



# CHAPTER 9

## The United States in World War I

- SS.912.A.4.5** Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6** Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
- SS.912.A.4.7** Examine the impact of airplanes, battleships, new weaponry, and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8** Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9** Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women, and dissenters in the United States.
- SS.912.A.4.10** Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11** Examine key events and peoples in Florida history as they relate to United States history.

### Names and Terms You Should Know

Alliance System	Airplanes	American Expeditionary Force (AEF)	Eugene Debs
Militarism	Chemical Warfare	Selective Service Act	<i>Schenck v. United States</i>
Nationalism	Naval Blockade	War Industries Board	Oliver Wendell Holmes
Archduke Francis Ferdinand	Convoys	Herbert Hoover	Great Migration
Serbia	Lusitania	War Bonds	German Americans
Austria-Hungary	Zimmerman Telegraph	Espionage Act	Conscientious Objectors
Allied Powers	Unrestricted Submarine Warfare	Sedition Act	Fourteen Points
Central Powers	Mobilization	Committee of Public Information	Treaty of Versailles
Trench Warfare	Conscription		War Guilt Clause

# Florida “Keys” to Learning

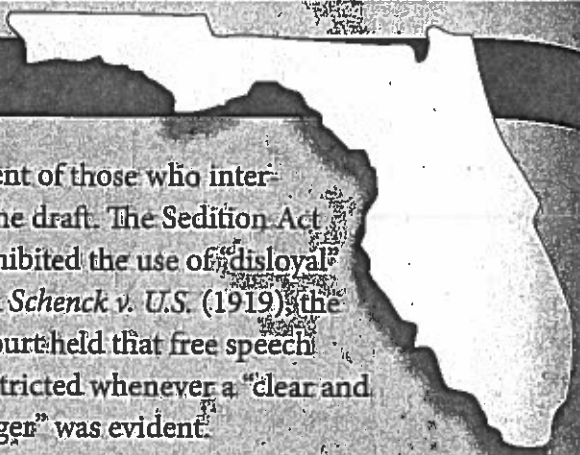
1. World War I in Europe had several long-term causes: (1) nationalism; (2) economic rivalries and imperialism; (3) the alliance system; and (4) militarism. Archduke Ferdinand of Austria-Hungary was assassinated by Serb nationalists in June 1914. Austria invaded Serbia in response. Russia and Germany entered the conflict to honor their alliance commitments. Germany invaded France by marching through Belgium, drawing Britain into the war.

2. New weapons prevented either side from winning quickly. To avoid machine gun fire, soldiers dug trenches running for hundreds of miles. These trenches were separated by barbed wire and land mines. A British naval blockade of the North Sea prevented foreign arms and food from reaching Germany. Germans used submarines (“U-boats”) to prevent ships with supplies from reaching Britain.

3. Americans tried to stay out of the war. In 1915, a German submarine sank the *Lusitania*, a British passenger ship, stirring anti-German sentiment. In 1916, Germany pledged not to use submarine warfare against passenger ships, but in 1917, it resumed “unrestricted submarine warfare.” Publication of the Zimmerman telegram, promising the return of U.S. territories to Mexico if it allied with Germany, outraged American public opinion. The sinking of U.S. merchant ships led to American entry into the war.

4. The Selective Service Act required adult males to register for possible conscription. The Committee of Public Information influenced public opinion; the War Industries Board coordinated wartime manufacturing; the Food Administration oversaw the production of food; the Fuel Administration regulated coal and gasoline; the Railroad Administration temporarily nationalized the railroads; and the War Labor Board resolved labor disputes. To pay for the war, the government increased taxes and sold war bonds (known as “Liberty Bonds”).

5. During the war, individual rights were restricted in the interests of national security. The Espionage Act of 1917 permitted censorship of the mails and



imprisonment of those who interfered with the draft. The Sedition Act of 1918 prohibited the use of “disloyal” language. In *Schenck v. U.S.* (1919), the Supreme Court held that free speech could be restricted whenever a “clear and present danger” was evident.

6. As men went off to war, women and minorities filled their places in factories, farms, and railroads. African Americans left the South for Northern jobs in the “Great Migration.” Mexicans crossed the border to work on U.S. farms. Women supported the war effort by selling war bonds, knitting socks, cooking meatless dinners, joining the Red Cross, or serving as nurses. During the war, German Americans faced prejudice and more than 4,000 were imprisoned. Over 100,000 African Americans joined the armed services, but were forced to serve in segregated units. Asian Americans also enlisted, although they too were segregated.

7. The arrival of the American Expeditionary Force (AEF) gave the Allies overwhelming superiority. Germany surrendered in November 1918. Wilson had already announced America’s war aims in the “Fourteen Points”: self-determination for the peoples of Europe; freedom of the seas; equal trade terms; a reduction in armaments; an end to secret diplomacy; and the creation of the League of Nations.

8. Wilson traveled to Paris to negotiate the treaties ending the war. Under the Treaty of Versailles and related treaties, Germany lost territory to both France and Poland. Germany further lost its colonies and its navy, while its army was reduced to a police force. German leaders agreed to the “War Guilt” clause, accepting blame for starting the war, and consented to pay reparations to the Allies. Austria-Hungary was divided into several smaller national states. A League of Nations was established to prevent aggression and to protect the peace. The U.S. Senate failed to ratify the treaty and the United States never joined the League of Nations.

World War I was a global war fought with new destructive technologies that resulted in the deaths of millions of people. Americans managed to stay out of this maelstrom for almost three years—from its outbreak in Europe in August 1914 until April 1917. American intervention on the side of the Allies brought an end to the war in just over a year.

The war changed the face of Europe, toppling empires and creating

new states. In the United States, the war led to temporary government controls over the economy, a massive mobilization of manpower in the armed services, a rise in taxation and the national debt, an increased use of women and minorities as workers in American industry, and new limits on civil rights. The results of the war disappointed those American idealists who had hoped to make the world “safe for democracy.” It led to two decades of relative American isolation from world affairs. The war also turned the United States into the world’s preeminent economic power.

## Origins of the War in Europe

What circumstances led the statesmen of Europe to plunge their countries into the devastation of total war? As with the Civil War, it is possible to identify several long-term causes as well as to trace the specific events that triggered the conflict. Historians still debate the long-term causes of the conflict, but most would agree on the following:

- ▶ **Nationalism.** Nationalism—pride in one’s nation and often, belief in its superiority—led to rivalries between the European “Great Powers,” such as France and Germany. Nationalist feelings also led some ethnic groups to demand their own nation-states. Before the war, Austria-Hungary was composed of many different ethnic groups and several of these now demanded independence. Such demands threatened Austria-Hungary with dismemberment, and became a major factor leading to war.
- ▶ **Economic Rivalries and Imperialism.** Behind the nationalistic rivalries of the great powers were competing economic interests. German industrialization threatened British economic supremacy. Russian desires to expand their influence in the Balkans threatened both Austria-Hungary and Ottoman Turkey. Competing colonial claims also created an atmosphere of tension.

- ▶ **The Alliance System.** Starting in the 1890s, Europe had divided into two separate alliance systems. On one side stood Germany and Austria-Hungary; on the other, Russia, France, and Great Britain. Although these alliances; originally sought to preserve the existing balance of power, every dispute involving any two of these countries threatened to involve all the others.

