

THE GRANGER COLLECTION, NEW YORK

American propaganda, such as this poster from the United States Shipping Board, helped encourage support for the war.



Woodrow Wilson

1917 On March 1, U.S. newspapers publish the Zimmermann Note, which helps draw the United States into World War I. The U.S. Congress declares war on Germany on April 6.

1918 President Wilson announces the Fourteen Points to negotiate peace after World War I.

1919 In March the U.S. Senate rejects the Treaty of Versailles, the peace treaty resolving World War I.

1917

1917 The Bolshevik Revolution sweeps Russia creating a communist government.

1918

1918 In July the Allied Powers stop Germany's last major offensive. Germany agrees to an armistice on November 11, ending World War I.

1919

1919 Leaders of the Allied and Central Powers sign the Treaty of Versailles.



This poster shows the flags of many of the Allied Powers.

If you were there . . .

Would you support U.S. involvement in World War I?

You Be the Historian



What's Your Opinion? Do you **agree** or **disagree** with the following statements? Support your point of view in your journal.

- **Citizenship** To be successful in a war effort, a government must gain support from its citizens.
- **Global Relations** International alliances always cause conflicts.
- **Science, Technology & Society** Advances in weaponry make wars shorter.



Section

1

The Road to War

Read to Discover

1. What were the main causes of World War I?
2. How did most of Europe become involved in the war?
3. Where did the early fighting in the war take place, and what were the results?

Reading Strategy

KEY-TERM FOLD Create the “Key-Term Fold” described in the Appendix. Write a key term from the section on each tab of the key-term fold. Under each tab, write the definition of the key term.

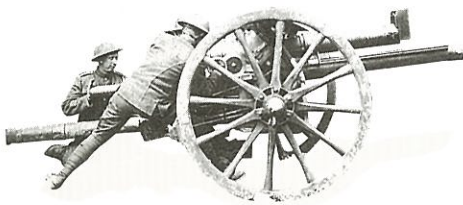


Define

- nationalism
- militarism
- balance of power
- mobilize

Identify

- Triple Alliance
- Triple Entente
- Franz Ferdinand
- Nicholas II
- Central Powers
- Allied Powers
- Wilhelm II
- First Battle of the Marne



World War I artillery

The Story Continues

In the early 1900s Europe seemed to be at peace. There had not been a major war in the region since 1871. Yet political tensions were building, and most nations continued to strengthen their armed forces. In 1888 German chancellor Otto von Bismarck had introduced a bill to the German parliament that added 750,000 soldiers to the German army. In his address he declared, “We no longer ask for love, either from France or Russia. We run after nobody. We Germans fear God and nothing else on earth!” Before long, such aggressive attitudes would lead to war on the European continent.

★ Causes of War

During the 1800s Europe had been swept by a rise in **nationalism**—the belief that a specific nation, language, or culture is superior to all others. Nationalism led a number of German states to join together in 1871 to form the German Empire. In contrast, nationalism tended to divide the Austro-Hungarian Empire, also called Austria-Hungary. This empire included people of many nationalities and language groups. One of

these groups, the Slavs, wanted to create a nation of their own. Serbia was already an independent Slavic state on the Balkan Peninsula. The Serbs encouraged Slavs in Austria-Hungary to break free and join them in creating an independent, united Slavic empire in the Balkans. Russia, which was itself largely Slavic, supported Serbia's goal.

Austro-Hungarian leaders saw the Slavic independence movement as a threat to the unity of the empire. One Austrian official predicted that Slavic nationalism was "one of the powerful national movements which can neither be ignored nor kept down." The growing tensions in the Balkans made them seem a likely place for a major European war to erupt.

Imperialism also led to greater tensions as countries competed to build overseas empires. By the late 1800s Great Britain was the world's greatest imperial power. France, Germany, Italy, and Russia were building their own empires. These countries also struggled over territory in Europe. France, for example, wanted to take back Alsace-Lorraine (al-SAS-law-RAYN), a border region that it had lost in a war with Germany in 1871.

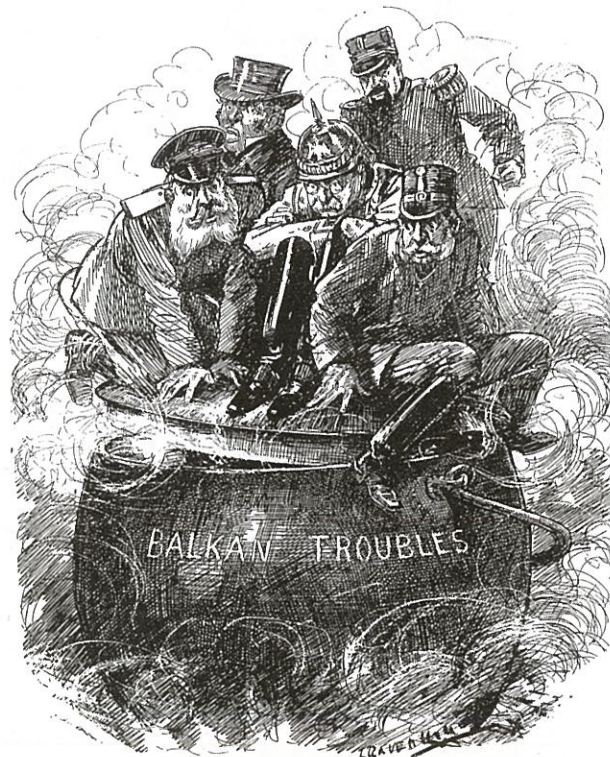
As relations grew more uncertain, countries began building up their armed forces to prepare for war. This policy, along with the strong influence of military values on a society, is known as **militarism**. European nations built larger militaries than ever before. Germany created the most powerful army in Europe and a navy to rival that of Britain.

