

United States Imperialism – late 1800s

THE ROOTS of AMERICAN IMPERIALISM

1. Economic roots	2. Political and military roots	3. Racist & missionary roots
<ul style="list-style-type: none"> - increased production of goods leads to foreign trade (new markets) - need for raw materials to fuel factories (industry) - needed to keep pace with other modern world powers 	<ul style="list-style-type: none"> - competition - seeing that other powerful nations were establishing a global military presence, the US believed they needed to build their Navy 	<ul style="list-style-type: none"> - belief in Social Darwinism leads to feelings of racial superiority - “White Man’s Burden” – America’s duty to help “civilize” native populations - wanted to spread Christianity

What did Admiral Mahan urge the United States to do to protect its interests?

- advised the US to build up a modern Navy in order to protect its overseas markets and colonies; *establish foreign bases in order to refuel its fleets*; build a canal across Panama and acquire territory in Hawaii as well as throughout the Pacific

JAPAN – 1853-1854

The arrival of Commodore Matthew Perry and the US fleet in Japan – 1853-54

The US forced the Japanese to sign the Treaty of Kanagawa which opened to ports to foreign trade.

HAWAII – 1875-1898

U.S. Imperialism in Hawaii

1875	A US treaty allowed Hawaiian sugar to be imported without a duty – lack of competition leads to huge sales
1887	Wealthy American landowners force the King to grant voting rights to only landowners; US forced a treaty to allow for a US Naval base at Pearl Harbor
1890	McKinley Tariff ends the duty-free status of Hawaiian sugar -> US planters ask the US to annex Hawaii and end the duty for good
1891	Liliuokalani becomes Queen of Hawaii and tries to give voting rights back to Hawaiians – American landowners call for a revolution
1893	Aided by US Marines, wealthy landowners jailed the Queen and took control of the government – Sanford B. Dole becomes 1 st Pres.
1894	Pres. Cleveland recognizes the Republic of Hawaii but refuses to annex it until a majority of Hawaiians favored it
1897	William McKinley, who favored annexation, becomes President
1898	US Congress proclaims Hawaii an American territory

Rudyard Kipling, The White Man's Burden, 1899.

This famous poem, written by Britain's imperial poet (born in India, boarding school in Britain, journalist in India, fame in Britain, and marriage and live for a time in USA), was a response to the American take over of the Philippines after the Spanish-American War.

Take up the White Man's burden--
Send forth the best ye breed--
Go bind your sons to exile
To serve your captives' need;
To wait in heavy harness,
On fluttered folk and wild--
Your new-caught, sullen peoples,
Half-devil and half-child.

Take up the White Man's burden--
In patience to abide,
To veil the threat of terror
And check the show of pride;
By open speech and simple,
An hundred times made plain
To seek another's profit,
And work another's gain.

Take up the White Man's burden--
The savage wars of peace--
Fill full the mouth of Famine
And bid the sickness cease;
And when your goal is nearest
The end for others sought,
Watch sloth and heathen Folly
Bring all your hopes to nought.

Take up the White Man's burden--
No tawdry rule of kings,
But toil of serf and sweeper--
The tale of common things.
The ports ye shall not enter,
The roads ye shall not tread,
Go mark them with your living,
And mark them with your dead.

Take up the White Man's burden--
And reap his old reward:
The blame of those ye better,
The hate of those ye guard--
The cry of hosts ye humour
(Ah, slowly!) toward the light--
"Why brought he us from bondage,
Our loved Egyptian night?"

Take up the White Man's burden--
Ye dare not stoop to less--
Nor call too loud on Freedom
To cloke your weariness;
By all ye cry or whisper,
By all ye leave or do,
The silent, sullen peoples
Shall weigh your gods and you.

Take up the White Man's burden--
Have done with childish days--
The lightly proffered laurel,
The easy, ungrudged praise.
Comes now, to search your manhood
Through all the thankless years
Cold, edged with dear-bought wisdom,
The judgment of your peers!

Name - _____

US History – US Imperialism

Active Reading – excerpt from *The People's History of the United States* by Howard Zinn

Directions- Read the passage carefully, writing down the main idea of each paragraph and highlighting the evidence to back it up. You should also write down vocab words and any thought-provoking questions you might have generated.

Annotation/Notes

from Chapter 12: The Empire and the People

Captain A. T. Mahan of the U.S. navy, a popular propagandist for expansion, greatly influenced Theodore Roosevelt and other American leaders. The countries with the biggest navies would inherit the earth, he said. "Americans must now begin to look outward." Senator Henry Cabot Lodge of Massachusetts wrote in a magazine article:

In the interests of our commerce . . . we should build the Nicaragua canal, and for the protection of that canal and for the sake of our commercial supremacy in the Pacific we should control the Hawaiian islands and maintain our influence in Samoa . . . and when the Nicaraguan canal is built, the island of Cuba . . . will become a necessity. . . . The great nations are rapidly absorbing for their future expansion and their present defense all the waste places of the earth. It is a movement which makes for civilization and the advancement of the race. As one of the great nations of the world the United States must not fall out of the line of march.

A Washington Post editorial on the eve of the Spanish-American war:

A new consciousness seems to have come upon us -- the consciousness of strength -- and with it a new appetite, the yearning to show our strength. . . . Ambition, interest, land hunger, pride, the mere joy of fighting, whatever it may be, we are animated by a new sensation. We are face to face with a strange destiny. The taste of Empire is in the mouth of the people even as the taste of blood in the jungle. . . .

Was that taste in the mouth of the people through some instinctive lust for aggression or some urgent self-interest? Or was it a taste (if indeed it existed) created, encouraged, advertised, and exaggerated by the millionaire press, the military, the government, the eager-to-please scholars of the time? Political scientist John Burgess of Columbia University said the Teutonic and Anglo-Saxon races were "particularly endowed with the capacity for establishing national states . . . they are entrusted . . . with the mission of conducting the political civilization of the modern world."

Several years before his election to the presidency, William McKinley said: "We want a foreign market for our surplus products." Senator Albert Beveridge of Indiana in early 1897 declared: "American factories are making more than the American people can use; American soil is producing more than they can consume. Fate has written our policy for us; the trade of the world must and shall be ours." The Department of State explained in 1898:

It seems to be conceded that every year we shall be confronted with an increasing surplus of manufactured goods for sale in foreign markets if American operatives and artisans are to be kept employed the year around. The enlargement of foreign consumption of the products of our mills and workshops has, therefore, become a serious problem of statesmanship as well as of commerce.

These expansionist military men and politicians were in touch with one another. One of Theodore Roosevelt's biographers tells us: "By 1890, Lodge, Roosevelt, and Mahan had begun exchanging views," and that they tried to get Mahan off sea duty "so that he could continue full-time his propaganda for expansion." Roosevelt once sent Henry Cabot Lodge a copy of a poem by Rudyard Kipling, saying it was "poor poetry, but good sense from the expansionist standpoint."

When the United States did not annex Hawaii in 1893 after some Americans (the combined missionary and pineapple interests of the Dole family) set up their own government, Roosevelt called this hesitancy "a crime against white civilization." And he told the Naval War College: "All the great masterful races have been fighting races. . . . No triumph of peace is quite so great as the supreme triumph of war."

Roosevelt was contemptuous of races and nations he considered inferior. When a mob in New Orleans lynched a number of Italian immigrants, Roosevelt thought the United States should offer the Italian government some remuneration, but privately he wrote his sister that he thought the lynching was "rather a good thing" and told her he had said as much at a dinner with "various dago diplomats . . . all wrought up by the lynching."

William James, the philosopher, who became one of the leading anti-imperialists of his time, wrote about Roosevelt that he "gushes over war as the ideal condition of human society, for the manly strenuousness which it involves, and treats peace as a condition of blubberlike and swollen ignobility, fit only for huckstering weaklings, dwelling in gray twilight and heedless of the higher life. . . ."

Roosevelt's talk of expansionism was not just a matter of manliness and heroism; he was conscious of "our trade relations with China." Lodge was aware of the textile interests in Massachusetts that looked to Asian markets. Historian Marilyn Young has written of the work of the American China Development Company to expand American influence in China for commercial reasons, and of State Department instructions to the American emissary in China to "employ all proper methods for the extension of American interests in China." She says (*The Rhetoric of Empire*) that the talk about markets in China was far greater than the actual amount of dollars involved at the time, but this talk was important in shaping American policy toward Hawaii, the Philippines, and all of Asia.

While it was true that in 1898, 90 percent of American products were sold at home, the 10 percent sold abroad amounted to a billion dollars. Walter Lafeber writes (*The New Empire*): "By 1893, American trade exceeded that of every country in the world except England. Farm products, of course, especially in the key tobacco, cotton, and wheat areas, had long depended heavily on international markets for their prosperity." And in the twenty years up to 1895, new investments by American capitalists overseas reached a billion dollars. In 1885, the steel industry's publication *Age of Steel* wrote that the internal markets were insufficient and the overproduction of industrial products "should be relieved and prevented in the future by increased foreign trade."

Oil became a big export in the 1880s and 1890s: by 1891, the Rockefeller family's Standard Oil Company accounted for 90 percent of American exports of kerosene and controlled 70 percent of the world market. Oil was now second to cotton as the leading product sent overseas.

There were demands for expansion by large commercial farmers, including some of the Populist leaders, as William Appleman Williams has shown in *The Roots of the Modern American Empire*. Populist Congressman Jerry Simpson of Kansas told Congress in 1892 that with a huge agricultural surplus, farmers "must of necessity seek a foreign market." True, he was not calling for aggression or conquest -- but once foreign markets were seen as important to prosperity, expansionist policies, even war, might have wide appeal.

Such an appeal would be especially strong if the expansion looked like an act of generosity -- helping a rebellious group overthrow foreign rule -- as in Cuba. By 1898, Cuban rebels had been fighting their Spanish conquerors for three years in an attempt to win independence. By that time, it was possible to create a national mood for intervention.