- ▶ **Militarism.** Glorification of the military, military planning, and arms races also played key roles in pushing Europeans towards war. Germany and Britain competed to build the largest, most powerful navy. Because the British depended on their sea power, they were especially suspicious of Germany’s naval expansion program. Germans, in turn, worried about facing a two-front war against both Russia and France. They felt they needed an army large enough to defeat both powers at once. Large armies and armaments made military leaders tense. Once a crisis started, each side’s generals were afraid to back down.

They even thought that whoever attacked first would most likely end up winning the war.

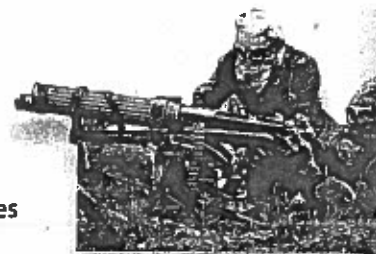
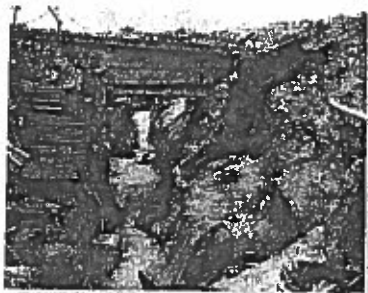
## The Flashpoint of the War

On June 28, 1914, Archduke Francis Ferdinand, the heir to the throne of Austria-Hungary, was assassinated in Sarajevo by Slavic nationalists. The Austrian government decided to teach Serbia a lesson. They sent an ultimatum, making demands that Serbia could not meet. Austria then invaded Serbia (see map on page 79). Because of their alliances, Russia backed Serbia and Germany supported Austria. France was pulled into the war by its alliance with Russia. When Germany marched through neutral Belgium to advance on Paris, Britain also became involved. What should have been a minor regional crisis escalated into a major European war—between the Central Powers (Germany and Austria-Hungary, joined by Ottoman Turkey) and the Allied Powers (Britain, France, and Russia).

### Fighting in Europe

Military leaders thought the contest would be over quickly. They were wrong. In fact, the war became a struggle lasting several years. A host of new and improved weapons were used to fight the war—machine guns, poison gas, submarines, airplanes, and tanks. These new weapons prevented either side from quickly defeating the other.

- ▶ **Trench Warfare.** The Germans at first advanced through Belgium and northern France. However, their advance was stopped by the use of machine gun fire, which made it difficult to advance any further. Both sides dug trenches that soon extended for hundreds of miles. Soldiers in the trenches suffered from loud shelling,



Soldiers required gas masks to avoid the effects of poison gases

rats and lice, dampness, trench foot, and disease. The trenches were separated by an area of barbed wire and land mines known as “no man’s land.” Anyone advancing into “no man’s land” would be fired at by machine guns. Tanks were still new and unable to break through. Each side bombarded the other with heavy artillery and even tried using **poison gas**—a form of **chemical warfare**—but neither side could defeat the other.

- ▶ **Naval Blockade.** With the stalemate in Western Europe, Great Britain set out to use its naval power to starve Germany into submission. The British established a naval blockade of the North Sea, preventing foreign arms or foodstuffs from reaching Germany. The Germans did not have enough battleships to defeat the British navy. They responded by using their submarines to prevent ships from bringing supplies to Great Britain. The submarines used their torpedoes to sink enemy ships.
- ▶ **Airplanes.** Overhead, a new invention, the airplane, dominated the sky. Airplanes were often used for reconnaissance—to see what was happening on the battlefield below. Airmen and allied pilots sometimes engaged in “dogfights”—duels in the sky in which each pilot tried to shoot down the other. However, airplanes were still new and did not play as important a role as they would in later wars.



## America Goes to War

While the armies of Europe were locked in ferocious combat, Americans attempted to follow their traditional policy—first announced in Washington’s

“Farewell Address” more than a century earlier—of avoiding entanglement in European conflicts. The United States was not a member of either European

alliance. Americans felt relatively safe, protected by the oceans. President Wilson declared that America would remain neutral. Two years later, Wilson was re-elected President in 1916 with the campaign slogan, "He kept us out of war!" Pacifists, isolationists, and German Americans were especially opposed to being dragged into a war on behalf of the Allies. Despite these efforts at maintaining neutrality, the Americans did eventually enter the war in April 1917. Why did this happen?

### Cultural Ties

Most Americans already favored the Allies in the war. Many Americans traced their ancestry to Britain. A common language and a common history also tied Americans to Britain. The United States, Great Britain, and France further shared the same political system—democracy. Although Germany had a Parliament, its government was controlled by an autocratic Kaiser (*Emperor*). Most Americans detested German militarism. On the other hand, a large number of Americans could trace their ancestry to Germany.

### German Atrocities and Allied Propaganda

Americans were especially shocked at the German invasion of Belgium. German war plans had called for the German army to march through neutral Belgium as the quickest way to invade France and encircle Paris. Germany went ahead with these plans even though Belgium had not declared war and the invasion was a violation of international law. When the German army encountered unexpected resistance, they shot civilians without trial and destroyed buildings. Such atrocities were widely reported in the American press. American newspapers even carried exaggerated stories of German soldiers cutting off children's hands and slicing babies with bayonets. Even though these stories were false, American public opinion was horrified.

### Isolation of the Central Powers

The British blockade cut off the Central Powers from the United States. Americans grew more favorable to the Allies because they heard only their

side of the story. While American trade to Germany dropped to almost nothing, American trade to Britain and France increased four-fold between 1914 and 1916. American bankers lent \$2 billion to the Allied Powers—and only one-tenth of that amount to the Central Powers. The United States became the main source of arms, supplies, and food for Britain and France.

### German Submarine Warfare and the United States

To break the British blockade, to save their own people from starvation, and to win the war, the German government resorted to submarine warfare. This was the main factor leading to American entry into World War I.

### The British Blockade

The British blockade of Germany was in violation of international law. The British put explosive mines in the North Sea. They forced all ships to land in Britain before entering the North Sea. They prevented food as well as arms from going to Germany. They also blockaded neutral countries like Norway, Sweden and Denmark. President Wilson protested against these violations, but he did not cut off American trade with the Allies. U.S. merchant ships travelled in groups, or convoys, escorted by battleships. Meanwhile, hundreds of thousands of Germans were starving to death from the lack of food and fertilizers.

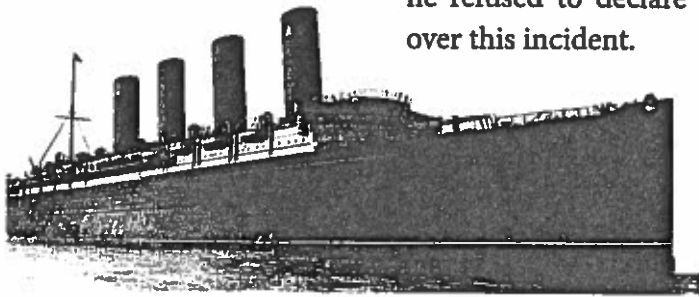
### The German Counter-Blockade

The German fleet was not powerful enough to challenge the British navy. However, the Germans did have a strong fleet of submarines ("U-Boats"). A few months after the British declared their naval blockade of Germany, Germans retaliated by announcing a submarine blockade of Britain. Germany threatened to sink all Allied merchant ships sailing in the blockaded area. Because their submarines were underwater and so small, the Germans were unable to provide traditional warnings before attack or even to rescue survivors. All this violated international law. The

Germans did not intend to attack American ships, but those Americans travelling on Allied ships would be affected. Most Americans felt this violated “freedom of the seas.”

