

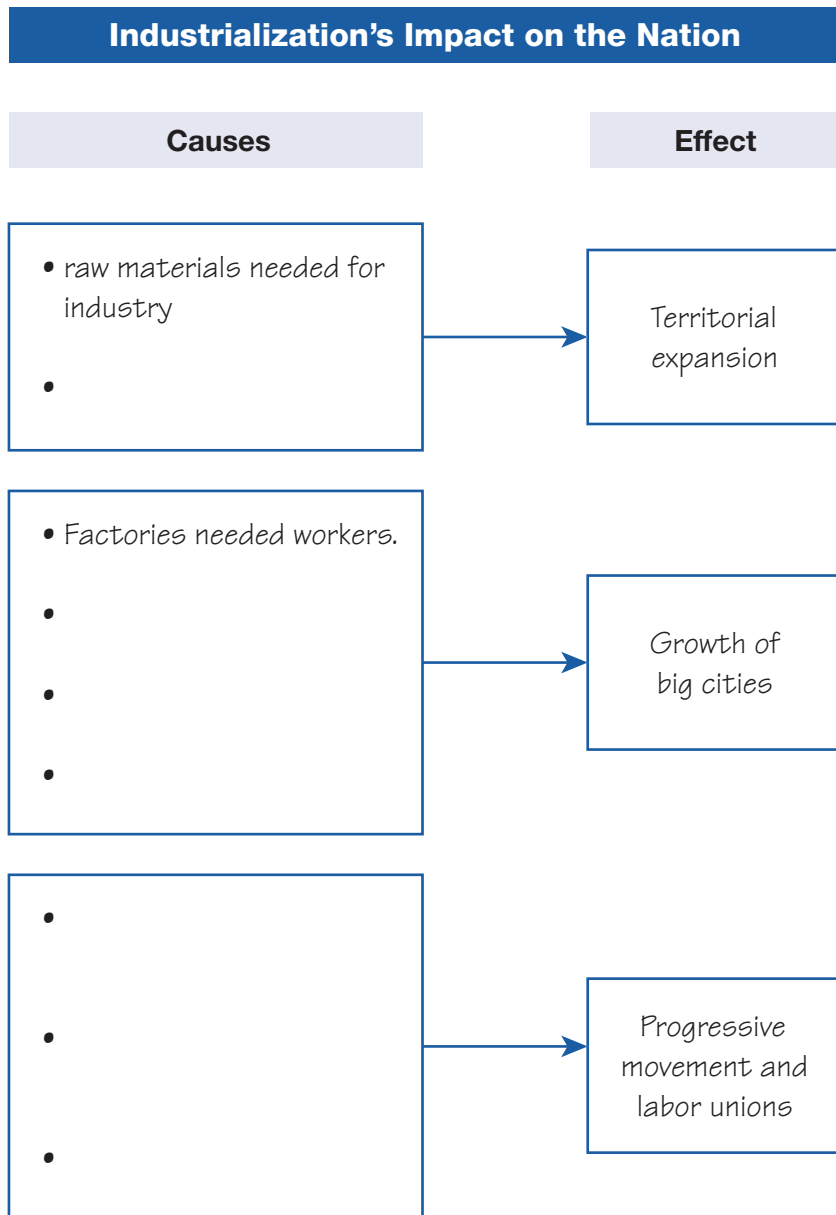
Social Studies

8

Unit 7

Name: _____

What aspects of the industrialization of the United States caused changes in territorial expansion, growth of cities, and the Progressive movement and labor unions? The organizer below gives you a part of the answer. Review your section and chapter notes. Then fill in the rest of the organizer.



Unit 7

A New Role in the World

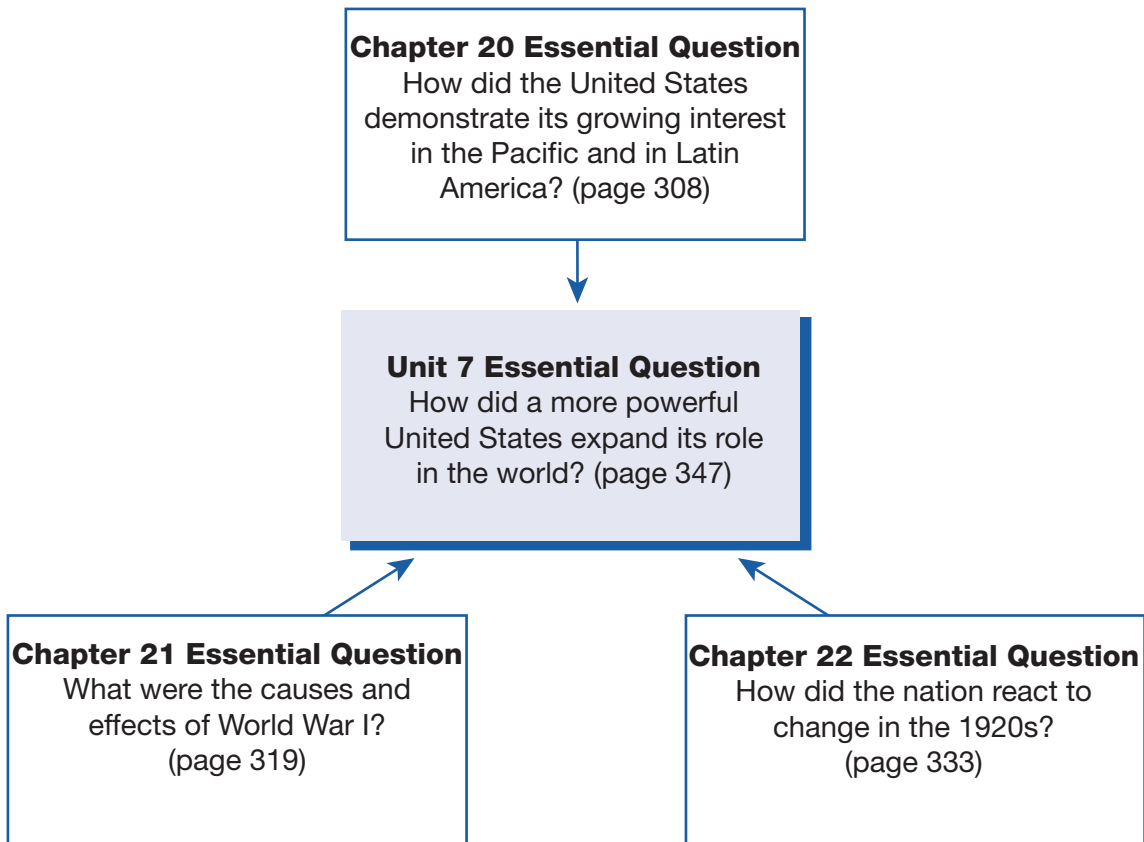
What You Will Learn

Chapter 20 By the late 1800s, the United States was taking a larger role in world affairs. The nation acquired new territories in the Pacific and strengthened its trade ties with Asia. The Spanish-American War led to increased involvement in Latin America.

Chapter 21 In 1914, a war broke out in Europe. Although the United States at first remained neutral, it eventually joined the war. The conflict, which we now call World War I, had important effects both in the United States and in the rest of the world.

Chapter 22 The decade following World War I marked dramatic changes for the United States. Republicans in charge of the government returned the country to pre-war isolationism and supported big business. Cultural changes affecting the lives and values of Americans sparked conflicts and tensions.

Focus Your Learning As you study this unit and take notes, you will find the information to answer the questions below. Answering the Chapter Essential Questions will help build your answer to the Unit Essential Question.



Chapter 20

The United States Looks Overseas

(1853–1915)

What You Will Learn

By the late 1800s, the United States had new territories in the Pacific and strengthened its trade ties with Asia. The Spanish-American War led to more involvement in Latin America.

Chapter 20 Focus Question

As you read this chapter, keep this question in mind: **How did the United States demonstrate its growing interest in the Pacific and in Latin America?**

Section 1

Eyes on the Pacific

Section 1 Focus Question

How did the U.S. acquire new territory and expand trade in the Asia-Pacific region? To answer this question,

- Learn about trade with Japan and the purchase of Alaska.
- Understand the country's expansionist mood.
- Learn how the U.S. gained footholds in the Pacific region.
- Find out about interventions in China.

Section 1 Summary

The United States expands its trade, its territory, and its influence in Asia, the Pacific, and Latin America.

The United States Looks Overseas

In the mid-1800s, the United States gained new trading partners and new land. In 1853, Commodore **Matthew C. Perry** sailed U.S. warships into Tokyo Bay, Japan. He called on the Japanese to trade. The Japanese were awed by U.S. power. The next year, they signed a trade treaty with the United States.

In 1867, Russia wanted to sell Alaska. U.S. Secretary of State William Seward believed buying Alaska was a way to open trade in the Pacific. He paid \$7.2 million for the territory, or 2 cents an acre. Many Americans called the purchase "Seward's Folly," because they saw Alaska only as a frozen wasteland. They changed their tune when gold was discovered there. ✓

Key Events

1893

American planters stage a revolt in Hawaii.

1898

United States wins the Spanish-American War.

1904

United States begins to build the Panama Canal.

✓ Checkpoint

Name two people who helped develop U.S. influence in the Pacific.

The Expansionist Mood

Until the late 1800s, the United States believed in **isolationism**. It avoided involvement in the affairs of other countries. Several European nations, however, began to build empires. Many U.S. leaders believed that **imperialism**, or building empires by establishing political and economic control over peoples around the world, could provide a new frontier. The United States could find new natural resources and markets for its products, as well as spread “American values.” ✓

Gaining Footholds in the Pacific

American expansionists became interested in two groups of islands in the Pacific—Samoa and Hawaii. Britain and Germany were also interested in Samoa as a place to refuel their ships. War nearly broke out over the islands, but in 1899, Germany and the United States agreed to divide Samoa.

By 1887, American planters in Hawaii had already gained great power over the government. Queen **Liliuokalani** tried to prevent Hawaii from losing its independence. The planters tried to overthrow the queen with help from U.S. Marines, but President Grover Cleveland did not support the revolt. President William McKinley did, however. In 1898, Congress voted to make Hawaii a U.S. territory. ✓

Carving Up China

In the late 1800s, Japan and Europe divided China into **spheres of influence**, or areas where another nation has economic and political control. U.S. leaders feared America would be left out, so Secretary of State John Hay issued the Open Door Policy. It called for all nations to be able to trade in China on an equal basis. The Chinese hated foreign influence. A Chinese group known as the Boxers attacked westerners in 1900. The United States and other countries sent troops to crush the Boxer Rebellion. Hay then issued a second Open Door message. It stated that China should remain one country. ✓

Check Your Progress

1. What three new lands did the United States acquire?

2. What nations became new trading partners with the United States?

✓ Checkpoint

Give two reasons why imperialism appealed to some U.S. leaders.

✓ Checkpoint

Name the two Pacific island groups that became U.S. possessions.

✓ Checkpoint

Explain what caused the Boxer Rebellion.

