



# War Erupts in Europe



## Explore These Questions

- Why were tensions high in Europe in 1914?
- What event triggered World War I?
- How did Americans react to the outbreak of war in Europe?

## Define

- nationalism
- militarism
- mobilize
- kaiser
- stalemate
- trench warfare
- propaganda
- U-boat

## Identify

- Triple Alliance
- Triple Entente
- Franz Ferdinand
- World War I
- Central Powers
- Allied Powers
- *Lusitania*

## SETTING the Scene

President Woodrow Wilson's friend and adviser Colonel Edward House visited Europe in May 1914. He quickly saw that tensions among the continent's nations threatened the peace. "The situation is extraordinary," he noted. "There is too much hatred, too many jealousies."

It was not long before events proved House correct. Three months after the colonel returned home, Europe exploded into war.

## Tensions in Europe

The fact that war erupted in August 1914 did not surprise many Europeans. After all, tensions had torn Europe for years.

### Extreme nationalism

Extreme feelings of **nationalism**, or pride in one's nation, fueled the tension. In the 1870s, European nationalists demanded freedom and self-government. They believed that people with a common language and culture should throw off foreign rule and form their own countries.

While nationalism encouraged unity, it also created mistrust and bitter rivalry between nations. For example, France and Germany had gone to war in 1870. As a result of that war, France had to give Germany the iron-rich territory of Alsace-Lorraine. The French never forgot this blow to their national pride. They hoped for an opportunity to regain their lost territory.

In Eastern Europe, nationalism deepened hostility between Austria-Hungary and Russia. Russia encouraged Serbs and other minorities in Austria-Hungary to rise up against their rulers.

### Imperialism and militarism

Imperialism fueled rivalries between powerful nations. Between 1870 and 1914, Britain, France, Germany, Italy, and Russia scrambled for colonies in Africa, Asia, and the Pacific. Often, several nations competed for power in the same region. This competition sometimes led to wars in places far from Europe.

Militarism was a third source of tension. **Militarism** is the policy of building up strong armed forces to prepare for war. European nations expanded their armies and navies, creating new stresses. For example, Germany built up its navy. Britain responded by adding more ships to its fleet. This race for naval dominance strained relations between the two nations.

### Rival alliances

To protect themselves, European powers formed rival alliances. Germany organized the **Triple Alliance** with Austria-Hungary and Italy. France responded by linking itself to Russia and Britain in the **Triple Entente** (ahn TAHNT).

The alliance system posed a new danger. Allies agreed to support one another in case of an attack. Thus, a crisis involving one

member of an alliance affected that nation's allies. This meant that a minor incident could spark a major war. On June 28, 1914, that incident finally took place.

## War Breaks Out

For years, nationalism had caused turmoil in the Balkan peninsula in southeastern Europe. (See the map on page 574.) There, the rival nations of Albania, Bulgaria, Greece, Montenegro, Romania, and Serbia battled for territory. At the same time, Balkan nationalists called on related people in Austria-Hungary to free themselves of Austrian rule.

### Assassination in Serbia

In June 1914, a new crisis struck the region. Archduke **Franz Ferdinand**, heir to the throne of Austria-Hungary, was visiting Sarajevo, the capital of Bosnia. At the time, Bosnia was part of the Eastern European empire ruled by Austria-Hungary. Franz Ferdinand's visit angered members of the Black Hand, a Serbian terrorist group. The Black Hand wanted Bosnia to break away from Austria-Hungary and join Serbia.

On June 28, the archduke and his wife, Sophie, rode through Sarajevo in an open car. Suddenly, a young terrorist named Gavrilo Princip stepped from the curb, waving a pistol. Taking aim, he fatally shot Franz Ferdinand and Sophie.

### Alliances lead to war

In the days that followed, Austria-Hungary accused the Serbian government of organizing the archduke's assassination. When Austria-Hungary threatened war, Russia moved to protect Serbia. Diplomats rushed to ease tensions, but they could not stop the system of alliances from running its fateful course.

On July 28, Austria-Hungary declared war on Serbia. The next day, Russia ordered its forces to **mobilize**, or prepare for war. Austria-Hungary's ally, Germany, called on Russia to cancel the order to mobilize. When it received no reply, Germany declared war on Russia on August 1.

On August 2, the American ambassador to Britain, Walter Page, wrote:

“The Grand Smash is come. . . . I walked out in the night a while ago. The stars are bright, the night is silent, the country quiet—as quiet as peace itself. Millions of men are in camp and on warships. Will they all have to fight and many of them die—to untangle this network of treaties and alliances . . . so that the world may start again?”

The answer came the next day. On August 3, Germany declared war on Russia's ally France. When German armies sliced through neutral Belgium on their march to



### Viewing HISTORY Alliances Lead to War

Distressed Americans looked on as World War I unfolded in Europe. This cartoon appeared in an American newspaper in the summer of 1914.

★ What does the woman in the background represent? What are the nations of Europe doing in the cartoon?

France, Britain declared war on Germany. Long before, Britain had promised to defend Belgium if it were attacked.

In this way, what began as a local crisis in Bosnia exploded into a major war. For years, Europeans had expected war. When it came, many welcomed the chance to show their power and strength. Others, however, feared what war might bring.

## On the Battlefield

“You will be home before the leaves have fallen from the trees,” the **kaiser**, or German emperor, promised his troops as they marched to war. Europeans on both sides of the conflict thought the war would end soon. Sadly, they were mistaken. The war dragged on for four blood-soaked years, from 1914 to 1918. At the time, the conflict was called the Great War. Later, it became known as **World War I**.

The war pitted the **Central Powers**—Germany, Austria-Hungary, and the Ottoman or Turkish Empire—against the **Allied Powers**—France, Britain, and Russia. In time, 21 other nations, including Italy, joined the Allies.

By November 1914, a German advance and an Allied counterattack had produced nothing but a deadly stalemate. A **stalemate** is a deadlock in which neither side is strong enough to defeat the other. For three years, the two armies fought huge battles, but with little to show for it. While thousands of young Europeans lost their lives, neither side gained much territory.

Both sides dug in, creating a maze of trenches protected by mines and barbed wire. Soldiers spent weeks in these muddy, rat-infested holes in the ground. One soldier later recalled: “The men slept in mud, washed in mud, ate mud, and dreamed mud.” Some trenches were shallow ditches. Others were elaborate tunnels that served as headquarters and first-aid stations. Between the front-line trenches of each side lay a “no man’s land” of barbed wire and deadly land mines.

In **trench warfare**, soldiers spent day after day shelling the enemy. Then, on orders

from an officer, the troops charged bravely “over the top” of the trenches. Soldiers raced across “no man’s land” to attack the enemy.

Most offensives were long and deadly. The Battle of Verdun in 1916 lasted 10 months. The Germans lost some 400,000 men trying to overrun French lines. The French lost even more lives defending their position.

In the meanwhile, in the east, the vast armies of Germany and Austria-Hungary faced off against those of Russia and Serbia. Stalemate and trench warfare brought mounting tolls there as well. By mid-1916, the Russians had lost more than one million soldiers. Yet, neither side could win a decisive victory.

## The United States Remains Neutral

When war broke out in Europe, the United States was determined to avoid being dragged into the conflict. The government adopted an official position of neutrality. President Woodrow Wilson called on Americans to “be neutral in fact as well as in name.”

