

UNIT

7

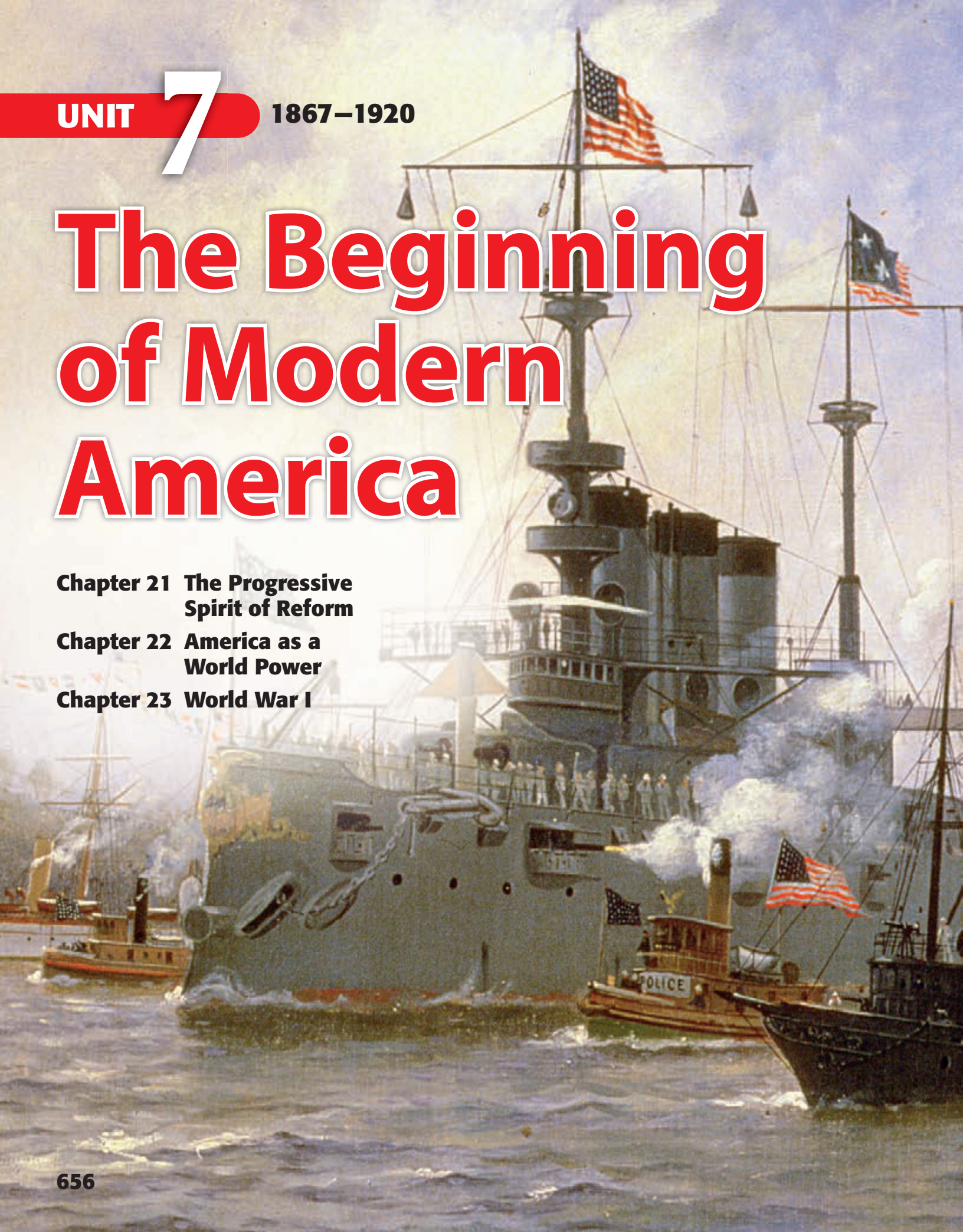
1867–1920

The Beginning of Modern America

Chapter 21 The Progressive Spirit of Reform

Chapter 22 America as a World Power

Chapter 23 World War I





What You Will Learn...

As cities in the United States became more prosperous, people began to examine the inequalities in American society. A progressive spirit emerged that led to changes in American culture. The United States also began to expand its influence overseas.

Presidents were called upon to deal with many domestic and foreign challenges, including two wars that changed the landscape of international politics. During the Spanish-American War, the United States acquired overseas territories. During World War I, Americans fought in Europe for the first time.

Explore the Art

This painting shows the Great White Fleet, a group of U.S. ships that toured the world from 1907 to 1909. How might a tour of American ships affect foreign views of the United States?

The Progressive Spirit of Reform

Essential Question How did Americans benefit from Progressive reforms?



What You Will Learn...

In this chapter you will learn about the reform movements that swept across the United States in the late 1800s and early 1900s.

SECTION 1: The Gilded Age and the Progressive Movement 662

The Big Idea From the late 1800s through the early 1900s, the Progressive movement addressed problems in American society.

SECTION 2: Reforming the Workplace 670

The Big Idea In the early 1900s, Progressives and other reformers focused on improving conditions for American workers.

SECTION 3: The Rights of Women and Minorities.. 675

The Big Idea The Progressive movement made advances for the rights of women and some minorities.

SECTION 4: The Progressive Presidents 680

The Big Idea American presidents in the early 1900s did a great deal to promote progressive reforms.

FOCUS ON SPEAKING

Campaign Promises In this chapter you will read about the political corruption of the Gilded Age and the reform movements that followed. Serious problems face the nation, and you must convince voters that you should be the one to tackle those problems. Create and present a list of campaign promises that you would make if you were a politician running for office in the United States in the late 1800s or early 1900s.



1868

Ulysses S. Grant is elected president.

1865

1870



1871 The British Parliament legalizes labor unions.



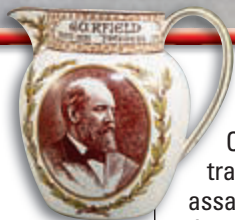
The reform movements of the late 1800s and early 1900s were led by ordinary citizens, such as these women calling for their right to vote.

HISTORY



Teddy Roosevelt vs. Corporate America

hmhsocialstudies.com VIDEO



1881

Charles Guiteau, a frustrated federal job seeker, assassinates President James A. Garfield.

1880

1888

Brazil officially ends slavery.

1890

1901

President William McKinley is assassinated, and Vice President Theodore Roosevelt becomes president.

1900



1910

1920

Congress declares the Nineteenth Amendment ratified, giving women the right to vote.

1920



1912

The British luxury liner *Titanic* sinks after hitting an iceberg during its first voyage. About 1,500 passengers die.

1917

Mexico adopts a new constitution.

Reading Social Studies

Economics

Geography

Politics

Society
and Culture

Science and
Technology

Focus on Themes In this chapter, you will read about the corrupt **politics** of the Gilded Age, a time marked by attempts at reform. You will learn how **society and culture** reacted and responded

to the problems of corruption and inequality. Finally, you will read about several presidents of the early 1900s who supported ideas and initiatives that promoted social reform.

Evaluating Sources

Focus on Reading Historical texts and current history books are good sources of information about the past. However, some sources can be more reliable than others to learn the truth.

Evaluating Texts Sometimes people write texts with a specific purpose or viewpoint in mind. Determining what the author's goal was in writing a passage can help you evaluate whether to believe all of the text, or merely some of it. Knowing which parts you can believe and which you cannot will help you understand what really happened in history.

Notice how one reader evaluated the source below.

The man, therefore, who as the owner of newspapers, would corrupt public opinion is the most dangerous enemy of the State. We may talk about the perils incident [dangers attached] to the concentration of wealth, about the perils flowing from a disregard of fiduciary [financial] responsibility, about abuses of privilege, about exploiting the government for private advantage; but all of these menaces, great as they are, are nothing compared with a deliberate, persistent, artful, purchased endeavor to [change and direct] the public judgment.

—*Harper's Weekly*, October 20, 1906, quoted in *Yellow Journalism* by W. Joseph Campbell

The author is using strong words to describe his viewpoint. Maybe he isn't being as objective as he should be.

The article lists several ideas that the author seems to think are bad. Are these things really bad? Can that help me determine the author's viewpoint?

This magazine was widely read when the article appeared. I think that makes the article a good source for some viewpoints of the time.



Key Terms and People

You Try It!

Read the passage below and evaluate whether you would use it as a source for a paper.

Space is no intervention now between communication. [N]ot only do the wires of copper bind the world together in closer communication, but with the telephone it is possible to converse [talk] with friends a thousand miles away, hearing distinctly every word and recognizing the individual voice. Closer acquaintance has thus wrought [created] vast changes in public opinions and policies. The entire civilized world has been drawn more closely together, old ideas and prejudices have been wiped out.

—*Cincinnati Times-Star*, January 1, 1900, quoted in *Yellow Journalism* by W. Joseph Campbell

1. What viewpoint of new technology is the author taking in this article? How can you tell?
2. Do you believe that the telephone brought about “changes in public opinions and policies”? Why or why not? Why might the author say this?
3. Can you trust the author when he says that “old ideas and prejudices have been wiped out”? Why or why not? Why might the author say this?
4. Did this article appear in a well-known newspaper? Does this make it more trustworthy or less?
5. Would you use this article as a source for writing a paper about how new inventions affected life in the early 1900s? Explain your answer.

As you read Chapter 21, evaluate the primary sources for their usefulness in understanding history.

