EMERGENCE OF THE MODERN UNITED STATES

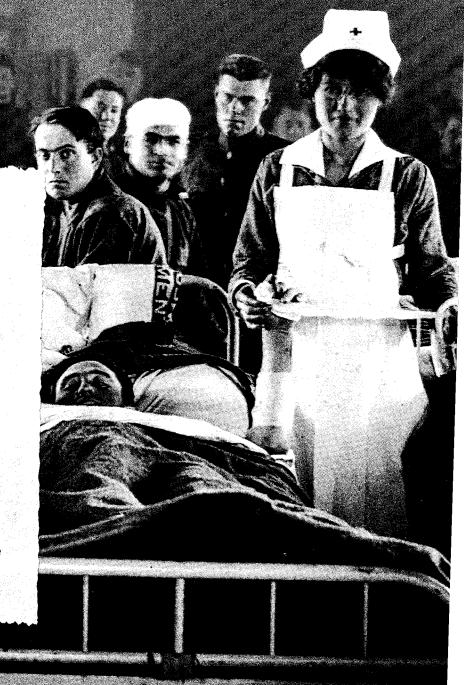
CONTENTS

CHAPTER 17
The Progressive Era
(1890–1920)

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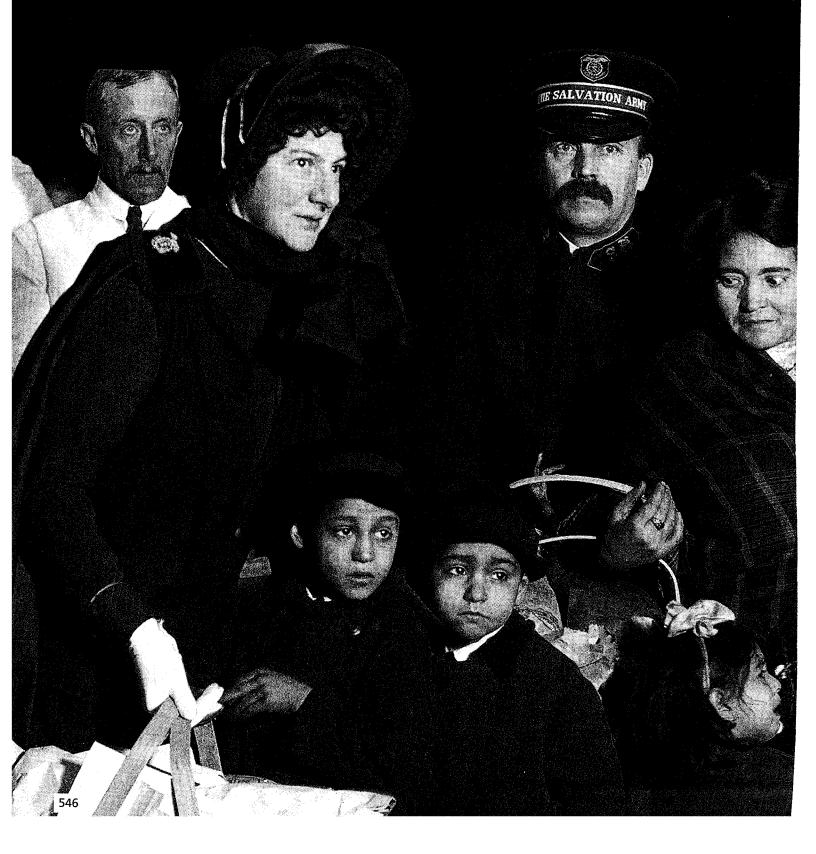
CHAPTER 19
World War I and Beyond
(1914–1920)

In France, a Red Cross nurse tends American soldiers wounded in World War I. ▶



CHAPITER

The Progressive Era 1890-1920



WITNESS HISTORY (a) AUDIO



Slum Sisters

In 1865, Methodist minister William Booth opened a street-corner mission in the slums of London. This was the beginning of the Salvation Army. By 1889, the Salvation Army had taken root in New York City. The Army sent pairs of women, known as 'slum sisters,' to visit tenement dwellers. Carrying mops and buckets along with religious pamphlets, these volunteers scrubbed floors, cooked meals, and cared for the sick. As cities grew and industry boomed, the slum sisters of the Salvation Army were just a few of the reformers who dedicated themselves to the needs of the poorest of the poor. Listen to the Witness History audio to hear more about efforts to help the poor.

THE JUNGLE UPTON SINCLAIR

The Jungle exposed the abuses of the meatpacking industry

■ The Salvation Army delivers baskets of food to the poor in New York City on Christmas day.



Core Curriculum Preview

Chapter Focus Question: What were the causes and effects of the Progressive Movement?

Section 1

The Drive for Reform 4.1.A.1, 4.1.B.1a, 4.1.B.1b, 4.I.B.2a

Section 2

Women Make Progress 4.I.A.1, 4.I.B.2b

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The Struggle Against Discrimination 4.1.A.4, 4.I.B.2c, 4.I.B.2e

Section 4

Roosevelt's Square Deal 4.I.C.1, 4.I.C.2, 4.I.C.3a, 4.1.C.3c

Section 5

Wilson's New Freedom 4.I.C.4a, 4.I.C.4c, 4.I.C.4d

1912 Progressive Party presidential campaign button



Women's suffrage statuette

Use the **Quick Study Timeline** at the end of this chapter to preview chapter events.

Note Taking Study Guide Online

For: Note Taking and American Issues Connector Web Code: nee-0401



▲ These boys toiled in a West Virginia coal mine.

WITNESS HISTORY (**) AUDIO

Children in the Coal Mines

Progressive reformers were appalled by the child labor that was common in coal mines, textile mills, and other industries. John Spargo, a union organizer and socialist, sadly described the terrible conditions endured by boys working in the coal mines.

⁶⁶The coal is hard, and accidents to the hands, such as cut, broken, or crushed fingers, are common among the boys. Sometimes there is a worse accident: a terrified shriek is heard, and a boy is mangled and torn in the machinery, or disappears in the chute to be picked out later smothered and dead. Clouds of dust fill the breakers and are inhaled by the boys, laying the foundations for asthma and miners' consumption. ⁹⁹

— John Spargo, *The Bitter Cry* of the Children, 1906

The Drive for Reform



Core Curriculum Objectives

- 4.I.A.1 Progressives supported the use of government power for different reform purposes
- 4.I.B.1a The "Muckrakers" and reform: Magazine writers
- 4.I.B.1b The "Muckrakers" and reform: Novelists
- 4.1.B.2a Social settlement movement and the problems of poverty (Jacob Riis, Jane Addams)

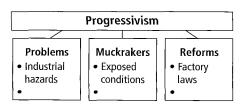
Terms and People

Progressivism muckraker Lincoln Steffens Jacob Riis Social Gospel Jane Addams direct primary initiative referendum recall

settlement house

NoteTaking

Reading Skill: Identify Details Fill in a chart like this one with details about Progressivism.



Why It Matters Industrialization, urbanization, and immigration brought many benefits to America, but they also produced challenging social problems. In response, a movement called **Progressivism** emerged in the 1890s. Progressives believed that new ideas and honest, efficient government could bring about social justice. Progressive ideas brought lasting reforms that still affect society today. Section Focus Question: What areas did Progressives think were in need of the greatest reform?

Origins of Progressivism

The people who made up the Progressive Movement came from many walks of life. They came from all political parties, social classes, ethnic groups, and religions. Many Progressive leaders emerged from the growing middle class, whose power and influence was rapidly spreading. Dissatisfied industrial workers also joined the Progressive Movement. So did a few wealthy Americans driven by a desire to act for the good of society.

Progressives Share Common Beliefs What the Progressives shared in common was a belief that industrialization and urbanization had created troubling social and political problems. Progressives wanted to bring about reforms that would correct these problems and injustices. They encouraged their state legislatures and the federal government to enact laws to address the issues faced by the poor. Progressives wanted to use logic and reason to make society work in a more efficient and orderly way. Many, motivated by religious faith, sought social justice.

Progressivism was similar to the Populist Movement of the late 1800s. Both were reform movements that wanted to get rid of corrupt government officials and make government more responsive to people's needs. Both sought to eliminate the abuses of big business. Still, the two movements differed. At the forefront of Progressivism were middle-class people. They believed that highly educated leaders should use modern ideas and scientific techniques to improve society. Leaders of the Populist Movement, on the other hand, consisted mostly of farmers and workers.

Progressives Target a Variety of Problems Some Progressives thought that political reform was the most urgent need. For many women, the number one goal was winning the right to vote. Other Progressives considered honest government to be the most important goal. Reformers targeted city officials who built corrupt organizations, called political machines. The bosses of these political machines used bribery and violence to influence voters and win elections. They counted on the loyalty of city workers who looked the other way when they took public money for themselves. Bosses also helped people solve personal problems, which often kept voters loyal.

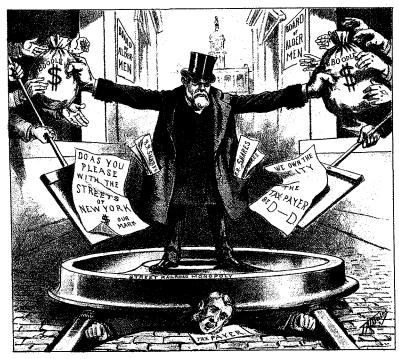
Corrupt and ineffective government combined with the booming growth of cities produced other problems. The people living in America's crowded cities needed paved streets, safe drinking water, decent housing, and adequate municipal services. The lack of adequate services led to wretched living conditions for the urban poor. Too often, dishonest business owners and politicians

controlled municipal services. Bribes and shady deals made them rich while conditions for urban residents remained unsafe and little changed.

While some Progressives focused on government, others were worried about big business. As you have learned, wealthy industrialists took over businesses and built huge trusts that limited competition and raised prices. Middle-class Progressives wanted the government to "bust the trusts" and so create more economic opportunities for smaller businesses. Progressives complained that the Sherman Antitrust Act of 1890 was inadequate and ineffective in limiting the abuses of big business.

Other Progressive reformers, often motivated by their religious faith, sought to reduce the growing gap between the wealthy and the poor. Progressives attacked the harsh conditions endured by miners, factory workers, and other laborers. They wanted better conditions for poor people living in city slums. They wanted social welfare laws to help children, as well as government regulations to aid workers and consumers.

✓ Checkpoint What problems did Progressive reformers hope to solve?



THE SHARP METHOD .- IT WORKS WITH ANY BOARD OF ALDERMEN.

Analyzing Political Cartoons

Business and Government Corruption In the 1880s, Jacob Sharp expanded his streetcar business by bribing New York City aldermen and other government officials.

- 1. What symbols represent the corruption of city government?
- 2. According to the cartoonist, what is the effect of the street railroad monopoly on the taxpayer?

Muckrakers Reveal the Need for Reform

Socially conscious journalists and other writers dramatized the need for reform. Their sensational investigative reports uncovered a wide range of ills afflicting America in the early 1900s. Even though Theodore Roosevelt agreed with much of what they said, he called these writers **muckrakers** because he thought them too fascinated with the ugliest side of things. (A muckrake is a tool used to clean manure and hay out of animals' stables.) The writers were angry at first but in time took up Roosevelt's taunting name as a badge of honor. The muckrakers' articles appeared in magazines and newspapers that entered millions of American homes. People across the nation were horrified by the conditions that were revealed to them.

Journalists Uncover Injustices One leading muckraker was Lincoln Steffens, managing editor at McClure's, a magazine known for uncovering social problems. In 1903, Steffens published *The Shame of the Cities*, a collection of articles on political corruption. His reports exposed how the government of Philadelphia let utility companies charge their customers excessively high fees. He showed how corrupt politicians won elections by bribing and threatening voters, and revealed how political corruption affected all aspects of life in a city.

Primary Source "The visitor [to St. Louis] is told of the wealth of the residents, of the financial strength of the banks, and of the growing importance of the industries; yet he sees poorly paved, refuse-burdened streets, and dusty or mud-covered alleys; he passes a ramshackle firetrap crowded with the sick and learns that it is the City Hospital. . . . Finally, he turns a tap in the hotel to see liquid mud flow into [the] wash basin or bathtub."

—Lincoln Steffens and Claude Wetmore, "Corruption and Reform in St. Louis," McClure's Magazine, October 1902



EXPOSING HOW THE OTHER HALF LIVES

"Long ago it was said that 'one half of the world does not know how the other half lives.' . . . It did not know because it did not care." Jacob Riis, believing that the "poor were the victims rather than the makers of their fate," used images and words to make the public confront the conditions of New York City's tenement slums.

Riis's 1890 book

▲ A horse lies dead in a New York City street as children play nearby. A lack of city services forced slum-dwellers to live in unsanitary conditions.

550

Jacob Riis ▼

Another influential muckraker was **Jacob Riis**, a photographer for the *New* York Evening Sun. Riis turned his camera on the crowded, unsafe, rat-infested tenement buildings where the urban poor lived. Between 1890 and 1903, he published several works, including How the Other Half Lives (see Infographic below), that shocked the nation's conscience and led to reforms.

Other outraged writers joined Riis and Steffens. In The History of Standard Oil, Ida Tarbell reported that John D. Rockefeller used ruthless methods to ruin his competitors, charge higher prices, and thereby reap huge profits. Others proclaimed the need to improve schools or warned of the breakdown of family life because mothers had to work long hours in factories. John Spargo focused attention on the dangerous and difficult lives of child workers. (See the Witness History at the beginning of this section.)

Novelists Defend the Downtrodden Fiction writers put a human face on social problems. They developed a new genre—the naturalist novel—that honestly portrayed human misery and the struggles of common people. Theodore Dreiser, a midwesterner raised in poverty, published Sister Carrie in 1900. His provocative novel traces the fate of a small-town girl drawn into the brutal urban worlds of Chicago and New York.

Naturalist novels became very popular. Frank Norris's The Octopus fascinated readers by dramatizing the Southern Pacific Railroad's stranglehold on struggling California farmers. In The Jungle, Upton Sinclair related the despair of immigrants working in Chicago's stockyards and revealed the unsanitary conditions in the industry. (See an excerpt from the novel at the end of this section.) African American author Frances Ellen Watkins portrayed some of the struggles of black Americans in her 1892 novel Iola Leroy.

Checkpoint What role did journalists and other writers play in the **Progressive Movement?**

WITNESS HISTORY DVD

Watch The Jungle: A View of Industrial America on the United States Witness History DVD to learn more about city life in the industrial age.

Discovery



Progressives Reform Society

The work of the muckrakers increased popular support for Progressivism and helped the Progressives bring about reforms. Progressive activists promoted laws to improve living conditions, public health, and schools. They urged government to regulate businesses. They believed that careful social planning would make American life better.

The Social Gospel Guides Reform Efforts Many reformers, like Walter Rauschenbusch, thought that Christianity should be the basis of social reform. A child of German immigrants, Rauschenbusch had become a Baptist minister. He blended ideas from German socialism and American Progressivism into a plan for building a better society. His book Christianity and the Social Crisis outlined what he called the **Social Gospel**. By following the Bible's teachings about charity and justice, he explained, people could make society "the kingdom of God."

Many Protestant leaders followed Rauschenbusch's program. They began to urge the end of child labor and a shorter workweek. They also pushed for the federal government to limit the power of corporations and trusts.

Settlement House Workers Aid the Urban Poor An important goal of many Progressives was to improve the lives of poor people in the cities. One approach was the settlement house, a community center that provided social services to the urban poor. Settlement house workers gave mothers classes in child care and taught English to immigrants. They ran nursery schools and kindergartens. They also provided theater, art, and dance programs for adults.

A young woman named Jane Addams became a leading figure in the settlement house movement. After graduating from college, she pursued several different ideas for careers. On a trip to Europe in 1888, however, she was inspired country had more than four hundred settlement houses.

The 1911 Triangle Shirtwaist Factory Fire

Victims of the Triangle Shirtwaist Factory fire lie at the feet of a police officer as he looks up at the deadly blaze. How did the fire help or hurt Progressives' efforts to reform workplace conditions?



Protecting Children and Improving Education Progressives also tried to help children. Leading the effort was a lawyer named Florence Kelley. Kelley helped convince the state of Illinois to ban child labor, and other states soon passed similar laws. In 1902, Kelley helped form the National Child Labor Committee, which successfully lobbied the federal government to create the U.S. Children's Bureau in 1912. This new agency examined any issue that affected the health and welfare of children. The agency still works to protect children today.

But progress in children's rights had a long way to go. In 1916, Congress passed the Keating-Owens Act, which banned child labor. However, two years later, the Supreme Court ruled the law unconstitutional. It was not until 1938 that Congress would end child labor for good.

Progressives also tried to better children's lives by improving education. A number of states passed laws that required children to attend school until a certain age. However, there were heated debates about what children should learn and how they should learn. Some argued that they should be taught only work skills. Others said they should learn to appreciate literature and music. Most educators agreed that girls should learn different things from boys.

Educator John Dewey criticized American schools for teaching children to memorize facts but not to think creatively. Dewey wanted schools to teach new subjects such as history and geography, as well as practical skills like cooking and carpentry. His ideas were not adopted at once, but in later years, many states put them into effect.

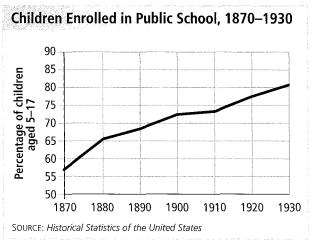
Progressives Help Industrial Workers In the early 1900s, the United States had the highest rate of industrial accidents in the world. Long hours, poor ventilation, hazardous fumes, and unsafe machinery threatened not only workers' health but also their lives. Each year some thirty thousand workers died on the job, while another half a million were injured.

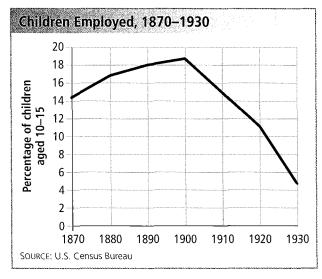
In March 1911, a fire at the Triangle Shirtwaist Factory in New York City shocked Americans and focused attention on the need to protect workers. Workers in the factory had little chance to escape the raging fire because managers had locked most of the exits. The fire killed 146 workers, most of them young Jewish women. Many jumped from the windows in desperation. Inside the smoldering ruins, firefighters found many more victims, "skeletons bending over sewing machines."

After the blaze, outraged Progressives intensified their calls for reform. New York passed laws to make workplaces safer, and other cities and states followed suit. Many states also adopted workers' compensation laws, which set up funds to pay workers who were hurt on the job.

Progressives also persuaded some states to pass laws limiting the workday to 10 hours. However, their efforts suffered a blow in 1905 when the Supreme Court ruled in Lochner v. New York that such laws were unconstitutional.

Checkpoint How did Progressives work to help the urban poor?





Graph Skills During the Progressive Era, child labor declined sharply while school enrollment increased. According to the graphs, how did the percentage of children employed change from 1890 to 1920? How did school enrollment change during the same period?



Devastated Galveston

After the coastal city of Galveston, Texas, was hit by a powerful hurricane, it adopted the commission form of government to lead the rebuilding effort. What features would a city government need to handle a reconstruction job of the scale seen here?

Reforming Government

Progressive reformers realized that they needed to reform the political process in order to reform society. They would have to free government from the control of political bosses and powerful business interests. They wanted to give people more control over their government and make government more effective and efficient in serving the public.

Reformers Improve City Government Just as the Triangle Shirtwaist Factory fire spurred reformers to action, so did another disaster. In 1900, a massive hurricane left the city of Galveston, Texas, in ruins. The greatest national calamity in American history, the hurricane killed more than 8,000 people. As an emergency measure, Galveston replaced its mayor and board of aldermen with a five-person commission. The commission form of government proved very efficient as the city carried out a tremendous rebuilding effort. The following year, Galveston decided to permanently adopt the commission form of government.

Known as the Galveston plan, many other cities decided to take up the commission form of government. By 1918, nearly 500 cities had adopted some form of the Galveston plan. Dayton, Ohio, and other cities modified the plan by adding a city manager to head the commission. The new city governments curbed the power of bosses and their political machines. The reform governments purchased public utilities so that electric, gas, and water companies could not charge city residents unfairly high rates.

Progressives Reform Election Rules Progressives also pushed for election reforms, taking up some Populist ideas. Traditionally, it was the party leaders who picked candidates for state and local offices. But in Wisconsin, reform governor Robert M. La Follette established a **direct primary**, an election in which citizens themselves vote to select nominees for upcoming elections. By 1916, all but four states had direct primaries.

Progressives also wanted to make sure that elected officials would follow citizens' wishes. To achieve this goal, they worked for three other political reforms: the initiative, the referendum, and the recall. The initiative gave people the power to put a proposed new law directly on the ballot in the next election by collecting citizens' signatures on a petition. This meant that voters themselves could pass laws instead of waiting for elected officials to act. The referendum allowed citizens to approve or reject laws passed by a legislature. The **recall** gave voters the power to remove public servants from office before their terms ended.

Progressives won yet another political reform: They adopted the Populist call for the direct election of senators by voters, not state legislators. That reform became law in 1913 when the Seventeenth Amendment to the Constitution was approved.

Progressive Governors Take Charge Dynamic Progressives became the leaders of several states, and chief among them was Robert La Follette of Wisconsin. Elected governor in 1900, "Fighting Bob" won the passage of many reform laws. Under his leadership, the Wisconsin state government forced railroads to charge lower fees and pay higher taxes. La Follette helped his state to improve education, make factories safer, and adopt the direct primary. Progressives called Wisconsin the "laboratory of democracy."

Hiram Johnson, governor of California, shattered the Southern Pacific Railroad's stranglehold on state government. He put in place the direct primary, initiative, referendum, and recall. He also pushed for another goal of some Progressives—planning for the careful use of natural resources such as water, forests, and wildlife.

Other Progressive governors included Theodore Roosevelt of New York and Woodrow Wilson of New Jersey. Roosevelt worked to develop a fair system for hiring state workers and made some corporations pay taxes. Wilson reduced the railroads' power and pushed for a direct primary law. Both Roosevelt and Wilson later became President and brought reforms to the White House.

✓ Checkpoint How did Progressive reformers change local and state governments?

Vocabulary Builder

dynamic-(dī NAM ihk) adj. energetic; relating to change or productive activity

SECTION

Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nea-0402

Comprehension

- 1. Terms Explain how each of the following terms is an example of a social or political reform.
 - · settlement house
 - direct primary
 - initiative
 - referendum
 - recall
- 2. NoteTaking Reading Skill:

Identify Details Use your flowchart to answer the Section Focus Question: What areas did Progressives think were in need of the greatest reform?

Writing About History

3. Quick Write: Compare and Contrast Points of View In a narrative essay, you may compare and contrast points of view on an issue through the opinions of various individuals. Compare and contrast Social Darwinism with Social Gospel through the personalities of William Graham Sumner, Billy Sunday, and Dwight L. Moody. Use library or Internet resources to complete this assignment.

Critical Thinking

- 4. Recognize Cause and Effect What problems did muckrakers expose and what effects did their work have on Progressive reform?
- Summarize Describe Walter Rauschenbusch's ideas about Social Gospel and the Progressive Movement.
- 6. Identify Points of View Which groups in American society might have opposed Progressive reform? Explain.



The Jungle by Upton Sinclair

When Upton Sinclair published *The Jungle* in 1906, he meant to open America's eyes to the plight of workers in the filthy, dangerous Chicago stockyards. Instead, popular outrage focused on the wider-reaching threat of spoiled meat. Congress quickly passed the nation's first legislation regulating the meat, food, and drug industries. Sinclair, disappointed by his failure to provoke more sympathy for the overworked, underpaid workers, noted "I aimed at the public's heart, and by accident I hit it in the stomach."

There was never the least attention paid to what was cut up for sausage. . . . There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption [tuberculosis] germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one—there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water—and cartload after cartload of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast.





 A woman working at a Pittsburgh cigar factory in 1909

WITNESS HISTORY (1) AUDIO

Women at Work

As the Progressive Movement wore on, many reformers took up causes that affected women. Although women spearheaded a number of Progressive reforms, they did not have the right to vote in national elections. In workplaces like the Triangle Shirtwaist Factory, women endured the awful conditions described by one worker:

⁶⁶It was a world of greed; the human being didn't mean anything. The hours were from 7:30 in the morning to 6:30 at night when it wasn't busy. When the season was on we worked until 9:00. No overtime pay, not even supper money. . . . When you were told Saturday afternoon, through a sign on the elevator, 'If you don't come in on Sunday, you needn't come in on Monday,' what choice did you have? You had no choice.7

-Pauline Newman, organizer of the International Ladies Garment Workers Union

Women Make Progress



Core Curriculum Objectives

- **4.I.A.1** Progressives supported the use of government power for different reform purposes
- **4.I.B.2b** Women's rights and efforts for peace

Terms and People

Florence Kelley NCL temperance movement Margaret Sanger

suffrage Carrie Chapman Catt NAWSA Alice Paul

Ida B. Wells

Nineteenth Amendment

NoteTaking

Reading Skill: Identify Main Ideas As you read this section, complete an outline like the one below to capture the main ideas.

> I. Women Expand Reforms A. Hardships for women 1. 2. B.

Why It Matters In the early 1900s, a growing number of women were no longer content to have a limited role in society. Women activists helped bring about Progressive reforms and won the right to vote. In the years ahead, women would continue the struggle to expand their roles and rights. Section Focus Question: How did women of the Progressive Era make progress and win the right to vote?

Progressive Women Expand Reforms

In the early 1900s, a growing number of women wanted to do more than fulfill their roles as wives and mothers. They were ready to move beyond raising children, cooking meals, keeping the home tidy, and caring for family members. They wanted to expand their role in the community.

Education helped women achieve their goals. By the 1890s, a growing number of women's colleges prepared them for careers as teachers or nurses. Some, such as Bryn Mawr College in Pennsylvania and the School of Social Work in New York, trained them to lead the new organizations working for social reform. Armed with education and modern ideas, many middle-class white women began to tackle problems they saw in society.

Working Women Face Hardships For most women, however, working outside the home meant difficult jobs, with long hours and dangerous conditions. And these women were usually expected to hand over their wages to their husbands, fathers, or brothers. Many women labored in factories that made cigars or clothing. Others toiled as laundresses or servants. Immigrants, African Americans, and women from rural areas filled these jobs, and most of them had little or no education. As a result, they could easily be cheated or bullied by their employers. Without being able to vote, women had little influence on the politicians who could expand their rights and look after their interests.

Reformers Champion Working Women's Rights A key goal of women reformers was to limit the number of work hours. They succeeded in several states. For example, a 1903 Oregon law capped women's workdays at ten hours. Five years later, in *Muller* v. *Oregon*, the Supreme Court reviewed that law. Lawyer Louis D. Brandeis argued that long working hours harmed working women and their families.

The Supreme Court agreed with Brandeis. Based on their role as mothers, it said, women could be "properly placed in a class" by themselves. As a result, laws could limit their work hours, even if similar laws would not be allowed for men. At the time, Progressives viewed this decision as a victory for women workers. In later years, however, this ruling was used to justify paying women less than men for the same job.

Florence Kelley believed that women were hurt by the unfair prices of goods they had to buy to run their homes. In 1899, she helped found the National Consumers League (NCL), which is still active today. The NCL gave special labels to "goods produced under fair, safe, and healthy working conditions" and urged women to buy them and avoid products that did not have these labels. The NCL pushed for other reforms as well. It backed laws calling for the government to inspect meatpacking plants, to make workplaces safer, and to make payments to the unemployed.

Florence Kelley also helped form the Women's Trade Union League (WTUL), another group that tried to improve conditions for female factory workers. It was

one of the few groups in which upper-class and working-class women served together as leaders. The WTUL pushed for federal laws that set a minimum wage and an eight-hour workday. It also created the first workers' strike fund, which could be used to help support families who refused to work in unsafe or unfair conditions.

Women Work for Changes in Family Life A main goal of Progressive women was to improve family life. They pushed for laws that could help mothers keep families healthy and safe. One focus of this effort was the temperance movement led by the Women's Christian Temperance Union (WCTU). This group promoted temperance, the practice of never drinking alcohol. Members felt that alcohol often led men to spend their earnings on liquor, neglect their families, and abuse their wives. Formed in the 1870s, the WCTU gained strength during the Progressive Era. Their work led to the passage of the Eighteenth Amendment, which outlawed the production and sale of alcohol.

Nurse Margaret Sanger thought that family life and women's health would improve if mothers had fewer children. In 1916, Sanger, herself one of 11 children, opened the country's first birth-control clinic. Sanger was jailed several times as a "public nuisance." But federal courts eventually said doctors could give out information about family planning. In 1921, Sanger founded the American Birth Control League to make this information available to more women.

Women Campaign for Temperance

Minnesota women march to ban alcohol. The temperance movement gained a victory when Congress passed the 18th Amendment in 1917.



African American women also worked for social change. In 1896, Ida B. Wells, a black teacher, helped form the National Association of Colored Women (NACW). The group aimed to help families strive for success and to assist those who were less fortunate. With money raised from educated black women, the NACW set up day-care centers to protect and educate black children while their parents went to work.

Checkpoint What steps did women take to win workers' rights?

Women Fight for the Right to Vote

One of the boldest goals of Progressive women was **suffrage**—the right to vote. They argued that this was the only way to make sure that the government would protect children, foster education, and support family life. As Jane Addams explained, women needed the vote because political issues reached inside people's homes.

Primary Source If the street is not cleaned by the city authorities no amount of private sweeping will keep the tenement free from grime; if the garbage is not properly collected and destroyed a tenement-house mother may see her children sicken and die of diseases from which she alone is powerless to shield them, although her tenderness and devotion are unbounded. She cannot even secure untainted meat for her household, . . . unless the meat has been inspected by city officials."

—Jane Addams, Ladies Home Journal, 1910

Since the 1860s, reformers such as Susan B. Anthony and Elizabeth Cady Stanton had tirelessly struggled for the right for women to have a voice in political issues. They failed at the federal level, but by the end of the 1890s women in western states, such as Wyoming and Colorado, had won the right to vote.

Catt Takes Charge of the Movement In the 1890s, the national suffrage effort was reenergized by Carrie Chapman Catt. Catt had studied law and worked as one of the country's first female school superintendents. A captivating speaker, Catt traveled around the country urging women to join the National American Woman Suffrage Association (NAWSA). In 1900, she became the president of the NAWSA. Catt promoted what became known as her "winning plan," which called for action on two fronts. Some teams of women lobbied Congress to pass a constitutional amendment giving women the right to vote. Meanwhile, other teams used the new referendum process to try to pass state suffrage laws. By 1918, this strategy had helped women win the right to vote in New York, Michigan, and Oklahoma.

Catt introduced a "society plan" to recruit wealthy, well-educated women. She and her army of workers signed on women from all levels of society, including African Americans, Mexican Americans, and Jewish immigrants. All these women, called "suffragettes," helped promote suffrage in their own areas.

While the suffrage movement gained ground, some women worked against it. The National Association Opposed to Woman Suffrage (NAOWS) believed that the effort to win the vote would take women's attention away from family and volunteer work that benefited society in many ways. But as the pressure for women's suffrage grew stronger, the NAOWS faded away.

HISTORY MAKERS

Ida B. Wells (1862–1931)

Wells had gained fame for her campaign against the lynching of African Americans. But she was also a tireless worker for

women's suffrage and joined in the famous 1913 march for universal suffrage that took place in Washington, D.C. Not able to tolerate injustice of any kind, Ida B. Wells, along with Jane Addams, successfully blocked the establishment of segregated schools in Chicago. In 1930, she ran for the Illinois State legislature, which made her one of the first black women to run for public office in the United States.



Vocabulary Builder strategy-(STRAT uh jee) n. plan or an action based on a plan

Activists Carry on the Struggle Some women, known as social activists, grew more daring in their strategies to win the vote. Alice Paul, their best-known leader, was raised in a Quaker home where she was encouraged to be independent. Paul attended a Quaker college and the New York School of Social Work before earning a Ph.D. from the University of Pennsylvania in 1912. She believed that drastic steps were needed to win the vote. By 1913, she was organizing women to recruit others across the nation. They drew in women of many backgrounds, from Maud Younger, known as the "millionaire waitress" because she organized California's first waitresses' union, to Nina Otero-Warren, a Hispanic who headed New Mexico's State Board of Health.

By 1917, Paul formed the National Woman's Party (NWP), which used public protest marches. The NWP became the first group to march with picket signs

Events That Changed America

【動 AUDIO

SUFFRAGISTS WIN THE VOTE

The National Woman's Party began picketing the White House, urging President Wilson to back the woman's suffrage amendment. Susan B. Anthony had introduced the amendment nearly 40 years earlier, but the Senate had rejected it twice. So when America entered World War I, and Wilson proclaimed, "The world must be made safe for democracy," the weary suffragists were astounded. They wondered how could America be a democracy if women could not vote?

Then, when envoys from Russia visited Wilson in June, Alice Paul and her activists saw a golden opportunity. The Russians had just overthrown the czar, established a republic, and granted women the right to vote. As the envoys neared the White House, the suffragists stunned and embarrassed Wilson by unveiling a new banner that claimed America was not a democracy. The women set in motion a series of events that would change America.



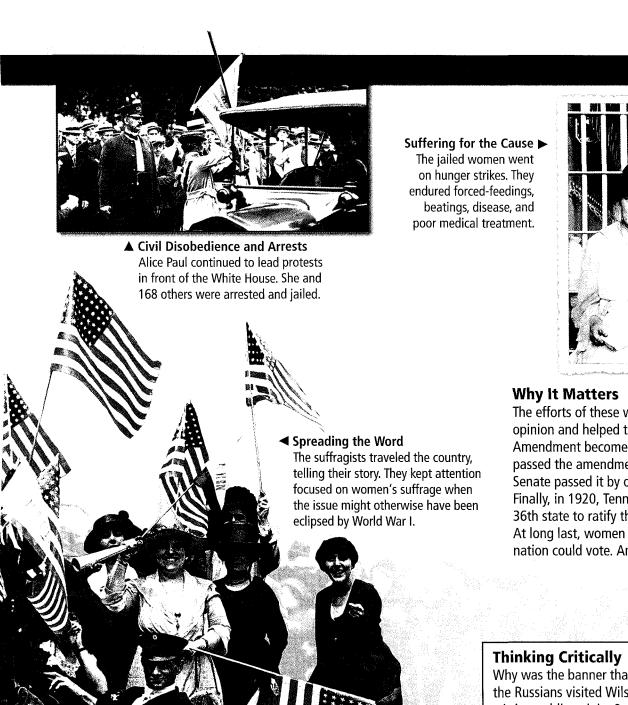
"America is Not a Democracy" An angry mob shredded protestors banners. The police warned the women not to return.