Section 1 Notetaking Study Guide

Question to Think About As you read Section 1 in your textbook and take notes, keep this section focus question in mind: **How did the United States acquire new territory and expand trade in the Asia-Pacific region?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

The United States Looks Overseas	
<p>Japan</p> <ul style="list-style-type: none"> The United States could not trade with Japan because Japan <u>blocked outside trade</u> and _____. <u>Commodore Perry</u> sailed warships into _____. The Japanese were awed by his _____ and _____. As a result, the Japanese _____. 	<p>Alaska</p> <ul style="list-style-type: none"> Secretary of State _____ bought Alaska from <u>Russia</u> for _____ in 1867. Many people called Alaska _____ because they thought it was a _____. They changed their tune when _____ led to the _____ of 1897–1898.
<p>The Expansionist Mood</p> <ul style="list-style-type: none"> In late 1800s, the idea of <u>expansionism</u> replaced _____. Historian _____ concluded that the American _____ was gone. American leaders thought if the United States did not act soon, it might be shut out of _____ and denied . Alfred T. Mahan said that future U.S. prosperity depended on building up _____, and the key was a _____. Many Americans believed they had a divine duty to spread _____ and _____ around the world. 	
<p>Gaining Footholds in the Pacific</p> <ul style="list-style-type: none"> Expansionists wanted more U.S. influence and trade in the _____. 	
<p>Samoa</p> <ul style="list-style-type: none"> Besides the United States, _____ and _____ wanted possession of Samoa. After a _____ prevented a war, _____ and _____ divided Samoa. 	<p>Hawaii</p> <ul style="list-style-type: none"> In 1887, _____ forced the Hawaiian king to accept a new constitution. Queen _____ refused to recognize the constitution. On July 7, 1898, the U.S. Congress voted to _____.
<p>The Boxer Rebellion</p> <p>A secret Chinese society, called the Boxers, tried to _____.</p> <p>Outside powers <u>crushed the rebellion</u>. To prevent other powers from seizing more Chinese territory, _____.</p>	

Refer to this page to answer the Chapter 20 Focus Question on page 318.

Section 2

The Spanish-American War

Section 2 Focus Question

What were the causes and effects of the Spanish-American War? To begin answering this question,

- Understand American interest in the Cuban rebellion.
- Learn what caused the U.S. to declare war on Spain.
- Find out how the United States governed its newly won territories.

Section 2 Summary

War broke out between Spain and Cuba, where the United States had business interests. The United States entered the war and gained territories in the Caribbean and the Pacific.

War Clouds Loom

Spain had ruled Cuba since Columbus landed in 1492. In 1868, Cubans revolted but were defeated. In 1895, a new revolt broke out. Spain responded with a policy of **reconcentration**, or the forced movement of large numbers of people into detention camps for military or political reasons. After about 200,000 Cubans died in the camps, Cuban exile **José Martí** appealed to the United States for help. Many Americans were sympathetic toward the Cuban cause. Others, who had money invested in Cuba, wanted the United States to intervene to protect their interests.

Neither President Cleveland nor President McKinley would intervene. Newspaper publishers **William Randolph Hearst** and Joseph Pulitzer, however, pushed Americans to call for war. Through yellow journalism, they ran headlines and stories that played up the horror in Cuba. When fighting broke out in Cuba's capital of Havana, President McKinley agreed to send the battleship *Maine* to protect American lives and property. On February 15, 1898, the ship exploded and sank, killing 260 men. Americans blamed Spain. "Remember the *Maine*" became the battle cry of revenge. ✓

The United States Goes to War

President McKinley wanted to make peace with Spain. He finally gave in and asked Congress to declare war on April 11, 1898. The first battle was fought not in Cuba, but in

Key Events

1893

American planters stage a revolt in Hawaii.

1898

United States wins the Spanish-American War.

1904

United States begins to build the Panama Canal.

Vocabulary Builder

Intervene comes from the Latin words *inter* ("between") and *venere* ("to come"). Using these meanings and the context clues in the text, explain what some Americans wanted the United States to do in Cuba.

✓ Checkpoint

Name the two publishers who fanned the flames of war in their newspapers.

✓ Checkpoint

List the three Spanish possessions where fighting occurred in the Spanish-American War.

Reading Strategy

Reread the bracketed paragraph. Circle the sentence that summarizes the main idea. Draw arrows to details that support the main idea.



✓ Checkpoint

Name the rebel leader who led Filipinos against American rule.

the Philippines, another Spanish colony. Assistant Secretary of the Navy Theodore Roosevelt ordered Commodore George Dewey to move American ships to the Philippines. On May 1, Dewey's small fleet entered Manila Bay and sank all of the Spanish ships there without losing one U.S. ship or life. Dewey then received help from a Philippine rebel leader, **Emilio Aguinaldo**. He was fighting to overthrow Spanish rule. Americans were soon in control of the islands.

When the war shifted to Cuba, the main fighting took place near the city of Santiago and at sea. Roosevelt, who had given up his navy post, led the Rough Riders unit in a successful charge up San Juan Hill, which became a highlight of the war. The U.S. Navy then destroyed the Spanish fleet trapped in Santiago Harbor. Within two weeks, the Spanish surrendered Cuba. Soon, the United States invaded and controlled the Spanish island of Puerto Rico. ✓

An American Empire

In December 1898, the United States and Spain signed a peace treaty. Cuba gained its independence. The United States paid Spain \$20 million and took control of Puerto Rico, the Philippines, and the Pacific islands of Guam and Wake. Many Americans were unhappy about acquiring colonies. The expansionists, however, were eager to open new businesses and to spread the idea of democratic government.

The United States replaced Spain as a colonial power in the Caribbean. Congress forced the Cuban government to adopt the Platt Amendment in its constitution. This amendment limited Cuba's power and made it a U.S. **protectorate**, an independent country whose policies are controlled by an outside power. The Foraker Act of 1900 gave Puerto Rico limited self-rule. Puerto Ricans became U.S. citizens, but many wanted their freedom. In the Philippines, Emilio Aguinaldo led a revolt against U.S. rule. In 1901, he was captured and the fighting ended. ✓

Check Your Progress

1. Why were expansionists eager to acquire colonies?

2. What new territories did the United States acquire?

Section 2 Notetaking Study Guide

Question to Think About As you read Section 2 in your textbook and take notes, keep this section focus question in mind: **What were the causes and effects of the Spanish-American War?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

The Spanish-American War	
Cause	Effect
Cubans rose up against Spanish rule in 1895.	Spain began a policy of <u>reconcentration</u> .
Many Americans were sympathetic toward Cuba. Others wanted to safeguard American investments in Cuba.	_____
<ul style="list-style-type: none"> Yellow journalists _____. Americans blamed Spain for _____. 	Americans called for the United States to declare war on Spain.
<ul style="list-style-type: none"> Dewey's warships sank the Spanish squadron at _____. With help from _____, Dewey seized Manila. 	The United States gained control of the Philippine Islands.
In a battle along the Cuban coast, U.S. ships destroyed the Spanish fleet.	_____
Spain and the United States signed a peace treaty.	<ul style="list-style-type: none"> Spain accepted <u>Cuban independence</u>. Spain granted _____ to the United States. The United States paid _____.
The United States forced Cuba to add the Platt Amendment to its constitution.	<ul style="list-style-type: none"> Limited Cuba's _____ Gave the United States _____ Allowed the United States to _____
The Foraker Act of 1900 was passed, setting up a government in Puerto Rico.	<ul style="list-style-type: none"> Gave Puerto Ricans _____
Filipino rebels renewed their fight for independence.	<ul style="list-style-type: none"> After 3 years of fighting, _____ was captured and fighting <u>came to an end</u>.

Refer to this page to answer the Chapter 20 Focus Question on page 318.

Section 3

The United States and Latin America

Key Events

1893

American planters stage a revolt in Hawaii.

1898

United States wins the Spanish-American War.

1904

United States begins to build the Panama Canal.

✓ Checkpoint

Explain why the United States backed the Panamanian rebels.

Reading Strategy

Ask and answer a question about the Panama Canal.

Question: _____

Answer: _____

Section 3 Focus Question

How did the United States use the Monroe Doctrine to justify intervention in Latin America? To begin answering this question,

- Learn why the United States built the Panama Canal.
- Read how President Roosevelt dealt with European interference in Latin America.
- Learn about President Taft's "dollar diplomacy."
- Read about President Wilson's troubles with Mexico.

Section 3 Summary

The United States intervened in Latin American conflicts. Building the Panama Canal was central to its goals in world trade and managing distant possessions.

Linking the Oceans

Before the 1900s, the shortest sea route from San Francisco to Cuba was around the tip of South America. The 14,000-mile journey took over two months. The United States needed a canal to connect the Atlantic and the Pacific oceans. A canal would improve shipping and help the United States police its new empire.

In 1902, the **Isthmus** of Panama, a narrow strip of land between the Caribbean Sea and the Pacific Ocean, was a province of Colombia. The United States offered Colombia \$10 million and a yearly rent of \$250,000 to use the isthmus. Colombia wanted more money. So President Theodore Roosevelt urged Panamanians to revolt against Colombian rule. The revolt, supported by the U.S. military, took place on November 3, 1903. Three days later, the United States took control of the 10-mile-wide zone across the Isthmus of Panama. ✓

The Panama Canal

Work on the Panama Canal began in 1904. The first big problem was disease. Malaria and yellow fever sickened many workers and halted work. Mosquitoes carried the diseases. **William C. Gorgas** was an American expert on tropical diseases. He had workers drain swamps to wipe out mosquitoes' breeding grounds. By 1906, the diseases had

been greatly reduced. Canal construction moved forward with difficulty. Six thousand workers died as they cut through the earth, constructed dams, and built giant locks. Many more thousands of men changed miles of mud into the great canal. The canal opened on August 15, 1914. ✓

Wielding a “Big Stick” in Latin America

Roosevelt was fond of an old West African proverb, “Speak softly and carry a big stick; you will go far.” In other words, if diplomacy failed, the United States would use military force. In 1904, Roosevelt applied his “big stick” policy in Latin America. He announced that the United States would use police power against foreign nations that got involved in disputes with Latin America. The policy came to be known as the Roosevelt Corollary to the Monroe Doctrine. A **corollary** is a logical extension of a doctrine or proposition.

President Taft, Roosevelt’s successor, had a different approach. He believed in **dollar diplomacy**. This policy stated that economic ties were the best way to expand American influence. He urged businesses to invest heavily in Asia and Latin America. Taft’s dollar diplomacy led to many military interventions in Latin American. ✓

Relations With Mexico

Woodrow Wilson became President in 1913. His foreign policy goal was to support and nurture democracy throughout the world. Wilson’s ideas were first tested in Mexico, which was involved in a violent revolution after a dictator was overthrown. Wilson adopted a “watchful waiting” policy, hoping that Mexico would become a democratic nation. But when two U.S. sailors were briefly arrested in Mexico, Wilson sent in the navy and almost caused a war. Two years later, the rebel general **Francisco “Pancho” Villa** killed 18 Americans. General John J. Pershing led U.S. troops into Mexico looking for Villa, but failed to capture him. ✓

Check Your Progress

1. Why did Roosevelt want to build the Panama Canal?

2. What was meant by Roosevelt’s “big stick” policy?

✓ Checkpoint

Name the first obstacle that interfered with building the Panama Canal.

Vocabulary Builder

A *succession* is the following of one thing after another. What, then, is the meaning of a *successor*?

✓ Checkpoint

Name the earlier policy that the Roosevelt Corollary extended.

✓ Checkpoint

Explain Wilson’s foreign policy goal.

Section 3 Notetaking Study Guide

Question to Think About As you read Section 3 in your textbook and take notes, keep this section focus question in mind: **How did the United States use the Monroe Doctrine to justify intervention in Latin America?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

The United States and Latin America
The United States and Panama
<ul style="list-style-type: none">• In 1902, the United States wanted to build a canal across Panama linking the _____ and _____ oceans.• After helping Panama win its independence from <u>Colombia</u>, the United States and Panama signed a treaty that gave the United States _____.• In return, the United States paid Panama _____.• Construction of the _____ began in 1904 and was completed in _____.
Roosevelt's Foreign Policy
<ul style="list-style-type: none">• Roosevelt wanted the world to know that the United States _____.• In 1904, European nations considered _____ in the Dominican Republic. Roosevelt wanted to prevent this. He announced a new policy that became known as the _____ to the _____.• This policy stated that the United States had the right to _____.
Taft's Dollar Diplomacy
<ul style="list-style-type: none">• Dollar diplomacy was based on the idea that <u>economic ties</u> were the best way to expand American influence.• As a result, American bankers and business leaders _____.• Dollar diplomacy led to U.S. military intervention in _____, _____, and _____.
Woodrow Wilson's Foreign Policy
<ul style="list-style-type: none">• Wilson believed that U.S. foreign policy should _____.• After Porfirio Díaz was overthrown, Wilson's policy toward Mexico was one of _____.• In 1914, Wilson intervened in Mexico after <u>American sailors were arrested in Tampico</u>.• In 1916, the United States was drawn into Mexican affairs again when _____. <p>The United States responded by _____.</p>

Refer to this page to answer the Chapter 20 Focus Question on page 318.