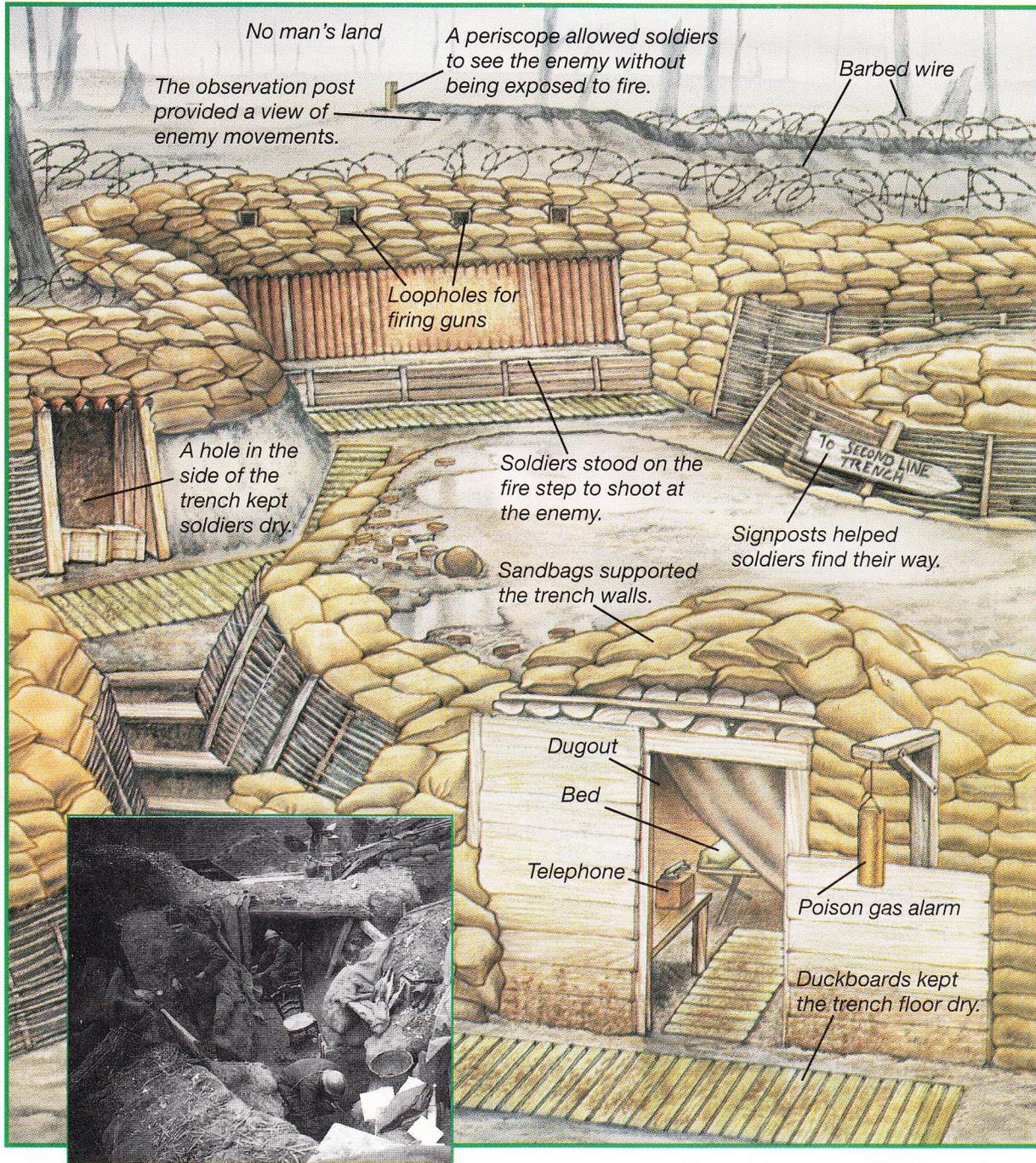
Public opinion, however, was divided, often along ethnic lines. Most Americans favored the Allies because of long-standing ties of language, history, and culture to Britain. The United States and France had been allies in the American Revolution.

On the other hand, many of the 8 million Americans of German or Austrian descent favored the Central Powers. Millions of Irish Americans also sympathized with the Central Powers. They hated Britain, which had ruled Ireland for centuries. Many American Jews favored Germany against Russia. Some of them had fled persecution in Russia only a few years earlier.

## Impact of the war

The war had several immediate effects on the United States. First, the economy boomed. American farmers and manufacturers rushed to fill orders for war goods. By 1917, trade with the Allies had grown seven times in value and by a smaller amount with

## Linking History and Technology



### Trench Warfare

During World War I, soldiers on both sides dug networks of trenches. The typical trench was about 6 to 8 feet (1.8 to 2.4 m) deep and just wide enough for two men to pass. "No man's land," a stretch of barren ground protected by barbed wire and land mines, lay between enemy trenches. ★ **How do you think trench warfare affected the land and resources of the surrounding environment?**

## Europe in World War I



### Geography Skills

World War I was fought on many fronts. The Central Powers clashed with the Allies in France, Belgium, Russia, Italy, and the Ottoman Empire.

- 1. Location** On the map, locate: (a) Sarajevo, (b) Serbia, (c) Austria-Hungary, (d) Germany, (e) Russia, (f) France, (g) Great Britain.
- 2. Movement** Through which country did German troops march on their way to France?
- 3. Critical Thinking** Judging from the map, why was the alliance between France and Russia a threat to Germany?

the Central Powers. This trade imbalance meant that the United States was not strictly neutral.

Both sides waged a propaganda war in the United States. **Propaganda** is the spreading of ideas that help a cause or hurt an opposing cause. Each side pictured the other as savage beasts who killed innocent

civilians. Anti-German propaganda often referred to the Germans as “Huns,” the name of a tribe of ancient barbarians.

### Submarine warfare

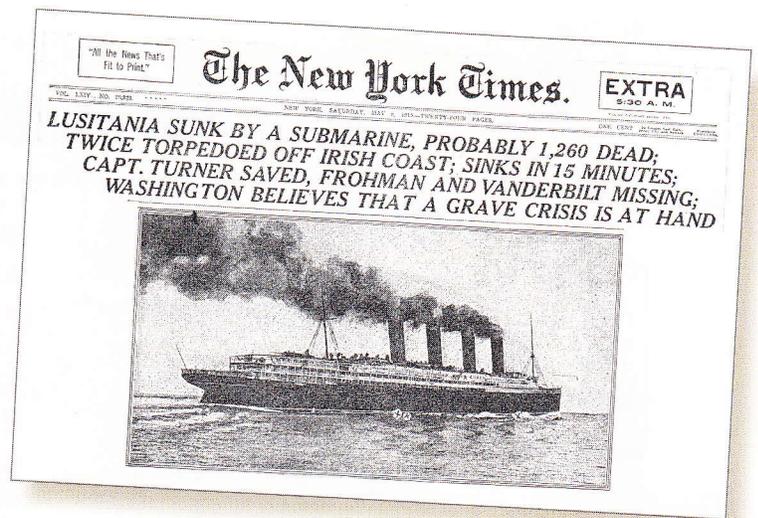
In the end, it was not propaganda that brought the United States into the war against Germany. Rather, anti-German feel-

ing hardened when Germany interfered with what Americans saw as their freedom of the seas.

As a neutral nation, the United States claimed the right to trade with either side in the conflict. Early in the war, however, Britain blockaded German ports, hoping to starve Germany into surrender. In response, Germany set up a blockade around Britain. To enforce the blockade, Germany used a powerful new weapon—a fleet of submarines known as **U-boats**. German U-boats attacked any ship that entered or left British ports.

U-boat attacks on neutral shipping raised a storm of protest. Under international law, a country at war could stop and search a neutral ship suspected of carrying war goods. But German submarines were not equipped to conduct a search. After surfacing, they simply torpedoed enemy and neutral ships, often killing scores of civilians.

Germany warned the United States and other neutral nations to keep their ships out of the blockade zone. President Wilson rejected this limit on neutral shipping. He vowed to hold Germany responsible if its U-boats caused any loss of American life or property.



The New York Times headline of May 8, 1915

### Sinking of the Lusitania

Germany ignored Wilson's threat. On May 7, 1915, a German submarine torpedoed the *Lusitania*, a British passenger ship, off the coast of Ireland. Nearly 1,200 people died, including 128 Americans.