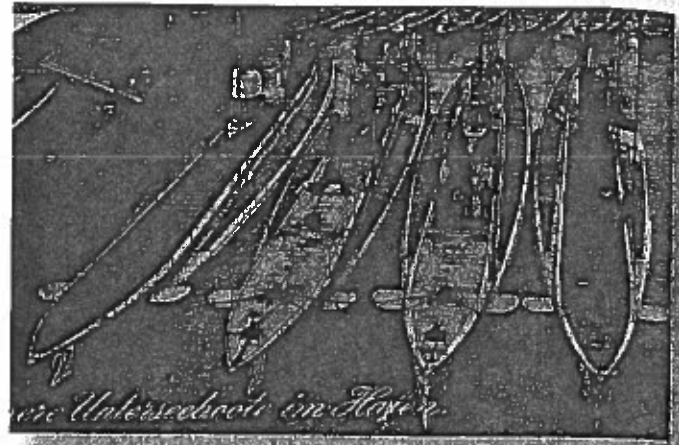
#### Sinking of the *Lusitania*, May 1915

On May 7, 1915, a German submarine shot a single torpedo at close range at the *Lusitania*, a British passenger ship that had sailed from New York and was just off the Irish coast. The ship sank in just 18 minutes, far faster than the *Titanic* had three years earlier. Although there were sufficient lifeboats, people simply did not have time to get in them. More than a thousand passengers were killed, including 128 Americans and 94 children. American newspapers widely reported this disaster. The sinking of the *Lusitania* had a powerful impact on the American public, stirring up anti-German feelings and creating a desire for revenge. Germans claimed the *Lusitania* had secretly concealed armaments. President Wilson sent a strong protest to Germany, but he refused to declare war over this incident.



#### The “Sussex Pledge,” 1916

After a German submarine attack on an unarmed French passenger ship, the *Sussex*, Wilson threatened to break off diplomatic relations with Germany. The German government then pledged not to sink any more ocean liners or merchant ships without prior warning or making provisions for passengers. However, Germany agreed to these terms only on the condition that the United States persuade the Allies to lift the naval blockade of Germany. Meanwhile the British continued to use convoys—groups of merchant ships traveling together and protected by one or more battleships—to reduce their losses to submarines.



German U-boats at anchor at Kiel in Northern Germany. The U-20 on the far right sank the *Lusitania*.

#### Germany Declares “Unrestricted Submarine Warfare,” January 1917

German leaders realized that a resumption of submarine warfare would probably result in war with the United States. But they were suffering desperately from the lack of supplies and food due to the British blockade. Moreover, along the Eastern Front, Russia was almost defeated, while on the Western Front, several French units had mutinied. German military leaders felt that with unrestricted submarine warfare, they could probably defeat Britain and France before the United States could effectively intervene. They therefore took a calculated risk by announcing that they would sink all ships—neutral as well as Allied—traveling in the area of their blockade around Britain. This new policy was a clear violation of the American principle of “freedom of the seas”—the right claimed by the United States, as a neutral country, to ship non-military goods, even to nations at war.

#### The Zimmerman Telegram, March 1917

Popular feelings against Germany were further inflamed when a secret telegram was discovered and decoded by the British from the German Foreign Minister, Arthur Zimmerman, promising the return of New Mexico, Arizona and Texas to Mexico if it allied with Germany against the United States. The telegram was printed in American newspapers on March 1, 1917.

### German Submarines Sink American Merchant Ships, March 1917

Even after the German announcement of unrestricted submarine warfare and the publication of the Zimmerman telegram, Wilson still hoped to avoid war. He decided he would not ask Congress for a declaration unless Germany actually committed “overt acts” against American shipping. In March 1917, German submarines then sank several unarmed American merchant vessels. Wilson addressed Congress and obtained a declaration of war in early April 1917.

### American Idealism—Making the World “Safe for Democracy”

An idealistic Progressive, Wilson expanded the American war effort from a defense of “freedom of

the seas” to a crusade for democracy. By the time that Americans entered the war in April 1917, Russia had been shaken by the first of two revolutions. In April 1917, Russia was a democracy, and the Allies had become a league of democratic nations. Wilson therefore told Congress that the United States was not going to war against the German people, but against their leaders. America’s aim in entering the war was to establish the ultimate peace of the world and to free its peoples: “The world must be made safe for democracy.” Most Americans found it inspiring to endure the rigors of the war for such high-minded ideals. With a strong sense of moral superiority, they set out to save and remake the world.

## The Historian’s Apprentice

Have your class hold a debate on the following:

*“Resolved: That American intervention in World War I was justified.”*

Those in favor of the resolution should show why the United States was right to enter the war. Those opposed should show why Americans should not have become involved.

## America at War, 1917–1918

### Mobilization

Allied leaders in Europe hoped that the United States would send fresh troops to fill their own ranks. Instead, Wilson announced he would keep American troops together as the million-man **American Expeditionary Force (AEF)**. The AEF was placed under the command of General Pershing—the same general whom Wilson had unsuccessfully sent into Mexico chasing Pancho Villa. Despite more than three years of conflict across the Atlantic, Americans were not prepared for war in April 1917. The first task ahead was **mobilizing** (*bringing into use*) America’s vast resources.

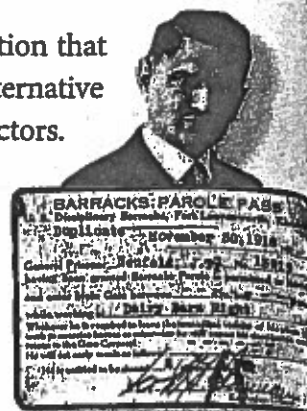
### The Selective Service Act

Wilson hesitated between raising a voluntary army or relying on conscription. He finally decided on **conscription** (or compulsory military service, also known as the “draft”). Because the notion of “service” was in the air, Congress called its conscription law the “**Selective Service Act**.” Ten million men immediately registered for the “draft.” Dates of birthdays were chosen out of a glass jar to determine the order in which men would be called to serve. Eventually, almost three million men were drafted into the armed services, while another two million volunteered.

Some men refused to serve because it violated their religious beliefs to kill others. These men became

known as conscientious objectors. Even if they weren't prepared to fight, they were still expected to report to military camp if they were drafted. Many conscientious objectors were sent to France to serve in noncombatant roles, such as driving an ambulance or caring for the wounded. Others were permitted to work on farms in the United States, where there was a shortage of labor, or to serve as fire fighters. Still others were assigned to the American Friends Service

Committee, a Quaker organization that provided different forms of alternative service for conscientious objectors. Several hundred conscientious objectors were imprisoned during the war. Some of these were subjected to unfair treatment, and two even died at the hands of their jailers.



## The Historian's Apprentice

To be a conscientious objector, a person generally had to belong to a recognized religious group opposed to warfare of any kind, such as the Amish, Mennonites or Quakers. Simple political opposition to World War I was not considered to be enough to excuse a man from military service. Write a short essay (2–3 paragraphs) explaining why, in your opinion, this policy was either fair or unfair.

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### The Committee of Public Information

George Creel was appointed to run the **Committee of Public Information (CPI)**. This agency created posters, printed pamphlets, made billboards, offered news releases to newspapers, made short newsreels to be shown in movie theaters, and provided other forms of propaganda in favor of the war effort. **Propaganda** is one-sided information designed to persuade listeners. Creel's "four-minute men" were trained speakers who gave short speeches on behalf of the war during intermissions in movie theaters and at public assemblies. Hollywood helped in the effort by making patriotic, anti-German films.

