cure. Everywhere, schools and other public places shut down to limit the flu's spread. Soldiers in trenches were also at risk for catching it. In some AEF units, one-third of the troops died from the flu.

**CAUSES AND EFFECTS** Name the human costs of World War I and the 1918 flu epidemic.

### Military Deaths in World War I\*



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

**CRITICAL THINKING Analyze Graphs** About how many European military deaths were there during World War I?



## Section Assessment



### ONLINE QUIZ

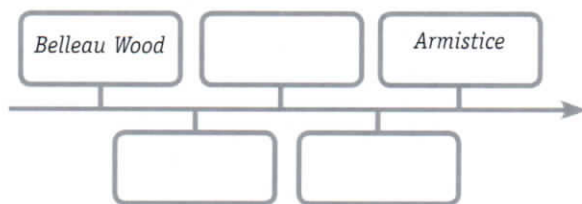
For test practice, go to  
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### TERMS & NAMES

- Explain the importance of
  - Eddie Rickenbacker
  - Second Battle of the Marne
  - Belleau Wood
  - Alvin York

### USING YOUR READING NOTES

- Sequence Events** Complete the diagram you started at the beginning of this section. Then create a diagram that places other war events in sequence.



### KEY IDEAS

- What was the convoy system?
- What happened at Cantigny?
- How did American troops impact Germany's decision to surrender?

### CRITICAL THINKING

- Draw Conclusions** Why do you think Sergeant Alvin York's actions made him a hero?
- Problems and Solutions** Why were German U-boats a problem for the Allies?
- Connect to Today** How might your life change if a deadly flu epidemic swept the United States today?
- Art** Create a piece of art that shows the accomplishments of Eddie Rickenbacker, Sergeant Alvin York, or the 369th regiment.



# SECTION 4

## Reading for Understanding

### ▶ Key Ideas

#### BEFORE, YOU LEARNED

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

#### NOW YOU WILL LEARN

The war left Americans divided over foreign policy and domestic issues.

### ▶ Vocabulary

#### TERMS & NAMES

**Fourteen Points** President Woodrow Wilson's goals for peace after World War I

**League of Nations** an organization set up after World War I to settle international conflicts

**Treaty of Versailles** (ver•SYE) the 1919 treaty that ended World War I

**reparations** (REHP•eh•RAY•shunz) money that a defeated nation pays for the destruction it caused in other countries

**Great Migration** the movement of African Americans from the South to northern cities between 1910–1920

**Red Scare** in 1919–1920 a fearful reaction that the United States was threatened by a Communist revolution

**Palmer raids** raids carried out by federal agents and police against radicals at the direction of U.S. Attorney-General A. Mitchell Palmer

### ▶ Reading Strategy

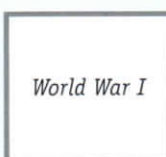
Recreate the diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to note important events and their effects. Add boxes or start a new diagram as needed.



See Skillbuilder Handbook, page R7.

#### CAUSES AND EFFECTS

##### Cause



##### Effects on United States

Great Migration



**GRAPHIC ORGANIZERS**

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# The Legacy of World War I

## One American's Story

Wayne DeSilvey (deh•SIL•vee) was a young soldier from Harrisburg, Pennsylvania. During the war, he served as a bugler in the 112th Infantry Division. De Silvey was wounded and gassed in an attack on November 11, 1918, the last day of the war. Here he describes his return to America with other U.S. troops.

### PRIMARY SOURCE

“March 24, 1919 Entered N.Y. Harbor. Mayor Committee of Welcome came to meet us & band began to play “Home Sweet Home.” Crowd began to cheer. As we steamed up the Bay, we all crowded to one side of the boat, almost upsetting the boat. . . . Passed the Statue of Liberty & such whooping & cheering one never heard.”

—Bugler Wayne DeSilvey, 112th Infantry Regiment, AEF, in his diary

DeSilvey spent several months in Europe and two days in a hospital in New York City before being discharged from the army and returning home to Harrisburg. He eventually died from the effects of the gassing. People on both sides of the war wanted to prevent such losses from happening again.



