

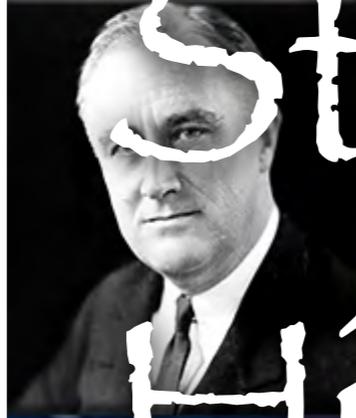
MI OPEN BOOK PROJECT

United

Reconstruction to Today

States

History

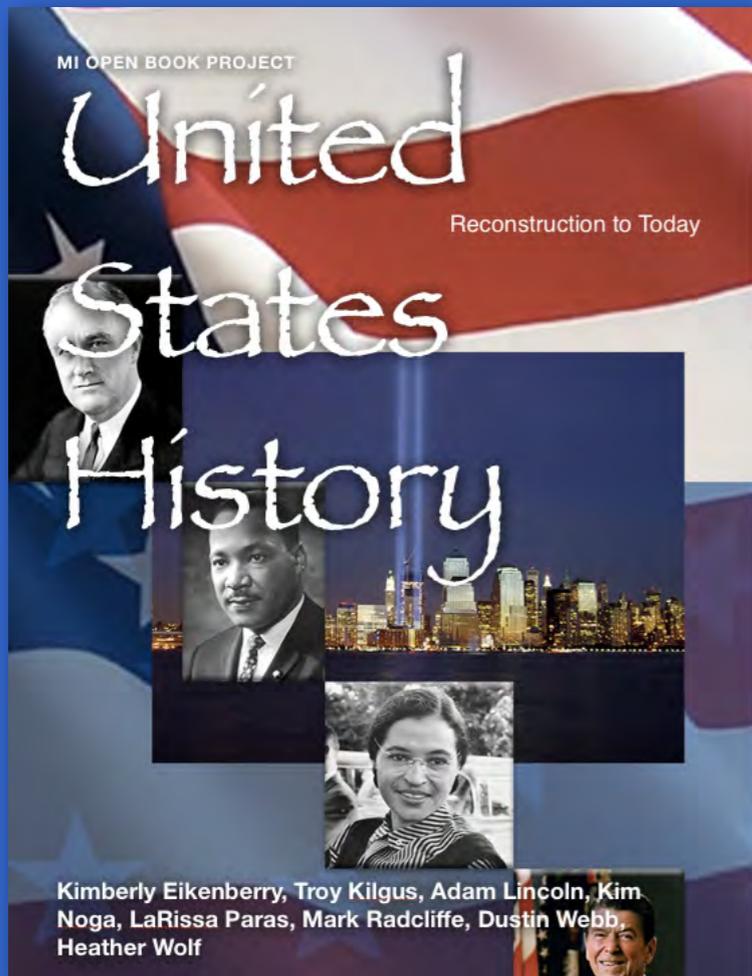


Kimberly Eikenberry, Troy Kilgus, Adam Lincoln, Kim Noga, LaRissa Paras, Mark Radcliffe, Dustin Webb, Heather Wolf



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This is version 1.0 of this resource, released in August of 2016.

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MICHIGAN OPEN BOOK PROJECT

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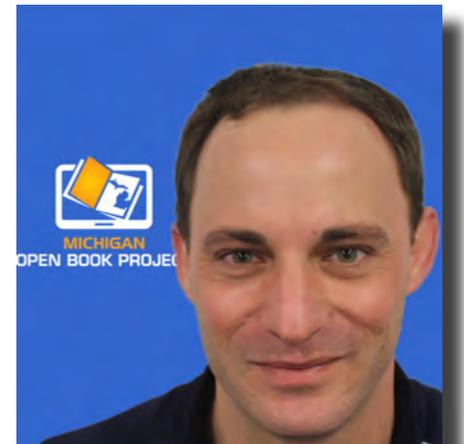
Kim has a B.A. in History and Social Studies and a M.A. in Educational Leadership, both from Western Michigan University. She has served in many roles during her thirteen years as an educator, including department chair, curriculum director, and administrator. Kim currently teaches World History and Economics at Grand Haven High School.

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Troy Kilgus serves as the high school social studies chair at Standish-Sterling Central High School. In his eight years of teaching, he has taught various social studies courses including AP US History and multiple levels of French. Mr. Kilgus earned his undergraduate degree in French Education and his Masters in Teaching from Saginaw Valley State University.



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Adam began his teaching career at Cadillac High School in Cadillac, Michigan where he taught US History, Global Studies, and AP World History. After 7 years, he moved back home to central Michigan to teach at Ithaca Public Schools. While his main charge has been on teaching World History and starting the AP World History program, Adam also teaches 8th Grade History, US History, and History in Pop Culture. Adam helps advise Model United Nations, created the Ithaca Tech Club, and runs the Jumbotron at Ithaca Community Stadium during events. Adam has served as a member of the Michigan Council for the Social Studies for nearly a decade and has worked to unite his twin passions of Social Studies and effectively integrating technology into the classroom. Outside of school, Adam has served on the Content Advisory Committee, as a Social Studies item writer for the Department of Education, and worked for the PASST project. Adam teaches History and Social Studies methods classes at Alma College as adjunct faculty. Apart from the world of education, Adam has been married for 14 years to Emily, and they enjoy spending time with their son, Maxton.





Kim Noga

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Kim has a B.A. in History/ Social Studies and an M.A. in Curriculum and Teaching, both from Michigan State University. For the past 14 years she has been employed at Ionia High School where she teaches Economics, U.S. History, and Humanitarian Studies. Her hobbies include reading and traveling the world.

LaRissa Paras

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LaRissa is an alumni of Central Michigan University and the State University of New York. She is a tenured teacher in New York and now in Michigan where she works and resides with her husband and two rambunctious boys. Currently she is teaching World History and Current Issues at Greenville High School. She and her husband founded LP Inspire, LLC to encourage young people to grow into their best selves. She is also the proud creator of The Lotus Project, a successful mentoring program to help young women become empow-



Mike Radcliffe

Greenville High School

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Mike Radcliffe is a native of South Lyon, Michigan. He received his Bachelor of Arts degree in history from Colorado State University, followed by a Masters of Arts degree in American Studies from the University of Colorado. Over his 23 years of teaching students in Colorado and Michigan, he has taught Advanced Placement United States History, American Popular Culture, World History, World Geography, Sociology, and Economics. He currently serves as the department chair for the social studies department at Greenville High School, where he has taught the past 15 years. His previous textbook projects include serving as a teacher consultant for textbooks in US History and World Geography for Teachers Curriculum Institute. His interests include his wife



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The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education

Melissa Kieswetter, Michigan Department of



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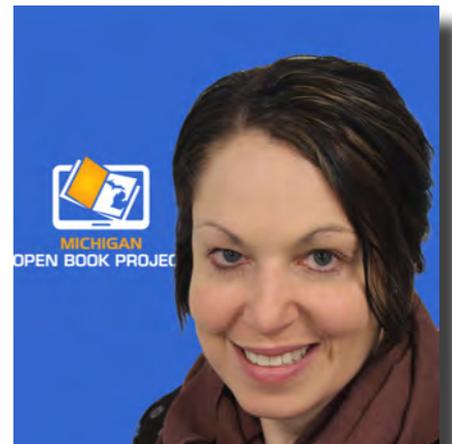
Biography Coming Soon!