Suffrage Poster ►
In marches on Washington,
D.C., women urged Congress
to vote for suffrage.



outside the White House. Hundreds of women were arrested in these protests. Some went on hunger strikes, refusing to eat until they could vote. The NWP methods angered many people, including women in other suffrage groups. Nevertheless, they did help win women the right to vote, because the NWP's actions made less-radical groups like the NAWSA look tame by comparison.

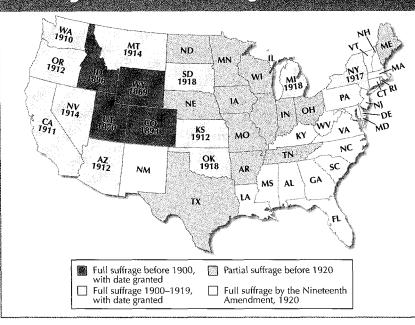
The Nineteenth Amendment Becomes Law When the United States entered World War I in 1917, Carrie Catt and Florence Kelley led the NAWSA to support the war effort. Their actions and those of the NWP convinced a growing number of legislators to support a women's suffrage amendment. In June 1919, Congress approved the Nineteenth Amendment, which stated that the right to vote "shall not be denied or abridged on account of sex." On August 18, 1920, the



The efforts of these women swayed public opinion and helped the Susan B. Anthony Amendment become law. The House passed the amendment in 1918. Then the Senate passed it by one vote in 1919. Finally, in 1920, Tennessee became the 36th state to ratify the 19th Amendment. At long last, women in every state of the nation could vote. America had changed.

Why was the banner that was unveiled when the Russians visited Wilson so effective in stirring public opinion?

Passage of Women's Suffrage





Women's Suffrage

What pattern do you see in the passage of suffrage at the state level?

Tennessee State House of Representatives passed the amendment by one vote. With Tennessee's ratification, enough states had passed the amendment that it became official.

Alice Paul and Carrie Catt both claimed responsibility for the victory. In fact, according to historian Nancy Cott, "neither the shocking militancy of the National Women's Party nor the ladylike moderation of NAWSA was so solely responsible for victory as each group publicly claimed." The rival groups both contributed to the triumph of the women's suffrage movement. As a result, on November 2, 1920, Catt, Paul, and millions of other American women voted for the first time in a U.S. presidential election.

Checkpoint What tactics did Progressive women use to win the right to vote?

2 Assessment

Progress Monitoring *Online*

For: Self-test with vocabulary practice Web Code: nea-0404

Comprehension

- **1. People** Explain how each of the following people changed the lives of women.
 - Florence Kelley
 - Margaret Sanger
 - Ida B. Wells
 - Carrie Chapman Catt
 - Alice Paul

2. NoteTaking Reading Skill:

Identify Main Idea Use your outline to answer the Section Focus Question: How did women of the Progressive Era make progress and win the right to vote?

Writing About History

3. Quick Write: Communicate
Perspective Look at the map on the
passage of women's suffrage in this
section. In one paragraph, describe the
map from the perspective of a supporter of suffrage for women. In a second paragraph, describe the map as
viewed by a suffrage opponent.

Critical Thinking

- **4. Draw Conclusions** Why would education have led middle-class women to address societal problems?
- **5. Solve Problems** Choose one specific social problem and explain how Progressive women reformers proposed to solve that problem.
- **6. Analyze Effects** How did suffragists' efforts at the state level affect their effort to win the right to vote at the national level?

American Issues •••• Connector

Social Problems and Reforms

TRACK THE ISSUE

What are the most pressing problems, and how can we solve them?

There have been many movements for social reform in the United States. But Americans do not always agree on the need for reform or on the best way to achieve it. In fact, some reform ideas face strong opposition. Why do some reform movements win support, while others do not? Use the timeline below to explore this enduring issue.



Revival of Christian faith spark moral and spiritual reform.

1830s–1850s Abolitionism Antislavery forces demand an end to the slave system.

1890–1920 Progressivism Reformers urge a broad range of social and political changes.

1950s–1960s Civil Rights African Americans lead movement for racial equality.

1990s-2000s Healthcare Reform Reformers combat the spiraling costs

of healthcare and insurance.



Young children line up to receive vaccinations in a school clinic.



HEALTH CARE ACCOUNT SUMMARY

01/11/05 01/12/05 MRI LUMBAR W/O CONTRAST INSURANCE/PAYMENTS

\$250.00

Healthcare costs are a major issue.

AMOUNT DUE FROM PATIENT

\$1,624.00

\$1,874.00

DEBATE THE ISSUE

Health Insurance Medical costs are soaring. Many Americans lack health insurance and cannot pay their bills. Some reformers want the government to provide universal health insurance, also known as a single-payer system. Others say this approach will cause more harm than good.

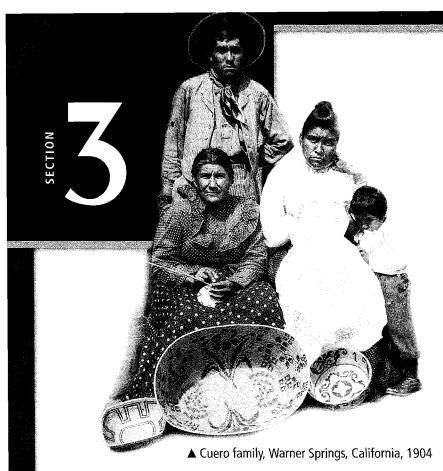
> Lisa McGiffert, Senior Policy Analyst, Consumers Union

A single-payer system promotes higher taxes, limits technology, produces waiting lists, rations care, and prolongs suffering. . . A universal healthcare system run by government will reduce the quality and access to health care for all Americans. It's a prescription for disaster.

—Sally Pipes, President, Pacific Research Institute

Connect to Your World

- **1. Compare** Why does Lisa McGiffert support universal health insurance? Why does Sally Pipes oppose it?
- **2. Analyze** Do you think Sally Pipes would support the efforts of some Progressive Era city governments to purchase public utilities? Explain.
- **3. Debate** Learn more about recent debates on healthcare reform, and prepare an argument supporting one viewpoint. **Web Code**: neh-0405



WITNESS HISTORY (3) AUDIO



Voices of Protest

The sympathy that reformers felt for the plight of the poor did not often extend to minorities. In 1912, Progressive journalist Samuel Bryan wrote an investigative article about Mexican immigrants. Displaying a common bias, Bryan concluded that the immigrants did not work hard enough. Yet, he was forced to admit that Mexican Americans faced discrimination. He wrote:

66 [Mexican Americans] are now employed to a considerable extent in the coal mines of Colorado and New Mexico, in the ore mines of Colorado and Arizona, in the smelters of Arizona, in the cement factories of Colorado and California, . . . and in fruit growing and canning in California. . . . Where they are employed in other industries, the same wage discrimination against them as was noted in the case of railroad employees is generally apparent."

-Samuel Bryan, The Survey, September 1912

The Struggle Against Discrimination



Core Curriculum Objectives

- 4.I.A.4 Increasing inequities between wealth and poverty
- **4.I.B.2c** The black movement and reform (Booker T. Washington, W.E.B. Du Bois, and the NAACP)
- **4.I.B.2e** Formation of Anti-Defamation League

Terms and People

Americanization Booker T. Washington W.E.B. Du Bois Niagara Movement

NAACP Urban League Anti-Defamation League mutualistas

NoteTaking

Reading Skill: Main Idea and Details Outline the section's main ideas and details.

I. The Struggle Against Discrimination

Why It Matters Prejudice and discrimination against minorities continued even as the Progressive Movement got underway. But in the spirit of Progressivism, African Americans, Latinos, Catholics, Jews, and new immigrant groups worked to help themselves. Their efforts paved the way for the era of civil rights that would follow decades later. Section Focus Question: What steps did minorities take to combat social problems and discrimination?

Progressivism Presents Contradictions

The Progressive Era was not so progressive for nonwhite and immigrant Americans. Most Progressives were white Anglo-Saxon Protestant reformers who were indifferent or actively hostile to minorities. They tried to make the United States a model society by encouraging everyone to follow white, middle-class ways of life.

Social Reform or Social Control? Settlement houses and other civic groups played a prominent role in the Americanization efforts of many Progressives. While they taught immigrants English, their programs also tried to change how immigrants lived. They advised immigrants how to dress like white middle-class Americans and pushed them to replace the foods and customs of their homelands with

Protestant practices and values. These reformers believed that assimilating immigrants into American society would make them more loyal and moral citizens.

Many Progressives found the immigrants' use of alcohol especially alarming. In many European countries, it was customary for families to serve wine or beer with meals. Many reformers, however, believed that these practices showed moral faults. As a result, prejudice against immigrants was one of the forces behind the temperance movement.

Racism Limits the Goals of Progressivism Many Progressives shared the same prejudice against nonwhites held by other white Americans of the time. They believed that some people were more fit than others to play a leading role in society. They agreed with so-called scientific theories that said that darkskinned peoples had less intelligence than whites. In the late 1800s, southern Progressives used these misguided theories to justify the passage of laws that kept African Americans from voting. Some southern Progressives urged an end to the violence and terrorism waged against African Americans. Edgar Gardner Murphy, an Episcopal minister and a leading Alabama Progressive, advised that African Americans "will accept in the white man's country the place assigned him by the white man, . . . not by stress of rivalry, but by genial cooperation with the white man's interests."

After the Supreme Court issued its Plessy v. Ferguson decision, states across the North and the South had passed segregation laws. By 1910, segregation was the norm across the nation. After 1914, even the offices of the federal

Vocabulary Builder so-called-(SOH kawld) adj. commonly named; falsely or improperly named

Comparing Viewpoints

How should we respond to discrimination?

African Americans were freed from slavery, but discriminatory laws and racist attitudes kept them oppressed and threatened. African Americans debated how they should respond to this discrimination.

BOOKER T. WASHINGTON

Washington (1856–1915) believed that African Americans had to achieve economic independence before civil rights. Black people must tolerate discrimination while they proved themselves equal to white people. Slowly, civil rights would come.

Primary Source

66 The Negro must live peaceably with his white neighbors . . . the Negro [must] deport himself modestly . . . depending upon the slow but sure influences that proceed from the possessions of property, intelligence, and high character for the full recognition of his political rights."

W.E.B. Du Bois

Du Bois (1868-1963) believed that black Americans had to demand their social and civil rights or else become permanent victims of racism. African Americans must fight every day for the rights given to them in the Constitution.

Primary Source

66We claim for ourselves every single right that belongs to a freeborn

American . . . and until we get these rights we will never cease to protest. . . . How shall we get them? By voting where we may vote, by persistent, unceasing agitation, by hammering at the truth, by sacrifice and work.

Compare

- **1.** How did the views of Washington and Du Bois about the nature of civil rights differ?
- 2. How do these leaders' opinions reflect the era in which they lived? Would leaders today make similar arguments? Explain.

government in Washington, D.C., were segregated as a result of policies approved by President Woodrow Wilson, a Progressive.

Checkpoint What attitudes did most Progressives hold about minorities and immigrant groups?

African Americans Demand Reform

In the face of these injustices, the nation's most visible African American leader urged patience. **Booker T. Washington** told blacks to move slowly toward racial progress. By working hard and waiting patiently, he believed, African Americans would gradually win white Americans' respect and eventually would be able to exercise their full voting and citizenship rights.

Other African Americans rejected this view. The most outspoken among them were **W.E.B. Du Bois** and William Monroe Trotter. Both men had been raised in New England and educated at Harvard University. Both urged African Americans to demand immediately all the rights guaranteed by the Constitution.

African Americans Form the Niagara Movement Du Bois and Trotter were especially concerned that all across the South, black men were being denied the right to vote. In the summer of 1905, they and other leading African American thinkers met at Niagara Falls. They had to meet in Canada because no hotel on the New York side of the border would give them rooms.

The **Niagara Movement**, as the group called itself, denounced the idea of gradual progress. Washington, they said, was too willing to compromise African Americans' basic rights. They also condemned his notion of teaching only trade skills. This kind of education, Du Bois said, "can create workers, but it cannot make *men*." Talented blacks should be taught history, literature, and philosophy, so they could think for themselves.

Despite its bold ideas, the Niagara Movement never grew to more than a few hundred strong. To make a difference, African Americans needed a more powerful voice.

Riots Lead to Formation of NAACP In the summer of 1908, a white mob in Springfield, Illinois, attempted to lynch two African American prisoners in the city jail. Upon learning that the prisoners had been removed to safety, the rioters turned their anger against the city's black residents, killing two people and burning 40 homes. The Niagara Movement members were outraged that such an attack could happen in Abraham Lincoln's hometown.

Niagara Movement

The original leaders of the Niagara Movement met in response to W.E.B. Du Bois's call to "organize thoroughly the intelligent honest Negroes throughout the United States."



This lynching occurred during the 1908 Springfield, Illinois, riot.



The Springfield riot also got the attention of a number of white reformers. They now acknowledged the need to help African Americans protect their lives, win the right to vote, and secure their civil rights. In 1909, they joined with leaders of the Niagara Movement to form the National Association for the Advancement of Colored People (NAACP). The NAACP aimed to help African Americans be "physically free from peonage [forced, low-paid labor], mentally free from ignorance, politically free from disfranchisement, and socially free from insult."

NAACP leaders included white and black Progressives who had worked in other areas of social reform. Among them were Jane Addams, Ray Stannard Baker, and Florence Kelley. Ida B. Wells, owner of a Tennessee newspaper, used her publication to make clear the horror of lynching. She and the others planned the group's strategy—to use the courts to challenge unfair laws. In the early 1900s, the NAACP focused on the battle for equal access to decent housing and professional careers like teaching.

African Americans Form the Urban League Across the country, African Americans were migrating from rural to urban areas during this period. Local black clubs and churches set up employment agencies and relief efforts to help African Americans get settled and find work. In 1911, more than 100 of these groups in many cities joined into a network called the Urban League. While the NAACP helped middle-class blacks struggle for political and social justice, the Urban League focused on poorer workers. It helped families buy clothes and books and send children to school. It helped factory workers and maids find jobs. Both the NAACP and the Urban League still aid African Americans today.

Checkpoint Why did African Americans and others decide it was time to organize against discrimination?

Reducing Prejudice and Protecting Rights

African Americans were not alone in seeking their rights. Individuals and organizations of diverse ethnic groups spoke out against unfair treatment and took action by creating self-help agencies. For example, in northern cities, Catholic parishes offered a variety of social services to immigrants. In Chicago, a network of Polish Catholic groups grew so strong that it earned the nickname American Warsaw.

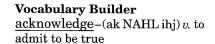
The Anti-Defamation League Aids Jews in New York had formed the B'nai B'rith in 1843 to provide religious education and to help Jewish families. In response to growing anti-Semitism, the group founded the Anti-Defamation League in 1913. Its goal was and still is—to defend Jews and others against physical and verbal attacks, false statements, and "to secure justice and fair treatment to all citizens alike. . . . "

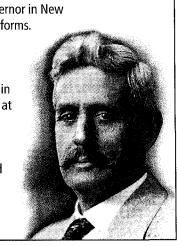
Mexican Americans Organize Mexican Americans also organized to help themselves. Those living in Arizona formed the Partido Liberal Mexicano (PLM), which offered Mexican Americans many of the same services that the Urban League gave to African Americans. In several states, Mexican Americans formed mutualistas, groups that made loans and provided legal assistance. The mutualistas also had insurance programs to help members if they were too sick to work.

HISTORY MAKERS

Octaviano Larrazolo (1859–1930)

Larrazolo was a Progressive governor in New Mexico who worked for many reforms. He helped make sure that New Mexico's first state constitution protected Latinos from discrimination. Elected governor in 1918, he pushed for laws aimed at helping children and improving public health. He also favored bilingual education and voting rights for women. That last stand cost him the support of his Republican Party, and he served only one term as governor.







Japanese Field Workers

Japanese immigrants, like those above, often found work tending the fruit orchards of California. Through hard work, many were later able to buy land and orchards of their own.

Many Mexican Americans were forced to sign unfair labor contracts that kept them in debt to people whose land they worked. In 1911, the Supreme Court struck down a law that enforced that system.

Native Americans Take Action Progressives did little to help Native Americans. The Dawes Act, passed in 1887, had divided reservations into plots for individuals to farm. But the law also said that lands not given to individual Indians could be sold to the general public. By 1932, nearly two thirds of the lands held by tribes in 1887 were in the hands of whites.

Carlos Montezuma, a Native American from Arizona, helped establish the Society of American Indians in 1911, the first organization for Indian rights to protest federal Indian policy. A doctor, Montezuma treated Native Americans living on reservations. He urged Native Americans to preserve their cultures and avoid being dependent on the government.

Asian Americans Fight Unfair Laws Asian Americans also had to protect themselves. A 1913 California law said that only American citizens could own land. Because Japanese immigrants could not become citizens, the law forced them to sell their land. Japanese Americans found a way around this, however, by putting the land in their children's names. Because their children had been born in the United States, they were American citizens.

Takao Ozawa fought the law in court that blocked Asian Americans from becoming citizens. In 1922, however, the Supreme Court ruled against him. A newspaper read by Japanese Americans commented, "The slim hope that we had entertained . . . has been shattered completely."

✓ Checkpoint What strategies did other minority groups use to defend their rights?

3 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nea-0406

Comprehension

- **1. Terms and People** For each item below, write a sentence explaining its significance.
 - Booker T. Washington
 - W.E.B. Du Bois
 - Niagara Movement
 - NAÄCP
 - Urban League
 - Anti-Defamation League
 - mutualistas

2. NoteTaking Reading Skill: Main ideas and Details Use your outline to answer the Section Focus Question: What steps did minorities take to combat social problems and discrimination?

Writing About History

3. Quick Write: Gather Details

Suppose you want to write a narrative about the effect of the Urban League's work in the Progressive Era. Conduct research to find descriptions and images of African American life before and during this period.

Critical Thinking

- **4. Analyze Information** How did Progressives' views about race and values foster prejudice?
- 5. Draw Inferences What do the differing approaches of Booker T. Washington and W.E.B. Du Bois suggest about their views of American society?
- **6. Compare** Were the goals and actions of the mutualistas more similar to those of the Urban League or to those of the Anti-Defamation League? Explain.

▲ Theodore Roosevelt speaking in

New York City

"Teddy" bear ▶

WITNESS HISTORY (**) AUDIO

A Bold Leader Takes Control

When Theodore Roosevelt entered the White House, never before had the country had so young a leader. He brought to the presidency tremendous energy, vision, and a willingness to expand presidential power in order to improve American lives. In a rousing speech, he urged some young supporters:

⁶⁶The principles for which we stand are the principles of fair play and a square deal for every man and every woman in the United States. . . . I wish to see you boys join the Progressive Party, and act in that part and as good citizens in the same way I'd expect any one of you to act in a football game. In other words, don't flinch, don't fold, and hit the line hard. 99

> -Theodore Roosevelt, Address to Boy's Progressive League, 1913

Roosevelt's Square Deal

Core Curriculum Objectives

- 4.I.C.1 Emerging Progressive movement: political reform
- **4.1.C.2** Theodore Roosevelt's Square Deal
- 4.I.C.3a Theodore Roosevelt's concern for nature, land, and resources
- 4.I.C.3c Roles of Gifford Pinchot and John Muir

Terms and People

Theodore Roosevelt Square Deal Hepburn Act Meat Inspection Act Pure Food and Drug Act Gifford Pinchot National Reclamation

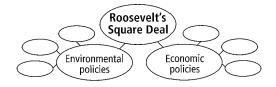
Act

New Nationalism Progressive Party

John Muir

NoteTaking

Reading Skill: Identify Main Ideas As you read this section, use a concept web like the one below to record the main ideas.

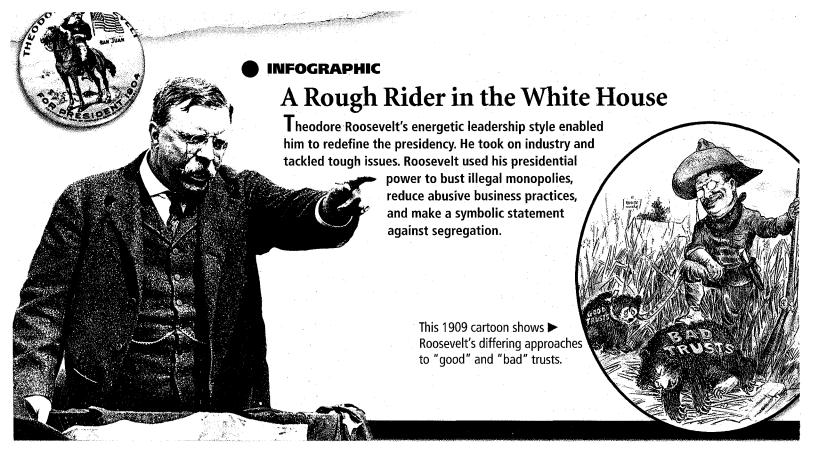


Why It Matters In the late 1800s, the United States had several weak and ineffective Presidents. The arrival of Theodore Roosevelt, a charismatic figure who embraced Progressive ideals, ushered in a new era. Roosevelt passed Progressive reforms and expanded the powers of the presidency. He changed the way Americans viewed the roles of the President and the government. Section Focus Question: What did Roosevelt think government should do for citizens?

Roosevelt Shapes the Modern Presidency

In 1901, when Theodore Roosevelt became President of the United States, he was only 43 years old. However, Roosevelt had packed quite a lot into those years, gaining a reputation for being smart, energetic, and opinionated. The sickly child of wealthy parents, he had used his family's resources to develop both his strength and his mind. Observers said he generated so much energy that if you met him, you left the event with bits of his personality "stuck to your clothes."

Roosevelt Rises to the Presidency Roosevelt had graduated with honors from Harvard University in 1880. He spent only a few months studying law at Columbia University before being elected to the New York State Assembly. After three years' service there, and after the deaths of both his mother and his wife, Alice, Roosevelt retired to a ranch in the West. There he developed a love of the wilderness.



Vocabulary Builder dominate - (DAHM ih nayt) v. to have a commanding place or position in

Roosevelt could not remain long out of the spotlight, however. By 1889, he had returned to politics. As president of New York City's Board of Police Commissioners, he gained fame by fighting corruption. President William McKinley noticed him and named him Assistant Secretary of the Navy. When the Spanish-American War broke out in 1898, Roosevelt resigned the post to form the Rough Riders, a volunteer cavalry unit that became famous during the war.

After the end of the conflict, the young war hero was elected governor of New York, where he pushed for Progressive reforms. His reform efforts annoyed Republican leaders in the state, though. They convinced McKinley to choose Roosevelt as his running mate so Roosevelt would leave New York—and them alone. McKinley was reelected President in 1900, but within a few months he was assassinated, and Roosevelt became President. Roosevelt soon dominated public attention. Journalists vied for interviews with him and children begged their parents for a teddy bear, the new stuffed animal named for him.

Roosevelt greatly expanded the power of the President. He used his office and its powers to convince Americans of the need for change and to push through his reform proposals. He called his program the **Square Deal**, and its goals were to keep the wealthy and powerful from taking advantage of small business owners and the poor. His idea of fair government did not mean that everyone would get rich or that the government should take care of the lazy. He compared his Square Deal to a hand of cards.

66When I say I believe in a square deal, I do not mean to Primary Source give every man the best hand. If good cards do not come to any man, or if they do come, and he has not got the power to play them, that is his affair. All I mean is that there shall be no crookedness in the dealing.

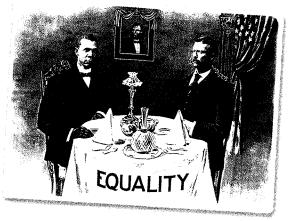
—Theodore Roosevelt, 1905

Checkpoint What did Roosevelt want his Square Deal program to achieve?



The illustration shows that ▶ in 1901, Booker T. Washington accepted Roosevelt's invitation to dinner. Roosevelt's actions angered those who favored segregation.

> "Patent medications" sometimes made fraudulent claims or contained harmful chemicals. Roosevelt helped restore consumer confidence by supporting laws that regulated the food and drug industries.



Thinking Critically

- 1. Analyze Visuals Look at the image of Roosevelt's dinner with Washington. Why would the artist have placed a painting of Abraham Lincoln in the background?
- 2. Make Generalizations Using the information in these visuals, make one generalization about Theodore Roosevelt as President.

Trustbusting and Regulating Industry

Roosevelt often stepped in with the authority and power of the federal government. One example was in 1902, when Pennsylvania coal miners went on strike. The miners wanted a pay raise and a shorter workday. Roosevelt sympathized with the overworked miners, but he knew that a steady supply of coal was needed to keep factories running and homes warm. He wanted the strike ended quickly.

First, Roosevelt tried to get mine owners to listen to workers' concerns. When this failed, he threatened to send federal troops to take control of the mines and to run them with federal employees. His threat forced the mine owners to give the miners a small pay raise and a nine-hour workday. For the first time, the federal government had stepped in to help workers in a labor dispute.

The coal strike was one of many steps Roosevelt took to control the power of corporations. Within a year, Roosevelt convinced Congress to establish the Department of Commerce and Labor to monitor businesses engaged in interstate commerce and to keep capitalists from abusing their power.

Roosevelt Takes on the Railroads The cost of shipping freight on railroads had been an issue since the 1870s. Railroad companies could charge whatever they wanted. The railroads' power was especially troublesome for western farmers. They had no other way to move their products to eastern markets.

In 1887, Congress had created the Interstate Commerce Commission (ICC) to oversee rail charges for shipments that passed through more than one state. The ICC was supposed to make sure that all shippers were charged the same amounts. By 1900, though, the Supreme Court had stripped away most of the ICC's power. So Roosevelt pushed Congress to pass the Elkins Act in 1903, which imposed fines on railroads that gave special rates to favored shippers. In 1906, he got Congress to pass the Hepburn Act, which gave the ICC strong enforcement powers. This law gave the government the authority to set and limit shipping costs. The act also set maximum prices for ferries, bridge tolls, and oil pipelines.

Roosevelt Enforces the Sherman Antitrust Act It did not take long for the President and his administration to earn a reputation as "trustbusters." In response to an antitrust suit filed by Roosevelt's attorney general, the Supreme Court ruled in 1904 that the Northern Securities Company—a big railroad company—was an illegal trust. The decision forced the company to split into smaller companies. The next year, the Court found that a beef trust and several powerful agricultural companies broke antitrust laws.

Roosevelt was not interested in bringing down all large companies. He saw a difference between "good trusts" and "bad trusts." Big businesses could often be more efficient than small ones, he believed. Big business was bad, he said, only if it bullied smaller outfits or cheated consumers. So he supported powerful corporations as long as they did business fairly. His supporters called him a "trust-tamer," but some wealthy Progressives criticized his trustbusting.

Regulating Food and Drug Industries In 1906, Upton Sinclair published his novel The Jungle. His descriptions of the filthy, unhealthy conditions in meatpacking plants revolted the public and infuriated the President. Roosevelt urged Congress to pass the **Meat Inspection Act** that same year. It provided federal agents to inspect any meat sold across state lines and required federal inspection of meat-processing plants. Today, when we eat lunchmeat or grilled chicken, we trust that federal inspectors have monitored the plant where it is produced. If there is a serious problem, the government can force the meatpacker to pull the product off the shelves before many people become sick. This regulation is one lasting result of Progressives' insistence that the government take responsibility for food safety.

The Pure Food and Drug Act placed the same controls on other foods and on medicines. It also banned the interstate shipment of impure food and the mislabeling of food and drugs. Today, the Food and Drug Administration (FDA) still enforces this law and others. The FDA monitors companies to make sure people are not hurt by dangerous substances or dishonest labels. For example, before a drug can be sold, it must be tested and approved by the FDA.

✓ **Checkpoint** What impact did Roosevelt's actions have on the government's role in the economy?

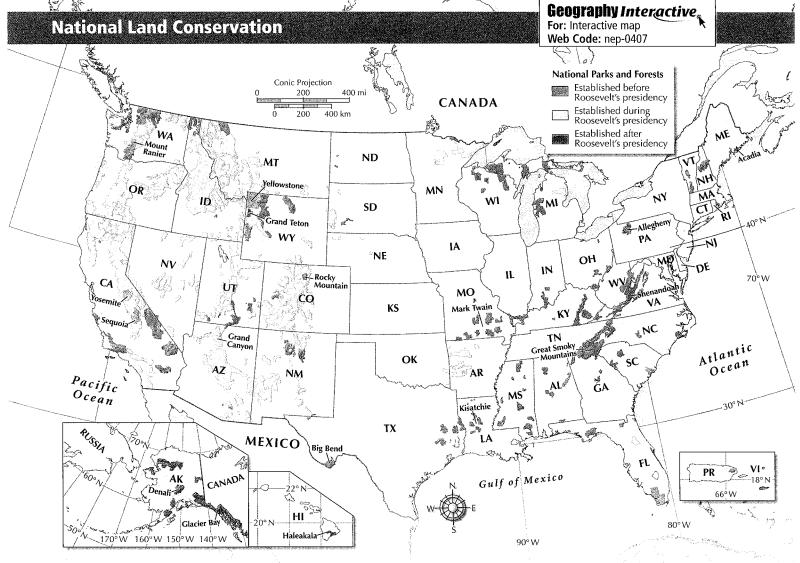
The Government Manages the Environment

Roosevelt's deep reverence for nature also shaped his policies. The books he published on hunting and the rugged West reflected his fascination with the competition between humans and the wilderness. He was pleased that the federal government had established Yellowstone National Park in 1872 to protect wildlife, and he admired California naturalist John Muir, whose efforts had led Congress to create Yosemite National Park in 1890.

Should National Forests Be Conserved or Preserved? In 1891, Congress had given the President the power to protect timberlands by setting aside land as federal forests. Following Muir's advice, Roosevelt closed off more than 100 million acres of forestland. However, the President did not agree with Muir that all wild areas should be preserved, or left untouched. Some wild lands held valuable resources, and Roosevelt thought those resources were meant to be used. This view became clear in his forest policy. In typical Progressive style, he called on experts to draw up plans for both conserving and using the forests.

Roosevelt drew on the "rational use" ideas of Gifford Pinchot, who led the Division of Forestry in the U.S. Department of Agriculture. Pinchot recommended a different approach—that forests be preserved for public use. By this, he meant

Vocabulary Builder rational – (RASH uhn uhl) adj. relating to or based on reason; reasonable



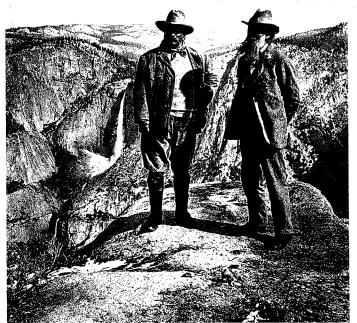
In 1892, John Muir helped found the Sierra Club to help people enjoy California's wild places and to lobby for protection of natural resources.

Primary Source "Climb the mountains and get their good tidings, Nature's peace will flow into you as sunshine flows into trees. The winds will blow their own freshness into you and the storms their energy, while cares will drop off like autumn leaves. As age comes on, one source of enjoyment after another is closed, but nature's sources never fail."

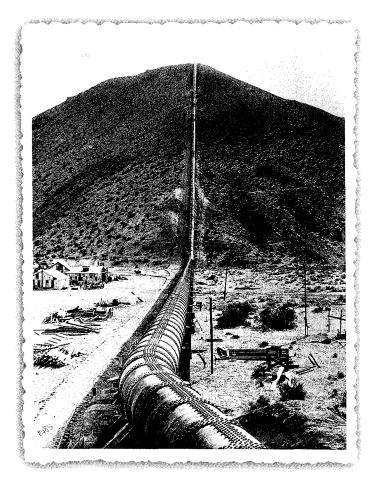
- John Muir, Our National Parks, 1901

Map Skills The land conservation movement of the Progressive Era led to the conservation of millions of acres of United States land.

- **1. Human-Environment Interaction** How does preserving land for national parks and forests benefit people?
- **2. Regions** What region of the country has the greatest area of conservation lands? Why do you think this is so?



President Theodore Roosevelt and conservationist John Muir at California's Yosemite National Park in 1903

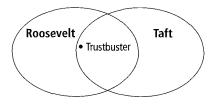


Los Angeles Aqueduct

Massive water projects carry water from reservoirs and lakes to distant cities and farmland. Why would some people oppose redirecting water in such ways?

NoteTaking

Reading Skill: Compare and Contrast As you read, fill in the Venn diagram with similarities and differences between Roosevelt and Taft.



that forests should be protected so that trees would have time to mature into good lumber. Then, the protected areas should be logged for wood to build houses and new areas placed under protection. "The object of our forest policy," explained Pinchot, "is not to preserve the forests because they are refuges for the wild creatures of the wilderness, but rather they are the making of prosperous homes." Pinchot's views came to dominate American policies toward natural resources.

Roosevelt Changes Water Policy A highly controversial natural resource issue was water. Over centuries, Native Americans had used various irrigation methods to bring water to the arid Southwest. The situation changed in the late 1800s, when prospectors began mining and farming in Utah, New Mexico, Colorado, Nevada, and California. Mining machinery required a great deal of water, and systems of sharing water used by Mexican Americans were fought by people and businesses moving into these states. Private irrigation companies came to the area, staked claims to sections of riverbeds and redirected the water so farmers could revive—or "reclaim"—dried-up fields. Bitter fights developed over who should own water rights and how the water should be shared.

Roosevelt sprang into action on this issue. He listened to Nevada representative Francis Newlands, who wanted the federal government to help western states build huge reservoirs to hold and to conserve water. Roosevelt pushed Congress for a law that would allow it.

In 1902, Congress passed the National Reclamation Act, which gave the federal government the power to decide where and how water would be distributed. The government would build and manage dams that would create reservoirs, generate power, and direct water flow. This would make water from one state's rivers and streams available to farmers in other states. The full effect of the Reclamation Act was felt over the next few decades, as water management projects created huge reservoirs and lakes where there had been dry canyons. Examples include the Salt Valley Project in Arizona and the Roosevelt Dam and Hoover Dam on the Colorado River.