An outraged Wilson called the sinking of the *Lusitania* "murder on the high seas." He threatened to break off diplomatic relations if Germany did not stop sinking passenger ships. Germany was not ready to risk war with the United States. It agreed to stop attacking neutral ships without warning.

## ★ Section 1 Review ★

### Recall

- 1. Locate** (a) France, (b) Germany, (c) Austria-Hungary, (d) Russia, (e) Britain, (f) Italy, (g) Serbia.
- 2. Identify** (a) Triple Alliance, (b) Triple Entente, (c) Franz Ferdinand, (d) World War I, (e) Central Powers, (f) Allied Powers, (g) *Lusitania*.
- 3. Define** (a) nationalism, (b) militarism, (c) mobilize, (d) kaiser, (e) stalemate, (f) trench warfare, (g) propaganda, (h) U-boat.

### Comprehension

- 4.** List three causes for tension in Europe in 1914.

- 5.** What was the immediate cause of World War I?
- 6. (a)** How did war in Europe affect the American economy? **(b)** Why did anti-German feeling grow in the United States?

### Critical Thinking and Writing

- 7. Analyzing Ideas** How did the alliance system help bring about war?
- 8. Predicting Consequences** Based on what you have read in Section 1, do you think that the United States stayed out of World War I? Explain.



**Activity Writing a Letter** You are a soldier in one of the European armies. Write a letter home describing your feelings about the conflict. Be sure to date your letter. Your feelings in 1914 might be different than your feelings two years later.



# The United States Enters the War



## Explore These Questions

- Why did the United States enter the war in 1917?
- How did the nation organize its war effort?
- How did the government respond to critics of the war?

## Define

- warmonger
- czar
- draft
- illiterate
- bureaucracy
- pacifist
- socialist

## Identify

- Zimmermann telegram
- Jeannette Rankin
- Selective Service Act
- Herbert Hoover
- Liberty Bonds

## SETTING the Scene

The outbreak of war in Europe horrified American automaker Henry Ford. In December of 1915, Ford sailed on a mission to Europe. His goal was to bring the warring powers to the peace table. “We’re going to have the boys out of the trenches by Christmas,” Ford confidently announced.

Christmas passed, yet the war went on. Ford’s mission had failed. Still, his efforts for a negotiated peace reflected the American belief that an end to the fighting could be achieved with words instead of guns.

## Wilson Tries to Bring Peace

President Wilson, too, tried to bring both sides to peace talks. He believed that the United States, as a neutral, could lead warring nations to a fair peace, a “peace without victory.” But Wilson’s peace efforts, like Ford’s, failed.

Even as he was trying to make peace, Wilson knew that the United States might be drawn into the war. Thus, the President began to lobby for a stronger army and navy.

In 1916, Wilson ran for reelection against Republican Charles Evans Hughes, a Supreme Court Justice. Although Hughes also favored neutrality, Democrats were

able to portray him as a **warmonger**, or person who tries to stir up war. At the same time, they boosted Wilson’s image with the slogan “He kept us out of war!”

The race was close. On election night, Hughes went to bed believing he had won. Just after midnight, his telephone rang. “The President cannot be disturbed,” a friend told the caller. “Well, when he wakes up,” the caller replied, “just tell him he isn’t President.” Late returns from California had given Wilson the election.

## Moving Toward War

In January 1917, Wilson issued what proved to be his final plea for peace. It was too late. In a desperate effort to break the Allied blockade, Germany had already decided to renew submarine warfare. Germany warned neutral nations that after February 1, 1917, its U-boats would have orders to sink any ship nearing Britain.

German leaders knew that renewed U-boat attacks would probably bring the United States into the war. They gambled that they would defeat the Allies before American troops could reach Europe. To protest Germany’s action, Wilson broke off diplo-



*This Wilson campaign button stressed military readiness.*

## Should the United States Declare War on Germany?

**N  
O**

- United States has tradition of neutrality

- Some Americans sympathize with Central Powers

- Wilson opposes alliance with Russian czar

- Pacifists oppose war

United States  
in 1917

- Americans outraged by German submarine warfare

- Many Americans favor Britain and France

- Zimmermann telegram angers Americans

- American trade with Allies grows

**Y  
E  
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### Graphic Organizer *Skills*

As World War I progressed, the United States found it harder and harder to maintain neutrality.

- 1. Comprehension** (a) List two factors that led the United States government to try to remain neutral. (b) List two factors that pushed the nation toward war.
- 2. Critical Thinking** Review what you have learned about President George Washington's Farewell Address. (See page 661.) What policy do you think Washington would have favored during World War I? Explain.

matic relations with Germany. Even so, the President still hoped to maintain neutrality.

### The Zimmermann telegram

A few weeks later, a startling discovery moved the United States closer to war. In February, Wilson learned that Arthur Zimmermann, Germany's foreign secretary, had sent a secret note to the German minister in Mexico. The **Zimmermann telegram** instructed the minister to urge Mexico to attack the United States if the United States declared war on Germany. In return, Germany would help Mexico win back its "lost provinces" in the American Southwest.\*

When Americans heard about the Zimmermann telegram, anti-German feeling soared. They were furious that the alliance system that had plunged Europe into war was spreading to the Americas.

\*The "lost provinces" referred to land that the United States gained as a result of the Mexican War. See Chapter 11.

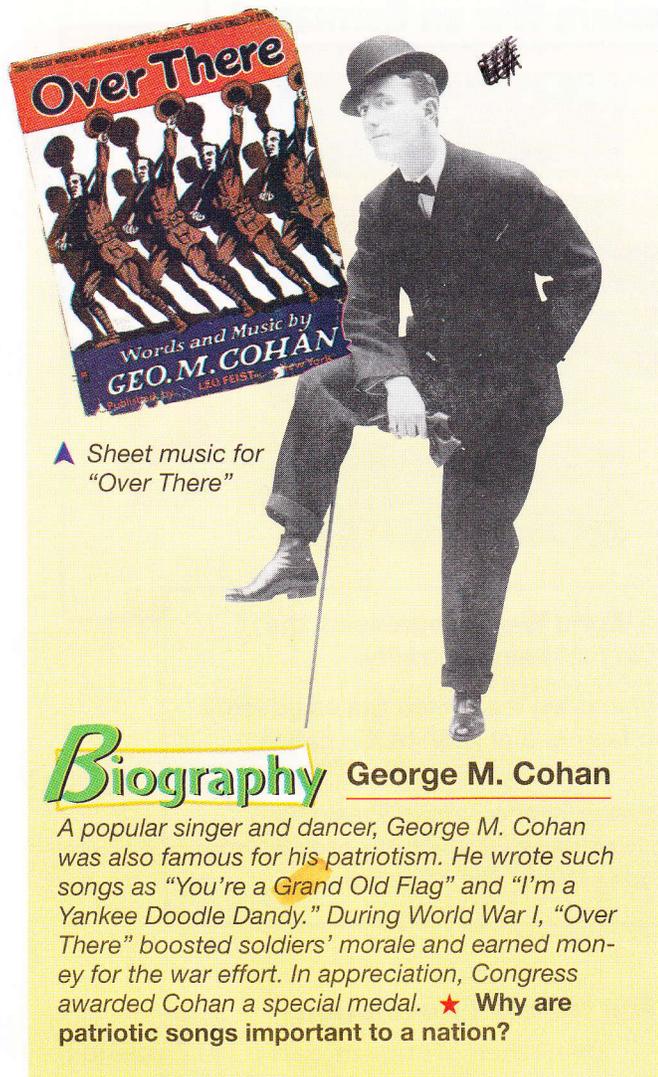
### The Russian Revolution

Two other events in early 1917 pushed the country still closer to war. First, German submarines sank several American merchant ships. Second, a revolution in Russia drove Czar Nicholas II from power.

For hundreds of years, **czars**, or Russian emperors, had ruled with absolute power. Several times in the 1800s and early 1900s, Russians had revolted against czarist rule. Their efforts all ended in failure.