In the late 1800s European countries began to form alliances. They did so to try to create a **balance of power**—a situation in which the strength of rival alliances is nearly equal. Most European leaders believed that no country would start a war if it lacked a real advantage in military strength. In 1879 Germany allied with Austria-Hungary. Three years later, Italy joined the union, making it the **Triple Alliance**. As allies, Austria-Hungary, Germany, and Italy pledged to support one another in case of attack.

Worried by Germany's growing power, France formed a military alliance with Russia in 1892. Britain feared Germany's growing naval force and signed an entente, or understanding, with France. In 1907 Russia and Britain reached a similar agreement. The so-called **Triple Entente** thus united Britain, France, and Russia.

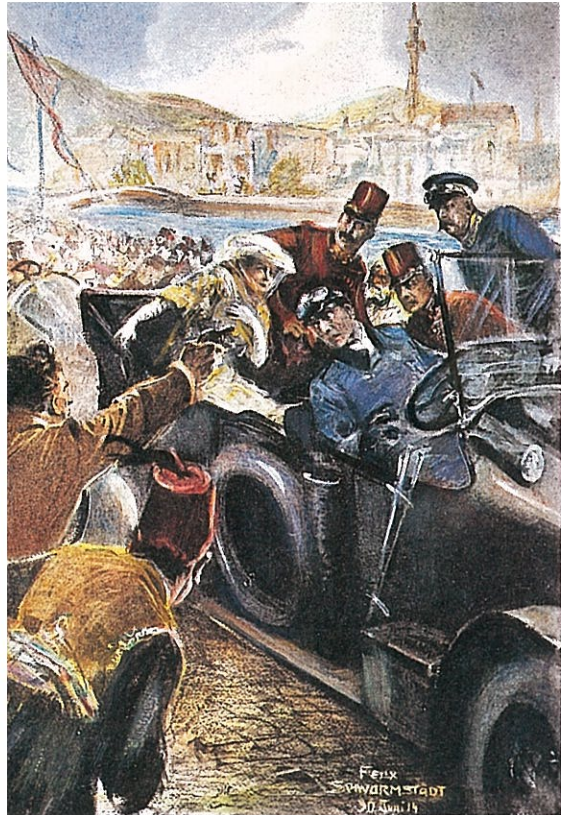
The Triple Alliance and the Triple Entente created an unsteady and complicated balance of power in Europe. Many people, like German general Helmuth von Moltke, felt that "a European war is bound to come sooner or later."

✓ **Reading Check: Summarizing** What factors increased military and political tensions in Europe?



Interpreting Political Cartoons

The boiling point This 1912 British cartoon shows European leaders trying to keep a lid on trouble in the Balkans. What does this cartoon suggest about international cooperation?



THE GRANGER COLLECTION, NEW YORK

Felix Schwarzmstadt's painting captures the 1914 assassination of Archduke Franz Ferdinand and his wife, Sophie.

★ The Spark

In the Balkan Peninsula, relations between Austria-Hungary and Slavic nationalists grew increasingly hostile. People began referring to the Balkans as a “powder keg” that might explode at any moment. In 1908 Austria-Hungary annexed the independent province of Bosnia and Herzegovina. This annexation angered Slavic nationalists who wanted the region allied with Serbia.

On June 28, 1914, Archduke **Franz Ferdinand** visited Sarajevo, the capital of Bosnia and Herzegovina, with his wife, Sophie. The archduke was the heir to the throne of Austria-Hungary. As the visitors rode through the streets, Gavrilo Princip, a 19-year-old Serb nationalist stepped out from the crowd. He quickly shot the archduke and his wife, killing them both. The archduke's assassination lit the fuse on the “powder keg” of Europe. The president of France gave the following advice to an Austro-Hungarian official.



“With a little good will, this Serbian business is easy to settle. But it can just as easily become acute [severe]. Serbia has some very warm friends in the Russian people. And Russia has an ally, France.”

—President Raymond Poincaré, quoted in *America Enters the World*, by Page Smith

Austro-Hungarian leaders ignored his advice. On July 28, 1914, Austria-Hungary declared war on Serbia. The next day, Austria-Hungary began shelling the Serbian city of Belgrade. An earlier promise of support required Russia to defend Serbia. At first, however, Russian czar **Nicholas II** hesitated to **mobilize**, or prepare his military for war. His foreign minister described the czar's hesitation.



“The Tsar was silent. Then he said to me, in a voice full of deep feeling: ‘This would mean sending hundreds of thousands of Russian people to their death. How can one help hesitating to take such a step?’”