Heather Wolf

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Heather has taught Social Studies at Shepherd High School for 16 years. She currently teaches American History and Law, but has also taught Modern American History, Civics, Current Events, and History of American Wars in the past. Heather is a graduate of Central Michigan University, where she earned both her undergraduate degree, as well as a Master of Arts in History. She also teaches Social Studies Methods and Pre-Student Teaching courses at CMU. Heather also is the chair of the Social Studies Department at Shepherd High School and is involved in many other facets of the school and community. Heather was named 2009 High School Educator of the Year by the Michigan Council for the Social Studies. She enjoys reading, traveling and spending time with her family.



Rebecca Bush

Instructional Consultant

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Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads the Michigan Social



Chapter 4

Would the American image have changed drastically from both foreign and domestic viewpoints if the U.S. had not participated in WWI?

1. Do any of the causes of WWI still pose foreign policy issues or problems for the U.S. today?
2. What can be learned about the changes in American character from the manner in which the U.S. mobilized, prepared, and participated in a world war both at home and abroad?
3. How did the geography of Europe impact WWI warfare?
4. To what extent should the victors of a war be permitted to structure a post-war peace?



The Causes of World War I

QUESTIONS TO GUIDE INQUIRY

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TERMS, PLACES, PEOPLE

Triple Entente

Triple Alliance

Militarism

Nationalism

The Causes of WWI

On June 28, 1914 Gavrillo Princip, a young Serbian Nationalist, leveled his pistol and fired two shots at the Archduke Franz Ferdinand and his young wife Sophie. As an angry crowd tackled him to the ground and beat him, not even he could imagine the chain of events that these two shots would set off around the world. Long before these shots echoed out in Serbia, a perfect storm of forces was laying the groundwork for what would become the first truly global conflict the world had ever seen.

World War I, “The Great War”, or as it was optimistically, and rather naively known, “The War to End All Wars,” pitted the **Triple Entente**, comprised of the Great Britain, France, and Russia, against the Central Powers, made up of Germany, Austria-Hungary, and Italy. These major world powers were joined on both sides by almost one hundred other countries in a conflict fueled largely by swelling **militarism**, an entangling and chain reacting set of alliances, a fever of imperialism, and chest pounding **nationalism** in both large and small countries alike.

Militarism

The United States was not the only country that had spent substantial amounts of time and money expanding its navy and other military forces during the late 1800s and early 1900s.

Militarism is the belief or desire of a government or people that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote national interests. The military buildup was no new game to Great Britain, France, and Germany. Between 1890 and 1913, these powers had more than doubled their defense spending as well as the sizes of their militaries. Militarism is closely tied to imperialism and nationalism, and generally serves as another way for countries to compete against each other, sometimes resulting in an arms race.

Alliances

Perhaps one of the biggest contributors to the ticking time bomb prior to the war in Europe was the entangling system of defense alliances that had been in place since the early 1900s. An alliance occurs when two countries have a mutual interest and agree to protect each other. Beginning in 1879, with the Dual Alliance, between Germany and Austria-Hungary, the complicated system of alliances snared more and more countries as tensions began to rise. The two major alliances which entangled all of the major powers inside of Europe were the **Triple Alliance**, comprised of Germany, Austria-Hungary, and Italy; and the Triple



https://upload.wikimedia.org/wikipedia/commons/0/0c/Triple_Entente.jpg

Entente, made up of Great Britain, France, and Russia. All that

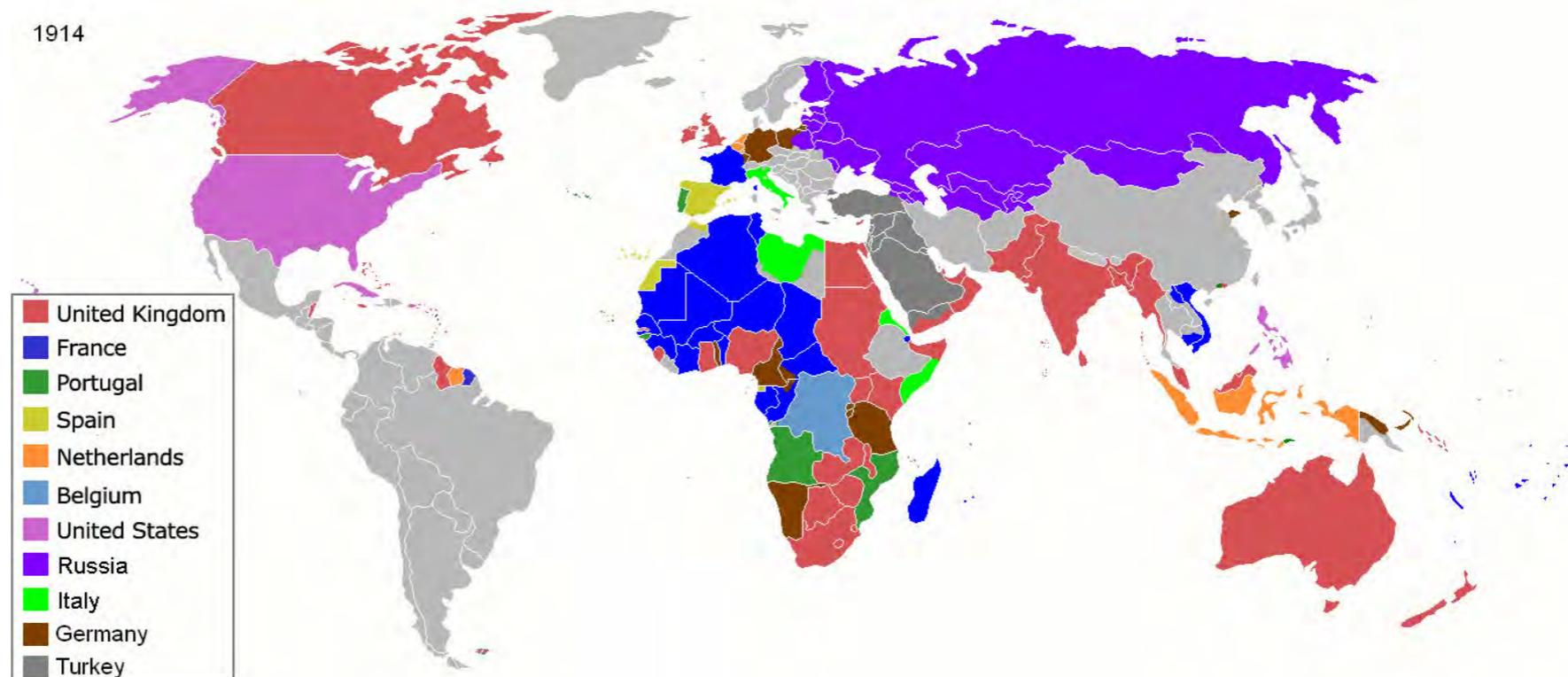
was needed to set off the chain of alliances was a small spark.