When the war in Europe began in 1914, Russians united behind the czar. However, as the war brought heavy losses at the front and economic hardship at home, discontent resurfaced. In March 1917, riots protesting the shortage of food turned into a revolution. The czar was forced to step down. Revolutionaries then set up the Provisional Government and called for democratic reforms.

President Wilson welcomed the Russian Revolution. He was a firm believer in democracy, and it was against his principles to be



▲ Sheet music for "Over There"

## Biography George M. Cohan

A popular singer and dancer, George M. Cohan was also famous for his patriotism. He wrote such songs as "You're a Grand Old Flag" and "I'm a Yankee Doodle Dandy." During World War I, "Over There" boosted soldiers' morale and earned money for the war effort. In appreciation, Congress awarded Cohan a special medal. ★ **Why are patriotic songs important to a nation?**

an ally of an absolute ruler. Without the czar, it would be easier for Wilson to support the Allied cause.

### Declaration of war

On April 2, President Wilson went before Congress to ask for a declaration of war. "The world must be made safe for democracy," he declared. His war message assured the American people that entering the war was not only just, it was noble. He concluded:

“It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the thing which we

have always carried nearest our hearts—for democracy.”

Congress voted for war 455 to 56. Among those who voted against the declaration was **Jeannette Rankin** of Montana, the first woman elected to Congress. She hated war as much as she loved her country. "I want to stand by my country, but I cannot vote for war. I vote no!" she said.

On April 6, the President signed the declaration of war. It thrust Americans into the deadliest war the world had yet seen.

## The Nation at War

The day after Congress declared war, George M. Cohan wrote a new song, "Over There." The patriotic tune swept the nation. Its opening lines expressed the confidence that Americans felt :

“Over there, over there,  
Send the word, send the word, over  
there,  
That the Yanks are coming . . .”

Its closing message promised, "We'll be over, we're coming over, And we won't come back till it's over over there."

Americans had to do more than sing patriotic tunes, however. They had to prepare to fight—and quickly. The Allies needed everything from food to arms. Britain and France were on the verge of collapse. In Russia, soldiers at the front were deserting to join the revolution.

### Building an army

Before it could fight, the United States needed an army. On May 18, Congress passed the **Selective Service Act**. It required all young men from age 21 to 30 to register for the military draft. A **draft** is a law requiring people of a certain age to serve in the military.

In the next 18 months, 4 million men and women joined the armed forces. People from every ethnic group enlisted. About 20,000 Puerto Ricans served in the armed forces, as did many Filipinos. Scores of soldiers were immigrants who had recently arrived in the United States.

Many Native Americans were not citizens, so they could not be drafted. Large numbers of Native Americans enlisted anyway. One family of Winnebago Indians provided 35 volunteers! They served together in the same unit.

At first, the armed forces did not allow African Americans in combat. When the government abandoned this policy, more than 2 million African Americans registered for the draft. Nearly 400,000 were accepted for duty. They were forced into segregated “black-only” units that were commanded mostly by white officers.

Still, African Americans rallied behind the war effort. Blacks like W.E.B. Du Bois voiced strong support for the war’s goals:

“Let us, while the war lasts, forget our special grievances and close ranks . . . with our fellow citizens and the allied nations that are fighting for democracy.”

### In training

While men drilled for combat, women served as radio operators, clerks, and stenographers. At training camps, there were not always enough weapons for everyone. Until supplies increased, some recruits trained using broomsticks for guns.

Despite long hours of drill, soldiers got caught up in the war spirit. A young recruit wrote, “We don’t know where we are going, but the band plays ‘Over There’ every day, and they can’t send us any too soon.” To many, the war seemed like a great adventure. “Here was our one great chance for excitement and risk,” wrote a volunteer. “We could not afford to pass it up.”

### Educating the recruits

For many recruits, especially African Americans, southerners, and immigrants, the Army offered several firsts. It was their first exposure to military authority and discipline. It was the first time most had ventured outside their farms and villages, let alone outside their country. Some had never taken regular baths or eaten regular meals before. Others had never used indoor plumbing. About 25 percent were **illiterate**, that is, unable to read or write.

The Army became a great educator. It taught millions of young Americans not only how to fight but also how to read, how to eat nutritious meals, and how to care for their daily health needs.

Shocking rates of illiteracy and other low test scores among recruits fueled a drive to reform public education. State and local school boards lengthened the school day and



### Viewing HISTORY Building an Army

The Selective Service Act required young men between the ages of 21 and 30 to register for the draft. In this photograph, a blindfolded woman selects the numbers of men to be called for duty. ★ Do you think a draft is a fair way to raise an army? Explain.

required students to spend more years in school. They raised teacher training standards. More truancy officers patrolled the streets. By 1920, 75 percent of all school-age children were enrolled in school.

## Organizing the War Effort

The United States reorganized its economy to produce food, arms, and other goods needed to fight the war. President Wilson set up government agencies to oversee the effort. A huge bureaucracy (byoo ROK ruh see) emerged to manage the war effort. A **bureaucracy** is a system of managing government through departments run by appointed officials.

### “Food will win the war”

Wilson chose **Herbert Hoover** to head the Food Administration. Hoover’s job was to boost food production. The nation had to feed its troops and help the Allies.

In keeping with the nation’s democratic traditions, Hoover relied on cooperation rather than force. He tried to win support for his programs with publicity campaigns that encouraged Americans to act voluntarily. “Food Will Win the War,” proclaimed one Food Administration poster. A magazine urged:

“Do not permit your child to take a bite or two from an apple and throw the rest away; nowadays even children must be taught to be patriotic to the core.”

Encouraged by rising food prices, farmers grew more crops. Families planted “victory gardens.” People went without wheat on “wheatless Mondays,” and without meat on

“meatless Tuesdays.” The food they saved helped the men in the trenches.

## Wartime industry

War caught the nation short of supplies. The military had on hand only around 600,000 rifles, 2,000 machine guns, and fewer than 1,000 pieces of artillery. Disorder threatened as the military competed with private industry to buy scarce materials.

To meet this crisis, President Wilson set up a new government agency, the War Industries Board. It told factories what they had to produce. It also divided up limited resources.

Without the support of workers, industry could not mobilize. In 1918, Wilson created the War Labor Board. It settled disputes over working hours and wages and tried to prevent strikes. With workers in short supply, unions were able to win better pay and working conditions. With the President supporting workers, union membership rose sharply.

## The Home Front

Americans on the home front united behind the war effort. Movie stars, such as Charlie Chaplin and Mary Pickford, helped sell **Liberty Bonds**. By buying bonds, American citizens were lending money to the government to pay for the war. The sale of Liberty Bonds raised \$21 billion, just over half of what the United States spent on the war.

To rally public support for the war, the government sent out 75,000 speakers known as “Four-Minute Men.” Their name reminded people of the heroic Minutemen of 1776. It also referred to the four-minute speeches the men gave at public events, movies, and theaters. The speakers urged Americans to make sacrifices for the goals of freedom and democracy.

## Women at work

As men joined the armed forces, women stepped into their jobs. Women received better pay in war industries than they had in peacetime. Still, they earned less than the men they replaced.

In factories, women assembled weapons and airplane parts. Some women drove trol-

### Connections With Economics

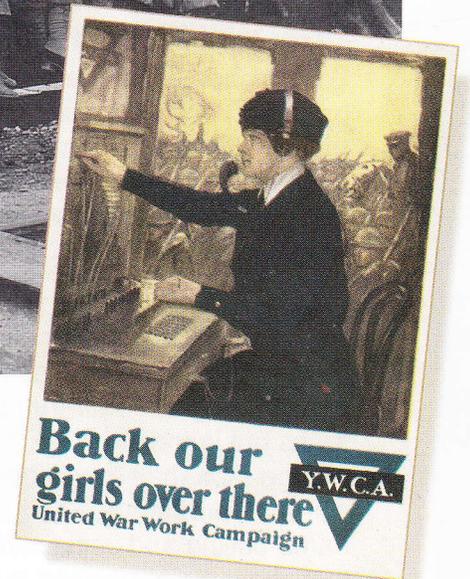
President Wilson also did his part for the war effort. He kept a herd of sheep to trim the White House lawn. The sheep replaced gardeners who had been drafted. In addition, Wilson raised \$100,000 for the Red Cross by selling the wool of the White House sheep.