### The War-Time Economy

The United States now had to train and equip a large body of troops as well as continue helping its European allies. American leaders continued to lend money to Britain and France, thinking that this might help reduce the future cost of the war in American lives. Americans also had to manufacture arms and equipment.

In peacetime, Wilson had acted to curb Big Business in favor of free competition. After the outbreak

of the war, however, he collaborated with the leaders of Big Business and organized labor to coordinate the economy and direct it towards the war effort.

The war saw a vast expansion of the federal government. Wilson was given sweeping powers by Congress to regulate wartime production. For this purpose, he established a number of special agencies:

- ▶ **The War Industries Board**, headed by Bernard Baruch, coordinated America's wartime manufacturing. Wilson and Baruch hoped to persuade businesses to take voluntary action. Baruch offered high prices for products, using profits rather than state controls to stimulate wartime industries. The War Industries Board also set standard specifications for all kinds of goods.
- ▶ **The Food Administration** oversaw the production and distribution of food. The head of the Food Administration, **Herbert Hoover**, expanded agricultural production by raising food prices. He guaranteed farmers a minimum price for wheat. Hoover wanted to avoid the rationing of food. He preferred voluntary methods, persuading the public to eat less wheat





and meat so that these could be sent overseas. Hoover also instructed farmers in more efficient farming methods. Farm incomes rose, food production increased and home consumption fell, creating a surplus of food for American troops and their overseas allies.

- ▶ The **Fuel Administration** regulated coal and gasoline, and called for voluntary conservation.
- ▶ Railroads were nationalized and placed under the control of the **Railroad Administration**, headed by Treasury Secretary William McAdoo. Fares were standardized, and the facilities of different railroad companies were shared. McAdoo provided money for railroad repairs and provided higher wages to railroad workers.
- ▶ The **Emergency Ship Corporation**, another government agency, built a fleet of merchant ships to transport men and supplies to Europe.
- ▶ Wilson recognized organized labor, supported the 8-hour workday and even addressed the American Federation of Labor (AFL) in November 1917. He created the **War Labor Board**, a new body for mediating disputes between owners and workers. AFL leader Samuel Gompers promised Wilson that workers would not go on strike before the end of the war. During the war, workers' wages went up, and membership in the AFL almost doubled.

### Paying for the War

At first, Wilson and his cabinet thought they would pay for most of the war with the new graduated income tax and special taxes on "war profits" (*extra profits made by companies supplying the government with wartime goods*). This would have placed most of the burden of paying for the war on the wealthy, and was strongly supported by Progressives such as Robert La Follette. The costs of the war turned out to be far greater than anyone had

ever expected. William McAdoo, Secretary of the Treasury, gave up all hopes of paying for even half of the war through taxation. In the end, the war cost over \$30 billion, an unimaginable sum at that time and more than 30 times the total revenue of the federal government in 1916. Taxes, mainly on the wealthy, paid for about one-third of the war, while war bonds, sold to the public, paid for the rest. The national debt rose from \$1 billion in 1916 to \$20 billion by the war's end.

The war bonds became widely known as "**Liberty bonds**." They paid low interest rates. The government whipped up enthusiasm for the war effort to encourage people to buy them. Purchasing Liberty bonds became a patriotic act. There were posters, newspaper advertisements, and public drives to sell war bonds. Some Americans, especially German Americans, were pressured into buying war bonds to demonstrate their patriotism.

Large numbers of people actually borrowed money from the bank to buy these bonds. The new Federal Reserve System also created new money, inflating the economy to meet wartime needs.

As much as one-third of the money spent during the war was lent to the Allies. As a result, the United States turned from a *debtor* to a *creditor* nation—instead of owing money to foreign countries for

A **bond** is a note sold by the government. The government promises to pay interest to the holder of the bond at a fixed rate for a period of time, and then promises to buy the bond back at the end of this period. A war bond is sold by the government in time of war to meet wartime expenses.



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their earlier investments, these countries now owed money to the United States.

### Civil Rights on the Home Front

In wartime, there are often demands to reduce the scope of individual rights in the interests of national security. In the case of World War I, Wilson and his government became suspicious of critics; other Americans grew distrustful of the nation's large German-American population. As a result, Congress passed emergency measures restricting free speech.

In 1917, Wilson pushed the Espionage Act through Congress. This law created procedures for detecting and imprisoning spies. It allowed the federal government to censor the mails and to arrest anyone interfering with the enforcement of the draft.

This was followed the next year by the Sedition Act of 1918. This law made it a crime to use "disloyal" or "abusive language" about the government, the flag, or the Constitution.

The government prosecuted more than 2,000 people under these acts. Postmaster General Albert Burleson had his employees read through the mail. Burleson refused to allow socialist publications and other groups critical of Wilson's policies mail their magazines at the lower rates generally given to periodical publications. He also required advance translation of all foreign periodicals into English for

government review. The expense and delay involved in translating and obtaining government approval meant that many foreign language newspapers had to close down.

Socialists viewed the war as a capitalist quarrel using workingmen as cannon fodder. The Socialist Party became the rallying point for those who opposed the war. In June 1918, Eugene Debs—the former Socialist candidate for the Presidency—gave an anti-war speech in Ohio and was arrested. Debs claimed that he had a right to exercise his free speech, which was protected by the First Amendment, but he was imprisoned all the same. Other leading socialists against the war, such as Bill Haywood and Emma Goldman, were also sent to prison.

Charles Schenck was arrested for violating the Espionage Act of 1917 when he mailed leaflets advising young men that they should resist the draft. Schenck claimed his arrest violated his free speech rights. In *Schenck v. U.S.* (1919), the Supreme Court upheld limits on free speech whenever "a clear and present danger" is evident.

In the cases of *Debs v. U.S.* (1919) and *Abrams v. U.S.*, the Supreme Court again upheld these restrictions on free speech. Not only the federal government, but also the state governments took steps against those people they suspected of disloyalty.

## The Historian's Apprentice

One of the most famous Supreme Court Justices, Justice Oliver Wendell Holmes, wrote the unanimous opinion of the Court in *Schenck v. U.S.*:

*"The most stringent [strict] protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic. . . . The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent."*

- ▶ Do you think Schenck's actions created a "clear and present danger"?
- ▶ In times of war, which actions should be permitted as forms of free speech and which ones should be prohibited?

## The Experiences of Women and Minorities—at Home and Overseas

### Women

In January 1917, Jeanette Rankin became the first woman in Congress. When Congress declared war a few months later, many women's rights organizations were actively campaigning for a constitutional amendment granting women the right to vote. Others thought it would be better to achieve women's suffrage state-by-state. Suffragists were angry at Wilson's failure to support women's rights more actively. Most women's organizations were strongly opposed to U.S. entry into the war. However, once the United States entered the conflict, they wanted to display their patriotism. The National American Woman Suffrage Association (NAWSA) gave strong support to the war effort. A special Woman's Committee was created to coordinate women's efforts. Ida Tarbell, the muckraker, acted as vice-chairman of this group. Alice Paul's National Woman's Party, on the other hand, continued to oppose American involvement in the war.