Chapter 21

Section 1

political machines (p. 662)
 Progressives (p. 664)
 muckrakers (p. 664)
 Seventeenth Amendment (p. 666)
 recall (p. 666)
 initiative (p. 666)
 referendum (p. 666)
 Robert M. La Follette (p. 667)

Section 2

Triangle Shirtwaist Fire (p. 673)
 workers' compensation laws (p. 673)
 capitalism (p. 674)
 socialism (p. 674)
 William “Big Bill” Haywood (p. 674)
 Industrial Workers of the World (p. 674)

Section 3

Eighteenth Amendment (p. 676)
 National American Woman Suffrage Association (p. 676)
 Alice Paul (p. 677)
 Nineteenth Amendment (p. 677)
 Booker T. Washington (p. 677)
 Ida B. Wells (p. 677)
 W. E. B. Du Bois (p. 678)
 National Association for the Advancement of Colored People (p. 678)

Section 4

Theodore Roosevelt (p. 680)
 Pure Food and Drug Act (p. 681)
 conservation (p. 681)
 William Howard Taft (p. 682)
 Progressive Party (p. 682)
 Woodrow Wilson (p. 682)
 Sixteenth Amendment (p. 683)

Academic Vocabulary

In this chapter you will learn the following academic words:

motive (p. 666)
 various (p. 682)

What You Will Learn...

Main Ideas

1. Political corruption was common during the Gilded Age.
2. Progressives pushed for reforms to improve living conditions.
3. Progressive reforms expanded the voting power of citizens.

The Big Idea

From the late 1800s through the early 1900s, the Progressive movement addressed problems in American society.

Key Terms and People

political machines, p. 662
 Progressives, p. 664
 muckrakers, p. 664
 Seventeenth Amendment, p. 666
 recall, p. 666
 initiative, p. 666
 referendum, p. 666
 Robert M. La Follette, p. 667



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TAKING NOTES

Use the graphic organizer online to take notes on progressive reforms and the problems they addressed.

The Gilded Age and the Progressive Movement

If YOU were there...

You live in a big-city neighborhood in the 1890s. You and your brother are both looking for jobs. You know that the man down the street is the “ward boss.” He can always get city jobs for his friends and neighbors. But in return you’ll have to promise to vote the way he tells you to in the upcoming election.

**Would you ask the ward boss for a job?
Why or why not?**

BUILDING BACKGROUND The late 1800s were a time of contrasts in American life. Great wealth created through business ventures existed alongside poverty and the difficulties of tenement life. In politics, money led to corruption and dishonesty. Reacting to these conditions, reformers worked to improve many areas of American life.

Political Corruption

The late 1800s in the United States are often called the Gilded Age. The term came from a novel by that name. *The Gilded Age* highlights the inequality between wealthy business owners, who profited from the Industrial Revolution, and workers, who often labored under terrible conditions for little pay. Many people began to believe that the government should help fix this inequality. The first step was to get rid of corruption in politics.

Political Machines

In the late 1800s city and county politics were dominated by **political machines**—powerful organizations that used both legal and illegal methods to get their candidates elected to public office. For example, members of political machines sometimes stuffed ballot boxes with extra votes for their candidates. They also paid people to vote a certain way and then bribed vote counters. Through such actions, political machines could control local governments.

Primary Source

POLITICAL CARTOON

The Tammany Ring

This political cartoon shows a ring of corrupt politicians known as Tammany Hall. The cartoonist shows how each person blames the one next to him for the corruption in government. As a result of political machines like Tammany Hall, many Americans began demanding political reforms.



ANALYSIS
SKILL

ANALYZING PRIMARY SOURCES

Why are the men shown standing in a circle?

Political machines were run by leaders called bosses. The machine's boss frequently traded favors for votes. For example, the boss might hand out city jobs to unqualified people or allow an illegal business to operate. The bosses drew much of their support from immigrants. They became popular among poor families because of the services they provided, including jobs and social services such as a fire brigade. A Boston politician said that the role of the machine boss was "to be . . . somebody that any bloke [man] can come to . . . and get help."

New York City's political machine, Tammany Hall, was one of the most notorious. After winning city elections in 1888, members of Tammany Hall rewarded their supporters with about 12,000 jobs. As boss of Tammany Hall, William Marcy Tweed may have stolen up to \$200 million from the city. One man remembered how Tammany Hall stayed in power by intimidating voters:

"Father used to say, 'They know how you're voting. You can't fool them.' He was a Republican at heart, but he had to vote Democratic in order that they didn't find out and make it difficult for him."

—Henry Fenner, quoted in *You Must Remember This*,
edited by Jeff Kisseloff

Cleaning Up Political Corruption

Corruption was also a problem in the federal government. Many people thought that the corruption extended to the presidential administration of Ulysses S. Grant. During Grant's second term, federal officials were jailed for taking bribes from whiskey makers in exchange for allowing them to avoid paying taxes. Another scandal involved members of Congress who had taken bribes to allow the Union Pacific Railway to receive government funds. These scandals and others caused many Americans to question the honesty of national leaders.

In response, Americans began calling for changes in the civil service, the government job system. They disliked the spoils system, the practice of giving jobs to the winning candidates' supporters. Thomas Jefferson was the first to reward supporters with jobs. After his administration, each time a new party took power, it replaced many government officials. Many new employees were unqualified and untrained.

By the late 1800s government corruption was so widespread that reformers demanded that only qualified people be given government jobs. In response, President Rutherford B. Hayes

Gilded Age Presidents

QUICK
FACTS



Rutherford B. Hayes

Republican

In office: 1877–1881

Hayes promised to reform the government with “thorough, radical, and complete” changes.



James A. Garfield

Republican

In office: 1881

Garfield attempted reforms before he was assassinated.



Chester A. Arthur

Republican

In office: 1881–1885

Arthur supported a system for awarding federal jobs based on merit, not party loyalty.



Grover Cleveland

Democrat

In office: 1885–1889, 1893–1897

Cleveland was known for his honesty and for getting involved in the day-to-day details of government.



Benjamin Harrison

Republican

In office: 1889–1893

Harrison supported the Sherman Antitrust Act, which regulated business monopolies.



William McKinley

Republican

In office: 1897–1901

McKinley avoided scandals and helped win public trust in the government.

THE IMPACT TODAY

Tests are still required for many federal jobs, including secretarial positions, air traffic control, and law enforcement.

made minor reforms, such as firing a powerful member of the New York Republican political machine. President James A. Garfield also attempted reforms. But on July 2, 1881, Garfield was attacked and shot twice by a mentally unstable federal job seeker named Charles Guiteau. The president later died from his wounds, and Vice President Chester A. Arthur became president.

Arthur continued the push for reforms by backing the Pendleton Civil Service Act, which was passed in 1883. This law set up a merit system for awarding federal jobs. Under the Pendleton Act, more than 10 percent of government job applicants had to pass an exam before they could be hired. It was a start to reforming other government practices.

READING CHECK Analyzing What factors led to civil-service reform?

Progressives Push for Reforms

A group of reformers known as **Progressives** were also working to improve society in the late 1800s. Progressives tried to solve problems caused by rapid industrial and urban growth. Their goals were to eliminate the causes of problems such as crime, disease, and poverty. They fought for reforms ranging from better working conditions to education programs in poor neighborhoods.

Muckrakers at Work

Some journalists urged Progressives to action by writing stories that vividly described problems in U.S. society. These journalists were nicknamed **muckrakers** because they “raked up” and exposed the muck, or filth, of society. Muckrakers wrote about troubling issues such as child labor, racial discrimination, slum housing, and corruption in business and politics.

In 1902 and 1903 Lincoln Steffens wrote a series of articles in *McClure's Magazine* exposing corruption in city government. In one article, he described how government officials in St. Louis, Missouri, used their positions to earn extra money illegally:

“Men empowered to issue peddlers’ licenses and permits to citizens who wished to erect awnings or use a portion of the sidewalk for storage purposes charged an amount in excess of the prices stipulated [set] by law, and pocketed the difference.”

—Lincoln Steffens, *The Shame of the Cities*

Primary Source

PHOTOGRAPH

The Other Half

In 1890 Jacob Riis published *How the Other Half Lives*. The book was a collection of photographs of residents and workers in New York City tenement buildings, including families and immigrants. The conditions of life that Riis showed in his photographs, like this one, shocked many wealthier Americans.

Sweatshops were located in tenements to avoid the labor laws that affected factories. Workers crowded into the small, stuffy spaces.

This 12-year-old boy said he was 16 in order to keep his job of pulling threads.

Sweatshops turned out large amounts of clothing at low prices.



ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

How might this photograph encourage people to become reformers?

Another muckraker, Ida B. Tarbell, wrote articles criticizing the unfair business practices of the Standard Oil Company. Upton Sinclair exposed unsanitary practices in the meat-processing industry in his novel *The Jungle*.

Although such writing angered many politicians and business leaders, it also helped to unite Progressives. Muckrakers influenced voters, causing them to pressure politicians into backing reforms.

Reform Successes

A major goal of Progressive reformers was to help the urban poor. You have read about the work of housing reformers, which led to the 1901 New York State Tenement House Act. Other Progressives started settlement houses similar to Jane Addams's Hull House. People usually started settlement houses in poor areas in order to improve education, housing, and sanitation there.

The movement for urban reform also led to new professions, such as city planning

and civil engineering. City planners helped design safer building codes and opened new public parks. Civil engineers improved transportation by paving streets and building bridges. Sanitation engineers tried to solve problems concerning pollution, waste disposal, and impure water supplies. Death rates dropped dramatically in areas where planners and engineers addressed these problems.

Progressives also believed that improving education would lead to a better society. In response to their demands for reform, states passed laws requiring all children to attend school. Some Progressives started kindergarten programs to help young city children learn basic social skills. In 1873 reformer Susan Blow opened the first American public kindergarten in St. Louis. By 1898 more than 4,000 kindergartens had opened in the United States.