## Viewing HISTORY

### Women Support the War Effort

Whether in uniform or on the job, American women rallied behind the war effort. The poster at right urged support for women serving in the military. The shipyard workers above hold the tongs and buckets they used to work with red-hot steel rivets. ★ **How do you think wartime work helped women win the right to vote?**



ley cars and delivered the mail. Others served as police officers. By performing well in jobs once reserved for men, women helped change the view that they were fit only for “women’s work.” Unfortunately, most of the gains made by women disappeared when the men returned to the work force at the end of the war.

### Anti-German feelings

German Americans endured suspicion and intolerance during the war. Newspapers questioned their loyalty. Mobs attacked them on the streets. In 1918, a mob lynched Robert Prager, whose only crime was that he had been born in Germany. A jury later refused to convict the mob leaders.

Anti-German prejudice led some families to change their names. Schools stopped teaching the German language. Concert halls banned works by German composers. Americans began referring to German measles as “liberty measles” and sauerkraut as “liberty cabbage.”

### Other ethnic tensions

During the war, almost a half million African Americans and thousands of Mexican Americans embarked on a great migration. They left the South and Southwest for cities in the North, hoping to escape poverty and discrimination.

In northern cities, many blacks found better-paying jobs in war industries. At the

same time, they ran into prejudice and even violence. Competition for housing and jobs sometimes led to race riots. In 1917, 39 African Americans were killed during a riot in East St. Louis, Illinois. A New York parade protested the deaths. Marchers carried signs demanding, "Mr. President, Why Not Make AMERICA Safe for Democracy?"

In the Southwest, ranchers pressed the government to let more Mexicans cross the border. Almost 100,000 Mexicans entered the United States to work on farms, mostly in California and Texas. By 1920, Mexicans were the leading foreign-born group in California. Some Mexicans moved on to northern cities, where they worked in factories.

Throughout the war, Mexicans worked in cotton and beet fields, in copper mines, and in steel mills. All these jobs were important to the war effort. Yet after the war, when veterans returned and unemployment grew, the United States tried to force Mexican workers to return to Mexico.

### Silencing protest

Some Americans opposed the war. Among them were Progressives such as Jane Ad-

dams. Many of these critics were **pacifists**, people who refuse to fight in any war because they believe war is evil.

Antiwar feeling also ran high among socialists and radical labor groups. A **socialist** believes that the people as a whole rather than private individuals should own all property and share the profits from all businesses. Socialists argued that the war benefited factory owners but not workers.

To encourage unity, Congress passed laws making it a crime to criticize the government or to interfere with the war. Nearly 1,600 men and women were arrested for breaking these laws. Eugene V. Debs, Socialist candidate for President five times, was jailed for protesting the draft. The government also jailed "Big Bill" Haywood, head of the Industrial Workers of the World (IWW), a radical union. Using special powers granted under the wartime laws, government authorities ransacked the IWW's offices.

A few people questioned these laws. They argued that silencing critics violated the Constitution's guarantee of freedom of speech. Most Americans, however, felt that the laws were necessary in wartime.

## ★ Section 2 Review ★

### Recall

1. **Identify** (a) Zimmermann telegram, (b) Jeannette Rankin, (c) Selective Service Act, (d) Herbert Hoover, (e) Liberty Bonds.
2. **Define** (a) warmonger, (b) czar, (c) draft, (d) illiterate, (e) bureaucracy, (f) pacifist, (g) socialist.

### Comprehension

3. Identify three events that moved the United States toward war.
4. (a) List three government agencies that were set up to organize the war effort. (b) What did each agency do?

5. What steps did the government take to silence critics of the war?

### Critical Thinking and Writing

6. **Synthesizing Information** Review the account of the East St. Louis race riot on page 583. Why did the marchers carry signs demanding: "Mr. President, Why Not Make AMERICA Safe for Democracy?"
7. **Defending a Position** Do you think that the government should have the right to silence critics during wartime? Defend your position.



**Activity Preparing a Speech** You have only four minutes. GO! As one of Wilson's "Four-Minute Men," you must give a speech urging Americans to make sacrifices for the war effort. Be sure to think about what kind of arguments would most appeal to your listeners.

# Winning the War

As  
You  
Read

## Explore These Questions

- Why did the Allies face hard times in 1917?
- How did Americans help defeat Germany?
- What were the human costs of the war?

## Define

- armistice
- abdicate
- epidemic

## Identify

- Bolsheviks
- V. I. Lenin
- Treaty of Brest-Litovsk
- John J. Pershing
- Harlem Hell Fighters
- Battle of Belleau Wood
- Ferdinand Foch
- Alvin York
- Battle of the Argonne Forest

## SETTING the Scene

Soon after war was declared, an official at the War Department asked the Senate for \$3 billion for arms and other supplies. “And we may have to have an army in France,” he added. “Good grief!” sputtered one senator. “You’re not going to send soldiers over there, are you?”

The United States would send more than 2 million soldiers to France. The buildup took time. First, troops had to be trained and armed. By March 1918, fewer than 300,000 American troops had reached France. Then they poured in. Fresh and eager to fight, they gave the Allies a much-needed boost.

## Hard Times for the Allies

The first American troops reached France in June 1917. They quickly saw the desperate situation of the Allies. The Allies had lost millions of soldiers. Troops in the trenches were exhausted and ill. Many civilians in Britain and France were near starvation.

## Russia withdraws from the war

To make matters worse, Russia withdrew from the war. In November 1917, a group known as the **Bolsheviks** seized power from the Provisional Government. Under the lead-



American soldiers carried shaving kits like this one to the trenches in France.

ership of **V. I. Lenin**, the Bolsheviks wanted to bring a communist revolution to Russia.

Lenin embraced the ideas of Karl Marx, a German thinker of the 1800s. Marx had predicted that workers around the world would unite to overthrow the ruling class. After the workers revolted, they would end private prop-

erty and set up a classless society. Lenin was determined to lead such a revolution in Russia.

Once in power, Lenin opened talks with Germany. He had opposed the war, arguing that it benefited only the ruling class. In March 1918, Russia and Germany signed the **Treaty of Brest-Litovsk**. Although Russia had to give up land to Germany, Lenin welcomed peace. With war ended, he could focus on the communist revolution.

The Allies saw the treaty as a betrayal. It gave Germany coal mines and other resources in Russia. More important, with Russia out of the way, Germany could move its armies away from the Russian front and into France. In early 1918, Germany used these troops in an all-out attack on the Allies.

## A new German offensive

By March 21, German forces had massed near the French town of Amiens. (See the

map at right.) The Germans called this move a “peace offensive.” They hoped that a final push would end the war.

Dozens of German divisions massed up against a small British force. Late at night, 6,000 German cannons began pounding the British troops camped at Amiens. Despite the heavy fire, the British held on. The battle lasted for two weeks. At last, on April 4, the Germans gave up their attack.

The Germans continued their offensive elsewhere. By late May, they had smashed through Allied lines along the Aisne (EHN) River. On May 30, they reached the Marne River, just east of Château-Thierry (sha TOH tee ER ee). Paris lay only 50 miles (80 km) away. At this point, American troops entered the war in force.