the

Imperialism

Imperialism, or the economic, political, and military domination of a strong nation over other weaker nations, also played a major role in the building tension between the European powers. Great Britain and France had been carving up and claiming territory around the globe for centuries. Russia had also been carving out its own slice of the globe for territorial expansion.

As can be seen in the map above, most of the world had been claimed by 1914, leaving very little territory for Germany to expand and compete against the other world powers in their hunt for supremacy, markets, and natural resources. Germany had only managed to stake claim to small sections of Africa, and in the aftermath of the Franco-Prussian War, had managed to annex



http://www.authentichistory.com/1914-1920/1-overview/1-origins/MAP-1914_Colonization.jpg

Alsace-Lorraine from France, a major point of contention between the two powers.

Nationalism

The spark that lit the powder keg came from a building sense of nationalism in both small and large nations alike. Nationalism is the belief that a nation's interests and national unity should be placed ahead of global cooperation and that a nation's foreign affairs should be guided by its own self-interests.

Two competing philosophies about nationalism were starting to create a rift between the major European powers. To Germany, nationalism was defined along clearly ethnic lines. The only way to be “German” was to speak German, have a German name, and a German heritage. Germany’s ultimate goal was to unite all German speaking regions of Europe under one flag and one country, by any means necessary. Countries like France had a different theory about nationalism. To the French, anyone who claimed allegiance to the French civil state was deemed to be “French”. While there was a degree of uniformity enforced, this type of nationalism was not defined along ethnic lines, like the German brand.

A nationalistic sense of pride was also brewing in smaller nations as well. This nationalism was based largely along ethnic lines, like the German brand, but instead of seeking to join together, they were looking to break away and seek their independence with the opportunity to form their own identity. In Serbia, a country, within the Balkan region of Europe, this nationalism was particularly strong.

The Assassination that Sparked it All

The pressure had been building in Europe for decades, but every explosion needs a spark. On June 28, 1914, Gavrillo Princip ignited the match that would set the entire world off. The Archduke of Austria-Hungary, heir to the Austro-Hungarian

throne, Franz Ferdinand was making an official visit to Sarajevo, with his wife Sophie.

Gavrillo Princip, one of three members of the Serbian Nationalist group the Black Hand sent to Sarajevo during the Archduke’s visit, pulled the trigger that killed Franz Ferdinand and his wife Sophie.

The assassination of the archduke caused Austria-Hungary to declare war on Serbia, which in turn triggered Russia to declare war on Austria-Hungary. Germany responded by declaring war on Russia and France, which in turn triggered Great Britain to declare war on Germany.

The Great War had begun.

US Neutrality

Fresh from victory in the Spanish-American War, and with its appetite whet from its first taste of true imperialism, an inner battle began within the United States as to what its role should be in the growing global conflict.

Despite forays into imperialism, for decades, the United States had tried to heed the warnings of George Washington in his farewell address: “steer clear of permanent alliances with any

Interactive 4.1 The Assassination of Archduke Ferdinand



Learn more about this pivotal event in this video.

portion of the foreign world". But Germany was ready to test how committed the United States was to its doctrine of isolationism.

Woodrow Wilson, a pacifist at heart, determined to keep the United States out of the war, would have his own morals and doctrine tested. Wilson wanted to remain neutral for a variety of reasons, first and foremost being the conflict had little to do with the United States in the first place. Wilson also feared a highly divided population if the United States were to get involved.

According to the 1910 census, $\frac{1}{3}$ of the United States population was made up of immigrants, many of these from European countries on both sides of the conflict across the Atlantic. By 1914, that number had easily grown. Many of these new immigrants still had strong ties to their mother country, and if the United States chose sides, it could potentially divide the population, making support for the war effort a very difficult endeavor to undertake.

Wilson's battle to maintain neutrality became increasingly difficult as the war raged on, and the following events served as major forces pushing the United States towards war.

Unrestricted Submarine Warfare

When World War I first broke out, naval blockades were quickly established to prevent necessary war related materials from entering countries. Great Britain, with its superior navy

immediately established the coast of Germany as an active war zone.

The British warned any ship that was entering those waters could face imminent danger. The British went so far as to declare food as contraband, or prohibited items.

The Germans responded in 1915 by declaring all of the water around Great Britain as an active war zone. Because the British navy was far superior to Germany's, the Germans had to rely on the u-boat, or submarine, to sneak up and sink ships without warning they felt were carrying contraband to the British.

While U-boat attacks were deemed immoral and cowardly by the Allies (naval battles to them should be fought above the sea, and in plain sight), the only way for the German's to compete against



https://upload.wikimedia.org/wikipedia/commons/7/76/German_Submarine_Zone_February_1915_SGW_Vol_V.png

the British naval superiority was to utilize the stealth abilities of the U-boat.

On May 7, 1915, the RMS Lusitania, a British passenger ship, was traveling from New York to Great Britain when it was torpedoed off the coast of Ireland by a German U-boat. When initially hit by the torpedo, some claimed there was a mysterious secondary explosion (check out these theories on the source of the second explosion!), and the Lusitania sank in just under 18 minutes. Of the over one thousand victims, roughly 128 of them were American, enraging the American public.

President Wilson immediately called for an end to unrestricted submarine warfare, and in 1916, the Germans hesitantly signed the Sussex Pledge (named after

Interactive 4.2 The Sinking of the Lusitania



Learn more in this video!

Interactive 4.3 U-20 Logbook



Read the Logbook from U-20, the u-boat that sank the Lusitania

another passenger liner, sunk just a year after the Lusitania). The Sussex Pledge stated that unrestricted submarine warfare had to stop, and in order for a ship to be sunk, a submarine would have to announce itself and conduct a formal inspection of the vessel



before deciding if the vessel should be sunk or not. The signing of the Sussex Pledge served as great political ammunition for Wilson and arguably earned him reelection in 1916, by “Keeping the US out of war”.