Question – On a separate sheet of paper, use examples from the text to support your claims:

What were the arguments in favor of imperialism? –

SEE-SAW!



Uncle Sam in Hawaii.

Describe what you see.

What do you notice first?

What people and objects are shown?

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SPANISH-AMERICAN WAR (1898)

CAUSES: How did each of the following help to cause the outbreak of the Spanish American war?

1. American business people	<i>They began to invest millions of dollars in Cuban sugar after the US had abolished a tariff on it</i>
2. Jose Marti	<i>Started a war of independence in Cuba – wanted to provoke US involvement in order to help Cuba against Spain</i>
3. Valeriano Weyler	<i>Spanish General who used harsh tactics and concentration camps in order to control Cuba and stop revolution (thousands killed)</i>
4. Yellow Journalism	<i>To lure readers, newspapers sensationalized stories out of Cuba which helped gain US public support for revolution</i>
5. DeLome Letter	<i>A letter from the Spanish Ambassador that insulted President McKinley -> Americans were outraged and it was used to promote war</i>
6. USS Maine	<i>An explosion destroyed the ship and killed 266 Americans which was wrongly blamed on the Spanish – US goes to war with Spain</i>

EFFECTS: What happened to each of the following territories as a result of the Spanish-American War?

7. Cuba	Gained its independence however the US kept a military presence with soldiers and a military base at Guantanamo Bay
8. Puerto Rico	Was given to the United States
9. Guam	Was given to the United States
10. Philippines	Was bought by the United States from Spain for \$20 million

	Puerto Rico 1898-1916	Cuba 1898-1903	Philippines 1898-1945	China 1900
1. What was its relationship to the United States?	Governor was appointed – became a COLONY	US Protectorate-affairs partially controlled by US	Protectorate to colony	Sphere of influence – trade partner
2. Why did the US try to control its affairs?	Strategic location and economic opportunity	Strategic location and economic opportunity	Provide the US with raw materials and new markets	Est. and protected US economic interests
3. What laws and policies affected its relationship with the US?	Foraker Act (1900) - Limited the PR's freedoms; appointed government officials	Platt Amendment: didn't allow Cuba complete autonomy; allowed for a military base	Treaty of Paris – US paid \$20 million for it	Open Door Policy
4. What violent events affected its relationship with the US?	Spanish-American War	Spanish-American War; Uprisings led to further US occupation	Philippine-American War	Boxer Rebellion – anti-foreign

Value of Cuban Trade with the United States 1885-1890

Year	Exports	Imports
1885	\$42,306,000	\$9,006,000
1886	\$51,110,000	\$10,409,000
1887	\$49,515,000	\$10,546,000
1888	\$49,319,000	\$10,053,000
1889	\$52,130,000	\$11,691,000
1890	\$53,801,000	\$13,084,000

Source: Susan Schroeder, *Cuba: A Handbook of Historical Statistics*

DBQ – Causes to
the Spanish-
American War

Value of Cuban Trade with the United States 1893

Exports		Imports	
Sugar	\$60,637,000	Lard	\$4,023,000
Tobacco	\$8,940,000	Wheat Flour	\$2,822,000
Cigars and Cigarettes	\$2,766,000	Machinery	\$2,792,000
Fruits and Nuts	\$2,378,000	Lumber	\$1,410,000
Honey	\$1,081,000	Ham and Bacon	\$1,377,000
Iron Ore	\$641,000	Corn	\$582,000
Hides	\$279,000	Potatoes	\$584,000

Source: U.S. Department of Treasury, *Foreign Commerce and Navigation of the United States*

1. Why was the United States so interested in Cuba?

2. Why would this lead the United States to want to go to war with Spain?

December 5, 1895 – American Sentiment

To the Editor of The New-York Times:

I have just returned from an extensive tour through the West, and hasten to tell you that the people there are up and doing in regard to Cuban affairs. It might safely be said that everybody out there is in warm sympathy with the Cuban patriots in their noble efforts to free their island from the cruel despotism of Spain.

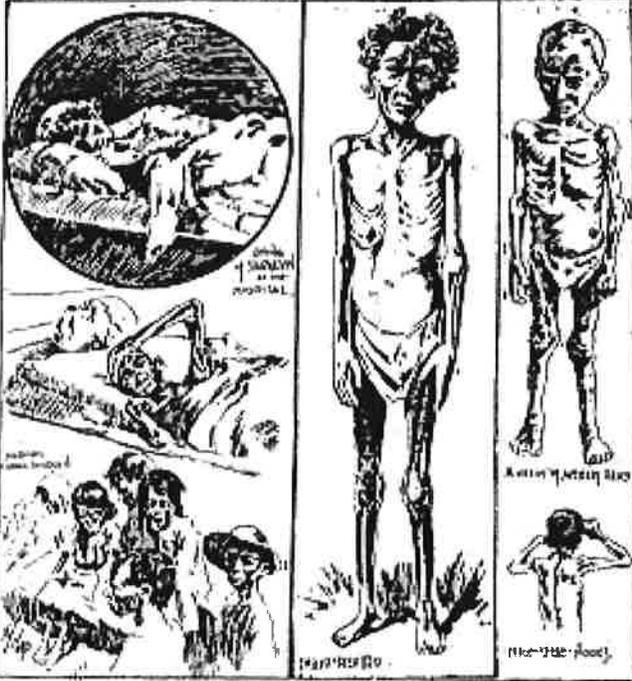
Even in the large cities where there are hardly any Cubans at all, the American people, without regard to political party affiliations, are enthusiastic for Cuban independence to a high degree. In fact, I know from personal observation that if the question of American recognition of Cuban belligerency was left to a popular vote, the revolutionists would be recognized by a majority of millions. As for the East and the South, it was evident to me before I left New-York that the Cuban cause was a winning cause everywhere in the United States.

1. According to the article, how did the American people feel about Cuba?

2. Why would this lead the United States to want to go to war with Spain?

February, 1896: Reconcentration Policy

WHAT SENATOR PRICOTOR SAW IN CUBA



A RECONCENTRADO VILLAGE OF DEATH.

Captain General Weyler's policy of "reconcentration," the massing of the whole rural noncombatant population of the island of Cuba within the lines of the fortified towns for the avowed purpose of "killing off the insurgents by starvation," caused the springing up of numerous reconcentrado colonies along the seacoasts, an illustration of one of these being here given. The houses were built of mud, with thatched roofs, and are placed close together, with no pretense of provision for sanitation. Into these squalid huts the rural pacificos and their families were thickly huddled, and there left to die of starvation and want, their only means of subsistence, the tillage of the soil, being cut off. It is fairly estimated that since the infamous order was issued fully 500,000 peaceful Cubans died of starvation, and the number would have been still greater but for the succor given by the people and government of the United States. In 1896, when Weyler initiated this policy, these settlements were human beehives, so densely were they packed with men, women and children of all colors and ages. There were then 1,600,000 inhabitants in the island, of whom fully one-half represented the rural population thus packed and penned up like cattle. Many of these desolate and deserted villages still stand, but nearly all the reconcentrados are dead.—10x.



1. According to the documents, what were the conditions like for those Cubans who were forced to live in reconcentration camps?

2. Why would this lead the United States to want to go to war with Spain?

February, 9 1898: DeLome Letter

Enrique Dupuy de Lôme was the Spanish minister to Washington. On February 9, 1898, a letter he had written to a government official in Havana was published in the American press.

LEGATION DE ESPANA, WASHINGTON

Eximo Senor DON JOSE CANALEJAS:

...The situation here continues unchanged. Everything depends on the political and military success in Cuba. The prologue of this second method of warfare will end the day that the Colonial Cabinet shall be appointed, and it relieves us in the eyes of this country of a part of the responsibility for what happens there, and they must cast the responsibility upon the Cubans, whom they believe to be so immaculate.

Until then we will not be able to see clearly, and I consider it to be a loss of time and an advance by the wrong road - the sending of emissaries to the rebel field, the negotiations with the Autonomists not yet declared to be legally constituted, and the discovery of the intentions and purpose of this government. The exiles will return one by one, and when they return, will come walking into the sheepfold, and the chiefs will gradually return. Neither of these had the courage to leave en masse, and they will not have the courage thus to return.

The message has undeceived the insurgents who expected something else, and has paralyzed the action of Congress, but I consider it bad. Besides the natural and inevitable coarseness with which he repeats all that the press and public opinion of Spain has said of Weyler, it shows once more what McKinley is: weak and catering to the rabble, and, besides, a low politician, who desires to leave a door open to me and to stand well with the jingoes of his party.

Nevertheless, as a matter of fact, it will only depend on ourselves whether he proves bad and adverse to us. I agree entirely with you; without a military success nothing will be accomplished there, and without military and political success, there is here always danger that the insurgents will be encouraged, if not by the government, at least by part of the public opinion...

...It would be most important that you should agitate the question of commercial relations, even though it would be only for effect, and that you should send here a man of importance in order that I might use him to make a propaganda among the senators and others in opposition to the Junta and win over exiles.

There goes Amblard. I believe he comes deeply taken up with little political matters, and there must be something very great or we shall lose.

Adela returns your salutations, and we wish you in the New Year to be a messenger of peace and take this New Year's present to poor Spain.

Always your attentive friend and servant, who kisses your hands.

ENRIQUE DUPUY DE LOME

1. How does the Spanish diplomat describe President McKinley?

2. Why would this lead the United States to want to go to war with Spain?

\$50,000 REWARD.—WHO DESTROYED THE MAINE?—\$50,000 REWARD

EDITION FOR GREATER NEW YORK



The Journal will give \$50,000 for information furnished to it which will result in the capture of persons who shot the Maine.

NEW YORK JOURNAL

AND ADVERTISER.



The Journal will give \$50,000 for information furnished to it which will result in the capture of persons who shot the Maine.

NO. 2,572. PUBLISHED FOR THE PROPRIETOR—NEW YORK, THURSDAY, FEBRUARY 17, 1898.—10 PAGES. PRICE ONE CENT IN ADVANCE.

