



Study Guide Online

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Chapter Summary

**Section 1
The Road to War**

- The massive war that broke out in Europe in 1914 quickly settled into a long, bloody stalemate.
- At first, President Wilson was determined to maintain American neutrality.
- German submarine warfare and the Zimmermann Telegram contributed to Wilson's decision to declare war on Germany in 1917.

**Section 2
Supporting the War Effort**

- The United States moved quickly to build up its armed forces.
- To support the war effort, the government took steps to control the economy, build public support for the war, and suppress dissent.

**Section 3
Americans at War**

- American troops were finally ready for combat in 1918.
- With fresh American troops and supplies, the Allies were able to resist a German advance and push on to victory.
- An armistice ended the war in November 1918.

**Section 4
Shaping the Peace**

- Wilson's Fourteen Points were an effort to create a just peace and prevent future wars.
- The Treaty of Versailles imposed harsh conditions on Germany.
- Opposition to the League of Nations led the Senate to reject the treaty.

Key Concepts

These notes will help you prepare for questions about key concepts.

Causes of World War I

- **Imperialism:** European nations competed for trade and territory.
- **Militarism:** Nations glorified the military and military leaders.
- **Nationalism:** Ethnic groups in the Balkans and elsewhere sought to create their own nations.
- **Alliance System:** Defensive alliances meant many nations would be drawn into conflict.
- **Immediate Cause:** Archduke Franz Ferdinand was assassinated by Serbian nationalists.

Technology of World War I

- New technology contributed to the stalemate and made World War I more deadly than any previous war.
- Trench warfare
 - Machine guns
 - Airplanes
 - Tanks
 - Poison gas
 - Submarines

The Fourteen Points

Wilson's peace plan included these principles:

- End of secret agreements
- Freedom of the seas
- Free trade
- Arms reduction
- Settlement of colonial claims
- Self-determination
- League of Nations

Vocabulary Builder

Key Terms

Fill in the blanks with the correct key terms from this chapter.

1. The Treaty of Versailles punished Germany by making it pay ____.
2. In ____, armies fired at each other across a barren patch called no man's land.
3. The principle of ____ meant that nations could choose their own form of government.
4. The use of ____ helped stir support for the war effort.
5. ____ led nations to place great pride and trust in their armies and navies.

Comprehension and Critical Thinking

6. (a) **Describe** Describe the events that led the United States to declare war on Germany.
(b) **Contrast** Review what you learned about the Spanish-American War. How were the reasons for declaring war on Spain similar to the reasons for declaring war on Germany? How were they different?
7. (a) **Recall** How did American women support the war effort?
(b) **Analyze Cause and Effect** How did the role of women during the war affect their political status?
8. (a) **Recall** What problems did German Americans face during World War I?
(b) **Identify Bias** How is the use of an expression such as "liberty cabbage" for "sauerkraut" an example of bias?
(c) **Apply Information** Suggest one way that people can avoid such bias during wartime.
9. (a) **Explain** Why did Wilson want American forces to fight separately from French and British armies?
(b) **Evaluate Information** Did Wilson's plan succeed?
10. (a) **Recall** How did Wilson and Lodge disagree over the League of Nations?
(b) **Detect Points of View** Recall what you learned about George Washington's Farewell Address. Do you think Washington's viewpoint was closer to that of Wilson or to that of Lodge?

History Reading Skill

11. **Identify and Connect Main Ideas** Identify a main idea from each of the four sections in this chapter. Explain how these ideas connect to one another. If possible, find a connection to an earlier event or to a current event.

Writing

12. **Write two paragraphs about one of the following issues involving World War I:**

- Describe what happened on the "home front" during the war.
- Evaluate the effectiveness of President Wilson as a leader.
- Take a stand about America's entry into World War I.

Your paragraph should:

- begin with a sentence stating your main idea about your subject;
- include facts, reasons, and examples from the chapter to develop your ideas.

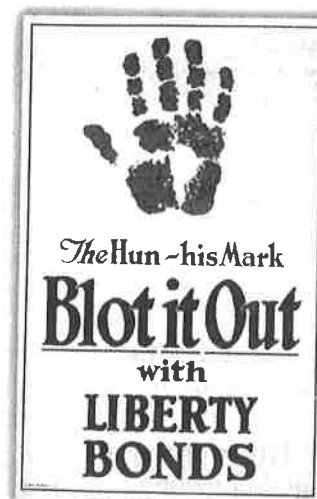
13. **Write a Letter:**

Imagine that you are an American soldier in France during World War I. Write a letter home describing your experiences.

Skills for Life

Recognize Propaganda

Use the poster below to answer the questions.



14. (a) Who do you think created this poster?
(b) What did the creator of the poster want people to do?
15. What propaganda techniques are used?
16. Do you think the poster was an effective form of propaganda? Why or why not?

Test Yourself

- During World War I, African American soldiers
 - A were banned from joining the army.
 - B refused to support the war effort.
 - C served in combat with white soldiers.
 - D served in segregated units.

Refer to this excerpt from the Treaty of Versailles to answer Question 2.

“Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected.”

- Which of the Big Four would have been most likely to oppose the above clause?
 - A Wilson
 - B Lloyd George
 - C Clemenceau
 - D Orlando

Document-Based Questions

Task: Look at Documents 1 and 2, and answer their accompanying questions. Then, use the documents and your knowledge of history to complete the following writing assignment:

Write a short essay discussing whether or not the government has the right to limit freedom of speech during wartime.

Document 1: The Espionage Act of 1917 was passed after Congress declared war with Germany. *What is the punishment for someone who violates this portion of the Espionage Act?*

“SEC. 3 Whoever, when the United States is at war, shall willfully make or convey false reports or false statements with intent to interfere with the operation or success of the military or naval forces of the United States or to promote the success of its enemies . . . or shall willfully obstruct the recruiting or enlistment service of the United States, to the injury of the service or of the United States, shall be punished by a fine of not more than \$10,000 or imprisonment for not more than twenty years, or both.”

Refer to the graph below to answer Question 3.



Source: R.E. Dupay and T.N. Dupay, *The Encyclopedia of Military History*

- Which Allied power shown on the graph had the most casualties?
 - A Russia
 - B Germany
 - C France
 - D United States

Document 2: Rose Pastor Stokes was a socialist and outspoken critic of the war. In 1918, she was convicted under the Espionage Act and sentenced to 10 years in federal prison for writing to the editor of the *Kansas City Star* the following letter. *Why did Stokes write to the Kansas City Star?*

“To the Star:
 . . . A headline in the evening’s issue of the Star reads: ‘Mrs. Stokes for Government and Against War at the Same Time.’ I am not for the government: In the interview that follows I am quoted as having said ‘I believe the government of the United States should have the unqualified support of every citizen in its war aims.’ I made no such statement, and I believe no such thing. No government which is for the profiteers can also be for the people, while the government is for the profiteers.”

Rose Pastor Stokes”