Chapter 20 Assessment

Directions: Circle the letter of the correct answer.

1. In the late 1800s and early 1900s, the United States changed
 - A from trade to “gunboat diplomacy.”
 - B from expansionism to isolationism.
 - C from isolationism to expansionism.

2. With which countries did the United States engage in battle?
 - A Japan and China B China and Spain C Japan and Spain

3. Woodrow Wilson supported
 - A isolationism.
 - B spreading democracy.
 - C dollar diplomacy.

Directions: Follow the steps to answer this question:

How were U.S. policies between 1853 and 1915 toward countries in the Pacific and in Latin America similar and different?

Step 1: Recall information: In the chart, list U.S. actions in each area.

Japan	
Alaska	
Hawaii	
China	
Cuba	
Panama	
Mexico	

Step 2: Write each country under the type of U.S. action that occurred there.

Peaceful Intervention	Military Intervention

Step 3: Complete the topic sentence that follows. Then write two or three sentences summarizing how U.S. actions were similar and different.

Between 1853 and 1915, U.S. actions were _____

Chapter 20 Notetaking Study Guide

Now you are ready to answer the Chapter 20 Focus Question: **How did the United States demonstrate its growing interest in the Pacific and in Latin America?**

► Complete the following chart to help you answer this question. Use the notes that you took for each section.

The United States Looks Overseas	
Commodore Perry's mission to Japan	<ul style="list-style-type: none"> • Opened up _____ with Japan • Effect on Japan: <u>set out to transform its feudal society into an industrial nation</u>
The purchase of Alaska and the annexation of Hawaii	<ul style="list-style-type: none"> • Secretary of State _____ saw Alaska as a stepping stone for trade with _____ and the _____. • Why expansionists were interested in Hawaii: _____ • How Hawaii became a U.S. territory: _____
Open Door Policy in China	<ul style="list-style-type: none"> • The first Open Door Policy: _____ • The second Open Door Policy: <u>repeated the principle of free trade and said China should not be broken up</u>
Spanish-American War	<ul style="list-style-type: none"> • The United States intervened in the conflict in Cuba to protect _____. • Terms of the treaty ending the war: _____
Panama Canal	<ul style="list-style-type: none"> • The United States gained access to the Isthmus of Panama after helping Panama gain its independence from _____. • The canal linked the _____ and _____.
Foreign relations under Theodore Roosevelt	<ul style="list-style-type: none"> • Roosevelt's Big Stick Policy: _____ • The Roosevelt Corollary: _____
Foreign relations under Taft	<ul style="list-style-type: none"> • Taft's policy was called _____. • What it was: <u>a policy based on the idea that economic ties were the best way to expand American influence</u>
Foreign relations under Wilson	<ul style="list-style-type: none"> • Wilson's foreign policy: _____ • Led to two incidents in _____

Refer to this page to answer the Unit 7 Focus Question on page 347.

Chapter 21

World War I (1914–1919)

What You Will Learn

In 1914, a war broke out in Europe. Although the United States at first remained neutral, it eventually joined the war. World War I had important effects throughout the world.

Chapter 21 Focus Question

As you read this chapter, keep this question in mind: **What were the causes and effects of World War I?**

Section 1

The Road to War

Section 1 Focus Question

What were the causes of World War I? To begin answering this question,

- Understand the factors that led to the outbreak of war.
- Learn why World War I was so deadly.
- Find out how American neutrality was tested.
- Understand the events that led the U.S. into the war.

Section 1 Summary

As competition for colonies increased, European nations began to take sides in case war broke out. War finally erupted. The U.S. tried to remain neutral but later joined the Allies.

Origins of World War I

European **militarism**, or the glorification of the military, grew in the early 1900s. **Nationalism**, or pride in one's national or ethnic group, also rose. The Balkan countries became tense as Balkan nationalists sought independence from Austria-Hungary. Two alliance systems formed among European nations. On June 28, 1914, a Serbian nationalist killed the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand. In July, Austria-Hungary invaded Serbia. The alliance system soon drew more than twenty nations into the war. Britain, France, and Russia led the Allies. They fought against the Central powers of Germany, Austria-Hungary, and the Ottoman Empire. ✓

Key Events

1914

World War I begins in Europe.

1917

United States declares war on Germany.

1918

Armistice ends World War I.

1919

U.S. Senate rejects the Treaty of Versailles.

✓ Checkpoint

Name the two sides in World War I.

✓ Checkpoint

List three factors that made World War I much deadlier than previous wars.

✓ Checkpoint

Name two ethnic American groups that supported the Central powers.

✓ Checkpoint

State the event that prevented the United States from allying with a tyrant.

The Deadliest War

Everyone hoped for a quick victory. Both sides used new weapons that made the battles more deadly, however, which lengthened the war. Airplanes, tanks, rapid-fire guns, and heavy artillery took a heavy toll. **Trench warfare**, in which soldiers fired on one another from opposite lines of dugouts, was brutal. The most feared weapon was poison gas. ✓

American Neutrality

Officially, the United States remained neutral, yet many German and Irish Americans supported the Central powers. Americans of British, Italian, and Slavic heritage generally supported the Allies. To strengthen American support, Britain used **propaganda**, or spreading stories about enemy brutality that were often exaggerated or made up.

American banks made loans to the Allies. U.S. businesses traded mostly with the Allies. And in any case, Britain's naval blockade of Germany prevented U.S. merchant ships from entering German ports. Germany announced it would use U-boats, or submarines, to blockade Britain and France. On May 7, 1915, a U-boat sank the British passenger ship *Lusitania*, with 128 Americans aboard. Afraid that the United States would enter the war, Germany promised not to target neutral merchant ships or passenger liners. ✓

Entering the War

Wilson was reelected in 1916 on the slogan "He kept us out of war." But in February 1917, the British intercepted the Zimmermann Telegram. In it, Germany asked Mexico to join the Central powers in exchange for help in regaining New Mexico, Texas, and Arizona. Americans were furious. Then U-boats sank three U.S. ships. In March, a revolution overthrew the Russian tsar. Wilson could now enter the war without fighting on the same side as a tyrant. On April 2, 1917, Congress declared war on the Central powers. ✓

Check Your Progress

1. What event sparked World War I on June 28, 1914?

2. What three events led the United States into the war?

Section 1 Notetaking Study Guide

Question to Think About As you read Section 1 in your textbook and take notes, keep this section focus question in mind: **What were the causes of World War I?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

Events Leading to U.S. Entry into World War I	
Prior to June 1914	European imperialism led to a rise in <u>militarism</u> and <u>nationalism</u> . European nations formed alliances: <ul style="list-style-type: none"> • _____: Germany allied with _____ and _____ • _____: France allied with <u>Britain</u> and <u>Russia</u>
June 28, 1914	A Serbian nationalist assassinated _____, heir to the _____.
July 29, 1914	Austria-Hungary invaded _____.
July 31, 1914	Russia _____.
August 1, 1914	Germany declared war on _____.
August 3, 1914	Germany declared war on _____.
August 4, 1914	Germany invaded _____. _____ declared war on Germany.
May 1915	A German U-boat sank the passenger ship _____, then told the United States that _____.
November 1916	_____ is reelected on the slogan "_____."
February 1917	Britain intercepted the _____ in which <u>Germany proposed that Mexico join the war on Germany's side in return for help in reconquering New Mexico, Texas, and Arizona</u> . Other events followed: <ul style="list-style-type: none"> • The Germans _____. • In Russia, _____.
April 1917	Wilson asks _____ to make the world "_____."

Refer to this page to answer the Chapter 21 Focus Question on page 332.

Section 2

Supporting the War Effort

Key Events

1914

World War I begins in Europe.

1917

United States declares war on Germany.

1918

Armistice ends World War I.

1919

U.S. Senate rejects the Treaty of Versailles.

✓ Checkpoint

Name three groups of people who were not subject to the draft yet chose to volunteer for military service.

Section 2 Focus Question

What steps did the U.S. government take to prepare the nation for war? To begin answering this question,

- Find out how the United States quickly mobilized.
- Learn about the agencies that helped to manage the war.
- Read how antiwar opinions were suppressed.

Section 2 Summary

After declaring war on the Central powers, the United States had to raise, train, and equip an army. It also had to coordinate industrial production and boost public support.

Building the Military

Although the United States had a large navy, its army was small. The nation had to quickly **mobilize**, or prepare for war. Many men volunteered to fight, but there were too few to build an army. Therefore, Congress passed the Selective Service Act, which required men between the ages of 21 and 30 to register for the draft. By the end of the war, almost four million Americans had entered the armed services.

More than 30,000 women volunteered, most of them as nurses for the army and navy. Others did clerical work as members of the navy and marines. Some leading women were against the war. **Jeannette Rankin**, the first woman elected to Congress, refused to send men to fight because she, as a woman, was unable to do so. Suffragists, however, urged women to support the war effort. They hoped their contributions would help them gain the right to vote.

Many Native Americans, not yet U.S. citizens, volunteered. Some 380,000 African Americans also served, but only 10 percent saw combat. They were placed in segregated units. Several members of the Harlem Hell Fighters received France's highest medal for bravery.

For many soldiers from poor rural areas, the military was a great educator. The military taught these soldiers how to fight and read. The soldiers also learned about nutrition, personal hygiene, and patriotism. ✓

Managing the War Effort

President Wilson chose **Herbert Hoover** to head a new Food Administration. It made sure that there was enough food for troops and civilians. Many people planted “victory gardens” to grow their own food. Wilson also created the War Industries Board. The Board told industries what and how much to make, and how much to charge.

As immigration dropped and more men served in the military, industries experienced a severe labor shortage. Women and African Americans, who migrated to factories in the Midwest and Northeast, filled many of the jobs. ✓

Shaping Public Opinion

Another government agency, the Committee on Public Information, kept public support high for the war. It recruited “Four-Minute Men” to give patriotic speeches at movie theaters and ballparks. It hired artists to produce pro-war cartoons and posters, and movie stars to sell war bonds.

In contrast, criticism of the war was harshly suppressed. The Espionage Act of 1917 and the Sedition Act of 1918 closed newspapers and jailed people for expressing antiwar opinions. **Eugene V. Debs**, a labor leader and Socialist Party candidate for president, was among those jailed. Debs, who urged people not to support the war, made this ironic comment: “It is extremely dangerous to exercise the constitutional right of free speech in a country fighting to make democracy safe in the world.”

Private organizations encouraged people to spy on their neighbors and report anyone who did not comply with pro-war behavior. The American Protective League hired 200,000 people to open mail, tap phones, and pry into medical records. German Americans, who were shunned and even attacked, probably suffered worst of all. ✓

Check Your Progress

1. What was the purpose of the Selective Service Act?

2. What steps did the Committee on Public Information take to promote pro-war support?

✓ Checkpoint

List two government agencies that helped manage resources during the war.

Reading Strategy

Review the bracketed paragraphs.



Underline the phrase that signals you are reading about contrasting ideas.

Vocabulary Builder

When you *comply* with something, you go along with it. With what did the American people need to comply?

✓ Checkpoint

Name two acts that punished the expression of antiwar views.

Section 2 Notetaking Study Guide

Question to Think About As you read Section 2 in your textbook and take notes, keep this section focus question in mind: **What steps did the U.S. government take to prepare the nation for war?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

Building the Military

- Many men volunteered to fight but there were too few to form an army, so Congress passed the Selective Service Act. Men between the ages of 21 and 30 had to _____.
- Women were not drafted, but more than 30,000 _____. Suffragists hoped women's wartime service would help them _____ after the war.
- Other volunteers included _____ and _____.
- For poor, rural recruits, the war was a great educator because _____.