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY

\$50,000!

\$50,000 REWARD!

For the Detection of the Perpetrator of the Maine Outrage!

The New York Journal offers a reward of \$50,000 for information furnished to it which will result in the capture of persons who shot the Maine. The \$50,000 cash will be paid for the capture of the perpetrator of this outrage.

Assistant Secretary Roosevelt Convinced the Explosion of the War Ship Was Not an Accident.

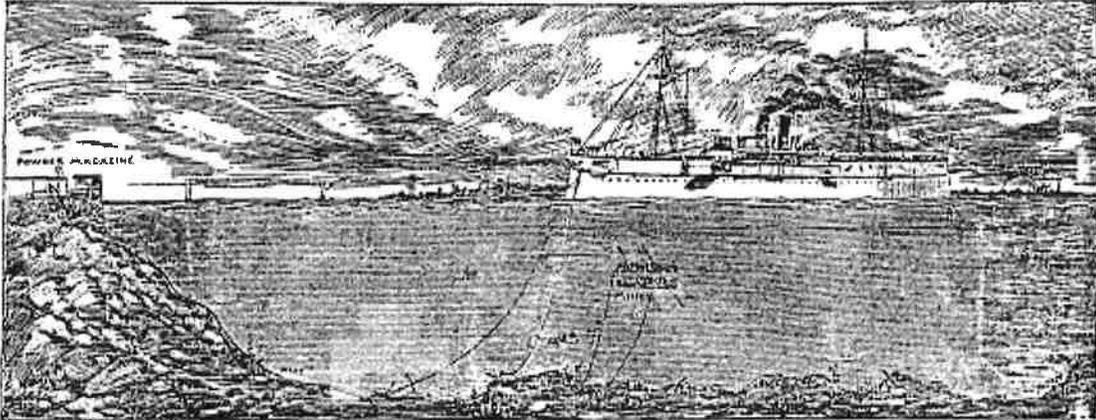
The Journal Offers \$50,000 Reward for the Conviction of the Criminals Who Sent 258 American Sailors to Their Death. Naval Officers Unanimous That the Ship Was Destroyed on Purpose.

\$50,000!

\$50,000 REWARD!

For the Detection of the Perpetrator of the Maine Outrage!

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NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY A SPANISH MINE.

Cruiser, former British, the Journal's special correspondent at Havana, states that in the report received from the Cuban report that the Maine was destroyed and that her crew had been blown into the air by a submarine mine or sunken torpedo. This is the opinion of several American naval authorities. The Spaniards, it is believed, managed to have the Maine anchored over one of the hidden mines. It was reported that a party of divers had been sent to the wreck to see if it is possible to send an electric current through the mine. If this can be done, the true nature of the Spaniards will be shown for the fact that such a party would not have been sent if the mine had been for the ship. The Spaniards, it is believed, shot the mine into the water.

Hidden Mine or a Sunken Torpedo Believed to Have Been the Weapon Used Against the American Man-of-War—Officers and Men Tell Thrilling Stories of Being Blown Into the Air Amid a Mass of Shattered Steel and Exploding Shells—Survivors Brought to Key West Scout the Idea of Accident—Spanish Officials Protest Too Much—Our Cabinet Orders a Searching Inquiry—Journal Sends Divers to Havana to Report Upon the Condition of the Wreck.

1. Why might this front page of the New York Journal be considered yellow journalism (use examples from the document to answer the question)?

February 17, 1898: Explosion of U.S.S. Maine

SPAIN'S VICTORY OF PEACE (New York Journal)

To five hundred thousand Cubans starved or otherwise murdered have been added an American battleship and three hundred American sailors lost as the direct result of the dilatory policy of our government toward Spain. If we had stopped the war in Cuba when duty and policy alike urged us to do the *Maine* would have been afloat today, and three hundred homes, now desolate, would have been unscathed.

It was an accident, they say. Perhaps it was, but accident or not, it would never have happened if there had been peace in Cuba, as there would have been if we had done our duty. And it was an accident of a remarkably convenient kind for Spain. Two days ago we had five battleships in the Atlantic. Today we have four. A few more such accidents will leave us at the mercy of a Spanish fleet...

...As to the immediate cause of the disaster that has bereaved so many American households and robbed the American navy of one of the most valued elements of its fighting strength, we heed Captain Sigsbee's appeal to sound judgment. The Government has set an investigation on foot, and the *Journal* has independently undertaken another. Between them the truth will soon be known. If it be found that the Spanish authorities have fought about this calamity, so profitable to themselves, no power from the White House to Wall Street will be able to restrain the American people from exacting a terrible retribution. And Spain's innocence must be clearly proven. All the circumstances of the case fix the burden of proof upon her. The *Maine* was lying in one of her harbors, under the guns of her fortresses, with the warships at hand. The removal of the *Maine* meant a tremendous reduction in the odds against her in the event of the conflict that all Spanish Havana desired. The chances against such a removal by accident were millions to one, and yet the removal occurred. In such circumstances polite expressions of regret count for nothing. The investigations must clearly disclose Spain's innocence or her guilt will be assumed.

But while we must wait for definite evidence before formally charging Spain with the shameful treachery, which all the world is ready to suspect her, we need wait for nothing before instituting such a change of policy it will relieve us of the fear of future troubles. The anarchy in Cuba, which for three years has reached the sympathies of all Americans but the dehumanized stock-jobbers of Wall-Street, has become an intolerable evil to American interests. It has destroyed three hundred seamen. We have endured it long enough. Whether a Spanish torpedo sank the *Maine* or not, peace must be restored in Cuba at once. We cannot have peace without fighting for it, let us fight and have it over with. It is not likely that the entire Spanish navy would be able to do us as much harm in open battle as we suffered in Havana Harbor in one second for a state of things that was neither peace or war.

The investigation into the injuries if the *Maine* may take a week, but the independence of Cuba can be recognized today. The Spanish Government can receive today such a notice as freed Mexico when it was addressed to Louis Napoleon. The *Vesuvius* can be recalled today from her odious work of doing police service for Spain against the Cuban patriots and sent to join the defenders of America. The American fleet can move on Havana today and plant the flag of the Cuban Republic on Morro and Cabana. It is still strong enough for that in the absence of further "accidents." And if we take such action as that, it is extremely unlikely that any other accident will happen.

1. According to the article, who was responsible for the sinking of the USS Maine?

2. Why would this lead the United States to want to go to war with Spain?

CHINA – 1900

John Hay’s “Open Door notes” paved the way for greater US influence in Asia. Note 3 beliefs held by Americans that were reflected by the Open Door Policy.

1. The US economy relied on trade to ensure economic growth
2. The US had the right to get involved to keep foreign markets open
3. US survival would have been threatened if they were shut out of China

AMERICA AS A WORLD POWER

ROOSEVELT'S BIG STICK POLICY

US action taken	Consequences of that action:
1. Treaty of Portsmouth signed (1904-05)	Russo-Japanese War ended; Roosevelt won the Nobel Peace Prize; American prestige increased internationally
2. US warships are used to ensure Panama’s independence	In order to gain the right to build a canal in Panama, the US military assists Panama in its independence from Colombia; <i>US relations with Latin America are hurt</i>
3. Panama Canal is built (1904-14)	US builds and controls the canal; reduces the time of travel between Atlantic and Pacific Oceans; US power increases; <i>Latin American and US relations further hurt</i>
4. Roosevelt Corollary is adopted (1904)	Addition to Monroe Doctrine that stated the US had the right to intervene in Latin American affairs to protect its interests there = American citizens &/or business interests

Taft’s “dollar” diplomacy (1909-1913) – President Taft wanted to trade “dollars for bullets” – America invested in nations and promoted stability which sometimes led to military intervention (ex. allowed the US to control trade with foreign nations in Latin America)



Describe what you see.

What do you notice first?

What people and objects are shown?

What, if any, words do you see?

What do you see that might be a symbol?

What time period or event does this represent?

What is the message being conveyed? Is it positive or negative?



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WILSON'S "MISSIONARY" DIPLOMACY – 1913

