

## TWENTY-ONE AMERICA AND THE GREAT WAR

### Objectives

A thorough study of Chapter Twenty-Three should enable the student to understand:

1. The background factors and the immediate sequence of events that caused the United States to declare war on Germany in 1917.
2. The contributions of the American military to Allied victory in World War I.
3. The extent of government control of the economy during World War I and the results of that control.
4. Propaganda and the extent of war hysteria in the United States during World War I.
5. The announced American objectives in fighting the war.
6. Woodrow Wilson's successes and failures of Versailles.
7. The circumstances that led the United States to reject the Treaty of Versailles.
8. The economic problems the United States faced immediately after the war.
9. The reasons for the Red Scare and the upsurge of racial unrest in postwar America.

### Main Themes

1. How the United States, which had leaned toward the Allies since the outbreak of World War I, was eventually drawn into full participation in the war.
2. That the American intervention on land and sea provided the balance of victory for the beleaguered Allied forces.
3. How the Wilson administration financed the war, managed the economy, and encouraged public support of the war effort.
4. That Woodrow Wilson tried to apply his lofty war aims to the realities of world politics and that he substantially failed.
5. That the American war effort had profound economic, social, and racial significance.

### Glossary

1. **belligerent:** Any nation involved in a war.
2. **Bolsheviks:** The most radical and organizationally the strongest of the contending socialist groups in Russia in 1917. Also known as Reds, or simply as communists. Led by Lenin, in November 1917 the Bolsheviks won control of the central government of Russia from a moderate coalition that had taken charge provisionally after the March 1917 popular revolution, which deposed the czar.

### Pertinent Questions

#### THE ROAD TO WAR (622-624)

1. What "may have been" the most important underlying source of the tensions that led to World War I? What sparked the conflict? Which nations were referred to as the Allies? the Central Powers?

2. What considerations forced the United States out of its professed stance of true neutrality? To what degree was this decision based on economics?
  3. Why did Germany rely on U-boats (submarines)? Why did it back off early in the war from the unrestricted use of U-boats?
  4. Before 1917, how did Wilson balance the demands for preparedness and the cries for peace? What effect did his position have on the 1916 election?
  5. What key events early in 1917 combined to finally bring the United States fully into World War I? How much resistance remained?
- "WAR WITHOUT STINT" (624-629)**
6. On what aspect of the war did American entry have the most immediate effect?
  7. How did the United States raise the troops necessary for the massive war effort?
  8. What roles did women and African Americans play in the military? How were African-American troops treated?
  9. What impact did the American Expeditionary Force (AEF) have on the ground war in Europe?
  10. Describe the new military technologies that the two sides employed in World War I. What were the consequences of this new killing power?
- THE WAR AND AMERICAN SOCIETY (629-632)**
11. On what two methods did the Wilson administration depend to finance the war effort? How did the war cost compare with the typical peacetime budgets of that era?
  12. Describe the role of the War Industries Board (WIB) and the National War Labor Board. How successful were they? (What implications did they have for the future of American politics?)
  13. On balance, what was the economic impact of the World War I era?
  14. What was the "Great Migration" inspired by World War I? What was its impact?
- THE SEARCH FOR SOCIAL UNITY (632-636)**
15. What groups made up the peace movement prior to and, to a lesser extent, during World War I?
  16. What tactics did the Committee on Public Information employ to propagandize the American people into unquestioning support of the war effort? In what other ways did the government suppress criticism? Who suffered most?
  17. How did private acts of oppression supplement the official campaign to suppress diversity and promote unity? Who suffered most?
- THE SEARCH FOR A NEW WORLD ORDER (636-646)**
18. Into what three major categories did the Fourteen Points fall? How did the points reflect the ideas of progressivism?
  19. What obstacles did Wilson face in getting the European leaders to accept his approach to peace?
  20. What domestic development weakened his position?
  21. How did Wilson structure the American negotiating team in Paris?
  22. Which of Wilson's ideals were most directly challenged at Versailles? Why were the allies so insistent on reparations?
  23. What consequences did American intervention in the Russian Civil War have on the course of the Russian Revolution and the future of Soviet-American relations?
  24. What victories for his ideals was Wilson able to salvage? What, in Wilson's view, was his key victory in the negotiations?