Philosopher John Dewey was a key supporter of early childhood education. His

ACADEMIC VOCABULARY

motive
a reason for
doing something

motive was to help children learn problem-solving skills, not just memorize facts. This, he thought, would help them in everyday life. Dewey's teaching methods became a model for progressive education across the country.

Progressives also worked to improve the education of medical professionals. In the late 1800s the United States lacked a ready supply of well-trained and professionally organized doctors. Researchers knew the causes of diseases such as pneumonia and tuberculosis. However, there were few medical organizations that could help spread this knowledge.

Under the leadership of Joseph McCormack, the American Medical Association (AMA) brought together local medical organizations in 1901. The AMA supported laws designed to protect public health and showed how Progressives could organize to help improve society. Other organizations followed the AMA's lead.

READING CHECK **Finding Main Ideas** How did progressive reforms improve society?

BIOGRAPHY

Robert M. La Follette 1855–1925

Born in rural Wisconsin, Robert M. La Follette began his political career at a young age. He was elected to the U.S. House of Representatives in 1884, becoming the youngest member of Congress. He soon earned the nickname "Fighting Bob" for his energetic speaking style and his active support for progressive reforms.

After serving as Wisconsin's governor and as U.S. senator, La Follette ran for president as the Progressive Party candidate in 1924. He won his home state and received about 16 percent of the popular vote.

Drawing Conclusions Why might La Follette have been proud of the nickname "Fighting Bob"?

Expansion of Voting Power

Some Progressives worked to change state and local governments in order to reduce the power of political machines. In many places, reformers replaced corrupt ballots that listed only one party's candidates with government-prepared ballots that listed all candidates. Under pressure from reformers, many states adopted secret ballots, a measure that ensured the privacy of every voter.

Voting Reforms

Reformers also hoped to expand voting power. For example, they favored the **Seventeenth Amendment**, which allowed Americans to vote directly for U.S. senators. Before the constitutional amendment was passed in 1913, state legislatures had elected senators. Reformers also favored the direct primary, in which voters choose candidates for public office directly. Previously, party leaders had selected which candidates would run for office.

Other reform measures allowed voters to take action against corrupt politicians. Some states and cities gave unhappy voters the right to sign a petition asking for a special vote. The purpose of that vote was to **recall, or remove**, an official before the end of his or her term. If enough voters signed the petition, the vote took place. The official could then be removed from office if there was a majority of recall votes.

In California, Oregon, and states in the Midwest, Progressives worked on reforms to give voters direct influence over new laws. A procedure called the **initiative** allowed voters to propose a new law by collecting signatures on a petition. If enough signatures were collected, the proposed law was voted on at the next election. Another measure, called the **referendum**, permitted voters to approve or reject a law that had already been proposed or passed by a government body. This process gave voters a chance to overrule laws that they opposed.

Government Reforms

In addition to working for greater voter participation, Progressives attempted to change the way city government operated. Some reformers wanted city government to be run like a business. As a result of their efforts, several cities changed to council-manager governments. Under this system, voters elect a city council. The council then appoints a professional manager to run the city. Other business-minded reformers supported the commission form of government. Under this system, the city is headed by a group of elected officials. Each official manages a major city agency, such as housing or transportation.

One of the leaders of the effort to reform state government was Wisconsin's Republican governor **Robert M. La Follette**. La Follette decreased the power of political machines and used university professors and other experts to help write new laws and work in state agencies. He also made available to the public information on how politicians voted. That way, voters would know if leaders had

Expanding Democracy	
Direct Primaries	Voters choose candidates.
Recall	Voters can remove an official from office.
Initiatives	Voters can propose laws by petition.
Referendum	Voters can overrule a law.
17th Amendment	Senators are elected directly by voters.

kept their campaign promises. Called the Wisconsin Idea, La Follette's plan became a model for progressive reforms in other states.

READING CHECK Evaluating How did Progressives work to change voting procedures?

SUMMARY AND PREVIEW Progressives worked to reform government and improve city life. In the next section you will learn about reforms in working conditions.

Section 1 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Recall** What was the main goal of **political machines** during the Gilded Age?
 - Draw Conclusions** Why do you think some immigrants supported political machines?
 - Predict** Do you think the system of testing created by the Pendleton Civil Service Act would work to reduce corruption in the spoils system? Why or why not?
- Identify** Who were **muckrakers**, and what effect did they have on reform?
 - Explain** How did **Progressives** try to improve education?
 - Evaluate** Which progressive reform do you think was most important? Why?
- Describe** What new ideas and practices were introduced to give voters more power?
 - Draw Conclusions** How did progressive reforms limit the power of political machines?

Critical Thinking

- Categorizing** Review your notes on the problems that progressive reforms addressed. Then copy the chart below and use it to categorize the various progressive reforms.

Progressive Reforms		
Social	Political	Urban

FOCUS ON SPEAKING

- Addressing Political and Social Problems** How would you address the problems of political corruption and urban growth during the late 1800s? Jot down notes about campaign promises you might make to assure voters that you would make the necessary reforms.

Reform Literature

GUIDED READING

WORD HELP

cuffs punches
utter complete
close stuffy
sole only
access right to use
stenches bad smells
in vain without success
galling causing pain; irritating
fetters chains
heaves rises and falls
avail help

1 The writer wants you to imagine that he is taking you on a tour of the building. Why do you think he chooses this way to describe the place?

2 Find one detail that appeals to each sense: sight, sound, smell, taste, and touch. How would you sum up, in one sentence, the place that Riis describes?

from *How the Other Half Lives*

by Jacob Riis (1849–1914)

About the Reading *How the Other Half Lives* describes the tenement houses where immigrants lived in New York City. Its author, Jacob Riis, was a newspaper reporter. His nonfiction book made Americans aware of the extremes of poverty suffered by working people. Riis believed that every human being deserved a decent, safe place to live. *How the Other Half Lives* led to reforms and new laws that improved housing conditions.



AS YOU READ Look for details that help you see, hear, and smell Cherry Street.

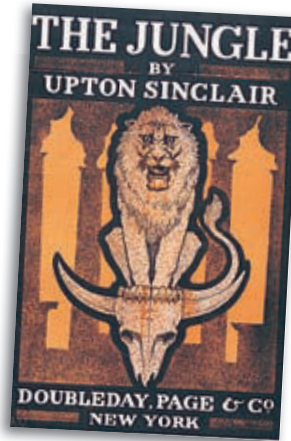
Cherry Street. Be a little careful, please! **1** The hall is dark and you might stumble over the children pitching pennies back there. Not that it would hurt them; kicks and cuffs are their daily diet. They have little else. Here where the hall turns and dives into utter darkness is a step, and another, another. A flight of stairs. You can feel your way, if you cannot see it. Close? Yes! What would you have? All the fresh air that ever enters these stairs comes from the hall door that is forever slamming, and from the windows of dark bedrooms that in turn receive from the stairs their sole supply of the elements God meant to be free . . . That was a woman filling her pail by the hydrant you just bumped against. The sinks are in the hallway, that all the tenants may have access—and all be poisoned alike by their summer stench. Hear the pump squeak! It is the lullaby of tenement house babes. In summer, when a thousand thirsty throats pant for a cooling drink in this block, it is worked in vain . . . **2**

The sea of a mighty population, held in galling fetters, heaves uneasily in the tenements . . . If it rise once more, no human power may avail to check it. The gap between the classes in which it surges, unseen, unsuspected by the thoughtless, is widening day by day . . . I know of but one bridge that will carry us over safe, a bridge founded upon justice and built of human hearts.

from *The Jungle*

by Upton Sinclair (1878–1968)

About the Reading *The Jungle* focused the nation's attention on immigrant workers in the meatpacking industry. Upton Sinclair's novel showed bosses forcing human beings to live and work like animals. He also described, in shocking detail, how meat was handled. Sinclair published his book in 1906. Later that same year, the U.S. government passed the Pure Food and Drug Act and the Meat Inspection Act. Many Americans even gave up eating meat for a while.



AS YOU READ Look for details that create one overwhelming effect.

There was never the least attention paid to what was cut up for sausage; there would come back from Europe old sausage that had been rejected, and that was mouldy and white—it would be dosed with borax and glycerine, and dumped into hoppers, and made over again for home consumption. There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. ❶ There would be meat stored in great piles in rooms and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man would run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. ❷ These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together . . . ❸ There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. ❹

GUIDED READING

WORD HELP

borax white powder used in manufacturing and cleaning
glycerine sweet, sticky liquid
hoppers containers
consumption to eat or drink
consumption tuberculosis, a lung disease that was fatal at that time
ladled added with a large spoon

❶ What overall effect or mood does Sinclair create?

❷ Based on the details in this passage, what were the packers most concerned about?

❸ Why do you think rats were considered nuisances?

❹ Find details that reveal how one improvement in working conditions might have resulted in healthier sausage.

CONNECTING LITERATURE TO HISTORY

1. **Identify Cause and Effect** Jacob Riis and Upton Sinclair were both muckraking journalists. Why do you think so much muck existed in the tenements and in the meatpacking business? Why had people ignored those conditions for so long?
2. **Identify Cause and Effect** Both Riis and Sinclair believed that improving conditions for immigrants would benefit all of society. Explain how one specific change in the

tenements might have a favorable effect on everyone. Then explain how one specific change in meat handling might affect everyone.

3. **Compare and Contrast** Both *How the Other Half Lives* and *The Jungle* inspired Progressives to work for reform. Which work do you think had the greater effect on its readers? Use details from each passage to explain your answer.