US refusal to recognize hostile foreign gov'ts

US action taken

5. Wilson uses a minor incident with Mexico to occupy Veracruz

6. Wilson recognizes the Carranza government

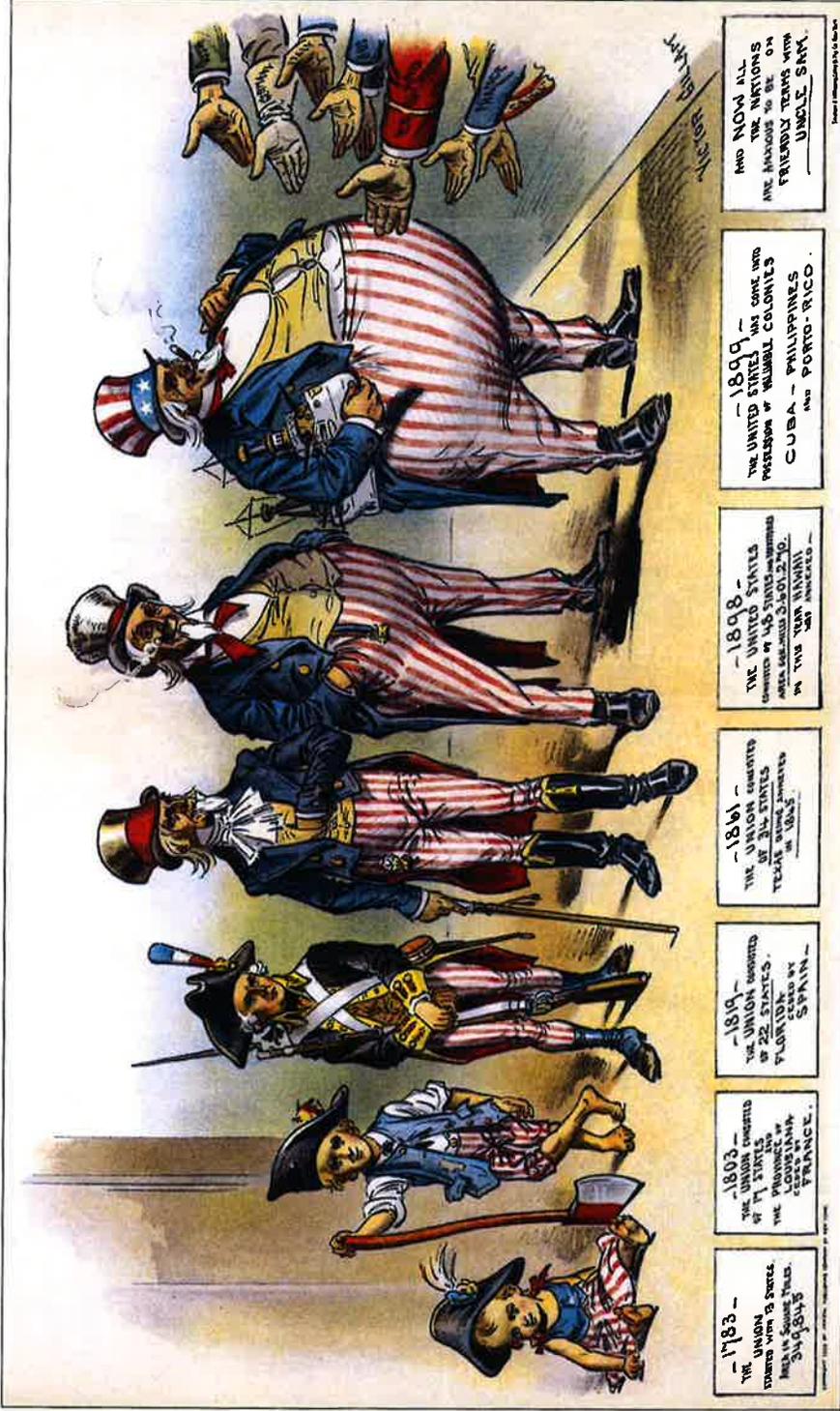
7. Wilson refuses Carranza's demand to withdraw US troops sent into Mexico to capture Villa

Consequences of that action:

Led to the death of more than 100 Mexicans; US and Mexico brought to the brink of war

US supports the conservative Carranza and is forced to deal with Poncho Villa (who opposed Carranza and his pro-US stance)

Anti-American sentiment throughout Mexico; Mexican nationalizes oil and mineral resources and restricts foreign businesses and their practices (hurts American investment in Mexico)



"A LESSON FOR ANTI-EXPANSIONISTS."

"Showing how Uncle Sam has been an expansionist first, last, and all the time."

Judge, Arksell Publishing Company, New York, 1899 [artist: Victor Gillam]

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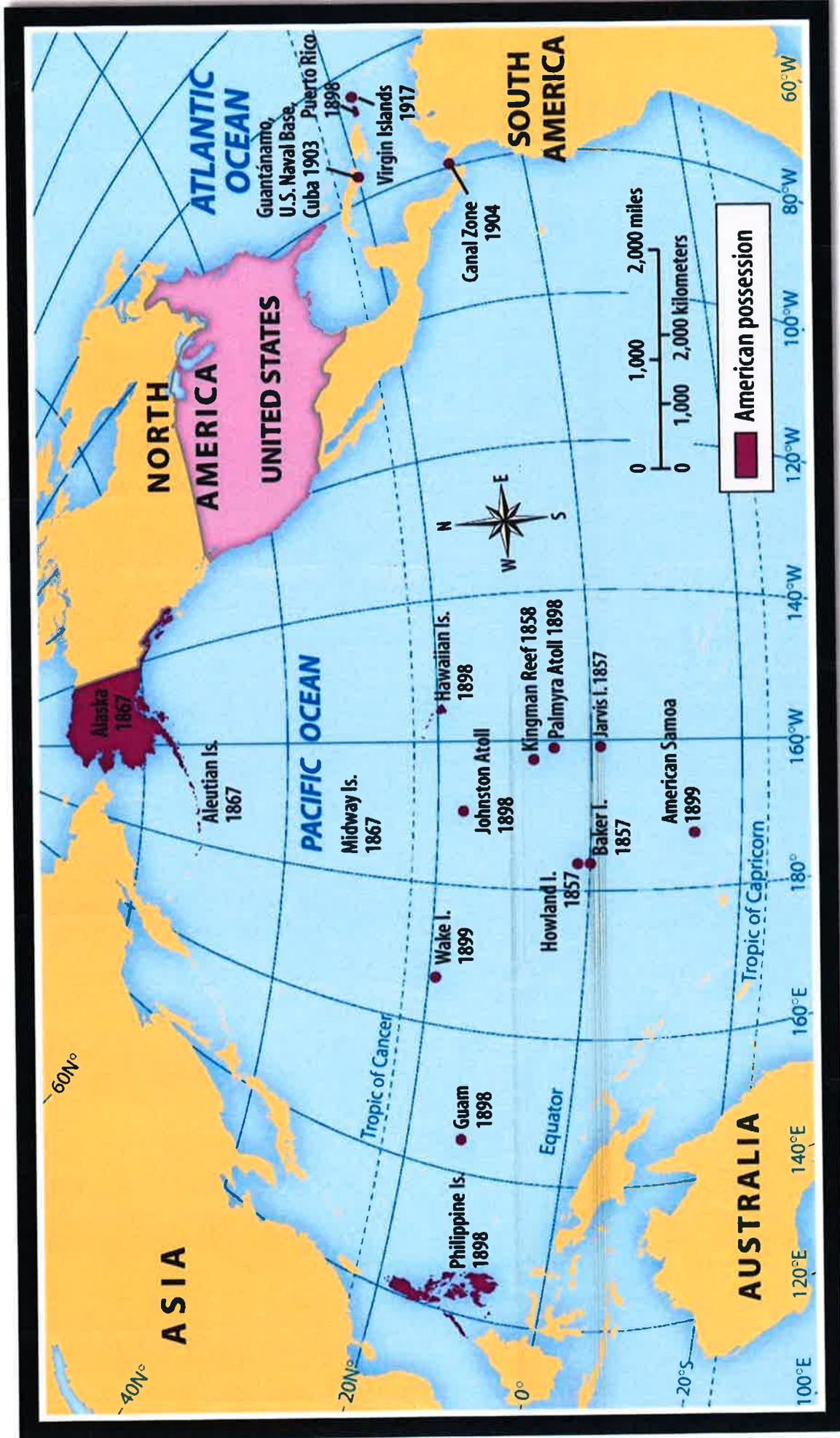
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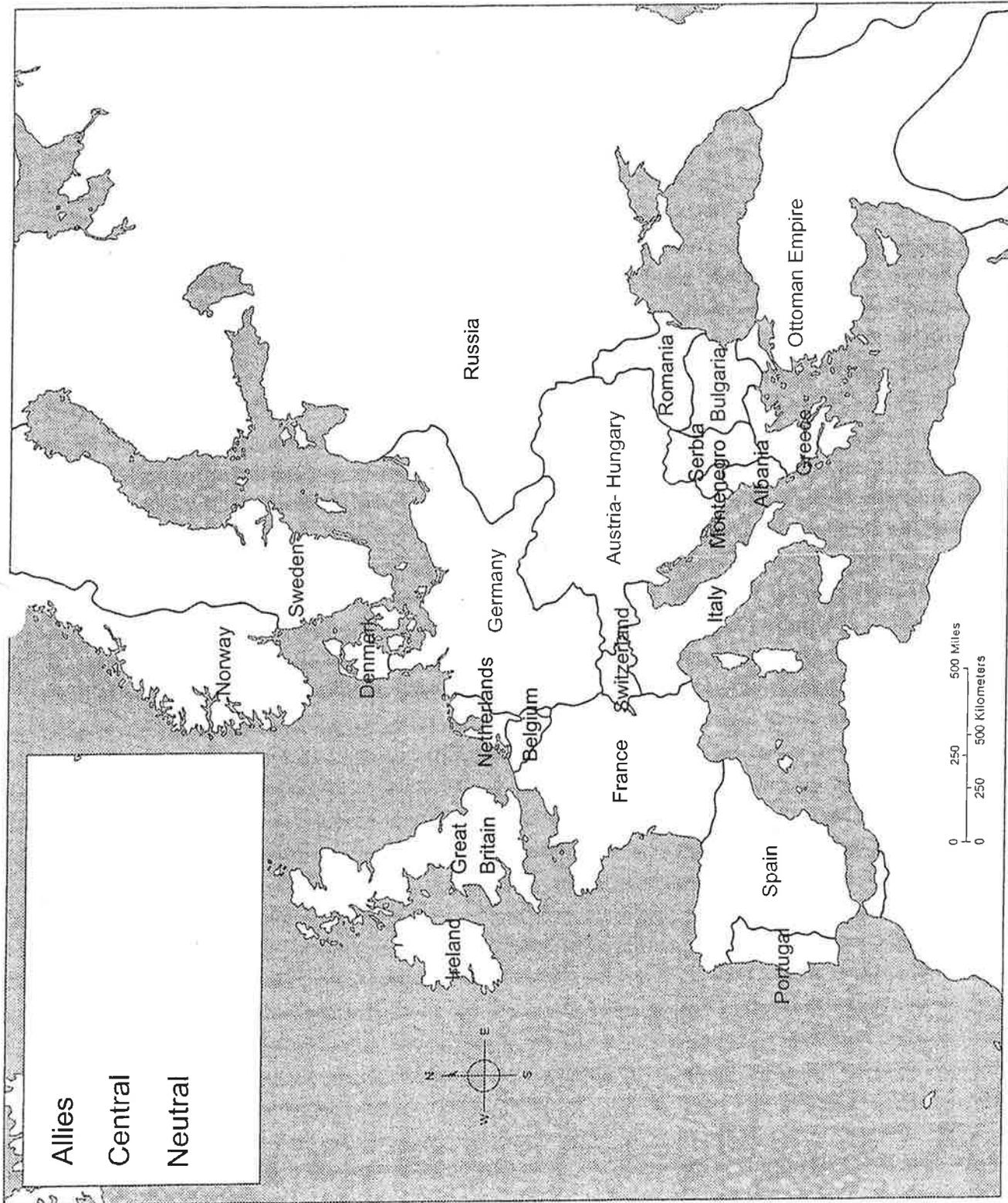
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US Imperialism – 1857 to 1917



46 Europe in 1914



CHAPTER
19

GUIDED READING *World War I Begins*

Section 1

A. As you read this section, take notes to answer questions about the international politics that led to war in Europe.

M.A.N.I.A.