24. What were the arguments and motives of domestic opponents to the League of Nations? Who was the leading opponent in the Senate? How much of the blame for the treaty's defeat should be laid on Wilson himself?
- A SOCIETY IN TURMOIL (640-646)
25. What happened to the American economy in the postwar years? Why?
26. What inspired the labor unrest of 1919? What were the most important strikes? What did the wave of strikes reveal about the labor movement?
27. Describe the nation's postwar racial climate and its causes. Why did some black soldiers feel a sense of betrayal?
28. What inspired the Red Scare of 1919 to 1920? Was the threat real or imagined?
29. What did the results of the election of 1920 indicate about the mood of the American people?
- PATTERNS OF POPULAR CULTURE: BILLY SUNDAY AND MODERN REVIVALISM (634-635)
30. How did Billy Sunday combine fundamentalism with showmanship? What effect did World War I have on the revival movement?

### Identification

Identify each of the following, and explain why it is important within the context of the chapter.

1. "Triple Entente"
2. "Triple Alliance"
3. Bosnia and Serbia
4. Ottoman Empire
5. *Lusitania*
6. Charles Evans Hughes
7. Nikolai Lenin
8. Selective Service Act
9. John J. Pershing
10. Meuse-Argonne offensive
11. mustard gas
12. Liberty Bonds
13. Herbert Hoover
14. Bernard Baruch
15. Ludlow Massacre
16. - Women's Peace Party
17. Eugene V. Debs
18. Bolshevik
19. David Lloyd George
20. George Clemenceau
21. "White" Russians
22. "irreconcilables"
23. Henry Cabot Lodge
4. Marcus Garvey

25. Communism
26. Sacco-Vanzetti trial
27. James M. Cox
28. "normalcy"

### Document 1

Read the section in the text entitled "A War for Democracy," paying careful attention to the discussion of the Zimmermann note. The following document is the official dispatch in which Walter Hines Page, the American ambassador to Great Britain, informed the State Department that the British had intercepted Germany's invitation to Mexico to join in war against the United States. Unknown to the Germans, the British had broken the German diplomatic code. Read the dispatch, and consider the following questions: How did the Zimmermann communication combine with other events early in 1917 to impel the United States to declare war? Why did Germany have reason to believe that Mexico might be receptive to a proposal to wage war against the United States? Why did the British government give a copy of the Zimmermann note to the United States? How does Zimmermann's note reveal that Germany expected the United States to enter the war soon?

The Ambassador of Great Britain [Walter Hines Page] to the Secretary of State [Robert Lansing]

LONDON, February 24, 1917, 1 P.M.

[Received 8:30 P.M.]

... [British Foreign Secretary Arthur] Balfour has handed me the text of a cipher telegram from [Arthur] Zimmermann, German Secretary of State for Foreign Affairs, to the German Minister to Mexico. . . . I give you the English translation as follows:

We intend to begin on the 1st of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal of alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona. The settlement in detail is left to you. You will inform the President [of Mexico, Venustiano Carranza] of the above most secretly as soon as the outbreak of war with the United States of America is certain and add the suggestion that he should, on his own initiative, invite Japan to immediate adherence and at the same time mediate between Japan and ourselves. Please call the President's attention to the fact that the ruthless employment of our submarines now offers the prospect of compelling England in a few months to make peace. Signed, Zimmermann.

The receipt of this information has so greatly exercised the British Government that they have lost no time in communicating it to me to transmit to you, in order that our Government may be able without delay to make such disposition as may be necessary in view of the threatened invasion of our territory. . . .

U.S. Department of State, *Papers Relating to the Foreign Relations of the U.S., 1917*, Supplement 1, *The World War* (Washington, D.C.: Government Printing Office, 1931), p. 147.

### Document 2

Read the section in the text under the heading "Selling the War and Suppressing Dissent." The following excerpts are from the official opinions of the United States Supreme Court in two cases involving the Espionage Act of June 15, 1917. In the first—*Schenck v. United States*—Justice Oliver Wendell Holmes formulated the famous "clear and present danger" test, and in the second—*Debs v. United States*—he applied

defendants in saying all that was said in the circular would have been within their constitutional rights. But the character of every act depends upon the circumstances in which it is done. . . . The most stringent protection of free speech would not protect a man in falsely shouting fire in a theater and causing a panic. It does not even protect a man from an injunction against uttering words that may have all the effect of force. . . . The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. It is a question of proximity and degree. When a nation is at war many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight and that no Court could regard them as protected by any constitutional right.