American veterans and citizens at a peace celebration, 1919

## Woodrow Wilson's Plans for Peace

**KEY QUESTION** How did Woodrow Wilson hope to achieve world peace?

President Woodrow Wilson hoped to prevent a conflict like World War I from ever happening again. So, in January 1918, ten months before the war ended, Wilson told Congress about his radical new plan for peace. His speech became known as the **Fourteen Points**. (See Reading Primary Sources on page 216.)





## History Makers

### Woodrow Wilson 1856–1924

Woodrow Wilson, born in Virginia, was the first Southerner to become president since the Civil War. Wilson was committed to progressive policies such as banking reform and antitrust regulation, but was reluctant to support woman suffrage, and allowed racial segregation in federal agencies. Wilson won the 1919 Nobel Peace Prize for creating the League of Nations. After becoming ill during his cross-country speaking tour to promote the Treaty of Versailles, Wilson suffered a stroke on October 2, 1919, from which he never fully recovered.

**CRITICAL THINKING Analyze Leadership** Why do you think the ability to compromise is an important skill for political leaders?



For more on Woodrow Wilson, go to the Research & Writing Center @ [ClassZone.com](http://ClassZone.com)

### Connect Geography & History

- 1. Region** What new nations were created after the Treaty of Versailles?
- 2. Region** In what part of Europe were most of the new nations located?

**Wilson's Fourteen Points** Wilson's plan 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 whom Austria-Hungary or the Ottoman Empire had ruled.

For Wilson, the fourteenth point mattered most. He called for a new association of nations called the **League of Nations**, whose purpose would be to peacefully settle disputes. 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. The leaders of Britain, France, and Italy did not share Wilson's vision of "peace without victory." They wanted Germany to pay heavily for the war.

The **Treaty of Versailles** (ver•SYE) forced Germany to accept full blame for the war. Germany was stripped of its colonies and its military was limited to 100,000. It was also burdened with \$33 billion in **reparations**, (REHP•eh•RAY•shunz)

### Postwar Europe 1919







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 Czechoslovakia (CHEK•eh•slo•VAHK•ee•uh) and recognized Poland's independence.

Wilson managed to include the League of Nations in the treaty. 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. Lodge and his supporters offered to accept the treaty only 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 Treaty of Versailles failed to make Europe "safe for democracy." In the next decades, Germany's economic burdens and resentment of the treaty would grow. The treaty planted the seeds of World War II, an even more deadly conflict that would yet again change the face of Europe.

**▲ MAIN IDEA & DETAILS** Explain how President Wilson thought world peace could be achieved.

African Americans wait in a segregated seating area at the Union Railroad Depot in Jacksonville, Florida.

**Why did the Great Migration take place during the war?**

## The War and Social Change

**▼ KEY QUESTION** What social changes did the war help bring about?

The massive mobilization of soldiers and civilians led to sweeping changes in American life—both during the war and after it ended. Some of these changes caused years of social conflict.

**New Jobs and the Great Migration** The war also provided new opportunities for African Americans. 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 also left to escape the bigotry, poverty, and racial violence of the South.

**Women Take On “Men’s Work”** As with the Civil War, new jobs opened for women during World War I. With millions of men serving in the military, women replaced male workers in steel mills, ammunition factories, and assembly lines on the home front. Women served as streetcar conductors and elevator operators. After the war, women workers were laid off to create positions for returning veterans. Many women found that they enjoyed their work, however, and continued to look for jobs after the war.

**Strikes and the Red Scare** Labor conflicts divided Americans after the war when the nation had a number of strikes. Federal regulators had kept workers’ wages low during the war. Workers expected a postwar wage increase, but did not get one. In February 1919, more than 55,000 workers in Seattle, Washington held a peaceful general strike to demand better wages. The shutdown paralyzed the city.