The Zimmerman Telegram

The tipping point for many Americans, and the the last straw for Wilson’s pacifist patience, occurred in January of 1917. British cryptographers intercepted a message between Arthur Zimmerman, the German Foreign Minister, and the German Ambassador in Mexico:

The message called for an alliance between Germany and Mexico against the United States along with the promise of helping Mexico “reconquer the lost territory in Texas, New Mexico, and Arizona.” Zimmerman even extended his invitation to include Japan.

For Wilson and many other Americans, who were already clamoring for war, this was the final straw. On April 2, 1917, Wilson appeared before the US Congress and asked Congress to, “ take immediate steps not only to put the country in a more thorough state of defense but also to exert all its power and employ all its resources to bring the Government of the German Empire to terms and end the war.”

American neutrality was officially over.

Interactive 4.4 Decoding the Zimmerman Telegram



Learn more here!

The Home Front

QUESTIONS TO GUIDE INQUIRY

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TERMS, PLACES, PEOPLE

Mobilization

Trench warfare

Pandemic

armistice

“It is a fearful thing to lead this great peaceful people into war,” Woodrow Wilson declared to Congress on April 2, 1917. By the time the United States joined the conflict, Europe had already been embroiled in a bitter stalemate for just over three years, leading to hundreds of thousands of casualties, both military and civilian. While eager to join the fight to support the Allies, Wilson knew that in order for U.S. troops to be successful in Europe, a wartime mentality would need to be developed and strengthened not only among soldiers but among all Americans on the homefront. Revving up the American “war machine” would require a lot of work.

Opposition to the War

While Wilson was quite certain that he could secure the approval of Congress, he did anticipate dissent. He didn’t have to wait long. At 1:00 a.m. on April 6, 1917, after 15 hours of debating President Wilson’s request for a declaration of war against Germany, a roll call vote began in the U.S. House of Representatives.

When the clerk of the House came upon the name of Jeannette Rankin of Montana, the first woman elected to Congress stood up and declared, “I want to stand by my country but I cannot vote for war. I vote no.” In later years she reflected on this action by saying, “I believe that the first vote I cast was the most significant vote and a most significant act on the part of women, because women are going to have to stop war. I felt at the time that the first woman [in Congress]

should take the first stand, that the first time the first woman had a chance to say no to war she should say it.” Jeannette Rankin: First Lady in Congress

Although Representative Rankin was the only member in the House of Representatives to vote against U.S. entry into the Great War, other Americans opposed entry into the war as well for various reasons.

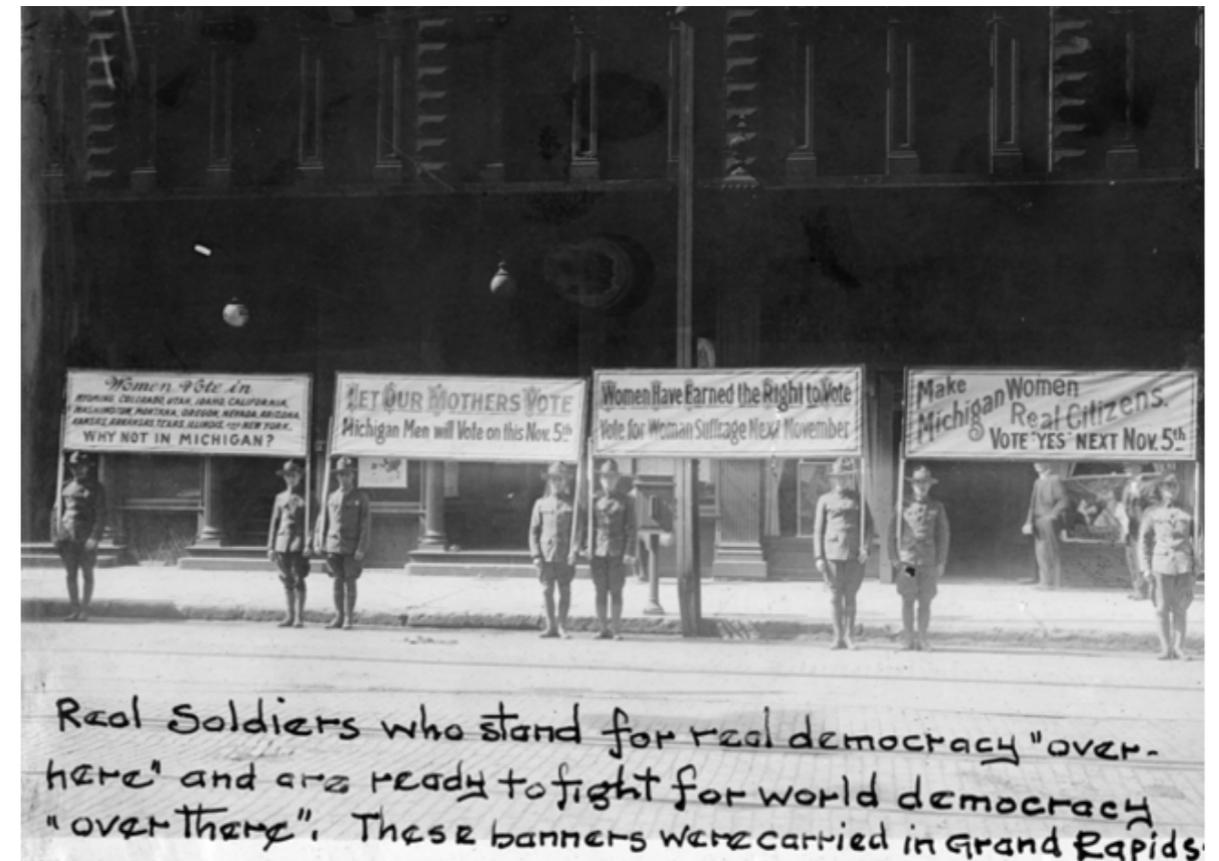
Some did not think the war had anything to do with the United States and was a European conflict that only involved Europeans--the issues shouldn't concern Americans. Other Americans opposed the war because they did not want the US to take the side of the British. This was especially true of German immigrants (who leaned favorably to Germany, of course) and of Irish immigrants (who hated Britain for colonizing their homeland). Finally, socialists opposed the war because they thought the war was purely an economic conflict--fighting that would end in the rich getting richer. They didn't want the poor to die for the sake of rich men's profits. Prominent Americans like Henry Ford, Jane Addams, and Carrie Chapman Catt were also known to support American neutrality during the war. Catt argued that the U.S. should stand for democracy through neutrality, although once the

Interactive 4.5 Jeannette Rankin



As the first woman ever elected to Congress, Jeannette Rankin left a remarkable legacy. To learn more about her role as an activist, view this comprehensive 6 minute video:

war began for the U.S. in 1917, she was a strong advocate for women's roles in the war effort to further ideals of democracy including the women's right to vote. The picture below illustrates a public patriotic parade in Grand Rapids, Michigan. The words below the picture were written by Catt herself.