*Schenck v. United States*, 249 U.S. 47; 39 S. Ct. 247; 63 L. Ed. 470 (1919).

\* \* \*

MR. JUSTICE HOLMES delivered the opinion of the Court:

This is an indictment under the Espionage Act of June 15, 1917. . . . The defendant was found guilty and was sentenced to ten years' imprisonment on each of the two counts, the punishment to run concurrently on both.

The main theme of the speech was Socialism, its growth, and a prophecy of its ultimate success. With that we have nothing to do, but if a part or the manifest intent of the more general utterances was to encourage those present to obstruct the recruiting service and if in passages such encouragement was directly given, the immunity of the general theme may not be enough to protect the speech. The speaker began by saying that he had just returned from a visit to the workhouse in the neighborhood where three of their most loyal comrades were paying the penalty for their devotion to the working class—these being Wagenknecht, Baker and Ruitenberg, who had been convicted of aiding and abetting another in failing to register for the draft. . . .

There followed personal experiences and illustrations of the growth of Socialism, a glorification of minorities, and a prophecy of the success of the international Socialist crusade, with the interjection that "you need to know that you are fit for something better than slavery and cannon fodder." The rest of the discourse had only the indirect thought not necessarily ineffective bearing on the offenses alleged that is to be found in the usual contrasts between capitalists and laboring men, sneers at the advice to cultivate war gardens, attribution to plutocrats of the high price of coal, &c., with the implications running through it all that the working men in are not concerned with the war, and a final exhortation, "Don't worry about the charge of treason to your masters; but be concerned about the treason that involves yourselves." The defendant addressed the jury himself, and while contending that his speech did not warrant the charges said, "I have been accused of obstructing the war. I admit it. Gentlemen, I abhor war. I would oppose the war if I stood alone." The statement was not necessary to warrant the jury in finding that one purpose of the speech, whether incidental or not does not matter, was to oppose not only war in general but this war, and that the opposition was so expressed that its natural and intended effect would be to obstruct recruiting. If that was intended and if, in all the circumstances, that would be its probable effect, it would not be protected by reason of its being part of a general program and expressions of a general and conscientious belief.

*Debs v. United States*, 249 U.S. 211; 39 S. Ct. 252; 63 L. Ed. 566 (1919)

### Map Exercise

Fill in or identify the following on the blank map provided. Use the map in the text as your source.

1. The Allies, the Central Powers, the occupied nations, and the neutrals.

it to the specific case of *Evgers v. Debs*, the nation's most prominent socialist. Read the opinions and consider the following questions: Why did Schenck and Debs oppose the war and, particularly, the draft? Was theirs a widespread view? Is Holmes saying that the First Amendment means one thing in peacetime and quite another in wartime? If the said Supreme Court found that speeches and pamphlets opposing the war effort could be declared illegal, how might the general public be expected to react to such dissent? Later in the year, Holmes used the "clear and present danger" reasoning to dissent from the Court's upholding of another espionage conviction (*Abrams v. United States*, 250 U.S. 616). In this case, the leaflet was equally inflammatory. But only 5,000 were printed, they were casually distributed, and they were aimed more at American intervention in Russia than at the war against Germany. Holmes argued that there was no "present danger of immediate evil." In light of this, does it appear that the potential success of opposition can be as important as the precise words?