How did the following help to ignite the war in Europe?				
1. Nationalism Intense sense of national pride led to tensions between rival nations	2. Imperialism The race for colonies led to competition and tension - quest for wealth and power	3. Militarism Tensions led to an arms race - better tech. & larger armies led to more destructive weapons	4. Alliances Tensions led to rival alliances - Triple Alliance v. Triple Entente	5. Assassination of Archduke Ferdinand Set off a chain reaction which pulled the most powerful nations into WWI

****The U.S. followed a policy of isolation and neutrality - they did not want to get involved**

Why did the following groups of Americans tend to oppose U.S. participation in the war?			
6. Naturalized citizens Many sympathized with their former homelands	7. Socialists They saw the war as an imperialist struggle - rich got richer while the poor fought and died	8. Pacifists Anti-war because "all war was evil"	9. Parents They didn't want their children to be a part of the horrors of war

What did the following nations do to encourage U.S. participation in the war?		
10. Britain Tried to appeal to our long-standing historical relations; **Borrowed a great deal of money from the US and bought arms too	11. Germany **Used unrestricted submarine warfare against US ships (Lusitania - 1915); Zimmerman note - Germany tried to persuade Mexico to go to war with the US	12. Russia The Russians overthrew the Czar in Russia, so now US participation could be **a war against brutal monarchies (high moral ground)

B. On the back of this paper, identify or define each of the following:

- Allies Central Powers "no man's land" trench warfare Zimmermann note

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Resource Sheet #01

Why Do Countries Go to War?

Name: _____

Date: _____

Directions: For each of the following situations, consider whether you agree or disagree that it is a valid reason to go to war. Be prepared to defend your answer to the class.

- | | | |
|--|-------|----------|
| 1. Our country is attacked by another country's army. | Agree | Disagree |
| 2. I of our allies is attacked by another country. | Agree | Disagree |
| 3. A terrorist from another country assassinates our President. | Agree | Disagree |
| 4. I of our Navy's ships is intentionally sunk while in a foreign country's harbor. | Agree | Disagree |
| 5. Our President reports that an unfriendly country possesses weapons that could cause mass destruction and death. | Agree | Disagree |
| 6. A territory under our control rebels against our rule. | Agree | Disagree |

Resource Sheet #02

Student Worksheet: Guiding Questions

Document A: Woodrow Wilson

1. **Sourcing** - What is the purpose of Wilson's speech?
2. **Critical Reading** - What reasons does Wilson give for why the U.S. should declare war against Germany?
3. **Critical Reading** - What words or phrases does Wilson use to persuade his listeners?

Document B: George Norris

1. **Sourcing** - What is the purpose of Norris' speech?
2. **Critical Reading** - Why does Senator Norris believe that the United States has been brought to the "verge of war?"
3. **Critical Reading** -According to Senator Norris, what reasons does the U.S. have for entering WWI?

Corroboration

How do the reasons for U.S. entry into the war given by President Wilson differ from those given by Senator Norris? Whose perspective do you find most convincing? Why?

Resource Sheet #03

Document A – Woodrow Wilson’s Speech Before Congress, April 2, 1917

On February 3, 1917, the Imperial German Government announced that German submarines would attack all ships approaching Great Britain, Ireland, and other ports controlled by enemies of Germany. Below are excerpts of President Wilson’s speech before Congress on April 2, 1917.

. . . The new policy [of the Imperial German Government] has swept every restriction aside. Vessels of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom without warning and without thought of help or mercy for those on board, the vessels of friendly neutrals along with those of belligerents. . .

. . . The present German submarine warfare against commerce is a warfare against mankind.

It is a war against all nations. American ships have been sunk, American lives taken . . . but the ships and people of other neutral and friendly nations have been sunk and overwhelmed in the waters in the same way. There has been no discrimination. . .

. . . Neutrality is no longer feasible or desirable where the peace of the world is involved and the freedom of its peoples, and the menace to that peace and freedom lies in the existence of autocratic governments backed by organized force which is controlled wholly by their will, not by the will of their people. . .

. . . The world must be made safe for democracy . . . We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but I 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.

Resource Sheet #04

Document B: Senator George W. Norris' Speech Before the Senate, April 4, 1917

Following President Wilson's speech before Congress requesting a declaration of War against Germany, Senator George W. Norris gave the following response on April 4, 1917.

. . . The resolution now before the Senate is a declaration of war. Before taking this momentous step, and while standing on the brink of this terrible vortex, we out to pause and calmly and judiciously consider the terrible consequences of the step we are about to take. We ought to consider likewise the route we have recently traveled and ascertain whether we have reached our present position in a way that is compatible with the neutral position which we claimed to occupy at the beginning and through the various stages of this unholy and unrighteous war. . .

. . . There are a great many American citizens who feel that we owe it as a duty to humanity to take part in the war. Many instances of cruelty and inhumanity can be found on both sides. Men are often biased in their judgment on account of their sympathy and their interests. To my mind, what we ought to have maintained from the beginning was the strictest neutrality. If we had done this, I do not believe we would have been on the verge of war at the present time . . .

. . . We have loaned many hundreds of millions of dollars to the Allies in this controversy. While such action was legal and countenanced by international law, there is no doubt in my mind but the enormous amount of mly loaned to the Allies in this country has been instrumental in bringing about a public sentiment in favor of our country taking a course that would make every bond worth a hundred cents on the dollar and making the payment of every debt certain and sure. Through this instrumentality and also through the instrumentality of others who have not only made millions out of the war in the manufacture of munitions, etc., and who would expect to make millions more if our country can be drawn into the catastrophe, a large number of the great newspapers and news agencies of the country have been controlled and enlisted in the greatest propaganda that the world has ever known, to manufacture sentiment in favor of war.

It is now demanded that the American citizens shall be used as insurance policies to guarantee the safe delivery of munitions of war to belligerent nations. The enormous profits of munition manufacturers, stockbrokers, and bond dealers must be still further increased by our entrance into the war. This has brought us to the present moment, when Congress, urged by the President and backed by the artificial sentiment, is about to declare war and engulf our country in the greatest holocaust that the world has ever known. . .

Source: Norris, George. "Against Entry Into War." *Congressional Record*, 65th Cong., 1st Sess., Vol. LV, pt. 1, pp. 212-13. Accessed 6/20/14.

<http://stuff.mit.edu/afs/athena/course/21/21h.102/www/Norris,%20Against%20Entry%20Into%20the%20War.html>

Resource Sheet #05

Graphic Organizer: Should the United States have entered World War I?

Name _____

Date _____

Provide 3 reasons why the U.S. entered WWI based on Sources A&B.	Reason 1	Reason 2	Reason 3
In which document(s) is this reason given?	A / B	A / B	A / B
Do you think this reason truly motivated U.S. leaders to go to war?	Yes / No	Yes / No	Yes / No
Explain your reasoning.			
Was this a valid reason to go to war?	Yes / No	Yes / No	Yes / No
Explain your reasoning.			

CHAPTER
19
Section 1

PRIMARY SOURCE **The Zimmermann Note**

On January 19, 1917, Arthur Zimmermann, the German foreign minister, sent the following coded telegram to the German ambassador in Mexico. British intelligence agents decoded the telegram and passed it on to the U.S. government. How do you think Americans reacted when this telegram was published on March 1?

Berlin, January 19, 1917

On the first of February we intend to begin submarine warfare unrestricted. In spite of this it is our intention to keep neutral the United States of America.

If this attempt is not successful we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left for your settlement.

You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain there will be an outbreak of war with the United States, and we suggest that the President of Mexico on his own initiative should communicate with Japan suggesting adherence at once to this plan; at the same time offer to mediate between Germany and Japan.

Please call to the attention of the President of Mexico that the employment of ruthless submarine warfare now promises to compel England to make peace in a few months.

Zimmermann.

from Henry Steele Commager, ed., Documents of American History, vol. II, (New York: Crofts, 1947), 308.

Discussion Questions

1. According to this telegram, what did the German government decide to begin on February 1, 1917?
2. What did Zimmermann propose if the United States went to war with Germany during World War I?
3. If this telegram had not been intercepted by British agents, what do you think might have happened? Cite evidence from your textbook to support your opinion.

