Social Studies

8

Unit 7

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

**Industrialization’s Impact on the Nation**

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>• raw materials needed for industry</td>
<td>Territorial expansion</td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>• Factories needed workers.</td>
<td>Growth of big cities</td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

Progressive movement and labor unions
Unit 7

A New Role in the World

What You Will Learn

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

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

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

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

Chapter 20 Essential Question
How did the United States demonstrate its growing interest in the Pacific and in Latin America? (page 308)

Unit 7 Essential Question
How did a more powerful United States expand its role in the world? (page 347)

Chapter 21 Essential Question
What were the causes and effects of World War I? (page 319)

Chapter 22 Essential Question
How did the nation react to change in the 1920s? (page 333)
Chapter 20
The United States Looks Overseas
(1853–1915)

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

Chapter 20 Focus Question
As you read this chapter, keep this question in mind: How did the United States demonstrate its growing interest in the Pacific and in Latin America?

Section 1
Eyes on the Pacific

Section 1 Focus Question
How did the U.S. acquire new territory and expand trade in the Asia-Pacific region? To answer this question,
• Learn about trade with Japan and the purchase of Alaska.
• Understand the country’s expansionist mood.
• Learn how the U.S. gained footholds in the Pacific region.
• Find out about interventions in China.

Section 1 Summary
The United States expands its trade, its territory, and its influence in Asia, the Pacific, and Latin America.

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

In 1867, Russia wanted to sell Alaska. U.S. Secretary of State William Seward believed buying Alaska was a way to open trade in the Pacific. He paid $7.2 million for the territory, or 2 cents an acre. Many Americans called the purchase “Seward’s Folly,” because they saw Alaska only as a frozen wasteland. They changed their tune when gold was discovered there.
The Expansionist Mood
Until the late 1800s, the United States believed in isolationism. It avoided involvement in the affairs of other countries. Several European nations, however, began to build empires. Many U.S. leaders believed that imperialism, or building empires by establishing political and economic control over peoples around the world, could provide a new frontier. The United States could find new natural resources and markets for its products, as well as spread “American values.”

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>The United States Looks Overseas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Japan</strong></td>
</tr>
<tr>
<td>The United States could not trade with Japan because Japan blocked outside trade and _________________________.</td>
</tr>
<tr>
<td>Commodore Perry sailed warships into ________________. The Japanese were awed by his ___________________ and _________________________.</td>
</tr>
<tr>
<td>As a result, the Japanese _______________ ___________________________________.</td>
</tr>
<tr>
<td><strong>Alaska</strong></td>
</tr>
<tr>
<td>Secretary of State ____________ bought Alaska from Russia for _______________ in 1867.</td>
</tr>
<tr>
<td>Many people called Alaska __________ because they thought it was a _______________.</td>
</tr>
<tr>
<td>They changed their tune when _______________ led to the _________________ of 1897–1898.</td>
</tr>
</tbody>
</table>

**The Expansionist Mood**
- In late 1800s, the idea of expansionism replaced _________________________.
- Historian __________________________ concluded that the American ________________________ was gone.
- American leaders thought if the United States did not act soon, it might be shut out of ________________________ and denied ________________________.
- Alfred T. Mahan said that future U.S. prosperity depended on building up ________________________.
- Many Americans believed they had a divine duty to spread ________________________ and ________________________ around the world.

**Gaining Footholds in the Pacific**
- Expansionists wanted more U.S. influence and trade in the _________________.
- Samoa ________________________ and _______________ wanted possession of Samoa.
- After a _______________ prevented a war, _______________ and _______________ divided Samoa.
- Hawaii
  - In 1887, _______________ forced the Hawaiian king to accept a new constitution.
  - Queen _______________ refused to recognize the constitution.
  - On July 7, 1898, the U.S. Congress voted to _______________.

**The Boxer Rebellion**
- A secret Chinese society, called the Boxers, tried to _________________________.
- Outside powers crushed the rebellion. To prevent other powers from seizing more Chinese territory, _______________.

Refer to this page to answer the Chapter 20 Focus Question on page 318.
Section 2
The Spanish-American War

Section 2 Focus Question
What were the causes and effects of the Spanish-American War? To begin answering this question,
• Understand American interest in the Cuban rebellion.
• Learn what caused the U.S. to declare war on Spain.
• Find out how the United States governed its newly won territories.

Section 2 Summary
War broke out between Spain and Cuba, where the United States had business interests. The United States entered the war and gained territories in the Caribbean and the Pacific.

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

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

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

Key Events
- 1893: American planters stage a revolt in Hawaii.
- 1898: United States wins the Spanish-American War.
- 1904: United States begins to build the Panama Canal.

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

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

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

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

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

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

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# Section 2 Notetaking Study Guide

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

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

| The Spanish-American War                  |  |
|------------------------------------------|--|---|---|
| **Cause**                                | **Effect**                                      |
| Cubans rose up against Spanish rule in 1895. | Spain began a policy of reconcentration. |
| Many Americans were sympathetic toward Cuba. Others wanted to safeguard American investments in Cuba. | Americans called for the United States to declare war on Spain. |
| • Yellow journalists ____________________ | The United States gained control of the Philippine Islands. |
| • Americans blamed Spain for ____________ |                                           |
| • Dewey’s warships sank the Spanish squadron at ___________________. |                                           |
| • With help from _____________________, Dewey seized Manila. |                                           |
| Spain and the United States signed a peace treaty. | • Spain accepted Cuban independence. |
|                                           | • Spain granted _____________________________ to the United States. |
|                                           | • The United States paid ______________. |
| The United States forced Cuba to add the Platt Amendment to its constitution. | • Limited Cuba’s __________________. |
|                                           | • Gave the United States ____________________ |
|                                           | • Allowed the United States to __________ __________. |
| The Foraker Act of 1900 was passed, setting up a government in Puerto Rico. | • Gave Puerto Ricans __________________. |
|                                           | • After 3 years of fighting, ______________ was captured and fighting came to an end. |
| Filipino rebels renewed their fight for independence. | |

Refer to this page to answer the Chapter 20 Focus Question on page 318.
Section 3

The United States and Latin America

Section 3 Focus Question
How did the United States use the Monroe Doctrine to justify intervention in Latin America? To begin answering this question,

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

Section 3 Summary
The United States intervened in Latin American conflicts. Building the Panama Canal was central to its goals in world trade and managing distant possessions.