What You Will Learn...

Main Ideas

1. Reformers attempted to improve conditions for child laborers.
2. Unions and reformers took steps to improve safety in the workplace and to limit working hours.

The Big Idea

In the early 1900s, Progressives and other reformers focused on improving conditions for American workers.

Key Terms and People

Triangle Shirtwaist Fire, p. 673
 workers' compensation laws, p. 673
 capitalism, p. 674
 socialism, p. 674
 William "Big Bill" Haywood, p. 674
 Industrial Workers of the World, p. 674



Use the graphic organizer online to take notes on important labor problems and the workers they affected.

Reforming the Workplace

If YOU were there...

You have been working in a hat factory since 1900, when you were eight years old. Now you are experienced enough to run one of the sewing machines. You don't earn as much as older workers, but your family needs every penny you bring home. Still, the long hours make you very tired. One day you hear that people are trying to stop children from doing factory work. They think that children should be at school or playing.

Would you be for or against this social reform? Why?

BUILDING BACKGROUND Since the Second Industrial Revolution, more and more people were working long hours in difficult conditions. With adult workers earning low wages, many children had to work full time to help support their families. Progressive reformers began to focus on these problems.

Improving Conditions for Children

In the early 1900s a reformer named Marie Van Vorst took a series of jobs in factories and clothing mills around the country. She wanted to investigate working conditions for children by living and working alongside them. In a South Carolina textile mill, Van Vorst met children as young as seven years old. She described working with one young child:

“Through the looms I catch sight of ... my landlord's little child. She is seven; so small that they have a box for her to stand on ... I can see only her fingers as they clutch at the flying spools.”

— Marie Van Vorst, quoted in *A History of Women in America*, edited by Carol Hymowitz

This girl—and other children like her—provided cheap labor for manufacturers. Some children were paid as little as 40 cents per day. Marie Van Vorst helped focus attention on the problem of child labor. Eliminating the problems of child labor became a major issue for Progressives and other reformers.

Children at Work

Children did many jobs in the late 1800s. Boys sold newspapers and shined shoes on the streets. Girls often cooked or cleaned for boarders staying with their families. Girls also worked at home with their mothers, sewing clothes or making handicrafts.

Like the child Van Vorst encountered, many children worked in industry. In 1900 more than 1.75 million children age 15 and under worked in factories, mines, and mills, earning very low wages.

Calls for Reform

As reporters published shocking accounts of working conditions for children, more people became aware of the problem. Progressives began to call for new reforms. You have read about Florence Kelley's work against child labor in Illinois. Kelley also served as a board member of the National Consumers' League, the major lobbying group for women's and children's labor issues. A lobbying group works to influence legislators in favor of a cause.

During the early 1900s, reformers finally succeeded in getting some laws passed to

ease the conditions of child laborers. In 1912 the state of Massachusetts passed the first minimum wage law, and a commission was created to establish rates for child workers.

In 1916 and 1919 Congress passed federal child labor laws. The laws banned products made with child labor from being shipped from one state to another. The Supreme Court, however, ruled that the laws were unconstitutional. The Court argued that the laws went beyond the federal government's legal power to regulate interstate commerce.

In any case, laws alone could not end child labor. Some parents ignored child labor laws so that their children could continue contributing to the family income. Children were often instructed to lie about their age to government inspectors and tell them they were older than they really were.

READING CHECK **Finding Main Ideas** How did reformers try to improve child labor conditions?

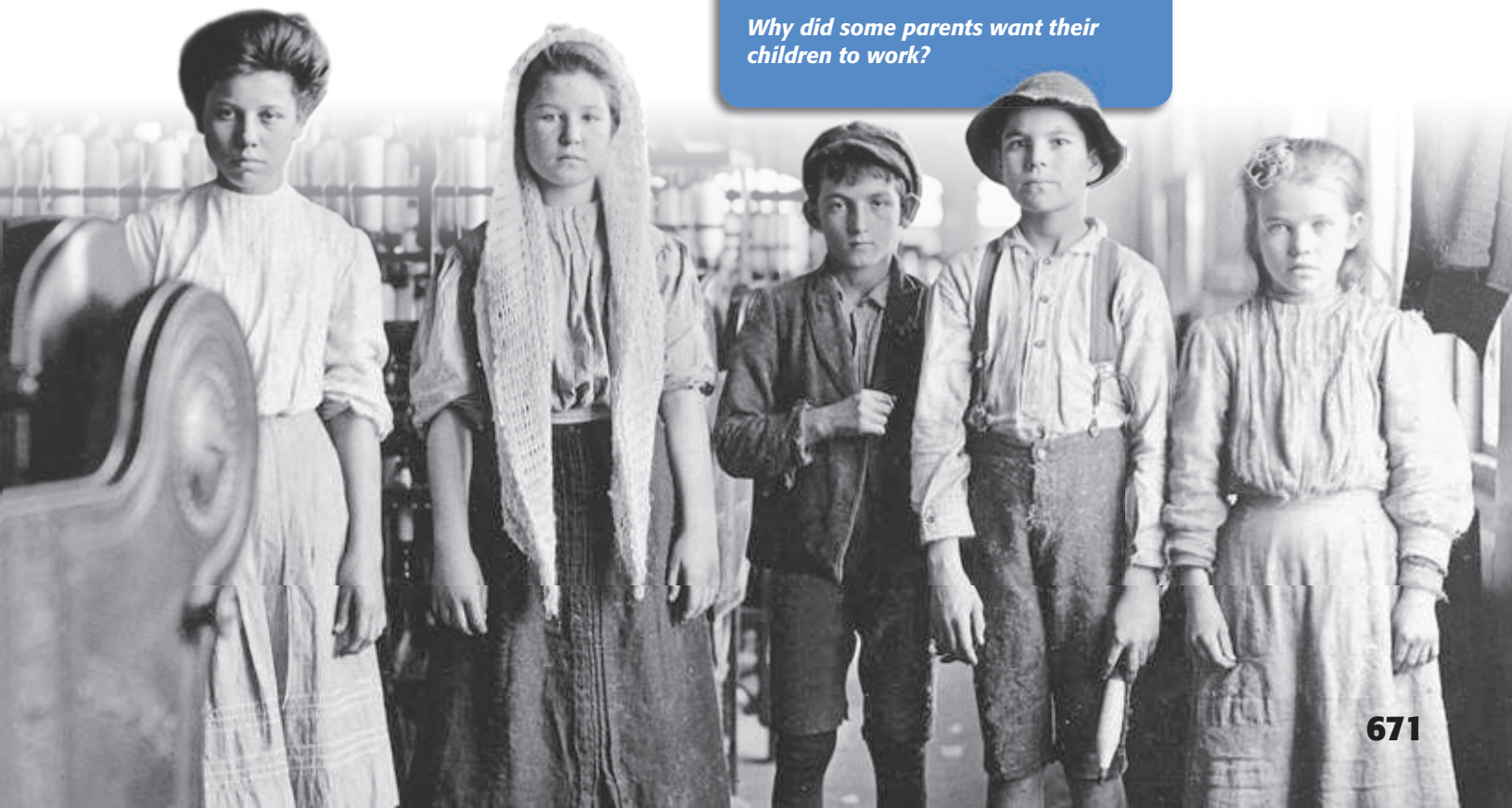
FOCUS ON READING

What do you think the author's goal is in this paragraph?

Child Labor

Young children did much of the work in the American factories of the late 1800s. They were paid less than adult workers.

Why did some parents want their children to work?



History Close-up

Working Conditions for Children, Early 1900s

This illustration shows some of the jobs that children did in glass factories in the early 1900s. You can see that there were many ways for young workers to be injured on the job.

Hot air blew from the glass ovens into the working space.

Adult workers closely supervised child workers.

Workers wore no protection against the fires and machinery.

Temperatures in the ovens used to make glass were more than 2,000° Fahrenheit.

Bending and lifting often left young workers tired and sore after their long day's work.

ANALYSIS SKILL

ANALYZING VISUALS

Using the illustration, what can you tell about the life and work of these boys?

Safety and Working Conditions

Child labor reform was only part of the progressive effort to help American workers. Many Progressives also favored laws to ensure workers' safety, limit working hours, and protect workers' rights.

Workplace Safety

Workplace accidents were common in the 1800s and early 1900s. In 1900 some 35,000 people were killed in industrial accidents. About 500,000 suffered injuries. One child described how her sister was injured using a machine in a string factory. "You see you mustn't talk or look off a minute," she explained. "My sister was like me. She forgot and talked, and just that minute her finger was off, and she didn't even cry till she picked it up."

Accidents like this were not big news in the early 1900s, but in 1911 a much greater workplace tragedy shocked the nation. It took place at the Triangle Shirtwaist Company, a New York City clothing factory that employed mostly teenage immigrant women. On the afternoon of March 25, a fire started on the eighth floor of the factory. Workers tried to escape, but factory owners had locked the exit doors—to reduce theft of materials, they said.

By the time firefighters brought the fire under control, 146 workers had died. At a memorial service for the victims, union leader Rose Schneiderman called for action. "It is up to the working people to save themselves," she said. The **Triangle Shirtwaist Fire** and similar accidents led to the passage of laws improving factory safety standards.

Labor leaders and reformers also fought for **workers' compensation laws**, which guaranteed a portion of lost wages to workers injured on the job. In 1902 Maryland became the first state to pass such a law. However, new laws were not always strictly enforced. Working conditions remained poor in many places.