Women performed every sort of task on the home front. They sold war bonds, knitted socks, cooked meatless dinners, and wore shorter skirts to save cloth for uniforms. Others joined the Red Cross or volunteered to serve as nurses overseas. Because of the labor shortage at home, many women took men's jobs in factories and other places.

### German Americans

Prejudice against German Americans became especially widespread. In 1914, as many as one quarter of the U.S. population were descended from German immigrants. There were German-American clubs, music halls, restaurants, schools and foods. German was the leading foreign language taught in the United States. When President Wilson addressed the Congress asking for a declaration of war on Germany, he pointedly reminded them that most German Americans were loyal Americans; but he also announced that the German government had sent spies to the United States. After the declaration of war, posters by Creel's Committee of Public Information frequently depicted Germans as bloodthirsty "Huns." Rumors of Ger-

man atrocities, most of them untrue, spread. German books were taken out of libraries and burned. Foods were renamed: sauerkraut (pickled cabbage) became "liberty cabbage," and hamburgers became "liberty steaks." Many German Americans changed their last names to sound more "American." German immigrants in the United States had to be fingerprinted, answer a detailed questionnaire, and take an oath of allegiance. More than 4,000 German Americans were imprisoned during the war as suspected spies. The federal government also seized \$200 million in assets of German Americans. Robert Prager, a German immigrant and a socialist, was attacked by a mob, covered with a flag, dragged through his town, and hanged. His only crime was being a German American.

### A Century of German Immigration to the United States, 1821–1920

Decade	Total Number	Percentage of Total Immigration to USA
1821–1830	7,729	5.1
1831–1840	152,454	25.4
1841–1850	434,626	25.3
1851–1860	951,667	36.6
1861–1870	787,468	34.0
1871–1880	718,182	25.5
1881–1890	1,452,970	27.7
1891–1900	505,152	13.7
1901–1910	341,498	3.9
1911–1920	143,945	2.5

Source: Roger Daniels, *Coming to America* (New York, 1990), p. 146.

Other minority groups saw the war as an opportunity to show their patriotism.

### American Indians

Even before the United States entered the war, some members of American Indian tribes enlisted in Canada in order to fight in Europe. Young American Indians, trained in military values in non-reservation

boarding schools, were especially enthusiastic volunteers. Some fought for the love of freedom; others out of a sense of patriotism; still others to demonstrate their loyalty to others. Even many American Indians who were not U.S. citizens enlisted. When the draft was introduced, the Commissioner of Indian Affairs was sent to register all American Indian males, ages 21 to 30, who either were citizens or intended to become so. About 6,000 American Indians volunteered and another 6,000 were drafted—or 20% of all eligible males—a higher proportion than in the general population. More than 2,000 of them saw action in France. Unlike African-American soldiers, American Indian troops were integrated into white units. Six hundred Oklahoma Indians, mostly Choctaw and Cherokee, were assigned to a unit widely recognized for its courage in battle and several of them received military decorations in France. So many American Indians were recognized for bravery that the Army actually conducted special tests to see what accounted for their superiority in warfare. The Army also used Choctaw soldiers to send messages by radio in their native language to prevent German listeners from deciphering them and discovering Allied plans. On the home front, costumed Indians were used by the government for recruiting purposes and to sell war bonds. Indians themselves purchased \$15 million in war bonds. American Indian children volunteered for the Red Cross. The Indian Citizenship Act of 1919 gave those Indians who had served in the armed forces during the war the right to become U.S. citizens.

#### Jewish Americans

Like other minority groups in the early 20th century, Jewish Americans faced prejudice. Only a year before the war had broken out in Europe, Leo Frank, a Jewish man, was lynched by an angry mob in Georgia. In reaction, American Jews had formed the Anti-Defamation League to oppose anti-Semitism and religious prejudice generally. American Jews signed up to fight in World War I in disproportionate numbers. Although only three percent of the American population was Jewish, they made up five percent of the U.S. Army. The American Jewish community also raised funds to help people in

Europe. The American Jewish Joint Distribution Committee raised \$63 million in relief funds.

#### African Americans

African Americans had supported Wilson in 1912 but had been very disappointed by his record on race relations. Wilson, who was from Virginia, actually brought racial segregation back to the Post Office and U.S. Treasury Department. He also refused to integrate the armed services. In late July 1917, 15,000 African Americans silently marched down Fifth Avenue, New York, to protest “Jim Crow” laws and lynchings in the South.

Thousands of African Americans nonetheless volunteered for service when the war broke out. More than 100,000 of them eventually went to France. African-American leaders encouraged their followers to enlist so that, by fighting for freedom and democracy abroad, they could help to achieve it more rapidly at home. A special segregated facility was set up in Iowa to train African-American officers. Some African-American combat units were assigned directly to French forces. They fought in France and marched into Germany with the French army. The first two Americans to receive the French *Croix de Guerre* for heroism in combat were African Americans: Henry Johnson and Needham Roberts. African-American soldiers sometimes resisted discrimination. In Houston, Texas, townspeople shouted insults at an African-American regiment, and the soldiers fired back. Seventeen were killed. Thirteen of the soldiers were later executed. After living in France, a less racist society than the South, many African-American soldiers were eager for a real change.

#### Hispanic Americans

Because of a shortage of farm laborers, U.S. officials made it easier for Mexican workers to enter the United States. Large numbers of Mexican Americans crossed the border to find work as temporary farm workers. Most moved to Texas, the Southwest or California. Progressives thought they might be easy to “Americanize.” During the war, Congress also gave U.S. citizenship to those Puerto Ricans who volunteered for military service.

## Asian Americans

By 1917, about 180,000 Asian Americans lived in the United States. The three major groups were Japanese Americans, Chinese Americans and Filipinos. A handful of Filipinos had recently graduated from the two military academies—West Point and Annapolis. Filipino men who had gone to Hawaii as workers suddenly found themselves subject to the new draft. In the military, Asian Americans were assigned to separate units as “non-whites” and few saw combat. There were notable exceptions: Marine Private Tomas Mateo Claudio and Army Sergeant Sing Kee fought at the Battle of Château-Thierry: Claudio was killed, but Kee survived to receive the Distinguished Service Medal. Sergeant Major Tokukiro Nishimura Slocum fought with distinction as a member of the 328th Infantry Regiment, 82nd Infantry Division. Asian Americans who served in the armed forces were permitted to become naturalized citizens. At the same time, Congress passed the Immigration Act of 1917, barring any further

Japanese or Chinese immigration. In 1918, the Philippines actually equipped a force of 25,000 men from the Philippine National Guard to join Pershing’s forces in France, but an armistice ending the war was signed before they could be sent.

## The Labor Shortage and the Great Migration

When men left for training and the battlefields of Europe, this created a labor shortage at home. Women, African Americans, and members of other minorities filled much of this gap by taking jobs in factories, farms, and railroads. Labor agents appeared in the South to recruit workers for Northern factories. This started the flow of African Americans known as the **Great Migration**. Thousands of African American left the South, with its “Jim Crow” laws and rural poverty, for cities in the Northeast and Midwest. Southerners sometimes resorted to violence to prevent the loss of more African Americans, whom they needed for their labor.