Checkpoint How did Roosevelt's policies affect the environment?

Roosevelt and Taft Differ

Roosevelt left the presidency after two terms in office, saying he wished to enjoy private life. He was still a powerful force in the Republican Party, however, and he used that power to help Secretary of War William Howard Taft win the presidency in 1908. Roosevelt expected Taft to continue his programs of managing business and natural resources. Political cartoonists made caricatures of Roosevelt handing over what he called "my policies" to Taft, who seemed to have no ideas of his own.

Taft Takes His Own Course But Taft soon set his own agenda. He approved the Payne-Aldrich Act (1909), which did not lower tariffs as much as Roosevelt had wanted. He also pushed Congress to pass the Mann-Elkins Act (1910), which gave the government control over telephone and telegraph rates. He encouraged Congress to propose an income tax. Perhaps, most importantly,

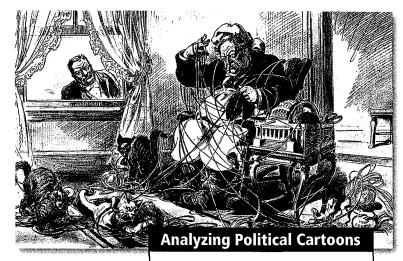
he dropped Roosevelt's distinction between good trusts and bad trusts.

Taft's Justice Department brought lawsuits against twice as many corporations as Roosevelt's had done. As a result, in 1911, the Supreme Court "busted" the trust built by the Standard Oil Company. But Taft also supported what the Court called its "rule of reason," which relaxed the hard line set by the Sherman Antitrust Act. The rule of reason allowed big monopolies so long as they did not "unreasonably" squeeze out smaller companies. Roosevelt publicly criticized these decisions. Then, Taft's attorney general sued to force U.S. Steel to sell a coal company it had bought. Roosevelt, who had approved the purchase of the company, fumed.

Taft further infuriated Roosevelt and other Progressives in the Republican Party when he fired Gifford Pinchot for publicly criticizing Secretary of the Interior Richard Ballinger. Pinchot charged that Ballinger, who opposed Roosevelt's conservation policies, had worked with business interests to sell federal land rich in coal deposits in Alaska.

Roosevelt Strikes Back Roosevelt began traveling the country speaking about what he called the New Nationalism—a program to restore the government's trustbusting power. (See an excerpt from Roosevelt's New Nationalism speech at the end of this book.) Declaring himself as "strong as a bull moose," Roosevelt vowed to tackle the trusts in a third presidential term. The Taft-Roosevelt battle split the Republican Party as an election neared. Progressives bolted from the Republican party and set up the Progressive Party. Reformer Jane Addams nominated Roosevelt as the Progressive Party's candidate for the 1912 presidential election. The Republicans nominated Taft. A bitter election loomed.

Checkpoint How did William Howard Taft's policies compare with Theodore Roosevelt's?



Taft in the White House Theodore Roosevelt looks on as President Taft is entangled in troubles.

- 1. What details illustrate Taft's troubles?
- **2.** What does the cartoon suggest about Roosevelt's reaction to Taft's situation?

Assessment

Progress Monitoring Online
For: Self-test with vocabulary practice

Web Code: nea-0408

Comprehension

- **1. Terms** Explain how each of the following acts and policies reflects Progressivism's influence.
 - Square Deal
 - Hepburn Act
 - Meat Inspection Act
 - Pure Food and Drug Act
 - National Reclamation Act
 - New Nationalism

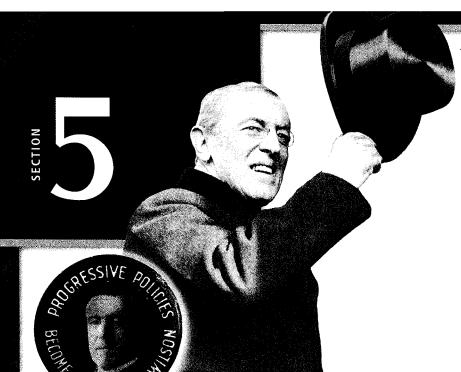
2. NoteTaking Reading Skill: Identify Main Ideas Use your concept web to answer the Section Focus Question: What did Roosevelt think government should do for citizens?

Writing About History

3. Quick Write: Present a Point of View Choose one of the industries that President Roosevelt regulated. Imagine that you are a worker or business owner in the industry. In one or two paragraphs, describe your reaction to the President's actions. Use details to relate the effect of the government's actions on your work.

Critical Thinking

- **4. Recognize Causes** Why might Theodore Roosevelt's push for reforms have angered some political leaders?
- **5. Apply Information** How did Roosevelt's use of presidential and federal power differ from that of earlier Presidents? Give two examples.
- **6. Analyze** How did Theodore Roosevelt's national forest policy reflect his ideas about conservation and preservation?
- **7. Draw Conclusions** Do you think Roosevelt's public criticisms of Taft were justified? Why or why not?



■ Woodrow Wilson, 1919

WITNESS HISTORY (1) AUDIO

A History of Reform

Before becoming President of the United States, Woodrow Wilson was president of Princeton University in New Jersey. At the time, most Princeton students were sons of wealthy families. These students joined "eating clubs" that excluded poor students and other outsiders.

Wilson objected. The eating clubs, he said, made social life more important than learning. Furthermore, he said, the clubs were unfair and damaging to those students who were excluded. Wilson lost his fight to do away with the eating clubs. But he won a reputation as a high-minded reformer who would speak out against social injustice. Wilson's reform efforts would continue in his role as President of the United States.

▲ Wilson campaign button

Wilson's New Freedom



Core Curriculum Objectives

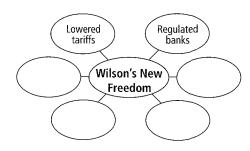
- **4.I.C.4a** Progressivism at its zenith; the 1912 election
- **4.I.C.4c** Clayton Antitrust Act and the Federal Trade Commission
- 4.I.C.4d The Federal Reserve System (monetary controls)

Terms and People

Woodrow Wilson Federal Reserve Act
New Freedom FTC
Sixteenth Amendment Clayton Antitrust Act

NoteTaking

Reading Skill: Identify Details As you read this section, fill in a concept web like the one below to record details from the section.



Why It Matters Republicans Theodore Roosevelt and William Howard Taft introduced the country to forceful Progressive Presidents. Democrat Woodrow Wilson used the expanded power of the presidency to promote a far-reaching reform agenda. Some of Wilson's economic and antitrust measures are still important in American life today. Section Focus Question: What steps did Wilson take to increase the government's role in the economy?

Wilson and the Democrats Prevail

In 1912, the Republican Party split over the issue of reform. Those who wanted a more active government formed the Progressive Party and chose Theodore Roosevelt as their candidate for President. Loyal Republicans gave the nod to President William Howard Taft.

The split created an opportunity for the Democrats and their candidate, **Woodrow Wilson**, to win the White House. Wilson's ideas had caught the attention of William Jennings Bryan, who helped Wilson win the Democratic nomination. As a student and later as a professor, Wilson had thought a great deal about good government. His doctoral thesis, *Congressional Government*, had launched him on a career teaching in college before he became the reforming governor of New Jersey.

Wilson shaped his ideas into a program he called the **New Freedom**. His plan looked much like Roosevelt's New Nationalism. It, too, would place strict government controls on corporations.

In a speech on the New Freedom, Wilson outlined his aim to provide more opportunities—more freedom—for small businesses.

Primary Source **The man with only a little capital is finding it harder and harder to get into the field, more and more impossible to compete with the big fellow. Why? Because the laws of this country do not prevent the strong from crushing the weak. 99

- Woodrow Wilson, "The New Freedom," 1913

Though he did not win the majority of the popular vote, Wilson received more than four times the number of Electoral College votes that went to Roosevelt or to Taft. The pious and intellectual son of a Virginia minister, Wilson was the first man born in the South to win the presidency in almost 60 years.

✓ **Checkpoint** How did Republican divisions help Wilson win the presidency?

Vocabulary Builder intellectual-(ihn tuh LEHK choo uhl) adj. guided by thought; possessing great power of thought

and reason

Progressive Party button

Wilson Regulates the Economy

President Wilson attacked what he called the "triple wall of privilege"—the tariffs, the banks, and the trusts—that blocked businesses from being free. Early in his first term, he pushed for new laws that would bring down those three walls and give the government more control over the economy.

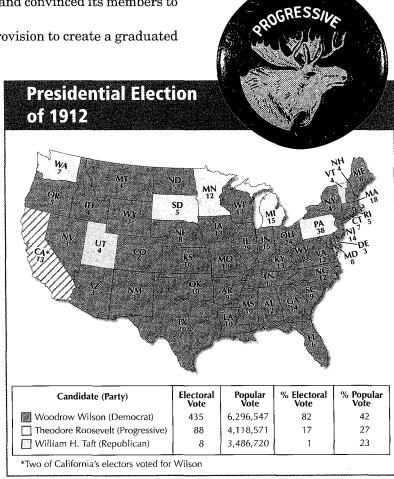
Congress Lowers Tariffs and Raises Taxes First, Wilson aimed to prevent big manufacturers from unfairly charging high prices to their customers. One way to do this was to lower the tariffs on goods imported from foreign countries so, if American companies' prices were too high, consumers could buy foreign goods. Wilson called a special session of Congress and convinced its members to pass the Underwood Tariff Bill, which cut tariffs.

The Underwood Tariff Act of 1913 included a provision to create a graduated

income tax, which the recently passed Sixteenth Amendment gave Congress the power to do. A graduated income tax means that wealthy people pay a higher percentage of their income than do poor people. The revenue from the income tax more than made up for the money the government lost by lowering tariffs on imports.

Federal Reserve Act Next, Wilson tried to reform the banking system. At the time, the country had no central authority to supervise banks. As a result, interest rates for loans could fluctuate wildly, and a few wealthy bankers had a great deal of control over the national, state, and local banks' reserve funds. This meant that a bank might not have full access to its reserves when customers needed to withdraw or borrow money.

Wilson pushed Congress to pass the Federal Reserve Act (1913). This law placed national banks under the control of a Federal Reserve Board, which set up regional banks to hold the reserve funds from commercial banks. This system, still in place today, helps protect the American economy from having too much





money end up in the hands of one person, bank, or region. The Federal Reserve Board also sets the interest rate that banks pay to borrow money from other banks, and it supervises banks to make sure they are well run. Historians have called the Federal Reserve Act the most important piece of economic legislation before the 1930s.

Wilson Strengthens Antitrust Regulation Like Presidents before him, Wilson focused on trusts. Wilson agreed with Roosevelt that trusts were not dangerous as long as they did not engage in unfair practices. In 1914, he persuaded Congress to create the Federal Trade Commission (FTC). Members of this group were named by the President to monitor business practices that might lead to monopoly. The FTC was also charged with watching out for false advertising or dishonest labeling. Congress also passed the Clayton Antitrust Act (1914), which strengthened earlier antitrust laws by spelling out those activities in which businesses could not engage.

These laws are still in effect today, protecting both businesses and consumers from abusive business activities. In recent years, the FTC has prosecuted companies that traded stocks dishonestly and fined companies that published false ads. The FTC also regulates buying on the Internet.

Progressive Era Legislation and Constitutional Amendments		
Legislation/Amendment	Effect	
Sherman Antitrust Act (1890)	Outlawed monopolies and practices that restrained trade, such as price fixing	
National Reclamation Act (1902)	Provided for federal irrigation projects by using money from the sale of public lands	
Elkins Act (1903)	Imposed fines on railroads that gave special rates to favored shippers	
Hepburn Act (1906)	Authorized the federal government to regulate railroad rates and set maximum prices for ferries, bridge tolls, and oil pipelines	
Meat Inspection Act (1906)	Allowed the federal government to inspect meat sold across state lines and required inspection of meat-processing plants	
Pure Food and Drug Act (1906)	Allowed federal inspection of food and medicine and banned the shipment and sale of impure food and the mislabeling of food and medicine	
Sixteenth Amendment (1913)	Gave Congress the power to collect taxes on people's income	
Seventeenth Amendment (1913)	Instituted the direct election of senators by the people of each state	
Underwood Tariff Act (1913)	Lowered tariffs on imported goods and established a graduated income tax	
Federal Reserve Act (1913)	Created the Federal Reserve Board to oversee banks and manage reserve funds	
Federal Trade Commission Act (1914)	Established the Federal Trade Commission to monitor business practices, false advertising, and dishonest labeling	
Clayton Antitrust Act (1914)	Strengthened the Sherman Antitrust Act by spelling out specific activities businesses could not do	
Eighteenth Amendment (1919)	Banned the making, selling, and transporting of alcoholic beverages in the United States	
Nineteenth Amendment (1920)	Gave women the right to vote in all elections	

Workers' Rights Protected The Clayton Antitrust Act also ushered in a new era for workers by protecting labor unions from being attacked as trusts. Now, workers could organize more freely. Samuel Gompers of the American Federation of Labor (AFL) praised the new law as the "Magna Carta" of labor.

On the heels of these protections came the Workingman's Compensation Act (1916), which gave wages to temporarily disabled civil service employees. That same year, Wilson pushed for the Adamson Act to prevent a nationwide railroad strike, which would have stopped the movement of coal and food, leaving millions of Americans cold and hungry. Railroad union leaders insisted on the eight-hour day, but railroad managers would not accept it. Wilson called many company leaders to the White House, pleading with them to change their minds and avert a strike. When those efforts failed, he worked with Congress to pass the Adamson Act, which limited railroad employees' workdays to eight hours.

However, Wilson did not always support organized labor, as a tragic incident known as the Ludlow Massacre showed. In the fall of 1913, coal miners in Ludlow, Colorado, demanded safer conditions, higher pay, and the right to form a union. When the coal company refused, they walked off the job. Evicted from company housing, the miners and their families set up in a tent city near the mines. The strike continued through the winter. Then, on April 20, 1914, the Colorado National Guard opened fire on the tent city and set fire to the tents, killing some 26 men, women, and children. In the end, Wilson sent federal troops to restore order and break up the strike. The miners' attempt to form a union had failed.

Checkpoint What policies did Wilson pursue in support of his New Freedom program?

Progressivism Leaves a Lasting Legacy

The political reforms of the Progressives had a lasting effect on the American political system. The initiative, referendum, and recall and the Nineteenth Amendment expanded voters' influence. Progressive reforms also paved the way for future trends. Starting in this period, the federal government grew to offer more protection to Americans' private lives while at the same time, gaining more control over peoples' lives.

The American economy today showcases the strength of the Progressives' legacy. Antitrust laws, the Federal Reserve Board, and the other federal agencies watch closely over the economy. The controls that Roosevelt and Wilson put in place continue to provide consumer protections. In later years, the government built on those actions to extend regulation over other aspects of business.

The Progressive years also greatly expanded the government's role in managing natural resources. Especially in the West, federal action on dams, national parks, and resource use remain major areas of debate. Those debates and decisions affect people in other regions as well. For example, while farmers in California, Arizona, or New Mexico worry about getting enough water to grow crops, the rest of the nation awaits the delivery of the food they grow.

It is true that many of the problems identified by the Progressives still plague us today. There are still dishonest sellers, unfair employment practices, and problems in schools, cities, the environment, and public health. However, the Progressive reformers passed on the idea that government can take action to help people fix those problems.

✓ Checkpoint What was the long-term impact of the Progressive Era on American life?

SECTION

5 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nea-0409

Comprehension

- **1. Terms and People** For each item below, write a sentence explaining its significance.
 - Woodrow Wilson
 - New Freedom
 - Sixteenth Amendment
 - Federal Reserve Act
 - Clayton Antitrust Act

2. NoteTaking Reading Skill:

Identify Details Use your flowchart to answer the Section Focus Question: What steps did Wilson take to increase the government's role in the economy?

Writing About History

3. Quick Write: Use Vivid Language
Choose an event discussed in this section. In one or two paragraphs, retell a
portion of the event. Be sure to use
vivid language and include details. Do
additional research if needed.

Critical Thinking

- 4. Compare and Contrast How were the goals and actions of Wilson's New Freedom similar to Roosevelt's New Nationalism? How were they different?
- **5. Draw Conclusions** Describe how each of the following met Progressive goals: the Sixteenth Amendment; the Clayton Antitrust Act; the FTC.
- **6. Demonstrate Reasoned Judgment** In which area do you think government reforms had the greatest impact? Why?

Progress Monitoring Online

For: Self-test with vocabulary practice

Web Code: nea-0410

■ Effects of Social Progressivism

Living Conditions	Immigrants gain access to child care and English classes.
	Municipal governments are pressured to improve sanitation and tenement safety.
	Minority groups organize, create self-help agencies, and fight discrimination.
	Immigrants are encouraged to become "Americanized."
	Laws regulate safety of foods and medicine.
Working Conditions	City and state laws improve workplace safety.
	Workers' compensation laws provide for payments to injured workers.
	Laws limit workday hours; Supreme Court upholds limits for women but not for men.
	State and federal governments were urged to adopt minimum wage and make other reforms.
	Strike fund aids workers who reject unsafe working conditions.
	Minority job seekers gain access to more jobs.
Children	State and federal laws ban child labor; Supreme Court overturns federal ban.
	Compulsory-education laws require children to attend school.
	Poor children gain access to nursery schools and kindergartens.

Progressive Organizations That Worked for Rights



■ Municipal Reforms

Government Reforms	Election Reforms
Commission form of government	Direct primary Initiative
City managers Trained administrators	Referendum Recall
City-owned public utilities	

Quick Study Timeline



1899
Florence Kelley helps
found National
Consumers League

1900 Hurricane devastates Galveston, Texas 1902 President Roosevelt signs the National Reclamation Act

In America

Presidential Terms

Grover Cleveland 1893-1897

1895

William McKinley 1897-1901

Theodore Roosevelt 1901-1909

Around the World

1893

New Zealand becomes first nation to grant women the right to vote 1900 Boxer Rebellion erupts in China

1900

1901

Britain outlaws employing children under the age of 12 in factories or workshops

American Issues • • • • Connector



By connecting prior knowledge with what you have learned in this chapter, you can gradually build your understanding of enduring questions that still affect America today. Answer the questions below. Then, use your American Issues Connector study quide (or go online: www.PHSchool.com **Web Code**: neh-0411).

Issues You Learned About -

- **Social Problems and Reforms** Again and again, Americans have worked to reform problems that afflict society.
- Think about the social problems that you have read about in this chapter. Identify the five problems that you think posed the biggest threat to society or to groups of Americans. Create a chart showing the following:
 - · social problems
 - reform efforts
 - reformers involved
 - results of reform efforts
- **Voting Rights** Over the years, Americans have gradually expanded the democratic right to vote.
- **2.** Who were some of the nineteenth-century leaders of the women's suffrage movement?
- **3.** What methods did Carrie Chapman Catt use to help women win voting rights?
- 4. How did Alice Paul's methods differ from Catt's?

- **Government's Role in the Economy** Americans often debate the proper balance between free enterprise and government regulation of the economy.
- **5.** What is a trust?
- **6.** How did Roosevelt's and Taft's attitudes toward trusts differ?
- **7.** What effect did Wilson have on trusts?

Connect to Your World

New York

Women in American Society Seneca Falls, New York, the site of the first Women's Rights Convention, is today home to the National Women's Hall of Fame. Many of the women you read about in this chapter have been inducted, including Jane Addams, Ida B. Wells, Alice Paul, and New Yorkers Margaret Sanger and Susan B. Anthony. Other New Yorkers in the Hall of Fame include Shirley Chisholm, the first African American woman elected to the United States Congress, and Hilary Rodham Clinton, the first female senator from New York. Research notable New York women who have not yet been inducted into the Hall of Fame, and nominate one you believe deserves the honor.

1906
Congress passes
the Meat Inspection
and Pure Food and
Drug acts

1909 NAACP is formed



1913
Congress passes the Federal Reserve Act



1920 Nineteenth Amendment is ratified

William H. Taft 1909-1913

Woodrow Wilson 1913-1921

1905

1910

1915

192

1910 Mexican Revolution begins

1914 World War I begins in Europe

History Interactive, For: Interactive timeline Web Code: nep-0412

Chapter Assessment

Terms and People

- **1.** Who were the **muckrakers**? Explain the effect the muckrakers had on American life.
- **2.** Define **suffrage**. Why did Progressive women demand suffrage?
- **3.** Who were **Booker T. Washington** and **W.E.B. Du Bois?** What different ideas did they hold?
- **4.** What was the **Pure Food and Drug Act?** Which government agency enforces this act, and how does it do so?
- **5.** Define the **Sixteenth Amendment**. How did it help the government?

Focus Questions

The focus question for this chapter is **What were the causes** and effects of the **Progressive Movement?** Build an answer to this big question by answering the focus questions for Sections 1 through 5 and the Critical Thinking questions that follow.

Section 1

6. What areas did Progressives think were in need of the greatest reform?

Section 2

7. How did women of the Progressive Era make progress and win the right to vote?

Section 3

8. What steps did minorities take to combat social problems and discrimination?

Section 4

9. What did Roosevelt think government should do for citizens?

Section 5

10. What steps did Wilson take to increase the government's role in the economy?

Critical Thinking

- **11. Analyze Visuals** Study the photograph of the child coal miners on the opening page of Section 1. What does this image tell you about the life of young laborers?
- **12. Identify Point of View** Explain the different points of view Progressives held on the education of children. What point of view did John Dewey hold?
- **13. Draw Inferences** In what way did the Court ruling in *Muller* v. *Oregon* contradict the ideas behind the women's rights movement?
- **14. Draw Inferences** What factors may have pushed African Americans to migrate from rural areas to urban areas?
- **15. Make Generalizations** How did nonwhites and minority groups seek to better themselves during the Progressive Era?
- 16. Determine Relevance How important was Upton Sinclair's *The Jungle* to passage of the Meat Inspection Act? Explain.
- **17. Explain Effects** How did the Progressive Party affect the presidential election of 1912?
- **18. Analyze Information** Why do historians believe that the Federal Reserve Act was the most important piece of economic legislation before the 1930s?
- **19. Analyze Ideas and Effects** Compare the Social Gospel Movement and its results with Social Darwinism, which you read about earlier.
- **20. Predict Consequences** Do you think that either the NAWSA or the NWP could have succeeded in gaining suffrage for women on its own? Explain.

Writing About History

Writing a Narrative Essay Write a narrative essay that tells a story about one of the reform efforts of the Progressive Era in the United States. Tell the story from the point of view of a historical individual or a fictional character of the period.

Prewriting

- Choose a reform effort that interests you most. Take notes about the people and locations involved.
- Choose a purpose for your essay. For example, you may want to highlight a certain event or result that you think deserves attention.
- Gather the facts and details you will need to tell your story, including any historic background.

Drafting

 Identify the climax, or most important part, of your story. Then, decide what will happen in the beginning, middle, and end of the essay.

- Write an opening for the essay that will grab a reader's interest and make sure to include sensory details.
- Use many details to make the story vivid. Include dialogue when possible to convey the thoughts of your character.
- Write a conclusion that summarizes the significance of the experience to the character.

Revising

 Use the guidelines on page SH11 of the Writing Handbook to revise your narrative essay.



Regents DBQ Practice



Regulation of the Economy

During the Progressive Era, Presidents such as Theodore Roosevelt and Woodrow Wilson called for the federal government to take on a greater role in regulating the economy. But not all Americans approved of the expansion of federal power. Use your knowledge of the Progressive Era and Documents 1, 2, 3, and 4 to answer questions 1 through 4.

Document 1

"This country belongs to the people who inhabit it. Its resources, its businesses, its institutions, and its laws should be utilized, maintained, or altered in whatever manner will best promote the general interest. It is time to set the public welfare in the first place. . . .

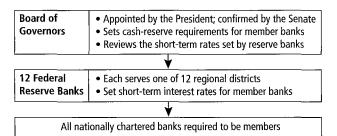
We demand . . . that those who profit by control of business affairs shall justify that profit and that control by sharing with the public the fruits thereof. We therefore demand a strong national regulation of interstate corporations. . . .

We pledge our party to establish a Department of Labor, with a seat in the Cabinet, and with wide jurisdiction over matters affecting the conditions of labor and living."

--- Progressive "Bull Moose" Party Platform, 1912

Document 2

Federal Reserve System



Document 3

"What effect is what you may do here going to have upon the future welfare, productiveness, and value of the greatest single industrial interest of the country?.... Gentlemen, you may pass an act that will so compromise the value of the property and the prosperity of the communities of this country that it will bring widespread disaster....

What I say, gentlemen, is that [it] is a very, very serious moment when an Anglo-Saxon government undertakes the charge of the people's money and says how much they shall earn by the exercise of their constitutional rights of liberty and property. And it should be recognized that possibly we are at the parting of the ways, and that if this be done it will go on until those constitutional guarantees have but little value, and the only profession worth exercising in the country will be that of holding office in some administrative board."

—David Wilcox, President of Delaware and Hudson Railroad, testimony to Congress, 1905

Document 4

"We have studied, as perhaps no other nation has, the most effective means of production, but we have not studied cost or economy as we should either as organizers of industry, as statesmen, or as individuals. Nor have we studied and perfected the means by which government may be put to the service of humanity, in safeguarding the health of the nation, the health of its men and its women and its children, as well as their rights in the struggle for existence. . . .

The first duty of law is to keep sound the society it serves. Sanitary laws, pure-food laws, and laws determining conditions of labor, which individuals are powerless to determine for themselves, are intimate parts of the very business of justice and legal efficiency."

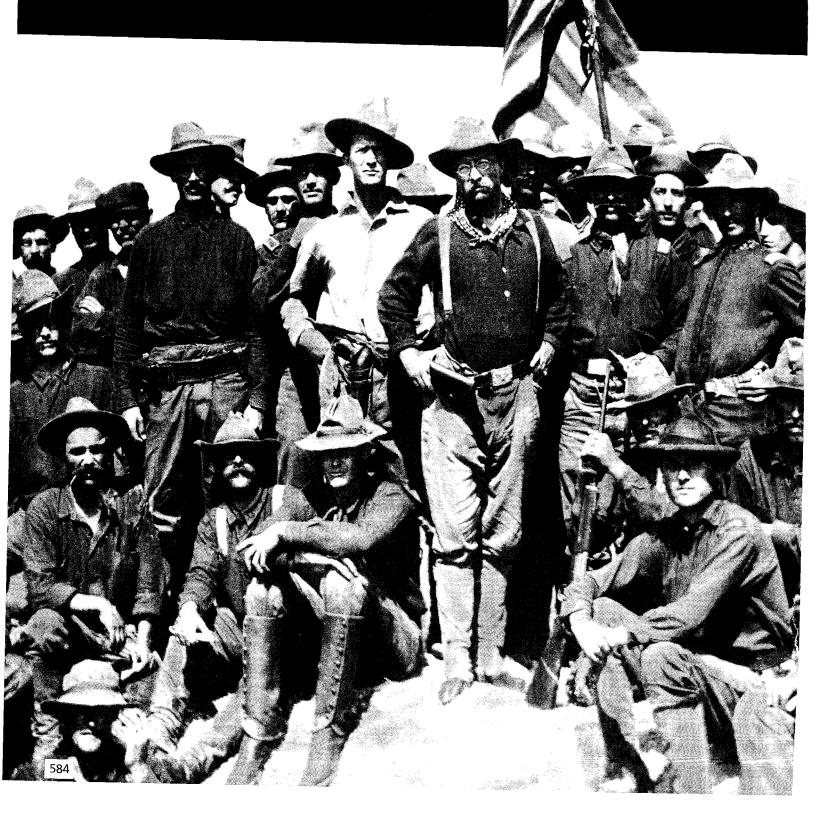
--- Woodrow Wilson, First Inaugural Address, 1913

- **1.** Which of the documents above most closely reflects a belief in laissez-faire economics?
 - A Document 1
 - **B** Document 2
 - C Document 3
 - **D** Document 4
- **2.** Why does the Progressive Party platform favor the creation of a federal Department of Labor?
 - **A** It would increase the profits of corporations.
 - **B** It would promote the good of the people.
 - **C** It would lead to the regulation of interstate commerce.
 - **D** It would limit the growing power of the federal government.

- **3.** Based on Document 2, how did the Federal Reserve Act increase the role of the federal government?
 - **A** It gave a federal board greater power to regulate interest rates.
 - **B** It increased the number of commercial banks.
 - **C** It made the Board of Governors independent of the President and Senate.
 - **D** It gave the people the right to elect the Board of Governors of the Federal Reserve.
- 4. Writing Task Do you agree that the federal government should have broad power over the economy and people's lives? Use your knowledge of the Progressive Era and specific evidence from the primary sources above to support your opinion.

An Emerging World Power

1890-1917



WITNESS HISTORY (a) AUDIO



Americans Charge to Victory

When Theodore Roosevelt assumed command of the First U.S. Regiment of Volunteer Cavalry, the press nicknamed his new unit "Roosevelt's Rough Riders." On July 1, 1898, the Rough Riders, together with other units—including African American troops from the U.S. Ninth and Tenth Cavalries—stormed into battle outside Santiago, Cuba. A junior officer who would later become a decorated general remembered the unity of his fellow soldiers as the Americans charged up Spanish-held San Juan Hill:

66White regiments, black regiments, regulars and Rough Riders, representing the young manhood of the North and South, fought shoulder to shoulder, unmindful of race or color... mindful only of their common duty as Americans. **

—Lieutenant John J. Pershing

Listen to the Witness History audio to hear more about America's rise to global power.

■ Future President Theodore Roosevelt poses with his victorious Rough Riders atop San Juan Hill.



(AY) Core Curriculum Preview

Chapter Focus Question: How did the United States become a global power?

Section 1

The Roots of Imperialism 4.II.A.1a, 4.II.A.1b, 4.II.A.2c, 4.II.A.3

Section 2

The Spanish-American War 4.II.A.1, 4.II.A.3a, 4.II.A.3b

Section 3

The United States and East Asia 1.1.A.4, 4.11.A.1, 4.II.A.2a, 4.II.A.2b

Section 4

The United States and Latin America 4.II.A.4b, 4.II.A.4c

Use the **Quick Study Timeline** at the end of this chapter to preview chapter events.



Poster from the Spanish-**American War**



Medal won by African American soldier in Spanish-**American War**

Carving of Commodore

Matthew Perry on an

animal tusk

Note Taking Study Guide Online

For: Note Taking and American Issues Connector Web Code: nee-0501



WITNESS HISTORY (a) AUDIO



America Eyes Hawaii

"The Hawaiian pear is now fully ripe and this is the golden hour for the United States to pluck it." John Stevens, U.S. minister to Hawaii, was not talking about fruit when he sent this note to the Secretary of State in 1893. He was talking about the United States taking over the Hawaiian Islands—along with their rich fields of sugar cane and pineapples. And Stevens did more than just talk. He ordered the United States Marines to aid in a revolt against the queen of Hawaii.

Five years later, the Senate finally agreed to annex Hawaii. The "Hawaiian pear" became part of the United States.

The Roots of Imperialism



Core Curriculum Objectives

- 4.II.A.1a From old diplomacy to new: Role of increased American power
- **4.II.A.1b** Perry and the "opening" of Japan
- 4.II.A.2c Other Pacific overtures: Acquisition of Hawaii
- 4.II.A.3 Imperialism: the Spanish-American War

Terms and People

imperialism extractive economy Alfred T. Mahan Social Darwinism

Frederick J. Turner Matthew Perry Queen Liliuokalani

NoteTaking

Reading Skill: Identify Main Ideas As you read, fill in a concept web like the one below with the key events that marked America's first steps toward world power.



Why It Matters For most of its early history, America played a small role in world affairs. But in the late 1800s, this began to change. With leading spokesmen calling for the United States to join the ranks of the world's major powers, the United States began to acquire influence and territories outside its continental borders. The United States was abandoning isolationism and emerging as a new power on the global stage. Section Focus Question: How and why did the United States take a more active role in world affairs?

The Causes of Imperialism

During the Age of Imperialism, from the mid-1800s through the early 1900s, powerful nations engaged in a mad dash to extend their influence across much of the world. European nations added to colonies they had established during the Age of Exploration by acquiring new colonies in Africa and Asia. Following European success, Japan and the United States also began to consider the benefits of imperialism, the policy by which strong nations extend their political, military, and economic control over weaker territories.

Imperialists Seek Economic Benefits One reason for the rush to grab colonies was the desire for raw materials and natural resources. This was especially true for European nations and Japan. They sought colonies to provide tea, rubber, iron, petroleum, and other materials for their industries at home. These colonial economies were examples of extractive economies. The imperial country extracted, or removed, raw materials from the colony and

shipped them to the home country. Possession of colonies gave nations an edge in the competition for global resources. In contrast to other world powers, the resource-rich United States had fewer concerns about shortages of raw materials in the nineteenth century.

For Americans, the problem was not a shortage of materials, but a surplus of goods. The booming U.S. economy of the late 1800s was producing more goods than Americans could consume. Farmers complained that excess production resulted in declining crop prices and profits. Industrialists urged expanding trade into new overseas markets where American commodities could be sold. Otherwise, they warned, American factories would close and unemployment would rise. Senator Albert J. Beveridge, a Progressive and friend of Theodore Roosevelt, explained why the United States needed to become a world power:

Primary Source ⁶⁶Today we are raising more [crops] than we can consume. Today we are making more than we can use. . . . Therefore we must find new markets for our produce, new occupation for our capital, new work for our labor. ⁹⁹
—Senator Albert J. Beveridge, "The March of the Flag," 1898

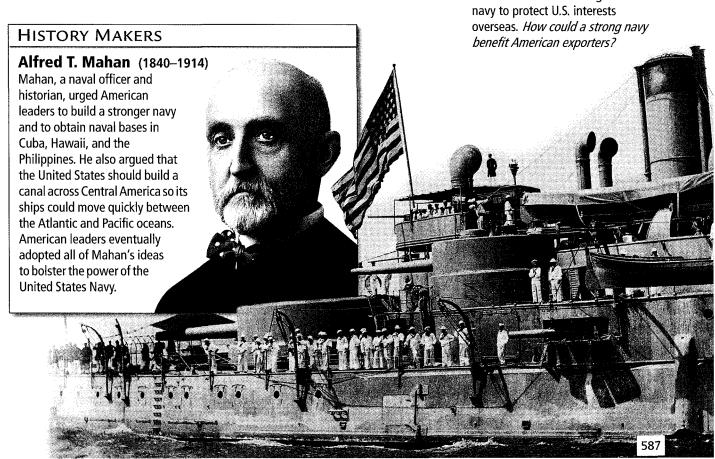
Imperialists Stress Military Strength To expand and protect their interests around the world, imperialist nations built up their military strength. Alfred T. Mahan, a military historian and an officer in the United States Navy, played a key role in transforming America into a naval power. In *The Influence of Sea Power Upon History*, Mahan asserted that since ancient times, many great nations had owed their greatness to powerful navies. He called upon America to build a modern fleet. Mahan also argued that the United States would need to acquire foreign bases where American ships could refuel and gather fresh supplies. Influenced by the ideas of Mahan and others, the United States expanded and modernized its navy by building new steel-plated, steampowered battleships such as the USS *Maine*. By 1900, the United States had the third largest navy in the world.