## Americans in France

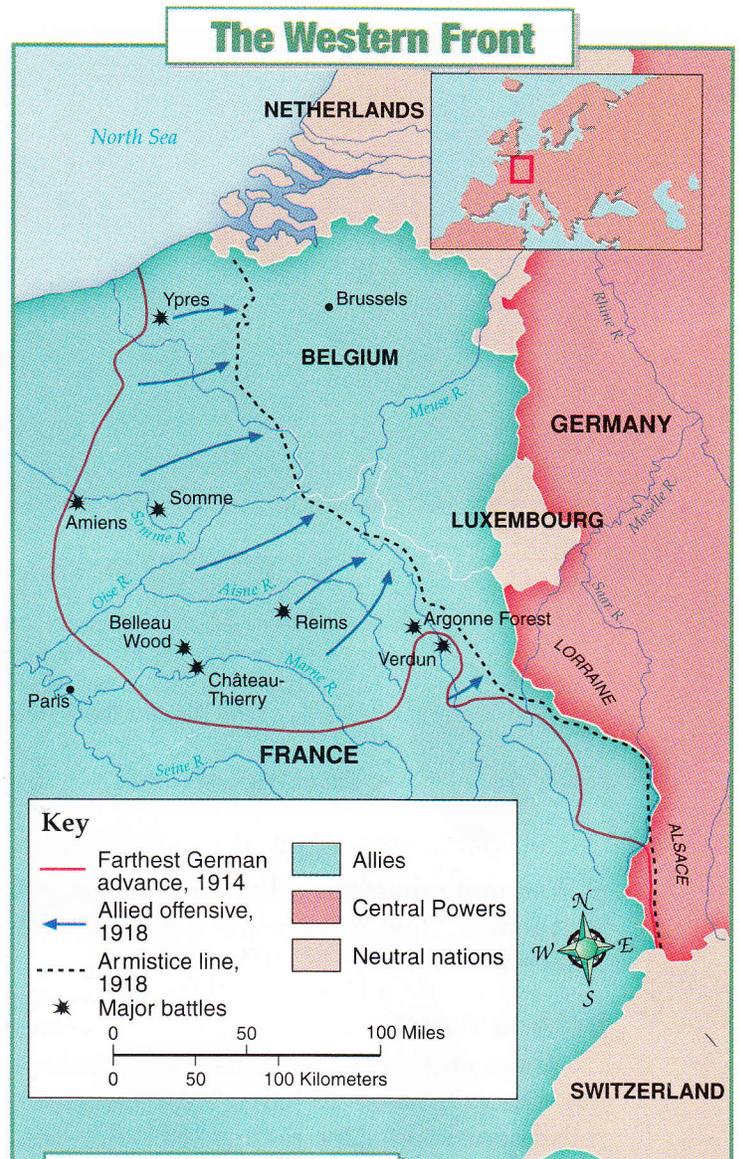
By June 1918, American troops were reaching France in record numbers. Commanding the American Expeditionary Force (AEF) was General **John J. Pershing**. Pershing was already well known at home for leading American troops into Mexico in 1916 to hunt for Mexican rebel leader Francisco “Pancho” Villa. (See page 565.)

Allied generals wanted the fresh troops to reinforce their own war-weary soldiers. Pershing refused. He insisted that American troops operate as separate units. The United States wanted to have an independent role in shaping the peace. Only by playing “a definite and distinct part” in the war would it win power at the peace table.

In the end, Pershing agreed to let some Americans fight with the British and French. At the same time, he set up an American operation to fight on its own.

## Harlem Hell Fighters

Among the first American units attached to the French Army was the 369th United States Infantry. This African American unit became known as the **Harlem Hell Fighters**. Although the United States allowed few African Americans to train for combat, the French respected the bravery of African American soldiers and were glad to fight side by side with them.

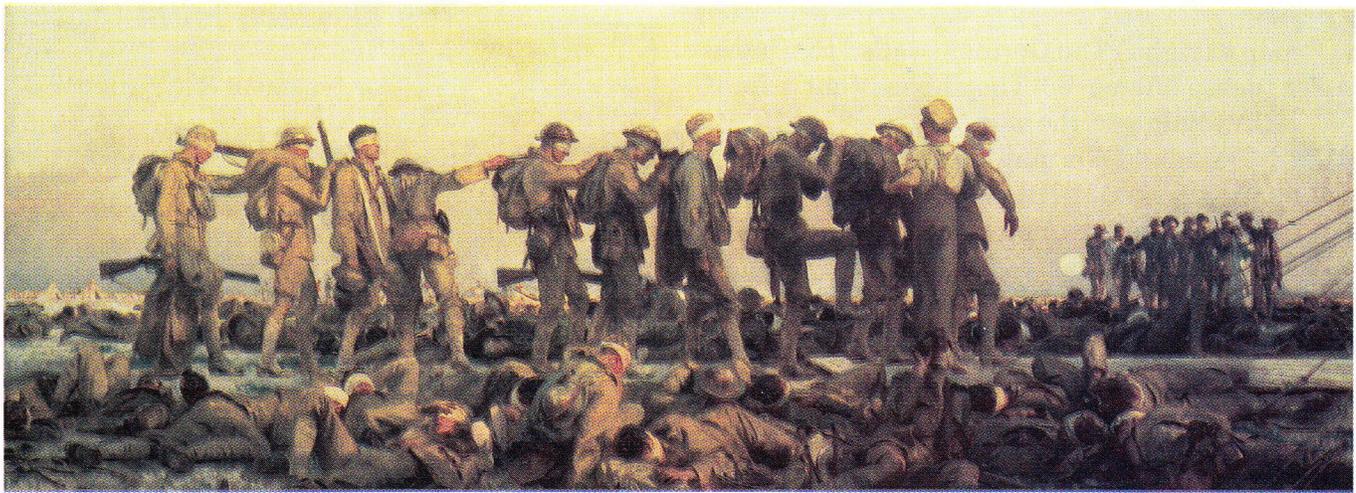


## Geography Skills

**Opposing armies battled back and forth across the Western Front. In 1918, the arrival of American troops gave fresh strength to the Allies.**

- 1. Location** On the map, locate: (a) Paris, (b) Belleau Wood, (c) Meuse River, (d) Argonne Forest.
- 2. Movement** (a) In what country did most of the fighting take place? (b) How close did German troops get to the French capital?
- 3. Critical Thinking** How does this map show the effect of the arrival of American troops in 1918?

In the end, the Harlem Hell Fighters spent more time under fire than any other American unit. For their bravery, the French awarded them the Croix de Guerre, or Cross



◀ World War I gas mask

## Viewing HISTORY

### Victims of Poison Gas

*Gassed*, by John Singer Sargent, shows troops disabled by poison gas in 1918. Gas was one of the most feared weapons of World War I. Various gases caused choking, blindness, or severe skin blisters.

★ Why do you think nations later agreed to ban the use of poison gas?

of War, and numerous other decorations. After the war, New Yorkers greeted them with a huge parade.

### Belleau Wood

Meanwhile, the Germans were continuing their “peace offensive.” As Germans rolled across the Aisne River, the French prepared to evacuate Paris.

In June 1918, American troops plunged into their first major battle in Belleau (BEH loh) Wood, outside Paris. A French general sent General James Harbord of the United States a message: “Have your men prepare entrenchments some hundreds of yards to the rear in case of need.” Harbord sent back a firm reply:

“We dig no trenches to fall back on. The marines will hold where they stand.”

The **Battle of Belleau Wood** raged for three weeks. At last, on June 25, General Harbord passed along the good news: “Wood now exclusively U.S. Marine Corps.”

### Final Battles

In mid-July, the Germans launched another drive to take Paris. They pushed the Allies back until they came up against American troops. Within three days, the Allies had forced the Germans to retreat.

The Allies now took the offensive. French Marshal **Ferdinand Foch** (FOHSH), commander of the Allied forces, ordered attacks along a line from Verdun to the North Sea. American forces stormed the area between the Meuse (MYOOZ) River and the Argonne Forest. (See the map on page 585.)