Managing the War Effort

- Herbert Hoover was appointed to head the _____ in order to _____.
- People grew _____ in order to _____.
- Wilson also created the _____ to oversee the shift to _____.
- A drop in immigration and _____ led to a _____. Women and _____ filled many of the vacancies.

Shaping Public Opinion

- The Committee on Public Information recruited " _____ " to deliver _____. It also hired artists to produce _____ and movie stars to _____.
- Two Acts were passed to suppress criticism of the war: the _____ and the _____, which _____.
- At times, war fever collided with personal freedoms. Private organizations, such as the _____, enlisted people to snoop on their neighbors.

Refer to this page to answer the Chapter 21 Focus Question on page 332.

Section 3

Americans at War

Section 3 Focus Question

How did the arrival of American troops in Europe affect the course of the war? To begin answering this question,

- Learn how the first U.S. troops in Europe were received.
- Find out how the American troops aided the Allies.
- Read about President Wilson's plan for the armistice.

Section 3 Summary

German military might became stronger after making a treaty with Russia. Then the Americans joined the Allies, and together their combined efforts overcame the Central powers.

Joining the Fight

From February through April 1917, German submarines sank 844 Allied ships. To get supplies from the United States, the Allies developed a **convoy** system. Allied destroyers accompanied large groups of merchant ships sailing together. This system greatly decreased Allied losses.

Meanwhile, American forces prepared to enter the war. The American Expeditionary Force, as it was called in Europe, was under the leadership of **John J. Pershing**. On President Wilson's orders, Pershing insisted that American troops not integrate with Allied units. Wilson wanted the United States to make its own victorious showing. He believed this would allow the United States to influence the peace settlement. The first troops to arrive in Paris in June were not ready for combat. They did lift French morale, however, showing America's commitment to the war. ✓

Setbacks and Advances

While the Allies waited for more American troops, their situation grew worse. Fighting bogged down on the Western Front. The Central powers won a major victory in Italy.

Then Russia's new government, under Bolshevik leader **Vladimir Lenin**, pulled out of the war and signed a peace treaty with Germany. Lenin wanted to concentrate on taking his country toward **communism**. This is an economic and political system based on the idea that social classes and

Key Events

1914

World War I begins in Europe.

1917

United States declares war on Germany.

1918

Armistice ends World War I.

1919

U.S. Senate rejects the Treaty of Versailles.

✓ Checkpoint

Describe two ways the United States assisted the Allies.

Reading Strategy

Read the bracketed text. Think about the treaty it describes. Underline the two sentences that tell the effects of the treaty.



✓ Checkpoint

Name the treaty that allowed Germany to concentrate solely on the Western Front.

Vocabulary Builder

To *abdicate* means “to give up a high position in government.” What position did Wilhelm II abdicate?

✓ Checkpoint

Name the two nations that dictated the terms of the armistice.

private property should be eliminated. Russia and Germany signed the Treaty of Brest-Litovsk in March 1918. The treaty gave Germany about 30 percent of Russia’s territory. Peace with Russia allowed Germany to move a huge number of troops to the Western Front. Germany hoped to defeat the Allies before the American troops arrived.

On March 21, 1918, the Germans launched a series of daring attacks. They moved through Belgium and into France. The situation became so grave that General Pershing turned over all U.S. resources to the French. He even allowed the French to command American troops. It was a good decision. Twice during that summer, American and Allied troops pushed the Germans back from the Marne River, keeping them away from Paris. By September, the Allies—including one million American soldiers—advanced against German positions in northeastern France. By November, the German defenses had crumbled. ✓

The Armistice

Germany’s leaders decided to seek an **armistice**, a halt in fighting, to discuss the conditions of a peace treaty. The remaining Central powers also agreed to an armistice. Germany had hoped the settlement would be based on Wilson’s peace plan, founded on principles of international cooperation. In the end, however, Wilson’s plan had little effect. Instead, Britain and France dictated the terms of the agreement. Germany had to pull its troops from the Western Front, cancel the Treaty of Brest-Litovsk, and surrender all of its U-boats. At Wilson’s urging, Kaiser Wilhelm II had to **abdicate** his throne so that Germany could develop a republic.

The armistice went into effect on November 11, 1918, at 11 A.M. The bloodiest and most brutal war the world had yet seen was over. About 10 million soldiers had died. Millions of other soldiers were maimed for life. Some historians think civilian deaths equaled the number of military deaths. ✓

Check Your Progress

1. Why did Russia pull out of the war?

2. What were the terms of the armistice?

Section 3 Notetaking Study Guide

Question to Think About As you read Section 3 in your textbook and take notes, keep this section focus question in mind: **How did the arrival of American troops in Europe affect the course of the war?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

Americans at War	
Cause	Effect
1. German U-boats destroy many Allied ships.	<ul style="list-style-type: none"> • <u>U.S. supplies cannot get to the Allies</u> • _____ • _____
2. President Wilson wants the United States to make its own victorious showing.	<ul style="list-style-type: none"> • _____ • _____
3. First Division of the American Expeditionary Force arrives in Paris.	<ul style="list-style-type: none"> • _____ • _____
4. Russia signs a peace agreement with Germany.	<ul style="list-style-type: none"> • _____ • _____
5. Daring German attacks create a grave situation for the Allies.	<ul style="list-style-type: none"> • _____ • _____
6. Allied forces push forward along a line that stretches from the North Sea to Verdun.	<ul style="list-style-type: none"> • <u>German defenses crumble</u> • _____
Terms of the armistice: <ul style="list-style-type: none"> • _____ • _____ • _____ • <u>Kaiser Wilhelm II forced to abdicate throne</u> 	
War dead: Total military personnel _____ France _____ Britain _____ Germany _____ Russia _____ American _____ Civilian <u>no one knows; some historians believe civilian deaths equaled military deaths</u>	

Refer to this page to answer the Chapter 21 Focus Question on page 332.

Section 4

Shaping the Peace

Key Events

1914

World War I begins in Europe.

1917

United States declares war on Germany.

1918

Armistice ends World War I.

1919

U.S. Senate rejects the Treaty of Versailles.

✓ Checkpoint

List the three main ideas that the Fourteen Points addressed.

Section 4 Focus Question

How did the Treaty of Versailles and the League of Nations disappoint President Wilson? To answer this question,

- Learn about President Wilson's Fourteen Points.
- Find out how the Treaty of Versailles punished Germany.
- Learn why Congress rejected the League of Nations.

Section 4 Summary

President Wilson insisted that the Treaty of Versailles set up a peacekeeping body. The treaty did set up the League of Nations. Congress, however, rejected U.S. membership in the League.

The Fourteen Points

President Wilson presented his peace plan, the Fourteen Points, to Congress before the war even ended. The first five points dealt with some of the causes of the war. Wilson called for an end to secret agreements. He sought freedom of the seas and free trade among nations. He asked for smaller armies, and a settlement of colonial claims. The next eight points dealt with territorial issues created by the war, especially **self-determination** for minority groups in Austria-Hungary and the Ottoman Empire. Under Wilson's plan, they would be able to decide for themselves what kind of government they would have. The fourteenth point was a call for an international peacekeeping body. ✓

Peace Conference in Paris

Cheering crowds greeted President Wilson in Paris in January 1919. The war-weary population approved of Wilson's Fourteen Points. Not in agreement were the other three members of the "Big Four"—prime ministers Georges Clemenceau of France, David Lloyd George of Britain, and Vittorio Orlando of Italy. They had already signed secret treaties dividing up the colonies of the Central powers.

The final peace agreement, known as the Treaty of Versailles (ver s) forced Germany to accept full responsibility for the war and to pay huge **reparations**, or payments to cover war damages. Wilson disagreed with the harsh treaty,

but he went along with the Allies in order to win his international peacekeeping organization. The Versailles Treaty included an organization like the one in Wilson's plan. It was called the League of Nations. On June 28, 1919, Germany signed the treaty.

Other treaties led to Austria, Hungary, and Czechoslovakia becoming separate states. The Balkan peoples formed Yugoslavia. Poland became independent. Britain and France divided Germany's African colonies and the Middle Eastern lands of the Ottoman Empire. The Ottoman Empire became the new republic of Turkey. ✓

Battle Over the League

The U.S. Senate strongly opposed the Treaty of Versailles. Senator **Henry Cabot Lodge** led the opposition. He felt that the League of Nations would limit America's ability to act independently in its own interests. He asked for changes that would reduce United States ties to the League. Wilson would not give in. Instead, he tried to rally public support for the League. He gave speeches around the country. Despite Wilson's efforts to save the League, he failed. The Senate voted against the Treaty of Versailles. This decision crippled the League of Nations' peacekeeping power. ✓

Postwar Troubles

The postwar years were troubled times. A worldwide epidemic of influenza (flu) killed more people than the war had. Soldiers returning home could not find jobs. Union workers demanding higher wages went on strike. Many Americans thought the Communists, or "Reds," were behind the labor troubles. Attorney General Palmer ordered thousands of immigrants suspected of radical views to return to their home countries. Eventually the public turned against Palmer's tactics, and the panic ended. ✓

Check Your Progress

1. Why did Wilson's Fourteen Points have little influence?

2. Why did Wilson agree to the Treaty of Versailles?

✓ Checkpoint

Name the "Big Four" and the nations they represented.

✓ Checkpoint

Name the U.S. senator who led the opposition to the Treaty of Versailles.

Vocabulary Builder

A person with *radical* views usually promotes extreme political, economic, or social changes. What radical view did the Americans fear during the postwar years?

✓ Checkpoint

List three major problems the United States faced after World War I.

Chapter 21

World War I (1914–1919)

What You Will Learn

In 1914, a war broke out in Europe. Although the United States at first remained neutral, it eventually joined the war. World War I had important effects throughout the world.

Chapter 21 Focus Question

As you read this chapter, keep this question in mind: **What were the causes and effects of World War I?**

Section 1

The Road to War

Section 1 Focus Question

What were the causes of World War I? To begin answering this question,

- Understand the factors that led to the outbreak of war.
- Learn why World War I was so deadly.
- Find out how American neutrality was tested.
- Understand the events that led the U.S. into the war.

Section 1 Summary

As competition for colonies increased, European nations began to take sides in case war broke out. War finally erupted. The U.S. tried to remain neutral but later joined the Allies.

Origins of World War I

European **militarism**, or the glorification of the military, grew in the early 1900s. **Nationalism**, or pride in one's national or ethnic group, also rose. The Balkan countries became tense as Balkan nationalists sought independence from Austria-Hungary. Two alliance systems formed among European nations. On June 28, 1914, a Serbian nationalist killed the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand. In July, Austria-Hungary invaded Serbia. The alliance system soon drew more than twenty nations into the war. Britain, France, and Russia led the Allies. They fought against the Central powers of Germany, Austria-Hungary, and the Ottoman Empire. ✓

Key Events

1914

World War I begins in Europe.

1917

United States declares war on Germany.

1918

Armistice ends World War I.

1919

U.S. Senate rejects the Treaty of Versailles.

✓ Checkpoint

Name the two sides in World War I.

✓ Checkpoint

List three factors that made World War I much deadlier than previous wars.

✓ Checkpoint

Name two ethnic American groups that supported the Central powers.

✓ Checkpoint

State the event that prevented the United States from allying with a tyrant.

The Deadliest War

Everyone hoped for a quick victory. Both sides used new weapons that made the battles more deadly, however, which lengthened the war. Airplanes, tanks, rapid-fire guns, and heavy artillery took a heavy toll. **Trench warfare**, in which soldiers fired on one another from opposite lines of dugouts, was brutal. The most feared weapon was poison gas. ✓

American Neutrality

Officially, the United States remained neutral, yet many German and Irish Americans supported the Central powers. Americans of British, Italian, and Slavic heritage generally supported the Allies. To strengthen American support, Britain used **propaganda**, or spreading stories about enemy brutality that were often exaggerated or made up.