Vocabulary Builder
commodity—(kuh MAHD uh tee)
n. anything bought or sold; any
article of commerce

A Strong Navy

Prominent imperialists like Alfred T.

Mahan called for a strong American



Imperialists Believe in National Superiority Imperialists around the world used ideas of racial, national, and cultural superiority to justify imperialism. One of these ideas was Social Darwinism, the belief that life consists of competitive struggles in which only the fittest survive. Social Darwinists felt that certain nations and races were superior to others and therefore were destined to rule over inferior peoples and cultures. Prominent Americans worried that if the United States remained isolated while European nations gobbled up the rest of the world, America would not survive.

One reason that these Americans embraced Social Darwinism was that they had long believed that God had granted them the right and responsibility to settle the frontier. They spoke of America's "Manifest Destiny" to expand all the way to the Pacific Ocean. In a best-selling work titled Our Country, Josiah Strong picked up on this theme. A religious missionary, Strong argued that Americans had a responsibility to spread their Western values. "God is training the Anglo-Saxon race," he asserted, "for its mission [to civilize] weaker races." American missionaries who shared Strong's belief journeyed to foreign lands to gain converts to Christianity.

In The Significance of the Frontier in American History, historian Frederick Jackson Turner noted that the frontier had been closed by gradual settlement in the nineteenth century. Throughout American history, he continued, the frontier had traditionally supplied an arena where ambitious Americans could pursue their fortunes and secure a fresh start. It had thus served as a "safety valve," siphoning off potential discontent. Now that America had spanned the continent, advocates of Turner's thesis urged overseas expansion as a way to keep the "safety valve" open and avoid internal conflict.

Checkpoint What factors influenced Americans to play a more active role in the world?

America's First Steps Toward World Power

Beginning in the mid-1800s, with little fanfare, America focused more and more on expanding its trade and acquiring new territories. One of America's first moves toward world power came before the Civil War.

U.S. Power Grows in the Pacific In 1853, Commodore Matthew Perry sailed a fleet of American warships into present-day Tokyo Bay, Japan. Prior to Perry's arrival, Japan had denied the rest of the world access to its ports. In fact, because most Japanese people had never seen steamships before, they thought the ships in Perry's fleet were "giant dragons puffing smoke." Perry cleverly won the Japanese emperor's favor by showering him with lavish gifts. Japanese leaders also realized that by closing off their nation to the outside world, they had fallen behind in military technology. Within a year, Perry negotiated a treaty that opened Japan to trade with America.

> Perry's journey set a precedent for further expansion across the Pacific Ocean. In 1867, the United States took possession of the Midway Islands. Treaties in 1875 and 1887 increased trade with the Hawaiian Islands and gave the United States the right to build a naval base at Pearl Harbor.

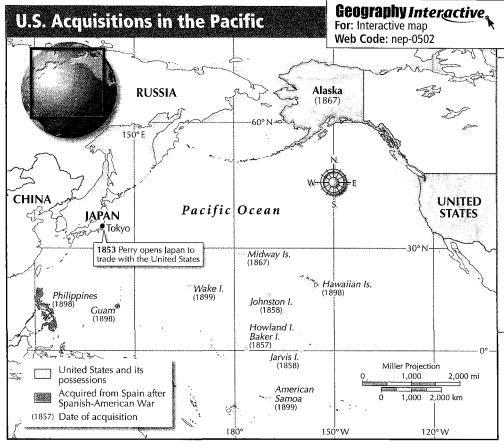
> Seward Purchases Alaska In 1867, Secretary of State William Seward bought Alaska from Russia for \$7.2 million. Journalists scoffed at the purchase and referred to Alaska as "Seward's Folly" and "Seward's Icebox." They wondered why the United States would want a vast tundra of snow and ice 1,000 miles north

Nationalism Fuels Pursuit of Empire

In the late nineteenth century, patriotic songs by composers such as John Philip Sousa reinforced Americans' widespread belief in the national superiority of the United States. How did nationalism contribute to the rise of American imperialism?



Causes of Imperialism **L** Quick Study Economic gain Industrialists want raw materials for industries in their home countries. Entrepreneurs want to sell their goods and invest in new overseas markets. Militarism Colonial powers seek bases for naval forces that protect their global trade networks. Nationalism Imperialists feel a moral duty to spread their and Social culture to peoples they consider inferior. Darwinism



of its border. But Seward's purchase almost doubled the country's size, and the "icebox" turned out to be rich in timber, oil, and other natural resources. Alaska also greatly expanded America's reach across the Pacific. Scholars today see Seward's purchase as a key milestone on America's road to power.

U.S. Influence in Latin America Grows U.S. businessmen saw Latin America as a natural place to expand their trade and investments. Secretary of State James Blaine helped them by sponsoring the First International Pan-American Conference in 1889. Blaine preached the benefits of economic cooperation to delegates of 17 Latin American countries. The conference also paved the way for the construction of the Pan-American Highway system, which linked the United States to Central and South America.

In 1895, tensions rose between America and Great Britain because of a border dispute between British Guiana and Venezuela. Claiming that Britain was violating the Monroe Doctrine, President Cleveland threatened U.S. intervention. After some international saber-rattling, the British accepted a growing U.S. sphere of influence in Latin America. Relations between Britain and the United States soon improved.

✓ Checkpoint Why did journalists criticize Seward for his purchase of Alaska?

The United States Acquires Hawaii

The Hawaiian Islands had been economically linked to the United States for almost a century. Since the 1790s, American merchant ships had stopped at Hawaii on their way to East Asia. Missionaries had established Christian churches and schools on the islands. Americans had also established sugar cane

Map Skills Between 1853 and 1898, the United States opened Japan to American trade and gained valuable possessions across the Pacific Ocean.

- 1. Locate: (a) Japan, (b) Alaska, (c) Hawaiian Islands
- **2. Place** Which islands lie about halfway between the United States and Japan?
- 3. Analyze Why were the Hawaiian Islands important to U.S. naval and merchant ships?



Engraving of Matthew Perry on an animal tusk

American Issues • • • • Connector

Territorial Expansion of the United States

TRACK THE ISSUE

Should the United States expand its territory?

The United States has expanded its territory many times. It has done so through various means, including negotiation, treaty, annexation, and war. But territorial expansion has often aroused strong debate among Americans. Use the timeline below to explore this enduring issue.



Jefferson buys Louisiana Territory despite doubts about constitutionality.

1845 Texas Annexation

Texas joins the Union despite opposition from Mexico and nonslave states.

1848 Mexican Cession

United States gains vast lands in the Southwest as a result of war with Mexico.

1867 Alaska Purchase

Critics say Alaska is an icebox and call the deal "Seward's Folly."

1893 Hawaiian Revolt

American planters overthrow Queen Liliuokalani and pave way to annexation in 1898.

1898 Spanish-American War

Victory over Spain puts Cuba, Puerto Rico, the Philippines, and Guam under U.S. control.



Queen Liliuokalani



Protesters want to restore the native sovereignty of the Hawaiian Islands.

DEBATE THE ISSUE

Native Hawaiian Sovereignty In 1898, the United States annexed Hawaii without the consent of native Hawaiians. In recent years, some Hawaiians have called for the return of native sovereignty. One possible solution is the establishment of some form of self-rule for natives, much like the "nation within a nation" status of Native Americans.

**For the overwhelming majority of Hawaiians, justice means political status and federal recognition, the restoration of our inherent sovereignty and redress from the United States for the illegal overthrow of the Kingdom of Hawaii....

Although there are more Hawaiians than ... any other native peoples in the United States, Hawaiians have remained without recognition of our right to self-govern.**

—Clayton Hee, Office of Hawaiian
Affairs

Hawaiian government—like reservation Indians—be immune from state laws, regulations and taxes? . . . If Congress were to create a separate tribal government for Native Hawaiians, it would be imposing just such a system on the people of Hawaii. Persons of different races, who live together in the same society, would be subject to different legal codes. This . . . is a recipe for permanent racial conflict. **

—John Kyl, senator from Arizona

Connect to Your World

- **1. Compare** How do the two speakers differ on the issue of self-rule for Hawaiians?
- **2. Analyze** If Native Hawaiians gain sovereignty, how would their lives change?
- **3. Debate** Learn more about the issue of Hawaiian sovereignty and prepare an argument supporting one side of the debate. **Web Code:** neh-0503

plantations there. In 1887, American planters convinced King Kalakaua (kah LAH kah oo ah) to amend Hawaii's constitution so that voting rights were limited to only wealthy landowners, who were, of course, the white planters.

American Planters Increase Their Power In the early 1890s, American planters in Hawaii faced two crises. First, a new U.S. tariff law imposed duties on previously duty-free Hawaiian sugar. This made Hawaiian sugar more expensive than sugar produced in the United States. The sugar-growers in Hawaii therefore feared that they would suffer decreasing sales and profits.

The other problem was that in 1891, Kalakaua died and his sister Liliuokalani (lih lee oo oh kah LAH nee) was his successor. A determined Hawaiian nationalist, Queen Liliuokalani resented the increasing power of the white planters, who owned much of the Hawaiian land. She abolished the constitution that had given political power to the white minority.

With the backing of U.S. officials, the American planters responded quickly and forcefully. In 1893, they overthrew the queen. John Stevens, U.S. minister to Hawaii, ordered United States Marines to help the rebels seize power. The new government, led by wealthy planter Sanford B. Dole, asked President Benjamin Harrison to annex Hawaii into the United States.

The United States Annexes Hawaii President Harrison signed the treaty of annexation but could not get the required Senate approval before Grover Cleveland became President. Cleveland ordered a full investigation, which revealed that the majority of the Hawaiian people did not approve of the treaty. Cleveland refused to sign the agreement and apologized for the "flagrant wrong" done by the "reprehensible conduct of the American minister."

However, American sentiment for annexation remained strong, especially on the West Coast, where California business interests had close ties with the planters in Hawaii. In 1897, a new President entered the White House. William McKinley's administration favored annexation, and in 1898, after the outbreak of the Spanish-American War, Congress proclaimed Hawaii an official U.S. territory.

Checkpoint How did American planters react to Queen Liliuokalani's actions when she gained power?

Vocabulary Builder

successor—(suhk SEHS uhr) n. person or thing that succeeds, or follows, another

SECTION

Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nea-0504

Comprehension

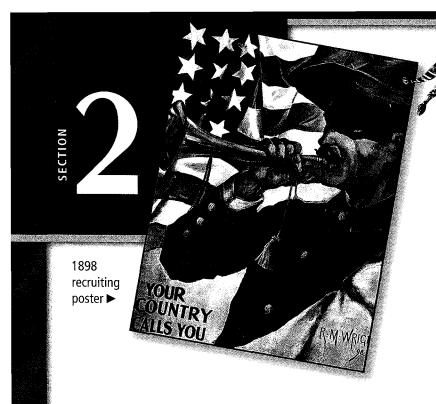
- 1. Terms and People For each person listed below, write a sentence explaining his or her significance to American imperialism.
 - Alfred T. Mahan
 - · Frederick J. Turner
 - Matthew Perry
 - Queen Liliuokalani
- 2. NoteTaking Reading Skill: **Identify Main Ideas** Use your concept web to answer the Section Focus Question: How and why did the United States take a more active role in world affairs?

Writing About History

3. Quick Write: Choose a Topic To write a narrative essay, start by choosing a topic. Suppose that you want to write a narrative from the perspective of the American imperialist Alfred T. Mahan. Make a list of topics that interest you, such as the construction of new battleships for the United States Navy or an account of a U.S. exploration for unclaimed territory in the Pacific Ocean. You may want to do research in books and on the Internet before you decide on a topic.

Critical Thinking

- 4. Evaluate Information Which of the motives for American imperialism do you think was the most important? Why?
- 5. Compare Points of View How did public opinion about the purchase of Alaska in 1867 differ from the view of historians today?
- 6. Make Decisions If you had been President in 1894, would you have supported or opposed the annexation of Hawaii? Give reasons for your answer.



▲ Nameplate from the *Maine*'s wreckage

WITNESS HISTORY (**) AUDIO



Remember the *Maine*!

On February 15, 1898, an explosion ripped through the hull of the USS *Maine* in Havana harbor, in the Spanish colony of Cuba. More than 250 American sailors died. The incident ignited a furor as Americans clamored for war with Spain. In newspapers, speeches, and songs, patriots implored their fellow citizens to remember the *Maine*:

⁶⁶And shall our country let it pass, this deed of foul intent? And shall our country dare believe it was an accident? . . . Come arm, we all, and let us teach a lesson to bold Spain. We will avenge, by more than speech the destruction of the Maine 199

> —H. W. Petrie, lyrics from "The Wreck of the Maine," 1898

The Spanish-American War



Core Curriculum Objectives

- **4.II.A.1** From old diplomacy to new, 1865–1900
- 4.II.A.3a Imperialism: Causes for the Spanish-American War
- **4.II.A.3b** Imperialism: United States empire— Cuba

Terms and People

José Martí William Randolph Hearst Yellow Press jingoism

George Dewey Emilio Aguinaldo Rough Riders Treaty of Paris

NoteTaking

Reading Skill: Identify Causes and Effects

Note the causes, key events, and effects of the Spanish-American War.



Why It Matters American power and economic interests around the world were growing. Still, the United States remained reluctant to risk war with other powers to acquire colonies. That changed, however, in 1898, when America went to war against Spain. The United States acquired colonies and became a world power. Section Focus Question: What were the causes and effects of the Spanish-American War?

Causes of the War

At the end of the nineteenth century, Spain was an imperial nation in decline. Its formerly vast empire had dwindled to a small number of possessions, including the Philippine Islands in the Pacific and the Caribbean islands of Puerto Rico and Cuba.

Cubans Rebel Against Spanish Rule By 1897, American entrepreneurs had invested \$50 million in sugar cane plantations and other ventures in Cuba, which lay just 90 miles off the Florida coast. These businessmen saw Cuba as a growing market for American products. However, the island was very unstable. Yearning for freedom, the Cubans repeatedly rebelled against Spanish rule.

In 1895, Cuban patriot José Martí launched a war for independence from Spain. With cries of "Cuba Libre!" ("Free Cuba!"), rebel fighters used guerrilla tactics of hit-and-run raids against Spanish forces. In response, Spanish General Valeriano Weyler devised a



plan to deprive the rebels of food and recruits. He herded the rural population into reconcentration camps, where tens of thousands died from disease and starvation. Meanwhile, the Cubans and Spanish destroyed American property.

Many Americans favored the Cubans, whose struggle for freedom and democracy reminded Americans of their own revolutionary heritage. The brutality of Spanish tactics intensified American affection and sympathy for the rebels. But other Americans, especially business people, were worried about U.S. economic interests in Cuba and hoped that Spain would quickly put down the rebellion.

The Yellow Press Inflames Opinion Rival newspaper publishers Joseph Pulitzer and William Randolph Hearst heightened the public's dislike of the Spanish government. Their publications were called the Yellow Press because they featured a popular comic-strip character called The Yellow Kid. To boost readership, Pulitzer's New York World, Hearst's New York Journal, and similar newspapers pasted sensational headlines and pictures on their front pages. Their stories exaggerated Spanish atrocities and compared Cuban rebels to the patriots of the American Revolution.

President William McKinley warned the Spanish to quickly establish peace, or the United States would take whatever steps it "should deem necessary to procure this result." Spain recalled General Weyler and offered the Cuban rebels some reforms. But the rebels insisted on independence, which Spain refused to grant. McKinley ordered the battleship *Maine* to Havana harbor to protect American citizens in Cuba.

Then, in February 1898, the Journal published a private letter written by Enrique Dupuy de Lôme, Spain's ambassador to Washington, D.C. The letter, stolen by Cuban rebels and leaked to Hearst, called McKinley a weak and stupid politician. Hearst published the letter under the sensational headline, "Worst Insult to the United States in Its History." The letter fueled American jingoism, or aggressive nationalism, and inflamed relations with Spain.

Rebellion in Cuba

Spain sent 150,000 troops and one of its best generals, Valeriano Weyler, to smash the uprising. Here, rebel cavalry forces charge into battle. What attitude do you think the artist had toward the rebels? How can you tell? **The Maine Blows Up** Soon after the *Journal* published de Lôme's letter, the *Maine* exploded in Havana harbor. Of the 350 officers and crew on board at the time, 266 died. The Yellow Press promptly accused Spain of blowing up the battleship. One *Journal* headline even declared: "War? Sure!"

But President McKinley did not ask Congress to declare war just yet. Instead, he ordered a special naval board of inquiry to investigate the cause of the explosion. On March 28, 1898, the board concluded that a mine had destroyed the battleship. Years later, follow-up investigations raised doubts about the naval board's findings, but, at the time, most people blamed Spain.

The Nation Goes to War War fever gripped the nation. In newspapers, speeches, and songs, patriotic Americans implored their fellow citizens to "Remember the *Maine*!" In response to American demands, Spain agreed to abolish the reconcentration camps and make other concessions, but it was too little too late. On April 11, 1898, McKinley asked Congress for the authority to use force against Spain to end the fighting in Cuba "in the name of humanity, in the name of civilization, in behalf of endangered American interests."

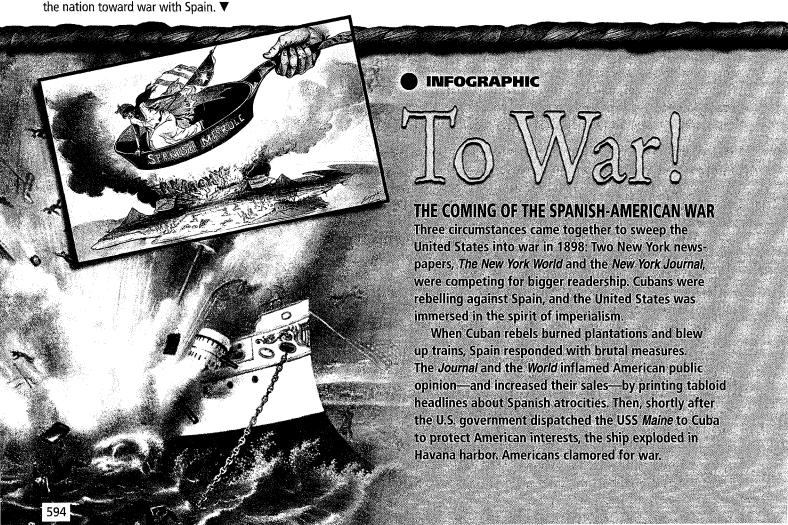
Eight days later, Congress enacted four resolutions that amounted to a declaration of war on Spain. The fourth resolution—the Teller Amendment—stipulated that the United States had no intention of annexing Cuba. The navy quickly blockaded Cuban ports, and McKinley called for more than 100,000 volunteers to join the army. In response, Spain declared war on the United States.

Checkpoint Why did Americans object to Spanish actions in Cuba?

Vocabulary Builder stipulate—(STIHP yuh layt) v. to include specifically in the terms of

an agreement

Spanish misrule of Cuba and the sinking of the USS *Maine* moved



American Troops Battle the Spanish

Americans responded enthusiastically to the war. About 200,000 men enlisted in the army, up from the 25,000 that enlisted at the beginning of 1898. In early May, as the United States Army prepared to attack, Americans heard news of a great naval victory over Spain. But, surprisingly, the victory was not in Cuba. Rather, it was in the Pacific Ocean, on the opposite side of the world.

Dewey Takes the Philippines On May 1, 1898, Commodore George Dewey steamed his squadron of vessels into Manila Bay, in the Spanish-held Philippines. The Americans completely surprised the Spanish fleet that was stationed in the bay. Upon issuing the order to "fire when ready," Dewey watched his ships quickly destroy the Spanish force. While no American died during the naval battle, nearly 400 Spanish sailors lost their lives. Americans gleefully received news of the victory and proclaimed Dewey a hero.

While Dewey was winning an astounding victory over the Spanish navy, Filipino nationalists led by Emilio Aquinaldo (ahg ee NAHL doh) were defeating the Spanish army. Like the Cubans, the Filipinos were fighting for freedom from Spain. In August, after some 15,000 U.S. soldiers had landed on the islands, Spanish troops surrendered to the United States.

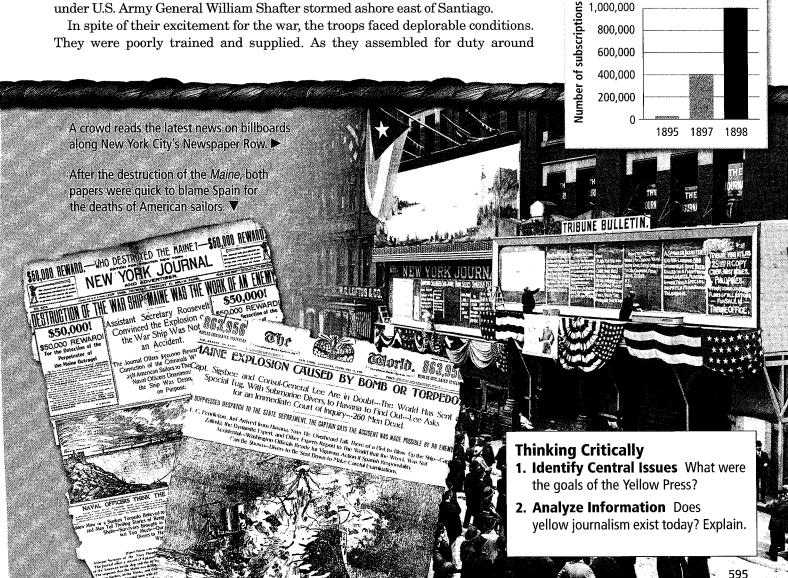
U.S. Forces Win in Cuba Meanwhile, American troops landed in Cuba in June 1898. U.S. Marines captured Guantánamo Bay, and a force of 17,000 soldiers under U.S. Army General William Shafter stormed ashore east of Santiago.

In spite of their excitement for the war, the troops faced deplorable conditions. They were poorly trained and supplied. As they assembled for duty around With each new headline, the Yellow Press sold more papers to

New York Journal Sales

1,000,000

800,000



Vocabulary Builder

obsolete – (ahb suh LEET) adj. no longer in use or practice; out of date

Tampa, Florida, the soldiers were issued obsolete weapons and heavy wool uniforms that were unsuitable for Cuba's tropical climate. Corrupt and inefficient officials provided the men with rotting and contaminated food.

General Shafter's army consisted of state National Guard units and regular army units, including the African American Ninth and Tenth Cavalry regiments from the western frontier. Another cavalry unit was organized and commanded by the future President Theodore Roosevelt. His Rough Riders consisted of rugged westerners and upper-class easterners who relished what Roosevelt called the "strenuous life."

The Rough Riders and Roosevelt gained fame for the role they played in the battles for Kettle and San Juan hills outside Santiago, Cuba. Joined by African American soldiers from the Ninth and Tenth Cavalries, the Riders stormed up those hills to secure high ground surrounding Santiago. One war correspondent described a charge of the African American soldiers:

Primary Source 66[T]hey followed their leader up the terrible hill from whose crest the desperate Spaniards poured down a deadly fire of shell and musketry. They never faltered. . . . [T]heir aim was splendid, their coolness was superb. . . . The war had not shown greater heroism."

---War correspondent, 1898

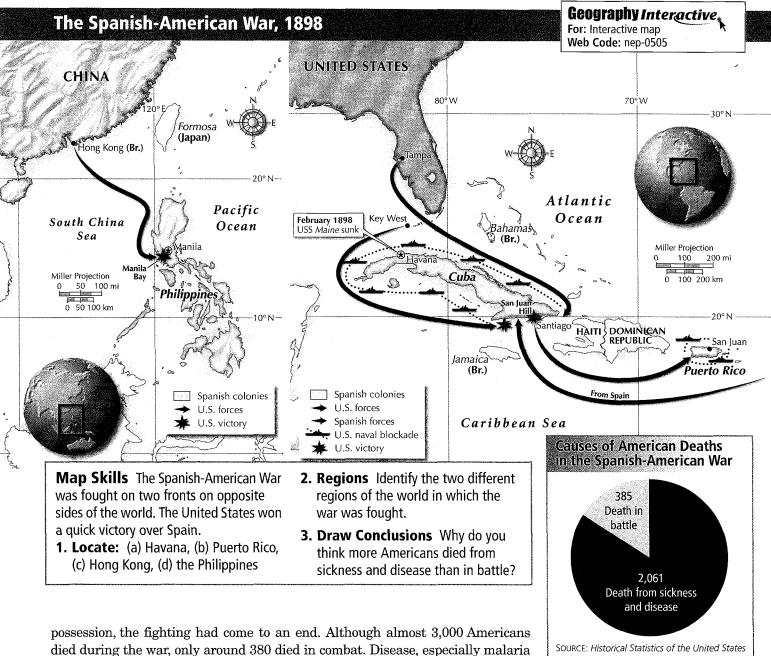
Two days after the battle of San Juan Hill, the Spanish navy made a desperate attempt to escape from Santiago's harbor. U.S. forces, which had blockaded the harbor, destroyed the Spanish fleet as it tried to break out. Surrounded, outnumbered, and dispirited, Spanish forces in Santiago surrendered. Although a few battles followed when U.S. forces occupied the island of Puerto Rico, another Spanish

▼ Regimental flag carried by African American soldiers

African Americans Serve Their Country African American soldiers of the Ninth and Tenth Cavalry regiments stand at attention after fighting the Spanish in

Cuba. The medals above were won by Augustus L. Reed, an African American officer in the

United States Navy.



and yellow fever, caused most of the deaths.

Checkpoint How did the Rough Riders and African American cavalry units contribute to the war effort?

Effects of the War

Secretary of State John Hay referred to the conflict with Spain as a "splendid little war" because of the ease and thoroughness of America's victory. Although the war may have been "splendid," it created a new dilemma for Americans: What should the United States do with Spain's former possessions?

The Treaty of Paris Signed by Spain and the United States in December 1898, the Treaty of Paris officially ended the war. Spain gave up control of Cuba, Puerto Rico, and the Pacific island of Guam. It also sold the Philippines to the United States for \$20 million.

The Teller Amendment, passed by Congress when it declared war on Spain, prevented the United States from taking possession of Cuba. The amendment did not, however, apply to the Philippines. Americans disagreed over whether to grant the Philippines independence or take full control of the Pacific nation.

Americans Debate Imperialism In an 1899 interview, President McKinley explained, "We could not give [the Philippines] back to Spain—that would be cowardly and dishonorable." He believed that America had no choice but to "take them all, and to educate the Filipinos, and uplift and civilize . . . them." McKinley's imperialist supporters presented similar reasons for maintaining control of the Philippines. They argued that the United States had a responsibility to govern the Filipinos. They reasoned that the islands represented a valuable stepping stone to trade in China. They warned that if the United States gave up the Philippines, other nations would take control of them.

Anti-imperialists, including William Jennings Bryan and Mark Twain, rejected these arguments. In 1899, a large group of anti-imperialists formed the American Anti-Imperialist League. The league condemned imperialism as a crime and attacked it as "open disloyalty to the distinctive principles of our government."

The debate between imperialists and anti-imperialists reached its climax in the U.S. Senate, where senators had to consider ratifying the Treaty of Paris. In February 1899, the Senate voted 57 to 27 in favor of the treaty. By a single "yes" ballot, the vote met the two-thirds majority necessary to ratify the treaty.

America Assumes a New Role in the World In 1900, William Jennings Bryan ran against William McKinley for the presidency. To bolster his chances of winning reelection, the Republican McKinley named Theodore Roosevelt, the "hero of San Juan Hill," as his vice-presidential running mate. Emphasizing the overwhelming U.S. victory over Spain, McKinley soundly defeated Bryan. The President's reelection signaled America's continuing faith in his imperialist policies.

As a result of the Spanish-American War, the United States had an empire and a new stature in world affairs. The war marked a turning point in the history of American foreign policy.

Checkpoint Why did American leaders think it was important to keep the Philippines?

Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nea-0506

Comprehension

- 1. Terms and People What do the following terms and people have in common?
 - José Martí
 - William Randolph Hearst
 - Yellow Press
 - jingoism
- 2. NoteTaking Reading Skill: Identify Causes and Effects Use your cause-and-effect chart to answer the Section Focus Question: What were the causes and effects of the Spanish-American War?

Writing About History

3. Quick Write: Gather Details When you write a narrative essay, you often need to gather details about your topic. Suppose that you want to write a narrative diary entry as a witness to the destruction of the USS *Maine*. Conduct research to find descriptions of the explosion and illustrations of the event from newspapers of the time. You may want to research particular newspapers such as the *New York World* and the *New York Journal*.

Critical Thinking

- **4. Draw Conclusions** Do you think the United States would have gone to war with Spain without the explosion of the *Maine*? Why or why not?
- 5. Identify Points of View Who might agree with John Hay's opinion that the Spanish-American War was a "splendid little war"? Who might disagree? Why?
- **6. Summarize** What were the principal issues dividing imperialists and anti-imperialists?



▲ An American soldier and two Filipino women

WITNESS HISTORY (**) AUDIO

A Plea for Peace

Sixto Lopez, a leading Filipino spokesman, wrote to President McKinley to express his disapproval of America's decision to keep control of the Philippines. When he wrote the letter, many Filipinos had already taken up arms against the U.S. military.

66 I only know that the Filipino people are asking for [what] the American people have enjoyed for more than a hundred years. . . . At this season of peace I plead for peace. I plead on behalf of the wife and mother whose cheeks are coursing the silent tears . . . on behalf of the sad little faces, too young to realize what has happened. ***

—Sixto Lopez, 1900

The United States and East Asia



Core Curriculum Objectives

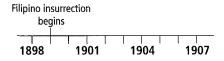
- 1.I.A.4 Barriers to expansion/development
- 4.II.A.1 From old diplomacy to new, 1865–
- 4.II.A.2a Other Pacific overtures: United States and China; Boxer Rebellion
- 4.II.A.2b Other Pacific overtures: The Open-Door policy

Terms and People

insurrection guerrilla warfare William Howard Taft sphere of influence John Hay Boxer Rebellion Open Door Policy Russo-Japanese War "Gentlemen's Agreement" Great White Fleet

NoteTaking

Reading Skill: Recognize Sequence As you read, use a timeline to trace events and developments in East Asia that tested America's new global power.

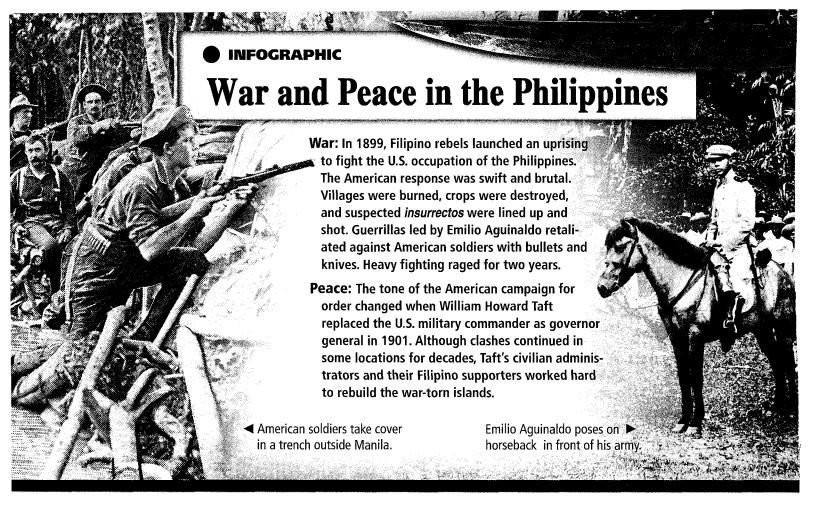


Why It Matters America's decision to keep the Philippines reflected a desire to expand its influence, compete with European colonial powers, and gain new trade in Asia. American leaders devised policies to open China and other Asian markets to U.S. producers. They also wanted to extend the benefits of American culture to the people of the region. Imperialism in East Asia brought greater power and wealth to Americans, but it also increased international tensions in Asia. Section Focus Question: How did the United States extend its influence in Asia?

Filipinos Rebel Against U.S. Rule

The Filipino nationalist leader Emilio Aguinaldo had thought that the United States was an ally in the Filipino struggle for independence. His forces had fought side by side with the Americans against the Spanish. However, after the United States decided to maintain possession of the Philippines, Aguinaldo grew disillusioned with America. He helped organize an **insurrection**, or rebellion, against U.S. rule. The rebels believed they were fighting for the same principle of self-rule that had inspired America's colonial patriots during the American Revolution.

Guerrilla War Erupts in the Philippines Outgunned by American troops, Filipino insurgents relied on guerrilla warfare, a form of non-traditional warfare generally involving small bands of fighters



to attack behind American lines. In turn, the American military used extraordinary measures to crush the rebellion. Like the Spanish in Cuba, U.S. soldiers gathered civilians into overcrowded concentration camps. General Jacob Smith ordered his soldiers not to take prisoners. "I wish you to kill and burn, the more you kill and burn the better you will please me," he commented. A California newspaper defended such actions:

Primary Source Let us all be frank. WE DO NOT WANT THE FILIPINOS. WE DO WANT THE PHILIPPINES. All of our troubles in this annexation matter have been caused by the presence in the Philippine Islands of the Filipinos. . . . The more of them killed the better. It seems harsh. But they must yield before the superior race.