—Serge Sayonov, quoted in *Imperial Russia*, edited by Basil Dmytryshyn

The czar eventually decided to come to Serbia's defense. Russia's mobilization led other countries to fulfill their own alliance promises. In support of Austria-Hungary, Germany declared war on Russia on August 1, and on France, Russia's ally, two days later. German troops invaded Belgium on August 3 to move westward to attack France. Britain, which had pledged to defend Belgian neutrality, then declared war on Germany. On August 5 Austria-Hungary declared war on Russia. The Great War—which later generations would know as World War I—had begun.

✓ **Reading Check: Analyzing Information** Why did many European nations get involved in the conflict?

★ Europe Goes to War

The alliance of Austria-Hungary and Germany became known as the **Central Powers**. Bulgaria and the Ottoman Empire later joined the Central Powers. Britain, France, and Russia fought together as the **Allied Powers**, or the Allies. Although previously allied with Austria-Hungary and Germany, Italy joined the Allies in 1915. Eventually, 30 nations would fight in World War I.

Many Europeans expected the war to last no more than six months. Kaiser **Wilhelm II** was sure Germany would achieve a fast victory. Germany hoped to quickly defeat France before Russia had a chance to fully mobilize its army. The Schlieffen Plan, as Germany's military strategy was known, called for a fast attack on France followed by an attack on Russia. German troops would have to strike at France through Belgium for the plan to work.

The Belgians fiercely resisted the German army, giving France and Britain valuable time to mobilize their troops. Yet by September 3, 1914, the Germans were 25 miles from Paris, the French capital. In the **First Battle of the Marne**, French troops launched a daring counterattack against Germany. The French rushed to stop the enemy along the Marne River east of Paris. After a few days of fighting, the Germans retreated.

Fighting between the armies continued as French and German troops faced each other across the western front. This battle line extended from Switzerland to the North Sea. Russia fought the Central Powers along the eastern front, which stretched from the Black Sea to the Baltic Sea. By mid-September 1914 the Central and Allied Powers both realized that the war would not be a short one.

✓ **Reading Check: Identifying Cause and Effect** Why did Germany invade Belgium and France, and how did the early fighting change attitudes about the war?



Britain's declaration of war against Germany was front-page news.

Section 1 Review

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- 1 Define** and explain:
- nationalism
 - militarism
 - balance of power
 - mobilize

- 2 Identify** and explain:
- Triple Alliance
 - Triple Entente
 - Franz Ferdinand
 - Nicholas II
 - Central Powers
 - Allied Powers
 - Wilhelm II
 - First Battle of the Marne

Causes of World War I	
Long Term	Immediate

- 3 Categorizing** Copy the chart below. Use it to identify the long-term and immediate causes of World War I.

- 4 Finding the Main Idea**

- Why did other European countries become involved in the conflict between Austria-Hungary and Serbia?
- Describe the early fighting in the war.

- 5 Writing and Critical Thinking**

Analyzing Information Imagine that you are a German army officer in September 1914. Write a memo to the kaiser explaining the outcome of the Schlieffen Plan.

Consider the following:

- the main points of the plan
- Belgian resistance
- the outcome of the First Battle of the Marne

Wilson and Neutrality

Read to Discover

1. How did trench warfare and new weapons affect the fighting in World War I?
2. How did the United States try to remain neutral during the war?
3. What events led the United States to enter the war?

Reading Strategy

SUPPORTING AN OPINION In this section, you will read that President Wilson supported U.S. neutrality in the early years of World War I. Do you agree or disagree with his point of view? As you read, write details to support your opinion.

Define

- trench warfare
- no-man's-land
- stalemate

Identify

- U-boats
- *Lusitania*
- Sussex pledge
- Arthur Zimmermann
- Zimmermann Note

The Story Continues

The day's fighting seemed over. Two Allied officers sat on a hill in southwestern Belgium. As they looked out over fields and villages, a dog barked at some sheep, and a girl sang as she walked by. Soldiers laughed as they cooked their evening meal. As darkness fell, one officer remembered, "without a moment's warning, . . . we saw the whole horizon burst into flame." The Germans had begun to bombard the area. The officers were stunned and soon concluded that World War I had "a merciless, ruthless aspect [part] that we had not realized till then."

★ A New Kind of War

New war strategies—along with new weapons—made the Great War a conflict unlike any other. After the First Battle of the Marne, the Germans dug in and prepared to hold their ground. Both the French and German armies soon turned to **trench warfare**. Using this strategy, armies fought from the protection of deep ditches to defend their positions. Two massive systems of opposing trenches stretched for 400 miles across the



This painting shows a group of Allied soldiers eating lunch.



western front. Trenches ranged from simple holes to complex networks with rooms for sleeping and eating.

The trenches were typically cold, wet, and dirty. A reporter described a common effect of these conditions.



“Men standing in slime for days and nights in field boots . . . lost all sense of feeling in their feet. These feet of theirs, so cold and wet, began to swell, and then go ‘dead’ and then suddenly to burn as though touched by red hot poker.”

—Philip Gibbs, *Realities of War*

In the trench environment disease spread rapidly. The area between opposing trenches was called **no-man’s-land**. Much of the fighting took place in this area, which varied in width from about 200 to 1,000 yards.