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

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

The Panama Canal
Work on the Panama Canal began in 1904. The first big problem was disease. Malaria and yellow fever sickened many workers and halted work. Mosquitoes carried the diseases. William C. Gorgas was an American expert on tropical diseases. He had workers drain swamps to wipe out mosquitoes’ breeding grounds. By 1906, the diseases had
been greatly reduced. Canal construction moved forward with difficulty. Six thousand workers died as they cut through the earth, constructed dams, and built giant locks. Many more thousands of men changed miles of mud into the great canal. The canal opened on August 15, 1914.

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

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

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

**Check Your Progress**
1. Why did Roosevelt want to build the Panama Canal?

2. What was meant by Roosevelt’s “big stick” policy?
**Question to Think About**  As you read Section 3 in your textbook and take notes, keep this section focus question in mind: *How did the United States use the Monroe Doctrine to justify intervention in Latin America?*

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

<table>
<thead>
<tr>
<th>The United States and Latin America</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The United States and Panama</strong></td>
</tr>
<tr>
<td>• In 1902, the United States wanted to build a canal across Panama linking the __________ and __________ oceans.</td>
</tr>
<tr>
<td>• After helping Panama win its independence from __________, the United States and Panama signed a treaty that gave the United States __________.</td>
</tr>
<tr>
<td>• In return, the United States paid Panama __________.</td>
</tr>
<tr>
<td>• Construction of the __________ began in 1904 and was completed in __________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roosevelt’s Foreign Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Roosevelt wanted the world to know that the United States __________.</td>
</tr>
<tr>
<td>• In 1904, European nations considered __________ in the Dominican Republic. Roosevelt wanted to prevent this. He announced a new policy that became known as the __________ to the __________.</td>
</tr>
<tr>
<td>• This policy stated that the United States had the right to __________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Taft’s Dollar Diplomacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dollar diplomacy was based on the idea that __________ were the best way to expand American influence.</td>
</tr>
<tr>
<td>• As a result, American bankers and business leaders __________.</td>
</tr>
<tr>
<td>• Dollar diplomacy led to U.S. military intervention in __________, __________, and __________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Woodrow Wilson’s Foreign Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wilson believed that U.S. foreign policy should __________.</td>
</tr>
<tr>
<td>• After Porfirio Díaz was overthrown, Wilson’s policy toward Mexico was one of __________.</td>
</tr>
<tr>
<td>• In 1914, Wilson intervened in Mexico after __________.</td>
</tr>
<tr>
<td>• In 1916, the United States was drawn into Mexican affairs again when __________.</td>
</tr>
<tr>
<td>• The United States responded by __________.</td>
</tr>
</tbody>
</table>

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

Directions: Circle the letter of the correct answer.

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

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

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

Directions: Follow the steps to answer this question:

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

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

<table>
<thead>
<tr>
<th>Japan</th>
<th>Alaska</th>
<th>Hawaii</th>
<th>China</th>
<th>Cuba</th>
<th>Panama</th>
<th>Mexico</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Peaceful Intervention</th>
<th>Military Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

________________________________________

________________________________________
Chapter 20 Notetaking Study Guide

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

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

<table>
<thead>
<tr>
<th>The United States Looks Overseas</th>
</tr>
</thead>
<tbody>
<tr>
<td>ipeperry’s mission to Japan</td>
</tr>
<tr>
<td>Opened up ___________ with Japan</td>
</tr>
<tr>
<td>Effect on Japan: set out to transform its feudal society into an industrial nation.</td>
</tr>
</tbody>
</table>

|The purchase of Alaska and the annexation of Hawaii|
|Secretary of State __________ saw Alaska as a stepping stone for trade with ______ and the ________.|
|Why expansionists were interested in Hawaii: ____________|
|How Hawaii became a U.S. territory: __________________|

|Open Door Policy in China|
|The first Open Door Policy: ____________|
|The second Open Door Policy, repeated the principle of free trade and said China should not be broken up.|

|Spanish-American War|
|The United States intervened in the conflict in Cuba to protect ____________________|
|Terms of the treaty ending the war: ____________________|

|Panama Canal|
|The United States gained access to the Isthmus of Panama after helping Panama gain its independence from ____________|
|The canal linked the _______ and ____________|

|Foreign relations under Theodore Roosevelt|
|Roosevelt’s Big Stick Policy: ____________|
|The Roosevelt Corollary: ____________|

|Foreign relations under Taft|
|Taft’s policy was called______________|
|What it was: a policy based on the idea that economic ties were the best way to expand American influence.|

|Foreign relations under Wilson|
|Wilson’s foreign policy: ____________________|
|Led to two incidents in ____________________|

Refer to this page to answer the Unit 7 Focus Question on page 347.
In 1914, a war broke out in Europe. Although the United States at first remained neutral, it eventually joined the war. World War I had important effects throughout the world.

**Chapter 21 Focus Question**
As you read this chapter, keep this question in mind: **What were the causes and effects of World War I?**

**Section 1**
**The Road to War**

**Section 1 Focus Question**
What were the causes of World War I? To begin answering this question,
- Understand the factors that led to the outbreak of war.
- Learn why World War I was so deadly.
- Find out how American neutrality was tested.
- Understand the events that led the U.S. into the war.

**Section 1 Summary**
As competition for colonies increased, European nations began to take sides in case war broke out. War finally erupted. The U.S. tried to remain neutral but later joined the Allies.

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

**Key Events**
- 1914: World War I begins in Europe.
- 1917: United States declares war on Germany.
- 1918: Armistice ends World War I.
- 1919: U.S. Senate rejects the Treaty of Versailles.