Primary Source

TRIAL TRANSCRIPT

Triangle Shirtwaist Fire

Ethel Monick was one of the teenage factory workers at the Triangle Shirtwaist Company. In the trial that followed the disaster, she described her experience in the fire. Rose Freedman, pictured, was the longest living survivor of the fire. She died in 2001.



I seen the fire and then I seen all the girls rushing down to the place to escape. So I tried to go through the Greene Street door, and there were quick girls there and I seen I can't get out there, so I went to the elevator, and then I heard the elevator fall down, so I ran through to the Washington Place side . . . I tried the door and I could not open it, so I thought I was not strong enough to open it, so I hollered girls here is a door, and they all rushed over and they tried to open it, but it was locked and they hollered "the door is locked and we can't open it!"

—Testimony of Ethel Monick, age 16

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

According to Monick, what is the feeling in the factory?

The Courts and Labor

Not everyone supported the new workplace regulations. Some business leaders believed that the economy should operate without any government interference. They went to court to block new labor laws.

One important case began in New York in 1897, after the state passed a law limiting bakers to a 10-hour workday. Joseph Lochner,

a bakery owner, challenged the law. The case eventually went to the U.S. Supreme Court in 1905. In *Lochner v. New York*, the Court ruled that states could not restrict the rights of employers and workers to enter into any type of labor agreement. The New York law was declared unconstitutional.

The Supreme Court did uphold some limits on working hours for women and children. In the 1908 *Muller v. Oregon* case, the Court upheld laws restricting women's work hours. The justices stated that such laws protected women's health, which was of public concern.

Labor Organizations

Labor unions were also a strong force for improving working conditions. Union membership rose from about 800,000 in 1900 to about 5 million in 1920. Led by Samuel Gompers, the American Federation of Labor (AFL) remained one of the strongest labor unions. The AFL focused on better working conditions and pay for skilled workers. Gompers supported the American system of **capitalism**, an economic system in which private businesses run most industries and competition determines the price of goods.

Some union members, however, believed in **socialism**—a system in which the government owns and operates a country's means of production. Socialists, led by Eugene V. Debs, hoped that the government would protect workers.

In 1905 a group of socialists and union leaders founded a union that welcomed immigrants, women, African Americans, and others not welcome in the AFL. Led by **William "Big Bill" Haywood**, this socialist union was called the **Industrial Workers of the World (IWW)**. Its goal was to organize all workers into one large union that would overthrow capitalism. Staging strikes across the country, the IWW frightened many Americans with its aggressive tactics. Strong opposition led to its decline by 1920.

READING CHECK Analyzing How did reforms change the workplace?

SUMMARY AND PREVIEW Progressive reformers fought to improve working conditions. In the next section you will learn about how women and minorities struggled for their rights.

Section 2 Assessment

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ONLINE QUIZ

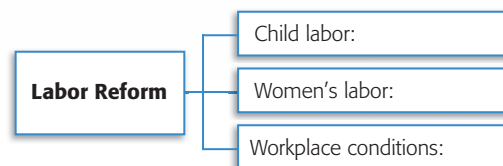
Reviewing Ideas, Terms, and People

- Recall** What jobs did child laborers often hold?
 - Explain** Why did businesses employ children in factories?
 - Elaborate** Why do you think reformers began to demand improvements to child labor conditions?
- Identify** What events led to the movement to improve workplace safety?
 - Make Inferences** Why did the **Industrial Workers of the World** frighten some people?
 - Predict** What conflicts might arise between supporters of **capitalism** and **socialism**?

Critical Thinking

- Analyzing** Review your notes on labor reforms and workers. Then copy the graphic organizer

shown below. Use it to give specific examples of how Progressives tried to reform child labor, women's labor, and workplace conditions.



FOCUS ON SPEAKING

- Addressing Problems in the Workplace** How would you address problems in the workplace? Make notes on campaign promises you might make to assure voters that you would address issues of child labor and workplace safety.

The Rights of Women and Minorities

SECTION

3

What You Will Learn...

Main Ideas

1. Women fought for temperance and the right to vote.
2. African American reformers challenged discrimination and called for equality.
3. Progressive reforms failed to benefit all minorities.

The Big Idea

The Progressive movement made advances for the rights of women and some minorities.

Key Terms and People

Eighteenth Amendment, p. 676
National American Woman Suffrage Association, p. 676
Alice Paul, p. 677
Nineteenth Amendment, p. 677
Booker T. Washington, p. 677
Ida B. Wells, p. 677
W. E. B. Du Bois, p. 678
National Association for the Advancement of Colored People, p. 678



Use the graphic organizer online to take notes on the causes supported by different groups of progressive reformers.

If YOU were there...

You are a member of the graduating class of 1912 from an excellent women's college. You have always been interested in science, especially biology. You would like to be a doctor, but you know that medical schools accept very few women. One career path for you is to go into social work. Yet that's not what you really want to do.

How would you want to use your education?

BUILDING BACKGROUND The Progressives had a wide variety of goals. Besides attacking social problems such as child labor, they worked to reform government and make it more democratic. Changes in women's education affected the movement, as college-educated women often became leaders in working for reforms.

Women Fight for Temperance and Voting Rights

New educational opportunities drew more women into the Progressive movement. In the late 1800s, women began attending women's colleges, such as Smith College in Massachusetts and Vassar College in New York, in record numbers. In 1870 only about 20 percent of college students were women. By 1910 that number had doubled. The goal of female students was "to develop as fully as may be the powers of womanhood," said Sophia Smith, founder of Smith College.

Many women graduates entered fields such as social work and teaching. They found it much harder to enter professions such as law and medicine, which were dominated by men. Denied access to such professions, women often put their education to use by becoming active in reform. Women's clubs campaigned for causes such as temperance, women's suffrage, child welfare, and political reform.

The Temperance Movement

In the mid-1800s many of these reformers blamed social problems such as family violence and criminal behavior on a number of factors, including urbanization and immigration. They also blamed problems on alcohol consumption. As a result, many groups took up the cause of temperance, or avoidance of alcohol.

In 1874, reformers from many different backgrounds formed the Woman's Christian Temperance Union (WCTU), which fought for adoption of local and state laws restricting the sale of alcohol. Under the leadership of Frances Willard, the organization started 10,000 branches. More than 1,000 saloons were forced to shut down as a result of temperance supporters' efforts.

One especially radical temperance fighter chose more aggressive methods to fight for her cause. In the 1890s Carry Nation became famous for storming into saloons with a hatchet and smashing liquor bottles. Nation described destroying a Kansas saloon with bricks and rocks:

"I threw as hard, and as fast as I could, smashing mirrors and bottles and glasses and it was astonishing how quickly this was done."

—Carry Nation, quoted in *Witnessing America: The Library of Congress Book of Firsthand Accounts of Life in America, 1600–1900*

In 1919 many years of temperance efforts led to the passage of the **Eighteenth Amendment**, banning the production, sale, and transportation of alcoholic beverages throughout the United States.

The Right to Vote

Women reformers also fought for suffrage, or the right to vote. Many people at this time opposed giving women the vote. Political bosses, for instance, worried about the anti-corruption efforts of women. Some business leaders worried that women voters would support minimum wage and child labor laws. Other people believed that women should only be homemakers and mothers and not politically active citizens.

In spite of such opposition, the women's suffrage movement began to gain national support in the 1890s. **Elizabeth Cady Stanton and Susan B. Anthony** founded the **National American Woman Suffrage Association (NAWSA)** in 1890 to promote the cause of women's suffrage. That same year, women

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ANIMATED GEOGRAPHY AND HISTORY

Woman
Suffrage 1919



Time Line

The Nineteenth Amendment

Women had been seeking the right to vote since 1776. Finally, in 1920 they achieved success with the passage of the Nineteenth Amendment.

1919

May 21, 1919 The House of Representatives passes the Nineteenth Amendment by a vote of 304 to 89.

June 4, 1919 The Senate passes the Nineteenth Amendment by a vote of 56 to 25.

June 10, 1919 Illinois, Michigan, and Wisconsin become the first states to ratify the Nineteenth Amendment.

won the right to vote in Wyoming. Colorado, Idaho, and Utah followed.

Carrie Chapman Catt became president of the NAWSA in 1900. Catt mobilized more than 1 million volunteers for the movement. She argued that women should have a voice in creating laws that affected them. “We women demand an equal voice,” she said. “We shall accept nothing less.”

Some women believed that NAWSA did not go far enough. In 1913 **Alice Paul** founded what would become the National Woman’s Party (NWP). The NWP used parades, public demonstrations, picketing, hunger strikes, and other means to draw attention to the suffrage cause. Paul even organized picketing in front of the White House. Paul and other NWP leaders were jailed for their actions.

Suffragists finally succeeded in gaining the vote. In 1919 the U.S. Congress passed the **Nineteenth Amendment, granting American women the right to vote**. The Nineteenth Amendment was ratified by the states the following year, making it law.

READING CHECK Analyzing How did reformers draw attention to the temperance and women’s suffrage movements?

African Americans Challenge Discrimination

White reformers often overlooked issues such as racial discrimination and segregation. African American reformers took the lead in addressing these problems.

One of the most important African American leaders was **Booker T. Washington**. Born into slavery, he became a respected educator while in his twenties. Washington’s strategy was not to fight discrimination directly. Instead, he encouraged African Americans to improve their educational and economic well-being. This, he believed, would eventually lead to the end of discrimination.

Other African Americans spoke out more directly against discrimination. Journalist **Ida B. Wells** wrote articles about the unequal education available to African American children. In her Memphis newspaper *Free Speech*, Wells also drew attention to the lynching of African Americans. During lynchings people were murdered by mobs instead of receiving a trial after being accused of a crime, or even for breaking social codes. More than 3,000 African Americans were lynched between 1885 and 1915.

