



CHAPTER 23

World War I

1914–1919

Why It Matters

World War I changed the world. The people of the time called the conflict the Great War, and they believed that there could never again be another like it. Although the United States tried to remain neutral, it was drawn into the conflict.

The Impact Today

The war touched all aspects of life. When the fighting was over, the United States emerged as one of the great powers in the world.



The American Journey Video The chapter 23 video, "Over There," examines the impact of technology in World War I.



1917

- Zimmermann telegram angers U.S.
- United States enters WW I
- Selective Service Act passed

1914

- Beginning of Great Migration

1915

- Germany torpedoes the *Lusitania*



United States

PRESIDENTS

Wilson
1913–1921



1914

1916



World

1914

- Franz Ferdinand assassinated
- World War I begins



1917

- Lenin leads Bolshevik Revolution

FOLDABLES™

Study Organizer

Time Line Study Foldable Time lines are used to list important dates in chronological order. Use this foldable to sequence key events of World War I.

Step 1 Fold two sheets of paper in half from top to bottom.



Step 2 Turn the papers and cut each in half.



Step 3 Fold the four pieces in half from top to bottom.



Step 4 Tape the ends of the pieces together (overlapping the edges very slightly) to make an accordion time line and label it as shown.



Reading and Writing As you read the chapter, record key events that occurred during each year of World War I.



To the Front World War I combined traditional means of warfare, such as the cavalry, with modern means, such as the tank and the airplane.

1918

- National War Labor Board is set up

1920

- Senate rejects League of Nations

1918

1918

- World War I ends
- Flu epidemic kills more than 20 million worldwide

1919

- Treaty of Versailles signed

1920

HISTORY Online

Chapter Overview

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War in Europe

Guide to Reading

Main Idea

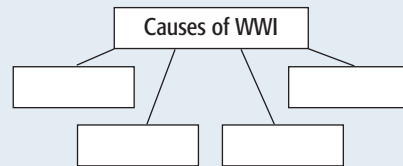
When Europe went to war in 1914, the United States tried to stay out of the conflict.

Key Terms

nationalism, ethnic groups, militarism, alliance system, entente, balance of power

Reading Strategy

Organizing Information As you read the section, re-create the diagram below, and identify four causes of World War I.



Read to Learn

- what factors led to World War I.
- how the early fighting progressed in Europe.

Section Theme

Science and Technology New weapons and other technology were used in fighting the war.

Preview of Events

◆ 1914

June 1914

Franz Ferdinand is assassinated

◆ 1915

July 1914

Austria-Hungary declares war on Serbia

August 1914

Germany declares war on Russia and France

◆ 1916

1916

France and Germany fight the Battle of Verdun



Jeannette Rankin

AN American Story

The swift chain of events that led to war in Europe in 1914 stunned Americans. Most agreed with Jeannette Rankin—the first woman to serve in the U.S. Congress at a time when women could not even vote in most states—that “You can no more win a war than you can win an earthquake.” Most Americans wanted the country to stay out of other countries’ affairs. They saw no good reason to get involved in a conflict that they believed grew out of national pride and greed. As time went on, the United States found it more and more difficult to remain neutral.

Troubles in Europe

The people of Sarajevo crowded the streets of their city on the morning of June 28, 1914. They wanted to see **Archduke Franz Ferdinand**, the heir to the throne of the Austro-Hungarian Empire. The royal couple had come on a state visit to **Bosnia**, an Austrian province. Suddenly shots rang out. The archduke and his wife were hit and died soon after. The assassination destroyed the delicate balance of European stability. Within weeks Europe was at war. The tensions that led to World War I had roots that went back many years. The conflicts grew as European nations pursued dreams of empires, built up their armies, and formed alliances.



Nationalism

Nationalism, a feeling of intense loyalty to one's country or group, caused much of the tension in Europe. On the one hand, nationalism encouraged new nations, such as Italy and Germany, to unify and to establish their power in the world. Italy had become a kingdom in the 1860s, and the German states had united in the 1870s. Their actions challenged the position of older nations such as Great Britain and France.

On the other hand, nationalism inspired certain groups of people to break away from existing nations. Some of these **ethnic groups**—people who share a common language and traditions—demanded independent nations of their own.

Imperial Expansion

Tension in Europe also grew out of the desire of nations to expand their empires. Nations competed for colonies in Africa, Asia, and other parts of the world. These colonies not only brought new markets and raw materials, they also added to a nation's prestige.

Great Britain and France already possessed large overseas empires, but they wanted to expand them even more. Germany, Italy, and Russia wanted to increase their colonial holdings as well. Because few areas were left to colonize, however, expansion by one European nation often brought it into conflict with another power.

Military Buildup

As European nations competed for colonies, they strengthened their armies and navies to protect their interests. If one nation increased its military strength, its rivals felt threatened and built up their own military in response. In this atmosphere of **militarism**, Germany, France, and Russia developed huge armies in the early 1900s.

Great Britain, an island nation, had the world's largest and strongest navy. When Germany began to challenge Britain's naval power in the early 1900s, a bitter rivalry grew between the two nations. The rivalry led to an arms race that threatened peace in Europe.

Forming Alliances

Along with militarism came a strengthening of the **alliance system**, or the defense agreements among nations. By 1914 two major alliances had been established. Germany, Austria-Hungary, and Italy banded together in the **Triple Alliance**, while Great Britain, France, and Russia joined in the **Triple Entente**. An **entente** is an understanding among nations.

The alliances aimed to keep peace by creating a **balance of power**—a system that prevents any one country from dominating the others. Yet the alliance system actually posed a great danger. An attack on one nation was all that was needed to trigger a war involving many countries.

Europe was like a powder keg. One American diplomat noted that it would take “only a spark to set the whole thing off.” That spark was ignited in the **Balkans**.

✓ Reading Check Describing What was the purpose of the alliance system?

Crisis in the Balkans

The Balkan Peninsula in southeastern Europe was a hotbed of nationalist and ethnic rivalries in the early 1900s. The nations of Greece, Albania, Romania, and Bulgaria argued over territory, while Slavic nationalists hoped to unite all the Slavic peoples in the region. Especially bitter was the dispute between Austria-Hungary, whose Slavic people desired independence, and the neighboring nation of Serbia, which supported the Slavs and opposed the empire.

An Assassination Leads to War

Franz Ferdinand's assassin, Gavrilo Princip, was a member of a Serbian nationalist group. Princip and other terrorists had plotted the murder to advance the cause of the unification of Slavic peoples.



*Archduke
Franz Ferdinand*



Allies
 Central Powers
 Neutral nations

- 1 June 28 Franz Ferdinand assassinated
- 2 July 28 Austria-Hungary declares war on Serbia
- 3 July 30 Russia mobilizes armed forces
- 4 Aug. 1 Germany declares war on Russia
- 5 Aug. 3 Germany declares war on France
- 6 Aug. 4 Germany invades Belgium
- 7 Aug. 4 Britain declares war on Germany
- 8 Aug. 6 Austria-Hungary declares war on Russia
- 9 Aug. 12 France and Britain declare war on Austria-Hungary

Geography Skills

1. **Region** What nations made up the the Central Powers?
2. **Drawing Conclusions** What incident sparked the beginning of World War I?

The rulers of Austria-Hungary blamed the Serbian government for the assassination and moved to crush the Serbian nationalist movement. After making sure its ally, Germany, supported its decision, Austria-Hungary sent a letter to Serbia listing harsh demands. When Serbia refused the conditions, Austria-Hungary declared war on Serbia on July 28, 1914.

Europe's system of alliances caused the war to spread. Russia, which had agreed to protect Serbia, prepared for war. This brought Germany to the side of its ally, Austria-Hungary. Germany declared war on Russia on August 1, 1914. Knowing France was an ally of Russia, Germany declared war on France on August 3.

A day later, Germany invaded Belgium as part of a plan to sweep across eastern and northern France. In doing so, Germany violated a treaty signed in 1839 guaranteeing Belgium's neutrality. The invasion of Belgium prompted Great Britain to honor its pledge to protect Belgium, and Britain declared war on Germany.

Reading Check Describing What actions did Austria-Hungary take after the assassination of Franz Ferdinand?

A World War Begins

The "Great War" had begun. On one side were the **Allied Powers**, or the Allies—Great Britain, France, and Russia. On the other were the **Central**





Powers—Germany, Austria-Hungary, and the Ottoman (Turkish) Empire, which joined the war in October 1914. **Japan**, a rival of Germany in Asia, joined the Allies in late August 1914. Italy refused to honor its alliance with Germany and Austria-Hungary. Instead, it joined the Allies in 1915 after being promised territory in Austria after the war.

