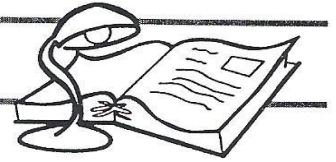


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Chapter 19, Section 1 (continued)

- **American Neutrality** (page 580)

At the beginning of the war, President Wilson declared the United States neutral. However, many Americans supported one side or the other. Most Americans favored the Allies. Most of President Wilson's cabinet also supported the Allies. They believed that an Allied victory was necessary to keep the international balance of power.

The British worked to win U.S. support. They used **propaganda**, which is information designed to influence opinion. Britain also cut the transatlantic telegraph cable from Europe to the United States. This limited the news about the war mainly to British communications. Although many reports were exaggerated, enough Americans believed them to sway American support for the Allies.

Businesses also supported the Allies because they had ties with businesses in the Allied countries. American banks began to loan money to the Allies, investing in an Allied victory. If the Allies won, the money would be paid back. If the Allies lost, the money would be lost.

6. What method did Britain use to gain American support?

- **Moving Toward War** (page 581)

Although most Americans did not want to be involved in the war, several events drew the United States into it. After the war began, the British navy blockaded Germany. The British stopped neutral ships to inspect them for **contraband**, or prohibited materials. The contraband included food.

To get around the blockade, Germany used submarines known as **U-boats**. In February 1915, it announced that it would sink without warning any ship located in the waters around Britain. People in the United States and in other countries were angry. Attacking civilian ships without warning was against international rules. The Germans said that many civilian ships were actually warships in disguise and that the U-boats would be at risk if they gave warning. In May 1915, the British passenger ship *Lusitania* entered the war zone after being warned by Germany. A German submarine fired on the ship, killing nearly 1,200 people. About 128 people were Americans.

Name _____ Date _____ Class _____

Study Guide



Chapter 19, Section 1 (continued)

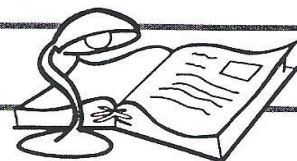
President Wilson tried to stay out of the war. However, he did send notes to Germany insisting that it safeguard the lives of civilians in the war zones. After a U-boat shot at the French passenger ship *Sussex*, Wilson warned Germany to stop its submarine warfare or risk war with the United States. Germany was not interested in having the United States join the Allies in the war. In the **Sussex Pledge**, Germany promised to not sink any merchant ships without warning.

In January 1917, Arthur Zimmermann, a German official, instructed the German ambassador to Mexico to propose to Mexico that it ally itself with Germany in case of war between Germany and the United States. In return, Mexico would get back the territory that it once had in Texas, New Mexico, and Arizona. The British intercepted the **Zimmermann telegram**, which was leaked to American newspapers. Many Americans now believed that war with Germany was necessary. Then in February 1917, Germany again began unrestricted submarine warfare. Finally, after Germany sank six American merchant ships, Wilson asked Congress to declare war on Germany, which it did on April 6, 1917.

7. What event led many Americans to call for war against Germany?

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Study Guide



Chapter 19, Section 2

For use with textbook pages 584–589

THE HOME FRONT

KEY TERMS AND NAMES

conscription forced military service (page 585)

War Industries Board a government agency created to coordinate the production of war materials (page 586)

Bernard Baruch the head of the War Industries Board (page 586)

victory garden garden planted by Americans to raise their own vegetables (page 586)

Liberty Bonds bonds bought by Americans as a loan to the government to finance World War I (page 586)

Victory Bonds bonds bought by Americans as a loan to the government to finance World War I (page 586)

Committee on Public Information a government agency created to sell the war to the American people (page 588)

espionage spying to acquire secret government information (page 588)

DRAWING FROM EXPERIENCE

What do you think freedom of speech means? Do you think people should be allowed to say whatever they want whenever they want to? Explain your opinion.

The last section explained the reasons the United States entered World War I. This section describes the war effort at home.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. The United States government had to prepare for war in several areas. Identify the ways it prepared in each of the areas listed.

	How the Government Prepared
Building Up the Military	1.
Organizing the Economy	2.
Setting Up a Workforce	3.
Getting Public Support	4.

Study Guide



Chapter 19, Section 2 (continued)

READ TO LEARN

- **Building Up the Military** (page 584)

When the United States entered the war, it did not have enough soldiers. Although many people volunteered, most officials believed that they would have to turn to **conscription**, or forced military service. Many progressives believed that conscription was against democratic principles.