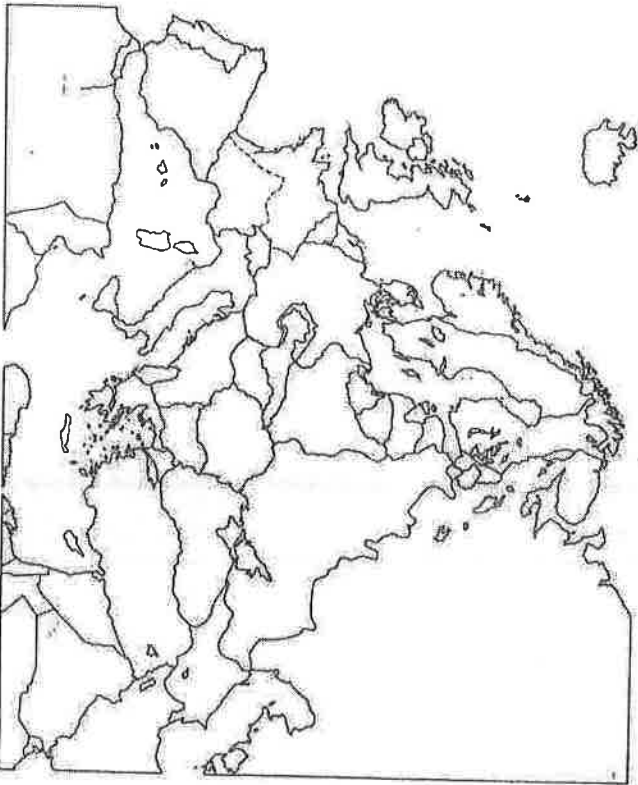
MR. JUSTICE HOLMES delivered the opinion of the Court:

This is an indictment in three counts. The first charges a conspiracy to violate the Espionage Act of June 15, 1917, . . . by causing and attempting to cause insubordination, &c., in the military and naval forces of the United States, and to obstruct the recruiting and enlistment service of the United States, when the United States was at war with the German Empire, to-wit, that the defendant willfully conspired to have printed and circulated to men who had been called and accepted for military service under the Act of May 18, 1917 . . . a document set forth and alleged to be calculated to cause such insubordination and obstruction. The count alleges overt acts in pursuance of the conspiracy, ending in the distribution of the document set forth. The second count alleges a conspiracy to commit an offense against the United States, to-wit, to use the mails for the transmission of matter declared to be non-mailable by title 12, 2, of the Act of June 15, 1917 . . . to-wit, the above mentioned document, with an avowal of the same overt acts. The third count charges an unlawful use of the mails for the transmission of the same matter and otherwise as above. The defendants were found guilty on all the counts. They set up the First Amendment to the Constitution forbidding Congress to make any law abridging the freedom of speech, or of the press, and bringing the case here on that ground have argued some other points also. . . .

The document in question upon its first printed side recited the first section of the Thirteenth Amendment, said that the idea embodied in it was violated by the conscription act and that a conscript is little better than a convict. In impassioned language it intimated that conscription was despotism in its worst form and a monstrous wrong against humanity in the interest of Wall Street's chosen few. It said, "Do not submit to intimidation," but in form at least confined itself to peaceful measures such as a petition for the repeal of the act. The other and later printed side of the sheet was headed, "Assert Your Rights." It stated reasons for alleging that any one violated the Constitution when he refused to recognize "your right to assert your opposition to the draft," and went on, "If you do not assert and support your rights, you are helping to deny or disparage rights which it is the solemn duty of all citizens and residents of the United States to retain." It described the arguments on the other side as coming from cunning politicians and a mercenary capitalist press, and even silent consent to the conscription law as helping to support an infamous conspiracy. It denied the power to send our citizens away to foreign shores to shoot up the people of other lands, and added that words could not express the condemnation such cold-blooded ruthlessness deserves, &c., &c., winding up, "You must do your share to maintain, support and uphold the rights of the people of this country." Of course the document would not have been sent unless it had been intended to have some effect, and we do not see what effect it could be expected to have upon persons subject to the draft except to influence them to obstruct the carrying of it out. The defendants do not deny that the jury might find against them on this point.

But it is said, suppose that that was the tendency of this circular, it is protected by the First Amendment to the Constitution. . . . We admit that in many places and in ordinary times the

2. Paris, Berlin, Rome, London, and Moscow.
3. The principal area of submarine warfare.
4. The approximate location of Germany's deepest penetration of France.
5. The approximate location of Germany's deepest penetration of Russia.
6. The approximate location of the armistice line.



### Interpretive Questions

Based on what you have filled in, answer the following. On some of the questions you will need to consult the narrative in your text for information or explanation.