Fighting on the Western Front

In launching an offensive through Belgium, Germany hoped to defeat France quickly and destroy the French armies. This would allow Germany to move troops east against Russia.

The plan almost succeeded. The Belgians, however, held out heroically for nearly three weeks against the powerful German army. This delay gave the French and British time to mobilize their forces.

After defeating the Belgians, the Germans marched into France and advanced to within 15 miles of Paris. The British and French finally managed to stop the German advance at the Marne River just a few miles east of the city. The **Battle of the Marne**, fought between September 5 and 12, 1914, saved Paris from invasion by the Germans and boosted French morale. It also made it clear that neither side was capable of winning the war quickly or easily.

After the Battle of the Marne, the fighting in western Europe reached a stalemate. For the next three years, the opposing armies faced each other across an elaborate network of deep **trenches**. Trenches along the front lines provided some protection from flying bullets and artillery shells. Support trenches behind the lines served as headquarters, first-aid stations, and storage areas.

In 1916 both sides attempted to break the deadlock of trench warfare by launching major offensives. The German offensive, the **Battle of Verdun** in northeastern France, began in February and continued on and off until December. At first the Germans made small gains, but these were lost after the French counterattacked. Verdun

was one of the longest and bloodiest battles of the war. When it was over, more than 750,000 French and German soldiers had lost their lives.

While the Battle of Verdun raged, the British and French launched their own offensive in northern France in July—the **Battle of the Somme**. Again the number of casualties was extremely high. The Allies gained only about 7 miles (11.2 km) in the offensive.

Deadly Technology

New and more deadly weapons accounted for the terrible slaughter during these battles. Improved cannons and other artillery fired larger shells greater distances than ever before. Better rifles enabled soldiers to hit targets with greater accuracy.

Poison gas, another new and devastating weapon, was first used by the Germans over Allied lines in April 1915. The gas could kill or seriously injure anyone who breathed it. A British officer said,

“They fought with terror, running blindly in the gas cloud, and dropping . . . in agony.”

Airplanes were first used in combat during World War I.



United States neutrality was put to a test when German U-boats (shown here) attacked American ships.



The Allies began to use poison gas also, and gas masks became necessary equipment for soldiers in the trenches.

The armored tank, first used in World War I in January 1916, proved effective for crossing battle lines to fire on the enemy at close range. Tanks also could crush barbed wire, providing an easier route for advancing troops. After the Germans saw the effectiveness of tanks, they produced them too.

The most dramatic new weapon—the airplane—added a new dimension to fighting in World War I. Both sides used airplanes for watching troop movements and bombing enemy targets. Daring pilots waged duels in the skies called “dogfights.” The first fighter planes were only equipped with machine guns, which were fastened to the top wing. The most famous pilots included Germany’s “Red Baron,” **Baron von Richthofen**, and America’s **Eddie Rickenbacker**, who served in the French air force. The Germans used the zeppelin, or blimp, to bomb Allied cities.

On the Seas

With their land armies deadlocked in western Europe, both sides looked to the sea to gain an advantage in the war. Great Britain blockaded all ports under German control, eventually causing serious shortages. Many Germans suffered from malnutrition and illness because of lack of food and other supplies.

Germany had an effective naval weapon of its own: the submarine. Known as **U-boats**—from the German word for submarine, *Unterseeboot*—submarines prevented supplies, including food, from reaching Great Britain. U-boat attacks on ships at sea eventually affected the United States and changed the course of the war.

Reading Check Explaining What did both sides realize after the Battle of the Marne?

SECTION 1 ASSESSMENT

Checking for Understanding

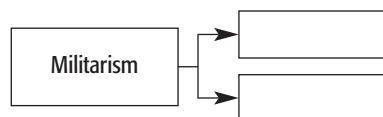
- Key Terms** Write headlines for events during the World War I era; use each of the following terms: **nationalism, militarism, alliance system, entente**.
- Reviewing Facts** What nations made up the Triple Alliance? The Triple Entente?

Reviewing Themes

- Science and Technology** Why were casualties so high in World War I?

Critical Thinking

- Determining Cause and Effect** How did forming alliances increase the likelihood of war in Europe?
- Determining Cause and Effect** Re-create the diagram below and describe two effects that militarism had on rival nations.



Analyzing Visuals

- Geography Skills** Examine the map on page 668. When did Germany declare war on France? On what side did Belgium fight?

Interdisciplinary Activity

Science Research the inventions that were developed in World War I. Make a chart in which you describe each invention and a possible peacetime use of the invention.

SECTION 2

America's Road to War

Guide to Reading

Main Idea

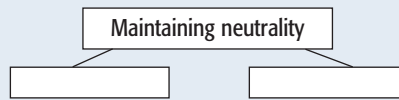
The United States entered the conflict on the side of the Allies.

Key Terms

propaganda, autocracy

Reading Strategy

Analyzing Information As you read the section, re-create the diagram below and list two reasons the United States found it difficult to maintain neutrality.



Read to Learn

- how Americans responded to the war in Europe.
- what led to American involvement in the war.

Section Theme

Government and Democracy The United States, officially neutral at first, entered the conflict.

Preview of Events

◆ 1914

August 1914

Europe goes to war

◆ 1916

May 1915

Germany torpedoes the *Lusitania*

March 1917

Zimmermann telegram angers U.S.

◆ 1918

April 1917

U.S. declares war on Germany



Magazine cover, 1914

AN American Story

President Wilson struggled to remain neutral, even after Americans had been killed at the outbreak of World War I. Others felt differently. An American businessman cabled the president after the *Laconia* was sunk by Germans: "My beloved mother and sister . . . have been foully murdered on the high seas. . . . I call upon my government to preserve its citizens' self-respect and save others of my countrymen from such deep grief as I now feel. I am of military age, able to fight. If my country can use me against these brutal assassins, I am at its call." Remaining neutral grew more and more difficult.

American Neutrality

President Wilson had to make some difficult decisions. He declared that the United States would be neutral in the war and called on Americans to be "neutral in fact as well as in name, impartial in thought as well as in action." Other influential political leaders also argued strongly in favor of neutrality.



Picturing History

The *Lusitania* left New York for England on May 1, 1915. Germany had placed a warning notice in American newspapers, but few people took it seriously. **How did the United States respond to German U-boat attacks?**

When Europe went to war in August 1914, most Americans believed that the war did not concern them. Many shared the view expressed in an editorial in the *New York Sun*:

“There is nothing reasonable in such a war, and it would be [foolish] for the country to sacrifice itself to the . . . policies and the clash of ancient hatreds which is urging the Old World to destruction.”

Despite Wilson’s plea to remain neutral, Americans soon began to take sides. More than one-third of the nation’s 92 million people were either foreign-born or the children of immigrants. Many of these people naturally sympathized with their countries of origin. Some of the 8 million Americans of German or Austrian descent and the 4.5 million Irish Americans—who hated the British because they ruled Ireland—favored the Central Powers.

Even more Americans, however, including President Wilson, felt sympathetic to the Allies. Ties of language, customs, and traditions linked the United States to Great Britain, and many Americans were of British descent. President Wilson told the British ambassador: “Everything

I love most in the world is at stake.” A German victory “would be fatal to our form of government and American ideals.”

Using Propaganda

To gain the support of Americans, both sides in the war used **propaganda**—information designed to influence opinion. Allied propaganda emphasized the German invasion of neutral Belgium and included horror stories of German atrocities. It called the Germans “Huns” and pictured them as savage barbarians.

The propaganda from the Central Powers was equally horrible, but because of British sympathies, the Allied propaganda was more effective in influencing Americans.

America’s Early Involvement

Trade between the United States and the Allies helped build support for the Allied cause. As a neutral nation, America sought to trade with both sides, but Britain’s blockade of Germany made this difficult.

The British navy stopped and searched American ships headed for German ports, often seizing the ships’ goods. The United States protested that its ships should be able to pass without interference. The British responded



with the defense that they were fighting for their survival. “If the American shipper grumbles,” wrote a London paper, “our reply is that this war is not being conducted for his pleasure or profit.” The United States government could do nothing about the blockade. Barred from trading with Germany, it continued trading with Britain.

Indeed, American trade with the Allies soared. In addition, Great Britain and France borrowed billions of dollars from American banks to help pay for their war efforts. All this business caused an economic boom in the United States. It also upset the Germans, who watched the United States—supposedly a neutral nation—helping the Allies.

Submarine Warfare

To stop American aid to Britain, Germany announced in February 1915 that it would use its U-boats to sink any vessels that entered or left British ports. President Wilson warned that

America would hold Germany responsible for any American lives lost in submarine attacks. Determined to cut off supplies to Great Britain, the Germans ignored this threat.