In the trenches, soldiers set up groups of machine guns that fired 400 to 600 rounds of ammunition per minute. In addition, huge guns launched artillery shells. Some shells contained poison gas, such as chlorine gas or mustard gas. Poison gas destroyed soldiers’ lungs, killing them slowly. Gas masks could provide protection. However, soldiers had to either wear masks all the time or slip them on in seconds.

The armies also introduced new war machines. Airplanes, submarines, and tanks were all used in World War I. Armies used airplanes to gather information, shoot down enemy planes, and fire on trenches. Germany’s fleet of **U-boats**, or submarines, was the world’s largest and most advanced, causing heavy losses to Allied shipping. British and French forces developed armored tanks to support infantry attacks on trenches. Early tanks were very tough and could cause heavy damage but were also slow and hard to maneuver in muddy conditions.

✓ **Reading Check: Summarizing** How did trench warfare and new weaponry affect the fighting in World War I?

Daily Life

Trench Warfare Life in the trenches along the western front varied a great deal. In quieter areas, troops suffered from boredom. In areas that saw more fighting, soldiers faced danger and anxiety. During the night, troops often completed construction and repair work. These jobs might include laying cable or barbed wire. Most attacks began in the early morning. At daybreak, soldiers on both sides usually waited with their rifles loaded. If there was no enemy attack, they would eat breakfast and prepare for a day of listening to mortar fire.

What challenges did soldiers face in the trenches?

Research on the ROM

Free Find:

Trench Warfare

After reading about trench warfare on the **Holt Researcher CD-ROM**, imagine that you are a soldier fighting on the western front. Write a letter home describing your experiences.

★ A Military Deadlock

By late 1914 the war on the western front had become a **stalemate**, a situation in which neither side can win a clear victory. During 1915 much of the fighting took place in eastern Europe. In February 1916 the Germans attacked France again. They decided to try to capture the French city of Verdun, near the southern end of the trench line. In response, French general Philippe Pétain (pay-tan) vowed: “They shall not pass.” After initial success, the German advance stalled outside the city. The battle for Verdun continued for 10 months, making it the longest battle of the war. When it was over, France still held the city.

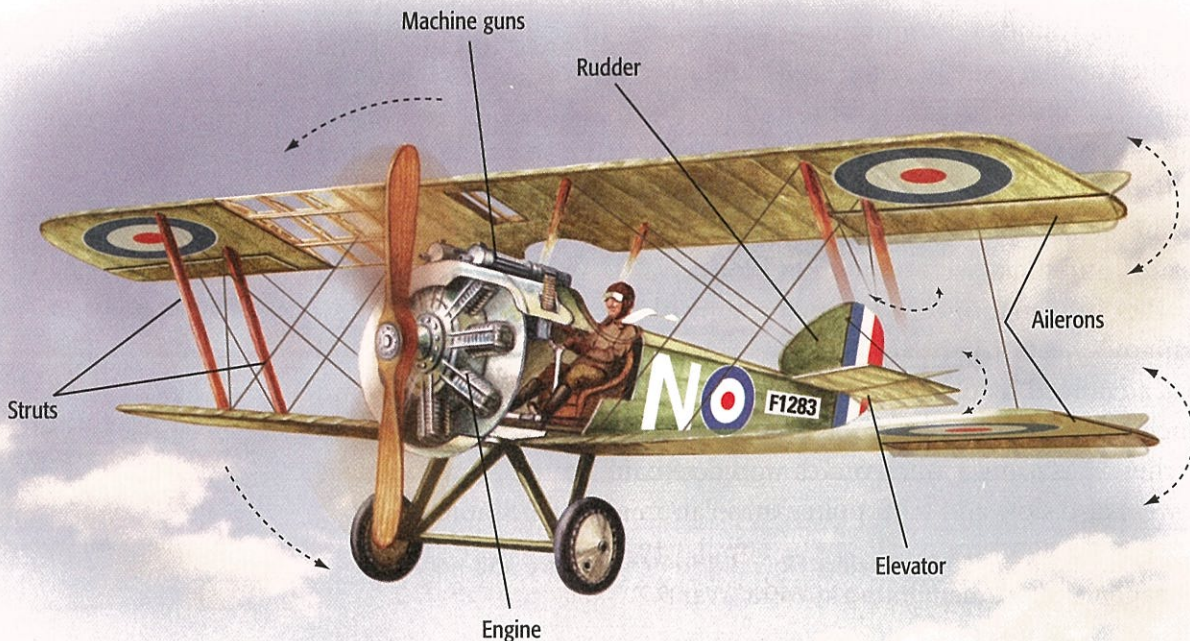
In July, while fighting raged at Verdun, Allied forces began to attack the Germans along the Somme River in northeastern France. Almost 20,000 Allied troops were killed in the first day of the battle. After months of fighting, the Allied soldiers had forced the Germans to retreat only a few miles. Allied and German forces both suffered terrible losses at the Somme and Verdun. The death total reached almost 1 million. An average of more than 138 soldiers died every hour.