**Checkpoint**
Name the two sides in World War I.

---

Unit 7 Chapter 21 Section 1 319
The Deadliest War

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

American Neutrality

Officially, the United States remained neutral, yet many German and Irish Americans supported the Central powers. Americans of British, Italian, and Slavic heritage generally supported the Allies. To strengthen American support, Britain used **propaganda**, or spreading stories about enemy brutality that were often exaggerated or made up. American banks made loans to the Allies. U.S. businesses traded mostly with the Allies. And in any case, Britain’s naval blockade of Germany prevented U.S. merchant ships from entering German ports. Germany announced it would use U-boats, or submarines, to blockade Britain and France. On May 7, 1915, a U-boat sank the British passenger ship **Lusitania**, with 128 Americans aboard. Afraid that the United States would enter the war, Germany promised not to target neutral merchant ships or passenger liners.✓

Entering the War

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

Check Your Progress

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

2. What three events led the United States into the war?
**Section 1 Notetaking Study Guide**

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

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

### Events Leading to U.S. Entry into World War I

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to June 1914</td>
<td>European imperialism led to a rise in militarism and nationalism. European nations formed alliances:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• __________________________: Germany allied with ________________________ and __________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• __________________________: France allied with Britain and Russia</td>
<td></td>
</tr>
<tr>
<td>June 28, 1914</td>
<td>A Serbian nationalist assassinated ________________________________</td>
<td>heir to the __________________________</td>
</tr>
<tr>
<td>July 29, 1914</td>
<td>Austria-Hungary invaded ______________________________</td>
<td></td>
</tr>
<tr>
<td>July 31, 1914</td>
<td>Russia ______________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>August 1, 1914</td>
<td>Germany declared war on ______________________________</td>
<td></td>
</tr>
<tr>
<td>August 3, 1914</td>
<td>Germany declared war on ______________________________</td>
<td></td>
</tr>
<tr>
<td>August 4, 1914</td>
<td>Germany invaded ______________________________; ______________________________ declared war on Germany.</td>
<td></td>
</tr>
<tr>
<td>May 1915</td>
<td>A German U-boat sank the passenger ship ______________________________</td>
<td>then told the United States that ______________________________.</td>
</tr>
<tr>
<td>November 1916</td>
<td>______________________________________________________________________</td>
<td>is reflected on the slogan &quot;______________________________.&quot;</td>
</tr>
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<td>February 1917</td>
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<td></td>
</tr>
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<td></td>
<td>• The Germans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• In Russia</td>
<td></td>
</tr>
<tr>
<td>April 1917</td>
<td>Wilson asked ______________________________ to make the world &quot;______________________________.&quot;</td>
<td></td>
</tr>
</tbody>
</table>

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

Section 2 Focus Question
What steps did the U.S. government take to prepare the nation for war? To begin answering this question,
- Find out how the United States quickly mobilized.
- Learn about the agencies that helped to manage the war.
- Read how antiwar opinions were suppressed.

Section 2 Summary
After declaring war on the Central powers, the United States had to raise, train, and equip an army. It also had to coordinate industrial production and boost public support.

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

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

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

For many soldiers from poor rural areas, the military was a great educator. The military taught these soldiers how to fight and read. The soldiers also learned about nutrition, personal hygiene, and patriotism.
Managing the War Effort
President Wilson chose Herbert Hoover to head a new Food Administration. It made sure that there was enough food for troops and civilians. Many people planted “victory gardens” to grow their own food. Wilson also created the War Industries Board. The Board told industries what and how much to make, and how much to charge.

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

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

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

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

Check Your Progress
1. What was the purpose of the Selective Service Act? ____________________________________________________________________________
2. What steps did the Committee on Public Information take to promote pro-war support? ____________________________________________________________________________

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

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

Reading Strategy
Review the bracketed paragraphs. Underline the phrase that signals you are reading about contrasting ideas.

Checkpoint
Name two acts that punished the expression of antiwar views.
________________________________________________________________________________________
Section 2 Notetaking Study Guide

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

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

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

### Managing the War Effort
- Herbert Hoover was appointed to head the __________________ in order to _______________.
- Wilson also created the ___________________ to oversee the shift to _______________.
- A drop in immigration and _______________ led to a _______________. Women and _______________ filled many of the vacancies.

### Shaping Public Opinion
- The Committee on Public Information recruited “__________________” to deliver _______________, it also hired artists to produce _______________ and movie stars to _______________.
- Two Acts were passed to suppress criticism of the war: the ___________________ and the ___________________, which _______________.
- At times, war fever collided with personal freedoms. Private organizations, such as the _______________, enlisted people to _______________.

Refer to this page to answer the Chapter 21 Focus Question on page 332.
Section 3 Focus Question
How did the arrival of American troops in Europe affect the course of the war? To begin answering this question,
• Learn how the first U.S. troops in Europe were received.
• Find out how the American troops aided the Allies.
• Read about President Wilson’s plan for the armistice.

Section 3 Summary
German military might became stronger after making a treaty with Russia. Then the Americans joined the Allies, and together their combined efforts overcame the Central powers.

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

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

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

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

Key Events
- 1914 World War I begins in Europe.
- 1917 United States declares war on Germany.
- 1918 Armistice ends World War I.
- 1919 U.S. Senate rejects the Treaty of Versailles.

Checkpoint
Describe two ways the United States assisted the Allies.

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

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

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

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

Check Your Progress
1. Why did Russia pull out of the war?