## CONNECT to the Essential Question

### How did World War I impact America and transform Europe?

#### United States

- Increased involvement in world affairs during the war
- Women move into the work place and win suffrage
- Great Migration
- Civilian participation in war effort
- Stifling of dissent with Espionage and Sedition Acts
- Strikes and social turmoil
- Acclaim for African-American soldiers
- Racial tension and violence
- Withdrawal from world leadership with Senate rejection of Treaty of Versailles



#### Europe

- Destruction of land and cities
- Deaths of millions of young men
- Millions of civilian deaths
- Breakup of empires
- Independence for Czechoslovakia
- Formation of League of Nations
- German resentment at Treaty of Versailles which led to World War II

#### CRITICAL THINKING

- 1. Compare and Contrast** Where did most of the war’s destruction take place?
- 2. Analyze** Which changes happened as a result of civilian participation in the war effort?



The strikes sparked fears of a communist revolution like the one that toppled the Russian czar. In 1919–1920, this fear created a reaction called the **Red Scare**. Public fear was heightened by the discovery of mail bombs sent to government officials. Many believed the bombs were the work of anarchists, radicals who do not believe in any form of government.

In January 1920, Attorney General A. Mitchell Palmer ordered a raid of the homes and headquarters of suspected radicals, people who use extreme measures to bring about change. Palmer's agents arrested at least 6,000 people without search warrants in what became known as the **Palmer raids**.

The Red Scare was not only anti-radical but also anti-foreign. Two Italian-born anarchists, Nicola Sacco (NEE•koh•lah•SAHK•koh) and Bartolomeo Vanzetti (bar•tah•loh•MAY•oh•van•ZEHT•tee), were arrested for killing two men in an armed robbery. Despite claiming innocence, they were found guilty and executed.



Bartolomeo Vanzetti (left) and Nicola Sacco  
What effect did the Red Scare have on Sacco and Vanzetti?

**Racial Conflict** Racial tensions increased after the war and the Great Migration. White vigilantes lynched African Americans before mobs. In most cases, the victims had been arrested on false evidence. In the northern cities, whites and blacks competed for factory jobs. Simmering resentments over housing, jobs, and segregation exploded during the summer of 1919. Over 20 race riots flared in cities around the country.

**CAUSES AND EFFECTS** List social changes that developed after the war.



## Section Assessment



### ONLINE QUIZ

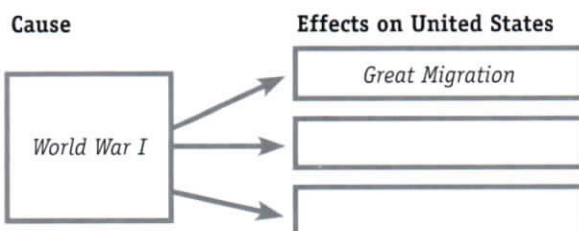
For test practice, go to  
Interactive Review @ [ClassZone.com](http://ClassZone.com)

### TERMS & NAMES

- Explain the importance of:
  - Fourteen Points
  - League of Nations
  - Treaty of Versailles
  - reparations
  - Great Migration
  - Red Scare
  - Palmer raids

### USING YOUR READING NOTES

- Causes and Effects** Complete the diagram you started at the beginning of this section. Then create a diagram for each of the other main events.



### KEY IDEAS

- What were some of Woodrow Wilson's ideas for achieving world peace?
- How did World War I affect African Americans?

### CRITICAL THINKING

- Analyze Point of View** Why do you think Wilson refused to compromise in the battle over ratifying the Treaty of Versailles?
- Causes and Effects** Explain the effect that postwar labor strikes had on American society.
- Connect to Today** What international organization today is most like the League of Nations? How are the roles of the two organizations similar?
- Writing Research Report** Use the Internet to research women's work during and after the war. Write a brief report explaining how women's work changed during this time.



## Reading Primary Sources

# The Fourteen Points

**SETTING THE STAGE** Nine months after the United States entered World War I, President Wilson gave a speech to Congress in which he proposed 14 ways to reduce the risk of war in the future. The proposals became known as the “Fourteen Points.”

### Open Covenants

Wilson’s first point tries to solve one of the problems that caused World War I—secret agreements between nations.

**1. How might public agreements between nations prevent war?**

### Fairness

Wilson appeals to fairness, balance, and impartiality in settling competing claims.