On May 7, 1915, a German U-boat torpedoed the British passenger liner *Lusitania* off the coast of Ireland. W.T. Turner, the captain, reported:

“I saw the torpedo speeding towards us. Immediately I tried to change our course, but was unable to maneuver out of its way. There was a terrible impact as the torpedo struck the starboard side of the vessel. . . . It was cold-blooded murder.”

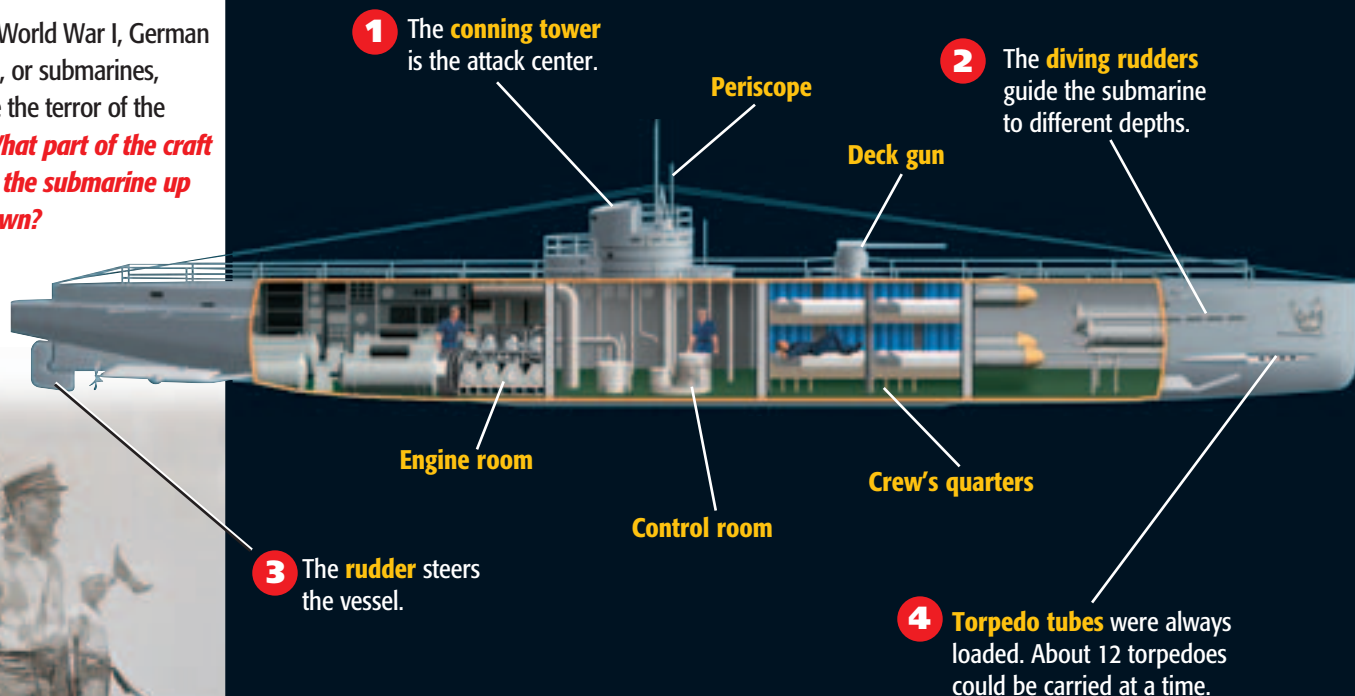
The *Lusitania* sank in about 15 minutes. More than 1,000 people died, including 128 United States citizens. Americans were outraged, and President Wilson denounced the attack. Later it was learned that the ship carried war materials.

(See page 973 for a passenger’s account of the sinking.)

TECHNOLOGY & History

Submarine

During World War I, German U-boats, or submarines, became the terror of the seas. **What part of the craft guided the submarine up and down?**



The United States began building its own submarine fleet during the war. The fastest American submarines reached a top surface speed of 14 knots (a little more than 16 miles per hour).





Several months later a German U-boat torpedoed the unarmed French passenger ship *Sussex*, injuring several Americans. Fearing that the Americans might enter the war, Germany offered to compensate Americans injured on the *Sussex* and promised to warn neutral ships and passenger vessels before attacking. The Sussex Pledge, as it was called, seemed to resolve the issue.

 **Reading Check** **Describing** What is the aim of propaganda?

The End of Neutrality

The crisis over submarine warfare led the United States to take steps to strengthen its military. In the summer of 1916, Congress passed legislation that doubled the size of the army and provided funds to build new warships. President Wilson still hoped, however, to stay out of the war.

Antiwar sentiment remained very strong. Some Americans criticized the nation's military buildup, seeing it as a step toward entering the war. A popular song in 1915 expressed this opposition:

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

Antiwar sentiment was strong at the 1916 Democratic national convention, where all references to the president's efforts to keep the country out of war brought wild applause. After Wilson was nominated for a second term, the phrase “He Kept Us Out of War” became the Democrats’ slogan. The question of neutrality divided the Republicans, and Republican presidential candidate Charles Evans Hughes avoided discussing the issue. Wilson narrowly defeated Hughes.

What If...

The British Had Not Intercepted the Zimmermann Note?

In January 1917 German foreign minister Arthur Zimmermann cabled the German ambassador in Mexico instructing him to make an offer to the Mexican government. Zimmermann proposed that Mexico help Germany in the event that the United States entered the war. To encourage Mexico's cooperation, Germany promised that Mexico would regain some of the region that it lost to the United States in 1848. A British official intercepted Zimmermann's telegram. The telegram read:

“On the first of February we intend to begin submarine warfare unrestricted. In spite of this, it is our intention to endeavor to keep neutral the United States of America.

If this attempt is not successful, we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give generous financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left to you for settlement....

You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain that there will be an outbreak of war with the United States and suggest that the President of Mexico, on his own initiative, should communicate with Japan suggesting adherence at once to this plan; at the

same time, offer to mediate between Germany and Japan.

Please call to the attention of the President of Mexico that the employment of ruthless submarine warfare now promises to compel England to make peace in a few months.”

Widely publicized by British and in the American press, the Zimmermann telegram angered Americans and helped build popular sentiment for the war. Then, between March 12 and March 19, four American merchant ships were sunk without warning. On April 2, 1917, President Wilson asked the members of Congress to declare war on Germany.

—adapted from *Almost History*, Roger Bruns ©2000

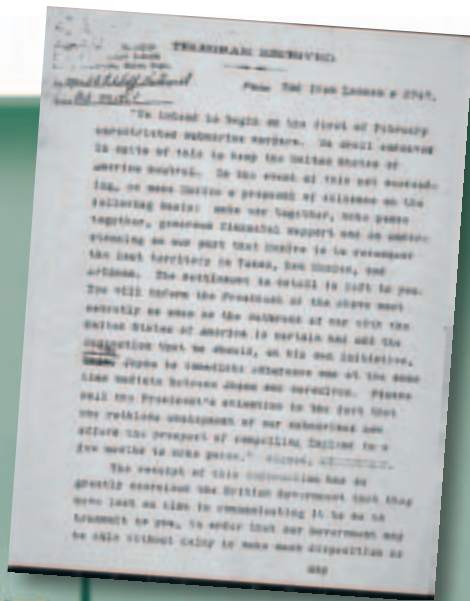


On the Brink of War

In January 1917, Germany reversed its policy on submarine warfare. It announced that it would sink on sight all merchant vessels, armed or unarmed, sailing to Allied ports. While realizing that their policy might bring the Americans into the war, the Germans believed they could defeat the Allies before the United States became heavily involved. An angry President Wilson broke off diplomatic relations with Germany.

A few weeks later, a secret telegram—intercepted by the British government—set off a new wave of anti-German feeling. In late February the German foreign minister, Arthur Zimmermann, sent a telegram to Mexico with an offer to the Mexican government:

“[W]e shall make war together and together make peace. . . . [A]nd it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona.”



Newspapers published the secret **Zimmermann telegram** on March 1, and Americans reacted angrily to the German action.

Revolution in Russia

In the weeks following publication of the Zimmermann telegram, dramatic events pushed the United States to the brink of war. First, a revolution took place in Russia. Following a period of rioting and strikes, the Russian people overthrew the monarchy. In its place they established a temporary government that promised free elections.

Many Americans believed that the new Russian government, which vowed to defeat Germany, would help the Allies. With Russia’s change to a democratic form of government, Wilson could now claim that the Allies were fighting a war of democracy against **autocracy**—rule by one person with unlimited power.