1. What two nations bore the brunt of the western front fighting within their borders? What nation suffered the most on the east? How did this affect the peace negotiations?
2. Why was the ocean war so crucial in bringing the United States into the war?
3. What geographic and naval advantages did Great Britain have in sea warfare? How did Germany try to counter these advantages and how successful was it?

### Summary

Following two and a half years of pro-Allied "neutrality," the United States entered World War I because of economic and cultural factors, as well as German submarine warfare. The armistice and civilians of Europe had already suffered mightily by the time the United States finally entered. American forces, initially at sea and then on land, provided the margin of victory for the Allies. To mount its total effort, the United States turned to an array of unprecedented measures: sharply graduated taxes, conscription for a foreign war, bureaucratic management of the economy, and a massive propaganda and antisubscription campaign. Women entered the work force in record numbers, and the hopes of African Americans were raised by military service and war-related jobs in the North. President Woodrow Wilson formulated American war aims in his famous Fourteen Points, but he was unable to convince either Europe or the United States fully to accept his terms as the basis for peace. By 1920, the American people, tired from nearly three decades of turmoil, had repudiated Wilson's precious League of Nations in favor of an illusion called "normalcy."

### Review Questions

These questions are to be answered with essays. This will allow you to explore relationships between individuals, events, and attitudes of the period under review.

1. Was American involvement in World War I inevitable? What forces worked to maintain neutrality? What forces propelled the country away from neutrality and into full belligerency?
2. Describe the suffering that the Great War visited on Europe. Why is it said that the United States emerged from the war as "the only real victor"?
3. How did World War I transform the technology and thereby the horror of modern warfare? What were the implications for wars to come?
4. What surprises did America face as the reality of "war without sin" unfolded? How did the American people respond to them? What long-term legacies came from these responses?
5. Despite his tumultuous reception by the peoples of Europe and the generally favorable response he received on his tour in the western United States, Wilson faced troublesome opposition from both European statesmen and the United States senators. Why did he encounter such intransigence? Did he respond in a rational and politically effective way?
6. Explain how the war and the demographic shifts accompanying the war effort raised the aspirations of African Americans. How were their hopes dashed? What conflicts arose?

### Chapter Self Test

After you have read the chapter in the text and done the exercises in the Study Guide, take the following self test to see if you understand the material you have covered. Answers appear at the end of the Study Guide.

#### MULTIPLE-CHOICE QUESTIONS

Circle the letter of the response that best answers the question or completes the statement.

- The first two countries to begin fighting in the conflict that later became known as World War I were:
  - Austria-Hungary and Serbia.
  - Belgium and Germany.
  - France and Italy.
  - Russia and Poland.
- In the early years of World War I, from 1914 to 1916, the United States:
  - became an arsenal for the Allies.
  - maintained a genuinely neutral stance.
  - remained politically and economically isolated from European affairs.
  - became sympathetic toward the Central Powers because of the English blockade of Germany.
- President Wilson protested German violations of American neutrality more harshly than British violations because:
  - he admired the British and favored their cause.
  - a profitable trade was resulting between the United States and the Allies.
  - German actions cost some American lives.
  - all of the above.
- Woodrow Wilson's reaction to the sinking of the *Lusitania* was to:
  - ask Congress for a declaration of war.
  - break diplomatic relations with Germany.
  - impose a complete embargo on exports to both sides.
  - demand assurances from Germany that such outrages would not recur.
- How did Wilson react to the question of military preparedness versus pacifism from 1914 to 1916?
  - He was among the first leading Americans to urge a rapid military buildup.
  - He was a consistent pacifist right up to the eve of the declaration of war.
  - Initially opposed to a military buildup, by the end of 1915 he came to support preparedness.
  - Initially a staunch militarist, early in 1915 he backed off from this bellicose posture for fear of antagonizing the Central Powers.