CHAPTER
19
Section 2

GUIDED READING *American Power*
Tips the Balance

A. As you read this section, write notes to answer questions about the American experience in World War I.

<p>1. How did the United States raise an army? National Defense Act - expanded the size of the army Selective Service Act (1917) - draft Afr-Ams served in segregated units</p>	<p>2. How did U.S. soldiers help win the war? The US added numbers of fresh and enthusiastic reinforcements to the Allied forces - helped push Germans back</p>
<p>3. How did the United States build its naval force? Naval Construction Act - building of more warships</p>	<p>4. How did the U.S. Navy help win the war? They began the use of the convoy system to protect ships and supplies from German U-Boat attacks</p>
<p>5. What new weapons of mechanized warfare threatened those in combat? machine guns, artillery, poison gas, submarines, tanks, airplanes - weapons of mass death and destruction</p>	

6. What did the war cost in terms of the number of ...				7. What were the estimated economic costs? \$350 billion
civilian deaths?	military deaths?	injuries?	refugees?	
13 million	13 million	20 million	10 million	

B. On the back of this paper, identify or define each of the following:

- Alvin York** **conscientious objector** **Captain Eddie Rickenbacker**

CHAPTER
19

GUIDED READING *The War at Home*

Section 3

A. As you read this section, take notes to answer questions about how World War I changed American society.

What were some things accomplished by the following wartime agencies and laws?		
1. War Industries Board encouraged the mass production of goods; set production quotas & allocated raw materials *increased production by 20 %	2. Railroad Administration controlled the railroads for efficiency - movement of goods was faster	3. Fuel Administration monitored coal supplies, rationed gas and heating oil -> "gasless" Sundays "lightless" nights
4. National War Labor Board dealt with labor disputes; led "work or fight" campaign; improved working conditions => 8 hr work day, ban on child labor	5. Food Administration produced and conserved food ex. "meatless", "sweetless", "wheatless", "porkless" days and weeks grew "Victory" gardens	6. Committee on Public Information stirred up public support for the war -> artists & ad-men people could buy war bonds, they made speeches, distributed books & pamphlets
7. Espionage and Sedition Acts a person could be fined up to \$10,000 &/or sentenced to 20 years for interfering with the draft, obstructing the sale of war bonds or speaking out against the war (Schenck v. US)		

What changes did the war bring about for the following groups of Americans?		
8. Immigrants great deal of anti-immigrant sentiment (feelings) especially anti-German, which was more prevalent in cities	9. African Americans some blacks supported the war, some didn't (fundamental differences) GREAT MIGRATION - many moved North for jobs	10. Women filled the void left by soldiers; some served as nurses, clerks, etc.

B. On the back of this paper, briefly explain why **Bernard M. Baruch** and **George Creel** are significant historical figures.

World War I

Lesson 4 The War at Home

ESSENTIAL QUESTION

Why does conflict develop?

GUIDING QUESTIONS

1. *How did the United States prepare to fight the war?*
2. *Why did the U.S. government approve legislation to control public opinion?*

Terms to Know

mobilization the gathering of resources and troops in preparation for war

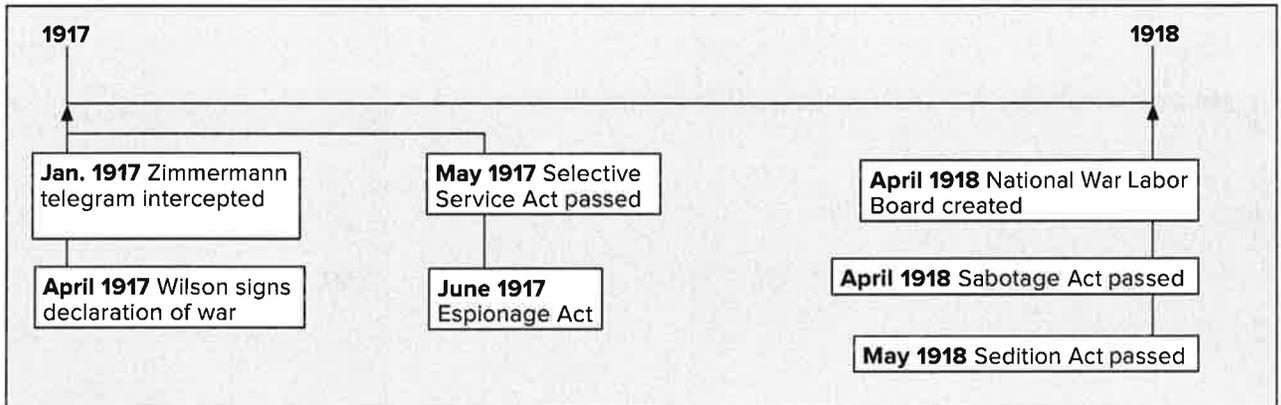
ration to limit use

socialist a person who believes industries should be publicly owned

pacifist a person who is opposed to the use of violence

dissent disagreement or opposition

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now ...		Later ...
	How did World War I affect workers' rights?	
	What groups gained jobs during this time?	
	What groups opposed the war?	
	How did the government react to criticism of the war?	

World War I

Lesson 4 The War at Home, *Continued*

Mobilizing the Nation

The United States declared war on Germany in 1917, so the nation had to get ready. **Mobilization** is preparing for war by gathering troops and resources. This process changed American life.

The government set up the National War Labor Board to make sure that war materials were produced. The board also made sure workers making war materials would keep working. The board urged businesses to agree to some worker demands. If the demands were met, the workers agreed not to strike. Workers won the following rights:

• eight-hour work day

• overtime pay

• equal pay for women

• the right to form unions

The United States government sold war bonds to pay for the war. The government also raised taxes.

To produce war materials, industries needed to grow. However, millions of men left their jobs to serve in the armed forces. Immigration had also slowed. There were few immigrants to take jobs. As a result, there were not enough workers for industry to expand.

Many women had never worked outside the home before the war. This was a new opportunity for them. Women filled jobs that men left.

From 1914 to 1920, between 300,000 and 500,000 African Americans moved to the North. They came from the South looking for jobs. This became known as the Great Migration. In addition, thousands of Mexicans moved north looking for work.

The United States had to produce food for its citizens. It also had to feed the Allies. A new agency called the Food Administration urged farmers to grow more. The agency also asked the public to eat less. They encouraged voluntary **rationing** of food and other goods. Rationing is when the use of something is limited. In this case, Americans limited the amount



Identifying

1. What was the purpose of the National War Labor Board?



Identifying

2. What new rights did workers gain?



Listing

3. Name the three groups of people who filled the labor shortage.



Summarizing

4. What did Americans have to do about food during the war?

World War I

Lesson 4 The War at Home, *Continued*

Marking the Text

5. Underline the sentence that describes how the CPI wanted people to see the war.

Comparing

6. How were the Food Administration and the Fuel Administration similar?

Evaluating

7. Do you think people who opposed the war were un-American? Explain.

of food they used. The Food Administration made sure there was enough food to send to the Allies.

Another agency, the War Industries Board, supervised the nation's industries. Many factories were needed to produce war-related goods. They had to stop making what they had been making before the war. The Board also set prices for certain products.

The government also created a Fuel Administration. It managed the nation's coal and oil. The Fuel Administration called for "Heatless Mondays" to save fuel. It also started daylight saving time.

Some Americans still did not think the United States should enter the war. President Wilson formed the Committee on Public Information or CPI. The CPI's job was to present the war as a fight for democracy and freedom. The Committee produced pamphlets, articles, and books in support of the war. Newspapers were given articles written by the government. The Committee also hired speakers, writers, artists, and actors who used their talents to build support for the war.

Public Opinion and the War

The war was good for the American economy, but it did have some harmful effects. The government tried to quiet people who were against the war. Some people began to reject those they saw as different.

Those Who Opposed the War	Why
Some German Americans and Irish Americans	They favored the Central Powers.
Socialists (people who believe industries should be owned by the public)	They thought the war would help rich business owners and hurt working people.
Pacifists (people who do not believe in the use of violence)	They were against the use of violence.

The CPI knew there was **dissent**, or opposition, to the war. They tried to silence this disagreement. The CPI made people seem un-American if they opposed the war.

World War I

Lesson 4 The War at Home, *Continued*

The Espionage Act of 1917 set up laws and punishments for spying. A person who helped the enemy or interfered with Army recruiting could also be punished.

In 1918, Congress passed the Sabotage Act. It punished anyone who damaged or destroyed war materials. Congress also passed the Sedition Act to silence dissent. If a person said, wrote, or published anything that criticized the government, they could be punished. Thousands of people were punished under these laws.

New Laws	Purpose
The Espionage Act of 1917	to prevent people from spying or helping the enemy
the Sabotage Act of 1918	to punish people who destroyed war materials
the Sedition Act of 1918	to silence opposition to the war

Americans were used to speaking freely. Many people spoke out against these new laws. However, most Americans felt that, during a war, no law could be too harsh for traitors and disloyal Americans.

Glue Foldable here

Check for Understanding

Define mobilization and list four ways it changed life in America.

1. _____
2. _____
3. _____
4. _____

How did the U.S. government react to opposition to the war at home?

Reading Check

8. Why do you think Congress passed laws to punish people who criticized the government?

FOLDABLES

9. Use a two-tab Foldable and cut the tabs in half to make four tabs. Place it along the dotted line to cover Check for Understanding. Write the title *Describe the Purpose of ...* on the anchor tab. Label the four tabs *National War Labor Board, Food Administration, War Industries Board, and Fuel Administration*. Use both sides of the tabs to list words and phrases you remember about each. Use your Foldable to help answer Check for Understanding.

Supreme Court Case Study 19



Wartime Freedom of Speech

Schenck v. United States, 1919

***** Background of the Case *****

The freedom of speech guarantee of the First Amendment was not tested in the Supreme Court for more than 100 years after the adoption of the Constitution, despite the number of federal and state laws that placed limits on free speech during that period. When the United States entered World War I in 1917, the federal government felt that it had to protect itself against efforts to influence people to oppose the war. Therefore, it passed the Espionage Act, which made it a crime to cause or attempt to cause insubordination in the armed forces, obstruct recruitment or enlistment, and otherwise urge, incite, or advocate obstruction or resistance to the war effort.

Charles Schenck, who was general secretary of the Socialist Party in the United States, carried on a campaign encouraging young men to resist the wartime draft. He mailed thousands of circulars to men who had passed exemption boards and to men who had been drafted. In the circulars he declared that the draft was unconstitutional despotism and urged the men to assert their rights to resist the draft. Further, he claimed that the Thirteenth Amendment, which banned involuntary servitude except as punishment for committing a crime, was violated by the conscription act and that a conscript was little better than a convict. The circular declared, "If you do not assert and support your rights, you are helping to deny or disparage rights which it is the solemn duty of all citizens and residents of the United States to retain." He described arguments in favor of the draft as coming from cunning politicians and a mercenary capitalist press. For these actions Schenck was convicted of conspiracy to violate the Espionage Act by attempting to obstruct the recruitment of men into the United States's armed forces. Schenck challenged his conviction on the grounds that his First Amendment rights had been violated.