—San Francisco Argonaut, 1902

In the spring of 1901, the Americans captured Aguinaldo. Although the fighting did not end immediately, his capture marked the beginning of the end of the insurrection. The war in the Philippines took more lives than the Spanish-American War. Nearly 5,000 Americans and 200,000 Filipinos died in the fighting. The U.S. government sent more than 100,000 troops to fight in the war and spent upwards of \$400 million to defeat the insurgency. The conflict highlighted the rigors of fighting against guerrilla insurgents.

Reforms Lead to Promise of Self-Rule In 1901, William Howard Taft—a future President of the United States—became governor of the Philippines. Taft had large ambitions for helping the islands recover from the rebellion. He censored the press and placed dissidents in jail to maintain order and to win the support of the Filipino people. At the same time, he extended limited self-rule and ordered the construction of schools, roads, and bridges.

Vocabulary Builder rigor - (RIHG uhr) n. extreme hardship or difficulty

▲ Filipino rebels often used bolo knives in addition to rifles to fight American soldiers.

The American presence in the Philippines provided several benefits for Filipinos:

- Political reform: After 1901, Taft's civilian government extended limited self-rule to Filipinos. The Philippine Assembly (shown above) convened in Manila in 1907.
- Healthcare: U.S. administrators established a public health system to care for Filipinos. At right, American doctors aid a Filipino woman wounded during the insurrection.
- Education: The American commission also built new schools for Filipino children and staffed them with teachers from the United States. (See photo at far right.)



Thinking Critically

- 1. Make Generalizations How did the Filipino uprising present a new challenge to American soldiers?
- 2. Explain Effects What two things happened in 1901 that signaled a shift in the rebellion?

History Interactive.

For: To discover more about the Filipino insurrection Web Code: nep-0509

In 1916, Congress passed the Jones Act, which pledged that the Philippines would ultimately gain their independence. Thirty years later, after U.S. forces liberated the islands from Japanese occupation at the end of World War II, the Philippines finally became an independent nation.

✓ **Checkpoint** Why did hostilities erupt in the Philippines after the **Spanish-American War?**

The United States Pursues Interests in China

By 1899, once-mighty China had fallen into political, economic, and military disarray. Its huge population, however, was a tempting target for other nations' imported goods. Rather than compete for Chinese trade, Britain, France, Germany, and Russia carved China into distinct spheres of influence. Within its zone, each power had privileged access to Chinese ports and markets. Japan also expanded its regional influence, grabbing territory in China and Korea. Since the United States did not have a zone, this system of "special privileges" threatened to limit American trade in China.

America Declares Equal Trade in China In order to overcome these barriers, U.S. Secretary of State John Hay issued the first of a series of notes to foreign diplomats in 1899. He notified the leaders of imperialist nations that the United States expected "perfect equality of treatment for commerce" in China. Hay's note had little immediate impact on the actions of European nations or Japan. However, it served as a guiding principle of American foreign policy in Asia for years to come.

The U.S. Intervenes in the Boxer Rebellion In response to the growing influence of outsiders in their country, some Chinese joined secret societies. One such society, the Righteous and Harmonious Fists, won the nickname "Boxers" from Europeans because its members trained in martial arts. The secret societies celebrated traditional Chinese customs and criticized Western ways. They also condemned Chinese converts to Christianity. Over time, simmering anger exploded into an outright rebellion against the "foreign devils."

In May 1900, the Boxers killed foreign missionaries and besieged the foreign diplomats' district in Beijing. A multinational force of European, American, and Japanese troops was sent to the Chinese capital to quash the **Boxer Rebellion**. An initial force of 2,100 soldiers grew to more than 20,000, including 2,000 Americans. After putting down the rebellion, European powers compelled China's imperial government to pay an indemnity, or money to repair damage caused by the rebellion. This poured more fuel onto the nationalist fire. Chinese nationalists would eventually revolt and overthrow the emperor in 1911.

Hay Reaffirms the Open Door Policy As the Boxer Rebellion engulfed China, Secretary of State Hay reasserted America's Open Door Policy. In a second note to European powers, Hay stated that the United States wanted to "preserve Chinese territorial and administrative entity." In other words, America did not want colonies in China; it just wanted free trade there. As an act of goodwill, the United States used some of the indemnity money it received from China to fund scholarships for Chinese students to study in America.

Checkpoint How did the United States protect its commercial interests

American Soldiers Rescue Diplomats in China

U.S. troops went into the Chinese capital of Beijing in 1900 to help put an end to the Boxer Rebellion. Below, the troops march through the Forbidden City in close ranks.



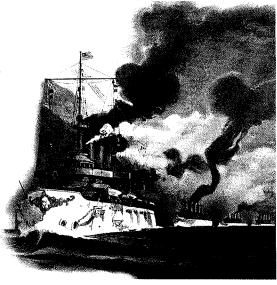
Roosevelt Settles the Russo-Japanese War In 1905, representatives from Russia and Japan met in Portsmouth, New Hampshire, to negotiate an end to the Russo-Japanese War. When the talks stalled, President Theodore Roosevelt intervened and convinced the two sides to sign a peace treaty. (Roosevelt had become President when McKinley was assassinated in 1901.) For his efforts, Roosevelt won the Nobel Peace Prize. The President's intervention—and his receipt of the famous award—prominently displayed America's growing role in world affairs.

Anti-Asian Prejudice Troubles Relations Despite Roosevelt's achievement, America entered troubled waters in its relations with Japan. A root cause of this trouble was anti-Asian sentiment on the West Coast of the United States. In the fall of 1906, the San Francisco School Board banned Japanese, Chinese, and Korean children from attending public schools with white children. The incident drew Japan's immediate wrath. One Tokyo journal demanded that Japan retaliate. "Stand up Japanese nation! Our countrymen have been HUMILIATED on the other side of the Pacific," the newspaper cried out.

Roosevelt disapproved of the decision to segregate Asian children in the San Francisco schools. He understood Japan's anger with America. To calm tensions, he negotiated a "Gentlemen's Agreement" with Japan. According to the pact, the school board pledged to end its segregation policy. In return, Japan agreed to limit the emigration of its citizens to the United States.

The Great White Fleet Sets Sail While Roosevelt used diplomacy to ease tensions with Japan, he also promoted military preparedness to protect U.S. interests in Asia. Expressing rising concerns about Japan's territorial expansion at the expense of China, Korea, and Russia—the President won congressional support for a new force of navy ships, known as the Great White Fleet. In 1907, Roosevelt sent this armada of 16 white battleships on a "good will cruise" around the world. The voyage of the Great White Fleet demonstrated America's increased military power to the world.

✓ Checkpoint What were some of the difficulties America faced in maintaining good relations with Japan?



A Mighty American Fleet

After stopping at several Latin American ports, the Great White Fleet moved on to Asia and made a friendly visit to the Japanese port city of Yokohama. How do you think the Japanese felt about the U.S. warships' visit?

SECTION

Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nea-0507

Comprehension

- 1. Terms and People For each item below, write a sentence explaining its significance.
 - insurrection
 - querrilla warfare
 - William Howard Taft
 - Boxer Rebellion
 - Open Door Policy
- 2. NoteTaking Reading Skill: Recognize Sequence Use your timeline to answer the Section Focus Question: How did the United States extend its influence in Asia?

Writing About History

3. Quick Write: Write an **Introduction** A narrative essay needs an introduction that "hooks" a reader and draws him or her into your story. Suppose that you want to write a narrative from the perspective of an American sailor aboard a battleship in the Great White Fleet. Draft an introduction that captures the excitement and purpose of the fleet's departure from America.

Critical Thinking

- 4. Recognize Bias Based on what you have read, what role do you think racial attitudes played in U.S. policy in the Philippines?
- 5. Analyze Information Identify two threats to U.S. interests in China, and describe how the U.S. government responded to those threats.
- 6. Apply Information How do President Roosevelt's actions toward Japan illustrate the use of diplomacy and compromise?



▲ William Howard Taft

■ Newspaper announcing Taft's goal

WITNESS HISTORY (3) AUDIO

Dollars for Bullets

Like President Roosevelt, President William Howard Taft stressed the need to assert American power around the world. Taft's "dollar diplomacy" aimed to expand American investments abroad:

66 The diplomacy of the present administration . . . has been characterized as substituting dollars for bullets. . . . It is [a policy] frankly directed to the increase of American trade upon the axiomatic principle that the government of the United States shall extend all proper support to every legitimate and beneficial American enterprise abroad. 99

-President William Howard Taft, 1912

The United States and Latin America



Core Curriculum Objectives

- 4.II.A.4b Latin American affairs: West Indies protectorates ("the big stick")
- 4.II.A.4c Latin American affairs: Panama Canal: acquisition and construction; Canal retrocession treaty

Terms and People

Foraker Act Platt Amendment "big stick" diplomacy Panama Canal Roosevelt Corollary "dollar diplomacy" "moral diplomacy" Francisco "Pancho" Villa

NoteTaking

Reading Skill: Identify Supporting

Details Complete a table like the one below to note how the U.S. dealt with Puerto Rico and Cuba.

American Policy After Spanish-American War		
Puerto Rico	Cuba	
Foraker Act establishes civil government in 1900	•	
•	•	

Why It Matters As the United States tentatively asserted its interests in East Asia, Americans called for a more aggressive role in Latin America. American entrepreneurs and government leaders viewed the region as the nation's backyard and as a sphere of influence from which other great powers should be excluded. American influence in Latin America brought obvious benefits to the United States, but it also contributed to anti-American hostility and instability in the region. Section Focus Question: What actions did the United States take to achieve its goals in Latin America?

U.S. Policy in Puerto Rico and Cuba

America's victory over Spain liberated the Puerto Rican and Cuban people from Spanish rule. But victory left the fates of these islands unresolved. Would Puerto Rico and Cuba become independent nations? Or would they become colonies of the United States? As questions lingered in the aftermath of war, the United States assumed control in Puerto Rico and Cuba.

Civil Government in Puerto Rico As the smoke from the Spanish-American War cleared, Puerto Rico remained under direct U.S. military rule. In 1900, Congress passed the **Foraker Act**, which established a civil government in Puerto Rico. The act authorized the President of the United States to appoint a governor and part of the Puerto Rican legislature. Puerto Ricans could fill the rest of the legislature in a general election.

Whether Puerto Ricans could enjoy citizenship rights in the United States, however, remained unclear. This unusual situation led to a series of court cases, known as Insular Cases, in which the Supreme Court determined the rights of Puerto Ricans. One case examined whether the U.S. government could assess taxes on Puerto Rican goods sold in the United States. The Supreme Court ruled the taxes legal and determined that Puerto Ricans did not enjoy the same rights as U.S. citizens.

In 1917, President Woodrow Wilson signed the Jones-Shafroth Act. It granted Puerto Ricans more citizenship rights and gave the islanders greater control over their own legislature. Still, many Puerto Ricans expressed their discontent because they did not enjoy all of the same rights as Americans.

United States Establishes Cuban Protectorate Although the Treaty of Paris granted Cuban independence, the United States Army did not withdraw from the island until 1902. But before the U.S. military left, Congress obliged Cuba to add to its constitution the Platt Amendment. The amendment restricted the rights of newly independent Cubans and effectively brought the island within the U.S. sphere. It prevented Cuba from signing a treaty with another nation without American approval. It also required Cuba to lease naval stations to the United States. Additionally, the Platt Amendment granted the United States the "right to intervene" to preserve order in Cuba.

Many Cubans strongly disliked the Platt Amendment but soon realized that America would not otherwise end its military government of the island. The United States, for its part, was unwilling to risk Cuba's becoming a base for a potentially hostile great power. Cuba thus added the Platt Amendment to its constitution as part of a treaty with the United States. The treaty made Cuba a protectorate of the United States and governed their relationship for decades.

Checkpoint Why did Cubans dislike the Platt Amendment?

Roosevelt Pursues "Big Stick" **Diplomacy**

Upon assuming the presidency after McKinley's assassination, Theodore Roosevelt promoted a new kind of diplomacy based on America's success in the Spanish-American War. Beyond determining what would happen to Puerto Rico and Cuba, Roosevelt developed a broader policy for U.S. action in Latin America. Historians have called this Roosevelt's "big stick" diplomacy since it depended on a strong military to achieve America's goals. "Big stick" stemmed from the President's admiration for an old African saying, "Speak softly and carry a big stick; you will go far."

Roosevelt's view that America needed to carry a big stick during the Age of Imperialism flowed from his adherence to balance-of-power principles and from his view of the United States as a special nation with a moral responsibility to "civilize," or uplift, weaker nations. In this sense, the new President held beliefs similar to those of other imperial powers in Europe and Asia. Roosevelt also felt that America's elite—its statesmen and captains of industry—had to accept the challenge of international leadership.

Vocabulary Builder

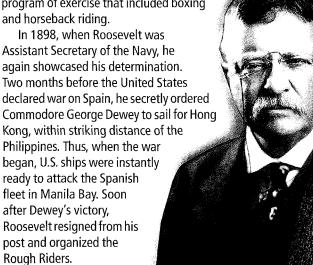
assess-(uh SEHS) v. to impose a fine, tax, or special payment on a person or property

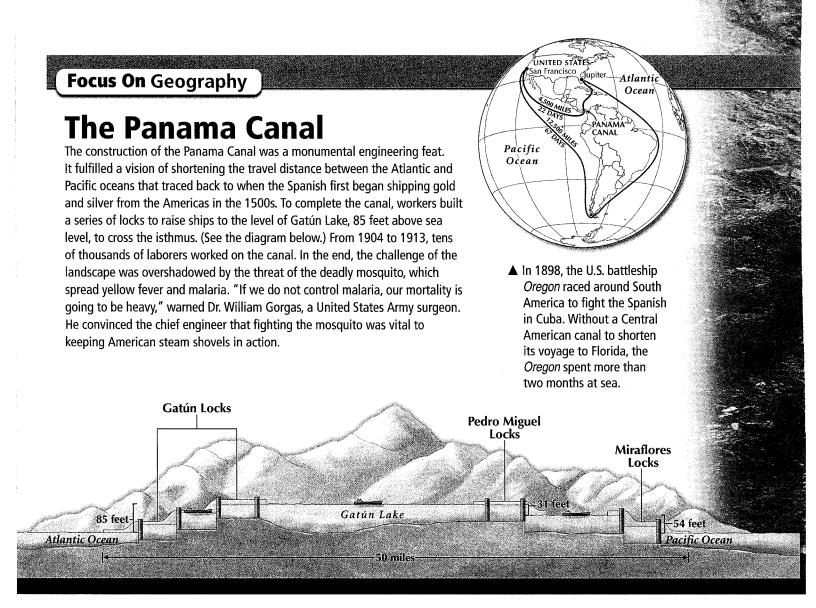
HISTORY MAKERS

Theodore Roosevelt (1858–1919)

As a boy, Theodore Roosevelt suffered from asthma and poor eyesight. Determined not to be held back by physical limitations, he took on an active program of exercise that included boxing

and horseback riding.



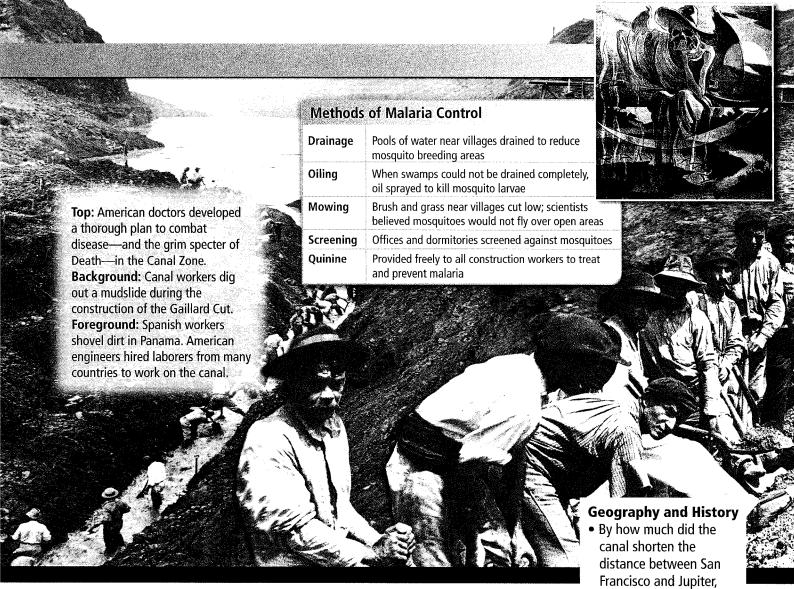


Vocabulary Builder nevertheless-(nehv er thuh LEHS) adv. in spite of that; however

America Builds the Panama Canal Although the plan to dig a canal across Central America did not originate with Roosevelt, he nevertheless played a crucial role in its history. In the late 1800s, a French company had tried to link the Atlantic to the Pacific across the Isthmus of Panama but failed. Afterward, some suggested building a canal through Nicaragua. However, those plans came to nothing. Eventually, an agent from the French company that had abandoned its canal attempt convinced the United States to buy the company's claim. In 1903, the U.S. government bought the Panama route for \$40 million.

Before it could build a canal through Panama, however, the United States needed the consent of the Colombian government. At that time, Panama was part of independent Colombia. American efforts to negotiate a purchase of land across the isthmus stalled when Colombia demanded more than the United States was willing to provide.

So Roosevelt stepped in. The President dispatched U.S. warships to the waters off Panama to support a Panamanian rebellion against Colombia. The appearance of the United States Navy convinced the Colombians not to suppress the uprising. Panama soon declared its independence from Colombia. The new nation immediately granted America control over the "Canal Zone." To secure this land for its vital trade link, America agreed to pay Panama \$10 million and an annual rent of \$250,000.

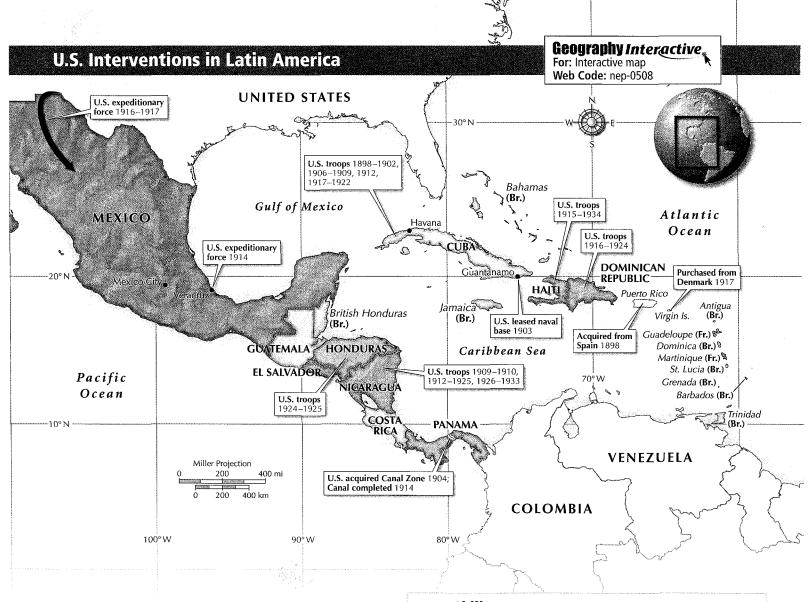


More than 35,000 workers helped dig the Panama Canal, often in very difficult conditions. Completion of the canal depended on scientific breakthroughs by doctors as they learned how to combat tropical diseases. Still, more than 5,000 canal workers died from disease or accidents while building the canal. When the finished waterway opened in 1914, it cut some 8,000 nautical miles off the trip from the west coast to the east coast of the United States.

Roosevelt Updates the Monroe Doctrine In the early 1900s, the inability of Latin American nations to pay their debts to foreign investors raised the possibility of European intervention. In 1903, for example, Germany and Britain blockaded Venezuelan ports to ensure that debts to European bankers were repaid. Roosevelt concluded: "If we intend to say hands off to the powers of Europe, then sooner or later we must keep order ourselves." So in a 1904 message to Congress, he announced a new Latin American policy.

The President's Roosevelt Corollary updated the Monroe Doctrine for an age of economic imperialism. In the case of "chronic wrongdoing" by a Latin American nation—the kind that Europeans might use to justify military intervention the United States would assume the role of police power, restoring order and depriving other creditors of the excuse to intervene. This change, Roosevelt argued, merely reasserted America's long-standing policy of keeping the Western Hemisphere free from European intervention.

- Florida?
- · Which methods of malaria control involved direct changes to the physical environment of the Canal Zone?





Map Skills The United States repeatedly intervened in the affairs of its Latin American neighbors from the time of the Spanish-American War through the early 1900s.

- 1. Locate: (a) Cuba, (b) Mexico, (c) Veracruz, (d) Nicaragua, (e) Panama Canal Zone
- **2. Place** Why was Panama an ideal place for the construction of a canal?
- **3. Analyze** Why was Cuba vital to U.S. operations in Central America and the Caribbean?

■ Wielding the Big Stick

With his update to the Monroe Doctrine, Roosevelt wanted only "to see neighboring countries stable, orderly, and prosperous." But if those governments were to collapse, the United States stood ready to restore order and prevent European intervention.

Latin Americans React to the Roosevelt Corollary Many Latin Americans resented America's role as the hemisphere's police force. They disagreed with Roosevelt's belief that Latin Americans could not police themselves. Francisco García Calderón, a Peruvian diplomat, contended that the Monroe Doctrine had taken on an "aggressive form with Mr. Roosevelt." Like Calderón, Nicaraguan spokesman Augusto Sandino felt that the United States threatened the "sovereignty and liberty" of his people. Sandino eventually led an army of guerrillas against U.S. Marines in Nicaragua in the 1920s.

Taft Switches to Dollar Diplomacy Roosevelt handpicked William Howard Taft to succeed him as the Republican candidate for President in 1908. Taft shared Roosevelt's basic foreign policy objectives. After defeating William Jennings Bryan in the general election, Taft wanted to maintain the Open Door Policy in Asia and ensure ongoing stability in Latin America. The new President pursued both goals with the aim of expanding American trade.

Taft hoped to achieve these ends by relying less on the "big stick" and more on "dollar diplomacy." As Taft commented in 1912, he looked to substitute "dollars for bullets." The policy aimed to increase American investments in businesses and banks throughout Central America and the Caribbean. Americans busily invested in plantations, mines, oil wells, railways, and other ventures in those regions. Of course, "dollar diplomacy" sometimes required a return to the "big stick" and military intervention. Such was the case when President Taft dispatched troops to Nicaragua in 1909—and again in 1912—to protect the formation of a pro-American government there.

✓ Checkpoint What were Roosevelt's most important foreign-policy initiatives in Latin America?

Wilson Pursues Moral Diplomacy

During the 1912 presidential election campaign, Democratic candidate Woodrow Wilson criticized the foreign policies of his Republican predecessors Theodore Roosevelt and William Howard Taft. After his election victory, Wilson appointed the anti-imperialist William Jennings Bryan as Secretary of State, which sent a strong message to the American people.

The U.S. Supports Honest Government in Latin America The new President intended to take U.S. foreign policy in a different direction. He promised that the United States would "never again seek one additional foot of territory by conquest" but would instead work to promote "human rights, national integrity, and opportunity." Wilson spelled out his new "moral diplomacy" in a message to the American people:

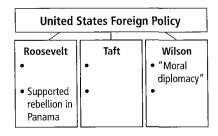
Primary Source66 We must prove ourselves [Latin America's] friends and champions upon terms of equality and honor. . . . We must show ourselves friends by comprehending their interest, whether it squares with our own interest or not. . . . Comprehension must be the soil in which shall grow all the fruits of friendship. . . . I mean the development of constitutional liberty in the world. **

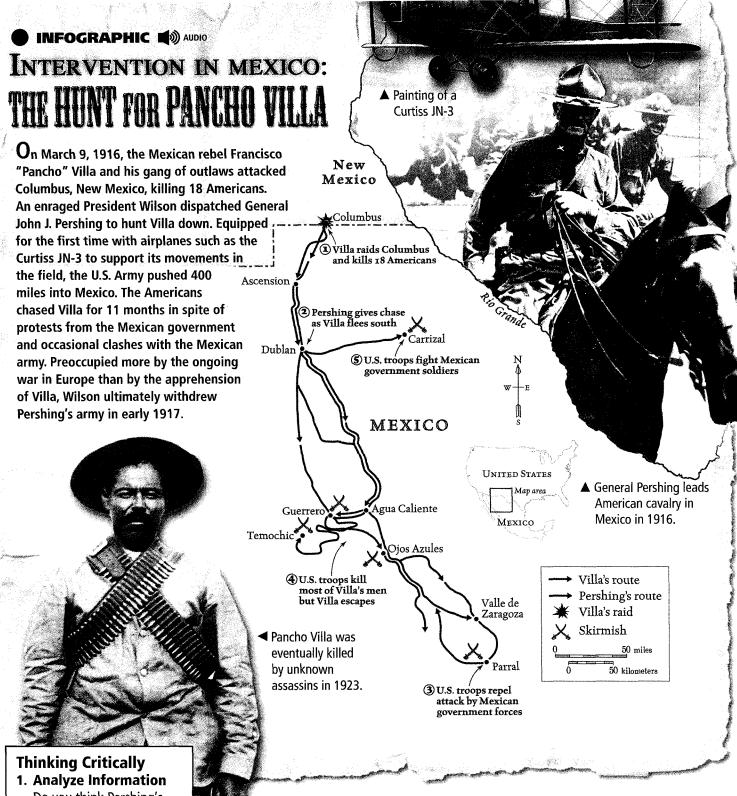
-Woodrow Wilson, October 27, 1913

In spite of his stated preference for "moral diplomacy" over "big stick" or "dollar diplomacy," Wilson used the military on a number of occasions to guide Latin Americans in the directions that he thought proper. In 1915, Wilson sent marines to Haiti to protect American investments and to guard against the potential of German or French aggression in the nation. Wilson prodded the government of Haiti to sign an agreement that essentially gave the United

NoteTaking

Reading Skill: Compare As you read, compare Wilson's moral diplomacy with the foreign policies of Roosevelt and Taft by completing a flowchart like the one below.





Do you think Pershing's expedition violated the ideals of "moral diplomacy"? Explain.

2. Draw Conclusions Why would American commanders be eager to test new military technology in the field against Villa? States the right to control its financial and foreign affairs. The marines did not leave until 1934. Under Wilson, U.S. soldiers and sailors also intervened in the Dominican Republic and in Mexico.

Revolution Grips Mexico For decades, Mexican dictator Porfirio Díaz had benefited his country's small upper class of wealthy landowners, clerics, and military men. With Díaz's encouragement, foreign investments in Mexico grew. As a result, American business people owned large portions of Mexico's industries. While foreign investors and Mexico's aristocracy grew rich, Mexico's large population of farmers struggled in poverty.

In 1911, Francisco Madero led the Mexican Revolution that toppled Díaz. Madero was committed to reforms but was a weak administrator. In 1913, General Victoriano Huerta seized power and executed Madero. Under "dollar diplomacy," Taft probably would have recognized Huerta as the leader of Mexico because Huerta pledged to protect American investments. But under "moral diplomacy," Wilson refused to do so, declaring that he would not accept a "government of butchers." Instead, Wilson favored Venustiano Carranza, another reformer, who had organized anti-Huerta forces.

Wilson Sends U.S. Troops Into Mexico In 1914, the President used the Mexican arrest of American sailors as an opportunity to help Carranza attain power. Wilson sent marines to occupy the Mexican port of Veracruz. The action caused Huerta's government to collapse, and Carranza assumed the presidency.

Huerta's fall from power cheered many Mexicans and appeared to validate Wilson's "moral diplomacy." However, Wilson soon discovered that he faced more trouble in Mexico. The new Carranza government was slow in bringing about reforms, and rebels again rose up, this time under the leadership of Francisco "Pancho" Villa. For a while, Wilson courted Villa. After American support disappeared in 1916, Villa's forces crossed into New Mexico and raided the town of Columbus, leaving 18 Americans dead. President Wilson responded by sending General John J. Pershing and more than 10,000 troops on a "punitive expedition" to Mexico.

Pershing's forces chased Villa for several months but failed to capture the rebel leader. Wilson eventually withdrew American troops from Mexico in 1917, mostly because of his concerns about World War I raging in Europe. Not long afterward, the United States declared war on Germany. Free from hunting Villa, Pershing took command of the American Expeditionary Force in France.

A generation earlier, few would have believed it possible that more than one million American troops would engage in a large-scale war in Europe. But the triumph over Spain and U.S. actions in Asia and Latin America demonstrated that America had emerged as a world power. Now, World War I would test that new global strength.

✓ Checkpoint What was "moral diplomacy"?

SECTION

4 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nea-0510

Comprehension

- **1. Terms and People** Define each term below. How are they similar? How are they different?
 - "big stick" diplomacy
 - "dollar diplomacy"
 - "moral diplomacy"
- 2. NoteTaking Reading Skill:
 Identify Supporting Details Use
 your table to answer the Section Focus
 Question: What actions did the United
 States take to achieve its goals in Latin
 America?

Writing About History

- **3. Quick Write: Write a Conclusion** A narrative essay should include a
 - conclusion that wraps up the events described in your story. Suppose that you want to write a narrative from the perspective of United States Army General John J. Pershing as he pursued "Pancho" Villa through northern Mexico. Write a conclusion to the story Pershing would tell of the pursuit.

Critical Thinking

- **4. Analyze Geography** What impact did the building of the Panama Canal have on American trade?
- 5. Identify Assumptions How do the Platt Amendment and the Roosevelt Corollary reflect similar assumptions about the governments of Latin American nations?
- **6. Draw Conclusions** Do you think Woodrow Wilson succeeded in carrying out the principle of "moral diplomacy" in Latin America? Explain.

Quick Study Guide



Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nea-0511

■ Cause and Effect: American Imperialism

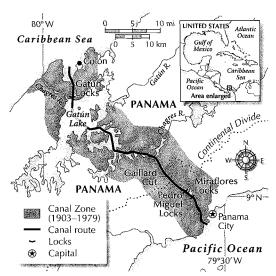
- Industrialized nations compete for raw materials and markets.
- Nations seek overseas bases to support naval and commercial interests.
- Imperialists believe in a superior American culture.

American Imperialism

Effects

- The United States purchases Alaska from Russia
- · American planters, supported by U.S. Marines, overthrow Hawaii's Queen Liliuokalani in 1893; the United States annexes Hawaii in 1898.
- The United States wins the Spanish-American War and acquires colonies in the Caribbean Sea and in the Pacific.
- In 1899, U.S. Secretary of State John Hay establishes the Open Door Policy to protect American trading rights in China.
- Panama rebels against Colombian rule; President Roosevelt acquires land for the construction of the
- President Wilson sends U.S. troops on a "punitive expedition" into Mexico to hunt and capture the rebel Pancho Villa.

■ The Panama Canal



■ U.S. Interventions in Latin America

Country	Type of Intervention	Year
Cuba	Occupation	1898–1902, 1906–1909, 1912, 1917–1922
Dominican Republic	Military intervention Occupation	1905–1907 1916–1924
Haiti	Occupation	1915–1934
Mexico	Military intervention	1914, 1916–1917
Nicaragua	Occupation	1912–1925, 1927–1933
Panama	Acquisition of Canal Zone	1904
Puerto Rico	Military invasion and territorial acquisition	1898

Quick Study Timeline

1890 Mahan publishes The Influence of Sea Power Upon History



1898 **United States** annexes Hawaii; Spanish-American War

In America

Presidential Terms

Benjamin Harrison 1889-1893

Grover Cleveland 1893-1897

William McKinley 1897-1901

1890

Around the World



1895

1893 Americans overthrow Queen Liliuokalani in Hawaii

1899 **Filipino** insurrection

1900 **Boxer** Rebellion

1900

American Issues •••• Connector



By connecting prior knowledge with what you have learned in this chapter, you can gradually build your understanding of enduring questions that still affect America today. Answer the questions below. Then, use your American Issues Connector study guide (or go online: www.PHSchool.com **Web Code**: neh-0512).

Issues You Learned About

- Territorial Expansion of the United States The United States has acquired land inside and outside of the continental United States.
- Think about the events that led to the annexation of Hawaii.
 Write a paragraph explaining whether you think the United States had the right to take control of Hawaii. Consider the following:
 - the initial status of the Hawaiian Islands
 - changes made to the Hawaiian constitution by the monarchy
 - the role of American planters in Hawaii's government and society
 - the reasons that some Americans sought annexation
 - the Senate's initial response to the treaty of annexation
- America and the World At times, the United States chooses to get involved in the affairs of other countries.
- 2. Who proclaimed the Monroe Doctrine, and why?
- **3.** How did the Roosevelt Corollary demonstrate Roosevelt's belief in "big stick" diplomacy?
- **4.** What policies did Taft and Wilson develop for their involvement in Latin American affairs?

- America Goes to War The United States sometimes becomes involved in regional conflicts in other parts of the world.
- **5.** Why did many Americans favor the Cuban revolutionaries in their struggle for freedom from Spain?
- **6.** What event caused President McKinley and Congress to prepare for war with Spain?

Connect to Your World

New York

America Goes to War When Alfred T. Mahan called for a stronger navy in the late 1800s, New York was already prepared. The federal government founded the New York Naval Shipyard, popularly known as the Brooklyn Navy Yard, in 1801. Located in Brooklyn on Wallabout Bay, a semicircular section of the East River, it was once known as the country's best shipbuilding facility. Many historic vessels were launched there, including the USS *Maine*, the destruction of which served as a catalyst for the Spanish-American War. In 1966 the Navy sold the shipyard to the city of New York, and today it is a private industrial park with over 4,500 workers. Learn more about the United States Navy in New York today, and create a graphic organizer to display your findings.



1907 Great White Fleet 1908 President Taft embraces "dollar diplomacy"



1916 Pershing hunts Pancho Villa in Mexico

Theodore Roosevelt 1901-1909

William H. Taft 1909-1913

Woodrow Wilson 1913-1921

1905

1904 U.S. gains control of Canal Zone in Panama 1910

1910 Mexican Revolution begins 1915

1914 World War I breaks out in Europe

History Interactive,

For: Interactive timeline
Web Code: nep-0513

1920

Chapter Assessment

Terms and People

- 1. Define **Social Darwinism**. How did some imperialists make use of this concept?
- **2.** Who was **Queen Liliuokalani**? What changes did she bring to her country?
- 3. What was the **Treaty of Paris**? What were its terms?
- 4. Define guerrilla warfare. Who relied on guerrilla warfare?
- 5. Define the Foraker Act and Platt Amendment. Did they settle the debate over U.S. policy in Puerto Rico and Cuba?