### Into the Argonne Forest

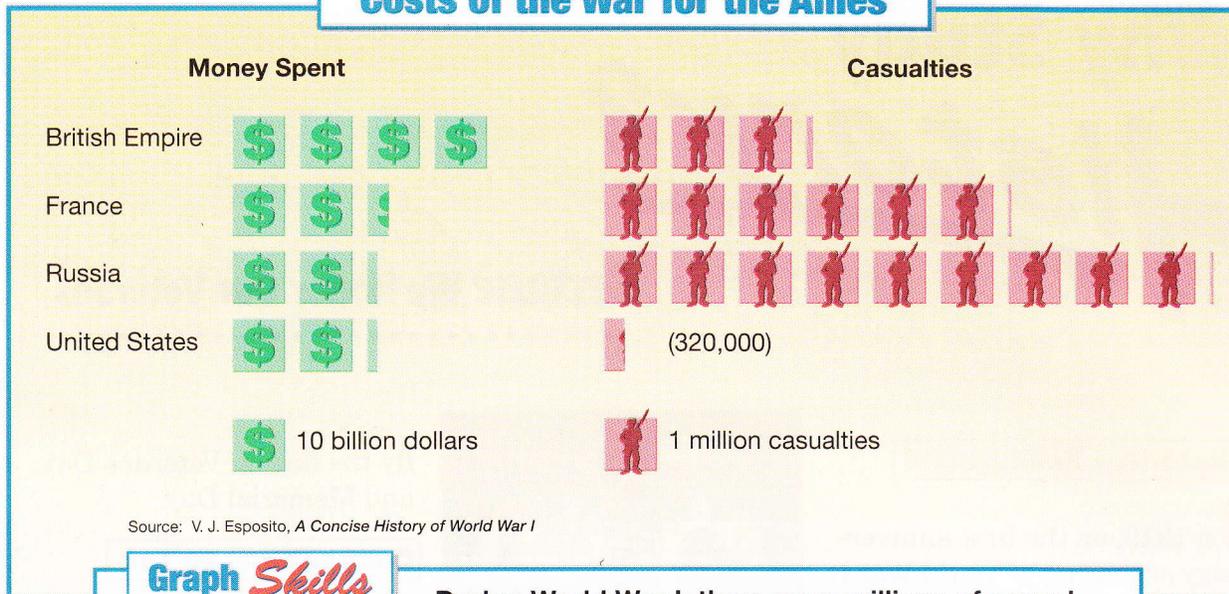
On September 26, 1918, more than one million American soldiers pushed into the Argonne Forest. Years of fierce fighting had left the land scarred with trenches and shell



### Connections With Arts

John Singer Sargent, who painted *Gassed* (above), was one of the leading American artists of his time. Sargent gained fame for his portraits of elegant society women. Wealthy American and European women flocked to his Paris studio. Sargent was over 60 years old when he volunteered to serve as a war artist.

## Costs of the War for the Allies



Source: V. J. Esposito, *A Concise History of World War I*

### Graph Skills

During World War I, there were millions of casualties, that is, people dead or wounded. In addition, the war effort cost each side billions of dollars.

- 1. Comprehension** (a) Which Allied nation had the greatest number of casualties in World War I? (b) How much money did the United States spend on the war effort?
- 2. Critical Thinking** (a) Which nation shown here had the fewest casualties? (b) Why was this so?

holes. The air still smelled of poison gas from earlier battles.

At first, the Americans advanced despite heavy German fire. Then, rains and the thick woods slowed their movement. Small units drove forward to capture deadly German positions. Armed with a single rifle, Sergeant **Alvin York** of Tennessee wiped out a nest of German machine gunners. His bravery helped clear the way for advancing American troops. York became the most decorated American soldier of the war.

Finally, after 47 days, the Americans broke through the German defense. They had won the **Battle of the Argonne Forest**. The cost was high on both sides. Americans and Germans each suffered more than 100,000 casualties in the battle.

British, French, and Belgian forces also smashed through the German lines in their areas. By November, German forces were in retreat. After more than four years of fighting, the Great War was finally nearing its end.

### The war ends

In September, German generals told the kaiser that the war could not be won. On October 4, Prince Max of Baden, head of the German cabinet, secretly cabled President Wilson:

“To avoid further bloodshed, the German government requests the President to arrange the immediate conclusion of an armistice on land, by sea, and in the air.”

An **armistice** is an agreement to stop fighting. Wilson set two conditions for an armistice. First, Germany must accept his plan for peace. Second, the German emperor must **abdicate**, that is, give up power.

While German leaders debated a response, rebellion simmered in the ranks. Daily, the German army lost ground. Morale plunged among the troops. German sailors mutinied. Several German cities threatened to revolt.

On November 9, the German emperor was forced to resign. He and his son fled to Holland, and Germany became a republic. The new German leaders agreed to the armistice terms. At 11 A.M. on November 11, 1918—the eleventh hour of the eleventh day of the eleventh month—World War I ended at last.

### The costs of war

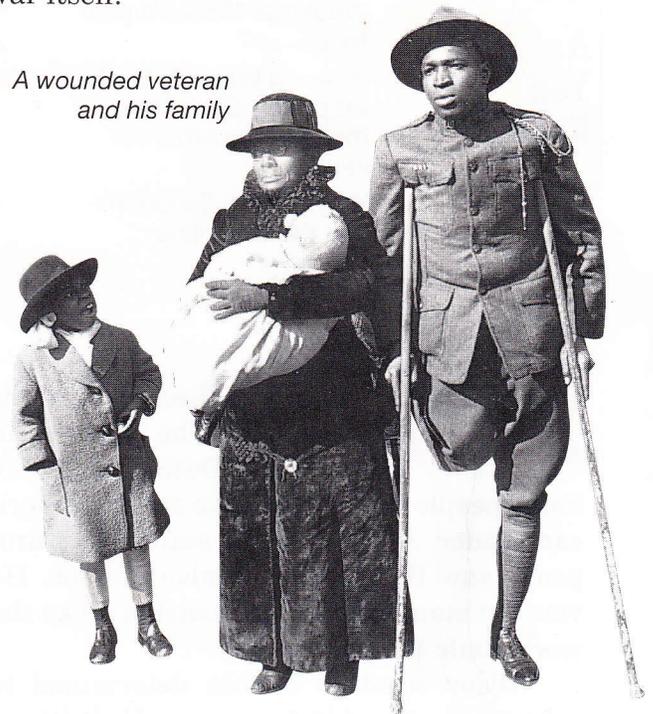
The costs of the war were staggering. A generation of young Europeans lost their lives. Between 8 million and 9 million people died in battle. Germany, alone, lost close to 2 million men. Almost 4 million Russian, French, and British soldiers were killed. The United States lost over 50,000 men. Many more died of diseases. More than 20 million soldiers on both sides were wounded.

Much of northern France lay in ruins. Millions of Germans were near starvation. In France and other nations, many children were left orphaned and homeless.

In 1918, a new disaster struck. A terrible influenza epidemic spread around the world. An **epidemic** is the rapid spread of a conta-

gious disease among large numbers of people. Between 1918 and 1919, more than half a million Americans died in the flu epidemic. The death toll in other countries was even higher. All told, the epidemic killed more than 20 million people—twice as many as the war itself!

*A wounded veteran and his family*



## ★ Section 3 Review ★

### Recall

- Locate** (a) Amiens, (b) Marne River, (c) Château-Thierry, (d) Belleau Wood, (e) Argonne Forest.
- Identify** (a) Bolsheviks, (b) V. I. Lenin, (c) Treaty of Brest-Litovsk, (d) John J. Pershing, (e) Harlem Hell Fighters, (f) Battle of Belleau Wood, (g) Ferdinand Foch, (h) Alvin York, (i) Battle of the Argonne Forest.
- Define** (a) armistice, (b) abdicate, (c) epidemic.

### Comprehension

- Describe the situation of the Allies when the Americans arrived in June 1917.
- What role did the Americans play in ending the war?

- What conditions did Europeans face at the end of the war?