Mobilizing the Economy

Many Americans believed that the first step to waging war successfully was to mobilize the economy. Industrialization had primed the pump for the United States, and made the conversion to war time production a little bit easier. But switching the economy over to wartime production was not as easy as flipping a switch. The Laissez-faire attitude of little government intervention and promotion of the free market that had paved the way for industrialization to expand on such a large scale ended with the creation of the War Industries Board, and the National War Labor Board.

The War Industries Board, headed up by Bernard Baruch, was tasked with regulating and controlling industries responsible for producing war related materials. Among its duties, the War Industries Board was responsible for dictating what products would be produced, where they would be produced, how much they would cost. This amount of control ensured that the American Expeditionary Force would get what it needed when it needed it.

To ensure that factories were operating at full capacity, the National War Labor Board brokered agreements between factory owners and factory employees over wages and work hours to ensure that strikes would not inhibit the factory's ability to produce necessary military materials.

While Bernard Baruch and the War Industries Board were gearing up industry, Herbert Hoover, tapped by President Wilson to head the Food Administration, was mobilizing the food industry and agriculture. Hoover encouraged Americans to practice food rationing practices, and also hiked up crop prices to encourage farmers to grow certain crops over others.

Mobilizing the Army

The last major war the United States had fought with a major standing army had been the Civil War. While Wilson encouraged Americans to sign up and serve, volunteer forces alone would not be enough to supply the necessary number of troops to help the Allies "over there." In May, 1917 Congress passed the Selective Service Act. The act authorized the government to carry out a military draft to raise the requisite number of troops. The first



draft call required all men ages 21 to 30 years old to sign up for potential service in the armed forces. During the course of the war, there were three total draft calls to provision the demand of the military, which drafted over 24 million men, of these, 2.8 million of these men served in the American Expeditionary Force (AEF), commanded by General John J. Pershing. Drafted soldiers made up more than half of the 4.8 million troops who served in the AEF during World War I.

American Success in Combat

Once the American military was mobilized, the next task for the U.S. was to transport its troops overseas--complete with food and equipment not only for them but for the Allied forces as well. To complete this huge task, the U.S. immediately began to build ships to expand its fleet. While on the surface, it might have seemed like an easy switch from the production of industrial capital to that of wartime production, the U.S. would have to take four critical steps in order to make **mobilization**, or assembly a reality. First, shipyard workers were exempted or deferred from military service. Second, the U.S. Chamber of Commerce participated in public relations campaigns in order to increase the number of workers in shipyards across the nation. Third, a new process of fabrication, using standardized parts to more quickly assemble ships at shipyards was employed. Fourth, the federal government took over privately owned ships used for commercial

trade on the Great Lakes and converted them for transatlantic use.

The Convoy System Comes to the Rescue!

U.S. Navy Rear Admiral William S. Sims persuaded the British that the best strategy against German U-boats was that of the convoy system. Sims plan called for merchant vessels to travel in large groups with a guard of circling destroyers and cruisers as protection. The convoy system worked; by midsummer of 1917 shipping losses were cut in half.



http://i1317.photobucket.com/albums/t637/Lord_Coen/HMCS%20Moose%20Jaw/UK-RAF-II-4_zpsa2103e77.jpg

Additionally, soldiers in the U.S. navy helped lay 230 miles of mines in the North Sea from Scotland to Norway. Designed to bottle up German U-boats and keep them out of the Atlantic Ocean, by the first few months of 1918, the Allied Forces had drastically minimized the U-boat threat.

Fighting in Europe

The American contribution of fresh and enthusiastic troops to the Allied war effort cannot be overstated. After suffering three years of exhausting **trench warfare** against the Germans, British and French soldiers were grateful for the massive numbers of American troops sent overseas. Under the leadership of General John J. Pershing, the American Expeditionary Force (AEF) first served mostly as replacements for Allied casualties. Nicknamed doughboys because of the white belts they wore which they cleaned with pipe clay or “dough”, the AEF fought as an independent force under the overall direction of French marshal Ferdinand Foch, commander of all Allied forces in Europe.

Interactive 4.6 Trench Warfare



In addition to mechanized warfare, or warfare that relies on the power of gasoline and diesel to fuel machines such as tanks and airplanes, a common strategy of warfare was known as trench warfare. Listen to what life in a trench was like by watching the following video:



<http://i0.wp.com/www.archivingwheeling.org/blog/wp-content/uploads/2015/08/Whg-WWI-soldiers-Hoffman-collection-e1438860701585.jpg>

By spring of 1918 having been successful in knocking Russia out of the war, German forces shifted their armies from the Russian front to the western front of France. By May, an aggressive German offensive had approached to within 50 miles of Paris. Thankfully, American forces helped stop a German advance at Cantigny in France and a few weeks later assisted with forcing German forces to retreat at Chateau-Thierry and Belleau Wood. By August the American forces helped the AEF win the Second Battle of Marne and in September assisted with mounting offensives against the Germans at Saint-Mihiel and in the Meuse-Argonne area. Even though American losses seemed

extensive (48,000 men in battle and an additional 62,000 from disease), by October 1918 the tide had definitely turned against the Central Powers.

Enemy on the Homefront: The Influenza Pandemic

American doughboys weren't the only subculture of Americans fighting for their lives. In the fall of 1918, with the end of fighting on the horizon in Europe, the U.S. suffered a life-threatening crisis as an international flu **pandemic**, or international epidemic had reached American shores. The pandemic actually occurred in three waves: the first wave had occurred when mild influenza erupted in the late spring and summer of 1918. The second wave occurred with an outbreak of severe influenza in the fall of 1918, and the final wave occurred in the spring of 1919. It was the second (and most severe) mutation of the flu that erupted in the port city of Boston in late August of 1918 and spread rapidly across the nation. As many who were infected with the flu died from pneumonia that set in, the effects on the American economy were devastating. Mines were shut down, telephone service was cut in half, and factories and offices were forced to stagger shifts to avoid contagion. Cities ran out of coffins causing the corpses of some who had died to lay unburied as long as a week.

Doctors were at a loss as to what to do other than to recommend extreme cleanliness and sanitation. By the time the flu finally disappeared after the third wave in 1919, the U.S. Department of Health and Human Services has estimated that at least 675,000

Americans lost their lives to the pandemic. Worldwide, the pandemic killed as many as 40 million people--more people than were killed in the Great War.