Focus Questions

The focus question for this chapter is **How did the United States become a global power?** Build an answer to this big question by answering the focus questions for Sections 1 through 4 and the Critical Thinking questions that follow.

Section 1

6. How and why did the United States take a more active role in world affairs?

Section 2

7. What were the causes and effects of the Spanish-American War?

Section 3

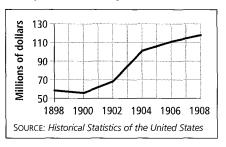
8. How did the United States extend its influence in Asia?

Section 4

9. What actions did the United States take to achieve its goals in Latin America?

Critical Thinking

- 10. Recognize Ideologies How did U.S. expansion in the late nineteenth century extend and change the principle of Manifest Destiny?
- **11. Make Comparisons** Choose two of the following: Commodore Perry's mission to Japan; the revolt in Hawaii; the Open Door Policy; the building of the Panama Canal. Explain how the two were similar yet different in terms of U.S. goals and actions.
- **12. Recognize Propaganda** How did the Yellow Press contribute to U.S. actions against Spain?
- **13. Compare Points of View** Explain the different opinions held by imperialists and anti-imperialists in the debate over the Philippines.
- **14. Analyze Line Graphs** How were growing tensions with Japan linked to the trend shown on the graph below?
- U.S. Navy Yearly Federal Budget, 1898-1908



- **15. Draw Conclusions** What was the goal of U.S. policy toward China? Why do you think Hay did not favor establishing colonies in China?
- **16. Predict Consequences** If Wilson had been President when the United States was seeking to build the Panama Canal, do you think he would have supported Panama's rebellion against Colombia? Justify your answer.

Writing About History

Write a Narrative Essay Write a narrative essay telling a story about America's emergence as a global power in the late 1800s and early 1900s. Write your essay from the point of view of an imperialist or an anti-imperialist. Consult page SH11 of the Writing Handbook for additional help.

Prewriting

- Choose a chapter event that interests you most to write about.
- Choose a purpose for your essay. You might highlight a certain aspect of the event that you think deserves attention.
- Gather details related to your essay topic.

Drafting

Identify the climax, or the most important part, of your story.
 Then, decide what will happen in the beginning, middle, and end of the essay.

- Write an introduction for the essay that will grab a reader's interest.
- Use many details to make the story vivid. When possible, include dialogue to convey the thoughts of the character.
- Write a conclusion that summarizes the significance of the experience to the character.

Revising

 Use the guidelines on page SH11 of the Writing Handbook to revise your essay.



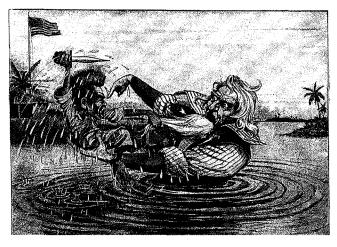
Regents DBQ Practice



American Imperialism

Should the United States annex territories in order to establish a global empire? Or should it honor American roots by granting self-rule to the native peoples of those lands? Use your knowledge of the debate over American imperialism and the following documents to answer questions 1 through 4.

Document 1



Uncle Sam Wrestles With Filipino Insurgency

Document 2

The taking of the Philippines does not violate the principles of the Declaration of Independence, but will spread them among a people who have never known liberty and who in a few years will be unwilling to leave the shelter of the American flag. . . . The form of government natural to the Asiatic has always been despotism. . . . [T]o abandon those islands is to leave them to anarchy, [and] to short-lived military dictatorships. . . .

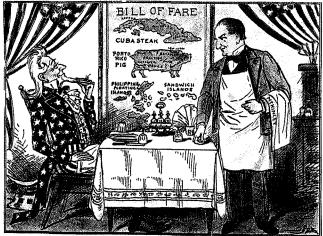
Senator Henry Cabot Lodge, March 1900

Document 3

I wanted the American eagle to go screaming into the Pacific. It seemed tiresome and tame for it to content itself with the Rockies. Why not spread its wings over the Philippines, I asked myself? And I thought it would be a real good thing to do. . . . But I have thought some more, since then, and I have read carefully the treaty of Paris, and I have seen that we do not intend to free, but to subjugate the people of the Philippines. We have gone there to conquer, not to redeem. . . . And so I am an anti-imperialist. I am opposed to having the eagle put its talons on any other land.

Mark Twain, October 1900

Document 4



WELL, I HARDLY KNOW WHICH TO TAKE FIRST!

- 1. Which of the documents is a primary source that supports the maintenance of American control over the Philippines to ensure a stable government there?
 - A Document 1
 - **B** Document 2
 - C Document 3
 - **D** Document 4
- **2.** According to Document 1, how did the cartoonist choose to portray the Filipino population?
 - A Filipinos are resisting the American presence in the Philippines.
 - **B** Filipinos are cooperating with American officials to maintain U.S. control.
 - **C** Filipinos are fleeing their homes in fear of American soldiers.
 - **D** Filipinos are celebrating their independence from Spain.

- 3. Mark Twain most closely agrees with which of the other documents?
 - A Documents 1 and 4
 - B Documents 1 and 2
 - C Document 2
 - **D** Document 4
- 4. Writing Task How did the principles of the American Revolution influence the debate over American imperialism in the Philippines? Use your knowledge of the aftermath of the Spanish-American War and specific evidence from the primary sources above to support your opinion.

World War I and Beyond 1914-1920





WITNESS HISTORY (a) AUDIO



American Soldiers Arrive "Over There"

During World War I, nearly 4 million American soldiers went "over there"—to France—to help the Allies win the war. A British volunteer nurse working near the front in France described the arrival of the new American troops:

66 pressed forward with the others to watch the United States physically entering the War, so god-like, so magnificent, so splendidly unimpaired in comparison with the tired, nerve-racked men of the British Army. So these were our deliverers at last, marching up the road to Camiers in the spring sunshine! 99

—Vera Brittain, Testament of Youth

Listen to the Witness History audio to learn more about America in World War I.

■ A French couple greets American soldiers in France in 1918.



American recruitment poster

American

soldier's

helmet



(AY) Core Curriculum Preview

Chapter Focus Question: What caused the United States to become involved in World War I, and how did the United States change as a result of its involvement?

Section 1

From Neutrality to War 4.II.A.1a, 4.II.B.1a, 4.II.B.1b, 4.II.B.1c

Section 2

The Home Front 4.I.C.5, 4.II.B.1c, 4.II.C.1, 4.II.C.2

Section 3

Wilson, War, and Peace 4.II.D.1, 4.II.D.2, 4.II.D.3, 4.II.D.4

Section 4

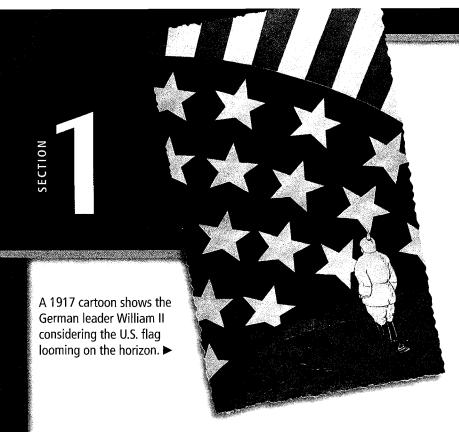
Effects of the War 4.II.C.4, 5.I.A.1, 5.I.A.3, 5.I.B.4

Use the **Quick Study Timeline** at the end of this chapter to preview chapter events.



Note Taking Study Guide Online

For: Note Taking and American Issues Connector Web Code: nee-0601



WITNESS HISTORY (1) AUDIO

To Fight or Not to Fight?

When war broke out in Europe in 1914, the United States decided to stay neutral. However, incidents like the senseless destruction of Louvain, a medieval university town in Belgium, by German troops turned American opinion against Germany.

For two hours on Thursday night I was in what for six hundred years had been the city of Louvain. The Germans were burning it . . . the story . . . was told to us by German soldiers incoherent with excesses; and we could read it in the faces of the women and children being led to concentration camps and of the citizens on their way to be shot."

> --- American journalist Richard Harding Davis, August 1914

From Neutrality to War



Core Curriculum Objectives

- **4.II.A.1a** An emerging global involvement: Role of increased American power
- 4.II.B.1a Restraint and involvement: United States' efforts at neutrality
- 4.II.B.1b Restraint and involvement: Causes of United States' entry into World War I
- 4.II.B.1c Restraint and involvement: United States' role in the war

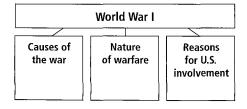
Terms and People

Alsace-Lorraine militarism Francis Ferdinand William II Western Front

casualty contraband U-boat Lusitania Zimmermann note

NoteTaking

Reading Skill: Identify Causes As you read, identify the causes of World War I, the conditions facing soldiers, and the reasons for U.S. involvement.



Why It Matters In 1914, nationalism, militarism, imperialism, and entangling alliances combined with other factors to lead the nations of Europe into a brutal war. The war quickly stretched around the globe. The United States remained neutral at first but ended up abandoning its long tradition of staying out of European conflicts. Section Focus Question: What caused World War I, and why did the United States enter the war?

What Caused World War I?

Until 1914, there had not been a large-scale European conflict for nearly one hundred years. However, bitter, deep-rooted problems simmered beneath the surface of polite diplomacy. Europe was sitting on a powder keg of nationalism, regional tensions, economic rivalries, imperial ambitions, and militarism.

Nationalism and Competition Heighten Tension Nationalism, or devotion to one's nation, kick-started international and domestic tension. In the late 1800s, many Europeans began to reject the earlier idea of a nation as a collection of different ethnic groups. Instead, they believed that a nation should express the nationalism of a single ethnic group. This belief evolved into an intense form of nationalism that heightened international rivalries. For example, France longed to avenge its humiliating defeat by a collection of German states in 1871 and regain Alsace-Lorraine, the territory it lost during that conflict. Nationalism also threatened minority groups within nationstates. If a country existed as the expression of "its people," the majority ethnic group, where did ethnic minorities fit in?

The spread of the theory of Social Darwinism did not help soothe the competitive instinct. Social Darwinism applied biologist Charles Darwin's ideas of natural selection and "survival of the fittest" to human society. Social Darwinists believed that the best nation would come out ahead in the constant competition among countries.

Nationalism also destabilized old multinational empires such as Austria-Hungary and the Ottoman Empire. This was particularly true in the Balkan region of southeastern Europe. For example, when Serbia emerged as an independent nation in 1878, it challenged the nearby empire of Austria-Hungary in two ways: by trying to gain territory controlled by the empire, where Serbs lived, and by the example it offered to Austria-Hungary's diverse peoples.

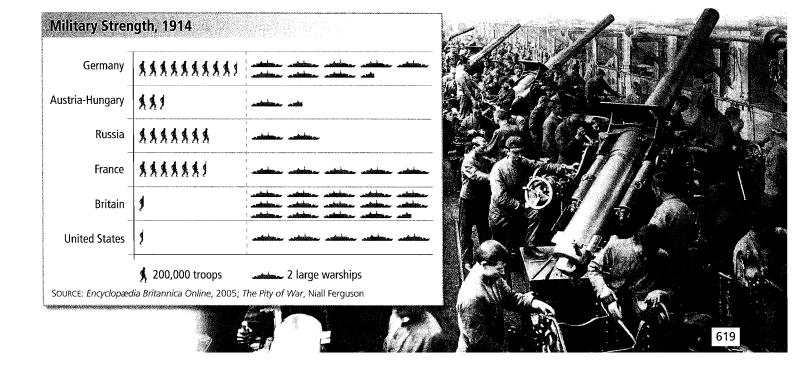
The nationalist sentiments of the period sometimes spilled over into the economic goals of each nation. Industrial output, trade, and the possession of an overseas empire were the yardsticks of wealth and greatness. The leading industrial nations competed for lands rich in raw materials as well as for places to build military bases to protect their empires. Britain already had a large empire, and France commanded a smaller one. But Germany, Italy, Belgium, Japan, and the United States also rushed to join the imperial race. Together, industrialized nations jostled among themselves as they carved colonies out of Africa, claimed islands in the Pacific, and began to nibble away at China.

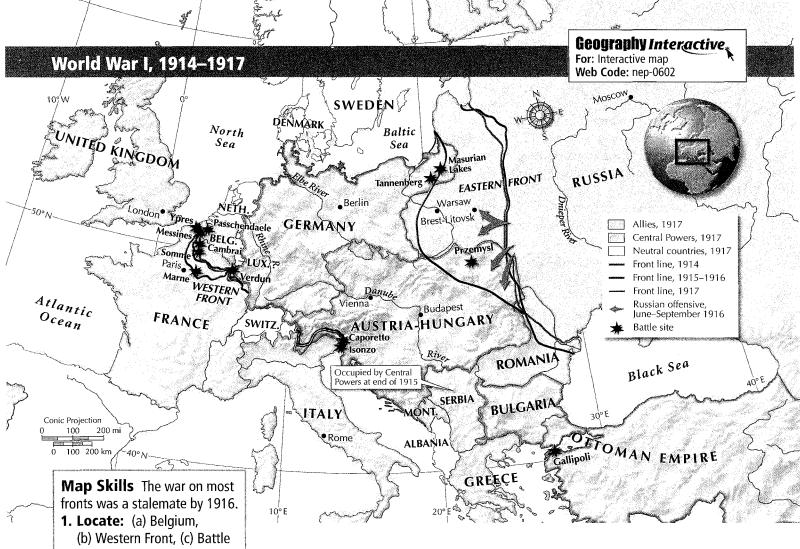
Militarism Produces an Arms Race For some European leaders, the question was not so much *if* a great war would start but *when*. To prepare, leaders increased the size of their armies and stockpiles of weapons. No nation readied its war machinery more than Germany. By 1914, it had a huge standing army and the largest, deadliest collection of guns in the world. It also built up its navy enough to rival Britain's, the world's strongest at that time. To keep up, Britain, too, increased the size of its navy. A spirit of **militarism**, or glorification of the military, grew in the competing countries and fueled this arms race even more.

The contest between Germany and Britain at sea and between Germany, France, and Russia on land guaranteed one important thing: The next major war would involve more troops and more technologically advanced weapons than ever before. Machine guns, mobile artillery, tanks, submarines, and airplanes would change the nature of warfare.

Building the War Machine

In the early 1900s, European countries raced to keep up with one another's military might. Below, workers build artillery in Essen, a German city, in 1904. According to the chart, which country had the largest army in 1914? Which had the largest navy?





Alliances Make Nations Overconfident and Reckless European leaders also prepared for war by forming alliances. Before 1914, two major ones emerged. Germany, Austria-Hungary, and Italy joined together in the Triple Alliance (although Italy never fought with it). Opposed to the Triple Alliance was the Triple Entente, made up of France, Russia, and Great Britain. Alliances emboldened leaders to act recklessly. They knew that if they did declare war, powerful allies were obligated to fight along with them. No country wanted to be seen as an unreliable partner. As years passed, European leaders thought less of the advantages of peace and more of the possible benefits of war. Some also hoped that a foreign war would help to smooth over domestic problems.

Assassination Hurtles Europe Toward World War On June 28, 1914, Archduke Francis Ferdinand, heir to the throne of Austria-Hungary, and his wife Sophie left for what they thought would be a routine visit to Sarajevo (sar uh YAY voh), the capital city of the Austro-Hungarian province of Bosnia. But a handful of young Bosnians had other plans for the archduke and his wife. These men were ethnic Serbs who believed that Bosnia rightfully belonged to Serbia, and they saw Francis Ferdinand as a tyrant. After the archduke's driver made a wrong turn, Gavrilo Princip, one of the conspirators, noticed the couple in the car, pulled a pistol from his pocket, and fired it twice. First Sophie and then Francis Ferdinand died. People around the world were shocked by the senseless murders. But no one expected that they would lead to a great world war.

✓ Checkpoint How did nationalism and militarism both work to push Europe toward war?

of Verdun

- **2. Location** What challenge did Germany's location present to its pursuit of victory in the war?
- 3. Synthesize Information Describe the movement of the opposing lines of the Western Front between 1914 and 1917.

Vocabulary Builder

ally- $(AL \bar{I})$ n. person, nation, or group joined with another for a common purpose

The Fighting Begins

Everything was in place for a great conflict—nationalist ambitions, large armies, stockpiles of weapons, alliances, and military plans. The nations of Europe were hurtling like giant trains toward a great collision. Archduke Francis Ferdinand's assassination was the incident that triggered this conflict.

Alliances Cause a Chain Reaction Soon after the assassination, Kaiser William II, the German emperor, assured Austria-Hungary that Germany would stand by its ally if war came. Confident in Germany's support, Austria-Hungary then sent a harsh ultimatum to Serbia demanding Serbia's total cooperation in an investigation into the assassination. When Serbia did not agree to all of the demands, Austria-Hungary declared war on July 28, 1914.

Because of the alliance system, what otherwise might have been a localized quarrel quickly spread. In early August, Russia mobilized for war to help its ally Serbia against Austria. This caused Germany to declare war against Russia. France, Russia's ally, promptly declared war against Germany. The very next day, Germany declared war against neutral Belgium, so that it could launch an invasion of France through that small country. Great Britain, which had treaties with France and Belgium, immediately declared war against Germany. In less than one week, the Central Powers of Germany and Austria-Hungary were at war against the Allied Powers of Britain, France, Russia, and Serbia. The Ottoman Empire later joined the Central Powers.

German soldiers fought through Belgium and moved southwest into France, toward Paris. Then in September, with the German advance only 30 miles from Paris, the French and the British counterattacked and stopped the German forces near the Marne River.

Deadly Technology Leads to Stalemate After the Battle of the Marne, the Germans settled onto high ground, dug trenches, and fortified their position. When the French and British attacked, the German troops used machine guns and artillery to kill thousands of them. The French and British then dug their own trenches and used the same weapons to kill thousands of counterattacking Germans. Soon, 450 miles of trenches stretched like a huge scar from the coast of Belgium to the border of Switzerland. Although fighting went on in Eastern Europe, the Middle East, and in other parts of the world, this Western Front in France became the critical battle front. The side that won there would win the war.

The war dragged on for years, and it was hideously deadly—much more so than anyone had expected. The primary reason for the length of the war and its deadly nature was the simple fact that the defensive weapons of the time were better and more devastating than the offensive ones. Generals on each side threw their soldiers into assaults against the enemy without fully considering the new technology. Charging toward trenches that were defended by artillery, machine guns, and rifles was futile. In virtually every battle on the Western Front, the attacking force suffered terribly. Even the use of poison gas did nothing to benefit the offense, despite its horrifying effects. Ineffective offensives and effective defensives produced only a deadly stalemate.

War in the Trenches

German soldiers hunker down in a shallow trench that stretches into the distance to protect themselves from enemy fire. How did new technology make defenses such as trenches necessary?



WITNESS HISTORY DVD

Watch **World War I:** A **New Kind of War** on the **United States Witness History DVD** to learn more about the nature of warfare during World War I.



Horror of Modern Warfare

Although gas masks were soon developed to counter poison gas, gas attacks were still particularly horrifying to soldiers. *According to the chart, which type of weapon caused the most casualties?*

The Reality of Trench Warfare The stalemate led to gruesome conditions for the men in the trenches of the Western Front. The soldiers battled the harsh conditions of life often as fiercely as they attacked the enemy. They developed "trench foot" from standing for hours in wet, muddy trenches. They contracted lice from the millions of rats that infested the trenches. Dug into the ground, the soldiers lived in constant fear, afraid to pop their heads out of their holes and always aware that the next offensive might be their last.

Even on a quiet day, soldiers could be killed by snipers or a surprise gas attack, like the one described by French officer Paul Truffaut at Verdun:

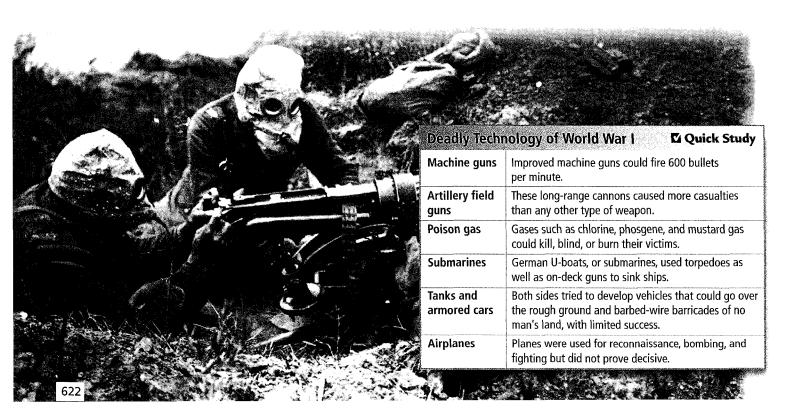
[shells filled with poison gas] are whizzing by continuously. They explode silently and have no smell but can be deadly. They killed several men yesterday. One of my men refused to put his mask on because he couldn't smell anything. All of a sudden, he was dizzy, foaming at the mouth and his skin went black, then he went rigid and died.

-Paul Truffaut, March 5, 1917

In between enemy lines was an area known as "no man's land." Artillery barrages had blasted no man's land until any fields, trees, or homes, that had once existed there, were charred beyond recognition. Soldiers went "over the top" of their trenches into this muddy, nearly impassable wasteland when they attempted to attack the entrenched enemy.

Casualties—or soldiers killed, wounded, and missing—mounted first in thousands, then hundreds of thousands, and finally in millions. Almost one million French soldiers were killed or wounded in just the first three months of the war. The Germans lost only slightly fewer. In two battles in 1916—Verdun (ver DUHN) and the Somme (suhm)—the British, French, and Germans sustained more than 2 million casualties. The British suffered 60,000 casualties on the first day alone at the Somme and achieved virtually nothing. And still the stalemate dragged on.

Checkpoint Why did both sides embrace trench warfare as a strategy to win the war?



Wilson Urges Neutrality

As the war spread in Europe, President Woodrow Wilson called for Americans to be "impartial in thought as well as action." In a "melting pot" nation that tried to make Americans of peoples from diverse origins, Wilson did not want to see the war set Americans against one another. At first, most Americans viewed the conflict as a distant European guarrel for land and influence. Unless the nation's interests were directly threatened, Americans wanted no part of it. They preferred to maintain what they viewed as traditional American isolation from European disputes. Still, many Americans felt the war's effects and few were truly impartial in thought. Most held a preference for one or another combatant, and many businesses benefited from the increased demand by warring nations for American goods.

Americans Have Divided Loyalties In 1914, one third of Americans were foreign-born. Many still thought of themselves in terms of their former homelands—as German Americans, Irish Americans, Polish Americans, and so on. With relatives in Europe, many people supported the nation in which they were born.

Some German Americans in the Midwest and some Irish Americans along the East Coast felt strongly that the Central Powers were justified in their actions. Many Americans had emigrated from Germany or Austria-Hungary. Millions of Irish Americans harbored intense grudges over the centuries of Great Britain's domination of their homeland. They hoped that Ireland would gain its independence as Britain became entangled in the war. Many Jewish Americans who had fled Russia to escape the Czarist regimes' murderous pogroms against Jews hoped for Russia's defeat.

Most Americans, however, sided with Britain and France, both of which had strong historic ties with the United States. America's national language was English, its cultural heritage was largely British, and its leading trading partner was Britain. France had aided the American cause during the Revolutionary War.

American Opinion Crystallizes No event at the beginning of the war swayed American opinion more than the vicious German invasion of neutral Belgium. German soldiers marching through Belgium committed numerous atrocities, killing unarmed civilians and destroying entire towns. British journalists and propagandists stressed, and sometimes exaggerated, the brutality of the Germans' actions. Americans might have only dimly understood the causes of the war, but they clearly perceived the human cost of the war for Belgium.

Eventually, three distinct positions on the war crystallized among Americans. One group, the isolationists, believed that the war was none of America's business and that the nation should isolate itself from the hostilities. A second group, the interventionists, felt that the war did affect American interests and that the United States should intervene in the conflict on the side of the Allies. A third group, the internationalists, occupied the middle ground. Internationalists believed that the United States should play an active role in world affairs and work toward achieving a just peace but not enter the war.

✓ Checkpoint Why did President Wilson fear that the war would set Americans against one another?



Analyzing Political Cartoons

The Question of Neutrality In this 1916 cartoon, President Wilson tries to neutralize German Kaiser William II's bloody sword (representing Germany's policy of unrestricted submarine warfare) by pointing it toward the ground.

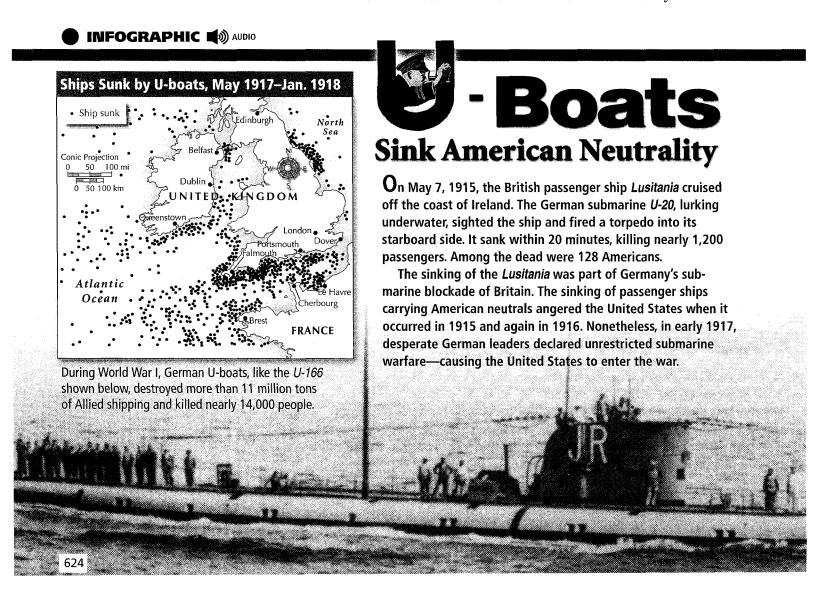
- 1. How does the cartoonist portray Kaiser William II?
- 2. What position do you think the cartoonist holds American on involvement in the war?

Neutrality Gives Way to War

An internationalist, President Wilson sincerely desired peace in his country and around the world. Between the start of the war in 1914 and America's entry into it in 1917, Wilson attempted to use his influence to end the conflict among the warring countries. He failed in this great effort. Ultimately, he also failed to keep the United States out of the war.

Britain Blockades Germany Early in the war, British leaders decided to use their navy to blockade Germany to keep essential goods from reaching the other country. International law generally allowed **contraband** goods, usually defined as weapons and other articles used to fight a war, to be confiscated legally by any belligerent nation. Noncontraband goods, such as food, medical supplies, and other nonmilitary items, could not be confiscated. Britain, however, contested the definition of noncontraband articles. As the war continued, Britain expanded its definition of contraband until it encompassed virtually every product, including gasoline, cotton, and even food—in spite of international law.

German Submarines Violate Neutral Rights Germany responded by attempting to blockade Britain—even though it lacked the conventional naval forces to do so. Instead, in February 1915, Germany began sinking Allied ships using its **U-boats**, or submarines. The reality of the German blockade struck America on May 7, 1915, when a German U-boat sank the British passenger liner *Lusitania* off the coast of Ireland. German officials correctly claimed that



the ship was carrying ammunition and other contraband. Americans protested that an unarmed and unresisting ship should not be sunk without first being warned and provided with safety for its passengers. President Wilson was stunned but still wanted peace. "There is such a thing as a man being too proud to fight," he told his fellow citizens. "There is such a thing as a nation being so right that it does not need to convince others by force that it is right."

Germany helped to keep the United States out of the war by eventually promising not to sink any more passenger ships. But in 1916, Germany violated that promise by sinking the unarmed French passenger ship *Sussex*. Another storm of protest erupted in America. Again, Germany pledged not to sink unarmed ships. This promise, called the Sussex Pledge, would not last long.

Wilson Prepares for War President Wilson wanted to remain at peace, but even he must have realized the futility of that hope. At the end of 1915, Wilson began to prepare the nation for war. Many believed that "preparedness" was a dangerous course that could actually provoke war. Even so, Congress passed two pieces of legislation in 1916 to prepare for the possibility of U.S. involvement. The National Defense Act expanded the size of the army, and the Naval Construction Act ordered the building of more warships.

Still, Wilson hoped to avoid the conflict. In 1916, he ran for reelection with the slogan, "He kept us out of war." It was a close election, but Wilson won a narrow victory over Republican Charles Evans Hughes.



American Issues Connector

America Goes to War

TRACK THE ISSUE

When should America go to war?

Over the years, the United States has had many motives for going to war. The nation has gone to war to protect itself, gain economic benefits, aid its allies, expand its borders, or increase its power and influence. Under what circumstances is war justified? Americans debate this issue each time the country fights. Use the timeline below to explore this enduring issue.



Americans fight to stop Britain from seizing American ships and sailors.

1860s Civil War

North and South fight over slavery, states' rights, and preservation of the Union.

1917-1918 World War I

United States goes to war after Germany violates American neutrality.

1940s World War II

The Japanese attack on Pearl Harbor draws America into the conflict.

1960s-1970s Vietnam War

United States fights to halt spread of communism in Southeast Asia.



A newspaper announces America's entry into World War I on April 6, 1917.



4.II.B.1

U.S. soldiers patrol the streets in Baghdad, Irag, in 2004.

DEBATE THE ISSUE

War on Terrorism After the terrorist attacks of 2001, the United States invaded Afghanistan and Iraq as part of the War on Terrorism. The war aimed to track down the perpetrators of the terrorist attacks and to prevent future attacks by promoting democracy in the Middle East.

66 The use of military force against terrorist networks and regimes abetting their crimes is certainly justifiable. . . . Our leaders are, in my judgment, morally obligated to use as much force as necessary . . . to protect innocent Americans and other potential victims of terrorism."

> -Robert P. George, professor, **Princeton University**

- **66** When you make the argument that there is a 'just war,' what you are saying is that there is an aggression, a major offense is being committed and you do not have any other way to protect people from that aggression except to use force."
 - -Reverend J. Brian Hehir, Catholic theologian

Connect to Your World

- **1. Compare** Why does Professor George support the War on Terrorism? Why does Reverend Hehir oppose it?
- 2. Analyze Do you think Hehir would have supported the decision to enter World War I? Explain.
- **3. Debate** Learn more about opinions on the War on Terrorism. Prepare an argument supporting or opposing either view above. Web Code: neh-0612

America Enters the War Wilson did not have much time to enjoy his victory. In early 1917, two events occurred that helped to push the United States into the war. American trade with the Allies had sustained Britain and France in the war, while the British blockade of Germany had stopped the flow of American goods to the Central Powers. As far as Germany was concerned, desperate times demanded desperate measures.

In January 1917, suffering severe supply shortages due to the blockade, Germany took action. First, German Foreign Minister Arthur Zimmermann sent a telegram to Mexico. The **Zimmermann note** proposed an alliance with Mexico, stating that if the United States declared war on Germany, Mexico should declare war on the United States. In return, after a German victory, Mexico would get back the states of Texas, New Mexico, and Arizona, which it had lost in 1848 after its defeat in the Mexican-American War. The telegram was intercepted by the British, who gave it to American authorities. Next, Germany once again announced unrestricted submarine warfare against Britain.

Although most leaders knew Mexico had no intention of attacking the United States, Americans were shocked by the publication of the Zimmermann note. Even Wilson no longer called for peace. On April 2, 1917, he asked Congress for a declaration of war against Germany:

HISTORY MAKERS

Jeannette Rankin (1880–1973) In 1916, Jeannette Rankin became the first woman elected to Congress. Committed to women's rights, she was also a dedicated pacifist. She and 49 other members of Congress voted against declaring war on Germany in 1917.

Twenty-four years later, in 1941, she was the only member of Congress to vote against the declaration of war against Japan. "As a woman," Rankin said, "I can't go to war, and I refuse to send anyone else." She lost her bid for reelection in the election years that followed both votes.



Primary Source ⁶⁶The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. . . . We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.

-Woodrow Wilson, April 2, 1917

Congress responded on April 6, 1917, with a declaration of war. Wilson's long struggle to keep America at peace was over.

Checkpoint What German actions led the United States to enter World War I?

SECTION

Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nea-0603

Comprehension

- 1. Terms and People For each item below, write a sentence explaining its significance to the outbreak and course of World War I.
 - militarism
 - · Francis Ferdinand
 - William II
 - casualty
 - U-boat
 - Lusitania

2. NoteTaking Reading Skill: **Identify Causes** Use your chart to answer the Section Focus Question: What caused World War I, and why did the United States enter the war?

Writing About History

3. Quick Write: Identify Causes List each cause of U.S. entry into World War I, and then organize them in order of importance. Finally, turn your list into a paragraph describing the causes of U.S. involvement in the war.

Critical Thinking

- 4. Draw Conclusions Why did a stalemate develop on the Western Front?
- 5. Compare Points of View Compare the three positions Americans took on the issue of whether or not the United States should enter the war.
- 6. Synthesize Information Why did the United States decide to enter the war and fight on the side of the Allies?



WITNESS HISTORY (1) AUDIO



Supporting the War

While soldiers trained to fight in the war, Americans on the home front supported the war by working in war industries, lending money to the government, and conserving food to feed the troops abroad.

Perhaps it will not be long before we will read each day long lists of American boys killed or wounded in the trenches of France. There will be boys in those lists that you know, boys that I know. And as our eyes film over with tears it will be at least some comfort to us to be able to say, 'I am helping too. I am saving food for the boys who are fighting.'37

> Committee on Public Information bulletin, July 1917

▲ Girl Scouts collect peach pits to be used in gas-mask filters.

The Home Front



Core Curriculum Objectives

- 4.1.C.5 World War I: effect on domestic reform
- 4.II.B.1c United States role in the war
- 4.II.C.1 War opposition and patriotism: the draft issue
- 4.II.C.2 Espionage and Sedition acts

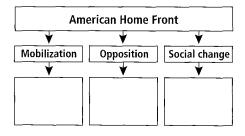
Terms and People

Selective Service Act Bernard Baruch CPI George Creel

conscientious objector Espionage Act **Great Migration**

NoteTaking

Reading Skill: Summarize As you read, summarize the key points made in the section in a chart like the one below.