2. What were the terms of the armistice?
### Section 3 Notetaking Study Guide

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

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

#### Americans at War

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. German U-boats destroy many Allied ships.</td>
<td>• U.S. supplies cannot get to the Allies.</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td>2. President Wilson wants the United States to make its own victorious showing.</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td>3. First Division of the American Expeditionary Force arrives in Paris.</td>
<td>•</td>
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<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td>4. Russia signs a peace agreement with Germany.</td>
<td>•</td>
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<td></td>
<td>•</td>
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<tr>
<td>5. Daring German attacks create a grave situation for the Allies.</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td>6. Allied forces push forward along a line that stretches from the North Sea to Verdun.</td>
<td>• German defenses crumble</td>
</tr>
</tbody>
</table>

Terms of the armistice:
- •
- •
- **Kaiser Wilhelm II forced to abdicate throne**

War dead:
- Total military personnel
- France
- Britain
- Germany
- Russia
- American
- Civilian • no one knows; some historians believe civilian deaths equaled military deaths

Refer to this page to answer the Chapter 21 Focus Question on page 332.
Section 4
Shaping the Peace

Section 4 Focus Question
How did the Treaty of Versailles and the League of Nations disappoint President Wilson? To answer this question,
- Learn about President Wilson’s Fourteen Points.
- Find out how the Treaty of Versailles punished Germany.
- Learn why Congress rejected the League of Nations.

Section 4 Summary
President Wilson insisted that the Treaty of Versailles set up a peacekeeping body. The treaty did set up the League of Nations. Congress, however, rejected U.S. membership in the League.

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

Peace Conference in Paris
Cheering crowds greeted President Wilson in Paris in January 1919. The war-weary population approved of Wilson’s Fourteen Points. Not in agreement were the other three members of the “Big Four”—prime ministers Georges Clemenceau of France, David Lloyd George of Britain, and Vittorio Orlando of Italy. They had already signed secret treaties dividing up the colonies of the Central powers. The final peace agreement, known as the Treaty of Versailles (ver-səl, ver-səl) forced Germany to accept full responsibility for the war and to pay huge reparations, or payments to cover war damages. Wilson disagreed with the harsh treaty,
but he went along with the Allies in order to win his international peacekeeping organization. The Versailles Treaty included an organization like the one in Wilson’s plan. It was called the League of Nations. On June 28, 1919, Germany signed the treaty.

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

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

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

**Checkpoint**
Name the “Big Four” and the nations they represented.

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

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

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

**Check Your Progress**
1. Why did Wilson’s Fourteen Points have little influence?

2. Why did Wilson agree to the Treaty of Versailles?
In 1914, a war broke out in Europe. Although the United States at first remained neutral, it eventually joined the war. World War I had important effects throughout the world.

Chapter 21 Focus Question
As you read this chapter, keep this question in mind: What were the causes and effects of World War I?

Section 1
The Road to War

Section 1 Focus Question
What were the causes of World War I? To begin answering this question,

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

Section 1 Summary
As competition for colonies increased, European nations began to take sides in case war broke out. War finally erupted. The U.S. tried to remain neutral but later joined the Allies.

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

Key Events

1914  World War I begins in Europe.
1917  United States declares war on Germany.
1918  Armistice ends World War I.
1919  U.S. Senate rejects the Treaty of Versailles.

Checkpoint
Name the two sides in World War I.

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

American Neutrality
Officially, the United States remained neutral, yet many German and Irish Americans supported the Central powers. Americans of British, Italian, and Slavic heritage generally supported the Allies. To strengthen American support, Britain used propaganda, or spreading stories about enemy brutality that were often exaggerated or made up. American banks made loans to the Allies. U.S. businesses traded mostly with the Allies. And in any case, Britain’s naval blockade of Germany prevented U.S. merchant ships from entering German ports. Germany announced it would use U-boats, or submarines, to blockade Britain and France. On May 7, 1915, a U-boat sank the British passenger ship Lusitania, with 128 Americans aboard. Afraid that the United States would enter the war, Germany promised not to target neutral merchant ships or passenger liners.

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

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

2. What three events led the United States into the war?
Question to Think About: As you read Section 1 in your textbook and take notes, keep this section focus question in mind: What were the causes of World War I?

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

Events Leading to U.S. Entry into World War I

| Prior to June 1914 | European imperialism led to a rise in militarism and nationalism. European nations formed alliances:
|--------------------|--------------------------------------------------
|                    | • __________________________: Germany allied with _______________
|                    | and __________________________: France allied with Britain and Russia.
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| August 1, 1914     | Germany declared war on ____________________________.
| August 3, 1914     | Germany declared war on ____________________________.
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| May 1915           | A German U-boat sank the passenger ship ____________________________ then told the United States that ____________________________.
| November 1916      | ________________________________________________ is reelected on the slogan ____________________________.
| February 1917      | Britain intercepted the ____________________________ in which Germany proposed that Mexico join the war on Germany’s side in return for help in reconquering New Mexico, Texas, and Arizona. Other events followed:
|                    | • The Germans ____________________________.
|                    | • In Russia ____________________________.
| April 1917         | Wilson asks ____________________________ to make the world “__________________________.”

Refer to this page to answer the Chapter 21 Focus Question on page 332.
Section 2
Supporting the War Effort

Section 2 Focus Question
What steps did the U.S. government take to prepare the nation for war? To begin answering this question,
- Find out how the United States quickly mobilized.
- Learn about the agencies that helped to manage the war.
- Read how antiwar opinions were suppressed.

Section 2 Summary
After declaring war on the Central powers, the United States had to raise, train, and equip an army. It also had to coordinate industrial production and boost public support.

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

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

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

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

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

---

Key Events

1914  World War I begins in Europe.
1917  United States declares war on Germany.
1918  Armistice ends World War I.
1919  U.S. Senate rejects the Treaty of Versailles.
Managing the War Effort
President Wilson chose Herbert Hoover to head a new Food Administration. It made sure that there was enough food for troops and civilians. Many people planted “victory gardens” to grow their own food. Wilson also created the War Industries Board. The Board told industries what and how much to make, and how much to charge.

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

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

In contrast, criticism of the war was harshly suppressed. The Espionage Act of 1917 and the Sedition Act of 1918 closed newspapers and jailed people for expressing antiwar opinions. Eugene V. Debs, a labor leader and Socialist Party candidate for president, was among those jailed. Debs, who urged people not to support the war, made this ironic comment: “It is extremely dangerous to exercise the constitutional right of free speech in a country fighting to make democracy safe in the world.” Private organizations encouraged people to spy on their neighbors and report anyone who did not comply with pro-war behavior. The American Protective League hired 200,000 people to open mail, tap phones, and pry into medical records. German Americans, who were shunned and even attacked, probably suffered worst of all.