**2. What was unusual about Wilson’s call for an impartial adjustment of colonial claims?**

### A World Organization

Wilson proposes that nations join a formal organization to protect one another.

**3. Why did Wilson believe that such an organization would benefit the world?**

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<sup>1</sup> 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<sup>2</sup> will be reduced. . . .

[5] A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon . . . the principal 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<sup>3</sup> to great and small states alike.

—Woodrow Wilson

1. **covenants:** binding agreements

2. **armaments:** weapons and supplies of war

3. **integrity:** the condition of being whole or undivided; completeness

## DOCUMENT-BASED QUESTIONS

### Short-Answer

1. Why would equality of trade conditions among all nations help reduce risk of war?
2. Why did Wilson think that armaments should be reduced?

### Extended Answer

3. Explain how Wilson’s Fourteen Points might reduce the risk of war between nations.





## Chapter Summary

### 1 Key Idea

After the outbreak of World War I, the United States eventually joined the Allies to fight against the Central Powers.

### 2 Key Idea

The war required sacrifice for Americans at home and changed their daily lives.

### 3 Key Idea

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

### 4 Key Idea

The war left Americans divided over foreign policy and domestic issues.




For detailed Review and Study Notes go to **Interactive Review** @ **ClassZone.com**

## Name Game

Use the Terms & Names list to complete each sentence online or on your own paper.

1. The \_\_\_\_ were Woodrow Wilson's goals for peace.

Fourteen Points 

2. African Americans moved from the South to northern cities during the \_\_\_\_

3. Germany was part of this alliance during the war. \_\_\_\_

4. I commanded American forces during World War I. \_\_\_\_

5. This was the turning point of World War I. \_\_\_\_

6. My action in the Argonne Forest made me a hero.

7. Germany agreed to an \_\_\_\_ on November 11, 1918.

8. I was the American president during World War I. \_\_\_\_

9. The Allies and Germans signed the \_\_\_\_ after the war.

10. My assassination sparked the war. \_\_\_\_

A. General Pershing

B. Treaty of Versailles

C. Second Battle of the Marne

D. Fourteen Points

E. Sergeant Alvin York

F. armistice

G. Great Migration

H. Allies

I. League of Nations

J. Woodrow Wilson

K. Central Powers

L. Austria-Hungary

M. Belleau Wood

N. Archduke Franz Ferdinand

O. Red Baron

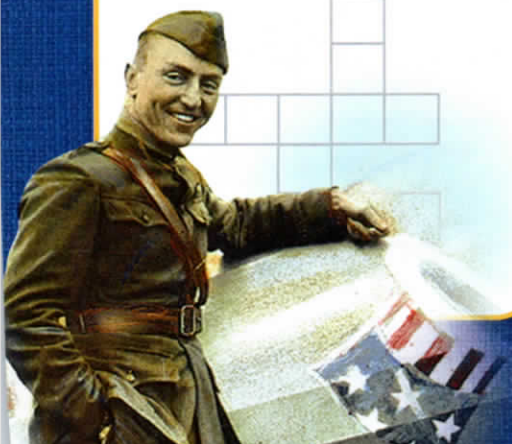
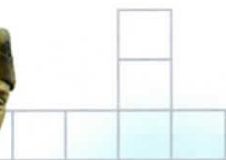
## Activities

### CROSSWORD PUZZLE

Complete the online puzzle to show what you know about World War I.

#### ACROSS

1. American World War I flying ace Eddie \_\_\_\_.



### GEOGAME

Use this online map to reinforce your understanding of the sequence of events that led to World War I. Drag and drop each event on the list at its location on the map. A score card helps you keep track of your progress online.

Archduke Franz Ferdinand is assassinated

Austria-Hungary declares war on Serbia.

Russia mobilizes armed forces





## VOCABULARY

Match the term or name in the left hand column with its definition or identification in the right.

- |                                  |   |
|----------------------------------|---|
| 1. American Expeditionary Forces | A. Great Britain, France, Russia  |
| 2. militarism                    | B. told German ambassador to ask Mexico to declare war on the United States |
| 3. convoy                        | C. guard that protects ships  |
| 4. Allies                        | D. American army in Europe  |
| 5. Zimmermann telegram           | E. making military power a primary goal                                     |

Explain how the terms and names in each group are related.