Why It Matters Before the war, the federal government played a minor role in the daily lives of most Americans. But during World War I, the government assumed new powers. It regulated industrial and agricultural production, worked to shape public opinion, and established a new military draft. While war required sacrifice, it also brought new economic opportunities and many Americans migrated to other parts of the country in search of these opportunities. The war permanently changed Americans' relationship with their government. Section Focus Question: How did the war affect Americans at home?

America Mobilizes for War

War affects many things, but its greatest impact is on the lives of ordinary people. People fight, sacrifice, and sometimes die in war. People work to produce the food that soldiers eat and the guns that soldiers fire. People shape the information that others receive about the war. War may be the result of conflicts between nations, but it touches the lives of millions of individuals.

Building an Army When the United States entered World War I, the United States Army was only a fraction of the size of European armies. To build the army, President Wilson encouraged Americans to volunteer for service and pushed Congress to pass the Selective **Service Act.** The act, which Congress passed in May 1917, authorized a draft of young men for military service in Europe. On the first day of its enactment, June 5, 1917, more than 9.6 million Americans registered for the draft and were assigned a number. The government held a "great national lottery" in July to decide the order in which the first draftees would be called into service. Blindfolded, Secretary of War Newton D. Baker pulled number 258 out of a jar. The group of men assigned that number became the very first draftees.

Over the course of the war, more than 24 million Americans registered for the draft. Of these, about 2.8 million were actually drafted into the armed forces. Including volunteers, the total number of American men in uniform during World War I reached nearly 4.8 million. More than 4 million of these were sent to help the Allies in France.

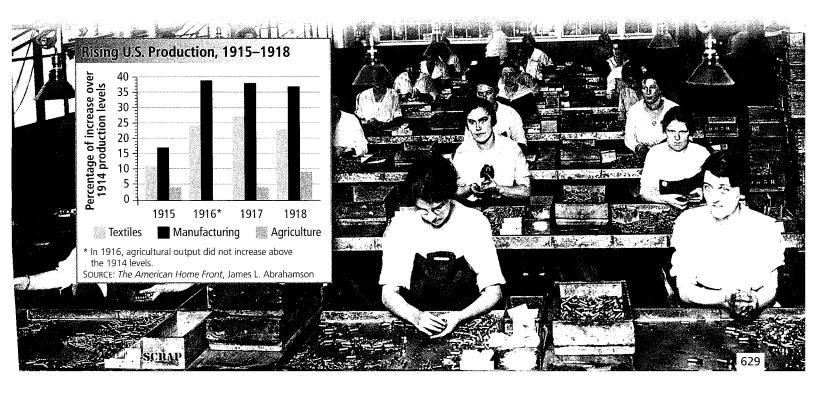
Constructing a War Economy While the Selective Service Commission raised an army, President Wilson worked to shift the national economy from peacetime to wartime production. This process proved slow and frustrating. First, the Council of National Defense, which was formed in August 1916, created an array of new federal administrative agencies to oversee different phases of the war effort. Individual agencies regulated food production, coal and petroleum distribution, and railway use. In practical terms, this meant that the government determined what crops farmers grew, what products industries produced, and how supplies moved around on the nation's trains.

Problems and administrative overlap soon led to the creation of the War Industries Board (WIB). The WIB eventually became independent of the Council of National Defense. Headed by **Bernard Baruch** (buh ROOK), an influential Wall Street investment broker who reported directly to the President, the WIB regulated all industries engaged in the war effort. Baruch's agency determined what products industries would make, where those products went, and how much they would cost. The system of free enterprise was curtailed to fulfill the nation's acute need for war materials. Americans realized that they had to cooperate rather than compete in order to defeat the Central Powers.

What Baruch did for industry, future U.S. President Herbert Hoover achieved for agriculture. As head of the Food Administration, he set prices high for wheat and other foodstuffs to encourage farmers to increase production. He also asked

Wartime Production

These women worked during the war inspecting bullets for rifles. *According to the graph, by what percentage did manufacturing increase between 1915 and 1918?*



Vocabulary Builder

conserve-(kuhn SERV) v. to keep from wasting

Americans to conserve food as a patriotic gesture. If the American people ate less, then more food could be shipped to American and other Allied soldiers fighting the war overseas. To this end, Hoover instituted wheatless Mondays and Wednesdays, meatless Tuesdays, and porkless Thursdays and Saturdays.

Shaping Public Opinion Hoover's efforts would have been fruitless if the American people did not believe in supporting the war. Most Americans did not understand the reasons for the war in 1914, and many questioned why the United States became involved in 1917. It was the job of the Committee on Public Information (CPI) to educate the public about the causes and nature of the war. The CPI had to convince Americans that the war effort was a just cause.

Wilson appointed **George Creel** as the director of the CPI. A former journalist and a passionate admirer of American institutions, Creel combined education and a widespread advertising campaign to "sell America." The CPI distributed 75 million pamphlets and 6,000 press releases, and it assembled an army of 75,000 speakers who gave lectures and brief speeches on America's war aims and the nature of the enemy. In addition, the CPI designed, printed, and distributed millions of posters that dramatized the needs of America and its allies. The CPI also stressed the cruelty and wickedness of the enemy, particularly Germany, which in some cases aggravated resentment toward German Americans. Still, using these methods, Creel and the CPI earned widespread support for the American war effort.

Checkpoint How did the United States ready its military, economy, and people for war?

Opposition and Its Consequences

The CPI's work was important because Americans did not always peacefully agree with one another about the war. Members of two large ethnic groups, German Americans and Irish Americans, tended to oppose the Allies for different reasons. Swept up in patriotic fervor, some people treated German Americans with prejudice, or intolerance. Other Americans were pacifists who opposed war for any reason. To quiet dissent, or differing opinions, the government acted in ways that sometimes trespassed on individual liberties.

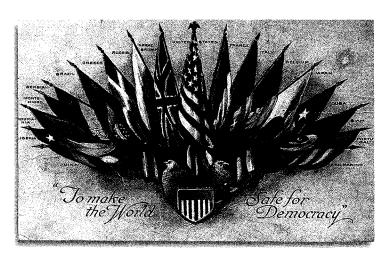
Resistance to the Draft Without a doubt, the draft created controversy. Some Americans believed it was an illegal intrusion of the federal government into their private lives. Some men refused to cooperate with the Selective Service process. They were often court-martialed and imprisoned. Others simply tried to avoid the draft. Perhaps as many as 12 percent of men who received draft notices never

responded to them.

Another group resisted the draft by becoming conscientious objectors, people whose moral or religious beliefs forbid them to fight in wars. In theory, the Selective Service Act exempted from combat service members of "any well recognized religious sect or organization... whose existing creed or principles forbid its members to participate in war." In practice, this policy was widely ignored. Some conscientious objectors were treated badly by their local draft boards, and others were humiliated in training camps. As America's participation in the war increased, however, the government improved its treatment of conscientious objectors.

Noble Goals

Postcards like this one emphasized Wilson's goal of making the world "safe for democracy."





HE'S IN THE ARMY NOW

While the presence of millions of American soldiers in France helped the Allies, their absence at home had dramatic consequences. Families lived in constant fear for their fathers, husbands, brothers, or sons overseas, some of whom would never return. Many people had to take on the jobs of the absent soldiers. Meanwhile, the government encouraged Americans to go to work in war industries, conserve food and other goods, and buy Liberty bonds to support the war effort.

Effects of the War on the Workforce

Workers Lost

In addition to the millions of workers who went into the military, immigrants from Europe, who had swelled the workforce in the early 1900s, dropped from one million in 1914 to only 31,000 in 1918.

Workers Gained

Nearly 500,000 women joined the workforce for the first time, 400,000 African Americans left the rural South for industrial jobs in the North, and nearly 240,000 Mexicans immigrated to the United States, filling mainly agricultural jobs in the Southwest.

Result: Despite gains, the United States still faced a shortage of workers when it joined the war in 1917.

SOURCE: The American Home Front,

James L. Abrahamson

Private T. P. Loughlin says goodbye to his family (above right). A poster with a stirring message urges Americans to buy Liberty bonds (far right). Two women deliver ice, a job formerly done by men (left).





Women Work for Peace Some American women also opposed the war. Before the war, a number of leading American feminists, including reformer Jane Addams, formed the Women's Peace Party and, with pacifist women from other countries, the Women's International League for Peace and Freedom. Jeannette Rankin, the first woman to serve in the U.S. House of Representatives, voted against the declaration of war. After America joined the Allies, some women continued to oppose the war, but most supported American war efforts. For example, the influential National American Woman Suffrage Association (NAWSA) dropped its initial peace initiatives and supported America's war objectives. After adopting this new policy, NAWSA doubled in size.

Vocabulary Builder

objective-(uhb JEHK tihv) n. something worked toward; goal The Government Cracks Down on Dissent The work of the CPI created a mood in America that did not welcome open debate. Some felt the CPI stifled the free expression of controversial opinions and worried about the impact of a rigorous military campaign on democracy. They did not want the freedoms that Americans held most dear to become victims of the conflict. As in previous and future wars, the government navigated a difficult path between respecting and restricting individual rights. Authorities tended to treat harshly individuals who worked against the goal of winning the war.

In June 1917, Congress passed the Espionage Act, allowing postal authorities to ban treasonable or seditious newspapers, magazines, or printed materials from the mail. It also enacted severe penalties for anyone engaged in disloyal or treasonable activities. Anyone found obstructing army recruiters, aiding the enemy, or generally interfering with the war effort could be punished with up to a \$10,000 fine and 20 years of imprisonment.

In 1918, Congress limited freedom of speech even further with the passage of the Sedition Act. The act made it unlawful to use "disloyal, profane, scurrilous, or abusive language" about the American form of government, the Constitution, or the military forces. The government employed the Sedition Act to prosecute socialists, political radicals, and pacifists. Eugene V. Debs, the leader of the Socialist Party in America, was imprisoned under the act. For his crime—giving a mildly antiwar speech to a convention of socialists in Canton, Ohio—he was sentenced to a 10-year term in a federal prison.

The Supreme Court upheld the constitutionality of the Sedition Act in the case of Schenck v. United States (1919). The Court ruled that there are times when the need for public order is so pressing that First Amendment protections of speech do not apply. The Debs case and others like it show that the war did lead to some suppression of personal freedoms and individual rights.

Prejudice Against German Americans Sometimes, the war enthusiasm created by the CPI and other groups took an ugly turn. Some German Americans were treated harshly during the war. Americans regarded Germany—with its arrogant kaiser, ruthless generals, and spike-helmeted soldiers—as the primary foe among the Central Powers. Popular movies, such as The Kaiser, the Beast of Berlin, as well as some CPI posters and speeches intensified this feeling by portraying Germany as a cruel enemy. Some Americans wrongly generalized that if Germany was cruel, then all German people were cruel.

> As a result, Americans stopped teaching German in public schools and discontinued playing the music of Beethoven and Brahms. They renamed German measles "liberty measles," cooked "liberty steaks" instead of hamburgers, and walked their "liberty pups" instead of dachshunds. German Americans were pressured to prove their loyalty to America by condemning the German government, giving up speaking German and reading German-language newspapers, and participating enthusiastically in any patriotic drive. Occasionally, hatred of the German enemy boiled over into violence against German Americans. Some German Americans were harassed, others were beaten, and a few were killed for no other reason than they were born in Germany or spoke with a German accent.

Checkpoint Compare and contrast the reasons some Americans did not support the war.

Eugene V. Debs Protests

In June 1918, Socialist leader Eugene V. Debs was arrested for making an antiwar speech in Canton, Ohio (below). While in prison, Debs accepted the Socialist Party's nomination for President and won more than 900,000 votes in the 1920 election.





The War Changes American Society

The war not only changed the economic and political lives of Americans, but it also brought substantial social changes. New opportunities opened up for women, African Americans, and Mexican Americans. Some left their homes to seek new ones where they could take advantage of these opportunities.

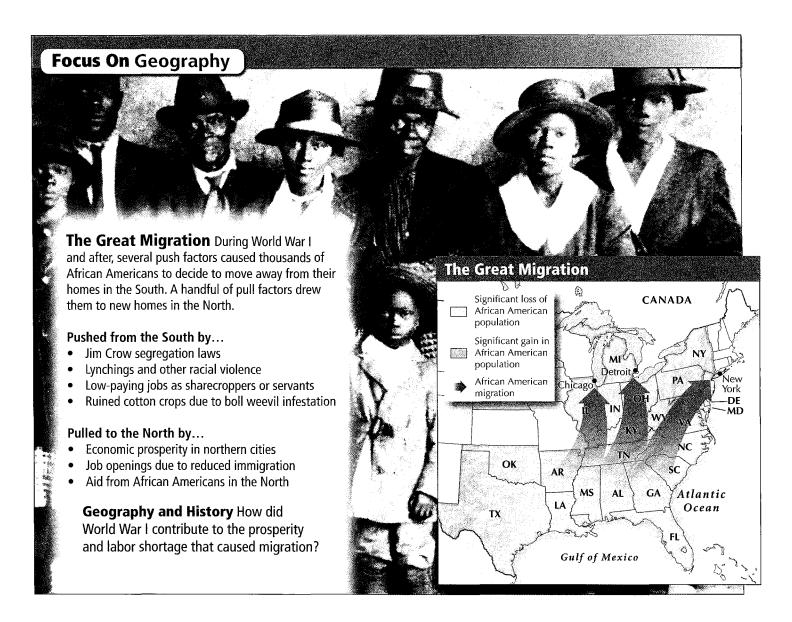
Women Embrace New Opportunities Before the war, some American women campaigned for women's suffrage. They won the vote in several western states and still hoped to gain the franchise nationally. Many feared that the war would draw attention away from their efforts. In fact, the war gave women new chances and won them the right to vote.

As men entered the armed forces, many women moved into the workforce for the first time. Women filled jobs that were vacated by men who had gone to fight. They worked in munitions factories, on the railroads, as telegraph operators and trolley conductors, and in other jobs that were previously open only to men. Others labored on farms. Some joined the Red Cross or the American Women's Hospital Service and went overseas. They worked as doctors, nurses, ambulance drivers, and clerks. Thousands enlisted when the Army Corps of Nurses was created in 1918. Women proved that they could succeed in any type of job, regardless of difficulty or risk.

By their efforts and sacrifices during the war, women convinced President Wilson to support their suffrage demands. He contended that granting the vote to women was "vital to winning the war." If women could do the work of men, they certainly deserved the same voting privileges as men. Finally, in 1919, Congress passed the Nineteenth Amendment giving the vote to women. The required two thirds of states ratified the amendment in the summer of 1920, a victory more than 70 years in the making.

Nursing the Wounded

Red Cross workers were a symbol of caring in the midst of fear during World War I. About 18,000 American Red Cross nurses cared for wounded soldiers and civilians during the war. Their job was difficult and often dangerous—nearly 300 nurses lost their lives.



African Americans Follow Opportunity North The war similarly presented new opportunities to African Americans. From the outset, most African American leaders supported the war. "If this is our country, then this is our war," wrote African American leader W.E.B. Du Bois. He viewed the struggle as an excellent opportunity to show all Americans the loyalty and patriotism of African Americans. Thousands of them enlisted or were drafted into the army and sailed for the battlefields of France. On the battlefield, they fought in segregated units under the command of white officers. Altogether, 367,000 African Americans served in the military. Hundreds died for their country.

Meanwhile, a great movement of African Americans from the rural South to the industrial North was taking place. This movement to the "Land of Hope," as many African Americans referred to the North at that time, is called the Great Migration. African Americans left their homes in the South for many reasons. Some hoped to escape the violent racism of the South. Others desired better jobs and a chance for economic advancement, which wartime industry in the North offered. Still others dreamed of a better future for their children. Between 1910 and 1920, more than 1.2 million African Americans moved to the North.

Some whites in the South tried to get blacks to stay in the region of their birth, using methods that ranged from persuasion to violence. Meanwhile, African Americans who already lived in the North encouraged migration. Newspapers in the North, such as the Chicago Defender, an African American newspaper that was widely read in the South, pushed home this point:

Primary Source "I beg you, my brother, to leave the benighted land. . . . Get out of the South. . . . Come north then, all you folks, both good and bad. . . . The Defender says come. 99

--- Chicago Defender

African Americans moved to Chicago, as the Defender encouraged, where they found work in meatpacking plants. They migrated to Detroit, where they obtained jobs in auto factories. They traveled to smaller industrial towns in the Midwest and to the giant cities of the Northeast. Millions eventually made the exodus, and although they did not entirely escape discrimination, many did forge better futures. The Great Migration was one of the most important episodes in African American history.

Mexican Americans Move North Some of the same reasons that led African Americans to move north caused Mexicans to cross the border into the United States. Many Mexicans also faced violence and desperate poverty, and they also wanted better lives for themselves and their children. Most immigrated to the American West, where they sought work on large ranches and farms in Texas and along the Pacific Coast. Increased demands for food and a decrease in American farmworkers created jobs that Mexican migrants filled.

Some of the Mexican migration was seasonal. Many workers crossed the border to harvest fruits or grains or to pick cotton while each crop was in season, then crossed back into Mexico. But others stayed and made the United States their home. Some Mexican workers migrated first to the Southwest and then to the northern states in search of factory jobs, but a large population stayed in California. They formed barrios (BAHR ee ohz), or Hispanic neighborhoods, in Los Angeles and in smaller cities in California's Imperial Valley. California had always had a rich Hispanic heritage, but these new immigrants added an important economic dimension to that heritage.

✓ **Checkpoint** How did the war provide new opportunities for women, **African Americans, and Mexican Americans?**

SECTION Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nea-0604

Comprehension

- 1. Terms and People For each item below, write a sentence explaining how it affected the American home front during World War I.
 - Selective Service Act
 - Bernard Baruch
 - CPI
 - George Creel
 - · conscientious objector
 - Espionage Act
 - Great Migration

2. NoteTaking Reading Skill

Summarize Use your chart to answer the Section Focus Question: How did the war affect Americans at home?

Writing About History

3. Quick Write: Identify Multiple

Effects Write a paragraph describing three effects that World War I had on the American home front. Think about economic and social changes caused by the war. Be sure to include at least one example of each effect to support your statements.

Critical Thinking

- 4. Categorize In what ways did Americans support the war effort?
- 5. Identify Point of View How did the Supreme Court justify the restrictions of the Sedition Act?
- 6. Predict Consequences How do you think returning soldiers reacted to changes at home when the war ended?

Landmark Decisions of the Supreme Court

What Are the Limits of Free Speech?



The First Amendment guarantees that each person has the right to free speech, both spoken and written. It protects the right of people to have their say and to hear what others have to say. But can the government limit freedom of speech in order to protect the rights or safety of individuals and the nation?

Schenck v. United States (1919)

The Facts	The Issue	The Decision
 During World War I, Charles Schenck was convicted of violating the Espio- nage Act of 1917, which made it a crime to cause refusal of duty in the military. Schenck had distributed pamphlets urging men to resist the military draft. 	Schenck's appeal to the Supreme Court argued that his actions were pro- tected by the First Amendment.	The Court unanimously upheld Schenck's conviction and said that in times of war the government may place reasonable limitations on freedom of speech.

Why It Matters

The Supreme Court reasoned that there are limits to freedom of speech. Justice Oliver Wendell Holmes pointed out that one does not have the right to falsely shout "Fire!" in a crowded theater and cause a panic. He then set his famous "clear and present danger" test for determining the limits of the First Amendment protection of speech.

66 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.

Over the years, the Supreme Court has protected the individual's right to express unpopular ideas. But the Court has also said that free speech is limited. Restricted speech includes obscenities, libel, slander, words that incite violence, and words that pose an immediate threat to the rights of individuals or national security.



▲ A World War I—era poster

Connect to Your World

What are the limits of free speech in schools? Select one of the cases below. Research and summarize the facts of the case, the Court's decision, and the reasoning behind the decision. Explain why you agree or disagree with the decision.

- Tinker v. Des Moines School District (1969)
- Hazelwood School District v. Kuhlmeier (1988)

For: Supreme Court cases Web Code: nee-0613



◄ Free Speech in School

In 1969, Mary Beth Tinker went to the Supreme Court to test her right to protest the Vietnam War in school.





WITNESS HISTORY (1) AUDIO

War Enthusiasm

Although the first American troops arrived in France in 1917, American soldiers did not reach France in great numbers until 1918. George M. Cohan's song "Over There" was used effectively to recruit troops and raise morale.

Gover there, over there.

Send the word, send the word over there, That the Yanks are coming,

The Yanks are coming . . .

So prepare, say a pray'r,

Send the word, send the word to beware.

We'll be over, we're coming over, and we won't come back till it's over Over there.

— From the song "Over There," written by George M. Cohan in 1917

American troops disembark in France.

Wilson, War, and Peace



Core Curriculum Objectives

- **4.II.D.1** The peace movement: Women's International League for Peace and Freedom
- 4.II.D.2 War aims: The Fourteen Points
- 4.II.D.3 Treaty of Versailles: Wilson's role
- 4.II.D.4 League of Nations: Henry Cabot Lodge and the United States Senate rejection

Terms and People

convoy Vladimir Lenin John J. Pershing Fourteen Points self-determination League of Nations Henry Cabot Lodge reparations "irreconcilables" "reservationists"

NoteTaking

Reading Skill: Sequence As you read, sequence the events leading to the end of World War I in a timeline.



Why It Matters When the United States entered World War I in the spring of 1917, the conflict had become a deadly, bloody stalemate. The war would be won or lost on the Western Front in France. Since 1914, both sides had tried desperately to break the stalemate there—and failed. The American entry into the war would play a key role in the Allied victory. Section Focus Question: How did Americans affect the end of World War I and its peace settlements?

America Gives the Allies the Edge

To European leaders, the United States was a great unknown. Ethnic divisions in America raised questions about how committed American troops would be in combat. Some doubted that the United States could raise, train, equip, and transport an army fast enough to influence the outcome of the war. Desperate German military leaders renewed unrestricted submarine warfare, hoping to end the conflict before the Americans could make a difference.

Allied Convoys Protect Shipping The Allies immediately felt the impact of the renewed unrestricted submarine warfare. German U-boats sank merchant ships in alarming numbers, faster than replacements could be built. As one merchant ship after another sank to the bottom of the sea, the Allies lost crucial supplies.

Together, the Allies addressed the problem of submarine warfare by adopting an old naval tactic: convoying. In a **convoy**, groups of

Vocabulary Builder mutual-(MYOO choo uhl) adj. shared

merchant ships sailed together, protected by warships. The arrangement was designed to provide mutual safety at sea. Convoys made up of British and American ships proved to be an instant success. Shipping losses from U-boat attacks fell as sharply as they had risen. Germany's gamble had failed.

The Allies Struggle Meanwhile, the situation on land began to swing in favor of the Central Powers. The Allies were exhausted by years of combat. Russia was torn by revolutions. In March 1917, a moderate, democratic revolution overthrew Czar Nicholas II but kept Russia in the war. In November 1917, radical communists led by Vladimir Lenin (LEHN ihn) staged a revolution and gained control of Russia. Russia stopped fighting in mid-December, and on March 3, 1918, the Treaty of Brest-Litovsk ended the war between Russia (soon to become the Soviet Union) and Germany. The end of the war on the Eastern Front allowed Germany to send more soldiers to the Western Front.

In the spring of 1918, Germany launched an all-out offensive on the Western Front. The fierce attacks threatened to break through Allied defenses and open a path to Paris. The hard-pressed Allies organized a joint command under French General Ferdinand Foch (fawsh).

American Troops Join the Fight General John J. Pershing, the commander of American forces in Europe, arrived in France in June 1917, with a small American force. However, it was not until early 1918 that American troops began arriving in larger numbers. At about the same time, the German offen-

> sive began to stall. By the end of March 1918, Allied counterattacks and German exhaustion ended the great German offensive.

More fighting followed, and with each passing week, American troops assumed more of the burden on the battlefield. Germany launched several more offensives. Allied defenses buckled and stretched but did not break. Each failed offensive weakened Germany a bit more and raised Allied hopes.

American Troops Distinguish Themselves American troops called "doughboys," saw significant action in the late spring and summer of 1918. Americans fought on the defensive along with the French at

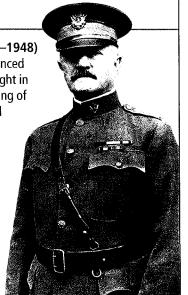
the Second Battle of the Marne and on the offensive at the Battle of Cantigny (kahn tee NYEE), where they dislodged a large German force from fortified positions. They battled valiantly at Château-Thierry (sha TOH tir EE) and Belleau (beh LOH) Wood, Meuse-Argonne (myooz ahr GAHN) and Saint-Mihiel (mee YEHL). Although it took some time, American troops

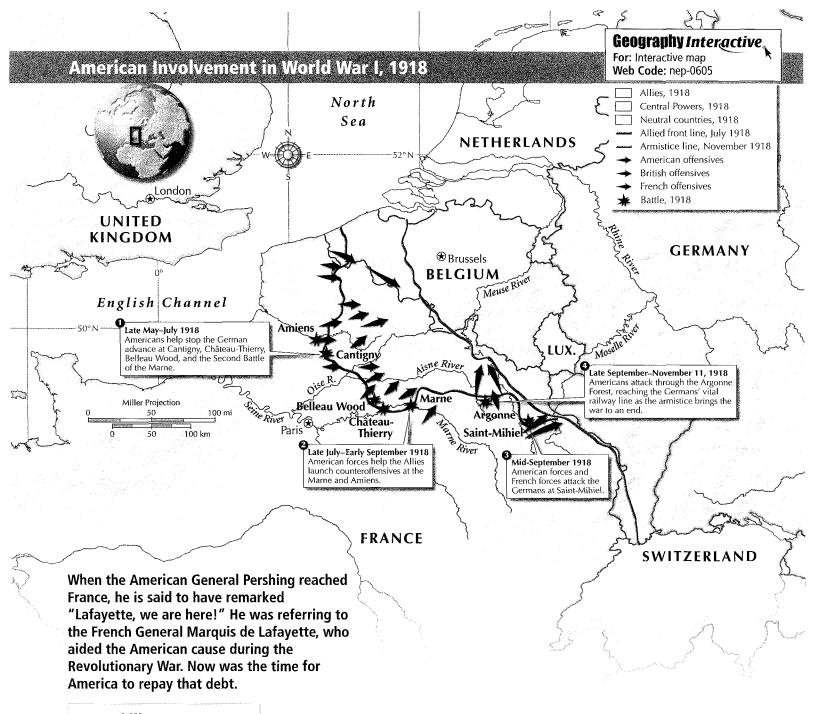
learned quickly and fought bravely.

One of America's greatest war heroes was Alvin York of Tennessee. On October 8, 1918, York was one of thousands of Americans fighting in the Meuse-Argonne region of northeastern France. Trapped behind enemy lines, York and 16 other Americans took cover from blistering machine-gun fire. As half of the American force fell to German bullets, York took aim with his rifle and silenced a nearby German machine-gun nest. He then dodged a flurry of bullets to attack several other machine gunners and even charged one German position with only a pistol! When the firefight died down, York and the surviving Americans had taken the German position against amazing odds. York's battlefield heroics earned him a Congressional Medal of Honor.

HISTORY MAKERS

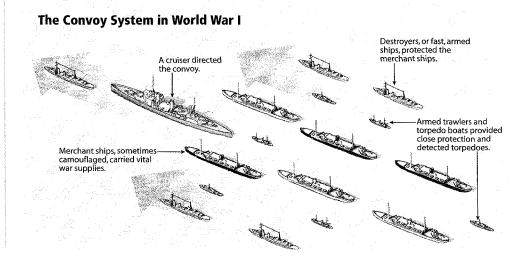
John J. Pershing (1860–1948) John J. Pershing was an experienced soldier and leader who had fought in several wars before the beginning of American involvement in World War I. After the U.S. declaration of war, Pershing guided the creation of the American Expeditionary Force. He faced the difficult task of turning millions of untrained men into an effective fighting force. He then led this force in France. His skill in doing so helped the Allies win the war.





Map Skills American troops helped their allies stop the German offensive and launch successful counteroffensives.

- Locate: (a) Allied front line,
 (b) Second Battle of the Marne, (c) armistice line
- **2. Region** In what region of France did American troops have their greatest impact?
- **3. Summarize** Describe the American contribution to the Allied victory on the Western Front.



Alvin York was only one of thousands of heroes, many of whom died and most of whom were never recognized for their deeds. They followed orders, fought bravely, and made great sacrifices. Although African American soldiers often faced discrimination in the United States Army, they demonstrated their patriotism in dozens of engagements. For example, an entire African American unit, the 369th Infantry Regiment, received the *Croix de Guerre*, a French award for bravery, for its members' actions in the Meuse-Argonne campaign. By the end of the war, 1.3 million American soldiers had served on the front, more than 50,000 had lost their lives, and about 230,000 had been wounded.

The War Ends The American troops, added to those of France, Britain, and Italy, gave the Allies a military advantage. By the fall of 1918, the German front was collapsing. Both the German and Austro-Hungarian armies had had enough. Some men deserted, others mutinied, and many refused to fight. Their leaders faced little choice but to surrender. On November 11, 1918, Germany surrendered to the Allies in a railway car in Compiegne (kohn PYEHN), France.

The war was over. Of the millions of soldiers who mobilized to fight, almost 5 million Allied and 8 million Central Power troops were dead. Nearly 6.5 million civilians were also dead, victims of the terrible conflict. It was left to the peacemakers to determine whether the results would justify the costs.

Checkpoint How did American involvement help the Allies win World War !?

INFOGRAPHIC

American Voices From the Western Front

▲ American doughboy helmet, worn by a member of the first U.S. division in France In 1918, Americans fought alongside other Allied troops in several key battles on the Western Front, including Belleau Wood, Château-Thierry, the Second Battle of the Marne, Saint-Mihiel, and Argonne Forest. Although all of these battles were Allied victories, they were nonetheless deadly. Machine-gun barrages and exploding artillery shells filled with shrapnel or deadly gas killed or wounded thousands of American troops. One soldier wrote home to his mother: "Don't worry. I am alright and it is worthwhile...we are blocking the road to Paris. So we don't die in vain."



Wilson Promotes Peace Without Victory

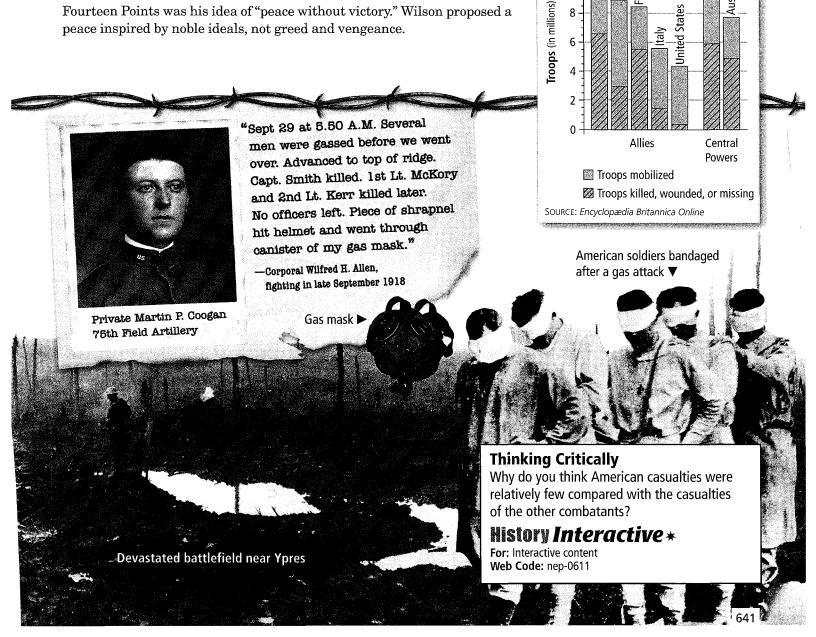
Vladimir Lenin, leader of the communist revolution in Russia, maintained that the entire war was nothing more than an imperialistic land-grab. Once in power, he exposed secret treaties that Russia had made with the other Allies in which they agreed to divide among themselves the empires of their enemies. These revelations undercut the morality of the Allied cause in the war.

For President Woodrow Wilson, however, the war was not about acquisitions and imperialism—it was about peace and freedom. In January 1917, Wilson had introduced the idea of a "peace without victory" in an address to Congress:

66Only a tranquil Europe can be a stable Europe. . . . Primary Source [There] must be a peace without victory. . . . Victory would mean peace forced upon the loser, a victor's terms imposed upon the vanquished. It would be accepted in humiliation . . . and would leave a sting, a resentment, a bitter memory upon which terms of peace would rest, not permanently, but only as upon quicksand."

--- Woodrow Wilson, "Peace Without Victory" speech, January 22, 1917

In another address to Congress in January 1918, Wilson answered Lenin's charges about the nature of the conflict by outlining America's war aims in what became known as the Fourteen Points. At the heart of the Fourteen Points was his idea of "peace without victory." Wilson proposed a peace inspired by noble ideals, not greed and vengeance.



Military Casualties of World War I

10

8

NoteTaking

Reading Skill: Summarize As you read, summarize Wilson's goals for peace and whether or not each goal was fulfilled.

Wilson's Ideas for Peace	Decision Made at Paris Peace Conference
Peace without victory	Great Britain and France make Germany pay reparations.
Open diplomacy	
Freedom of seas and free trade	
Move toward ending colonialism	
Self-determination	
League of Nations	

The Fourteen Points sought to fundamentally change the world by promoting openness, encouraging independence, and supporting freedom. Critical of all secret treaties, Wilson called for open diplomacy. He insisted on freedom of the seas, free trade, a move toward ending colonialism, and a general reduction of armaments. He also championed national self-determination, or the right of people to choose their own form of government. This would lead to the creation of several new, independent states, but also raised many questions of which populations would achieve statehood and under what circumstances. Finally, he asked for a League of Nations to secure "mutual guarantees of political independence and territorial integrity to great and small states alike."

In early 1919, the victorious Allies held a peace conference in Versailles (ver Sī), a suburb of Paris, in the former palace of Louis XIV. President Wilson believed that the peace conference was too important to be left to career diplomats and lesser politicians, so he crossed the Atlantic Ocean himself to represent the United States at the conference, something no President had ever done.