Other critical events took place at sea. In March 1917, within a few days time, the Germans attacked and sank four American ships—the *Algonquin*, the *City of Memphis*, the *Illinois*, and the *Vigilancia*. Thirty-six lives were lost.

President Wilson continued to struggle with his conscience. He was convinced that war would destroy much of the optimism and sympathy to human needs that had allowed America to make the social progress it had. His cabinet, on the other hand, strongly favored war. One government official later explained:

“If we had stayed out of the war, and Germany had won, there would no longer have been a balance of power in Europe, or a British fleet to support the Monroe Doctrine and to protect America.”

President Wilson decided that the United States could no longer remain neutral.

America Enters the War

On the cold, rainy evening of April 2, 1917, President Wilson stood before a special session of Congress to ask for a declaration of war against Germany.

What might have happened?

1. Why was the British government eager to inform the United States of Germany’s offer to Mexico? What did it hope to gain?
2. If there were no Zimmermann note, do you think the United States would have: a) entered the war when it did in April; b) entered the war at a later time; or c) not been drawn into the war at all?



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Student Web Activity
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“The world must be made safe for democracy. . . . It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars. . . . But the right is more precious than peace. . . .”

Congress did not agree at once to a formal resolution of war. Some members of Congress agreed with Senator George Norris of Nebraska. He held that America’s involvement in the war was the fault of American financiers and arms manufacturers who were determined to profit from the war no matter what it cost the rest of the country.

In the end, however, most members of Congress agreed that if the United States wished to remain a great world power it must defend its rights. As a result, Congress passed a declaration of war, and Wilson signed it on April 6. Fifty-six members of the House and Senate voted against war, including Representative Jeannette Rankin of Montana—the first woman to serve in Congress.

The United States had to raise an army quickly. On May 18, Congress passed the **Selective Service Act**, establishing a military draft. Unlike the draft during the Civil War that led to riots, this draft had the support of most of the American public.

Men aged 21 to 30 (later the draft age was extended from 18 to 45) registered by the millions. By the end of the war, some 24 million men had registered. Of those, about 3 million were called to serve; another 2 million joined the armed forces voluntarily.

In addition thousands of women enlisted in the armed forces—the first time they were allowed to do so. Women did noncombat work, serving as radio operators, clerks, and nurses.

Many African Americans also wanted to serve their country. More than 300,000 joined the army and navy—the marines would not accept them. African Americans faced discrimination and racism in the armed forces just as they did in civilian life. Most held low-level jobs on military bases in the United States. Among the 140,000 African American soldiers sent to Europe, 40,000 saw actual combat. Many served with distinction. An African American regiment received medals for bravery from the French government. One of its members, Henry Johnson, was the first American to receive the French Croix de Guerre [Cross of War] for bravery.

 **Reading Check** **Describing** What was the purpose of the Selective Service Act?

SECTION 2 ASSESSMENT

- Key Terms** Define **propaganda** and **autocracy**.
- Reviewing Facts** What did the Zimmermann telegram promise to Mexico?

Reviewing Themes

- Government and Democracy** What steps did President Wilson have to take to make an official declaration of war?

Critical Thinking

- Determining Cause and Effect** Explain how the war in Europe brought about an economic boom in the United States.
- Sequencing Information** Re-create the diagram below and explain how these events led the United States into the war.

Event	
Sinking of <i>Lusitania</i>	
Zimmermann note	

Analyzing Visuals

- Picturing History** Examine the submarine on page 673. What was the top speed of American submarines? What was the purpose of the diving rudders?

Interdisciplinary Activity

Expository Writing Create headlines announcing major events described in Section 2. Keep in mind that headlines condense much information into a few words.



SECTION 3

Americans Join the Allies

Guide to Reading

Main Idea

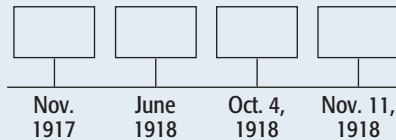
With the help of American troops and supplies, the Allies turned the tide against Germany.

Key Terms

convoy, front, armistice

Reading Strategy

Sequencing Information As you read the section, re-create the time line below and identify the events that took place.



Read to Learn

- what was happening in Europe when the United States entered the war.
- what role American troops played in the fighting.

Section Theme

Global Connections The entry of the United States into the war made an immediate difference, eventually leading to Germany's surrender.

Preview of Events

◆ 1917

June 1917

American troops land in France

◆ 1918

March 1918

Russia withdraws from the war

June 1918

American Expeditionary Force begins to fight

◆ 1919

November 1918

Armistice ends World War I



Medal of Honor

AN American Story

Drafted into the United States Army in 1917, Alvin York was reluctant to serve. "I was worried clean through," he said. "I didn't want to go and kill." York had grown up in the mountains of Tennessee, where he learned to shoot while hunting wild turkeys. Applying his sharpshooting skills in World War I, York killed 17 German soldiers with 17 shots. He also took 132 Germans prisoner and captured 35 enemy machine guns. For his actions and bravery in combat, Sergeant York received the Medal of Honor.

Supplying the Allies

In 1917 the Allies desperately needed the help of American soldiers. Years of trench warfare had exhausted the Allied armies, and some French troops refused to continue fighting after a failed offensive in 1917. The British had started to run out of war supplies and food; their people were starving. Furthermore, German submarines were taking a deadly toll on Allied shipping—sinking one of every four ships that left British ports.



The American entry into the war made an immediate difference. To ensure that needed supplies reached Great Britain, the United States Navy took two steps. First, it helped the British find and destroy German submarines. Then **convoys**—teams—of navy destroyers escorted groups of merchant ships across the Atlantic. The convoy system worked well. In one year it reduced Allied shipping losses from 900,000 to 300,000 tons a month. With the convoy system, not one American soldier bound for Europe was lost to submarine attack.

Russian Withdrawal

The Allies needed more troops because of a second revolution in Russia. In November 1917, the **Bolsheviks**, a group of communists, overthrew the democratic Russian government established in March 1917.

Led by **Vladimir Lenin**, the Bolsheviks wanted to end Russia's participation in the war so they could focus their energies and resources on setting up a new Communist state. Lenin took Russia out of the war in December. In March 1918, he signed the **Treaty of Brest-Litovsk** with



Europe During World War I, 1914–1918



Major Battles		
1 Tannenberg, Aug. 1914	4 Verdun, Feb.–Dec. 1916	7 2nd Marne, July 1918
2 1st Marne, Sept. 1914	5 Somme, July–Nov. 1916	8 St. Mihiel, Sept. 1918
3 Gallipoli, Apr. 1915 – Jan. 1916	6 Château-Thierry and Belleau Wood, June 1918	9 Meuse-Argonne, Sept.–Nov. 1918

1. Location What country was the site of most Western Front battles?

2. Location Nearest to what front was the battle of Tannenberg fought?



Life in the trenches was miserable. Soldiers lived in dirt and mud for months at a time. Between the enemy lines lay a “no-man’s land” of barbed wire and land mines. Endless days of shelling the enemy might sometimes be interrupted by an attempt to “break out” of the trenches and advance into enemy territory.

Germany, surrendering Poland, the Ukraine, and other territory to the Germans. Russia’s withdrawal from the war allowed the Germans to move hundreds of thousands of troops from the Eastern **Front**—line of battle—to the Western Front in France.

New German Offensive

Reinforced by the transfer of troops, the Germans now launched a powerful offensive against the Allies. German military leaders hoped to drive a wedge in the Allied lines and to capture the city of Amiens before proceeding to Paris. Between March and June 1918, they hammered at Allied lines, pushing them back to within 40 miles (64 km) of Paris. After years of stalemate along the Western Front—the area along the French-German border—it suddenly looked as if Germany might win the war.

American Troops in the War

Although the first American soldiers had reached France in June 1917, many months passed before they were ready for battle. When they finally began to fight, the Americans helped turn the war around.

General **John J. Pershing** led the **American Expeditionary Force (AEF)**, the American troops in Europe. American correspondent Floyd Gibbons described the tremendous welcome the French gave Pershing and his troops in Paris:

“The sooty girders of the Gare du Nord [railroad station] shook with cheers when the special train pulled in. . . . A minute later, there was a terrific roar from beyond the walls of the station. The crowds outside had heard the cheering within. . . . Pershing took Paris by storm.”



The AEF reached full strength in Europe in the spring of 1918. The French and British wanted to use the American soldiers to build up their own troops, but General Pershing refused. He preferred to keep the AEF a separate force.