Check Your Progress
1. What was the purpose of the Selective Service Act?

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

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

Reading Strategy
Review the bracketed paragraphs. Underline the phrase that signals you are reading about contrasting ideas.

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

Checkpoint
Name two acts that punished the expression of antiwar views.
______________________________
Section 2 Notetaking Study Guide

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

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

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

### Managing the War Effort
- Herbert Hoover was appointed to head the _______________________ in order to ____________________________________________________________________________________________________.
- Wilson also created the _______________________ to oversee the shift to ____________________________________________________________________________________________________.
- A drop in immigration and _______________________ led to a _______________________. Women and _______________________ filled many of the vacancies.

### Shaping Public Opinion
- The Committee on Public Information recruited “___________________” to deliver __________________, It also hired __________________ to produce ___________________ and movie stars to _____________________.
- Two Acts were passed to suppress criticism of the war: the ____________________ and the _____________________.
- At times, war fever collided with personal freedoms. Private organizations, such as the _____________________, enlisted people to _________________.

Refer to this page to answer the Chapter 21 Focus Question on page 332.
Section 3 Focus Question
How did the arrival of American troops in Europe affect the course of the war? To begin answering this question,
• Learn how the first U.S. troops in Europe were received.
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• Read about President Wilson’s plan for the armistice.

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

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

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

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

Then Russia’s new government, under Bolshevik leader Vladimir Lenin, pulled out of the war and signed a peace treaty with Germany. Lenin wanted to concentrate on taking his country toward communism. This is an economic and political system based on the idea that social classes and
private property should be eliminated. Russia and Germany signed the Treaty of Brest-Litovsk in March 1918. The treaty gave Germany about 30 percent of Russia’s territory. Peace with Russia allowed Germany to move a huge number of troops to the Western Front. Germany hoped to defeat the Allies before the American troops arrived.

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

The Armistice

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

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

Check Your Progress

1. Why did Russia pull out of the war?

2. What were the terms of the armistice?
**Section 3 Notetaking Study Guide**

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

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

### Americans at War

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. German U-boats destroy many Allied ships.</td>
<td>U.S. supplies cannot get to the Allies.</td>
</tr>
<tr>
<td>2. President Wilson wants the United States to make its own victorious showing.</td>
<td></td>
</tr>
<tr>
<td>4. Russia signs a peace agreement with Germany.</td>
<td></td>
</tr>
<tr>
<td>5. Daring German attacks create a grave situation for the Allies.</td>
<td></td>
</tr>
<tr>
<td>6. Allied forces push forward along a line that stretches from the North Sea to Verdun.</td>
<td>German defenses crumble</td>
</tr>
</tbody>
</table>

Terms of the armistice:
- 
- 
- Kaiser Wilhelm II forced to abdicate throne

### War dead:
- Total military personnel
- France
- Britain
- Germany
- Russia
- American
- Civilian: no one knows; some historians believe civilian deaths equaled military deaths

Refer to this page to answer the Chapter 21 Focus Question on page 332.
Section 4

Shaping the Peace

Section 4 Focus Question
How did the Treaty of Versailles and the League of Nations disappoint President Wilson? To answer this question,

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

Section 4 Summary
President Wilson insisted that the Treaty of Versailles set up a peacekeeping body. The treaty did set up the League of Nations. Congress, however, rejected U.S. membership in the League.

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

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

The final peace agreement, known as the Treaty of Versailles (ver sā’ forced Germany to accept full responsibility for the war and to pay huge reparations, or payments to cover war damages. Wilson disagreed with the harsh treaty,
but he went along with the Allies in order to win his international peacekeeping organization. The Versailles Treaty included an organization like the one in Wilson’s plan. It was called the League of Nations. On June 28, 1919, Germany signed the treaty.

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

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

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

**Check Your Progress**
1. Why did Wilson’s Fourteen Points have little influence?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

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

**Checkpoint**
Name the “Big Four” and the nations they represented.

_____________________________
_____________________________
_____________________________

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

_____________________________
_____________________________
_____________________________

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

_____________________________
_____________________________

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

_____________________________
_____________________________
_____________________________
**Section 4 Notetaking Study Guide**

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

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

<table>
<thead>
<tr>
<th>Shaping the Peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>The “Big Four” met in Paris in 1919.</td>
</tr>
<tr>
<td>U.S. President: ______________________________________________</td>
</tr>
<tr>
<td>Prime Minister of France: _____________________________________</td>
</tr>
<tr>
<td>Prime Minister of Britain: _____________________________________</td>
</tr>
<tr>
<td>Prime Minister of Italy: Vittorio Orlando</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wilson’s Goals</th>
<th>What Eventually Resulted</th>
</tr>
</thead>
<tbody>
<tr>
<td>End to secret international agreements</td>
<td>Britain, France, and Italy signed secret agreements dividing up territories and colonies of the Central powers.</td>
</tr>
<tr>
<td>Deal fairly with Germany</td>
<td></td>
</tr>
</tbody>
</table>
| Self-determination for minority peoples | • Austria, ____________ , and ____________ became separate states.  
• Balkan people ____________________________  
• Poland ____________________________ replaced the  
Ottoman Empire  
• Britain and France divided ____________________________ |
| International peacekeeping body | |
| Ratification of the Treaty of Versailles | |

**U.S. Opposition to the Treaty of Versailles**
The United States opposed the Treaty of Versailles. Senator ____________ objected to the Treaty’s peacekeeping body, the ____________________________, because ____________________________, Wilson campaigned to ____________________________, but his efforts ____________________________

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

Directions: Circle the letter of the correct answer.

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

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

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

Directions: Follow the steps to answer this question:
Which minority peoples of Central Europe gained the right to determine their own government as a result of the Treaty of Versailles?