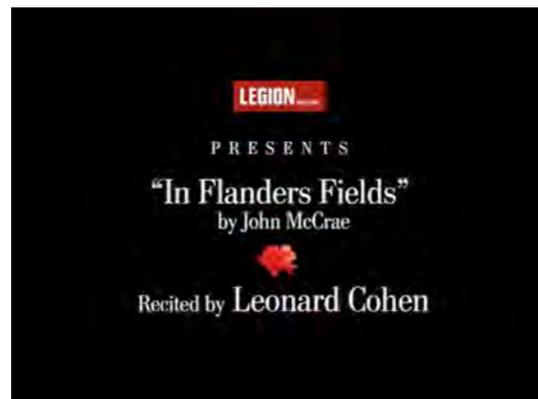


http://www.flu.gov/pandemic/history/1918/documents_media/photographs/images/flu1.jpg

Poppies with a Purpose

Do you ever wonder why Veterans of Foreign Wars (VFW) volunteers give you a paper poppy after you give them a donation? Noticed as early as the Napoleonic Wars, red poppies were found to have grown on the graves of dead soldiers in the fields of northern Europe. Poppy seeds lie underground for years and bloom if they are plowed up. In the spring of 1915, red poppies flourished in the fields of the Ypres salient in Belgium covering the newly dug graves after the Second Battle of Ypres on May 2. To learn more about the most famous war memorial poem, In Flanders Fields or about the author of the poem, visit: <http://www.flandersfieldsmusic.com/thepoem.html>

Interactive 4.7 In Flanders Fields



For a powerful reading of the poem click here!

Mobilizing Support

Americans would not have been as willing to sacrifice the free market, ration food, and register for the draft if they did not believe in the cause for which they were being asked to sacrifice.

In order to ensure that Americans knew they were making a worthy sacrifice, Wilson approved the creation of the Committee on Public Information, headed by George Creel. The former journalist from Kansas City was tasked with “selling” the war to the American public. The CPI utilized advertising principles developed through studying psychology, such as dramatizing the evilness of the enemy,

to harness the emotions of Americans and rationalize the sacrifices they were making to support the war effort. Propaganda posters were posted to garner support for various war efforts from enlisting in the army, to working in a factory.

Amongst many of its efforts, the CPI also trained “4 Minute Men” to deliver speeches to



educate audiences on America's war aims and efforts.

The American government took other avenues for mobilizing public support as well: silencing the opposition. In 1917, Congress passed the Espionage Act followed by the Sedition Act in 1918. The Espionage Act gave postal officials the right to ban certain newspapers and magazines. It also threatened individuals attempting to inhibit the draft with hefty fines and substantial jail time. The Sedition Act outlawed any "disloyal, profane, scurrilous, or abusive language" against the government or the war effort.

While a clear violation of the first amendment, the Supreme Court upheld the Espionage and Sedition Act in a landmark case in 1919 *Schenck v. The United States*. Charles Schenck, a prominent socialist, was distributing literature discouraging young men to resist the draft. His activity was found in violation of the Espionage Act for promoting dissent against the war effort. The case established the "clear and present danger" test, which essentially meant that the first amendment's guarantee of freedom of speech isn't limitless, and in fact, is limited by the context of the situation in which it is used.

Other Impacts of the War on the Homefront

While mobilization for the war had some predicted consequences, there were others that the government and other planners could have never predicted. Attacks on civil liberties,

both official and unofficial erupted with the main targets of the drive for patriotic conformity set upon immigrants--especially those from Germany and Austria-Hungary. Many Americans who had emigrated from those countries lost their jobs. Orchestras stopped playing music of the composers Mozart, Bach, Beethoven, and Brahms. Some towns with German names changed the name of the town. In some instances, acts of physical violence broke out.

When young American men left home to fight in the war, they left behind not only family and friends, but jobs. With the American war machine revving its engine, filling these jobs, many of them in manufacturing, was critical to supplying the war effort with the necessary equipment. Women started filling jobs left behind by their husbands and boyfriends, but the demand for workers had not been satisfied.

African Americans, who felt they were economically trapped in the South, dealing with Jim Crow segregation laws began moving north in hopes of escaping not only the terrible segregation, but of finding a job to help them get one step closer to living the American dream. The Great Migration had begun, as African Americans moved in large numbers to large northern cities like Chicago, Detroit, and New York. Unfortunately though, when the war ended and soldiers returned home, both women and African Americans were forced out of their factory jobs. Most women went back to the home, but African American families were now

living in large cities without viable job opportunities and no source of income.

As a result of economic tensions, many larger cities experienced sectioned growth--many blacks ended up creating their own cities within big cities which fostered the growth of a new urban African-American culture. The most prominent example was Harlem in New York City. A formerly all-white neighborhood, by the 1920s Harlem was home to some 200,000 African Americans. The black experience during the Great Migration became an important theme in society, especially with aspects of culture.

The Harlem Renaissance, for example, known first as the New Negro Movement and later as the Harlem Renaissance, would have an enormous impact on the culture of the era. Politically, the Great Migration was also the beginning of a new era increased political activism among African Americans, who after being disenfranchised by Jim Crow laws in the South, found a new place for themselves in public life in the cities of the North and West.

An End to the War

On November 3, 1918 the German Grand Fleet was ordered to set out to sea from its naval base at Kiel. A total shock to the admiralty occurred when the sailors and marines refused to man their ships. To them, there was no use in fighting any longer and they verbalized these thoughts to their superiors. The mutiny quickly spread and soon everywhere in Germany soldiers were

organizing revolutionary councils. Six days later on November 9, the people of Berlin rose in rebellion, forcing the kaiser to abdicate his throne and seek refuge in the Netherlands. With no actual battle taking place and no Allied troops on German territory, the German economy and war machine were too weak to continue. On the eleventh hour on the eleventh day in the eleventh month of 1918 a cease-fire agreement was reached that ended the war.



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News of the armistice, or truce brought great relief for the Allies-- both in Europe and across the Atlantic as American civilians were

grateful. And while many wanted to believe that life would continue as it had prior to the war, many soon realized their lives had changed nearly as much as those who had fought in Europe--there was no going back.

Wilson's Quest for Peace

QUESTIONS TO GUIDE INQUIRY

1. Do any of the causes of WWI still pose foreign policy issues or problems for the U.S. today?
2. What can be learned about the changes in American character from the manner in which the U.S. mobilized, prepared, and participated in a world war both at home and abroad?
3. How did the geography of Europe impact WWI warfare?
4. To what extent should the victors of a war be permitted to structure a post-war peace?

Even before the war had ended, President Wilson, guided by the basic ideals of progressivism which had guided American domestic policy during the previous decade, was inspired to draft several international points for peace. Divided into three groups, the list consisted of core points which stressed self-determination of peoples, free trade, and open diplomacy. Wilson believed that international acceptance of his Fourteen Points would lead to a just and lasting peace. Believing that U.S. endorsement of his points was critical to international acceptance by the Allied nations, President Wilson delivered his address to a joint Congress on January 18, 1918. Assuring the country that World War I was being fought for a moral cause and for a lasting, postwar peace in Europe, Wilson outlined his Fourteen Points.