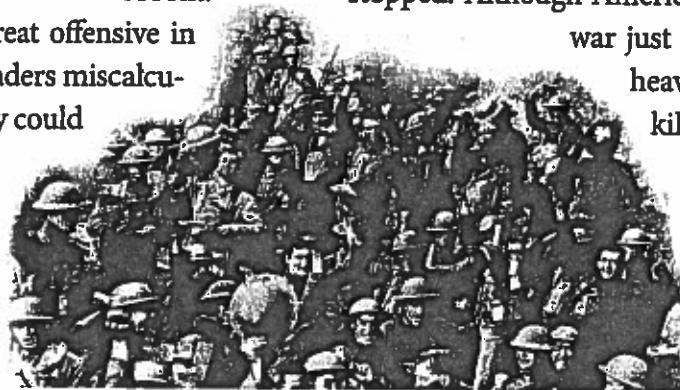
## The Historian’s Apprentice

Choose one of the groups above and write a brief report describing their experiences during World War I.

## “Over There”—Allied Victory in Europe

The United States entered the war in April 1917. That same spring, German submarines aggressively attacked Allied ships until the use of the convoy system reduced shipping losses in the Atlantic. American troops did not begin arriving in France for several months and at first only in a trickle. In the meantime, Russia dropped out of the war, allowing Germany to concentrate all its efforts on the Western Front. The Germans launched a great offensive in March 1918. But German leaders miscalculated when they thought they could achieve a breakthrough. The German offensive was unable to reach Paris

and soon collapsed. By June 1918, American troops began arriving in large numbers—about 10,000 a day. Almost two million American troops eventually reached Europe. The new American Expeditionary Force gave the Allies overwhelming superiority. The German army finally surrendered in November 1918. An armistice, or ceasefire, was signed and all fighting stopped. Although Americans had only been in the war just over a year, they suffered heavy casualties with 117,000 killed.

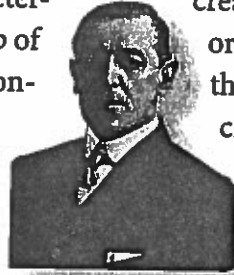


American soldiers celebrate the announcement of peace.

# The Peace Settlement: Wilson and the Treaty of Versailles

## The Fourteen Points

Even before the war had ended, President Wilson announced America's aims in a famous speech to Congress in January 1918. Wilson enumerated "Fourteen Points." These reflected his view that the war should become a crusade for democracy. The Fourteen Points demanded national self-determination for the peoples of Europe. The map of Europe would be redrawn so that each nationality had its own nation-state and government. Austria-Hungary would be broken up into smaller states. Poland, divided up by neighboring European monarchs more than a century before, would be reunited.



Woodrow Wilson

Wilson called for a "New Diplomacy" to replace the older policies of militarism and balance-of-power politics that had led to the war. He also demanded freedom of the seas, equal trade terms, reduced armaments, an end to secret diplomacy, and the creation of a new international peace-keeping organization, the "League of Nations." Wilson thus hoped to create a world of peaceful democratic states in which future world wars would no longer be possible. Inspired by Wilson's promises and hoping to get better peace terms, Germans overthrew the Kaiser (*the German Emperor*) in November 1918.

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## The Historian's Apprentice

### *The Fourteen Points*

1. Open covenants of peace, openly arrived at . . . [D]iplomacy shall proceed always frankly and in the public view.
2. Absolute freedom of navigation upon the seas . . .
3. The removal, so far as possible, of all economic barriers and the establishment of equality of trade conditions among all the nations . . .
4. Adequate guarantees given . . . that national armaments will be reduced . . .
5. A free, open-minded, and absolutely impartial adjustment of all colonial claims . . .
6. The evacuation of all Russian territory and such a settlement of all questions affecting Russia as will secure the best and freest cooperation of the other nations of the world . . .
7. Belgium, the whole world will agree, must be evacuated and restored . . .
8. All French territory should be freed and the invaded portions restored, and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine, which has unsettled the peace of the world for nearly fifty years, should be righted . . .
9. A readjustment of the frontiers of Italy should be effected along clearly recognizable lines of nationality.
10. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity to autonomous development.
11. Rumania, Serbia, and Montenegro should be evacuated; occupied territories restored . . .
12. The Turkish portion of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an . . . opportunity of autonomous development

13. An independent Polish state should be erected which should include the territories inhabited by indisputably Polish populations . . .
14. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike . . .

- ▶ Explain two of Wilson's Fourteen Points in your own words.
- ▶ In what ways did the Fourteen Points represent American values? Use specific evidence from the Fourteen Points to support your answer.

### The Paris Peace Conference and the Treaty of Versailles

Even though the armistice was concluded, the Allies and defeated powers still had to negotiate a final peace. Wilson personally traveled to Paris to negotiate the peace treaties. Most historians agree that Wilson made a crucial mistake in not inviting influential Senators to accompany him, since the U.S. Senate would eventually have to ratify each treaty. In Paris, Wilson came into conflict with other Allied leaders who wanted to impose a harsher treaty on Germany. Wilson eventually made many concessions to their views in order to win their support for the League of Nations, which was included in the peace treaty at Wilson's insistence.

The final terms of the Treaty of Versailles and its related treaties were extremely harsh on Germany and the other defeated Central Powers:

1. Germany lost territory to France and Poland, and lost all of its colonies.
2. Germany lost its navy, while its once powerful army was reduced to the size of a police force.
3. Germans were forced to sign the "War Guilt" clause, accepting blame for starting the war. For this reason, they were required to pay huge **reparations** (*payment for damages*) to the Allies.
4. Austria-Hungary was divided into several smaller national states.
5. Like the Tsar and the Kaiser, the Sultan was overthrown and Turkey became a republic. The Ottoman Empire lost most of its territories in the Middle East. Although the Allies had made various promises to local peoples, most of these territories were given to Britain or France to govern as "mandates."



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## The League of Nations

Just as Wilson had demanded, the Versailles Treaty created the **League of Nations**—an organization of nations that would defend each other against aggressors. It was believed that this new institution could discourage aggression and prevent future wars. Since the League had no army of its own, however, it depended entirely on the good will of its members to stop acts of aggression. **Article X of the Covenant of the League of Nations** (*the agreement inserted into the Treaty of Versailles creating the League*) stated that League members would help other League members facing aggression.

## The United States Rejects the Versailles Treaty and Retreats into Isolationism

When Wilson returned back home, he needed the support of two-thirds of the U.S. Senate to ratify the treaty. But many Americans were disillusioned with what had been achieved after the heavy costs of the war. Their disillusionment was reflected in the 1918 Congressional elections, in which Republicans

gained control of the Senate. Republicans especially objected to Article X.

When the Versailles Treaty was debated in the Senate in 1919, Wilson refused to accept any compromises offered by Senator Henry Cabot Lodge and other leading Republicans. He instructed Democrats to oppose ratification of the Treaty with Lodge's modifications. Wilson decided to appeal directly to voters by giving speeches throughout the country. Three weeks after he began this exhausting campaign to win public support, Wilson suffered a major stroke, which left him partially paralyzed.

The Senate then rejected Wilson's treaty. Republicans won further support in the 1920 Presidential election. In fact, the United States never joined the League of Nations. Instead, it signed a separate peace with Germany in 1921. Americans once again decided to avoid entanglements with Europe. They became more concerned with their own well-being at home and less committed to foreign affairs.

## The Historian's Apprentice

Pretend your classroom is the U.S. Senate in 1919. Hold your own debate on the Treaty of Versailles, including the League of Nations. One class member should act as Woodrow Wilson addressing the Senate. Another should act as Henry Cabot Lodge, opposing the treaty and proposing amendments. Other class members should speak as Senators. Then hold a vote on whether to ratify the treaty.