Although death threats forced Wells to move to the North, she continued campaigning against lynching. In 1900 she wrote:

“Our country’s national crime is *lynching* ... In fact, for all kinds of offenses—and, for no offenses—from murders to misdemeanors, men and women are put to death without judge or jury.”

—Ida B. Wells, from her article “Lynch Law in America”



August 26, 1920 The secretary of state officially declares the Nineteenth Amendment ratified by three-fourths of the states, making it law.

1920

August 18, 1920 Tennessee becomes the thirty-sixth state to ratify the Nineteenth Amendment.

1921

November 2, 1920 The first national election in which all women can vote is held.

Like Wells, **W. E. B. Du Bois** took a direct approach to fighting racial injustice. Born in Massachusetts, Du Bois was a college graduate who earned a doctorate from Harvard University. As part of his research, he studied and publicized cases of racial prejudice. Du Bois believed that African Americans should protest unjust treatment and demand equal rights.

In 1909 Du Bois and other reformers founded the **National Association for the Advancement of Colored People (NAACP)**, an organization that called for economic and educational equality for African Americans. The NAACP attacked discrimination by using the courts. In 1915 it won the important case of *Guinn v. United States*, which made grandfather clauses illegal. These laws were used in the South to keep African Americans

from voting. Grandfather clauses imposed strict qualifications on voters unless their grandfathers had been allowed to vote. Many white voters met this requirement and were therefore automatically permitted to vote in elections. However, most African Americans' grandfathers had been enslaved and could not vote.

Another important organization, the National Urban League, was formed in 1911 by Dr. George Edmund Haynes. This organization aided many African Americans moving from the South by helping them find jobs and housing in northern cities. The League addressed many of the same problems faced by other Progressives, such as health, sanitation, and education.

READING CHECK **Finding Main Ideas** What was the purpose of the NAACP?

THE IMPACT TODAY

The NAACP has grown tremendously since 1909. Today the organization has about 2,200 branches and 500,000 members.

Primary Source

POINTS OF VIEW

Fighting Discrimination

Booker T. Washington and W. E. B. Du Bois had very different views on how African Americans should handle discrimination.

“Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labour and put brains and skill into the common occupations of life . . . It is at the bottom of life we must begin, and not at the top.”

—Booker T. Washington

“Is it possible, and probable, that nine millions of men can make effective progress in economic lines if they are deprived of political rights, made a servile caste,* and allowed only the most meager chance for developing their exceptional men? If history and reason give any distinct answer to these questions, it is an emphatic No.”

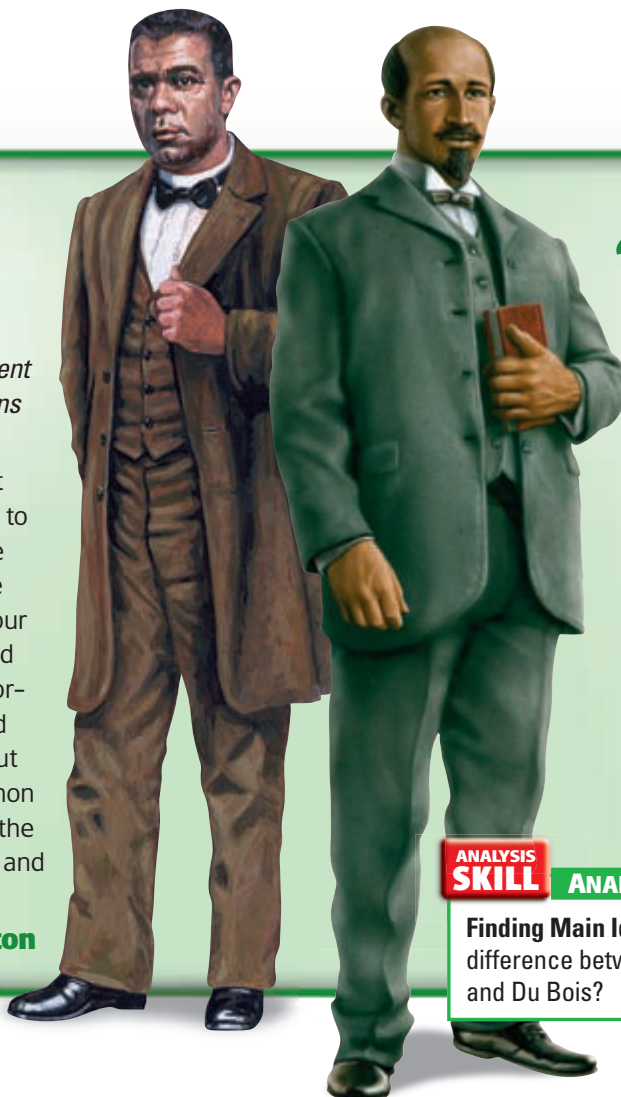
*lower social rank

—W. E. B. Du Bois

ANALYSIS SKILL

ANALYZING POINTS OF VIEW

Finding Main Ideas What is the primary difference between the views of Washington and Du Bois?



Failures of Reform

Other minority groups felt left behind by the Progressive movement. Although some reformers tried to aid such groups, the aim of many was to encourage other ethnicities to adopt the ways of European society. The Society of American Indians, formed in 1911, was one such attempt. Started by Native American doctors Carlos Montezuma and Charles Eastman, the society believed that integration into white society would end Native American poverty. Many Native Americans, however, wanted to preserve their traditional culture. They resisted the movement toward adopting white culture.

Immigrant groups from non-European countries also formed groups to help support their members. Chinese immigrants, for example, organized neighborhood associations in the communities in which they lived. District associations, cultural groups, churches, and temples provided public services that white reformers ignored. Such groups provided the money for building San Francisco's Chinese hospital in 1925. Chinese immigration dropped, however, due in part to anti-Chinese riots that occurred in some western towns and cities.

While fewer Chinese immigrants came to the United States, the number of Mexican immigrants increased. The northern and southern borders between the United States and its neighbors were fairly easy to cross in this period. Many Mexican immigrants moved to the South and Southwest, where they became an important part of the societies and economies of these regions. Many Mexican immigrants found jobs in the mining and railroad industries. Others began farms or became migrant workers. Progressive labor laws and factory reforms did nothing to improve the poor living and working conditions of migrant farm workers.

READING CHECK **Summarizing** What were the limitations of progressive reforms?

SUMMARY AND PREVIEW Many U.S. citizens worked for progressive reforms. In the next section you will read about presidents who also worked for progressive goals.

Section 3 Assessment



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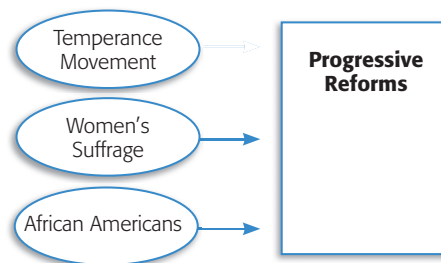
ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What did the **Eighteenth** and **Nineteenth Amendments** accomplish?
b. Summarize How did **Alice Paul** and the National Woman's Party try to draw attention to the issue of women's suffrage?
- a. Identify** What role did **Ida B. Wells** play in reform efforts for African Americans?
b. Contrast How did **Booker T. Washington** differ from other African American leaders?
c. Evaluate Do you think the **National Association for the Advancement of Colored People** was successful in fighting discrimination? Explain.
- a. Describe** What discrimination did Chinese Americans face?
b. Summarize How were some minority groups overlooked by the Progressive movement?

Critical Thinking

- Analyzing** Review your notes on Progressives' causes. Then copy the diagram shown and use it to identify the progressive reforms introduced by the temperance movement, the women's suffrage movement, and African Americans.



FOCUS ON SPEAKING

- Addressing the Rights of Women and Minorities**
Review this section's material on education for women, women's suffrage, temperance, racial discrimination, and segregation. As a politician, what promises would you make regarding these issues? Think about how you would make your ideas acceptable to the American public. Would you be willing to compromise your ideals?

What You Will Learn...

Main Ideas

1. Theodore Roosevelt's progressive reforms tried to balance the interests of business, consumers, and laborers.
2. William Howard Taft angered Progressives with his cautious reforms, while Woodrow Wilson enacted far-reaching banking and antitrust reforms.

The Big Idea

American presidents in the early 1900s did a great deal to promote progressive reforms.

Key Terms and People

Theodore Roosevelt, p. 680
 Pure Food and Drug Act, p. 681
 conservation, p. 681
 William Howard Taft, p. 682
 Progressive Party, p. 682
 Woodrow Wilson, p. 682
 Sixteenth Amendment, p. 683



Use the graphic organizer online to take notes on the achievements of each of the progressive presidents.

The Progressive Presidents

If YOU were there...

It is 1912 and you're voting in your first presidential election. This election is unusual—there are three major candidates. One is the popular former president Theodore Roosevelt, who is running as a third-party candidate. He thinks the Republican candidate will not make enough progressive reforms. But the Democratic candidate is a progressive reformer too.

How will you decide which candidate to support?

BUILDING BACKGROUND Political corruption was one early target of the progressive reformers. Some politicians who joined them believed that government—local, state, and national—should play an active role in improving society and people's lives.

Roosevelt's Progressive Reforms

During a summer tour after his second inauguration in 1901, President William McKinley met a friendly crowd in Buffalo, New York. Suddenly, anarchist Leon Czolgosz stepped forward and shot the president. A little more than a week later, McKinley died. Vice President **Theodore Roosevelt** took office.