American banks made loans to the Allies. U.S. businesses traded mostly with the Allies. And in any case, Britain's naval blockade of Germany prevented U.S. merchant ships from entering German ports. Germany announced it would use U-boats, or submarines, to blockade Britain and France. On May 7, 1915, a U-boat sank the British passenger ship *Lusitania*, with 128 Americans aboard. Afraid that the United States would enter the war, Germany promised not to target neutral merchant ships or passenger liners. ✓

Entering the War

Wilson was reelected in 1916 on the slogan "He kept us out of war." But in February 1917, the British intercepted the Zimmermann Telegram. In it, Germany asked Mexico to join the Central powers in exchange for help in regaining New Mexico, Texas, and Arizona. Americans were furious. Then U-boats sank three U.S. ships. In March, a revolution overthrew the Russian tsar. Wilson could now enter the war without fighting on the same side as a tyrant. On April 2, 1917, Congress declared war on the Central powers. ✓

Check Your Progress

1. What event sparked World War I on June 28, 1914?

2. What three events led the United States into the war?

Section 1 Notetaking Study Guide

Question to Think About As you read Section 1 in your textbook and take notes, keep this section focus question in mind: **What were the causes of World War I?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

Events Leading to U.S. Entry into World War I	
Prior to June 1914	European imperialism led to a rise in <u>militarism</u> and <u>nationalism</u> . European nations formed alliances: <ul style="list-style-type: none"> • _____: Germany allied with _____ and _____ • _____: France allied with <u>Britain</u> and <u>Russia</u>
June 28, 1914	A Serbian nationalist assassinated _____, heir to the _____.
July 29, 1914	Austria-Hungary invaded _____.
July 31, 1914	Russia _____.
August 1, 1914	Germany declared war on _____.
August 3, 1914	Germany declared war on _____.
August 4, 1914	Germany invaded _____. _____ declared war on Germany.
May 1915	A German U-boat sank the passenger ship _____, then told the United States that _____.
November 1916	_____ is reelected on the slogan "_____."
February 1917	Britain intercepted the _____ in which <u>Germany proposed that Mexico join the war on Germany's side in return for help in reconquering New Mexico, Texas, and Arizona</u> . Other events followed: <ul style="list-style-type: none"> • The Germans _____. • In Russia, _____.
April 1917	Wilson asks _____ to make the world "_____."

Refer to this page to answer the Chapter 21 Focus Question on page 332.

Section 2

Supporting the War Effort

Key Events

1914

World War I begins in Europe.

1917

United States declares war on Germany.

1918

Armistice ends World War I.

1919

U.S. Senate rejects the Treaty of Versailles.

✓ Checkpoint

Name three groups of people who were not subject to the draft yet chose to volunteer for military service.

Section 2 Focus Question

What steps did the U.S. government take to prepare the nation for war? To begin answering this question,

- Find out how the United States quickly mobilized.
- Learn about the agencies that helped to manage the war.
- Read how antiwar opinions were suppressed.

Section 2 Summary

After declaring war on the Central powers, the United States had to raise, train, and equip an army. It also had to coordinate industrial production and boost public support.

Building the Military

Although the United States had a large navy, its army was small. The nation had to quickly **mobilize**, or prepare for war. Many men volunteered to fight, but there were too few to build an army. Therefore, Congress passed the Selective Service Act, which required men between the ages of 21 and 30 to register for the draft. By the end of the war, almost four million Americans had entered the armed services.

More than 30,000 women volunteered, most of them as nurses for the army and navy. Others did clerical work as members of the navy and marines. Some leading women were against the war. **Jeannette Rankin**, the first woman elected to Congress, refused to send men to fight because she, as a woman, was unable to do so. Suffragists, however, urged women to support the war effort. They hoped their contributions would help them gain the right to vote.

Many Native Americans, not yet U.S. citizens, volunteered. Some 380,000 African Americans also served, but only 10 percent saw combat. They were placed in segregated units. Several members of the Harlem Hell Fighters received France's highest medal for bravery.

For many soldiers from poor rural areas, the military was a great educator. The military taught these soldiers how to fight and read. The soldiers also learned about nutrition, personal hygiene, and patriotism. ✓

Managing the War Effort

President Wilson chose **Herbert Hoover** to head a new Food Administration. It made sure that there was enough food for troops and civilians. Many people planted “victory gardens” to grow their own food. Wilson also created the War Industries Board. The Board told industries what and how much to make, and how much to charge.

As immigration dropped and more men served in the military, industries experienced a severe labor shortage. Women and African Americans, who migrated to factories in the Midwest and Northeast, filled many of the jobs. ✓

Shaping Public Opinion

Another government agency, the Committee on Public Information, kept public support high for the war. It recruited “Four-Minute Men” to give patriotic speeches at movie theaters and ballparks. It hired artists to produce pro-war cartoons and posters, and movie stars to sell war bonds.

In contrast, criticism of the war was harshly suppressed. The Espionage Act of 1917 and the Sedition Act of 1918 closed newspapers and jailed people for expressing antiwar opinions. **Eugene V. Debs**, a labor leader and Socialist Party candidate for president, was among those jailed. Debs, who urged people not to support the war, made this ironic comment: “It is extremely dangerous to exercise the constitutional right of free speech in a country fighting to make democracy safe in the world.”

Private organizations encouraged people to spy on their neighbors and report anyone who did not comply with pro-war behavior. The American Protective League hired 200,000 people to open mail, tap phones, and pry into medical records. German Americans, who were shunned and even attacked, probably suffered worst of all. ✓

Check Your Progress

1. What was the purpose of the Selective Service Act?

2. What steps did the Committee on Public Information take to promote pro-war support?

✓ Checkpoint

List two government agencies that helped manage resources during the war.

Reading Strategy

Review the bracketed paragraphs.



Underline the phrase that signals you are reading about contrasting ideas.

Vocabulary Builder

When you *comply* with something, you go along with it. With what did the American people need to comply?

✓ Checkpoint

Name two acts that punished the expression of antiwar views.

Section 2 Notetaking Study Guide

Question to Think About As you read Section 2 in your textbook and take notes, keep this section focus question in mind: **What steps did the U.S. government take to prepare the nation for war?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

Building the Military

- Many men volunteered to fight but there were too few to form an army, so Congress passed the Selective Service Act. Men between the ages of 21 and 30 had to _____.
- Women were not drafted, but more than 30,000 _____. Suffragists hoped women's wartime service would help them _____ after the war.
- Other volunteers included _____ and _____.
- For poor, rural recruits, the war was a great educator because _____.

Managing the War Effort

- Herbert Hoover was appointed to head the _____ in order to _____.
- People grew _____ in order to _____.
- Wilson also created the _____ to oversee the shift to _____.
- A drop in immigration and _____ led to a _____. Women and _____ filled many of the vacancies.

Shaping Public Opinion

- The Committee on Public Information recruited " _____ " to deliver _____. It also hired artists to produce _____ and movie stars to _____.
- Two Acts were passed to suppress criticism of the war: the _____ and the _____, which _____.
- At times, war fever collided with personal freedoms. Private organizations, such as the _____, enlisted people to snoop on their neighbors.

Refer to this page to answer the Chapter 21 Focus Question on page 332.

Section 3

Americans at War

Section 3 Focus Question

How did the arrival of American troops in Europe affect the course of the war? To begin answering this question,

- Learn how the first U.S. troops in Europe were received.
- Find out how the American troops aided the Allies.
- Read about President Wilson’s plan for the armistice.

Section 3 Summary

German military might became stronger after making a treaty with Russia. Then the Americans joined the Allies, and together their combined efforts overcame the Central powers.

Joining the Fight

From February through April 1917, German submarines sank 844 Allied ships. To get supplies from the United States, the Allies developed a **convoy** system. Allied destroyers accompanied large groups of merchant ships sailing together. This system greatly decreased Allied losses.

Meanwhile, American forces prepared to enter the war. The American Expeditionary Force, as it was called in Europe, was under the leadership of **John J. Pershing**. On President Wilson’s orders, Pershing insisted that American troops not integrate with Allied units. Wilson wanted the United States to make its own victorious showing. He believed this would allow the United States to influence the peace settlement. The first troops to arrive in Paris in June were not ready for combat. They did lift French morale, however, showing America’s commitment to the war. ✓

Setbacks and Advances

While the Allies waited for more American troops, their situation grew worse. Fighting bogged down on the Western Front. The Central powers won a major victory in Italy.

Then Russia’s new government, under Bolshevik leader **Vladimir Lenin**, pulled out of the war and signed a peace treaty with Germany. Lenin wanted to concentrate on taking his country toward **communism**. This is an economic and political system based on the idea that social classes and

Key Events

1914

World War I begins in Europe.

1917

United States declares war on Germany.

1918

Armistice ends World War I.

1919

U.S. Senate rejects the Treaty of Versailles.

✓ Checkpoint

Describe two ways the United States assisted the Allies.

Reading Strategy

Read the bracketed text. Think about the treaty it describes. Underline the two sentences that tell the effects of the treaty.



✓ Checkpoint

Name the treaty that allowed Germany to concentrate solely on the Western Front.

Vocabulary Builder

To *abdicate* means “to give up a high position in government.” What position did Wilhelm II abdicate?

✓ Checkpoint

Name the two nations that dictated the terms of the armistice.

private property should be eliminated. Russia and Germany signed the Treaty of Brest-Litovsk in March 1918. The treaty gave Germany about 30 percent of Russia’s territory. Peace with Russia allowed Germany to move a huge number of troops to the Western Front. Germany hoped to defeat the Allies before the American troops arrived.

On March 21, 1918, the Germans launched a series of daring attacks. They moved through Belgium and into France. The situation became so grave that General Pershing turned over all U.S. resources to the French. He even allowed the French to command American troops. It was a good decision. Twice during that summer, American and Allied troops pushed the Germans back from the Marne River, keeping them away from Paris. By September, the Allies—including one million American soldiers—advanced against German positions in northeastern France. By November, the German defenses had crumbled. ✓

The Armistice

Germany’s leaders decided to seek an **armistice**, a halt in fighting, to discuss the conditions of a peace treaty. The remaining Central powers also agreed to an armistice. Germany had hoped the settlement would be based on Wilson’s peace plan, founded on principles of international cooperation. In the end, however, Wilson’s plan had little effect. Instead, Britain and France dictated the terms of the agreement. Germany had to pull its troops from the Western Front, cancel the Treaty of Brest-Litovsk, and surrender all of its U-boats. At Wilson’s urging, Kaiser Wilhelm II had to **abdicate** his throne so that Germany could develop a republic.

The armistice went into effect on November 11, 1918, at 11 A.M. The bloodiest and most brutal war the world had yet seen was over. About 10 million soldiers had died. Millions of other soldiers were maimed for life. Some historians think civilian deaths equaled the number of military deaths. ✓

Check Your Progress

1. Why did Russia pull out of the war?

2. What were the terms of the armistice?

Section 3 Notetaking Study Guide

Question to Think About As you read Section 3 in your textbook and take notes, keep this section focus question in mind: **How did the arrival of American troops in Europe affect the course of the war?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

Americans at War	
Cause	Effect
1. German U-boats destroy many Allied ships.	<ul style="list-style-type: none"> • <u>U.S. supplies cannot get to the Allies</u> • _____ • _____
2. President Wilson wants the United States to make its own victorious showing.	<ul style="list-style-type: none"> • _____ • _____
3. First Division of the American Expeditionary Force arrives in Paris.	<ul style="list-style-type: none"> • _____ • _____
4. Russia signs a peace agreement with Germany.	<ul style="list-style-type: none"> • _____ • _____
5. Daring German attacks create a grave situation for the Allies.	<ul style="list-style-type: none"> • _____ • _____
6. Allied forces push forward along a line that stretches from the North Sea to Verdun.	<ul style="list-style-type: none"> • <u>German defenses crumble</u> • _____
Terms of the armistice: <ul style="list-style-type: none"> • _____ • _____ • _____ • <u>Kaiser Wilhelm II forced to abdicate throne</u> 	
War dead: Total military personnel _____ France _____ Britain _____ Germany _____ Russia _____ American _____ Civilian <u>no one knows; some historians believe civilian deaths equaled military deaths</u>	

Refer to this page to answer the Chapter 21 Focus Question on page 332.

