

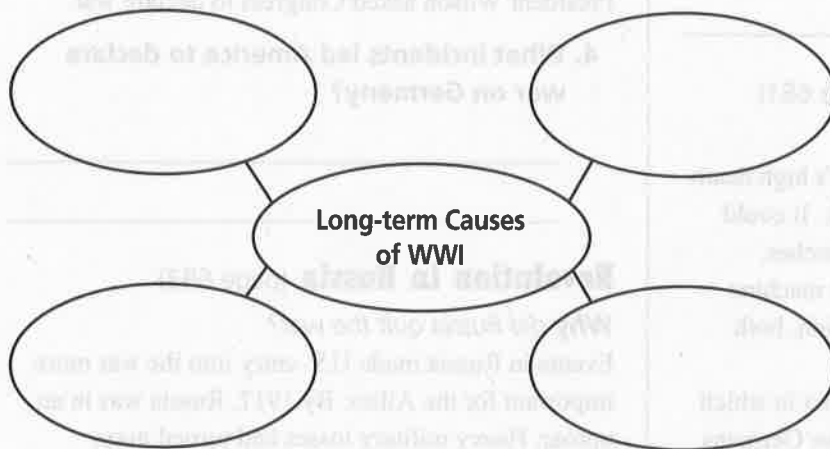
Chapter **24** Section 1 (pages 679–683)**War Breaks Out in Europe****Before You Read**

In the last chapter, you read about how the United States became a world power by establishing overseas colonies and taking a more active role in foreign affairs.

In this section, you will learn about how World War I pulled the United States into a European conflict for the first time.

**As You Read**

Use this diagram to take notes on the long-term causes of the war.

**Causes of World War I** (pages 679–680)**What led to war in Europe?**

On June 28, 1914, a young Serbian shot and killed Archduke Franz Ferdinand. The archduke was the *heir* to the throne of Austria-Hungary. One month later, Austria declared war on Serbia. One by one, the nations of Europe chose sides, and World War I began.

The assassination of the archduke may have been the immediate cause of the war. However, the conflict had many long-term causes. The first cause was imperialism. European countries competed for colonies. This led to conflicts among these nations.

The second cause was nationalism. Europeans wanted to prove that their nations were superior to all others. Countries placed their own interests above all else.

The third cause was **militarism**. This is the belief that a nation needs a large military force. In the decades before the war, European nations built up

their armies and navies. The fourth cause was the alliance system. In 1914, competing *alliances* bound European nations together. As a result, an attack on one nation would pull other nations in and lead to a larger war.

European nations had divided into two opposing alliances by 1914. The **Central Powers** were Austria-Hungary, Germany, the Ottoman Empire, and Bulgaria. The **Allies** included Serbia, Russia, France, Great Britain, Italy, and seven other countries.

**1. What were two causes of World War I?****Stalemate in the Trenches** (pages 680–681)**What was trench warfare?**

The German army experienced much success early in the war. German troops invaded France and soon had

**TERMS & NAMES**

**militarism** The belief that a nation needs a large military force

**Central Powers** An alliance of Austria-Hungary, Germany, the Ottoman Empire, and Bulgaria

**Allies** An alliance of Serbia, Russia, France, Great Britain, Italy, and seven other countries

**trench warfare** Fighting from protected ditches

**U-boat** Well-armed German submarine

**Woodrow Wilson** U.S. president during World War I

**neutrality** Refusal to take sides in a war

**Zimmermann telegram** Message proposing an alliance between Germany and Mexico

reached the Marne River about 40 miles from Paris. However, in September 1914, the French and British stopped the German advance at the First Battle of the Marne.

At that point, the two sides engaged in **trench warfare**. This was a style of war in which soldiers fought from dug-out ditches. For more than three years, the trench lines remained almost unchanged. Neither side could win a clear victory. During this time, more than one million soldiers lost their lives in fighting.

## 2. Why did the war in France remain unchanged?

---



---

## A War of New Technology (page 681)

*Why were there so many deaths?*

New technology played a role in the war's high death toll. An important invention was the tank. It could smash through barbed wire and cross trenches. Soldiers also used improved guns. Some machine guns fired 600 bullets a minute. In addition, both sides used poison gas.

World War I was the first major conflict in which airplanes were used in combat. At sea, the Germans used submarines called **U-boats**. These heavily armed subs sank numerous Allied ships.

## 3. What new types of weapons were used in the war?

---



---

## America's Path to War (pages 682–683)

*Why did America join the war?*

When the war started in 1914, President **Woodrow Wilson** had a policy of **neutrality**. The United States would not take sides. Over time, however, the public began to favor the Allies and turn against Germany.