Interactive 4.8 The Fourteen Points



Click here to access the primary source document of Wilson's Fourteen Points:

A simplified version of Wilson's Fourteen Points is below:

The Fourteen Points could be simplified to a core list of agreements and goals for all participating nations:

1. No secret alliances between countries.
2. Freedom of the seas in peace and war.
3. Reduced trade barriers among nations.
4. General reduction of armaments.
5. Adjustment of colonial claims in the interests of inhabitants as well as the colonial powers.
6. Evacuation of Russian territory and a welcome for its government to the society of nations.
7. Restoration of Belgian territories in Germany.
8. Evacuation of all French territory, including Alsace-Lorraine.
9. Readjustment of Italian boundaries along clearly recognizable lines of nationality.
10. Independence for various national groups in Austria-Hungary.
11. Restoration of the Balkan nations and free access to the sea for Serbia.

12. Protection for minorities in Turkey and the free passage of the ships of all nations through the Dardanelles.

13. Independence for Poland, including access to the sea.

14. Establishment of a League of Nations to protect "mutual guarantees of political independence and territorial integrity to great and small nations alike."

The first five of Wilson's points addressed issues that Wilson believed had caused the war in 1914. The following eight points dealt mostly with boundary changes for countries that had been involved in the war. Wilson's final point called for the establishment of an international organization responsible for addressing diplomatic crises, similar to those that had started the war. Named, The League of Nations, the organization would provide a forum for nations to discuss and settle their grievances without having to resort to war. President Wilson believed that the U.S. should serve as a moral compass to the rest of the world and clearly delineated the United States' goals in the war from the goals of the other warring powers. To Wilson, the U.S. had not entered the war with the hope of obtaining wealth or territory; instead, Americans entered the war to bring about a new international climate and to ensure the well being and continued growth of democracy. Wilson's campaign was successful-- Americans responded to his idealistic aims and rallied behind him and the war effort.

Internationally, Allied governments paid lip service to the Fourteen Points while the war waged on. Allied nations needed American financing to assist in their rebuilding after the war and did not want to risk offending President Wilson. Some in Europe feared in the U.S. might seek a separate peace with Germany, freeing that nation to continue the fight without the presence of American forces.

Cartoon Analysis

Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point. In this political cartoon what object does the cartoonist exaggerate?

For what purpose? In other words, what point was the cartoonist trying to make?

An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar

one, cartoonists can help their readers see it in a different light. After you've studied the cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.

Allies Reject Wilson's Fourteen Points

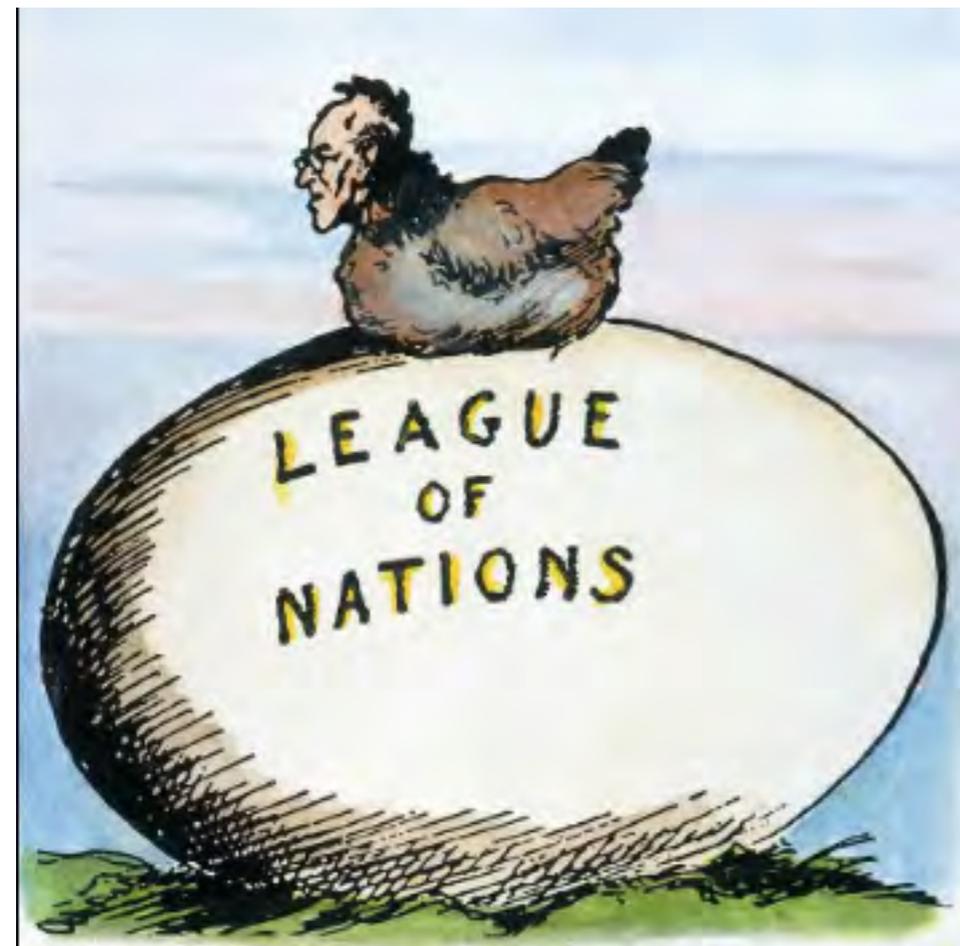
Even though President Wilson's ultimate goal was to establish a foundation for international peace, many were surprised at his failure to grasp the level of anger that was felt by Allied leaders.

Because of their intense desire to make Germany pay for its actions, a general consensus on all of the points could not be reached and President Wilson was forced to concede on most of his points in return for the establishment of the League of Nations.

A Treaty is Reached at Versailles

On June 28, 1919, the Big Four (President Wilson of the U.S., British Prime Minister David Lloyd George, French Premier Georges Clemenceau, and Italian Prime Minister Vittorio Orlando) gathered in the Great Hall of Versailles with leaders of the defeated nations to sign a peace treaty officially ending WWI.