## Focus on Florida

During World War I, Florida had one of its most colorful governors. In 1916, Sidney J. Catts was elected as Governor of Florida after campaigning against alcoholic drinks and Catholics. He toured the state in his Model-T automobile, shouting speeches through a bullhorn. Florida passed "Prohibition" of alcoholic beverages in 1917. Catts remained Governor until January 1921. During the war, he encouraged anti-German sentiment and even accused African Americans of conspiring with Germany.

Meanwhile, Florida contributed to the war effort in many ways. Just over 42,000 Floridians served in the military during the war. According to state records, these included 13,024 African-American enlistees and seven African-American officers in the U.S. Army. The Navy and the Marine Corps were strictly segregated at the time and refused to accept African Americans. Women served as secretaries in the Navy and as nurses. More than 1,000 Floridians sacrificed their lives in the war. Eighteen

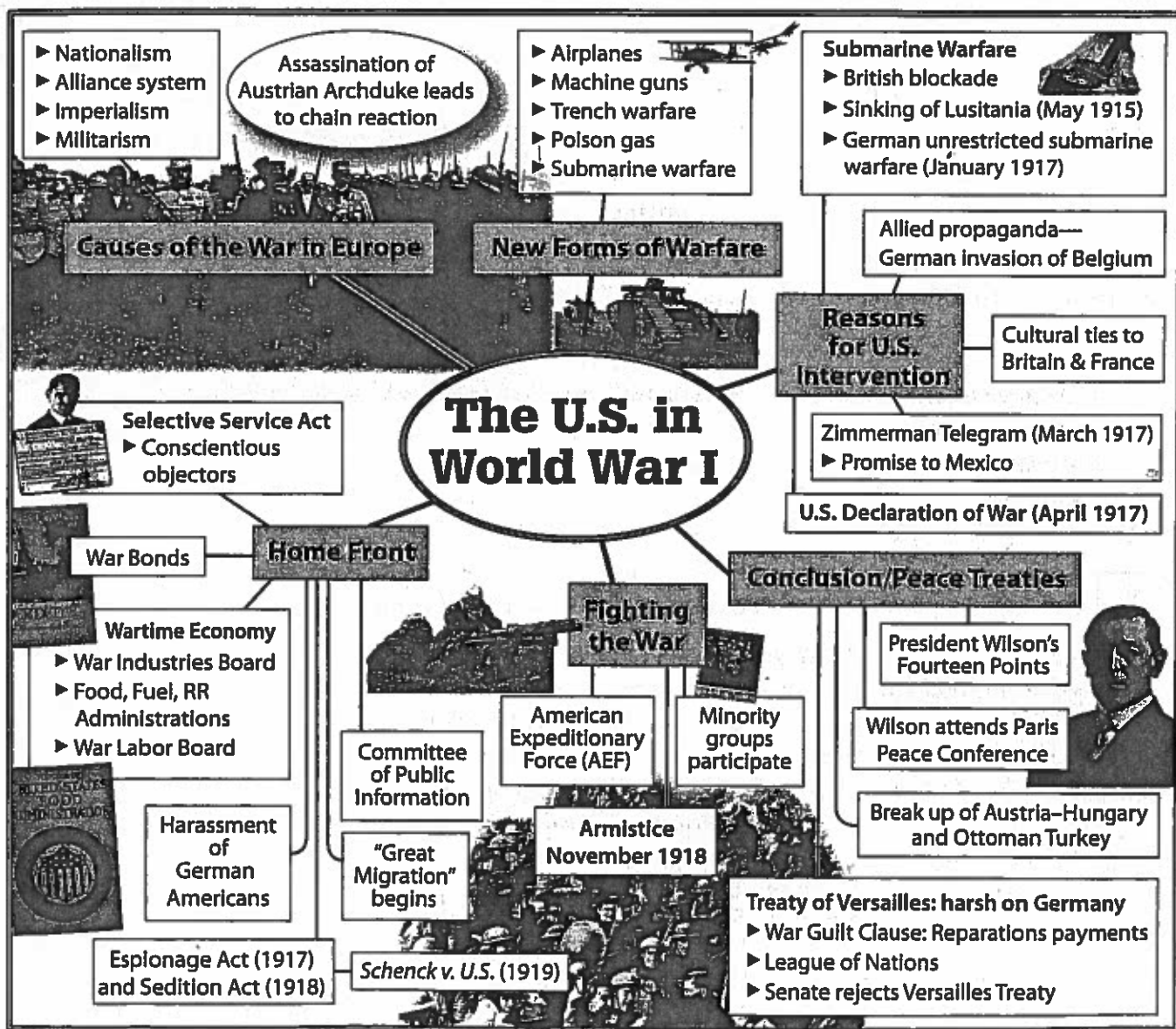


Floridians received the Distinguished Service Cross for extreme gallantry and courage.

Florida further contributed to the war by providing food and other products. Its farms produced cotton for making uniforms, vegetables, and fruits—especially citrus fruits. Its forests provided timber. Shipyards in Tampa and Jacksonville built Allied ships. A submarine base in Key West, five flight schools in Pensacola and other Florida cities, and other military camps helped to train troops. Thomas Edison spent time in Key West developing depth charges for use against submarines in naval warfare. Wartime experiences in turn affected Florida. Many who trained in Florida later returned as tourists or residents.

Racial relations actually worsened as a result of the war. African Americans who had served in the war had witnessed how Northern states and Europe treated them with greater respect and grew hopeful for changes in Florida after the war. A historic African-American voter registration drive was launched in Jacksonville in January 1919. Black churches, unions, clubs, and meeting places held workshops on voter registration. African-American veterans from the war and newly enfranchised women attempted to assert their rights. But the 1920 election proved to be one of the bloodiest in Florida history. Many of those African Americans who attempted to vote were beaten and a few were even killed. The state remained rigid in its segregationist policies.

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# Review Cards

## Long-Term Causes of World War I

- ▶ **Nationalism.** Nationalist feelings increased the rivalries between the “Great Powers” of Europe and encouraged ethnic groups in multi-national empires to form their own nation-states.
- ▶ **Economic Rivalries and Imperialism** of the “Great Powers” increased spirit of competition and conflict.
- ▶ **The Alliance Systems** (Germany and Austria vs. Russia, France, and Great Britain). Any conflict between nations in the opposing alliances threatened to draw in all the others.
- ▶ **Militarism.** Glorification of the military, military planning, and arms races played key roles in pushing Europeans to war. Generals felt they had to be the first to mobilize and attack.

## “Flashpoint” of World War I

- ▶ **Flashpoint:** the assassination of Archduke Ferdinand of Austria-Hungary on June 28, 1914, by Serb nationalists
- ▶ Austria invaded Serbia to teach the Serbs a lesson
- ▶ This brought Russia and the other Great Powers into the conflict because of their alliances. Germany invaded France by marching through Belgium, ensuring British entry into the war.

## Fighting in Europe

New weapons employed in the war prevented either side from quickly defeating the other.

- ▶ **Trench warfare.** The use of machine guns led soldiers to dig trenches. The trenches were separated by barbed wire and land mines known as “no man’s land.” Heavy artillery and chemical warfare (*poison gas*) were sometimes used.
- ▶ **Naval Blockade.** British blockade of the North Sea prevented foreign arms and food from reaching Germany. In retaliation, Germany used submarines (U-boats) to prevent supply ships from reaching Britain.
- ▶ **Airplanes.** Used for reconnaissance and “dogfights.” They did not play a major role but this was a precursor for later wars.