In May 1915, a German U-boat sank the British passenger ship *Lusitania*. The attack killed 1,198

passengers, including 128 Americans. U.S. leaders told Germany to stop targeting unarmed merchant ships. Germany agreed.

But Germany soon felt it had to defeat Britain at any cost. German U-boats again started attacking all Allied ships in early 1917. This outraged Americans.

The **Zimmermann telegram** caused even more anger. The British discovered this German message to Mexican leaders. It asked Mexico to join Germany in a war against the United States. If Germany won, Mexico could get back Texas, New Mexico, and Arizona.

In March, German submarines sank three American ships. That was the final blow. In April, President Wilson asked Congress to declare war.

## 4. What incidents led America to declare war on Germany?

---



---

## Revolution in Russia (page 683)

*Why did Russia quit the war?*

Events in Russia made U.S. entry into the war more important for the Allies. By 1917, Russia was in an uproar. Heavy military losses had turned many Russians against the war. In addition, food shortages caused riots and strikes. In March, Czar Nicholas II was forced to step down.

In November, a new communist government took power. Vladimir Ilich Lenin was its leader. Lenin's government wanted to get out of the war. In March 1918, Russia signed a peace treaty with Germany. German troops no longer had to fight in Russia. Germany could now send more men to the Western Front. This meant that the Allies needed America's help quickly.

## 5. Why was Russia's withdrawal a blow to the Allies?

---



---

# America Joins the Fight

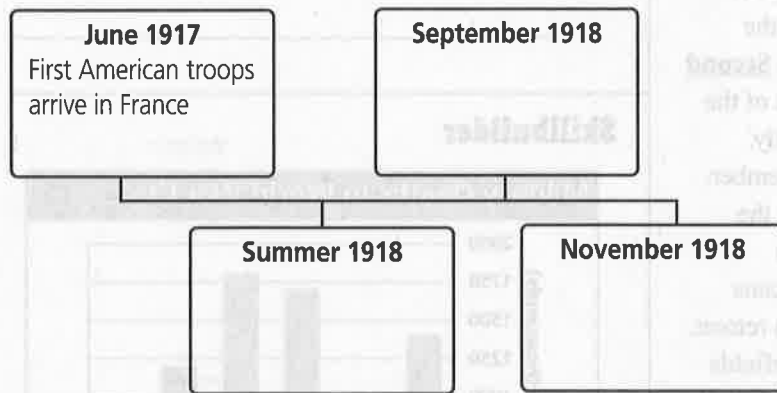
## Before You Read

In the last section, you read about the outbreak of World War I and how America eventually decided to join the conflict.

In this section, you will learn how U.S. forces helped the Allies win World War I.

## As You Read

Use this diagram to take notes on the significant events of the war.



## TERMS & NAMES

**John J. Pershing** Commander of U.S. forces in Europe

**American Expeditionary Force** U.S. troops in World War I

**convoy system** System of using battleships to escort merchant ships for protection

**Second Battle of the Marne** Turning point of the war, in which Allies halted Germany's advance

**Alvin York** American war hero who killed 25 German soldiers and captured 132

**armistice** An end to fighting

## Raising an Army and a Navy

(pages 686–687)

**How** did America raise an army?

When America declared war, the nation had fewer than 200,000 soldiers. To meet the need for more troops, Congress passed the Selective Service Act. This act required all males between 21 and 30 to sign up for military service. About two million soldiers went to France. They served under General **John J. Pershing**. They were known as the **American Expeditionary Force**, or AEF.

About 25,000 American women served in World War I. Many served in the military as clerical workers, interpreters, ambulance drivers, and nurses. About 400,000 African Americans served in the armed forces. They faced discrimination from white American soldiers.

**1. How many women and African Americans served in the war?**

\_\_\_\_\_

\_\_\_\_\_

## American Ships Make a Difference

(page 687)

**How** did the U.S. Navy aid the Allies?

The U.S. Navy helped the Allies on the Atlantic. To stop German U-boat attacks on supply ships, the navy developed the **convoy system**. Under this system, destroyers sailed beside merchant ships as they went across the Atlantic. This system quickly reduced the loss rate of supply ships.

Americans used another *tactic* to stop U-boat attacks. In June 1918, the Allies laid a barrier of 70,000 mines in the North Sea. The 180-mile long minefield kept most U-boats out of the North Atlantic.