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Constitutional Issue *****

The Court had to decide whether Schenck had been properly convicted and whether the Espionage Act was constitutional in the light of the free speech guarantees of the First Amendment. Was such a broad limitation on the right of free speech as the Espionage Act allowed a violation of the First Amendment? Or was the fact that the Espionage Act was designed to protect the nation's war effort a sufficient enough reason for the Supreme Court to reject Schenck's First Amendment defense?

***** The Supreme Court's Decision *****

The Court ruled unanimously that the Espionage Act was constitutional and affirmed that Schenck was guilty of having violated the act. Justice Oliver Wendell Holmes, Jr., wrote the Court's opinion. The opinion was based on the idea that the First Amendment guarantees are not absolute and must be considered in the light of the setting in which supposed violations occur. Holmes wrote, "We admit that in many places and in ordinary times the defendants in

(continued)



Supreme Court Case Study 19 *(continued)*

saying all that was said in the circular would have been within their constitutional rights. But the character of every act depends upon the circumstances in which it is done. . . . The most stringent protection of free speech would not protect a man in falsely shouting fire in a theater and causing a panic.” Holmes then enunciated a principle that he felt defined the true scope of the First Amendment as it applied to political expression. “The question in every case,” Holmes wrote, “is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. It is a question of proximity and degree. . . . When a nation is at war many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight and that no Court could regard them as protected by any constitutional right.”

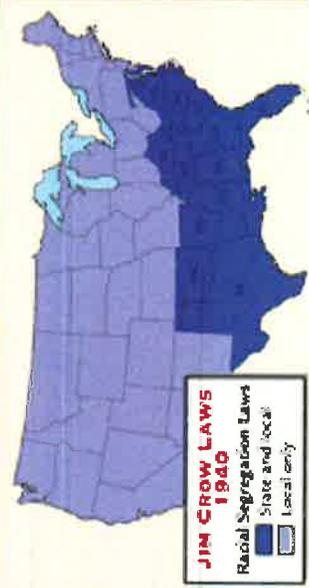
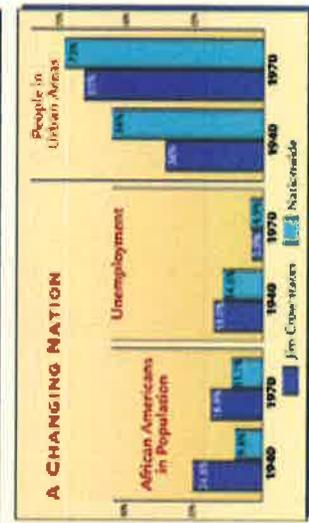
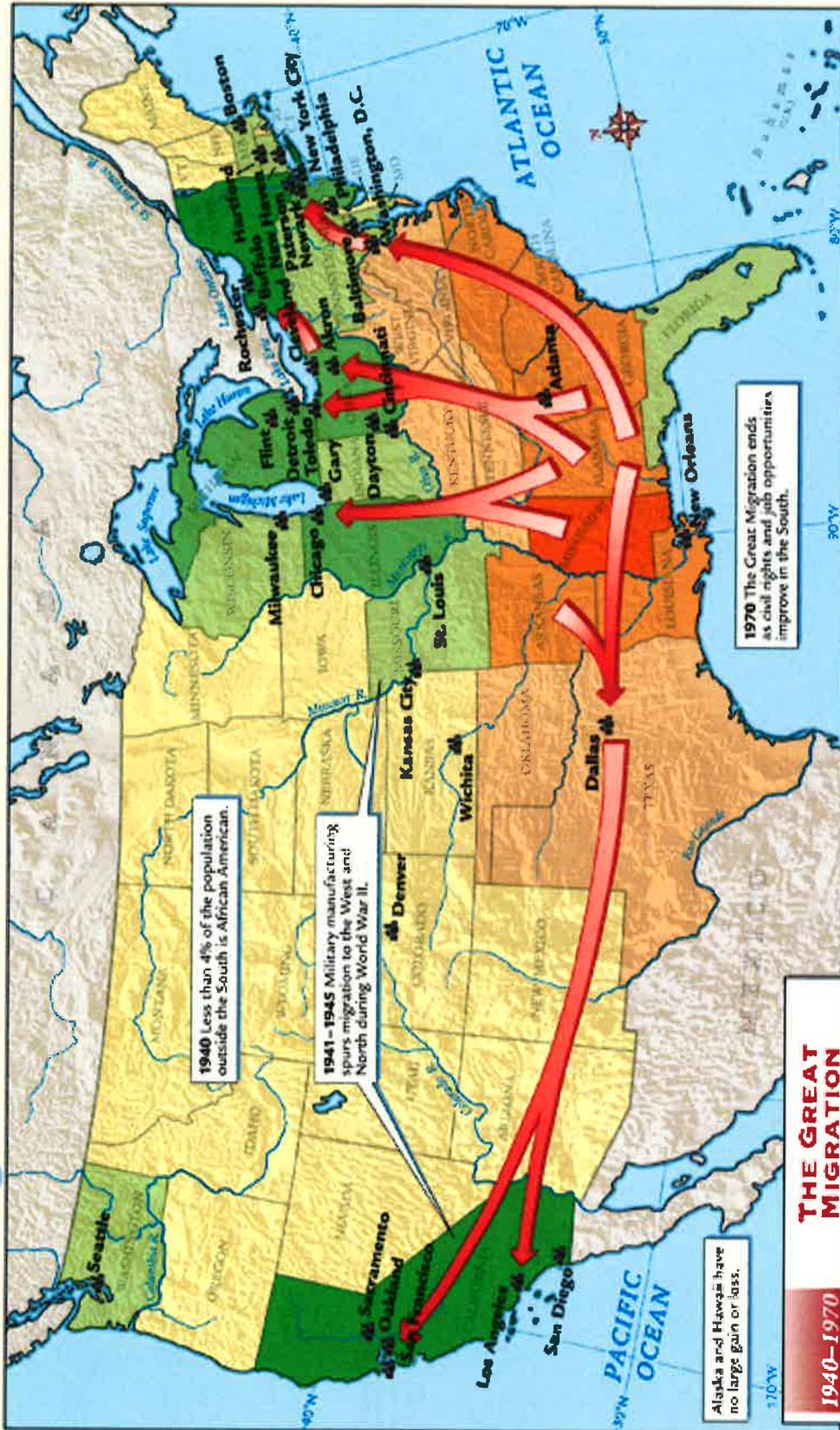
The *Schenck* case clarified some limitations on free speech and supported the notion that the rights of the people are not absolute but must be balanced with national interests that are judged to be essential.



DIRECTIONS: Answer the following questions on a separate sheet of paper.

1. Why was the Espionage Act passed?
2. Explain the clear and present danger principle that Justice Holmes enunciated in the *Schenck* decision.
3. According to Holmes, what factor made Schenck’s actions, which at other times would have been protected by the First Amendment, illegal at the time he performed them?
4. How far do you think the government should go in trying to protect itself against threats to its policies in times of war?
5. Eight months after the *Schenck* decision, the Court again applied the clear and present danger principle. Holmes dissented in that case, stating that unlike the *Schenck* case, actions of the convicted man in the second case had little or no effect on the nation’s war effort. What do you think this reveals about Holmes’s attitude toward free speech guarantees?

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CHAPTER
19

GUIDED READING *Wilson Fights for Peace*

Section 4

As you read about President Wilson's plan for world peace, make notes to answer questions related to the time line below.

1918	Wilson delivers Fourteen Points speech to Congress.	→	<p>What were Wilson's points?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.-13.</p> <p>14.</p>
1919	Treaty of Versailles is signed.	→	<p>15. What terms of the treaty specifically affected Germany? reparations - "War Guilt" clause (Germany must take responsibility for the war and pay \$33 B within 30 years)</p> <p>16. What were the weaknesses of the treaty? punishment of Germany was too harsh => fueled resentment and need for revenge; Russia was excluded & lost territory, while England and France gained territory & Japan and Italy did not</p>
1920	Senate rejects Treaty of Versailles.	→	<p>17. Why did Henry Cabot Lodge object to the treaty? they believed the US would lose its ability to choose/make its own foreign policy-> wanted neutrality again</p>
1921	Senate again rejects Treaty of Versailles.	→	<p>18. How did Wilson help bring about the Senate's rejection of the treaty? his refusal to compromise, his "all or nothing approach" with the Senate</p>
	U.S. signs separate treaty with Germany.	→	<p>19. What circumstances at this time would eventually lead many Germans to support Adolf Hitler? Germans suffered under the treaty & Hitler fulfilled his promise to get them out of very difficult times & restore Germany's pride</p>

Treaty of Versailles



World War One ended at 11am on 11th November 1918. In 1919, Lloyd George of England, Orlando of Italy, Clemenceau of France and Woodrow Wilson from the US met to discuss how Germany was to be made to pay for the damage world war one had caused.

Wilson had devised a 14-point plan that he believed would bring stability to Europe.

Open Diplomacy - There should be no secret treaties between powers

Freedom of Navigation - Seas should be free in both peace and war

Free Trade - The barriers to trade between countries such as custom duties should be removed

Multilateral Disarmament - All countries should reduce their armed forces to the lowest possible levels

Colonies – People in European colonies should have a say in their future

Russia - Russia should be allowed to operate whatever government it wanted and that government should be accepted, supported and welcomed.

Belgium – Belgium should be evacuated and restored to the situation before the war.

France - should have Alsace-Lorraine and any lands taken away during the war restored.

Italy – The Italian border should be readjusted according to nationality

National Self – Determination - The national groups in Europe should, wherever possible, be given their independence.

Romania, Montenegro and Serbia – Should be evacuated and Serbia should have an outlet to the sea

Turkey – The people of Turkey should have a say in their future

Poland – Poland should become an independent state with an outlet to the sea.

League of Nations – An assembly of all nations should be formed to protect world peace in the future.