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

<table>
<thead>
<tr>
<th>Nation</th>
<th>Pre-War Colonies</th>
<th>Post-War Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>Controlled colonies in</td>
<td>Lost</td>
</tr>
<tr>
<td></td>
<td>____________</td>
<td></td>
</tr>
<tr>
<td>Austria-Hungary</td>
<td>Controlled ____________</td>
<td>Lost</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Became _________________</td>
</tr>
<tr>
<td>Ottoman Empire</td>
<td>Controlled ____________</td>
<td>Lost</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Became _________________</td>
</tr>
<tr>
<td>Britain</td>
<td>had colonial empire throughout world</td>
<td>Gained half of _____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>France</td>
<td>had colonies in West Africa and West Indies</td>
<td>Gained half of _____________</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Gained Self-determination</th>
<th>Did Not Gain Self-determination</th>
</tr>
</thead>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

The Treaty of Versailles allowed ________________________________

____________________________________________________________________________
____________________________________________________________________________

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

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

### Causes of World War I

**Imperialism**
- Germany had colonies in______________________.
- Austria-Hungary ruled ________________________.
- Ottoman Empire ruled other nationalities in the Middle East and Africa.

**Nationalism**
- Ethnic groups in the Balkan region wanted to free themselves of______________________.

**Alliance Systems**
- ________________________ joined the Central powers.
- The nations of ________________________ formed the Allies.

### World War I Begins

On June 28, 1914, a Serbian nationalist assassinated ________________________ of Austria-Hungary. As a result, Austria-Hungary declared war on ________________________.

Britain, France, and ________________________ came to its aid. Germany, and later the Ottoman Empire, ________________________ came to its aid.

### Events that Brought America into the War

At first, America ________________________, allowing it to trade with both sides, although most American trade and banking helped the ________________________.

President Wilson cut off diplomatic relations with Germany when Germany ________________________.

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

### Results of the Allied Victory

The Treaty of Versailles punished ________________________, and changed the map of Europe.

Germany had to pay ________________________ and lost ________________________.

Austria-Hungary and the Ottoman Empire were ________________________.

The Treaty established a peacekeeping organization called the ________________________.

The U.S. rejected ________________________ because ________________________.

Refer to this page to answer the Unit 7 Focus Question on page 347.
Chapter 21 Assessment

Directions: Circle the letter of the correct answer.

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

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

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

Directions: Follow the steps to answer this question:
Which minority peoples of Central Europe gained the right to determine their own government as a result of the Treaty of Versailles?

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

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

The Treaty of Versailles allowed ___________________________________________
_________________________________________________________________________
Now you are ready to answer the Chapter 21 Focus Question: What were the causes and effects of World War I?

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

**Causes of World War I**

- Imperialism
  - Germany had colonies in ________
  - Austria-Hungary ruled ________
  - Ottoman Empire ruled ________

- Nationalism
  - Ethnic groups in the Balkan region wanted to free themselves of ________

- Alliance Systems
  - ________ and ________ formed the Central powers.
  - The nations of ________, ________, and ________ formed the Allies.

**World War I Begins**

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

**Events that Brought America into the War**

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

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

**Results of the Allied Victory**

The Treaty of Versailles punished ________, and changed the map of Europe. Germany had to pay ________ and lost ________

Austria-Hungary and the Ottoman Empire were ________. The Treaty established a peacekeeping organization called the ________

The U.S. rejected ________ because ________

Refer to this page to answer the Unit 7 Focus Question on page 347.
Chapter 22
The Roaring Twenties
(1919–1929)

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

Chapter 22 Focus Question
As you read this chapter, keep this question in mind: How did the nation react to change in the 1920s?

Section 1
Adjusting to Peacetime

Section 1 Focus Question
What problems at home and abroad challenged the nation after World War I? To begin answering this question,
- Learn about the administrations of Hoover and Coolidge.
- Understand what postwar isolationism meant.
- Read about the Red Scare.

Section 1 Summary
Due to a poor economy and threats of violence, people voted largely Republican in the election of 1920. This began an era of big business, isolationism, and immigration restrictions.

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

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

Key Events
1919  18th Amendment prohibits the consumption and sale of alcoholic beverages.
1924  Teapot Dome and other government scandals become public.
1927  Lindbergh flies alone across the Atlantic.

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

Unit 7 Chapter 22 Section 1 333
Harding’s death in 1923, Vice President Calvin Coolidge became President. People saw him as an honest man. He went on to win the 1924 election by a large margin. The economy revived and the 1920s began to “roar.”

**Foreign Policy**

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

**The Red Scare**

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

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

Fear of radical immigrants, along with fear of losing jobs to newcomers, led Congress to pass an emergency immigration law in 1921. The law limited European immigration and stopped all Asian immigration.
Section 1 Notetaking Study Guide

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

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

Adjusting to Peacetime

Return to Normalcy

President Wilson expected to return home a hero, but several factors put Democrats out of power:
• Mishandling of the peace treaty at Versailles, an economic ____________, labor disputes that led to ____________, and fear that ____________ would overthrow the government

Harding Administration
• Harding promised a ________________________________.
• Appointed businessmen, including ________________, as secretary of the treasury
• Slashed the ________________________________
• Scandals marred Harding’s presidency, including the ____________________, after which __________________________ became the first Cabinet member sent to prison.
• After Harding died, Vice President __________________________ took office.

Foreign Policy

Most Americans favored ____________________________ after World War I.

The United States, however, continued to participate in world affairs:
• Encouraged ____________________________, or limiting weapons
• Joined the ________________________________, limiting powerful navies
• Sponsored the ________________________________, which outlawed war
• Coolidge sent troops to ______________________ to protect American business interests.