**2. What steps did the Allies take to stop U-boat attacks?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## American Troops Enter the War; Pushing the Germans Back

(pages 688–690)

**Who** won the Second Battle of the Marne?

In March 1918, the Germans launched an offensive to end the war before the Americans arrived in full force. Within two months, German troops had smashed through French lines. They reached the Marne River outside Paris. However, by then the Americans had begun to arrive. They helped to stop the German advance.

In the summer of 1918, German forces regrouped and launched another attack. During three days of heavy fighting, American troops helped stop the Germans again. This battle was known as the **Second Battle of the Marne**. It was the turning point of the war. From then on, the Allies advanced steadily.

The decisive blow came at the end of September. Around one million U.S. soldiers took part in the Meuse-Argonne offensive. It pushed back the German line. The fighting left 26,000 Americans dead. But by November, the Germans were in retreat.

Many Americans were heroes on the battlefields of France. Sergeant **Alvin York**, for example, wiped out an entire crew of German machine gunners. He forced more than 100 enemy soldiers to surrender. High above the trenches, pilot Eddie Rickenbacker won fame as the U.S. “ace of aces.” He shot down a total of 26 enemy planes. Several African American combat units were honored for their battlefield *valor*.

### 3. Why was the Second Battle of Marne considered the turning point of the war?

## Germany Stops Fighting (page 690)

**What** was the war’s human toll?

After the crushing defeat of the Meuse-Argonne, one of Germany’s top generals advised the German government to seek peace. In early November, Germany’s navy *mutinied*. Its other allies dropped out.

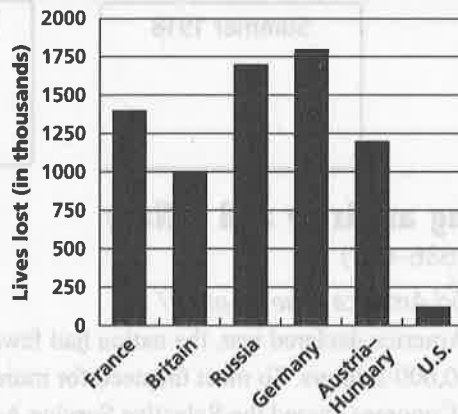
On November 9, Germany’s ruler, Kaiser Wilhelm II, stepped down. Two days later, Germany agreed to an **armistice**, an end to fighting. World War I was over.

The war had caused much suffering and death. About 8.5 million soldiers died in the war. About 21 million were wounded. Millions of civilians in Europe, Asia, and Africa also died during the war. Many of them died from starvation and disease.

### 4. How many soldiers died in World War I?

## Skillbuilder

Military Deaths in World War I \*



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

### 1. About how many deaths did Germany suffer in the war?

### 2. Which nation on the graph suffered the fewest deaths?

# Life on the Home Front

## Before You Read

In the last section, you read how the United States joined the war and helped the Allies achieve victory.

In this section, you will learn about how the war affected life on the American home front.

## As You Read

Use this chart to take notes on how citizens and the government contributed to the war effort at home.

Efforts on the Home Front	
Citizens	Government

## TERMS & NAMES

**war bonds** Low-interest loans by civilians to the government

**propaganda** Material produced to influence others

**Espionage Act** Law that imposed harsh penalties for antiwar activities

**Sedition Act** An addition to the Espionage Act that outlawed more antiwar activities

**Oliver Wendell Holmes** Supreme Court Judge

**Great Migration** Movement of many African Americans to northern cities from the South in the early 1900s

## Mobilizing for War (pages 691–692)

### How did citizens help the war effort?

To prepare for war, the government needed money. World War I cost the United States \$35.5 billion. Americans helped pay almost two-thirds of that amount by buying government **war bonds**. War bonds were low-interest loans by civilians to the government. The government promised to repay these loans in a number of years.

Citizens also helped the war effort by using less of the items needed overseas. Families cut back on bread and meat. They also drove less in order to save gas. More supplies could then go overseas.

The war brought more government control of the economy. The War Industries Board managed the buying and distributing of war materials. The National War Labor Board settled conflicts between workers and factory owners to keep factories operating.

The government also worked to build support for the war effort. It hired artists, photographers, and writers to create **propaganda**. Propaganda is material produced to make others believe in a cause.

### 1. What were two ways that Americans helped the war effort?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Intolerance and Suspicion

(pages 692–693)

### What were the Espionage and Sedition Acts?

Propaganda fueled support for the war. However, it also fueled prejudice against Germans. Towns with German names changed them. People even began to call German foods, such as sauerkraut, by other names.

The government, too, showed intolerance. It cracked down on people who criticized the war effort. In 1917, Congress passed the **Espionage Act**. A year later, it passed the **Sedition Act**. These laws made it illegal to criticize the war. They also set fines and prison terms for such antiwar activities as encouraging draft resisters. As a result of these laws, hundreds went to jail.