Roosevelt's Square Deal

Roosevelt believed that the interests of businesspeople, laborers, and consumers should be balanced for the public good. He called this policy the Square Deal. He put the policy to the test in 1902 when faced by a coal miners' strike. Roosevelt knew the strike might leave the country without heating fuel for the coming winter. He threatened to take over the mines unless managers and strikers agreed to arbitration—a formal process to settle disputes. He felt this was the only fair way to protect Americans.

“The labor unions shall have a square deal, and the corporations shall have a square deal, and in addition all private citizens shall have a square deal.”

—President Theodore Roosevelt, quoted in *The Presidency of Theodore Roosevelt*, by Lewis L. Gould

The National Park System

In 1872 Yellowstone National Park, located mostly in Wyoming, became the first national park in the United States—and the world. Today there are 58 national parks in the United States and its territories. They are managed by the National Park Service (NPS), an agency of the federal government. In addition to the national parks, the NPS administers 334 other park areas, including monuments, battlefields, and seashores. Together these areas make up the National Park System.



President Theodore Roosevelt and conservationist John Muir in Yosemite National Park in California



Cathedral Rocks,
Yosemite National Park

Regulating Big Business

Roosevelt made regulating big business a top goal of his administration. Muckrakers helped build support for this regulation. The public was shocked, for instance, after reading Upton Sinclair's description of the meatpacking industry in *The Jungle*. Roosevelt opened an investigation and later convinced Congress to pass a meat inspection law.

In 1906 Congress passed the **Pure Food and Drug Act**. This law prohibited the manufacture, sale, and transport of mislabeled or contaminated food and drugs. Roosevelt also was the first president to successfully use the 1890 Sherman Antitrust Act to break up a monopoly. He persuaded Congress to regulate railroad shipping rates. The public largely supported this expansion of federal regulatory powers.

Conservation

Roosevelt's love of the outdoors inspired him to join other Progressives in supporting **conservation**, or the protection of nature and its resources. Roosevelt was the first president to consider conservation an important national priority.

People believed in conservation for various reasons. Preservationists such as John Muir thought that nature should be left untouched so that people could enjoy its beauty:

“Thousands of tired, nerve-shaken, over-civilized people are beginning to find out that going to the mountains is going home; that wildness is a necessity; and that mountain parks and reservations are useful not only as fountains of timber and irrigating rivers, but as fountains of life.”

—John Muir, *Our National Parks*

Other conservationists wanted to make sure the nation used its natural resources efficiently. Gifford Pinchot, the first head of the newly created Forest Service, valued forests for the resources they provided to build “prosperous homes.” The disagreement between the two ideals of conservation eventually widened.

While Roosevelt was in office, the Forest Service gained control of nearly 150 million acres of public land. Roosevelt doubled the number of national parks, created 18 national monuments, and started 51 bird sanctuaries.

READING CHECK Summarizing What reforms did Roosevelt support?



VIDEO

Teddy Roosevelt's Acts and Legacy

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Reforms of Taft and Wilson

Theodore Roosevelt hoped that his secretary of war, **William Howard Taft**, would take his place as president in 1908. Like Roosevelt, Taft favored business regulation and opposed socialism. With Roosevelt's assistance, Taft defeated William Jennings Bryan in the election of 1908.

Taft Angers Progressives

Despite their friendship, Roosevelt and Taft held different ideas about how a president should act. Taft thought Roosevelt had claimed more power than a president was constitutionally allowed.

As president, therefore, Taft chose to move cautiously toward reform and regulation. This upset Roosevelt and **various** Progressives, who supported stricter regulation of big business. Although Taft's administration started twice as many antitrust lawsuits as Roosevelt's had, Progressives were not satisfied.

Taft angered Progressives further by signing the Payne-Aldrich Tariff of 1909. This tariff reduced some rates on imported goods, but it raised others. Progressives wanted all

tariffs to be lowered, in order to lower prices for consumers.

Furious with Taft, Roosevelt decided to run for president again in 1912. After Taft won the Republican nomination, Roosevelt and his followers formed the **Progressive Party**. It was nicknamed the **Bull Moose Party** because Roosevelt said he was "as strong as a bull moose." The split between Taft and Roosevelt divided the Republican vote, and Democratic candidate **Woodrow Wilson** won the electoral vote by a wide margin.

Wilson's Reforms

In his inaugural address, Wilson spoke of the terrible social conditions under which many working-class Americans lived. "We have been proud of our industrial achievements," he said, "but we have not hitherto [yet] stopped thoughtfully enough to count the human cost." Passing reform legislation was Wilson's top goal. He pushed for two measures soon after taking office: tariff revision and banking reform.

Wilson backed the Underwood Tariff Act of 1913, which lowered tariffs. The act also introduced a version of the modern

ACADEMIC VOCABULARY

various
of many types

The Election of 1912

	Electoral Vote	Popular Vote
Wilson (Democrat)	435	6,286,214
T. Roosevelt (Progressive)	88	4,126,020
Taft (Republican)	8	3,483,922

*California cast 11 electoral votes for Roosevelt and 2 for Wilson.



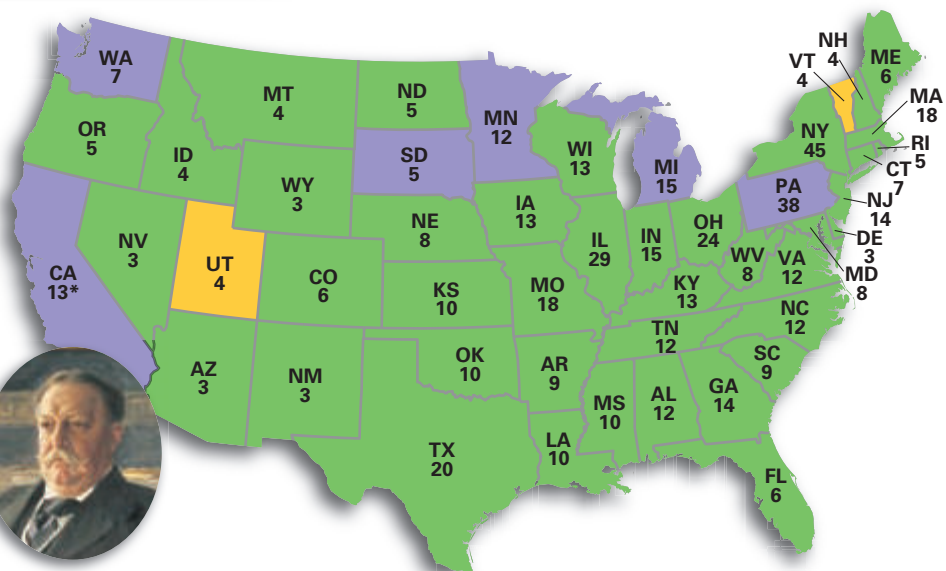
Wilson



Roosevelt



Taft



The Progressive Amendments, 1909–1920

QUICK
FACTS

Number	Description	Proposed by Congress	Ratified by States
16th	Federal income tax	1909	1913
17th	Senators elected by people rather than state legislatures	1912	1913
18th	Manufacture, sale, and transport of alcohol prohibited	1917	1919
19th	Women's suffrage	1919	1920

income tax. The new tax was made possible in 1913 by the ratification of the **Sixteenth Amendment**. This amendment allows the federal government to impose direct taxes on citizens' incomes.

President Wilson next addressed banking reform with the 1913 Federal Reserve Act. This law created a national banking system called the Federal Reserve to regulate the economy.

Wilson also pushed for laws to regulate big business. The Clayton Antitrust Act of 1914 strengthened federal laws against monopolies. The Federal Trade Commission, created in 1914, had the power to investigate

and punish unfair trade practices. Wilson's success in guiding reform programs through Congress helped him to win re-election in 1916.

READING CHECK Analyzing Why did Wilson win the election of 1912?

SUMMARY AND PREVIEW The progressive presidents tried to change American society for the better. In the next chapter you will learn how they also helped the United States become a world power.

Section 4 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Describe** How did **Theodore Roosevelt** support progressive reforms?

b. Analyze Why did many Americans support **conservation**?

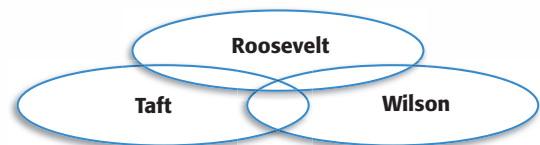
c. Evaluate Do you think Roosevelt's reforms benefited the nation? Why or why not?
- a. Identify** What was the **Progressive Party**? Why was it created?

b. Compare and Contrast How were the administrations of **William Howard Taft** and Roosevelt similar, and how were they different?

c. Evaluate Which president do you think had the biggest influence on progressive reform—Roosevelt, Taft, or **Woodrow Wilson**? Explain your choice.

Critical Thinking

- 3. Comparing and Contrasting** Review your notes on the progressive presidents. Then copy the diagram below and use it to compare and contrast the reforms of the progressive presidents.



FOCUS ON SPEAKING

- 4. The Ideas of Roosevelt, Taft, and Wilson** Do you agree or disagree with Presidents Roosevelt, Taft, and Wilson? Take notes on any of their ideas that you would include in your campaign promises.

Short- and Long-term Causal Relationships

Define the Skill

Most historical events are the result of other events. When something happens as a result of other things that occur, it is an effect of those things. Some events take place soon after the things that cause them. Such events are called *short-term effects*. In contrast, *long-term effects* can occur years, decades, or even hundreds of years after the events that caused them. Being able to recognize short-term and long-term cause-and-effect relationships will help you to better understand historical events.