### Critical Thinking and Writing

- Making Inferences** Why do you think General Pershing wanted American troops to fight as independent units rather than alongside the British and French?
- Analyzing Visual Evidence** Study the paintings on pages 569 and 586. (a) Describe what each painting shows. (b) How is the mood of the first picture different from that of the second picture?



**Activity Planning a Celebration** It is November 11, 1918. The armistice has just been signed. You have been asked to plan a community celebration in honor of the event. Prepare a schedule for the celebration, including at least four meaningful events.

# 4

## Wilson and the Peace

As You Read

### Explore These Questions

- What was Wilson's plan for peace?
- How did Wilson's goals for peace differ from those of the other Allies?
- Why did the Senate reject the Versailles Treaty?

### Define

- self-determination
- reparation
- isolationist

### Identify

- Fourteen Points
- League of Nations
- Big Four
- Treaty of Versailles
- Henry Cabot Lodge

### SETTING the Scene

Huge crowds cheered Woodrow Wilson when he arrived in France in December 1918.

Some people cried with joy to see the American leader. After years of suffering, Europeans saw Wilson as a symbol of hope. He was the man who had promised to make the world "safe for democracy."

Wilson went to France determined to achieve a just and lasting peace. He believed that most Europeans shared his views. He soon learned, however, that his goals were often at odds with those of the other Allies.

### Wilson's Peace Plan

In Europe, Wilson visited Paris, London, Milan, and Rome. Everywhere, cheering crowds welcomed him. To Wilson, this was a sign that Europeans supported his goal of "peace without victory." In fact, he was wrong. The people who greeted Wilson so warmly scoffed at his high-minded proposals. They and their leaders were determined to punish the Germans for the war.

In January 1918, even before the war ended, Wilson outlined his peace plan. Known as the **Fourteen Points**, it was

meant to prevent international problems from causing another war.

The first point in Wilson's plan called for an end to secret agreements. Secrecy, Wilson felt, had created the rival alliances that had helped lead to war. Next, he called for freedom of the seas, free trade, and a limit on arms. He urged peaceful settlement of disputes over colonies. He also supported the principle of national **self-determination**, that is, the right of national groups to their own territory and forms of government.

For Wilson, however, the fourteenth point was the most important. It called for a "general association of nations," or **League of Nations**. Its job would be to protect the independence of all countries—large or small. The goal was simple, he noted:



President Woodrow Wilson

“...justice to all peoples and nationalities, and their right to live on equal terms of liberty and safety with one another, whether weak or strong.”

Wilson persuaded the Allies to accept the Fourteen Points as the basis for making peace. However, the plan soon ran into trouble. Some goals were too vague. Others conflicted with reality. In Paris,

Wilson faced a constant battle to save his Fourteen Points. He discovered that the Allies were more concerned with protecting their own interests.

## The Peace Treaty

Diplomats from more than 30 nations met in Paris and Versailles (vuhr SEI), hoping to make a lasting peace. Key issues were decided by the **Big Four**—Woodrow Wilson of the United States, David Lloyd George of Britain, Georges Clemenceau (kleh mahn SOH) of France, and Vittorio Orlando of Italy.

### Conflicting goals

Each leader had his own aims. Wilson had called for “peace without victory.” He opposed punishing the defeated powers.

The other Allies, however, ached for revenge. Germany must pay, they said. They insisted on large **reparations**, or cash payments, for the losses they had suffered during the war. Further, they wanted Germany to accept responsibility for the war.

The Allies were also determined to prevent Germany from rebuilding its military strength. In particular, Clemenceau wanted to weaken Germany so that it could never again threaten France. During the months of haggling, Wilson had to compromise on his Fourteen Points in order to save his key goals, especially the League of Nations.

### The final treaty

By June 1919, the **Treaty of Versailles** was ready. None of the Allies was satisfied with it. Germany, which had not even been allowed to send delegates to the peace talks, was horrified by the terms of the treaty. Still, it had no choice but to sign.

Under the treaty, Germany had to take full blame for the war. It had to pay the Allies huge reparations, including the cost of pensions for Allied soldiers or their widows and children. The total cost of German reparations would come to over \$300 billion.

Other provisions of the Treaty of Versailles were aimed at weakening Germany. The treaty severely limited the size of the German military. It returned Alsace-Lorraine to France. In addition, the treaty



### Viewing HISTORY Wilson at the Peace Conference

British artist William Orpen painted this scene at the 1919 Paris peace conference. The Big Four, including Woodrow Wilson, are seated center. Facing them, two German representatives read the treaty.

★ How do you think the Germans responded to the Treaty of Versailles?

stripped Germany of its overseas colonies. However, instead of gaining independence, the colonies were put under the control of Britain or France.

### Wilson's successes

Wilson had his way on a few issues, however. In Eastern Europe, the Allies provided for several new nations to be formed on the principle of national self-determination. They included Poland, Czechoslovakia, and Yugoslavia. They were created out of lands once ruled by Germany, Russia, and Austria-Hungary. (See the map on page 592.)

Still, some people were dissatisfied with the new boundaries. Many Germans, for example, had settled in Poland and Czechoslovakia. Before long, Germany would seek to

President Wilson, a Democrat, by rewriting or defeating the treaty. **Isolationists**, people who wanted the United States to stay out of world affairs, opposed the League of Nations.

Critics of the treaty found a leader in **Henry Cabot Lodge** of Massachusetts. Lodge, a Republican, was chairman of the powerful Senate Foreign Relations Committee. Lodge accepted the idea of the League of Nations. However, he wanted changes in some provisions relating to the League.

Specifically, Lodge objected to Article 10 of the treaty. It called for the League to protect any member whose independence or territory was threatened. Lodge argued that Article 10 could involve the United States in future European wars. He wanted changes in the treaty that would ensure that the United States remained independent of the League. He also wanted Congress to have the power to decide whether the United States would follow League policy.

Wilson believed that Lodge's changes would weaken the League. Advisers urged the President to compromise, giving up some of his demands in order to save the League. Wilson replied, "Let Lodge compromise." He refused to make any changes.

## A defeat for Wilson

As the battle grew hotter, the President took his case to the people. In early September 1919, Wilson set out across the country, making 37 speeches in 29 cities. He urged Americans to let their senators know that they supported the treaty.

Wilson kept up a killing pace. On September 25, the exhausted President complained of a headache. His doctors canceled the rest of the trip. Wilson returned to Washington. A week later, his wife found him unconscious. He had suffered a stroke that left him bedridden for weeks.

In November 1919, the Senate rejected the Versailles Treaty. "It is dead," Wilson mourned, "[and] every morning I put flowers on its grave." Gone, too, was Wilson's cherished goal—American membership in the League of Nations.

The United States did not sign a peace treaty with Germany until 1921. Many nations had already joined the League of Nations. Without the United States, though, the League failed to live up to its goals of protecting members against aggression. Wilson's dream of a world "safe for democracy" would have to wait.

## ★ Section 4 Review ★

### Recall

1. **Identify** (a) Fourteen Points, (b) League of Nations, (c) Big Four, (d) Treaty of Versailles, (e) Henry Cabot Lodge.
2. **Define** (a) self-determination, (b) reparation, (c) isolationist.

### Comprehension

3. (a) Describe the major points of Wilson's peace plan. (b) Which point did Wilson consider most important? Why?
4. Why did Wilson's peace plan run into trouble at Versailles?

5. (a) What changes did critics want to make in the peace treaty? (b) How did the President respond to their demands?

### Critical Thinking and Writing

6. **Predicting Consequences** (a) List three ways that the Treaty of Versailles punished Germany. (b) What do you think the effects of this harsh treatment might be?
7. **Defending a Position** Many historians blame Wilson for the defeat of the Versailles Treaty in Congress. What reasons can you give to support this position?



**Activity Drawing a Political Cartoon** Draw a political cartoon expressing your feelings about the conflict over the League of Nations. If possible, include figures representing Henry Cabot Lodge and Woodrow Wilson.