Wilson did not invite any leading Republicans to join him in his peace delegation. Senator Henry Cabot Lodge, a Republican foreign policy expert, was left behind because Wilson disliked him intensely. Wilson's decision angered Republicans, who had won control of Congress in the 1918 elections. However, when the American President arrived in France, adoring crowds greeted him. "Never has a king, never has an emperor received such a welcome," wrote one journalist.

✓ Checkpoint Why did Wilson believe that a "peace without victory" would help avoid future wars?

Wilson at the Paris Peace Conference

Wilson's idealism did not inspire the other Allied leaders at the peace conference. They blamed Germany for starting the war, reminded Wilson that they had suffered more in the war than the United States, and insisted that Germany make

> reparations, or payment for war damages. They wanted to weaken Germany so that it would never threaten Europe again.

HISTORY MAKERS

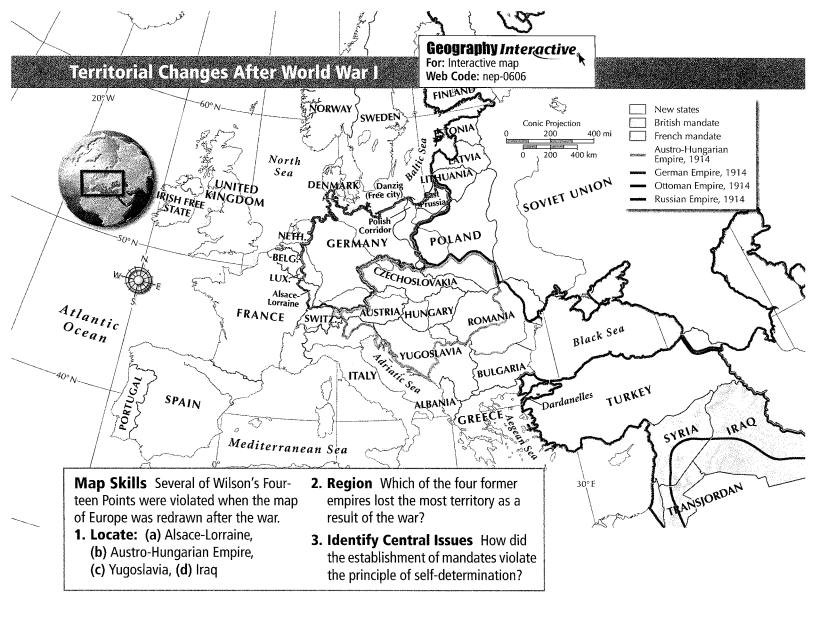
Woodrow Wilson (1856–1924) Before entering politics, Woodrow Wilson was first a professor and then the president of Princeton University. He brought his intellect and his idealism to the presidency. Wilson believed that relations between nations should be based on the principles of collective security and the common good. During the Paris Peace Conference, he urged other nations to form an international organization that could be used to promote peace. Although the League of Nations was ultimately unable to ensure peace in Europe, it laid the groundwork for the United Nations, which the United States took an active role in creating after

Allied Leaders Reject Wilson's Ideas British prime minister David Lloyd-George and French premier Georges Clemenceau (klay mahn SOH) knew that the citizens of their countries expected both peace and victory. Lloyd-George insisted on protecting the existing colonial status quo and punishing Germany. Clemenceau wanted to make Germany pay dearly for what it had done to France. In addition to reparations, he demanded the return of Alsace-Lorraine and several

key German colonies. Besides Britain and France. other Allies also had goals of their own and were skeptical of Wilson's grand vision.

Allies Create a League of Nations Once the Versailles conference began, Clemenceau, Lloyd-George, Italian Premier Vittorio Orlando, and other Allied leaders started to chip away at Wilson's Fourteen Points. Onto the scrap heap of failed proposals they piled freedom of the seas, free trade, the liberation of colonial empires, a general disarmament, and several other ideas.

World War II.



Wilson lost a number of battles but kept fighting to salvage a League of Nations, a world organization where countries could gather and peacefully resolve their quarrels. On this point, Wilson refused to compromise. The other delegates finally voted to make the League of Nations part of the treaty.

Problems With the Peace In the end, the various peace treaties created almost as many problems as they solved. In the new map that emerged from the conference, national self-determination was violated almost as often as it was confirmed. In Europe, several populations of Germans found themselves attached to non-German nations. The same was true of several Austrian populations.

Furthermore, in the Middle East, the breakup of the Ottoman Empire led to new states in which ethnic groups were clustered together randomly. To form Iraq, for example, the Versailles peacemakers threw together three provinces of the defeated Ottoman Empire—Basra, Baghdad, and Mosul. But Basra had natural links to the Persian Gulf and India, Baghdad to Persia, and Mosul to Turkey and Syria. The various regions had no sense of Iraqi nationalism. In addition, Iraq, like other holdings in the Middle East, Asia, and Africa, was not allowed to practice self-determination. It was attached to Britain as a mandate, or territory overseen by another nation.

Checkpoint How did the decisions at the Paris Peace Conference violate the Fourteen Points?

Decision O Point

Should the United States Join the League of Nations?

After the Paris Peace Conference, the United States had to decide whether to join the League of Nations. The League's purpose was to help maintain peace in the world. In the political cartoon below, Wilson overloads a dove, a symbol of peace, with a large, heavy branch representing the League of Nations. Read the options below. Then you make the call.

President Wilson Favors Joining

Primary Source

"A general association of nations must be formed . . . for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike. . . . It is the principle of justice to all peoples . . . and their right to live on equal terms . . . with one another, whether they be strong or weak."

> --- President Woodrow Wilson, January 8, 1918



You Decide

- 1. Why did Wilson favor joining the League of Nations?
- 2. Why did Borah oppose joining?
- 3. What decision would you have made? Why?

Senator Borah Opposes Joining

Primary Source

66Mr. President, there is another reason . . . why I shall record my vote against this treaty. It imperils what I conceive to be the underlying, the very first principles of this Republic. It is in conflict with the right of our people to govern themselves free from all restraint, legal or moral, of foreign powers. It challenges every tenet of my political faith. 99

> Senator William Borah, November 19, 1919

America Rejects the Treaty

When Wilson left Versailles to return to the United States, he knew the treaty was not perfect. But he believed that over time the League could correct its problems. He still thought that a lasting peace could emerge.

Wilson Faces Troubles at Home Wilson did not leave his problems in France when he boarded a ship bound for the United States. German Americans thought the treaty was too harsh toward Germany, especially the "war guilt clause" that suggested that Germany had caused the war. Irish Americans criticized the failure to create an independent Ireland. Most importantly, however, the treaty would need to be submitted to the Republican-controlled Senate Foreign Relations Committee and then ratified, or approved, by the Republicancontrolled Senate. In both bodies, as well as in his own Democratic Party, Wilson faced stiff opposition.

A handful of senators believed that the United States should not get entangled in world politics or involved in world organizations. Known as "irreconcilables," these isolationist senators opposed any treaty that had a League of Nations folded into it. They particularly disliked Article 10 of the League covenant. Article 10 called for mutual defense by the signers of the treaty, a pledge that each nation would "respect and preserve . . . the territorial integrity and existing political inde-pendence of all the Members of the League."

A larger group of senators, led by Henry Cabot Lodge and known as "reservationists," were opposed to the treaty as it was written. Some wanted only small changes, while others demanded larger ones. For example, many felt Article 10 could lead the United States into a war without the consent of Congress, which was unconstitutional. Reservationists believed that the language of the article was too vague and demanded that it not contradict the power of Congress to declare war. But with some changes, the reservationists were prepared to vote for the Treaty of Versailles. They knew that polls indicated that the American people favored the League of Nations.

Wilson had compromised in Versailles, but he was not ready to compromise in Washington, D.C. When the Senate delayed its ratification vote, Wilson took his case directly to the people. The League of Nations had become his personal crusade. Even though he was ill and weak, he set himself the grueling task of crossing the country and giving 32 addresses in 33 days. But his health failed on September 25, 1919, in Pueblo, Colorado. He was rushed back to Washington, D.C., but suffered a debilitating stroke a few days later. As the Senate prepared to vote on the treaty, Wilson lay close to death, barely able to speak.

The Senate Rejects the Versailles Treaty In November 1919, one year after the war ended, a treaty revised to eliminate the complaints of the reservationists reached the Senate for a vote. Wilson would not compromise and told his Democratic supporters to vote with the irreconcilables against it. They did, and it was defeated. Next, the Senate voted on the treaty without any changes. The Democrats voted for it, but the combined strength of the irreconcilables and reservationists defeated it. Once more it was voted on, this time with only modest changes. Again, Wilson told his followers to vote against it. Although some Democrats voted for it, the combination of Wilson Democrats and irreconcilables defeated the treaty.

The problem was not that most of the Senate was isolationist. Except for the irreconcilables, most senators wanted the United States to participate in world affairs. They differed slightly on what form that participation would take. However, at a moment that demanded compromise, Wilson and his opponents refused to put aside personal and political differences for the good of the country. The tragedy of the failed votes was that without full American support, the League of Nations proved unable to maintain peace among nations.

Checkpoint What reservations did Henry Cabot Lodge and his followers have about the peace treaty?

Vocabulary Builder contradict-(kahn truh DIHKT) v. to go against

SECTION Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nea-0607

Comprehension

- 1. Terms and People For each item below, write a sentence explaining why it is significant to the end of World War I.
 - convov
 - Fourteen Points
 - self-determination
 - League of Nations
 - Henry Cabot Lodge
 - reparations
 - "irreconcilables"
 - "reservationists"

2. NoteTaking Reading Skill:

Sequence Use your timeline and chart to answer the Section Focus Ouestion: How did Americans affect the end of World War I and its peace settlements?

Writing About History

3. Quick Write: Create an Effects Diagram Predict at least three problems that could stem from the Treaty of Versailles. Create a diagram showing these effects.

Critical Thinking

- 4. Summarize Describe America's contributions to the Allied war effort.
- 5. Express Problems Clearly What problems did the peace treaties solve? What problems did they create?
- 6. Draw Conclusions Why did the United States Senate ultimately reject the peace treaty and the League of Nations?



4.II.D.2

Woodrow Wilson: The Fourteen Points

In a speech to Congress on January 8, 1918, President Wilson laid out America's war aims and his vision for peace after the war. His speech included fourteen key points upon which he believed that the peace following the war must be based. However, not all of Wilson's ideas were adopted at the Paris Peace Conference.

What we demand in this war, therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, [and] determine its own institutions. . . . The program of the world's peace, therefore, is our only program; and that program, the only possible program as we see it, is this:

- 1. Open covenants¹ of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.
- 2. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.
- **3.** The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.
- 4. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.
- 5. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined. . . .
- **14.** A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

Thinking Critically

- **1. Make Inferences** Why does President Wilson think that the Fourteen Points are "the only possible program" for the world's peace?
- **2. Synthesize Information** Which of the Fourteen Points introduced the idea of the League of Nations?
- 1. covenant (KUHV uh nuhnt) n. formal agreement.

Summary of the Fourteen Points

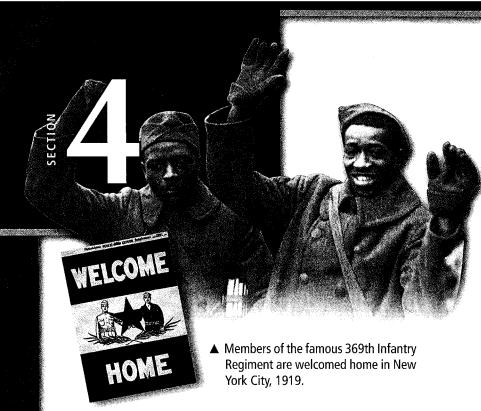
- Make no secret diplomatic agreements.
 Allow freedom of the seas in peace and war.
- Remove as many economic trade barriers as
- possible between countries.

 4. Reduce stockpiles of military armaments to
 - Iowest point needed for domestic safety.

 5. Adjust colonial claims, giving more
- weight to the views of the colonized peoples.Evacuate and restore Russian territories seized during the war.
- 7. Restore and protect Belgium's sovereignty.
- 8. Restore French territory and settle the debate over Alsace-Lorraine.
- **9.** Adjust Italy's boundaries according to the nationalities of populations living there.
- 10. Allow the peoples of the former
 Austro-Hungarian Empire to choose their
 own governments.
- 11. Redraw boundaries of Balkan states based on nationalities and historical allegiances.
- 12. Separate the Ottoman Empire into independent countries according to nationality; guarantee all nations access to the Dardanelles.
- **13.** Restore and protect Poland as a sovereign state with access to the sea.
- **14.** Establish an association of nations to provide collective security and to ensure peace.

▼ President Wilson giving a speech in 1916





WITNESS HISTORY (3) AUDIO

A Difficult Transition

The service of African Americans during the war renewed hopes for equal rights for African Americans. However, the reality changed little.

66 It is necessary now as never before that the black man press his claims as an American citizen. . . . The Government laid claim to him, both body and soul, and used him as freely as if he were the equal of any other man behind the guns. . . . The path he had to walk was just as rough, the load he had to carry was just as heavy, and the life he gave just as sweet, as that of any other man who laid his all upon the altar. He should contend, therefore, for every privilege, every comfort, every right which other men enjoy. 77

-Dr. A. A. Graham, African American leader

Effects of the War



Core Curriculum Objectives

- 4.II.C.4 Red Scare, 1918-1919
- **5.I.A.1** War's effects on gender roles, on African Americans, and other minority groups
- 5.I.A.3 Return to "normalcy"
- **5.I.B.4** Problems on the farm

Terms and People

influenza inflation **Red Scare** Palmer Raids Nicola Sacco Bartolomeo Vanzetti Warren G. Harding creditor nation

NoteTaking

Reading Skill: Identify Main Ideas As you read, identify and record the main ideas of this section in a concept web like the one below.

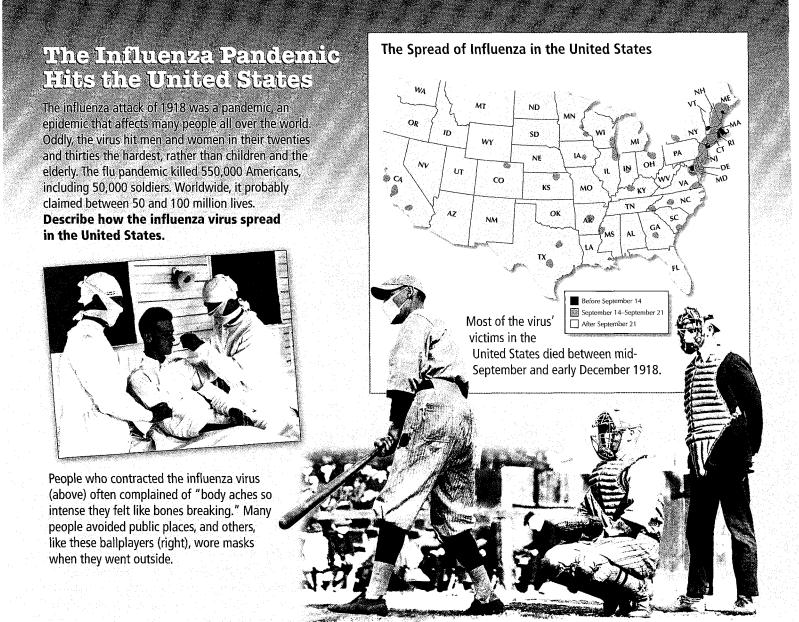


Why It Matters The end of World War I produced an unstable international order. The loss of territory and the harsh reparations imposed by the Allies encouraged a strong desire for revenge in Germany. Meanwhile, Lenin's Soviet Russia threatened revolution throughout the industrial world. In the United States, the horrors of the war along with widespread fear of communists and radicals led Americans to question their political, if not their economic, role in the world. Section Focus Question: What political, economic, and social effects did World War I have on the United States?

America Adjusts to Peace

World War I produced significant economic, social, political, and cultural changes in America and throughout the world. This led to important, occasionally painful, adjustments.

Flu Epidemic Grips the Nation The movement from war to peace would have been difficult even in the best of times. But the end of 1918 and 1919 were not the best of times. In September 1918, an unusually deadly form of the influenza, or flu, virus appeared. Research in recent years shows that the 1918 influenza virus was originally a bird flu that mutated to spread to humans. Many historians now believe that the virus originated in the United States, then traveled around the world. Once the virus began, it spread like a wildfire and killed millions worldwide like a predator feasting on its prey. The great influenza pandemic, coming on the heels of the Great War, gave a sense of doom and dread to people around the globe.



Women and African Americans Confront New Realities Women and African Americans made significant advances during the war. However, the end of the war also spelled the end of wartime economic opportunities for both groups. A postwar recession, or economic slowdown, created a competitive job market. By 1920, there were fewer women in the workforce than there had been in 1910.

In northern industrial cities, African American workers vied with returning soldiers for jobs and housing. During the hot summer of 1919, race riots erupted in cities throughout the country. The worst, in Chicago, was triggered by the drowning of a young black man by whites, and went on for 13 days. In 1921, violence erupted in Tulsa, Oklahoma, when armed African American men—many of them returning veterans—tried to protect a young black man from lynching. By the time the Tulsa race riots were over, at least 10 whites and 26 African Americans were dead. In one African American neighborhood, white rioters burned 35 city blocks to the ground.

Inflation Leads to Labor Unrest During the war, inflation, or rising prices, had been held in check. After the conflict, Americans rushed to buy consumer goods rather than war bonds. The scarcity of these goods, coupled with widespread demand, caused inflation. During the war, the price of corn, wheat, cotton,

cattle, and other agricultural goods had risen, encouraged by Hoover's policies. After the war, prices fell sharply, making it difficult for farmers to pay their mortgages or buy what they needed for the next growing season. This began a long period of tough times for farmers.

Industrial workers also felt the pain of inflation when their wages did not buy as much as they had during the war. In 1919, more than 4 million workers, or 20 percent of the workforce, went on strike at one time or another. Demanding rewards for their wartime patriotism, workers struck for higher wages and shorter workdays. In Boston, even the police force struck. The workers won some of the strikes, but they lost far more. When some strikes turned violent, the promanagement press blamed the presence of radicals among the strike leaders.

Checkpoint How did the economic situation after the war lead to labor unrest?

The Red Scare

The reaction against labor was partly spurred by a wave of fear of radicals and communists. The emergence of the Soviet Union as a communist nation, which began in 1917, fed these fears. Communist ideology called for an international workers' revolution as a prelude to the death of capitalism. To this end, Soviet leader Vladimir Lenin encouraged and supported revolutions outside of his country. In Central and Eastern Europe, a series of communist revolts did break out, making it seem like the worldwide revolution was starting.

Fear of Communism Starts the Red Scare This revolutionary activity abroad, coupled with strikes across the United States, prompted the first American Red Scare, a wave of widespread fear of suspected communists and radicals thought to be plotting revolution within the United States. Real revolutionary activity inside America gave substance to the scare. Authorities discovered bombs mailed to important industrialists and government officials, including Attorney General A. Mitchell Palmer. Suspected anarchists, members of a radical political movement, exploded bombs in cities across America.

As the leading law-enforcement official, Palmer mounted a broad offensive against radicals in the United States in 1919 and 1920. In a series of raids in early 1920, known as the **Palmer Raids**, police arrested thousands of people,

some who were radicals and some who were simply immigrants from southern or Eastern Europe. Most were never charged or tried for a crime. The government then deported hundreds of radicals.

To many, these actions seemed to attack the liberties that Americans held most dear. A group of people in New York City formed the American Civil Liberties Union (ACLU) in 1920 to protect these liberties. The ACLU tried to do this by becoming involved in important court cases. To this end, the ACLU became involved in one of America's most controversial court cases: the trial of Nicola Sacco and Bartolomeo Vanzetti.

Sacco and Vanzetti Are Executed Nicola Sacco (SAH koh) and Bartolomeo Vanzetti (van ZEHT ee) were Italian immigrants and known anarchists. They were charged with shooting and killing two men during a holdup at a shoe factory in a town Vocabulary Builder emergence-(ee MER juhns) n. rise or development

Guilty or Innocent?

Rosina Sacco visits her husband, Nicola Sacco, and Bartolomeo Vanzetti as the two men wait in the prisoners' dock during their famous trial. Debate whether both were truly guilty still continues.





The Wall Street Bombing

On September 16, 1920, just days after Sacco and Vanzetti's murder indictment, a horsecart filled with dynamite exploded in the financial heart of New York City. The explosion and flying debris killed about 40 people and caused the New York Stock Exchange to close early that day. Investigators suspected that anarchists had staged the bombing, but the culprits were never found.

near Boston. Eyewitnesses of the event said the robbers "looked Italian." Sacco and Vanzetti were arrested and charged with the crime. Even though the ACLU provided defense counsel, the two men were found guilty in a swift and decisive trial, despite the fact that there was little hard evidence against them. Some prominent legal scholars, intellectuals, and liberal politicians charged that the convictions were based more on Sacco and Vanzetti's ethnicity and political beliefs than on the facts of the crime. Nevertheless, on August 23, 1927, the two men were put to death in the electric chair.

At its worst, hysteria accompanied by violence characterized the Red Scare. Mobs attacked suspected radicals, abused immigrants, and committed crimes in the name of justice. But eventually, the great fear ended. Americans saw that democracy and capitalism were more powerful in the United States than Lenin's call for worldwide revolution. By the summer of 1920, the Red Scare hysteria, like the great influenza, had run its course.

Checkpoint How did the rise of communism in the Soviet Union contribute to the Red Scare?

Americans Embrace Normalcy

Woodrow Wilson hoped that the presidential election of 1920 would prove that Americans supported both the League of Nations and his vision of the role the United States should play in the world. He suggested that electing Democratic presidential candidate James M. Cox of Ohio would show support for the League. The election of Republican candidate Warren G. Harding of Ohio would serve as a final rejection of the League.

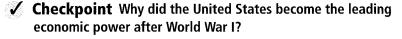
Harding had a different view of the presidential race. He knew that national elections seldom turned on a single issue. Harding campaigned for a rejection of Wilsonian idealism. He was tired of progressive reforms and foreign crusades. Harding called for a return to "normalcy," by which he meant the "normality" of what he believed had been a simpler time before Wilson took office in 1913. Harding won in a landslide, and Republicans won control of Congress, as well. Americans had decisively rejected Wilson's ideas.

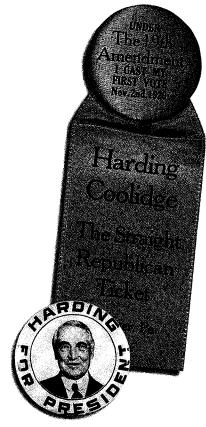
A Quiet American Giant Despite Harding's election and all it implied, the United States did not plan to totally withdraw from world affairs. By 1920, the United States was an economic giant. It was the richest, most industrialized country in the world. Even before the war, America led all other nations in industrial output. Now, British and French demands for American goods created an immense trade imbalance. Europeans had to borrow money from American bankers and obtain lines of credit with American business firms to pay for the goods.

This situation fundamentally changed America's economic standing in the world. The United States was now the largest creditor nation in the world, meaning that other countries owed the United States more money than the United States owed them. World War I shifted the economic center of the world from London to New York City. The United States embraced its new role as a quiet giant. A world without America playing a major economic role had become simply impossible to conceive.

The World Adjusts to a New Order World War I had caused sweeping changes around the globe. German and Russian monarchies toppled, and new forms of government were created. The Austro-Hungarian and Ottoman empires ceased to exist. Britain and France emerged from the war victorious but economically and politically weakened. In contrast, the victorious United States came out of the war strong, confident, and prosperous.

An old order five hundred years in the making had collapsed in just a few years. It was as if the world's compass was out of whack and no one knew where to turn for directions. The United States was unsure of the requirements of its new status. Could America retreat into isolationism in political but not economic affairs? After rejecting the League of Nations, how could it exert its moral authority in the world? Americans would wrestle with these questions—and many others—in the decades ahead.





A Return to "Normalcy"

The election of 1920 was the first presidential election in which women were allowed to vote under the Nineteenth Amendment. American voters overwhelmingly elected Warren G. Harding, who promised a return to simpler days.

SECTION

Assessment

Progress Monitoring **Online**

For: Self-test with vocabulary practice Web Code: nea-0608

Comprehension

- 1. Terms and People For each item below, write a sentence explaining its significance to events in the United States after World War I.
 - influenza
 - inflation
 - Red Scare
 - Palmer Raids
 - Nicola Sacco
 - Bartolomeo Vanzetti
 - Warren G. Harding

2. NoteTaking Reading Skill:

Summarize Use your concept web to answer the Section Focus Question: What political, economic, and social effects did World War I have on the **United States?**

Writing About History

3. Quick Write: Write a Thesis **Statement** Write a thesis statement for a cause-and-effect essay on the effects of World War I on the United States. Your thesis statement should state a point you will argue.

Critical Thinking

- 4. Analyze Information How did the influenza pandemic make the transition from war to peace more difficult?
- **5. Determine Relevance** How does the Sacco and Vanzetti case demonstrate the mindset of the Red Scare?
- 6. Draw Inferences How did Americans both reject and embrace the new global influence of the United States?

Quick Study Guide



Progress Monitoring **Online**

For: Self-test with vocabulary practice

Web Code: nea-0609

Causes and Effects of America's Entry into World War I

Causes

- · Many Americans have cultural ties with Britain and France.
- Reports of German atrocities in Belgium outrage Americans.
- · Germany continues its policy of unrestricted submarine warfare, despite promises to stop.
- In the Zimmermann note, Germany offers Mexico the chance to regain lost U.S. territory.

America's Entry Into World War I

Effects

- The Allies defeat the Central Powers.
- The Government's role in daily life increases.
- African Americans and Mexican Americans migrate north.
- · More women enter the workforce.
- The United States refuses to join the League
- · The United States becomes a leading economic power.

Views on America's Decision to Fight or Not to Fight

Isolationists	Believed the United States should isolate itself from all foreign conflicts	
Internationalists	Believed the United States should actively work for peace but not enter the war	
Interventionists	ionists Believed the United States should intervene in the war on the side of the Allies, protect U.S. interests, and fulfill U.S. obligations	

Key Military Engagements **Involving American Troops**

- Cantigny
- · Château-Thierry
- Belleau Wood
- · Second Battle of the Marne
- Amiens
- Saint-Mihiel
- Meuse-Argonne Offensive

Quick Study Timeline

President Wilson

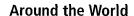
announces American neutrality in World War I

1915 Sinking of the Lusitania angers **Americans**



Presidential Terms

Woodrow Wilson 1913-1921



1914

Assassination of Austrian archduke triggers World War I 1915

Poison gas first used on Western Front

1916

More than 2 million casualties suffered in battle of Verdun and battle of the Somme on Western Front

American Issues • • • • Connector



By connecting prior knowledge with what you have learned in this chapter, you can gradually build your understanding of enduring questions that still affect America today. Answer the questions below. Then, use your American Issues Connector study quide (or go online: www.PHSchool.com **Web Code**: neh-0611).

Issues You Learned About

- America Goes to War The United States has been involved in two global conflicts.
- **1.** How has the United States made the decision to declare war in past conflicts?
- 2. In 1916, Wilson won reelection using the campaign slogan "He kept us out of war," but less than a year later, the United States joined World War I. What happened to change Wilson's mind?
- **3.** Why did some Americans oppose American involvement in World War !?
- **Civil Liberties and National Security** At times, Americans' civil liberties are curtailed, resulting in major debates over constitutional rights and powers.
- 4. How does the Constitution guarantee that accused criminals will receive fair trials?
- **5.** Why did some people protest the execution of Sacco and Vanzetti?
- **6.** Describe another event during the Red Scare that seemed to curtail civil liberties.

- **Checks and Balances** Responsibilities are shared among the three branches of the federal government.
- **7.** Which branch of the government has the power to make treaties?
- **8.** How did the battle over the Treaty of Versailles demonstrate the ways in which the different branches of the federal government may void one another's decisions?

Connect to Your World

New York

New York Goes to War New York played an important role in World War I, both as an industrial center and by sending soldiers overseas. New York City has numerous World War I memorials. One memorial located in Brooklyn's Prospect Park is a sculpture of an angel supporting a weary soldier and features the names of people from Brooklyn who were killed in the war. In Manhattan, a large plaque and bust in Central Park are dedicated to John Purroy Mitchel, a former New York City mayor who died while serving in the Army Air Corps. Research war memorials in your area of New York, and write a description of one you find. Then write a proposal for a new one, including a design, possible location, and text.

1917United States declares war on Germany



1919 United States Senate rejects membership in League of Nations

For: Interactive timeline
Web Code: nep-0610

1917



1918

1918 Armistice with Germany ends war 1918–1919 Deadly influenza pandemic sweeps across the world

1010

Chapter Assessment

Terms and People

- 1. Define Western Front. What characterized this region during World War I?
- 2. Who was George Creel? What methods did he introduce to "sell America"?
- 3. What was the League of Nations? How successful was the League of Nations?
- 4. Define reparations. What stance did Britain and France take on reparations?
- 5. Define influenza. What effect did it have on the world's population immediately after World War 1?

Focus Questions

The focus question for this chapter is What caused the United States to become involved in World War I, and how did the United States change as a result of its involvement? Build an answer to this big question by answering the focus questions for Sections 1 through 4 and the Critical Thinking questions that follow.

Section 1

6. What caused World War I, and why did the United States enter the war?

Section 2

7. How did the war affect Americans at home?

Section 3

8. How did Americans affect the end of World War I and its peace settlements?

Section 4

9. What political, economic, and social effects did World War I have on the United States?

Critical Thinking

- 10. Recognize Causes Identify and explain the causes of World War I.
- 11. Analyze Credibility How do you know the Zimmermann note was a reliable source? Explain.

12. Distinguish False From Accurate

Images Is the image to the right an accurate or inaccurate image of Germans during World War !? Why do you think the artist chose this representation?

- 13. Draw Conclusions How did Wilson arrive at the decision that women deserved the right to vote?
- 14. Summarize What was the main goal that Wilson wanted to accomplish with the Fourteen Points?



- **15. Categorize** Who were the main groups of senators opposed to the Versailles Treaty, and what positions did they hold? Who supported the treaty?
- 16. Express Problems Clearly What problems led to a weak postwar economy?
- **17. Determine Relevance** How did the presidential election of 1920 show Americans' rejection of Wilson's ideas?

Writing About History

Write a Cause-and-Effect Essay World War I both caused and affected many different events around the world. Write an essay in which you explain how several different causes led to an event or trend that occurred during World War I. Consider one of the following topics: the stalemate on the Western Front, the increased role of women in the war effort, or the defeat of the Treaty of Versailles in the United States.

Prewriting

- Choose the topic above that interests you the most. Consider what caused the event in question.
- List the multiple causes. Conduct research if necessary to gather more information.

Drafting

- Develop a thesis that clearly states the causal relationship between your event and its main causes.
- Choose an organizational structure for your essay.

· Write an introduction, several body paragraphs, and a conclusion.

Revising

• Use the guidelines on page SH11 of the Writing Handbook to revise your essay.

Regents DBQ Practice



Americans for and Against the War

Both before and after the U.S. entry into World War I, Americans differed in their opinions about the war. While most Americans demonstrated their patriotism with enthusiasm by buying war bonds, conserving food, and enlisting in the army, others, including Quakers and pacifists, continued to oppose the war. Use your knowledge of Americans' opinions on World War I and the following documents to answer questions 1 through 4.

Document 1

"I find myself a soldier among millions of others in the great Allied Armies, fighting for all I believe to be right and civilized and humane against a power which is evil and which threatens the existence of all the rights we prize and the freedom we enjoy, although some of you in California as yet fail to realize it. It may seem to you that for me this is all quite uncalled for, that it can only mean the supreme sacrifice for nothing or some of the best years of my life wasted, but I tell you that not only am I willing to give my life to this enterprise . . . but that I firmly believe if I live through it to spend a useful lifetime with you, that never will I have an opportunity to gain so much honorable advancement for my own soul, or to do so much for the cause of the world's progress. . . . "

—Harry Butters, an American volunteering with the Allies in 1915

Document 2

"I could not look at those long lines of fine looking men, marching so gaily along, and with so little realization of what it all means, without a fresh outburst of tears. How little they realized that they were endorsing a system which means that great armies of splendid manhood shall go forth and slay other great armies. And why? Because stupid diplomats were too avaricious [greedy], too selfish, too ambitious to sanely handle the affairs entrusted to their care. . . . And yet we, blind and stupid as we are, are rushing into the same horrible cataclysm [disaster]."

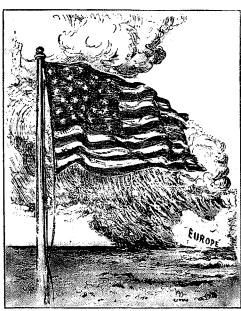
—Lella Secor

Document 3

"It was quite black out there on the Atlantic and in the blackness the [Lusitania's] life-boats alternately rose on the crests of the waves and sank into the black valley between. The boats carried women and children whose hair hung in icicles over their shoulders. . . . Now and then a half-dead passenger uttered a shriek of pain or of anguish as she realized that a friend or relative had died in her arms. . . . Meanwhile, in the dark hull of the German submarine, the captain watching through the periscope finally turned his head away. Even this man, agent of Prussian cruelty, had witnessed a scene upon which he did not care to gaze."

—Wesley Frost, giving a speech sponsored by the Committee on Public Information

Document 4



MAY THE SPARKS NEVER REACH IT!

- 1. Which of the documents above reflects the views of a pacifist opposed to the war?
 - (1)Document 1
 - (2)Document 2
 - (3)Document 3
 - (4)Document 4
- 2. The speech in Document 3 is designed to promote (1)sympathy for the sailors on the German U-boats.
 - (2) sympathy for the innocent victims of a U-boat attack.
 - (3) support for pacifists.
 - (4) support for the British.

- 3. What point of view does Document 4 express?
 - (1)Interventionist
 - (2)Internationalist
 - (3)Isolationist
 - (4)Pacifist
- **4. Writing Task** Why did some Americans support the war effort while others opposed it? Use your knowledge of World War I and specific evidence from the documents to support your answer.