The American Expeditionary Force saw its first serious fighting in early June 1918. It helped turn back a German offensive at **Château-Thierry** on the **Marne River** east of Paris. The American troops then advanced to nearby **Belleau Wood**. For 24 hours a day for the next three weeks, American forces fought their way through the forest against a solid wall of German machine-gun fire. In July the Americans and the French fought back German attacks on Allied forces along the Marne and the Somme Rivers.

By the middle of July, the Allies had stopped the German offensive. General Pershing wrote that the battles had “turned the tide of war.” The Allies now began an offensive of their own. In mid-September about 500,000 “doughboys”—the nickname given to American soldiers—fighting alone, defeated the Germans at Saint Mihiel, east of **Verdun**. Later in the month, more than one million American troops joined the Allies in the **Battle of the Argonne Forest**, west of Verdun.

The Battle of the Argonne Forest raged for nearly seven weeks, with soldiers struggling over the rugged, heavily forested ground. Rain, mud, barbed wire, and withering fire from German machine guns hindered the Allies’ advance, and many lives were lost.

American lieutenant Elden Betts wondered if he would survive the battle and wrote home—in case “I get mine tomorrow.” He said he hoped his family would be proud of him, ending with “Now good-bye, and thank you Pop, Edie and Margie.” Four days later Betts was killed.

The Battle of the Argonne Forest ended in early November, when the Allies finally pushed back the Germans and broke through the enemy lines. The Germans now were faced with an invasion of their own country.

 **Reading Check** **Identifying** What was the first major battle to involve Americans?

The End of the War

With their troops in retreat, German military leaders realized they had little chance of winning the war. The Allied forces were now fortified by the Americans. In addition, the Germans suffered from severe shortages of food and other essential supplies.

Request for an Armistice

On October 4, 1918, the German government appealed to President Wilson for an **armistice**. An armistice is an agreement to end the fighting. Wilson consented under certain conditions. Germany must accept his plan for peace and



In 1915 the Germans introduced a new weapon—poison gas. In time, all of the combatants would use gas warfare. Artillery shells containing gas were fired at the enemy, and wind carried the gas into trenches, causing blindness, choking, damaged lungs, and death.



promise not to renew hostilities. All German troops must leave Belgium and France. Finally, Wilson would deal only with civilian leaders, not with the military.

While German leaders considered Wilson's demands, political unrest erupted in Germany. On November 9, the German **kaiser**, or emperor, **Wilhelm II**, was forced to give up his throne. Germany became a republic, and its new leaders quickly agreed to Wilson's terms for the armistice.

Peace Begins

The armistice began on November 11, 1918. Germany agreed to withdraw all land forces west of the **Rhine River**, withdraw its fleet to the Baltic Sea, and surrender huge amounts of equipment.

With the signing of the armistice, the Great War ended. President Wilson announced:

“Everything for which America fought has been accomplished. It will now be our duty to assist by example, by sober, friendly counsel, and by material aid in the establishment of just democracy throughout the world.”

Reading Check **Describing** What conditions did Germany accept to end the fighting?

Linking Past & Present

Honoring the Veterans

Armistice Day, first observed on November 11, 1919, honored the Allied soldiers who died in World War I. In 1954 Armistice Day was renamed Veterans' Day in honor of all those, living and dead, who had served with U.S. armed forces in wartime. Similar commemorations take place in Canada on Remembrance Day and the United Kingdom on Remembrance Sunday.

Soldiers receive the Distinguished Service Cross.



SECTION 3 ASSESSMENT

Checking for Understanding

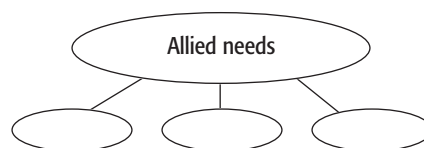
- Key Terms** Write headlines for three news stories about World War I; use each of the following terms: **convoy**, **front**, **armistice**.
- Reviewing Facts** Who led the American forces in Europe?

Reviewing Themes

- Global Connections** According to the armistice, from where did Germany agree to withdraw its land forces?

Critical Thinking

- Predicting Consequences** Do you think the Allies would have won the war if the United States had not intervened? Why or why not?
- Determining Cause and Effect** Re-create the diagram below and list three reasons the Allies needed the help of American forces.



Analyzing Visuals

- Geography Skills** Examine the map on page 678. When was the battle at St. Mihiel fought? When was the Battle of Gallipoli fought? Do you think it was easier for Norway, Spain, and Sweden to remain neutral than it was for Switzerland? Why?

Interdisciplinary Activity

Descriptive Writing Write the text for a radio broadcast announcing the arrival of American soldiers in Paris in 1917.



Study & Writing SKILLBUILDER

Outlining

Why Learn This Skill?

To sketch a scene, you first draw the rough shape, or outline, of the picture. Then you fill in this rough shape with details. Outlining written material is a similar process. You begin with the rough shape of the material and gradually fill in the details.

Learning the Skill

There are two kinds of outlines—formal and informal. An informal outline is similar to taking notes. You write only the words and phrases needed to remember main ideas.

A formal outline has a standard format. In a formal outline, label main heads with Roman numbers, subheads with capital letters, and details with Arabic numerals and lowercase letters. Each level should have at least two entries and should be indented from the level above.

When outlining written material, first read the material to identify the main ideas. In textbooks, section heads provide clues to main topics. Then identify the subheads. Place supporting details under the appropriate head.

Practicing the Skill

Study the partial outline of Section 3 on this page. Then answer the following questions.

- 1 Is this a formal or an informal outline?
- 2 What are the three main topics?
- 3 If you wanted to add two facts about the AEF, where would you put them in the outline? Would you use numbers or letters to label the facts?

Outline of Chapter 23, Section 3

- I. European Allies need help.
 - A. Allied armies are exhausted.
 1. Trench warfare depletes supplies.
 2. Russia leaves war.
 - B. Civilians are in trouble.
 1. People are starving.
 2. Supply ships are sunk by Germans.
- II. Americans enter the war.
 - A. United States Navy patrols seas.
 1. German U-boats are destroyed.
 2. Convoys protect Allied ships.
 - a. Losses are reduced by two-thirds.
 - b. No American soldiers are killed.
 - B. American Expeditionary Force (AEF) lands in Europe.
 1. Germans lose at Château-Thierry.
 2. Germans are defeated at Belleau Wood.
- III. Allies take the offensive.
 - A. Battle of Argonne Forest is fought.
 - B. President Wilson lists conditions for armistice.

Applying the Skill

Outlining Following the guidelines above, prepare an outline for Section 2 of Chapter 23.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 1**, provides instruction and practice in key social studies skills.

SECTION 4 The War at Home

Guide to Reading

Main Idea

World War I drastically changed life in the United States.

Key Terms

mobilization, dissent, socialist, pacifist, espionage, sabotage

Reading Strategy

Analyzing Information As you read the section, re-create the diagram below and describe the goals of these agencies.

Agency	Goals
Food Administration	
War Industries Board	
Committee on Public Information	

Read to Learn

- what steps the United States took to organize and prepare for World War I.
- how the war affected Americans.

Section Theme

Economic Factors America's involvement in the war in Europe led to economic challenges and opportunities at home.

Preview of Events

◆ 1917

July 1917

Race riots occur in East St. Louis

◆ 1918

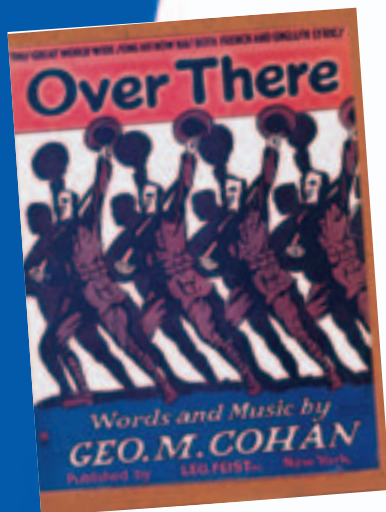
April 1918

National War Labor Board is set up

◆ 1919

June 1918

Congress passes Sabotage and Sedition acts



"Over There" sheet music

AN American Story

*"Over there, over there,
Send the word, send the word
over there
That the Yanks are coming, the Yanks
are coming,
The drums rum-tumming ev'rywhere*

George M. Cohan wrote this rousing song to help create enthusiasm for America's participation in World War I. "Over There" was performed at rallies to raise money for the war.

*So prepare, say a pray'r,
Send the word, send the word to
beware,
We'll be over, we're coming over,
And we won't come back till it's over
over there."*

Mobilizing the Nation

After declaring war on Germany in 1917, Americans immediately focused their energies on getting ready to fight a war. **Mobilization**—the gathering of resources and the preparation for war—affected almost every part of American life.