Section 4

Shaping the Peace

Key Events

1914

World War I begins in Europe.

1917

United States declares war on Germany.

1918

Armistice ends World War I.

1919

U.S. Senate rejects the Treaty of Versailles.

✓ Checkpoint

List the three main ideas that the Fourteen Points addressed.

Section 4 Focus Question

How did the Treaty of Versailles and the League of Nations disappoint President Wilson? To answer this question,

- Learn about President Wilson's Fourteen Points.
- Find out how the Treaty of Versailles punished Germany.
- Learn why Congress rejected the League of Nations.

Section 4 Summary

President Wilson insisted that the Treaty of Versailles set up a peacekeeping body. The treaty did set up the League of Nations. Congress, however, rejected U.S. membership in the League.

The Fourteen Points

President Wilson presented his peace plan, the Fourteen Points, to Congress before the war even ended. The first five points dealt with some of the causes of the war. Wilson called for an end to secret agreements. He sought freedom of the seas and free trade among nations. He asked for smaller armies, and a settlement of colonial claims. The next eight points dealt with territorial issues created by the war, especially **self-determination** for minority groups in Austria-Hungary and the Ottoman Empire. Under Wilson's plan, they would be able to decide for themselves what kind of government they would have. The fourteenth point was a call for an international peacekeeping body. ✓

Peace Conference in Paris

Cheering crowds greeted President Wilson in Paris in January 1919. The war-weary population approved of Wilson's Fourteen Points. Not in agreement were the other three members of the "Big Four"—prime ministers Georges Clemenceau of France, David Lloyd George of Britain, and Vittorio Orlando of Italy. They had already signed secret treaties dividing up the colonies of the Central powers.

The final peace agreement, known as the Treaty of Versailles (ver s) forced Germany to accept full responsibility for the war and to pay huge **reparations**, or payments to cover war damages. Wilson disagreed with the harsh treaty,

but he went along with the Allies in order to win his international peacekeeping organization. The Versailles Treaty included an organization like the one in Wilson's plan. It was called the League of Nations. On June 28, 1919, Germany signed the treaty.

Other treaties led to Austria, Hungary, and Czechoslovakia becoming separate states. The Balkan peoples formed Yugoslavia. Poland became independent. Britain and France divided Germany's African colonies and the Middle Eastern lands of the Ottoman Empire. The Ottoman Empire became the new republic of Turkey. ✓

Battle Over the League

The U.S. Senate strongly opposed the Treaty of Versailles. Senator **Henry Cabot Lodge** led the opposition. He felt that the League of Nations would limit America's ability to act independently in its own interests. He asked for changes that would reduce United States ties to the League. Wilson would not give in. Instead, he tried to rally public support for the League. He gave speeches around the country. Despite Wilson's efforts to save the League, he failed. The Senate voted against the Treaty of Versailles. This decision crippled the League of Nations' peacekeeping power. ✓

Postwar Troubles

The postwar years were troubled times. A worldwide epidemic of influenza (flu) killed more people than the war had. Soldiers returning home could not find jobs. Union workers demanding higher wages went on strike. Many Americans thought the Communists, or "Reds," were behind the labor troubles. Attorney General Palmer ordered thousands of immigrants suspected of radical views to return to their home countries. Eventually the public turned against Palmer's tactics, and the panic ended. ✓

Check Your Progress

1. Why did Wilson's Fourteen Points have little influence?

2. Why did Wilson agree to the Treaty of Versailles?

✓ Checkpoint

Name the "Big Four" and the nations they represented.

✓ Checkpoint

Name the U.S. senator who led the opposition to the Treaty of Versailles.

Vocabulary Builder

A person with *radical* views usually promotes extreme political, economic, or social changes. What radical view did the Americans fear during the postwar years?

✓ Checkpoint

List three major problems the United States faced after World War I.

Section 4 Notetaking Study Guide

Question to Think About As you read Section 4 in your textbook and take notes, keep this section focus question in mind: **How did the Treaty of Versailles and the League of Nations disappoint President Wilson?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

Shaping the Peace	
The “Big Four” met in Paris in 1919. U.S. President: _____ Prime Minister of France: _____ Prime Minister of Britain: _____ Prime Minister of Italy: <u>Vittorio Orlando</u>	
Wilson’s Goals	What Eventually Resulted
End to secret international agreements →	<u>Britain, France, and Italy signed secret agreements dividing up territories and colonies of the Central powers.</u>
Deal fairly with Germany →	_____ _____ _____
Self-determination for minority peoples →	<ul style="list-style-type: none"> • Austria, _____, and _____ became separate states. • Balkan people _____ • Poland _____ • _____ replaced the Ottoman Empire • Britain and France divided _____
International peacekeeping body →	_____ _____
Ratification of the Treaty of Versailles →	_____
U.S. Opposition to The Treaty of Versailles The United States opposed the Treaty of Versailles. Senator _____ objected to the Treaty’s peacekeeping body, the _____, because _____. Wilson campaigned to _____, but his efforts _____ failed _____.	

Refer to this page to answer the Chapter 21 Focus Question on page 332.

Chapter 21 Assessment

Directions: Circle the letter of the correct answer.

1. Who made up the Central powers?
 - A Germany, Italy, Japan
 - B Germany, Austria-Hungary, Italy
 - C Germany, Austria-Hungary, Ottoman Empire

2. Which of the following was *not* a result of World War I?
 - A the League of Nations
 - B Communist ideology
 - C the breakup of the Ottoman Empire

3. Woodrow Wilson supported
 - A dividing Germany.
 - B secret treaties.
 - C League of Nations.

Directions: Follow the steps to answer this question:

Which minority peoples of Central Europe gained the right to determine their own government as a result of the Treaty of Versailles?

Step 1: Recall information: In the chart, list the colonial status before and after the war.

Nation	Pre-War Colonies	Post-War Changes
Germany	Controlled colonies in _____	Lost _____
Austria-Hungary	Controlled _____	Lost _____ Became _____
Ottoman Empire	Controlled _____	Lost _____ Became _____
Britain	<u>had colonial empire throughout world</u>	Gained half of _____
France	<u>had colonies in West Africa and West Indies</u>	Gained half of _____

Step 2: List the minority peoples who gained self-determination after the war.

Gained Self-determination	Did Not Gain Self-determination

Step 3: Complete the topic sentence that follows. Then write two or three sentences summarizing the degree to which Wilson’s point calling for self-determined governments was fulfilled.

The Treaty of Versailles allowed _____

Chapter 21 Notetaking Study Guide

Now you are ready to answer the Chapter 21 Focus Question: **What were the causes and effects of World War I?**

► Complete the charts to help you answer this question. Use the notes that you took for each section.

Causes of World War I		
<p>Imperialism</p> <ul style="list-style-type: none"> Germany had colonies in _____. Austria-Hungary ruled _____. Ottoman Empire ruled other nationalities in the <u>Middle East and Africa</u>. 	<p>Nationalism</p> <p>Ethnic groups in the <u>Balkan region</u> wanted to free themselves of _____.</p>	<p>Alliance Systems</p> <ul style="list-style-type: none"> _____ and _____ formed the Central powers. The nations of _____, _____, and _____ formed the Allies.

↓ ↓ ↓

World War I Begins

On June 28, 1914, a Serbian nationalist assassinated _____ of Austria-Hungary. As a result, Austria-Hungary declared war on _____. Britain, France, and _____ came to its aid. Germany, and later the Ottoman Empire, _____.

↓

Events that Brought America into the War

At first, America _____, allowing it to trade with both sides, although most American trade and banking helped the _____. President Wilson cut off diplomatic relations with Germany when Germany _____.

America finally entered the war after Germany tried to get Mexico to join forces with the Central Powers and _____.

↓

Results of the Allied Victory

The Treaty of Versailles punished _____ and changed the map of Europe. Germany had to pay _____ and lost _____. Austria-Hungary and the Ottoman Empire were _____. The Treaty established a peacekeeping organization called the _____. The U.S. rejected _____ because _____.

Refer to this page to answer the Unit 7 Focus Question on page 347.

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Chapter 21 Assessment

Directions: Circle the letter of the correct answer.

1. Who made up the Central powers?
 - A Germany, Italy, Japan
 - B Germany, Austria-Hungary, Italy
 - C Germany, Austria-Hungary, Ottoman Empire

2. Which of the following was *not* a result of World War I?
 - A the League of Nations
 - B Communist ideology
 - C the breakup of the Ottoman Empire

3. Woodrow Wilson supported
 - A dividing Germany.
 - B secret treaties.
 - C League of Nations.

Directions: Follow the steps to answer this question:

Which minority peoples of Central Europe gained the right to determine their own government as a result of the Treaty of Versailles?

Step 1: Recall information: In the chart, list the colonial status before and after the war.

Nation	Pre-War Colonies	Post-War Changes
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Ottoman Empire	Controlled _____	Lost _____ Became _____
Britain	<u>had colonial empire throughout world</u>	Gained half of _____
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Step 2: List the minority peoples who gained self-determination after the war.

Gained Self-determination	Did Not Gain Self-determination

Step 3: Complete the topic sentence that follows. Then write two or three sentences summarizing the degree to which Wilson's point calling for self-determined governments was fulfilled.

The Treaty of Versailles allowed _____

Chapter 21 Notetaking Study Guide

Now you are ready to answer the Chapter 21 Focus Question: **What were the causes and effects of World War I?**

► Complete the charts to help you answer this question. Use the notes that you took for each section.

Causes of World War I		
<p>Imperialism</p> <ul style="list-style-type: none"> Germany had colonies in _____. Austria-Hungary ruled _____. Ottoman Empire ruled other nationalities in the <u>Middle East and Africa</u>. 	<p>Nationalism</p> <p>Ethnic groups in the <u>Balkan region</u> wanted to free themselves of _____.</p>	<p>Alliance Systems</p> <ul style="list-style-type: none"> _____ and _____ formed the Central powers. The nations of _____, _____, and _____ formed the Allies.



World War I Begins

On June 28, 1914, a Serbian nationalist assassinated _____ of Austria-Hungary. As a result, Austria-Hungary declared war on _____. Britain, France, and _____ came to its aid. Germany, and later the Ottoman Empire, _____.



Events that Brought America into the War

At first, America _____, allowing it to trade with both sides, although most American trade and banking helped the _____. President Wilson cut off diplomatic relations with Germany when Germany _____.

America finally entered the war after Germany tried to get Mexico to join forces with the Central Powers and _____.



Results of the Allied Victory

The Treaty of Versailles punished _____ and changed the map of Europe. Germany had to pay _____ and lost _____. Austria-Hungary and the Ottoman Empire were _____. The Treaty established a peacekeeping organization called the _____. The U.S. rejected _____ because _____.

Refer to this page to answer the Unit 7 Focus Question on page 347.

Chapter 22

The Roaring Twenties

(1919–1929)

What You Will Learn

After World War I, U.S. presidents shifted the country's focus to domestic issues. Mass culture was transformed. The decade was prosperous but had serious economic problems.

Chapter 22 Focus Question

As you read this chapter, keep this question in mind: **How did the nation react to change in the 1920s?**

Section 1

Adjusting to Peacetime

Section 1 Focus Question

What problems at home and abroad challenged the nation after World War I? To begin answering this question,

- Learn about the administrations of Hoover and Coolidge.
- Understand what postwar isolationism meant.
- Read about the Red Scare.

Section 1 Summary

Due to a poor economy and threats of violence, people voted largely Republican in the election of 1920. This began an era of big business, isolationism, and immigration restrictions.