- In the presidential election of 1916, the Democrats emphasized:
  - that Wilson had managed so far to keep the nation out of the European war.
  - domestic issues strongly and almost ignored the European war as an issue.
  - a belligerent stand against German violations of American neutral rights and that a Democratic victory for president and Congress would lead to immediate military intervention on the Allied side.
  - that the United States should take a firm stand against both German and British violations of American neutral rights and should not support or trade with either nation.
- The significance of the Zimmermann telegram was that it:
  - induced Mexico to join Germany as an ally.
  - inflamed American public opinion against Germany.
  - showed that England was not negotiating in good faith.
  - gave encouragement to the peace faction in the United States.
- The key immediate cause of the American declaration of war against Germany in the spring of 1917 was the:
  - sinking of the *Sussex*.
  - Bolshevik revolution in Russia.
  - reports of German atrocities against civilians.
  - German resumption of unrestricted submarine warfare.
- Which of the following statements concerning the American Expeditionary Force (AEF) is true?
  - The AEF broke the stalemate in favor of the Allies.
  - Due to its inexperience, the AEF proved largely ineffective in actual combat.
  - Due to the lateness of its arrival in Europe, the AEF saw relatively little significant combat.
  - Casualties among the AEF were proportionately larger than among any of the other Allied armies.
- Which were the two principal methods that the U.S. government used to finance the war effort? (Mark two letters.)
  - Deficit spending and printing more Federal Reserve notes.
  - Loans in the form of "Liberty Bonds."
  - Increased taxes on corporations, incomes, and inheritances.
  - Cutting most forms of federal domestic spending, including education and welfare.
- Herbert Hoover was significant to the American effort in World War I as head of the:
  - Rationing Board.
  - Food Administration.
  - War Industries Board.
  - Industrial Workers of the World.

12. Such expressions as "liberty cabbage" and "liberty sausage," as used during World War I, were an indication of:
- food shortages in America.
  - American food relief to Belgium.
  - American hostile reaction to things German.
  - American patriotic fervor to increase the food supply by planting home "victory gardens."
13. As used in reference to the period of the Great War, the expression "Great Migration" means:
- blacks moving from the South to northern industrial cities.
  - urban easterners moving west to agricultural jobs to meet the great demand for food.
  - rural dwellers moving to big cities all over the country.
  - desperate refugees fleeing war-torn Europe for America.
14. The main purpose of the Committee on Public Information, during World War I, was to:
- inform American consumers about wartime regulations and restrictions on food, gasoline, nylon, and the like.
  - infiltrate behind German lines and distribute flyers to the German and occupied citizens urging them to undermine the war effort.
  - gather data about troop movements and plans of the Central Powers.
  - disseminate pro-war propaganda and promote public support of the war in the United States.
15. Which of the following was not one of the principal figures along with Wilson in the Versailles negotiations?
- Lloyd George
  - Bernard Baruch
  - Vittorio Orlando
  - Georges Clemenceau
16. Which of the following was *not* included in Wilson's Fourteen Points?
- freedom of the seas
  - reduction in armaments
  - reparations from those guilty of starting the war
  - removal of economic barriers to trade between nations
17. Which of the following nations was *not* represented at the Paris Peace Conference?
- France
  - Italy
  - Britain
  - Russia
18. In the Senate debate on ratification of the Treaty of Versailles, the so-called irreconcilables were those who were adamantly opposed to:
- isolationism.
  - United States membership in the League of Nations.
  - interjecting partisan politics into foreign relations.
  - any modification of the treaty as it was originally drafted.

19. Both the Palmer Raids and the Sacco and Vanzetti case may be cited as evidence in the aftermath of World War I of the depth of feeling in America against:
- radicalism.
  - German-Americans.
  - Italian-Americans.
  - internationalism.
20. In the first few years after World War I, relations between blacks and whites in America were generally characterized by:
- growing acceptance due to common economic distress.
  - extreme resentment, race riots, and numerous lynchings.
  - relative cordiality due to the blacks' gallant service in the war.
  - notable improvement due to new legal safeguards for blacks, which had been enacted during the progressive period.

#### TRUE-FALSE QUESTIONS

Read each statement carefully. Mark true statements "T" and false statements "F."