To ensure production of vital war materials, the government created the **National War Labor Board** in April 1918. The board pressured businesses to grant some of the workers' pressing demands. As a result workers won an eight-hour working day, extra pay for overtime, equal pay for women, and the right to form unions. In return workers agreed not to go on strike.

Workers During the War

To meet the need for supplies and weapons, the nation's industries had to expand. At the same time, however, millions of men left their jobs in industry to serve in the armed forces, and few European immigrants—who might have taken these jobs—came to the United States during the war.

The labor shortage provided new job opportunities for women and minorities. Many women joined the workforce for the first time. Women were hired for jobs previously held by men.

The prospect of finding good jobs also brought hundreds of thousands of African Americans to Northern cities from the rural South. In addition, thousands of Mexicans migrated to the United States in search of jobs.

Paying for the War

War is costly. World War I cost the United States an enormous amount of money—about \$32 billion. Two-thirds of this money was raised by selling the American people war bonds, or **Liberty Bonds**.

The federal government also raised money for the war by increasing taxes and requiring a greater number of Americans to pay income taxes. It taxed wealthy Americans at rates as high as 70 percent of their income. The government also imposed steep taxes on business profits.

Economics

Producing Supplies

The United States had to produce food not only for its own needs but also for the Allies. President Wilson appointed **Herbert Hoover**, who had helped organize food for war refugees in Europe, to head a new **Food Administration**. This agency launched a campaign to encourage American farmers to produce more and to persuade the public to eat less. The agency urged people to observe "Wheatless Mondays," "Meatless Tuesdays," and "Porkless Thursdays," and to add to their own store of food by planting "victory gardens." Slogans such as "Serve Just Enough" and "Use All Leftovers" reminded Americans to conserve food.

The Food Administration also imposed price controls on various agricultural products to encourage voluntary **rationing**—limitation of use. As a result of such efforts, Americans consumed less food, expanded food production, and increased food exports.

Another government agency, the **War Industries Board**, supervised the nation's industrial production. The board's responsibilities included converting factories to the production of war-related goods and setting prices for key consumer products.

Causes and Effects of World War I

Causes

- Nationalistic pride
- Competition for colonies
- Military buildup
- Tangled web of alliances
- Assassination of Franz Ferdinand

Effects

- Destruction in Europe
- Boom in the American economy
- Suppression of dissent in U.S.
- Allied victory
- Defeated empires lose their colonies

Graphic Organizer Skills

After World War I, the United States was established as a world leader and an economic giant.

Analyzing Information How did World War I affect the economy of the United States?

People In History

Edward Rickenbacker 1890–1973



The son of Swiss immigrants who settled in Ohio, Edward Rickenbacker was the leading American combat pilot of World War I. “Captain Eddie” recorded 26 official victories against German aircraft during World War I and was awarded the Medal of Honor.

From his youngest days, Rickenbacker was fascinated by technology and speed. He worked on

automobile engines, then struck out on his own as a race car driver; he won many championships and set a world record for speed driving.

When the United States entered the war, Rickenbacker volunteered. After less than three weeks of training he was assigned to the 94th Aero Squadron. The 94th was the first patrol flown in France by an all-

American squadron and won more victories than any other squadron.

After the war, Rickenbacker was associated with several automotive and aviation companies. He purchased and managed the Indianapolis Motor Speedway. He also built Eastern Airlines into one of the nation’s largest airlines.

Mobilizing Support

The federal government also needed to mobilize public support for the war because antiwar sentiment remained strong even after the United States entered the war. President Wilson appointed journalist George Creel to head the **Committee on Public Information**. The mission of the committee was to persuade Americans that the war represented a battle for democracy and freedom.

The Committee on Public Information distributed millions of pro-war pamphlets, posters, articles, and books. It provided newspapers with government accounts of the war and advertisements. It arranged for short patriotic talks, called Four-Minute Speeches, to be presented before plays and movies. The committee hired speakers, writers, artists, and actors to build support for the war. It was the greatest propaganda campaign the nation had ever seen.

✓ Reading Check Explaining Why did the United States face a labor shortage during the early days of World War I?

Americans and the War

World War I provided a boost for the American economy. Yet the war had harmful effects on American society as well. In the interest of national unity, the government stifled voices of **dissent**, or opposition. Racial and other tensions remained, and many Americans became intolerant of those who were “different.”

African American Migration

From 1914 to 1920, between 300,000 and 500,000 African Americans left their homes in the rural South to seek jobs and settle in Northern cities. Known as the **Great Migration**, this tremendous population movement continued the northward migration that had begun in the late 1800s.

Many African American workers who traveled north did find jobs. But their new lives were not easy. Often they lived in tiny, crowded apartments in segregated neighborhoods, and they found that racial prejudice continued to haunt their lives in the North.

Terrible race riots took place in several Northern cities during the war years. One of the worst occurred in **East St. Louis, Illinois**. In July 1917, a white mob attacked an African American neighborhood, burning houses and firing on residents as they tried to escape. During the riot, as many as 40 African Americans died and thousands lost their homes.

Controlling Public Opinion

Even after America entered the war, opposition to it remained strong. Some German Americans and Irish Americans sympathized with the Central Powers. Many **socialists**—people who believe industries should be publicly owned—opposed the war because they thought it would only help rich business owners and hurt working people. Also against the war were **pacifists**—people opposed to the use of violence.

During the war, the Committee on Public Information began trying to silence dissent and portrayed people who were against the war as unpatriotic. **The Espionage Act** that Congress passed in 1917 gave the government a new weapon to combat dissent to the war. The law provided stiff penalties for **espionage**, or spying, as well as for aiding the enemy or interfering with army recruiting. Congress passed even harsher measures in 1918—the **Sabotage Act** and

the **Sedition Act**. These laws made it a crime to say, print, or write almost anything perceived as negative about the government. Such acts would be considered **sabotage**—secret action to damage the war effort. Thousands of people—especially immigrants, socialists, pacifists, and labor activists—were convicted under the laws.



People became suspicious of German Americans. A few communities prohibited such activities as performing German music and teaching the German language in schools. As a result some German Americans concealed their ancestry. They even gave patriotic names—such as “liberty cabbage” and “liberty sausage”—to German-sounding words such as *sauerkraut* and *frankfurter*.

Some people spoke out against these laws and the intolerance they produced. Most Americans, however, believed that in wartime no measure could be “too drastic” toward traitors and disloyal Americans.

Reading Check Identifying What act provided stiff penalties for spies?

SECTION 4 ASSESSMENT

Checking for Understanding

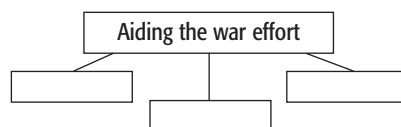
- Key Terms** Use each of these terms in a sentence that will help explain its meaning: **mobilization, dissent, socialist, pacifist, espionage, sabotage.**
- Reviewing Facts** Describe the role of the Committee on Public Information.

Reviewing Themes

- Economic Factors** Where did the United States get most of the money to finance the war?

Critical Thinking

- Predicting Consequences** Do you think it was necessary for the government to take strong measures against people who opposed the war? Explain.
- Organizing Information** Re-create the diagram below and describe three ways that Americans supported the war effort at home.



Analyzing Visuals

- Graphic Organizer Skills** Examine the cause-and-effect chart on page 684. What happened to the colonies of the defeated nations after World War I ended in 1918?

Interdisciplinary Activity

Citizenship Suppose that the United States was at war today. Write a law that states who is eligible to be drafted and what to do about people who refuse to serve.

America's LITERATURE

George M. Cohan (1878–1942)



As the United States entered World War I, rousing songs helped bolster the spirits of soldiers and

civilians alike. Composer George M. Cohan was awarded the Medal of Honor for writing "Over There," the most popular patriotic song of the war, and for writing "You're a Grand Old Flag."

READ TO DISCOVER

As you read the lyrics for the following song, think about its purpose. How might it have helped the country's war effort? What words used by the composer are especially patriotic?

READER'S DICTIONARY

Jubilee: celebration

emblem: symbol

auld: old

You're a Grand Old Flag

There's a feeling comes a-stealing,
And it sets my brain a-reeling,
When I'm listening to the music
of a military band.

Any tune like "Yankee Doodle"
Simply sets me off my noodle,
It's that patriotic something that
no one can understand.

"Way down South, in the
land of cotton,"
Melody untiring,
Ain't that inspiring?
Hurrah! Hurrah! We'll join the
Jubilee And that's going some,
For the Yankees, by gum!

Red, white and blue, I am for you!
Honest, you're a grand old flag!

You're a grand old flag
You're a high flying flag
And forever in peace may
you wave.