The Red Scare

Alarm about ______________________ affected American foreign policy and events at home. Postwar strikes led Americans to believe that a revolution was beginning.
• A series of bombings by ______________________ led to many Communists being hunted down, arrested, and ____________________________.
• Two Italian immigrants, ______________________ and ______________________, were arrested and executed based on the fact that both were ______________________ and ______________________.
• Immigration was limited because of fears about ______________________, and American workers feared for their jobs.
• Immigration law limited people from ______________________ and prohibited immigration from ______________________.

Refer to this page to answer the Chapter 22 Focus Question on page 346.
Section 2

Changes in American Society

Section 2 Focus Question
How did social change and social conflict mark the 1920s?
To begin answering this question,
• Find out how Prohibition affected the nation.
• Learn about the changing social position of women.
• Read about inventions that created a new mass culture.
• Understand the conflicts created by rapid change.

Section 2 Summary
American society saw many social and political changes in the 1920s. Prohibition laws led to more crime. Women gained the right to vote, and social conflicts split the nation.

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

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

Key Events

1919
18th Amendment prohibits the consumption and sale of alcoholic beverages.

1924
Teapot Dome and other government scandals become public.

1927
Lindbergh flies alone across the Atlantic.

Checkpoint
Name the amendments that established and repealed Prohibition.
______________________________
______________________________

Reading Strategy
Reread the bracketed paragraph. Underline a signal word that shows two things are being compared. Circle a phrase signaling that two things are being contrasted.
Meanwhile, a younger generation of women was showing another kind of independence. They wore short dresses and “bobbed” their hair. These young women, called “flappers,” shocked many people but became the symbol for women of the 1920s.

**A New Mass Culture**

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

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

**Social Conflict**

Rapid change created conflict between old and new social values. One such conflict was the 1925 Scopes trial. John Scopes was a high school biology teacher in Dayton, Tennessee. He went against religious leaders and state law by teaching Charles Darwin’s theory of evolution to his students.

Clarence Darrow, a famous Chicago lawyer, defended Scopes. Darrow lost the case, and Scopes lost his job. The trial, however, ridiculed the old way of thinking.

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

**Check Your Progress**

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

2. What effect did the Model T Ford have on American culture?
Section 2 Notetaking Study Guide

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

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

Changes in American Society

Prohibition

During World War I, prohibition was supported as a way to conserve _________________.
• In 1919, the states ratified the _________________, which prohibited the making, selling, or transporting of alcohol.
• Saloons closed, but the law proved impossible to _________________________.
• ________________ made huge profits importing illegal alcohol.
• Every large town had a _________________.
• Prohibition led to the growth of ____________________________________.
• In February 1933, Prohibition was repealed by the _________________________.

Changing Lives of Women

• ________________ gave women the right to vote in the 1920 presidential election.
• Two women governors: ________________________ and ________________________
• In some states, women could not serve on ____________ or keep their ___________.
• Younger women known as ______________________ became the symbol of women in the 1920s.

A New Mass Culture

• Henry Ford introduced the ____________, which made the price for a Model T__________.
• The automobile became the symbol of _____________________________.
• New businesses created by the automobile: __________________________________
• Cars made it easier for families to move to ____________________________, and people in rural areas were less _______________. Cars also encouraged tourism.
• The first commercial radio station:_________________________________________
• Families listened to __________________________ and political conventions.
• The first major “talking” movie: ___________________________

Social Conflict

• The Scopes trial pitted ____________ against _____________.
• Many African Americans moved north in the _____________________________.
• Race riots broke out, with the worst occurring in ________________ in 1919.
• Jamaican immigrant __________________ created the _________________
  and encouraged African Americans to _________________________.
• Social tensions led to the growth of _____________________________.

Refer to this page to answer the Chapter 22 Focus Question on page 346.
Section 3
The Jazz Age

Section 3 Focus Question
What arts and culture symbolized the Jazz Age? To begin answering this question,
• Read about the new pastimes of the 1920s.
• Learn about a unique American musical sound.
• Find out about writers who chronicled the social values of the 1920s.
• Understand the Harlem Renaissance.

Section 3 Summary
During the 1920s, American culture saw new fads and heroes. America’s popular dance, music, and literature expressed hopes and conflicts of a new generation.

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

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

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

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

Key Events

1919 18th Amendment prohibits the consumption and sale of alcoholic beverages.
1924 Teapot Dome and other government scandals become public.
1927 Lindbergh flies alone across the Atlantic.

Checkpoint
List three fads that were popular in the 1920s.

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


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

**Literature of the 1920s**

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

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

**Check Your Progress**

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

2. Who were some of the major figures of the Harlem Renaissance?
**Section 3 Notetaking Study Guide**

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

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

<table>
<thead>
<tr>
<th>Arts and Popular Culture of the Jazz Age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fads</strong></td>
</tr>
<tr>
<td>Dance fads that expressed the energy and optimism of the 1920s included the Charleston, ____________________, ________________________, and _________________________. Other fads included ________________________, ________________________, and _________________________.</td>
</tr>
<tr>
<td><strong>Heroes of the 1920s</strong></td>
</tr>
<tr>
<td>• Baseball player  ____________</td>
</tr>
<tr>
<td>• Swimmer _______________________________________________________________________________</td>
</tr>
<tr>
<td>• Football player _________________________________________________________________________</td>
</tr>
<tr>
<td>• Golf champion __________________________________________________________________________</td>
</tr>
<tr>
<td>• Tennis stars ____________________________________________________________________________</td>
</tr>
<tr>
<td>• Boxer __________________________________________________________________________________</td>
</tr>
<tr>
<td>The most loved hero of the decade was ____________________________________________, whose Atlantic flight symbolized __________________________________________________ .</td>
</tr>
<tr>
<td><strong>Jazz Greats</strong></td>
</tr>
<tr>
<td>Jazz was born in the nightclubs and dance halls of ___________________________________________. It combined rhythms from West Africa and the Caribbean, __________________________________________________________________________ , and __________________________________________________________________________. Famous jazz artists included ________________________, ________________________, and ________________________. Jazz emphasizes ____________________________ and _________________________.</td>
</tr>
<tr>
<td><strong>Notable Writers</strong></td>
</tr>
<tr>
<td>Some novels reflected exuberance of the era as well as criticized its________ , such as F. Scott Fitzgerald’s ________________________ and Sinclair Lewis’s ________________________. Ernest Hemingway’s novel _____________________________________________________________________ captured ________________________. In a New York City neighborhood, a vibrant African American culture known as the __________________________________ occurred. African American writers reacted to ______________________________________. The works of writers such as ________________________, ________________________, and ________________________ expressed ________________________.</td>
</tr>
</tbody>
</table>