- The "Central Powers" of World War I included Germany, the Ottoman Empire (Turkey), and the Austro-Hungarian Empire.
- At the time of its sinking by a German submarine, the British ocean liner *Lusitania* was carrying munitions as well as passengers.
- Woodrow Wilson's victorious presidential campaign in 1916 was significantly aided by his pledge that the United States would immediately enter World War I on the Allied side if he were reelected.
- In World War I, Russia started out on the Allied side but joined Germany in fighting against the Allies after the communists took over.
- After the sinking of the *Lusitania*, popular support for World War I was so great that the military draft authorized by Congress never had to be implemented.
- Most African-American soldiers in World War I were confined to noncombat roles, but some did fight in the offensives of 1918.
- The principal commander of German military forces was John Pershing.
- The biggest defeat of American ground forces in World War I was in the Argonne Forest.
- Bernard Baruch headed the War Industries Board.
- Government actions during World War I resulted in a significant increase in labor union membership between 1917 and 1919.
- Unlike in France and Great Britain where opposition to the Great War was treated harshly, the United States allowed antiwar dissidents to speak and operate freely without supervision or harassment.
- In the Ludlow Massacre, German officers killed several hundred Russian prisoners of war suspected of being communists.
- During and shortly after World War I, there were several race riots in southern cities, but race relations remained relatively harmonious in northern cities such as Chicago, Detroit, and the St. Louis area.

### TERMS, CONCEPTS, NAMES

- |                                 |                               |                                   |
|---------------------------------|-------------------------------|-----------------------------------|
| "Total war"                     | Big Bill Haywood              | Treaty of Versailles              |
| Submarine warfare               | American Protective League    | The Irreconcilables               |
| "Peace without victory"         | Wilsonianism                  | Henry Cabot Lodge                 |
| Zimmermann telegram             | Fourteen points               | East St. Louis Riots              |
| Selective Service Act           | Bolshevik                     | Red summer of 1919                |
| John J. Pershing                | Lusitania                     | Marcus Garvey                     |
| "Liberty Bonds"                 | Suez                          | Communist International           |
| War Industries Board            | Pacifists and Interventionist | Red Scare                         |
| National War Labor Board        | Charles Evans Hughes          | "One hundred percent Americanism" |
| Bernard Baruch                  | "Too proud to fight"          | Palmer Raids                      |
| Ludlow Massacre                 | Russian Revolution 1917       | Sacco and Vanzetti                |
| "Great Migration"               | American Expeditionary Force  | Carrie Chapman Catt               |
| Peace movement                  | David Lloyd George            | Nineteenth Amendment              |
| Committee on Public Information | Georges Clemenceau            | Warren G. Harding                 |
| George Creel                    | Victorio Lando                | "Return to Normalcy"              |
| The Espionage Act of 1917       | The Big Four                  | New Revivalism                    |
| Sabotage Act 1918               | Reparations                   | "Fundamentalist"                  |
| Sedition Act 1918               | "Trusteeship"                 | Billy Sunday                      |
| Eugene V. Debs                  | "Covenant"                    | "Tabernacles"                     |
|                                 | Internationalism              | 19 <sup>th</sup> Amendment        |
|                                 |                               | "fundamentalists vs. modernists"  |

14. The limited U.S. military intervention in Russia was designed to help the so-called White Russians.
15. British Prime Minister David Lloyd George supported all of Wilson's Fourteen Points, but Georges Clemenceau of France resisted because of severe damage to his nation.
16. The Fourteen Points contained a proposal for an alliance of western European and north Atlantic powers against the newly created Soviet Union.
17. On his way to Paris for the peace conference, Wilson visited several European cities and encountered considerable public acclaim for his idealistic ideas.
18. Senator Henry Cabot Lodge was a key figure in the senate's refusal to ratify the Treaty of Versailles and the League of Nations.
19. The Comintern was a consortium of western European nations to oppose the spread of communism.
20. Marcus Garvey promoted the ideology of black nationalism.

### CONTROVERSY AND DEBATE

- Resolved:* Wilson was responsible for the failure of the peace treaty.
- Resolved:* Wilson was too intellectual and too idealistic to be an effective president.
- Resolved:* Governmental intolerance and curtailment of Civil Liberties is justified in wartime.
- Resolved:* America did not have just cause for entering the war.
- Resolved:* Unbridled patriotism can lead to a violation of civil liberties. (Note the propaganda poster at the beginning of the chapter)

### CREATIVE EXTENSIONS

#### Propaganda

Locate sources of anti-German propaganda. Have students react to the stated or implied message. Ask them to locate propaganda against current ethnic minorities in the press, school, or community.