You're the **emblem** of
The land I love,

The home of the free and
the brave.

Ev'ry heart beats true
'neath the Red, White, and Blue,
Where there's never a boast
or brag.

But should **auld** acquaintance
be forgot

Keep your eye on the grand
old flag.



ANALYZING LITERATURE

- 1. Recall and Interpret** What does the American flag represent to Cohan?
- 2. Evaluate and Connect** How does Cohan include the South in the song?

Interdisciplinary Activity

Science World War I caused a horrifying number of casualties, partly because of new technology. Research some medical practices and equipment used on the battlefield at the time. Describe these in a report. Photocopy pictures from books and encyclopedias to illustrate your report.

SECTION 5 Searching for Peace

Guide to Reading

Main Idea

Strong opposition greeted President Wilson's plans for peace.

Key Terms

Fourteen Points, League of Nations, reparations

Reading Strategy

Analyzing Information As you read the section, re-create the diagram below and identify these individuals and the role each played in the post-war era.

Individual	Identity and Role
Woodrow Wilson	
David Lloyd George	
Henry Cabot Lodge	

Read to Learn

- what principles Woodrow Wilson proposed as the basis for peace.
- why many Americans opposed the Treaty of Versailles.

Section Theme

Global Connections The end of the war brought changes to many parts of the world and an attempt to establish world peace.

Preview of Events

1919

1919

Paris Peace Conference begins; Treaty of Versailles is signed

1920

1920

Senate rejects the League of Nations

1921

1921

U.S. signs separate peace treaty with Central Powers



Peace song honoring Wilson

AN American Story

"We want Wilson," the war-weary crowd roared. "Long live Dr. Wilson!" British students with American flags smiled, tossing flowers in the President's path. Everywhere in Europe the Wilsons visited—Paris, Rome, Milan—the reception was jubilant. Boosted by the cheers of the European crowds, Wilson walked into the Paris Peace Conference at the Palace of Versailles with confidence. He was sure that his plan for a just and lasting peace would win swift approval both in Europe and in America.

After the War

In January 1919, world leaders from 27 nations gathered in Paris, France, for the peace conference following World War I. President Woodrow Wilson led the American delegation. When Wilson arrived in the city, enormous crowds cheered him. Well-wishers threw flowers in his path and unfurled banners that read "Long Live Wilson!" With great hope, Europeans looked to Wilson to help build a better postwar world. Yet enormous problems lay ahead.




Europe lay in ruins. Much of its landscape was devastated, its farms and towns destroyed. The human losses were terrible. France, Russia, Germany, and Austria-Hungary each lost between one and two million people in the fighting. Millions more were wounded. More than 50,000 Americans were killed in battle, while another 60,000 soldiers died from disease. Estimates for the whole war placed the number of soldiers killed worldwide at nearly 9 million. Millions of civilians also lost their lives.

Europe also faced social and political turmoil. Millions of people found themselves homeless and hungry. Civil war raged in Russia. Poles, Czechs, and other peoples struggled to form independent nations out of the collapsed empires of Turkey, Russia, and Austria-Hungary. These problems complicated the search for peace and stability.

Wilson's Fourteen Points

Woodrow Wilson had a vision of a just and lasting peace. Wilson outlined his peace plan in a proposal known as the **Fourteen Points**. Several of the points concerned the adjustment of boundaries in Europe and the creation of new nations. These points reflected Wilson's belief in "**national self-determination**"—the right of the people to decide how they should be governed.

Wilson also proposed a number of principles for conducting international relations. These included calls for free trade, freedom of the seas, an end to secret treaties or agreements, reductions and limits on arms, and the peaceful settlement of disputes over colonies.  (See page 993 of the Appendix for an excerpt of Wilson's Fourteen Points.)

League of Nations

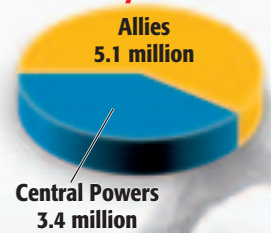
Wilson's final point concerned the creation of a **League of Nations**. The League's member nations would help preserve peace and prevent future wars by pledging to respect and protect one another's territory and political independence.

Wilson's Fourteen Points reflected his strong faith in the ability of governments to resolve their problems fairly. At first many Europeans welcomed Wilson's ideas. Then problems arose when the plan interfered with the competing

Total Mobilized Forces



Military Deaths



Graph Skills

Analyzing Information Which side had the larger fighting force? More casualties?

interests of the individual nations. Also, some of Wilson's points were vague. They did not propose concrete solutions to difficult questions—such as how to achieve self-determination in regions where many different ethnic groups lived closely together.

 **Reading Check Explaining** What is "national self-determination"?

The Peace Conference

The victorious Allies dominated the talks at the Paris Peace Conference. The Allies did not invite either Germany or Russia—now ruled by the Bolsheviks—to participate. The major figures in the negotiations were the Big Four—President Wilson, Prime Minister David Lloyd George of Great Britain, Premier Georges Clemenceau of France, and Prime Minister Vittorio Orlando of Italy.

The Allies Disagree

Wilson faced a difficult task. Although Europeans cheered him, their leaders showed little enthusiasm for the Fourteen Points.

While Wilson opposed punishing the defeated nations, the European Allies sought revenge. Clemenceau wanted to make sure that Germany, which had invaded France twice in



Geography Skills

1. **Region** What new nations bordered on Germany?
2. **Analyzing Information** Which new nations did not have any coastline along a sea or ocean?

his lifetime, could never invade his country again. He believed that Germany should be broken up into smaller countries. Both he and Lloyd George demanded that Germany make large **reparations**, or payments, for the damage Germans caused in the war. Although Wilson struggled to uphold the principles of his Fourteen Points at the Paris meeting, he was forced again and again to compromise or give in to the demands of the other Allies.

At the same time, the Allies had to decide how to deal with the new Bolshevik government of Russia. Fearing the spread of communism, France,

Britain, and the United States supported anti-Bolshevik forces fighting for control of Russia. All three countries sent troops to Russia.

The Treaty of Versailles

On June 28, 1919, after months of difficult negotiations, the Allies and Germany signed a treaty at the Palace of Versailles outside of Paris. The harsh terms of the treaty shocked the Germans. In defeat, however, they had no choice but to sign.

Under the terms of the **Treaty of Versailles**, Germany had to accept full responsibility for the war and to pay billions of dollars in reparations to the Allies. Germany also had to disarm completely and give up all its overseas colonies and some territory in Europe.

The treaty carved up the Austro-Hungarian and Russian Empires to create new nations or restore old ones. The emergence of these nations fulfilled part of Wilson's vision of "national self-determination."

Many of the borders of the new countries were disputed, however, and this led to future conflicts.

Though disappointed by the rejection of much of his Fourteen Points, Wilson succeeded in having the League of Nations included in the treaty. He believed that the League would correct any mistakes in the rest of the treaty.

Reading Check Explaining What provisions about reparations were included in the Treaty of Versailles?

Opposition at Home

Wilson presented the Treaty of Versailles to the United States Senate for ratification in July 1919. "Dare we reject it and break the heart of the world?" he asked. In spite of his plea, a difficult struggle lay ahead.





Many Americans had doubts about the treaty. Some thought the treaty dealt too harshly with Germany. A great many Americans worried about participation in the League of Nations, which marked a permanent American commitment to international affairs.

In 1919 the Republicans controlled the Senate, which had to ratify the treaty. Some Republican senators saw the ratification issue as a chance to embarrass President Wilson, a Democrat, and to weaken the Democratic Party before the upcoming elections of 1920. Other senators had sincere concerns about the treaty, particularly the League of Nations. A few senators opposed signing any treaty.

The most powerful opponent of the treaty was **Henry Cabot Lodge** of Massachusetts, head of the Senate Foreign Relations Committee. Lodge, a longtime foe of President Wilson, claimed that membership in the League would mean that

“American troops and American ships may be ordered to any part of the world by nations other than the United States, and that is a proposition to which I, for one, can never assent.”

Lodge delayed a vote on the treaty so that opponents could present their cases. He then proposed a number of reservations that would limit America’s obligations under the treaty.

In September, Wilson went on a national speaking tour to rally support for the treaty and the League of Nations. On September 25, Wilson collapsed. The rest of his tour was canceled. Back in Washington Wilson suffered a stroke that left him partially paralyzed. During the president’s illness, his wife, Edith Wilson, tried to shield him from the pressures of responsibility and took a leading role in deciding which issues were important enough to raise with him.

The Treaty Is Rejected

In the months following Wilson’s stroke, opposition to the treaty grew. In March 1920, when the Senate voted on the treaty with Lodge’s changes, Wilson ordered loyal Democrats to vote against it.