Return to Normalcy

President Wilson had expected to return home from the Paris Peace Conference a hero. Instead, the failure of the United States to sign the Treaty of Versailles, plus an economic recession, cost his Democratic Party the election of 1920. Labor strikes, racial violence, and threats of communism also disturbed Americans. Voters hoped new leadership would lead the decade into peace and prosperity.

President **Warren Harding** of Ohio promised a return to “normalcy.” He supported business interests and appointed friends to government jobs. These men often used their jobs to make personal fortunes, leading to many scandals. Upon

Key Events

1919

18th Amendment prohibits the consumption and sale of alcoholic beverages.

1924

Teapot Dome and other government scandals become public.

1927

Lindbergh flies alone across the Atlantic.

Vocabulary Builder

Decade comes from *decem*, the Latin word for “ten.” How many years are in a decade?

✓ Checkpoint

List three reasons the Democrats lost favor in 1920.

✓ Checkpoint

List two ways the United States participated in international affairs during the Coolidge administration.

Reading Strategy

Read the underlined sentence. Find and circle the stated cause. Draw an arrow to the effect.



✓ Checkpoint

Name the two men who symbolized the Red Scare.

Harding's death in 1923, Vice President **Calvin Coolidge** became President. People saw him as an honest man. He went on to win the 1924 election by a large margin. The economy revived and the 1920s began to "roar." ✓

Foreign Policy

World War I had made the United States an international power. Yet most Americans favored isolationism. The United States did not cut itself off completely from world affairs, however. It participated in international conferences to promote **disarmament**, or the reduction of weapons. With France, the United States sponsored the Kellogg-Briand Pact, which condemned military aggression and outlawed war. In addition, Coolidge felt the United States could get involved in foreign conflicts when America's business interests were threatened. This happened several times in Latin America. ✓

The Red Scare

President Wilson had refused to recognize the Soviet Union's new Communist government. **Communism** is an anti-democratic political system in which the single-party government controls all means of production. The fear of Communists, or Red Scare, reached a peak in 1919. In addition, **anarchists**, or people who oppose organized government, set off a series of bombings. Many anarchists were foreign born. Thousands of anarchists and "Reds" were deported.

The 1920 trial of Nicola Sacco and Bartolomeo Vanzetti symbolized the public hysteria of the time. Both were charged with murder. There was little evidence of their guilt. They were convicted and executed mostly because they were foreign anarchists.

Fear of radical immigrants, along with fear of losing jobs to newcomers, led Congress to pass an emergency immigration law in 1921. The law limited European immigration and stopped all Asian immigration. ✓

Check Your Progress

1. What did Harding promise that won him the presidency?

2. What two actions did the U.S. government take to stop anarchists and Communists?

Section 1 Notetaking Study Guide

Question to Think About As you read Section 1 in your textbook and take notes, keep this section focus question in mind: **What problems at home and abroad challenged the nation after World War I?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

Adjusting to Peacetime	
Return to Normalcy	
President Wilson expected to return home a hero, but several factors put Democrats out of power:	
<ul style="list-style-type: none">• Mishandling of <u>the peace treaty at Versailles</u>, an economic _____, labor disputes that led to _____, and fear that _____ would overthrow the government	
Harding Administration	
<ul style="list-style-type: none">• Harding promised a _____.• Appointed businessmen, including _____ as secretary of the treasury• Slashed the _____• Scandals marred Harding's presidency, including the <u>Teapot Dome scandal</u>, after which _____ became the first Cabinet member sent to prison.• After Harding died, Vice President _____ took office.	
Foreign Policy	
Most Americans favored _____ after World War I.	
The United States, however, continued to participate in world affairs:	
<ul style="list-style-type: none">• Encouraged _____, or limiting weapons• Joined the _____, limiting powerful navies• Sponsored the _____, which outlawed war• Coolidge sent troops to _____ to <u>protect American business interests</u>.	
The Red Scare	
Alarm about _____ affected American foreign policy and events at home.	
Postwar strikes led Americans to believe that a <u>revolution was beginning</u> .	
<ul style="list-style-type: none">• A series of bombings by _____ led to many Communists being hunted down, arrested, and _____.• Two Italian immigrants, _____ and _____, were arrested and executed based on the fact that both were _____ and _____.• Immigration was limited because of fears about _____, and American workers feared for their jobs.• Immigration law limited people from _____ and prohibited immigration from _____.	

Refer to this page to answer the Chapter 22 Focus Question on page 346.

Section 2

Changes in American Society

Key Events

1919

18th Amendment prohibits the consumption and sale of alcoholic beverages.

1924

Teapot Dome and other government scandals become public.

1927

Lindbergh flies alone across the Atlantic.

✓ Checkpoint

Name the amendments that established and repealed Prohibition.

Reading Strategy

Reread the bracketed paragraph. Underline a signal word that shows two things are being compared. Circle a phrase signaling that two things are being contrasted.



Section 2 Focus Question

How did social change and social conflict mark the 1920s?

To begin answering this question,

- Find out how Prohibition affected the nation.
- Learn about the changing social position of women.
- Read about inventions that created a new mass culture.
- Understand the conflicts created by rapid change.

Section 2 Summary

American society saw many social and political changes in the 1920s. Prohibition laws led to more crime. Women gained the right to vote, and social conflicts split the nation.

Prohibition

During World War I, the temperance movement gained public support. In 1919, the states ratified the Eighteenth Amendment, which prohibited the making, selling, and transporting of alcohol. The new law ushered in the age of Prohibition. Saloons closed, but illegal ones called **speakeasies** took their place. A smuggling industry known as bootlegging arose. **Bootleggers** transported alcohol from Canada and the Caribbean into the country. Organized crime made huge amounts of money from bootlegging. As a result, gang warfare and lawlessness increased. It soon became clear that Prohibition could not be enforced. The Twenty-first Amendment repealed Prohibition in 1933. ✓

Changing Lives of Women

The Nineteenth Amendment was ratified before the 1920 election, giving women the right to vote for president. Before long, they were joining political parties. Some were elected to office. Both Wyoming and Texas elected women governors. In spite of these new freedoms, women's lives remained restricted in other ways. Many universities and professional schools, such as medical schools, still did not admit them. In some states, they could not serve on juries. Some married women could not keep the money they earned. More women were holding jobs, however.

Meanwhile, a younger generation of women was showing another kind of independence. They wore short dresses and “bobbed” their hair. These young women, called “flappers,” shocked many people but became the symbol for women of the 1920s. ✓

A New Mass Culture

Another symbol of the 1920s was the automobile. Henry Ford introduced the assembly line, which made the Model T Ford faster to produce and cheaper to buy. New roads with gas stations and restaurants increased travel and tourism.

The first commercial radio station began broadcasting in 1920. By 1926, more than 700 stations and a national radio network were bringing the same radio shows into millions of homes. Motion pictures also became popular. ✓

Social Conflict

Rapid change created conflict between old and new social values. One such conflict was the 1925 Scopes trial. John Scopes was a high school biology teacher in Dayton, Tennessee. He went against religious leaders and state law by teaching Charles Darwin’s theory of evolution to his students. Clarence Darrow, a famous Chicago lawyer, defended Scopes. Darrow lost the case, and Scopes lost his job. The trial, however, ridiculed the old way of thinking.

Racial conflict became another problem. Many African Americans moved from the South to find jobs in northern cities. This so-called Great Migration led to racial tensions and violent riots. In response, Marcus Garvey, an immigrant from Jamaica, created the Universal Negro Improvement Association (UNIA). It promoted black pride and black unity. At the same time, the Ku Klux Klan—an organization opposed to blacks, immigrants, Catholics, and Jews—gained power. It spread from the South to the Midwest and the West before its decline. ✓

Check Your Progress

1. What were three main social conflicts during the 1920s?

2. What effect did the Model T Ford have on American culture?

✓ Checkpoint

Identify the purpose of the Nineteenth Amendment.

✓ Checkpoint

List two forms of media that contributed to a mass culture in the 1920s.

✓ Checkpoint

Name the organization founded by Marcus Garvey.

Section 2 Notetaking Study Guide

Question to Think About As you read Section 2 in your textbook and take notes, keep this section focus question in mind: **How did social change and social conflict mark the 1920s?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

Changes in American Society	
Prohibition	
<p>During World War I, prohibition was supported as a way to conserve _____.</p> <ul style="list-style-type: none"> • In 1919, the states ratified the _____, which prohibited the making, selling, or transporting of alcohol _____. • Saloons closed, but the law proved impossible to _____. • _____ made huge profits importing illegal alcohol. • Every large town had a _____. • Prohibition led to the growth of _____. • In February 1933, Prohibition was repealed by the _____. 	
Changing Lives of Women	
<ul style="list-style-type: none"> • _____ gave women the right to vote in the 1920 presidential election. • Two women governors: _____ and _____. • In some states, women could not serve on _____ or keep their _____. • Younger women known as _____ became the symbol of women in the 1920s. 	
A New Mass Culture	
<ul style="list-style-type: none"> • Henry Ford introduced the _____, which made the price for a Model T _____. • The automobile became the symbol of _____. • New businesses created by the automobile: _____. • Cars made it easier for families to move to _____, and people in rural areas were less _____. Cars also encouraged <u>tourism</u>. • The first commercial radio station: _____. • Families listened to _____ and <u>political conventions</u>. • The first major “talking” movie: _____. 	
Social Conflict	
<ul style="list-style-type: none"> • The Scopes trial pitted <u>religion</u> against <u>scientific theory</u>. • Many African Americans moved north in the _____. • Race riots broke out, with the worst occurring in _____ in 1919. • Jamaican immigrant _____ created the _____. It promoted _____ and encouraged African Americans to _____. • Social tensions led to the growth of _____. 	

Refer to this page to answer the Chapter 22 Focus Question on page 346.

Section 3

The Jazz Age

Section 3 Focus Question

What arts and culture symbolized the Jazz Age? To begin answering this question,

- Read about the new pastimes of the 1920s.
- Learn about a unique American musical sound.
- Find out about writers who chronicled the social values of the 1920s.
- Understand the Harlem Renaissance.

Section 3 Summary

During the 1920s, American culture saw new fads and heroes. America's popular dance, music, and literature expressed hopes and conflicts of a new generation.

Fads and Heroes

The 1920s was a decade of prosperity that saw many new enthusiasms. Lively dances, such as the Charleston and the Lindy Hop, were the rage. Fads such as flagpole sitting and dance marathons swept the country. The Chinese game of mah-jongg became popular.

The sports hero became a new kind of celebrity during the 1920s. Athletes such as baseball's Babe Ruth, swimmer Johnny Weissmuller, and champion golfer Bobby Jones became famous. The most popular celebrity of all was **Charles Lindbergh**, who made the first solo nonstop flight across the Atlantic. His nickname was Lucky Lindy. He came to symbolize the optimism of the decade. ✓

An American Sound

Jazz is a style of music that combined rhythms from West Africa and the Caribbean, work chants and spirituals from the rural South, and harmonies from Europe. African American musicians developed jazz in the nightclubs and dance halls of New Orleans. From there, jazz moved north during the Great Migration. Famous jazz stars were Louis Armstrong, Bessie Smith, and Duke Ellington.

Radio helped spread jazz, too. White composers and bandleaders, such as George Gershwin and Paul Whiteman, took on the style and gave it their own stamp. Jazz became one of the most important American contributions to world

Key Events

1919

18th Amendment prohibits the consumption and sale of alcoholic beverages.

1924

Teapot Dome and other government scandals become public.

1927

Lindbergh flies alone across the Atlantic.

✓ Checkpoint

List three fads that were popular in the 1920s.

Reading Strategy

Reread the bracketed paragraph. Use your own words to express the main idea of this paragraph.

✓ Checkpoint

List two ways in which jazz spread from New Orleans to other parts of the country.

Vocabulary Builder

The word *renaissance* means “rebirth.” Why do you think the Harlem Renaissance was given this name?