Numerous Americans claimed that these laws *trampled* citizens' rights. However, the Supreme Court upheld the laws. Supreme Court Judge **Oliver Wendell Holmes** argued that while free speech was guaranteed by the First Amendment, it could be limited during wartime.

**2. What was the Supreme Court's argument for upholding the Espionage and Sedition Acts?**

---



---



---

**New Jobs and the Great Migration**

(pages 693–694)

**What was the Great Migration?**

As soldiers went off to battle, the United States faced a labor shortage. Northern factories were desperate for workers. As a result, they were willing to hire African Americans. African Americans in the South headed north in large numbers. Between 1910 and 1920, about 500,000 African Americans moved to northern cities such as New York, Detroit, and Chicago. This movement became known as the **Great Migration**.

New jobs also lured many Mexicans to the United States. Large numbers of Mexicans crossed the border to fill new jobs in the American Southwest. These jobs were created by the growth of railroads and irrigated farming.

The wartime labor shortage also meant new opportunities for women. Women replaced male workers in factories and elsewhere. Women's contributions during the war helped them win the vote.

**3. What groups found new jobs as a result of the war?**

---



---



---

**The Flu Epidemic of 1918**

(page 694)

**How did the epidemic spread?**

Another result of the war was a deadly flu *epidemic* that swept the globe in 1918. It killed more than 20 million people on six continents. It had no known cure. It was spread around the world by soldiers. The virus killed 500,000 people in the United States.

In the army, more than a quarter of the soldiers caught the disease. In some AEF units, one-third of the troops died. Germans fell victim in even larger numbers than the Allies.

**4. How did the flu epidemic reach so many parts of the world?**

---



---



---

# The Legacy of World War I

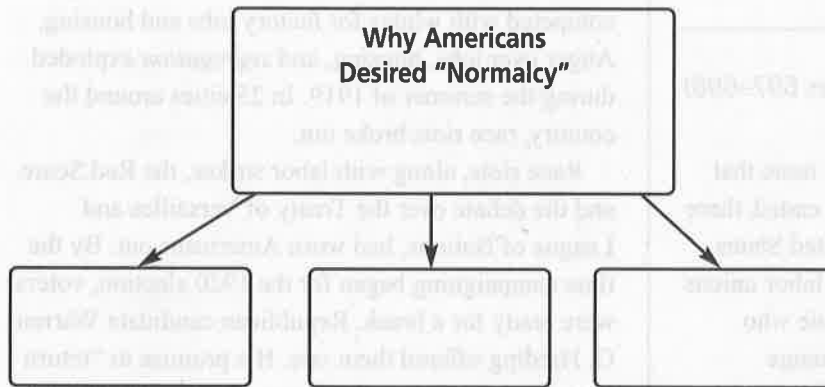
## Before You Read

In the last section, you read about how Americans at home sacrificed for the war effort, experienced intolerance, and took on new jobs.

In this section, you will learn about how the end of World War I had a great effect on the world and on American society.

## As You Read

Use this diagram to take notes on the factors that contributed to Americans' desire to return to "normalcy."



## TERMS & NAMES

**Fourteen Points** Wilson's plan for world peace following World War I

**League of Nations** An organization set up to settle international conflicts through negotiation

**Treaty of Versailles** The 1919 treaty that ended World War I

**reparations** Money that a defeated nation pays for the destruction caused by a war

**Red Scare** Panic in America caused by the fear of communism

**Palmer raids** Government raids on citizens suspected of being radicals

## Wilson's Fourteen Points (page 695)

*What were the Fourteen Points?*

In 1918, ten months before the end of the war, President Wilson spoke to Congress. He described his goals for peace. He outlined fourteen points for a safer world. As a result, his statement became known as the **Fourteen Points**. Among other things, the president called for reducing military forces and ending secret treaties.

For Wilson, the fourteenth point mattered most. It called for creating the **League of Nations**. This would be an association that would settle international disputes peacefully.

### 1. What was the League of Nations?

\_\_\_\_\_

\_\_\_\_\_

## Treaty of Versailles (page 696)

*Why did the Senate oppose the treaty?*

The leaders of Britain, France, and Italy did not share Wilson's concern for keeping world peace. They were more interested in making Germany pay heavily for its part in the war. As a result, these nations crafted the **Treaty of Versailles**. The treaty forced Germany to accept full blame for the war. The treaty also took away Germany's armed forces and most of its colonies. Germany also had to pay \$33 billion in **reparations**. This is money that a defeated nation pays for the destruction caused by a war.