CONNECTING TO SCIENCE AND TECHNOLOGY

The Airplane in World War I

The Wright brothers built the first successful powered airplane in 1903. When World War I began, the Allied and Central Powers used airplanes mostly for scouting. Pilots flew high over the battlefield to take pictures of enemy troops and equipment. The pictures provided valuable information for military commanders. As the war went on, the armies of both sides installed machine

guns on fighter planes and shot down enemy scouts. Engineers improved fighter planes' speed and ability to maneuver. In addition, both the Allies and the Central Powers built large bombers and developed planes that could take off from ships. Thousands of planes were built during the war. **How were airplanes used in World War I?**





World War I, 1914–1917

Interpreting Maps World War I saw few large-scale troop movements on the western front, with soldiers often fighting for many months in the same location.

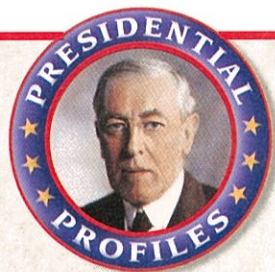
Skills Assessment **Human Systems** What battles took place along the western front trench lines?

The stalemate on land made the battles in the North Sea and the Atlantic Ocean even more important. Each side depended on war materials shipped by sea. Britain used its large navy to cut off the shipment of much-needed supplies to Germany. The German navy responded by sending its submarine fleet out to sink ships carrying supplies for the Allies.

✓ **Reading Check: Finding the Main Idea** Where did some of the World War I fighting take place in 1915 and 1916?

★ Wilson Campaigns for Peace

Shortly after the war began in Europe, President Woodrow Wilson announced that the United States would remain neutral. This decision reflected the traditional U.S. policy of isolationism. Most Americans saw the war as a European conflict. The popularity of one American song—“I Didn’t Raise My Boy to Be a Soldier”—showed the antiwar views of



Woodrow Wilson

Character Trait: Citizenship

To many people, President Woodrow Wilson seemed cold and distant. In private, however, Wilson could be warm and lively. He was well educated, the first president to have a Ph.D. As a college professor and later the president of Princeton University, Wilson was respected for his writings on government and political science. He brought his knowledge and personal ideals to his administration, helping push through many reforms.

Wilson was also heavily involved in foreign policy. Although he had wanted to avoid joining the war in Europe, he worked hard to mobilize the U.S. war effort. Wilson also played a major role in the peace negotiations that followed the war. However, his efforts were limited by a severe stroke that he suffered on October 2, 1919. **What personal traits did Wilson bring to the presidency that affected his administration?**

many people. Not wanting to become involved in the fighting did not keep Americans from choosing sides in the conflict. Most Americans supported the Allies because of long-standing ties with either Britain or France. However, millions of Americans had emigrated from the countries of the Central Powers, and people tended to sympathize with their homelands.

Official U.S. neutrality did not stop American merchants from trading with the warring European nations. U.S. ships carried most of the supplies, including war materials, to the Allies. By April 1917, American banks had invested \$2.6 billion in European war bonds. However, only \$27 million was spent on German bonds.

During the war, Germany often broke the rules of neutrality in the Atlantic. These rules required warships to stop and search merchant vessels rather than simply destroy them on sight. The Germans knew their submarines were defenseless above water, however, so they often attacked without warning.

In May 1915 a U-boat sank the British passenger liner *Lusitania* off the coast of Ireland. The attack killed nearly 1,200 people, including 128 Americans. The American public was outraged. President Wilson called the attack “a violation not only of international law but of the fundamental decencies of civilization.” The German government argued that the *Lusitania* had been carrying war materials. The Germans added that Americans had been warned not to travel through the war zone.

Less than a year later, a U-boat sank the French passenger ship *Sussex*. After this attack, Wilson threatened to end diplomatic relations with Germany. Germany then issued the *Sussex pledge*, which included a promise not to sink merchant vessels “without warning and without saving human lives.”

As President Wilson campaigned for re-election during the fall of 1916, he continued to work for peace. Wilson’s opponent was Republican Charles Evans Hughes, a Supreme Court justice and former governor of New York. Hughes criticized Wilson for not strongly defending American rights in Europe. The race between Wilson and Hughes was very close. Many Americans opposed Wilson’s foreign policy. Other voters were not sure Wilson could keep the United States out of the war. In the end, however, the belief that Wilson would avoid a war helped him win re-election in November 1916.

Once re-elected, Wilson began work on a settlement to end the war. In a speech to the Senate on January 22, 1917, Wilson proposed “peace without victory.” He called on the Allied and Central Powers to declare peace without either side winning. Wilson’s speech angered the Allies, particularly the British. The Allies blamed the Central Powers for the war and wanted them to pay for wartime destruction. At the very least, the Allies demanded a German admission of guilt.

✓ **Reading Check: Supporting a Point of View** Do you think the United States was truly neutral in 1914–1916? Support your answer.