✓ Checkpoint

List three major novelists of the 1920s.

culture. It was so popular that the 1920s are known as the Jazz Age. Yet like many other cultural movements, it widened the gap between older and younger generations. ✓

Literature of the 1920s

American literature in the 1920s showed both the decade’s energy and its excesses. The novels of F. Scott Fitzgerald, Ernest Hemingway, and **Sinclair Lewis** were social criticisms as well as fictional stories. Fitzgerald’s *The Great Gatsby* expressed disillusionment with the emptiness of rich people’s lives. Hemingway’s *The Sun Also Rises* and *A Farewell to Arms* captured the growing antiwar feelings. Lewis’s *Babbitt* criticized the loose values and hypocrisy of middle-class culture. Fitzgerald and Hemingway, among others, actually left the United States to live abroad for extended periods.

During the 1920s, a vibrant African American culture known as the Harlem Renaissance emerged. Harlem was a large African American neighborhood of New York City. It attracted thousands of African Americans from the South. A different kind of social criticism arose among the black writers, musicians, and poets who settled in Harlem. Their moving works were a reaction to racial prejudice as well as an expression of hope. **Langston Hughes** expressed black pride in poetry that tried to capture the beat of jazz. James Weldon Johnson combined poetry and politics. He wrote editorials for the *New York Age*, an important black-owned newspaper. He also worked for the NAACP, an organization dedicated to the advancement of African Americans. Novelist and anthropologist Zora Neale Hurston recorded and explained many African American folk songs and folk tales. ✓

Check Your Progress

1. Who was the favorite celebrity of the 1920s and why?

2. Who were some of the major figures of the Harlem Renaissance?

Section 3 Notetaking Study Guide

Question to Think About As you read Section 3 in your textbook and take notes, keep this section focus question in mind: **What arts and culture symbolized the Jazz Age?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

Arts and Popular Culture of the Jazz Age
<p>Fads</p> <p>Dance fads that expressed the energy and optimism of the 1920s included the <u>Charleston</u>, _____, _____, and _____.</p> <p>Other fads included _____, _____, and _____.</p>
<p>Heroes of the 1920s</p> <ul style="list-style-type: none">• Baseball player <u>Babe Ruth</u>• Swimmer _____• Football player _____• Golf champion _____• Tennis stars _____• Boxer _____ <p>The most loved hero of the decade was _____, whose Atlantic flight symbolized _____.</p>
<p>Jazz Greats</p> <p>Jazz was born in the nightclubs and dance halls of _____.</p> <p>It combined <u>rhythms from West Africa and the Caribbean</u>, _____, and _____.</p> <p>Famous jazz artists included _____, _____, and _____.</p> <p>Jazz emphasizes _____ and _____.</p>
<p>Notable Writers</p> <p>Some novels reflected <u>exuberance</u> of the era as well as criticized its _____, such as F. Scott Fitzgerald's _____ and Sinclair Lewis's _____.</p> <p>Ernest Hemingway's novel _____ captured _____.</p> <p>In a New York City neighborhood, a vibrant African American culture known as the _____ occurred.</p> <p>African American writers reacted to _____.</p> <p>The works of writers such as _____, _____, and _____ expressed _____.</p>

Refer to this page to answer the Chapter 22 Focus Question on page 346.

Section 4

The Economy of the 1920s

Key Events

1919

18th Amendment prohibits the consumption and sale of alcoholic beverages.

1924

Teapot Dome and other government scandals become public.

1927

Lindbergh flies alone across the Atlantic.

✓ Checkpoint

List three reasons for increased consumer spending in the 1920s.

Section 4 Focus Question

What economic problems threatened the economic boom of the 1920s? To begin answering this question,

- Learn about the decade's industrial growth.
- Find out about margin buying on the stock market.
- Understand Americans' failure to see the signs of economic trouble.
- Read about the election of Herbert Hoover.

Section 4 Summary

Many people regarded the 1920s as prosperous. New purchases and a booming stock market, however, existed alongside rural poverty and unemployment.

Industrial Growth

A huge increase in industrial production pulled the nation out of the postwar economic recession. As more goods came to market, prices dropped. Advertisements, chain stores, and mail-order catalogs presented labor-saving devices for the home, such as washing machines, vacuum cleaners, and toasters. These enticed consumers to spend their money.

Installment buying, or buying on credit, meant that people could enjoy expensive purchases such as cars, refrigerators, and radios long before they had paid for them in full.

Government policies kept the economy going. High taxes on imported goods resulted in Americans buying from U.S. businesses. Tax cuts for the wealthy encouraged spending. These measures made the economy boom. At the same time, however, they encouraged reckless spending. ✓

A Booming Stock Market

In a strong economy, more people are able to afford to buy stocks, or shares of companies. During the 1920s, the stock market became a **bull market**. This meant that stock values were rising. Investors began **buying on margin**. They paid a percentage of the stock's cost when they bought it, and paid the rest when they sold it. As long as the market value continued to rise, this was not a risk. If the market fell, however, investors could be left owing money for stock that wasn't worth much. Some economists began to worry about

margin buying. But most people listened to positive economists such as Irwin Fisher who felt prosperity would last forever. In reality, only 5 percent of Americans were rich. Many of the rest worked hard yet barely survived. ✓

Signs of Trouble

Among those who did not share in the decade's prosperity were farmers. Before World War I, they had sold their surplus crops to foreign markets. During the pre-war years, farmers took out loans to buy land and equipment. However, many postwar nations were too poor to buy crops. With less income, farmers were unable to pay their debts.

Some factory workers fared well, but others did not. Some companies offered their employees benefits such as vacations and pensions. With the rise of the assembly line, however, unskilled workers were taking the jobs of skilled workers for less pay. Unemployment was high even during the more prosperous years. ✓

The Election of 1928

The Republicans, who held the presidency throughout the 1920s, took credit for the prosperity. Republican Secretary of Commerce Herbert Hoover ran for President in 1928. His Democratic opponent, Alfred E. Smith, was the first Catholic to run for President. Religion and the economy became the major issues in the election. Hoover won with the slogan "a chicken in every pot and a car in every garage." Hoover lost the largest cities, but he carried 41 states. This was a significant victory for Republicans. It showed that many poor, rural voters still placed their hopes in the Republican Party. Hoover believed he could satisfy those hopes. ✓

Check Your Progress

1. What were two factors in the economy that indicated a period of prosperity?

2. What two groups in American society did not share in the prosperity of the 1920s?

✓ Checkpoint

Explain why buying stocks on margin could be a risky practice.

Reading Strategy

Reread the bracketed paragraph.



Underline the statement that best summarizes the farmers' ultimate problem.

✓ Checkpoint

Explain why farmers were unable to repay their loans.

Vocabulary Builder

Something that is *significant* has a major or important effect. Why was Hoover's victory significant?

✓ Checkpoint

Name the two major issues in the election of 1928.

Section 4 Notetaking Study Guide

Question to Think About As you read Section 4 in your textbook and take notes, keep this section focus question in mind: **What economic problems threatened the economic boom of the 1920s?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

The Economy of the 1920s	
<p>Industrial Growth</p> <ul style="list-style-type: none"> From 1922 to 1928, _____ climbed 70 percent. As more goods came to market, _____. <u>Rising incomes</u> gave consumers more to spend. To encourage spending, businesses offered _____. Chain stores and _____ made it easier for people to buy goods. A new _____ culture arose. High tariffs on _____ stopped competition with domestic products. Taxes on the wealthy were _____ to encourage spending. Americans developed a _____ about spending. 	<p>A Booming Stock Market</p> <ul style="list-style-type: none"> Many people could now afford to _____, or shares of companies. A <u>bull market</u> occurred, and stocks were so profitable that people began _____. Some economists began to worry, and a few experts warned that _____. Most investors _____ the warnings. Most people at the time were not <u>prosperous</u>. The wealthiest Americans made up _____ of the population.
Signs of Trouble	
<p>Farmers</p> <p>Many farmers lived in poverty. Reasons for an agricultural depression:</p> <ul style="list-style-type: none"> Farmers grew more than the <u>American public</u> could consume. After World War I, other nations were too poor to buy farmers' _____ crops. Many farmers were unable to pay off their _____. 	<p>Workers</p> <ul style="list-style-type: none"> Workers' _____ were rising. Some companies offered _____, such as <u>pensions</u> and _____. Unemployment was _____. Unskilled workers who worked on an _____ were squeezing out skilled labor for less wages.
<p>Election of 1928</p> <ul style="list-style-type: none"> The _____ Party held the presidency throughout the 1920s. The Republican candidate for the 1928 presidential election: _____ The Democratic candidate for the 1928 presidential election: _____ Two issues highlighted in the election: _____ Winner: _____; Slogan: _____ 	

Refer to this page to answer the Chapter 22 Focus Question on page 346.

Chapter 22 Assessment

Directions: Circle the letter of the correct answer.

1. Who were the Republican Presidents of the 1920s?
 - A Wilson, Coolidge, Hoover
 - B Wilson, Harding, Coolidge
 - C Harding, Coolidge, Hoover

2. Which amendment to the Constitution gave women the right to vote?
 - A Eighteenth
 - B Nineteenth
 - C Twentieth

3. Who of the following was *not* a writer of the 1920s?
 - A Louis Armstrong
 - B Langston Hughes
 - C Sinclair Lewis

Directions: Follow the steps to answer this question:

How might American culture be different if three major events had not occurred in the 1920s?

Step 1: Recall information: List one effect each event below had on American culture.

Three Major Events of the 1920s	Effect
<ul style="list-style-type: none"> Increase of installment buying Nineteenth Amendment passed into law Birth of Jazz 	<ul style="list-style-type: none">

Step 2: Hypothesize: Now imagine three ways the American culture would be different today if these events had never occurred.

Differences in American Culture Without Those Events
<ul style="list-style-type: none">

Step 3: Complete the topic sentence that follows. Then write two or three sentences that support the topic sentence.

American culture today would be much different if _____

Chapter 22 Notetaking Study Guide

Now you are ready to answer the Chapter 22 Focus Question: **How did the nation react to change in the 1920s?**

► Fill in the following chart to help you answer this question. Use the notes that you took for each section.

Change in the 1920s	
Areas of Change	Results of Change
The Red Scare and Immigration	<ul style="list-style-type: none"> • Thousands of radical anarchists, Communists, and other foreigners are deported from the country. • • •
Ratification of Amendments <ul style="list-style-type: none"> • Eighteenth Amendment • Nineteenth Amendment 	<ul style="list-style-type: none"> • •
Mass Culture <ul style="list-style-type: none"> • Automobile • Entertainment 	<ul style="list-style-type: none"> • •
The Great Migration	<ul style="list-style-type: none"> • • Racial tensions increase, resulting in riots •
Arts and Culture <ul style="list-style-type: none"> • Literature • Music 	<ul style="list-style-type: none"> • • •
The Economy <ul style="list-style-type: none"> • Consumer market • Stock market • Job market 	<ul style="list-style-type: none"> • • • Farmers in debt, skilled workers losing jobs to assembly lines and unskilled workers, high unemployment

Refer to this page to answer the Unit 7 Focus Question on page 347.

Unit 7 Pulling It Together Activity

What You Have Learned

Chapter 20 By the late 1800s, the United States had acquired new territories in the Pacific and strengthened its trade ties with Asia. The Spanish-American War led to increased involvement in Latin America.

Chapter 21 In 1914, a war broke out in Europe. The United States remained neutral at first, but it eventually joined the war. The conflict, which we now call World War I, had important effects both in the United States and in the rest of the world.

Chapter 22 The decade following World War I marked dramatic changes for the United States. Republicans returned the country to pre-war isolationism and supported big business. Cultural changes affecting the lives of Americans sparked conflicts.

Think Like a Historian

Read the Unit 7 Essential Question: **How did a more powerful United States expand its role in the world?**

► Use the organizers on this page and the next to collect information to answer this question.

How did the United States expand its territorial, economic, and political roles? Some of the answers are listed in the charts. Review your section and chapter notes. Then complete the charts.