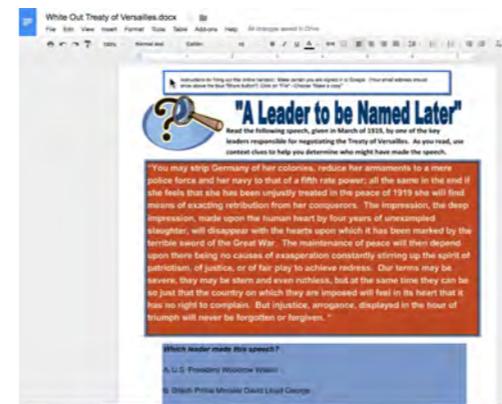
The Treaty of Versailles addressed the following main provisions:



- Nine new nations were established (including Poland, Czechoslovakia, and Yugoslavia) and boundaries of other nations were shifted
- Four areas of the Ottoman Empire were given to France and Great Britain as temporary colonies
- Germany was demilitarized and stripped of its air force and most of its navy; its army was reduced to 100,000 men
- Germany was to return the land of Alsace-Lorraine to France and pay reparations to France

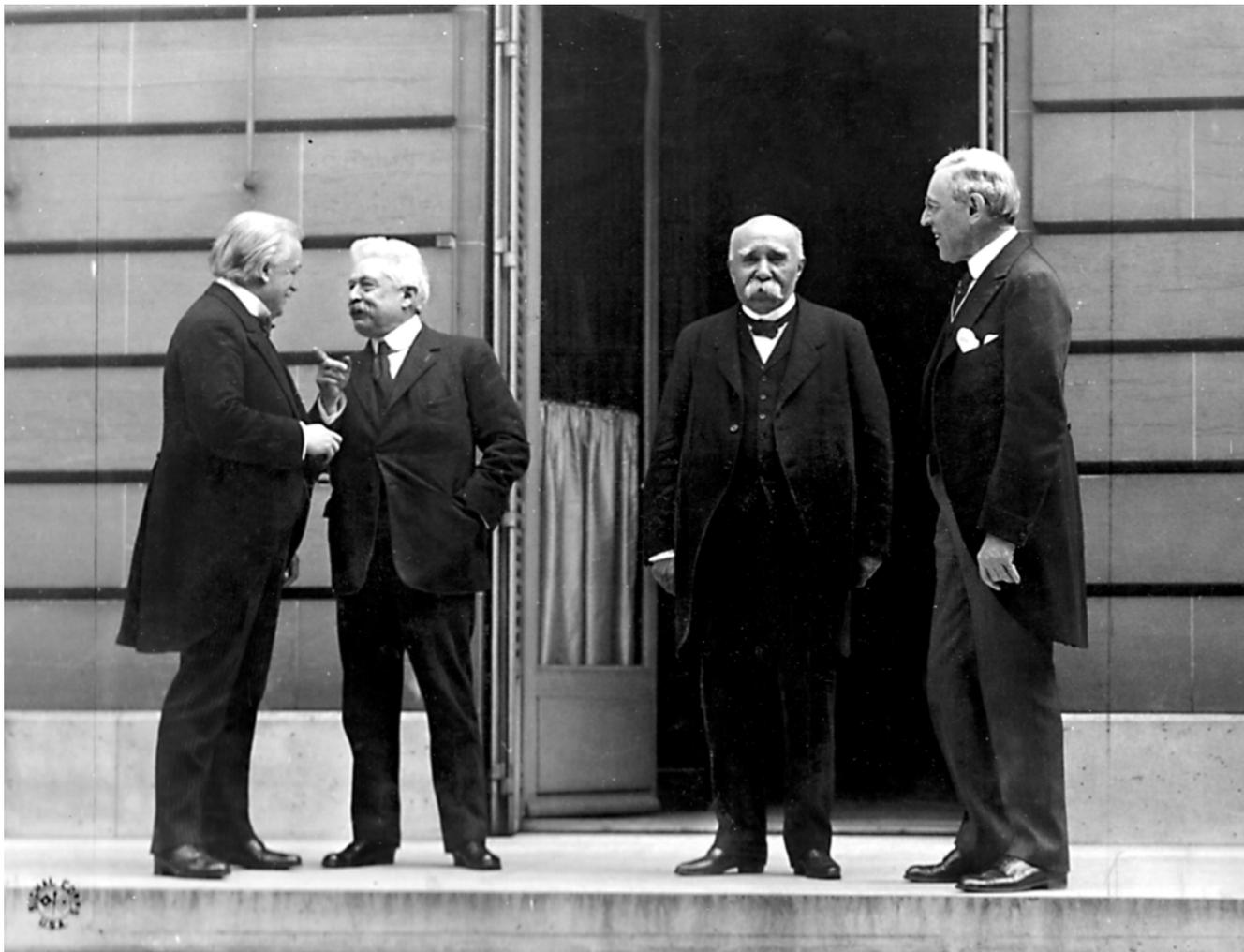
- Germany was forced to acknowledge that it alone was responsible for WWI
- Two international peacekeeping bodies were established-- the League of Nations and the World Court. League member countries were obligated to assist one another in stopping international aggression. The World Court was set up to mediate disputes between countries.

Interactive 4.9 White Out - Treaty of Versailles



Because the provisions of the Treaty were extremely harsh toward Germany, its ability to serve as a basis for lasting peace was severely weakened in three main aspects. First, the war-guilt clause humiliated Germany. Germany could not protest any of the other provisions, nor could it pay back

the huge amount of financial war reparations. Second, because the Bolshevik government in Russia felt that their sacrifices caused by three years of involvement in the war had been ignored by the Big Four, attempts to gain back former territory was imminent. Lastly, because Germany had been stripped of all of its colonial possessions in the Pacific, there was no way Germany could make war reparations.



Wilson's Troubles at Home

Upon his return to the U.S. President Wilson discovered several groups were opposed to the treaty. Many Americans felt the provisions of the treaty were too harsh. Some, like Herbert Hoover, believed that the economics alone would pummel Germany into financial collapse and the rest of Europe (and ultimately the U.S.) with it. Still others protested that the treaty was a sellout to imperialism--that one set of colonial rulers would be exchanged for another. Some ethnic groups objected because the newly established national boundaries didn't satisfy demands for self-determination and still many were angry with Wilson for not attempting to secure Ireland's independence from Great Britain.

Additionally, President Wilson also discovered considerable opposition to the establishment of the League of Nations because of the threat of European entanglements. Conservatives in the Senate, led by Henry Cabot Lodge had suspicions about the provisions for joint economic and military action against aggression even though it had been voluntary. Realizing there was enough discontent in the Senate to block approval, President Wilson decided to appeal directly to the people and set out on an 8,000 mile tour in September of 1919. Despite warnings from friends and physicians, Wilson

delivered 35 speeches in 22 days in his attempt to garner public support. On October 2nd, Wilson suffered a stroke and was rushed back to the White House. When the treaty came up for a vote in the Senate in November, 1919, Senator Lodge introduced a number of amendments and while the Senate rejected the amendments, it also failed to ratify the treaty. The U.S. signed a separate treaty with Germany in 1921 under President Harding and never joined the League.