★ Congress Declares War

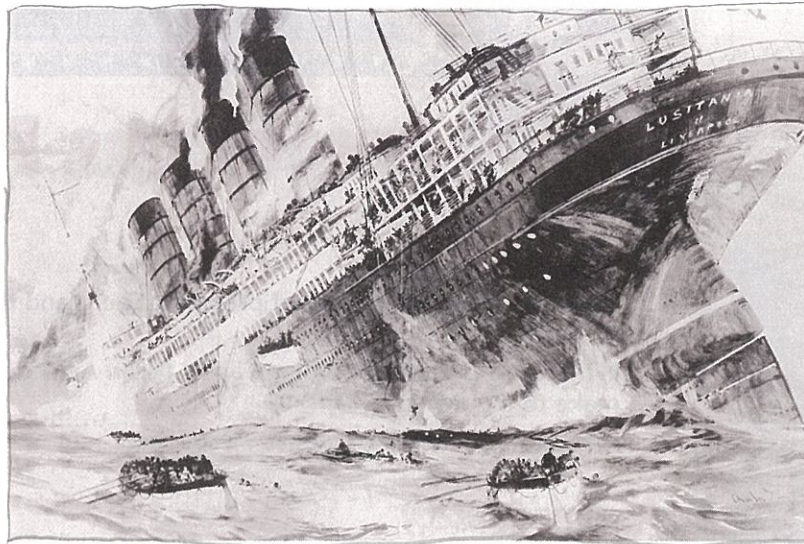
All hopes for peace soon ended. The Germans broke the *Sussex* pledge and began unrestricted submarine warfare again on February 1, 1917. President Wilson quickly cut off diplomatic relations with Germany and ordered U.S. merchant ships to be fitted with guns. Tensions rose when American newspapers printed a secret German telegram in March. In it, German foreign secretary **Arthur Zimmermann** proposed an alliance between Germany and Mexico against the United States. He told the German minister in Mexico that Germany would help Mexico “reconquer the lost territory in New Mexico, Texas, and Arizona.” The telegram, known as the **Zimmermann Note**, outraged the American public.

In early April, Wilson responded to the new threats by asking Congress to declare war on Germany. He said that “the world must be made safe for democracy.”



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

—Woodrow Wilson, quoted in *America Enters the World*, by Page Smith



Submarine attacks with results like the sinking of the *Lusitania* were a major cause of American outrage toward Germany.

Congress approved President Wilson’s request. On April 6, 1917, the United States declared war on Germany.

✓ **Reading Check: Sequencing** What events, in their proper sequence, resulted in the United States entering World War I?

Analyzing Primary Sources

Identifying Points of View

What does Wilson say the United States is fighting for?

Section 2 Review

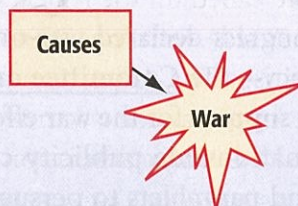
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- 1 **Define** and explain:
- trench warfare
 - no-man’s-land
 - stalemate

- 2 **Identify** and explain:
- U-boats
 - *Lusitania*
 - *Sussex* pledge
 - Arthur Zimmermann
 - Zimmermann Note

- 3 **Analyzing Information**
- Copy the graphic organizer below. Use it to explain why the United States decided to declare war on Germany in 1917.



- 4 **Finding the Main Idea**

- a. What effects did trench warfare and new weapons have on the fighting in World War I?
- b. What steps did President Wilson take to preserve U.S. neutrality and end the war?

- 5 **Writing and Critical Thinking**

Identifying Points of View Imagine that you are an American journalist. Write a short editorial describing the *Lusitania* incident.

Consider the following:

- how the American public reacted
- why Germany believed such attacks were necessary

Americans Prepare for War

Read to Discover

1. How did the U.S. government prepare citizens and the military for war?
2. What contributions did women and African Americans make to the war effort?
3. How did the war affect industry and labor?

Reading Strategy

BUILDING BACKGROUND INFORMATION Use the “Read to Discover” questions, vocabulary, and visuals in this section to make predictions about the text. Write questions about the text based on your predictions. Look for answers to your questions as you read.

Identify

- Committee on Public Information
- George Creel
- Espionage Act of 1917
- Sedition Act of 1918
- Selective Service Act
- Liberty bonds
- War Industries Board
- Bernard Baruch
- National War Labor Board

The Story Continues

Shortly after Congress declared war, Major Palmer E. Pierce appeared before the Senate Finance Committee. Pierce answered questions from the committee about how the War Department planned to spend the \$3 billion it had requested. He explained that the money would go for “clothing, cots, camps, food, pay. . . . And we may have to have an army in France.” The chairman of the Senate committee exclaimed, “Good Lord! You’re not going to send soldiers over there, are you?” Although most Americans supported the declaration of war, few were ready to risk the lives of U.S. troops.



Political groups like the Socialist Party questioned the reasons for the U.S. entry into World War I.

★ Rallying the Public

One week after Congress declared war on Germany, President Wilson created a new agency—the **Committee on Public Information** (CPI), to help raise public support for the war effort. **George Creel**, the head of the CPI, began a nationwide publicity campaign. Creel used rallies, parades, posters, and pamphlets to persuade Americans to support the war effort. The committee recruited movie stars to entertain troops.

Hollywood made movies like *The Kaiser: The Beast of Berlin*. Some 75,000 speakers, called “four-minute men,” gave short patriotic speeches in churches, movie theaters, and schools. They explained why the United States should take part in the Great War.