Congress, however, believed conscription was necessary. It set up a new system of conscription called selective service. It required all men between 21 and 30 to register for the draft. A lottery then randomly decided the order they were called to military service. Eventually about 2.8 million men were drafted. About 42,000 of the 400,000 African Americans who were drafted served in the war overseas. African American soldiers faced discrimination and prejudice in the army. They served in racially segregated units that were almost always under the control of white officers. Despite this, many African Americans fought with distinction in the war. Two African American divisions fought in battles along the Western Front.

Women officially served in the armed forces for the first time in World War I. They served in non-combat positions. Women nurses served in both the army and the navy. With men serving in combat, the armed forces faced a shortage of clerical workers. The navy enlisted women to serve as clerical workers, radio operators, electricians, torpedo assemblers, and other occupations. The army, however, refused to enlist women. It hired women as temporary employees to fill clerical jobs. The only women to actually serve in the army were the army nurses.

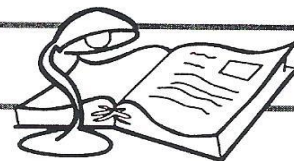
5. Why did the United States use conscription during World War I?

- **Organizing Industry** (page 585)

To get the economy ready for the war, Congress created special agencies. One of the first agencies was the **War Industries Board** (WIB). Its job was to coordinate the production of war materials. **Bernard Baruch** was in charge of the board. The WIB worked with business leaders. It told industries what they could and could not make.

The Food Administration was responsible for increasing the amount of food available for the armed forces, while decreasing the amount of food available for civilians. The government encouraged Americans to save food on their own such as by having Wheatless Mondays or Meatless Tuesdays. The government

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Chapter 19, Section 2 (continued)

encouraged people to plant **victory gardens** to raise their own vegetables. This would leave more food for the troops. The government set high prices on wheat and other grains to increase farm production.

The Fuel Administration managed the use of coal and oil. To conserve energy, the government introduced daylight savings time. It also shortened workweeks for factories that did not make war materials.

To raise money to pay for the war, Congress raised income tax rates. It placed new taxes on company profits and on the profits of arms factories. The government also borrowed money from the American people through **Liberty Bonds** and **Victory Bonds**. The government agreed to pay back the money with interest in a certain number of years.

6. How did the government attempt to get the money to pay for World War I?

• Mobilizing the Workforce (page 587)

To prevent workers from striking, the government set up the National War Labor Board (NWLB). This agency mediated labor disputes that might otherwise lead to strikes. The NWLB pushed industry to give workers wage increases, an 8-hour workday, and the right to organize unions. In return, labor leaders agreed not to disrupt war production through strikes. Union membership increased.

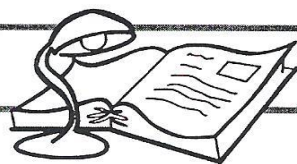
Women's opportunities in the workforce increased during the war. Women took over jobs in industries that the men who were serving in the military had left. After the war, however, most women returned to their previous jobs or stopped working.

Many African Americans started working in factories that produced war materials. Many left the South and moved to factories in the North. This movement became known as the "Great Migration." It changed the racial makeup of cities such as Chicago, New York, Cleveland, and Detroit.

Many Mexicans left Mexico and headed north. Some worked for farmers and ranchers in the Southwest. Others moved north to get wartime factory jobs. Mexican Americans often faced discrimination. They often settled in their own separate neighborhoods, where they could support each other.

7. Why did the government set up the National War Labor Board?

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Chapter 19, Section 2 (continued)

• Ensuring Public Support (page 587)

The government wanted to make sure that the public supported the war. It set up an agency called the **Committee on Public Information (CPI)** to do so. George Creel was the head of the agency. He hired advertisers, artists, authors, songwriters, entertainers, and others to sway public opinion in favor of the war. The CPI arranged for short patriotic talks at movie theaters and public gatherings. It hired thousands of "Four-Minute Men" to urge audiences to support the war in various ways.

The government passed laws to fight antiwar activities. The Espionage Act of 1917 provided for penalties and prison terms for anyone convicted of **espionage**, or spying to acquire secret government information. The law also provided for penalties for interfering with the war effort. The Sedition Act of 1918 made illegal any public expression of opposition to the war. In reality, it let officials prosecute anyone who criticized the government.

The fear of spies led to the mistreatment and persecution of German Americans. Things that were German came under suspicion. Some schools dropped the German language from its curriculums. Orchestras stopped playing music by German composers.

Other people also came under suspicion. They included radical labor activists and socialists. Newspaper ads urged people to report on any people who might be harming the war effort. Many people became concerned about the intolerance that was occurring in the country.

The courts, however, generally upheld the government's tactics. In *Schenck v. the United States*, the Supreme Court ruled that a person's freedom of speech could be curbed if the speech presented a danger. The Court said that many things that could be said in peace time could be considered dangerous during war.

8. How did the Sedition Act of 1918 affect freedom of speech?