Opposed by most Republicans and deserted by former supporters, the Treaty of Versailles—along with the League of Nations—was rejected in the Senate. Wilson hoped the 1920 election would be a “great and solemn referendum” on the League. He even considered running for a third term. In the end, however, Wilson did not run. In 1921 the United States signed a separate peace treaty with each of the Central Powers, and it never joined the League of Nations.

Reading Check Explaining How did the Senate vote on the treaty?

SECTION 5 ASSESSMENT

Checking for Understanding

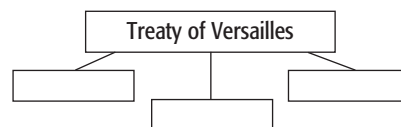
- Key Terms** Write a short article about the plans for peace after World War I; use each of these key terms: **Fourteen Points, League of Nations, reparations.**
- Reviewing Facts** What nations were created or restored through the Treaty of Versailles?

Reviewing Themes

- Global Connections** How did President Wilson think the League of Nations would help maintain world peace?

Critical Thinking

- Analyzing Information** Some Americans thought the Treaty of Versailles was too hard on Germany. What terms would you have proposed for Germany?
- Organizing Information** Re-create the diagram below and describe the provisions of the treaty ending World War I.



Analyzing Visuals

- Geography Skills** Examine the map on page 690 showing European borders following World War I. Which of the following was not a new nation—Poland, Latvia, or Bulgaria? Was Portugal a new nation?

Interdisciplinary Activity

Geography Compare the map of Europe after World War I to a map of Europe today. Make a list of the significant border changes that have occurred since that time.



Chapter Summary

World War I



1914

- Archduke Franz Ferdinand assassinated
- Austria-Hungary declares war on Serbia
- Germany declares war on Russia and France
- Germany invades Belgium
- Great Britain joins Allies
- Allies turn back German forces at Marne

1915

- Poison gas used for first time in battle
- Submarine warfare begins
- President Wilson declares he will keep America out of war
- *Lusitania* is sunk

1916

- French suffer heavy losses at Battle of Verdun
- President Wilson calls for Germany to stop submarine warfare



1917

- U.S. severs diplomatic relations with Germany
- U.S. declares war on Germany in April
- First American troops reach France in June

1918

- General Pershing leads the American Expeditionary Force in Europe
- Allies turn back Central Powers at Château-Thierry
- U.S. troops drive Germans out of Belleau Wood
- Allies defeat German forces at Second Battle of Marne

1919

- Treaty of Versailles signed, officially ending the Great War

Reviewing Key Terms

Examine the pairs of words below. Then write a sentence explaining what each of the pairs has in common.

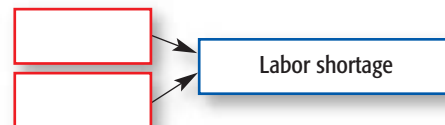
1. nationalism, militarism
2. mobilization, convoy
3. Fourteen Points, League of Nations
4. espionage, sabotage

Reviewing Key Facts

5. Why did European nations form alliances?
6. Why did the Zimmermann telegram push the United States toward war?
7. What was the Sussex Pledge?
8. Who won the presidency in the election of 1916?
9. How did Russia's withdrawal affect World War I?
10. In what ways did the war help improve conditions for American workers?
11. Who were the leaders at the Paris Peace Conference?
12. What was Henry Cabot Lodge's greatest concern about the League of Nations?

Critical Thinking

13. **Science and Technology** What advantages did airplanes provide in the war?
14. **Government and Democracy** How did President Wilson use Russia's revolution in March of 1917 to gain support for the war?
15. **Analyzing Information** What four nations dominated the Paris Peace Conference?
16. **Determining Cause and Effect** Re-create the diagram below and explain the causes of the labor shortage in the United States during the war.



Practicing Skills

17. **Outlining** On a separate sheet of paper, prepare an outline of Section 5 of the text.

Self-Check Quiz

Visit at taj.glencoe.com and click on **Chapter 23—Self-Check Quizzes** to prepare for the chapter test.



Geography and History Activity

Study the map below; then answer the questions that follow.



- Location** About how far from Paris was the Battle of Amiens?
- Movement** In which direction did Allied forces move after the battle of Ypres?
- Location** In what country were the battles of Amiens and Verdun fought?



Technology Activity

- Using the Internet** Search the Internet to find out more details about the time of the “Great War”—World War I. Use the information you find to create a chart titled “World War I—A Closer Look.” Focus on causes of the war, methods of warfare, and the outcome of the war for various countries. Include numbers of casualties and costs of rebuilding.

Citizenship Cooperative Activity

- Drawing Conclusions** With a partner, research primary and secondary sources about the Espionage Act of 1917. Write a one-page paper to answer these questions: Are restrictive laws necessary during wartime? Why or why not? Share your paper with your classmates.

Economics Activity

- What effects does war have on a nation’s economy? Describe at least one positive and one negative effect.



Alternative Assessment

- Expository Writing** Write a paragraph to explain why the League of Nations was so important to President Wilson.



Standardized Test Practice

Directions: Choose the best answer to the following question.

The United States did not enter World War I until 1917. Which of the following was the most important factor in convincing the American public to support the war?

- German submarine attacks against American merchant ships
- Continued loss of troops and land by the Russian army
- Failure of the British and French to defeat Germany
- The threat of a German invasion

Test-Taking Tip

This question asks you to remember a *fact* about World War I. Since most Americans favored a policy of isolation, answer **C** is not a strong enough reason to change public opinion.

HANDS-ON HISTORY

Creating a Special-Edition Newspaper

How did you learn about the latest exciting national or international event? You probably heard or read about it in the mass media—newspapers, magazines, radio, and television. Throughout history the media have played a major part in shaping the opinions of Americans about national and international events. Imagine you are a news reporter. Create a newspaper that reports the events of World War I to the American public.

The Way It Was

Today almost every American receives information from the mass media. The media did not always grab the public's attention so easily though. Before the late 1800s, newspapers simply reported the news. In the late 1800s, however, newspapers started using sensational headlines. When many Americans picked up their papers and read "LUSITANIA SUNK BY A SUBMARINE, PROBABLY 1,260 DEAD," they felt angry. Many called for revenge and war against the aggressor, which many newspapers claimed was Germany. Eventually this outrage led to America's involvement in World War I. Throughout the war, while American soldiers fought with the Allies in Europe, their friends and family eagerly scanned the newspapers to learn what was happening on the war front. Americans relied on the newspapers to keep them up to date on the latest happenings. Now, create a special edition newspaper to inform Americans of an event or battle of World War I.

Believe It or Not

On November 7, 1918, Americans read in the newspapers that World War I had ended. Instantly people poured into the streets to celebrate. However, in Europe, fighting continued. The newspapers were wrong! The war really ended three days later.

Materials

- ✓ paper and pen or pencil
- ✓ access to library and/or Internet resources
- ✓ newspapers or magazines
- ✓ tape or paste
- ✓ a typewriter or PC (optional)



What To Do

After you have organized into groups of three or four, follow the directions below. Decide upon specific tasks for each member.

- 1** As a group, use your textbook or other sources to research and decide what event, situation, or person(s) will be the focus of your special-edition World War I newspaper.
- 2** As a group, assign the following roles to group members: historian, journalist, illustrator/cartographer, and biographer.
- 3** Individually, complete the research that relates to the role you have been assigned. Keep in mind that newspaper reporters focus on answering the “five W” questions when researching their stories: **Who** was involved, **What** happened, **When** it happened, **Where** it happened, and **Why** it happened.
- 4** After you complete your research, write one feature story from the viewpoint of your role. (Remember to include the five W’s!) Don’t forget to include a headline that will catch readers’ attention.
- 5** Provide one another with constructive advice and revise the stories as needed.
- 6** Combine your final articles into a group newspaper. Work together to choose the best layout for the newspaper. Together, decide if the special-edition newspaper is complete. Is it missing some graphics? Would it look better with a cartoon or photograph? Are some of the stories too long or too short? Revise your newspaper if needed.
- 7** Distribute your special-edition newspaper to the class.

Project Report

- 1.** What is the subject of your special-edition newspaper? Why did your group select this topic?
- 2.** How did working with a group help you create a better newspaper? How might your newspaper be different if you had worked on it alone?
- 3. Analyzing Information** What advice would you give to a younger student who wants to become a newspaper reporter?

Go a Step Further



Turn one of the feature stories in your newspaper into a late-breaking radio broadcast. Before writing your broadcast, consider how an audio story would be different from a written story. Read your broadcast to the class.