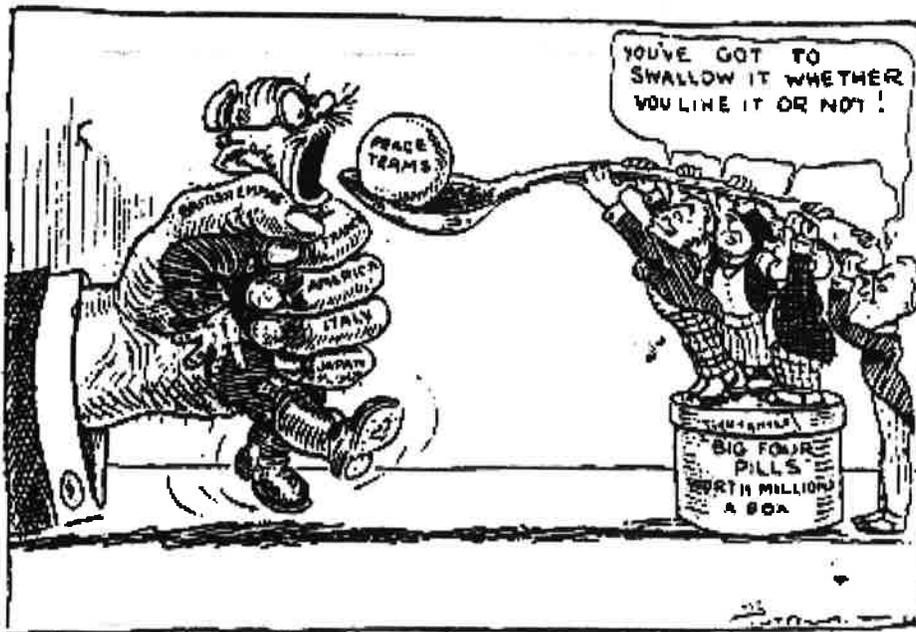
Germany expected a treaty based on these fourteen points. However, negotiations between the 'big four' Lloyd George of England, Orlando of Italy, Clemenceau of France and Woodrow Wilson of America did not go smoothly. Wilson believed that his fourteen points was the only way to secure everlasting peace. The French however, wanted the defeated nations to be punished severely and believed Wilson's plan too lenient. Privately Lloyd George sided with Wilson although he was concerned about the threat from Communism, however, the British public, like Clemenceau, wanted Germany punished severely. Lloyd George knew that if he sided with Wilson he would lose the next election.



After prolonged discussion agreement was eventually reached and the Germans were summoned to Versailles to sign the treaty.

The final treaty bore little resemblance to Wilson's fourteen points:

Although Germany was not happy with the Treaty they had little choice but to sign. This cartoon clearly shows the situation Germany was in.



Terms of the Treaty of Versailles

There were a total of 440 clauses in the final treaty. The first 26 clauses dealt with the establishment of the League of Nations. The remaining 414 clauses spelled out Germany's punishment.

General Clauses

The establishment of the **League of Nations**

War Guilt clause – Germany to accept blame for starting the war.

Financial Clauses

Reparations – Germany was to pay for the damage caused by the war. The figure of £6,600 million was set some time after the signing of the treaty.

Military Clauses

Army – was to be reduced to 100,000 men and no tanks were allowed

Navy – Germany was only allowed 6 ships and no submarines

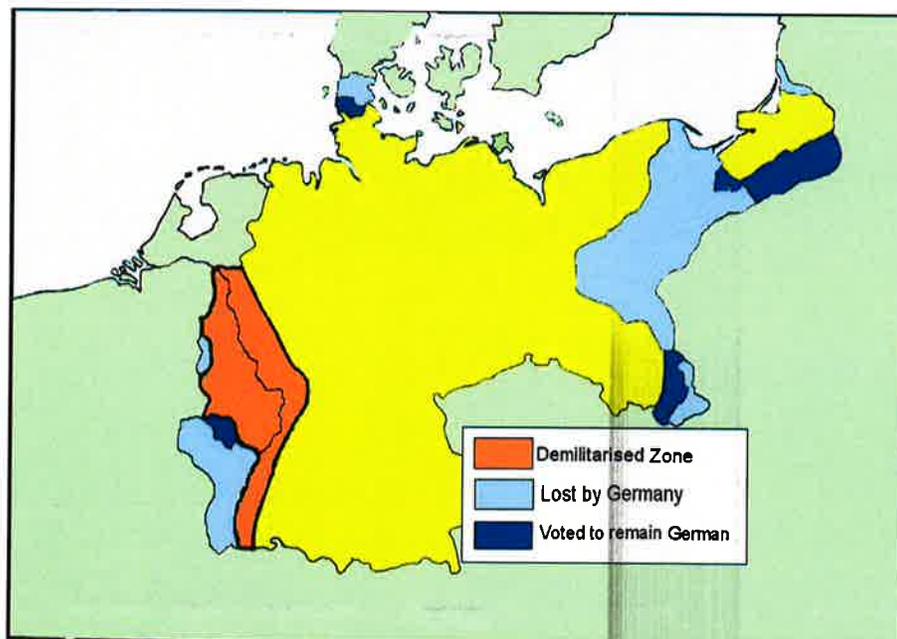
Airforce – Germany was not allowed an airforce

Rhineland – The Rhineland area was to be kept free of German military personnel and weapons

Territorial Clauses

Anschluss – Germany was not allowed to unite with Austria.

Land – Germany lost land to a number of other countries. Alsace-Lorraine was returned to France, Eupen and Malmedy were given to Belgium, North Schleswig was given to Denmark. Land was also taken from Germany and given to Czechoslovakia and Poland. The League of Nations took control of Germany's colonies.



This map shows the areas that Germany lost following the Treaty of Versailles

How did World War One change the way America looked at the world?

Many Americans saw US involvement in WWI as a waste of time. From the very beginning it was not particularly popular. When the war ended many Americans saw a Europe that had changed little. Men had died, sacrifices made...and for what. America had walked into the ring of international diplomacy and affairs and received a bloody nose for our efforts. The result was a disillusionment with world affairs. The result of this disillusionment was a fundamental shift in American policy from internationalism to relative isolationism.

Everywhere one found a strong impulse to return to old isolationist ways. Wilson's inspiring leadership had keyed the American people to a spirit of self-sacrifice that had even resulted in the prohibition of alcoholic beverages. But this was all changing. Victory had brought an emotional let-down - "the slump of idealism." It had also brought a profound disillusionment with the imperialistic and bickering Allies. The war to make the world safe for democracy [also known as the war to end all wars] had not made the world safe for democracy, nor had it ended wars. Some twenty conflicts of varying dimensions were being waged in various parts of the world. About all that America had seemingly derived (gotten) from the war was debt, inflation, prohibition, influenza, and ingratitude from Allies whom she had strained herself to help - while of course, helping to defeat a common enemy.

The U.S. Turns Away From the World

1. What were Wilson's arguments in favour of ratification of the Treaty of Versailles?

- a. The future of world peace is at stake.
- b. The League of Nations is the future of solving world problems.
- c. Failure to be involved places us and the world in danger. The US must have a place at the table to take a leadership role.

2. What were the arguments given against ratification and in favour of isolation?

- a. League of nations would create new contacts.
- b. Contacts breed involvement.
- c. Involvement meant war.
- d. League of Nations might be able to control US military personnel

What happened?

The Treaty as you can imagine received enormous opposition. Henry Cabot Lodge and Alfred Beveridge strongly denounced the treaty, especially Article Ten which called upon the US to support League actions. Wilson campaigned vigorously and gave 37 speeches in 29 cities in a span of only three weeks. He declared that US soldiers should not have died in vain. After a dramatic speech in Colorado, Wilson collapsed. His health had been poor for six months and the strain of the trip was too much. He was rushed back to Washington and a few days later had a massive stroke. For the next year and a half he was incapable of running the government but was protected by his wife and closest advisors.

In March 1920, the US Senate finally killed the treaty. The United States did not ratify the Treaty of Versailles and we did not join the League of Nations. Wilson considered this a great failure and it plagued him until his death.

Disgust was deepening. Hundreds of thousands of American boys were returning from Europe, irritated by cheating French shopkeepers, and most favourably impressed by the blonde German girls. American's everywhere were saying that Europe could jolly well "stew in its own juice." In the face of such wide spread disillusionment Wilson would have troubles in arousing people again.

-Thomas A. Bailey, Historian

Woodrow Wilson defending the Treaty of Versailles

I want to remind you how the permanency of peace is at the heart of this treaty. This is not merely a treaty of peace with Germany... it is nothing less than world settlement, and at the centre of that stands the covenant for the future we call the Covenant of the League of Nations. Without it the treaty cannot be worked and without it is a mere temporary arrangement with Germany. The covenant of the League of Nations is the instrumentality (means) for the maintenance of peace.

If the treaty is not ratified by the Senate, the war will have been fought in vain, and the world will be thrown into chaos. I promised our soldiers, when I asked them to take up arms, that it was a war to end wars...

-Pres. Woodrow Wilson

The Opposition

The question before us is whether the League that has been drafted by the Commission of the Peace Conference and laid before us will it secure the peace of the world as it stands, and whether it is just and fair to the United States of America. That is the question and I want to bring it to the test.

Wars between nations come from contacts. A nation with which we have no contact is a nation with which we should never fight... In this scheme for a League now before us we create a number of new contact, a number of new relations, which we have not undertaken before to create.

-Senator Henry Cabot Lodge, Massachusetts

We are told that this treaty means peace. Even so, I would not pay the price. Would you purchase peace at the cost of your independence?

-Senator William E. Borah, Idaho

The League of Nations is the work of "amiable old male grannies who, over their afternoon tea, are planning to denationalize America and denationalize the nations manhood."

-Senator Albert Beveridge, Indiana

1. Based on the information above, would you have supported the Treaty of Versailles? Why or why not? Cite information from the information and quotes above to support your point of view.