At the same time, the government limited some freedoms. The **Espionage Act of 1917** and the **Sedition Act of 1918** outlawed actions against the U.S. government. The Espionage Act punished people for aiding the enemy or refusing military duty. The Sedition Act made it illegal for Americans to speak disloyally about the U.S. government, Constitution, or flag. More than 1,000 opponents of the war were jailed under these laws. Some Americans also considered religious groups that believed in peace to be disloyal. In addition, German Americans faced harassment and charges of disloyalty because of strong anti-German feelings.

✓ **Reading Check: Contrasting** How did the government build support for the war and punish those who opposed it?

★ Mobilizing for War

When the war began, the U.S. Army and National Guard had some 750,000 men. This number was not enough to help the Allies, even with thousands of men enlisting. On May 18, 1917, Congress passed the **Selective Service Act**. This act required men between the ages of 21 and 30 to register to be drafted into the armed forces. Almost 3 million men who served during the war were draftees. Some Americans saw the draft as a violation of civil liberties. Others, such as Quakers, refused to fight because of their religious beliefs. Many of these men served in noncombat roles.

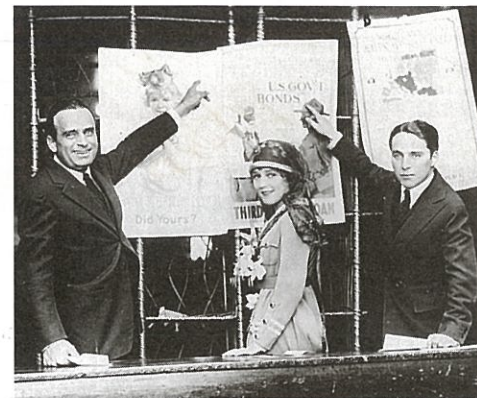
At first the government limited African American soldiers to noncombat roles, bringing protests from the National Association for the Advancement of Colored People (NAACP). In response, the military formed some African American combat units and an officer-training camp for African Americans. However, the majority of the more than 370,000 African Americans who served in the military did so in segregated units commanded by white officers. Once in Europe, most African American troops fought alongside the French army. U.S. officials worried that conflict might erupt if white and black soldiers fought together in the U.S. Army.

At the same time, African Americans at home faced ongoing discrimination and violence. On July 28, 1917, some 15,000 African Americans marched in silence down New York City’s Fifth Avenue. They carried signs and passed out *Why We March* leaflets containing their message.



“We march because we are thoroughly opposed to Jim Crow cars, segregation, discrimination, and disfranchisement [denial of voting rights], lynching, and the host of evils that are forced on us. We march because we want our children to live in a better land.”

—Anonymous, quoted in *Eyewitness: The Negro in American History*, by William Loren Katz



Interpreting the Visual Record

Rallying support Movie stars such as Douglas Fairbanks, Mary Pickford, and Charlie Chaplin helped sell Liberty bonds. How do you think these movie stars were able to increase public support for the war?

Analyzing Primary Sources

Identifying Points of View
Why did African Americans march?



Women joined the war effort by serving as ambulance drivers, often transporting wounded soldiers directly from the front lines to hospitals.



“We had our first air-raid work last night. I was the night-driver on duty. . . . Some bombs fell very near just as I got to the [evacuation hospital]. . . . I had just stopped . . . when shrapnel [metal fragments] whizzed past my head and there was a tremendous crash close beside. . . . Then an ambulance call came and I tore off”

—Mrs. Guy Napier-Martin, quoted in *The Overseas War Record of the Winsor School*

Many other women volunteered for the Red Cross and worked at home and abroad. Women also filled important industrial jobs and clerical positions. Some 1 million women filled positions in the U.S. labor force.

Some women, including social reformer Jane Addams, opposed America’s entry into the war and worked for peace. Jeannette Rankin of Montana, the first woman elected to the U.S. Congress, cast one of the few votes against President Wilson’s war resolution. She stated, “I want to stand by my country but I cannot vote for war.”

✓ **Reading Check: Comparing and Contrasting** How did African Americans and women contribute to the war effort?

That’s Interesting!

War without Weapons

Did you know that early in World War I military airplanes were not armed? It’s true! The fragile aircraft used in 1914 could not carry weapons. These planes struggled in strong winds and were often brought down by bad weather. Still, airplanes were quite important to the war effort. Planes were eventually equipped with machine guns and were used to bomb enemy positions. By 1918 Great Britain, France, and Germany each fielded several thousand aircraft.

★ Women in Wartime

Some American women also aided the war effort. About 25,000 female volunteers served in France, working as interpreters, nurses, and typists. The “Hello Girls” of the U.S. Army Signal Corps handled military telephone service, including translating calls and sending battle orders. None of the women in the military received a pension for their service.

Although officially not allowed in combat, many female nurses and ambulance drivers worked at the front lines.

★ Organizing for the War

In addition to raising troops, the government needed to raise money and supplies. To do so, it expanded its role in the economy. Congress raised income taxes and started a tax on business profits. Most importantly, the government issued war bonds, called **Liberty bonds**. Money from the sale of these bonds provided loans to the Allies, allowing them to buy food and war supplies. The U.S. government raised more than \$20 billion by selling Liberty bonds.