Refer to this page to answer the Chapter 22 Focus Question on page 346.
Section 4

The Economy of the 1920s

Section 4 Focus Question

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

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

Section 4 Summary

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

Industrial Growth

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

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

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

A Booming Stock Market

In a strong economy, more people are able to afford to buy stocks, or shares of companies. During the 1920s, the stock market became a bull market. This meant that stock values were rising. Investors began buying on margin. They paid a percentage of the stock’s cost when they bought it, and paid the rest when they sold it. As long as the market value continued to rise, this was not a risk. If the market fell, however, investors could be left owing money for stock that wasn’t worth much. Some economists began to worry about
margin buying. But most people listened to positive economists such as Irwin Fisher who felt prosperity would last forever. In reality, only 5 percent of Americans were rich. Many of the rest worked hard yet barely survived.

**Signs of Trouble**

Among those who did not share in the decade’s prosperity were farmers. Before World War I, they had sold their surplus crops to foreign markets. During the pre-war years, farmers took out loans to buy land and equipment. However, many postwar nations were too poor to buy crops. With less income, farmers were unable to pay their debts. Some factory workers fared well, but others did not. Some companies offered their employees benefits such as vacations and pensions. With the rise of the assembly line, however, unskilled workers were taking the jobs of skilled workers for less pay. Unemployment was high even during the more prosperous years.

**The Election of 1928**

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

**Check Your Progress**

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

2. What two groups in American society did not share in the prosperity of the 1920s?
Section 4 Notetaking Study Guide

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

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

### The Economy of the 1920s

**Industrial Growth**
- From 1922 to 1928, ______________ climbed 70 percent.
- As more goods came to market, ______________.
- Rising incomes ______________ to encourage spending.
- To encourage spending, businesses offered ______________.
- Chain stores and ______________ made it easier for people to buy goods.
- A new ______________ culture arose.
- High tariffs on ______________ stopped competition with domestic products.
- Taxes on the wealthy were ______________ to encourage spending.
- Americans developed a ______________ about spending.

**A Booming Stock Market**
- Many people could now afford to ______________, or shares of companies.
- A __________ market occurred, and stocks were so profitable that people began ____________.
- Some economists began to worry, and a few experts warned that ____________.
- Most investors ______________ to the warnings.
- Most people at the time were not ______________.

### Signs of Trouble

**Farmers**
- Many farmers lived in poverty. Reasons for an agricultural depression:
  - Farmers grew more than the American ______________ could consume.
  - After World War I, other nations were too poor to buy farmers’ ______________ crops.
  - Many farmers were unable to pay off their ______________.

**Workers**
- Workers’ ______________ were rising.
- Some companies offered ______________, such as ______________ and ______________.
- Unemployment was ______________.
- Unskilled workers who worked on an ______________ were squeezing out skilled labor for less wages.

**Election of 1928**
- The ______________ Party held the presidency throughout the 1920s.
- The Republican candidate for the 1928 presidential election: ______________
- The Democratic candidate for the 1928 presidential election: ______________
- Two issues highlighted in the election: ______________
- Winner: ______________; Slogan: ______________

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

Directions: Circle the letter of the correct answer.

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

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

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

Directions: Follow the steps to answer this question:

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

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

<table>
<thead>
<tr>
<th>Three Major Events of the 1920s</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase of installment buying</td>
<td>•</td>
</tr>
<tr>
<td>• Nineteenth Amendment passed into law</td>
<td>•</td>
</tr>
<tr>
<td>• Birth of Jazz</td>
<td>•</td>
</tr>
</tbody>
</table>

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

**Differences in American Culture Without Those Events**

- 
- 
- 

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

American culture today would be much different if ____________________________

__________________________________________

__________________________________________

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

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

<table>
<thead>
<tr>
<th>Areas of Change</th>
<th>Results of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Red Scare and Immigration</td>
<td>• Thousands of radical anarchists, Communists, and other foreigners are deported from the country.</td>
</tr>
<tr>
<td>Ratification of Amendments</td>
<td>• Eighteenth Amendment</td>
</tr>
<tr>
<td></td>
<td>• Nineteenth Amendment</td>
</tr>
<tr>
<td>Mass Culture</td>
<td>• Automobile</td>
</tr>
<tr>
<td></td>
<td>• Entertainment</td>
</tr>
<tr>
<td>The Great Migration</td>
<td>• Racial tensions increase, resulting in riots</td>
</tr>
<tr>
<td>Arts and Culture</td>
<td>• Literature</td>
</tr>
<tr>
<td></td>
<td>• Music</td>
</tr>
<tr>
<td>The Economy</td>
<td>• Consumer market</td>
</tr>
<tr>
<td></td>
<td>• Stock market</td>
</tr>
<tr>
<td></td>
<td>• Job market</td>
</tr>
<tr>
<td></td>
<td>• Farmers in debt, skilled workers losing jobs to assembly lines and unskilled workers, high unemployment</td>
</tr>
</tbody>
</table>

Refer to this page to answer the Unit 7 Focus Question on page 347.
Unit 7 Pulling It Together Activity

What You Have Learned

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

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

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

Think Like a Historian

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

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

**How did the United States expand its territorial, economic, and political roles?**

Some of the answers are listed in the charts. Review your section and chapter notes. Then complete the charts.

- **Alaska and Hawaii**
  - Alaska purchased from Russia in 1866
  - 

- **Pacific Islands**
  - 
  - 

- **Territorial Expansion**

- **Caribbean**
  - 
  -