## Why Americans Went to War

- ▶ **Cultural Ties:** a common language and history with Britain.
- ▶ **Allied Propaganda and German Atrocities:** The German invasion of neutral Belgium led to exaggerated stories of German atrocities—largely false—which shocked Americans.
- ▶ **Isolation of the Central Powers:** Because of the British naval blockade, the Central Powers were isolated from the United States. Because Americans only heard the British side of the story, they grew more favorable to the Allies. U.S. trade with Germany dropped to almost nothing while the United States became the main provider of arms, food and supplies to the Allies.
- ▶ **Zimmerman Telegram** (March 1917): Germany promised the return of New Mexico, Arizona, and Texas to Mexico, if Mexico allied itself with Germany. The publication of this telegram in U.S. newspapers outraged the public.
- ▶ **Submarine Warfare:** *see next page*

## German Submarine Warfare

- ▶ **British Blockade:** The British blockade of Germany led to German submarine warfare against ships bringing supplies to Britain. German submarines were too small to announce themselves in advance of attack or to carry survivors.
- ▶ **Lusitania:** In March 1915, a German submarine sank the *Lusitania*, a British passenger ship. The attack led to over a thousand deaths, including 128 Americans and 94 children, and greatly stirred anti-German feelings among Americans.
- ▶ **Sussex Pledge:** Another German submarine sank the *Sussex*, a French passenger ship in 1916. Germany pledged not to sink any more ocean liners or merchant ships without warning or rescuing survivors.
- ▶ **Unrestricted Submarine Warfare:** In January 1917, Germany declared “unrestricted submarine warfare.” German leaders felt they could defeat the Allies before the United States entered the war. The sinking of more U.S. merchant ships in 1917 led to a U.S. declaration of war on Germany. Wilson called for intervention not only to protect freedom of the seas but as a crusade to make the “world safe for democracy.”

## America at War

- ▶ **Mobilization:** President Wilson appointed General Pershing to command the million-man American Expeditionary Force (AEF).
- ▶ **Selective Service Act** required conscription (*compulsory military service known as the “draft.”*).
- ▶ **Conscientious Objectors (COs):** Those who refused to fight on moral grounds. They still had to serve in noncombatant roles, such as ambulance drivers, caring for the wounded, working on farms, or as firefighters. Some were imprisoned and treated unfairly.
- ▶ **The Committee of Public Information:** This federal agency was responsible for propaganda in favor of the war effort, creating posters, pamphlets, billboards, press releases, newsreels, and anti-German films.

## The War-Time Economy

- The U.S. government collaborated with Big Business and organized labor to further the war effort:
- ▶ **War Industries Board:** Coordinated wartime manufacturing.
  - ▶ **Food Administration:** Oversaw the production and distribution of food.
  - ▶ **Fuel Administration:** Regulated coal and gasoline, and called for voluntary conservation.
  - ▶ **Railroad Administration:** Nationalized the railways during the war.
  - ▶ **The Emergency Ship Corporation:** Built a fleet of ships to transport men and supplies to Europe.
  - ▶ **War Labor Board:** Mediated disputes between owners and workers.

## Paying for the War

- ▶ Total war costs were \$30 billion—30 times the total revenues of the federal government in 1916.
- ▶ Higher taxes on the wealthy raised 1/3 of the war costs.
- ▶ **Liberty Bonds.** The rest of the war was financed through borrowing. Liberty bonds were government bonds sold to the public and paid a low interest rate. The national debt rose from \$1 billion in 1916 to \$20 billion by the war's end.
- ▶ One-third of this money was lent to the Allies. The United States turned from being a “debtor” to a “creditor” nation.

## Civil Rights on the Home Front

During the war, individual rights were restricted in the interests of national security:

- ▶ **Espionage Act of 1917** allowed government censorship of the mails and imprisonment for those who interfered with the draft.
- ▶ **Sedition Act of 1918** made it a crime to use “disloyal” language.
- ▶ These wartime restrictions were upheld by the U.S. Supreme Court:
  - *Schenck v. U.S.* (1919)—speech can be restricted whenever a “clear and present danger” is evident.
  - *Debs v. U.S.* and *Abrams v. U.S.* (1919)—also upheld restrictions on speech.

## U.S. Minorities during World War I

When men went off to war, women, African Americans, and other minorities filled the gap by taking jobs in factories, farms, and railroads.

- ▶ **Women:** At the time war was declared, many women were campaigning for a constitutional amendment granting them the right to vote. The National American Woman Suffrage Association and its members supported the war effort by selling war bonds, knitting socks, cooking meatless dinners, joining the Red Cross, and serving as nurses. The National Woman’s Party opposed the war.
- ▶ **German Americans:** Great prejudice was shown against German Americans. More than 4,000 were imprisoned. One German American was attacked by a mob and killed.
- ▶ **American Indians:** American Indians enlisted in World War I and fought bravely in Europe.
- ▶ **Jewish Americans:** Despite prejudice against them, a great number enlisted. The American Jewish community raised funds to help people in Europe.
- ▶ **African Americans:** African-American leaders urged their followers to fight for freedom and democracy abroad so they could achieve them more rapidly at home. Over 100,000 joined the war in Europe, although they were forced to serve in segregated units. African Americans were also recruited in large numbers for jobs in cities in the Northeast and Midwest. They left the South in the **Great Migration**.
- ▶ **Hispanic Americans:** Large numbers crossed the Mexican border to work on U.S. farms.
- ▶ **Asian Americans:** Japanese Americans, Chinese Americans, and Filipino Americans enlisted in the armed services even though they faced discrimination.

## Allied Victory in 1918

- ▶ The **American Expeditionary Force (AEF)** gave the Allies overwhelming superiority. The German army surrendered in November 1918. An armistice for a ceasefire was signed and the fighting stopped.

## The Fourteen Points

In January 1918, Wilson announced America’s war aims in the “**Fourteen Points**.” These reflected his view that the war was a crusade for democracy. The Fourteen Points included:

- ▶ self-determination for the peoples of Europe
- ▶ reduced armaments
- ▶ freedom of the seas
- ▶ an end to secret diplomacy
- ▶ equal trade terms
- ▶ creation of the League of Nations

### Treaty of Versailles and Related Treaties

- ▶ Germany lost territory to France and Poland, and lost all of its colonies.
- ▶ Germany lost its navy, while its once powerful army was reduced to the size of a police force.
- ▶ Germans were forced to sign the "War Guilt" clause, accepting the blame for starting the war. On these grounds, they were also required to pay huge reparations (*payment for damages*) to the Allied victors.
- ▶ Austria-Hungary was divided into several smaller national states.
- ▶ The Sultan was overthrown and Turkey became a republic. The Ottoman Empire lost most of its territories in the Middle East. These territories became mandates of Britain and France.
- ▶ A League of Nations was established to prevent aggression and protect the peace.

### The U.S. Senate Rejects the Treaty of Versailles

- ▶ Americans were generally disappointed with the war's outcome.
- ▶ Many Americans retreated into isolation.
- ▶ The Congressional elections of 1918 reflected this disappointment and gave control of the Senate to Republicans. Wilson ordered his supporters to reject the Treaty of Versailles rather than accept it with Republican changes.
- ▶ The United States never joined the League of Nations; instead, it signed a separate peace treaty with Germany in 1921.