Wilson managed to include the League of Nations in the treaty. He then tried to get Senate approval of the treaty. The Republican-run Senate opposed the treaty. Senate leaders did not want to commit the United States to get involved in the disputes of other nations.

Wilson took his case to the public. In September 1919, he began a cross-country speaking tour to build support for the treaty. During the trip, he suffered a stroke. He never fully recovered. Debate over the treaty continued without him. In the end, the Senate did not want to get involved in more foreign commitments. As a result, it refused to ratify the treaty. The League of Nations was formed without the United States.

## 2. Why did the Treaty of Versailles fail to win support in America?

---



---



---

### Strikes and the Red Scare (pages 697–698)

#### *What was the Red Scare?*

The Treaty of Versailles was not the only issue that divided Americans. Shortly after the war ended, there were a number of labor strikes in the United States. Some Americans saw the efforts to form labor unions as the work of radicals. Radicals are people who favor extreme measures to bring about change.

Some citizens feared a communist revolution in America. Such a revolution had toppled the Russian government during the war. In 1919–1920, fear created a wave of panic called the **Red Scare**. (Communists were called *reds*.) In January 1920, Attorney General A. Mitchell Palmer took action. He ordered federal agents to round up suspected radicals. Without search warrants, his agents burst into homes and offices. They dragged people off to jail. About 6,000 people were arrested in the **Palmer raids**.

## 3. Why did the Palmer raids appear to violate citizens' rights?

---



---



---

### Racial Tensions Increase; Longing for "Normalcy" (page 698)

#### *Why did voters elect Harding?*

Americans also saw a rise in racial tensions after the war. Such tensions grew partly out of competition over jobs. The Great Migration brought half a million African Americans to northern cities. There, they competed with whites for factory jobs and housing. Anger over jobs, housing, and *segregation* exploded during the summer of 1919. In 25 cities around the country, race riots broke out.

Race riots, along with labor strikes, the Red Scare, and the debate over the Treaty of Versailles and League of Nations, had worn Americans out. By the time campaigning began for the 1920 election, voters were ready for a break. Republican candidate Warren G. Harding offered them one. His promise to "return to normalcy" appealed to voters. As a result, Harding won a landslide victory.

## 4. What events made Americans want a "return to normalcy"?

---



---



---



**Glossary/After You Read****alliance** A formal pact or union between nations**epidemic** Disease that spreads rapidly among many people**heir** A person next in line for an office or throne**mutiny** A rebellion of sailors or soldiers**red** A term referring to a Communist**segregation** Social separation based on race**tactic** A skillful method**toll** A quantity of things destroyed**trample** To crush or destroy**valor** Courage, bravery**Terms & Names****A.** Write the letter of the name or term that matches the description.

a. Central Powers

c. Allies

e. League of Nations

b. militarism

d. convoy system

- \_\_\_\_\_ 1. The belief that nations need a large military force
- \_\_\_\_\_ 2. The alliance, in 1914, that was made up of Austria-Hungary, Germany, the Ottoman Empire, and Bulgaria
- \_\_\_\_\_ 3. Practice in which destroyers escorted merchant ships across the Atlantic
- \_\_\_\_\_ 4. Organization established to settle international disputes peacefully
- \_\_\_\_\_ 5. The alliance, in 1914, made up of Serbia, Russia, France, Great Britain, Italy, and seven other countries

**B.** If the statement is true, write "true" on the line. If it is false, write the word or words that would replace the underlined word to make it true.

- \_\_\_\_\_ 1. When the war broke out, the United States took a position of neutrality.
- \_\_\_\_\_ 2. Eddie Rickenbacker led the U.S. forces in Europe.
- \_\_\_\_\_ 3. A. Mitchell Palmer was the Supreme Court judge who upheld the Espionage and Sedition Act.
- \_\_\_\_\_ 4. Americans supported the war effort by buying low-interest government loans known as war bonds.
- \_\_\_\_\_ 5. President Wilson's plan to ensure world peace after the war was known as the Treaty of Versailles.

## Main Ideas

1. What were the long-term causes of World War I?

---

---

2. What acts brought the United States into the war?

---

---

3. What was the purpose of the Espionage and Sedition Acts?

---

---

4. Why did the U.S. Senate reject the Treaty of Versailles?

---

---

5. What were some of the reasons for the race riots of 1919?

---

---

## Thinking Critically

Answer the following questions on a separate sheet of paper.

1. Do you agree with Justice Holmes's argument that freedom of speech can be limited during wartime? Explain your answer.
2. What do you think would have happened if the United States had not entered the war on the side of the Allies?