6. War Bonds, War Industries Board, Committee on Public Information
7. Alvin York, Eddie Rickenbacker
8. Fourteen Points, League of Nations, Treaty of Versailles

## KEY IDEAS

### 1 War Breaks Out in Europe (pages 190–195)

9. What was trench warfare?
10. Why did the German sinking of the *Lusitania* make Americans angry?

### 2 America Prepares for War (pages 198–203)

11. What military jobs did women do during World War I?
12. How did civilians help aid the war effort?

### 3 Pushing the Germans Back (pages 204–209)

13. How did U.S. ships help the Allies in World War I?
14. Which battle was the turning point of World War I?

### 4 The Legacy of World War I (pages 210–215)

15. What were Wilson's plan for peace?
16. Why did the Senate reject the Treaty of Versailles?

## CRITICAL THINKING

17. **Analyzing Leadership** Woodrow Wilson was reelected in 1916 campaigning on his keeping America out of war. A month after being inaugurated for a second term, he asked Congress for a declaration of war. Do you think Wilson showed leadership by changing his mind? Explain.
18. **Causes and Effects** How did America's entry into World War I and the Russian Revolution influence the outcome of the war?
19. **Compare and Contrast** How did Wilson's goals of making the world safe for democracy contrast with his actions at home during the war?

Use the images below and your knowledge of U.S. history to answer questions 20 and 21.

20. **Problems and Solutions** Why did Americans buy war bonds during World War I?
21. **Recognize Bias and Propaganda** What images and words did the posters use to persuade viewers to buy war bonds?







- Online Test Practice @ [ClassZone.com](http://ClassZone.com)
- Test-Taking Strategies & Practice at the front of this book

### MULTIPLE CHOICE

Read questions 1–3 and choose the best answer.

1. What did the Germans use to attack Allied shipping during World War I?
  - A. U-boats
  - B. convoys
  - C. the *Lusitania*
  - D. trench warfare
2. Sacco and Vanzetti were arrested during the \_\_\_\_\_.
  - A. Red Scare
  - B. Palmer raids
  - C. Espionage Act
  - D. Great Migration
3. Which of the following was an underlying cause of World War I?
  - A. Sedition Act
  - B. European alliances
  - C. Zimmermann telegram
  - D. The Fourteen Points

The German Embassy placed the following notice near an advertisement for the *Lusitania*. Use the notice and your knowledge of U.S. history to answer question 4.

#### PRIMARY SOURCE

“NOTICE! TRAVELLERS intending to embark on the Atlantic voyage are reminded that. . . vessels flying the flag of Great Britain, or any of her allies, are liable to destruction. . .”

—Imperial German Embassy, April 22, 1915

4. In the notice, the German embassy tells travelers
  - A. to sail on German ships
  - B. British ships might be sunk
  - C. the war will not affect their safety
  - D. to ignore all warnings from Germany

### YOU BE THE HISTORIAN

22. **WHAT IF?** How might the course of the war been affected if Germany had been successful in getting Mexico to declare war on the United States?
23. **Causes and Effects** How did World War I help cause the Russian Revolution?
24. **Evaluate** If Woodrow Wilson thought the League of Nations was the most important point of the Treaty of Versailles, what do you think he should have done to insure ratification of the treaty?
25. **Analyze** How did the events in the United States immediately following World War I influence the fate of the Treaty of Versailles in the U.S. Senate?
26. **Connect to Today** How effective do you think the United Nations would be today if the United States withdrew as a member nation?



Answer the

### ESSENTIAL QUESTION

**How did World War I impact America and transform Europe?**

**Written Response** Write a two- to three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as the significant changes the war made to Americans at home and the international standing of the United States in the world.

#### Response Rubric

A strong response will

- discuss the social changes brought on by the war
- evaluate Wilson's political leadership at home and abroad
- analyze how the achievements of African Americans inspired a racist reaction