President Wilson also created the **War Industries Board** (WIB) to oversee the production and distribution of goods made by the country’s war industries. **Bernard Baruch**, head of the WIB, explained the agency’s role. “No steel, copper, cement, rubber, or other basic materials could be used without our [WIB] approval.”

The passage of the Lever Food and Fuel Control Act of 1917 gave the federal government the power to set price and production controls over food and fuel. Herbert Hoover led the new Food Administration, created to increase food supplies for the troops. The Food Administration's slogan was "Food Can Win the War." He got farmers to grow more food by promising high prices for crops. Production and prices increased greatly. Hoover also urged Americans to eat less by calling for "meatless Mondays" and "wheatless Wednesdays." He asked people to plant vegetables at home in "victory gardens."

The effort to supply the troops proved helpful to most workers in the United States. Three conditions combined to produce higher wages and better conditions for labor.

1. The Allied need for American products.
2. The labor shortage as men joined armed forces.
3. The decline in immigrant workers.

The entry of many women into the industrial workforce was not enough to fill all the empty positions.

New and remaining workers took advantage of the labor shortage by demanding higher wages and better working conditions. Union membership grew during the war. More than 4 million workers went on strike in 1919, the highest proportion of the workforce to strike either before or since the war.

In April 1918 President Wilson created the **National War Labor Board**. This board worked to settle disputes between workers and management and to prevent strikes. The board was sympathetic to workers and supported their right to collective bargaining. It also outlined both minimum-wage and maximum-hour standards in the workplace.

✓ Reading Check: Analyzing Information How did the war affect industry and labor?



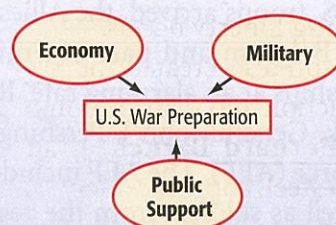
U.S. propaganda posters encouraged Americans to work hard and make sacrifices to help win the war.

Section 3 Review

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- 1 Identify** and explain:
- Committee on Public Information
 - George Creel
 - Espionage Act of 1917
 - Sedition Act of 1918
 - Selective Service Act
 - Liberty bonds
 - War Industries Board
 - Bernard Baruch
 - National War Labor Board

- 2 Summarizing** Copy the graphic organizer below. Use it to identify the changes made by the U.S. government to prepare to fight in World War I.



- 3 Finding the Main Idea**
- a. How did women and African Americans contribute to the war effort?
 - b. What changes did the war create for industry and labor?
- 4 Writing and Critical Thinking**
- Supporting a Point of View** Imagine that you are the head of the Committee on Public Information. Create a poster to encourage Americans to support the war effort. Consider the following:
- popular American views of the enemy
 - the importance of buying Liberty bonds
 - the importance of volunteering

Americans “Over There”

Read to Discover

1. How did the Bolshevik Revolution affect World War I?
2. How did the entry of the United States affect the war?
3. Why did Germany finally agree to an armistice?

Reading Strategy

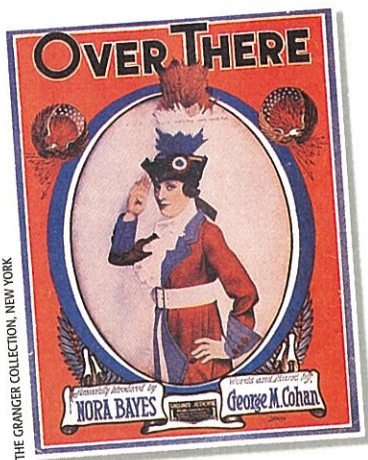
USING SIGNAL WORDS Preview each subsection and look for sequencing signal words, such as *when*, *then*, *after*, and *on* (date). Use the signal words to help you predict the main ideas of each subsection. As you read the section, confirm or revise your predictions.

Define

- armistice

Identify

- American Expeditionary Force
- Communists
- Treaty of Brest-Litovsk
- Second Battle of the Marne



George M. Cohan's song "Over There" celebrated the arrival of U.S. forces in Europe.

The Story Continues

In June 1917 the first U.S. forces arrived in France. In Boulogne the French Republican Guard band greeted the soldiers with “The Star-Spangled Banner.” They followed with the French national anthem, “La Marseillaise” (mah-rse-yays). The sidewalks overflowed with people welcoming the troops. An American journalist traveling with the soldiers described the scene. “From the crowded balconies and windows overlooking the route, women and children tossed down showers of flowers and bits of colored paper. . . . Occasionally there came from the crowds a good old genuine American whoop-em-up yell.”

★ The Americans Arrive

When the first U.S. troops arrived, the Allies were in bad shape. German troops occupied Belgium and part of France. The German navy was destroying Allied ships at an alarming rate. Russia was barely able to hold the Germans back. General John J. Pershing commanded the **American Expeditionary Force** (AEF). The AEF included a large force of volunteers and draftees as well as soldiers from the regular army and the National Guard. Pershing worked hard to train his troops for trench warfare.