Learn the Skill

Clue words can sometimes reveal a cause-and-effect relationship between events. Often, however, such language clues may not be present. Therefore, when you study history, you should always look for other clues that might explain why an action or event occurred.

Short-term effects are usually fairly easy to identify. In historical writing they are often closely linked to the event that caused them. For example, consider this passage from Chapter 21.

“Some Progressives worked to change state and local governments in order to reduce the power of political machines. In many places, reformers replaced corrupt ballots that listed only one party’s candidates with government-prepared ballots that listed all candidates. Under pressure from reformers, many states adopted secret ballots, giving every voter a private vote.”

This passage contains no clue words. Yet it is clear that cause-and-effect relationships exist. The

power of political machines created corrupt voting practices. Reformers wanted to change this. One effect of this situation was the government-prepared ballot, and another was the secret ballot.

Recognizing long-term causal relationships is often more difficult. Since long-term effects take place well after the event that caused them, they may not be discussed at the same time as their cause. This is why you should always question why an event occurred as you learn about it. For example, in 1971 Congress passed the first federal law to protect the health and safety of all workers. This law was a long-term result of efforts begun years earlier by the progressives you read about in this chapter.

Many long-term effects result from major forces running through history that make things happen. They include economics, science and technology, expansion, conflict and cooperation among people, cultural clashes and differences, and moral and religious issues. Ask yourself if one of these forces is involved in the event being studied. If so, the event may have long-term effects that you should be on the lookout for when studying later events.

Practice and Apply the Skill

Review the information in Chapter 21 and answer these questions to practice recognizing short- and long-term causal relationships.

1. All packaged food today must have its contents listed on the container. This requirement is a long-term effect of what progressive reform?
2. Write a paragraph explaining the effects of the muckrakers on the news media today.



1. Some Americans supported a _____ system, which proposed government ownership of the country's means of production.
2. Republican _____ began a program to reform state politics in Wisconsin.
3. The _____ granted women in the United States the right to vote.
4. The _____ prohibited the manufacture, sale, and transport of mislabeled or contaminated food and drugs.
5. During the Gilded Age, _____ often dominated local politics and used corruption to get their candidates elected.
6. _____ were journalists who wrote about troubling issues such as child labor, tenement housing, and political corruption.

- 7. a. Describe** What tactics did bosses and political machines use to gain control of local governments?
- b. Analyze** What changes did Progressives make to city life?
- c. Elaborate** Which progressive reform do you think had the greatest effect on Americans?

- 8. a. Identify** What reforms were made to improve working conditions, and who was affected by these reforms?
- b. Contrast** What are the differences between capitalism and socialism?
- c. Elaborate** If you were a business owner, would you have supported the progressive workplace reforms? Explain your answer.

SECTION 3 (Pages 675–679)

9. **a. Recall** What minority groups were overlooked by progressive reform efforts?
- b. Analyze** How did women's involvement in the Progressive movement lead to constitutional change?
- c. Elaborate** Do you agree with Booker T. Washington's approach to improving life for African Americans? Explain your answer.

SECTION 4 (Pages 680–683)

10. **a. Describe** How did William Howard Taft disappoint Progressives?
- b. Compare** In what ways were the reforms of Presidents Roosevelt, Taft, and Wilson similar?
- c. Elaborate** Would you have supported Wilson's progressive reforms? Explain your answer.

Reviewing Themes

11. **Politics** What role did political machines play in local politics during the Gilded Age?
12. **Society and Culture** How were children affected by the movement for workplace reforms?

Reading Skills

Evaluating Sources Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

The next day Rose went to town [Chicago] alone. The wind had veered [turned] to the south, the dust blew, and the whole terrifying panorama [view] of life in the street seemed some way blurred together, and forms of men and animals were like figures in tapestry. The grind and clang and clatter and hiss and howl of the traffic was all about her . . .

—Hamlin Garland, from his novel *Rose of Dutcher's Coolly*, 1895

13. Is this a good source for understanding the experiences of Chicago in the late 1800s? Why or why not?

Social Studies Skills

Short- and Long-Term Causal Relationships Use the Social Studies Skills taught in this chapter to answer the question about the reading selection below.

Despite their friendship, Roosevelt and Taft held different ideas about how a president should act. Taft thought Roosevelt had claimed more power than a president was constitutionally allowed.

As president, therefore, Taft chose to move cautiously toward reform and regulation.
(p. 682)

14. According to the passage above, what was a long-term cause of Taft's cautious reforms?

Using the Internet

15. **Activity: Researching Progressives** Rapid industrial and urban growth in the United States during the late 1800s resulted in a number of problems. Progressives worked to address these problems in many ways, including efforts to clean up political corruption, improve working conditions, and enact social reforms. Through your online textbook, explore the lives of some of the leaders of the Progressive movement. Then write a profile of a Progressive leader that outlines his or her life and impact on American reform.

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FOCUS ON SPEAKING

16. **Share Your Campaign Promises** Review your notes about possible campaign promises. Which promises will be most helpful in getting you elected? Look at your promises to see whether they focus on issues important to voters. Then write a speech including your campaign promises that you can deliver to your class.

DIRECTIONS: Read each question and write the letter of the best response.

1



The people in this photograph would probably have been *most* interested in which of the following reforms?

- A secret ballots
 - B the Pure Food and Drug Act
 - C child labor laws
 - D elimination of political machines
- 2** One direct result of immigration and urban growth was the rise of
- A political machines.
 - B the civil-service system.
 - C the spoils system.
 - D primary elections.
- 3** What was the *main* idea behind the creation of the civil-service system in the late 1800s?
- A Government jobs should be awarded to people who support the party in power.
 - B Government workers should be required to support the elected officials who hire them.
 - C Government employees should be qualified to do the jobs for which they were hired.
 - D Government jobs should not be filled with employees who serve in those jobs for life.

- 4** The Nineteenth Amendment to the Constitution increased democracy in the United States by
- A granting women the right to vote.
 - B allowing the people of each state to elect their senators.
 - C establishing direct primary elections.
 - D enabling voters to remove elected officials from office before the end of their terms.
- 5** Earlier in the book you learned how Frederick Douglass wrote and spoke against slavery and unfair treatment of African Americans. What later reformer also spoke out for equal rights for African Americans?
- A John Dewey
 - B W. E. B. Du Bois
 - C William Howard Taft
 - D Upton Sinclair
- 6** Read the following excerpt from an interview with a boss at Tammany Hall and use it to answer the question below.

There's only one way to hold a district: you must study human nature and act accordin' . . . To learn real human nature you have to go among the people, see them and be seen. I know every man, woman, and child in the Fifteenth District, except them that's been born this summer—and I know some of them, too. I know what they like and what they don't like, what they are strong at and what they are weak in, and I reach them by approachin' at the right side.

—George Washington Plunkitt,
quoted in *Eyewitnesses and Others*

Document-Based Question How did Plunkitt say he kept his position in the political machine?

America as a World Power

Essential Question How did America's growing power affect its relationships with other nations?



What You Will Learn...

In this chapter you will learn about how the United States became a global power in the late 1800s and early 1900s.

SECTION 1: The United States Gains Overseas Territories 692

The Big Idea In the last half of the 1800s, the United States joined the race for control of overseas territories.

SECTION 2: The Spanish-American War..... 697

The Big Idea The United States expanded into new parts of the world as a result of the Spanish-American War.

SECTION 3: The United States and Latin America. . 704

The Big Idea The United States expanded its role in Latin America in the early 1900s.

FOCUS ON WRITING

A List of Pros and Cons In the last half of the 1800s, the United States became more involved in international affairs. As you read this chapter, you will analyze the nation's new role and use the results of your analysis to guide U.S. policy in the future. In order to analyze the advantages and disadvantages of an aggressive foreign policy, you will need to create a list of the pros and cons of U.S. involvement with other nations in the late 1800s and early 1900s. As you create your list, note which items are facts and which are opinions—either yours or someone else's.



1867

The United States buys Alaska.

1867



1868 Japan begins a time of modernization known as the Meiji Restoration.



Through a combination of economic strength, military might, and aggressive foreign policy, the United States made its presence known in many parts of the world. One such place was Panama, where the United States built the Panama Canal, shown here.

1890 Congress passes the McKinley Tariff, which gives a subsidy to U.S. sugar producers.

1898 The United States wins the Spanish-American War, gaining the Philippine Islands and Puerto Rico.

1914 The Panama Canal officially opens.



1880

1890

1900

1910

1920



1885 The Indian National Congress is formed in British-controlled India.

1895 Cubans rebel against Spanish rule.

1900 The Boxer Rebellion erupts in China.

1903 Panama declares itself an independent nation.

1910 The Mexican Revolution begins.

Reading Social Studies

Economics

Geography

Politics

Society and Culture

Science and Technology

Focus on Themes In this chapter, you will learn about how the physical **geography** of the United States changed as it acquired overseas territories. You will also read about how national

and international **politics** affected foreign policy and brought new responsibilities to the government of the United States.

Comparing Historical Texts

Focus on Reading A good way to learn what people in the past thought is to read what they wrote. However, most documents will only tell you one side of the story. By comparing writings by different people, you can learn a great deal about various sides of a historical issue or debate.

Comparing Texts When you compare historical texts, you should consider two things: who wrote the documents and what the documents were meant to achieve. To do this, you need to find the writers’ main point or points.

Document 1

“We have cherished the policy of non-interference with affairs of foreign governments wisely inaugurated [begun] by Washington, keeping ourselves free from entanglement, either as allies or foes, content to leave undisturbed with them the settlement of their own domestic concerns.”

—President William McKinley,
First Inaugural Address, 1897

Document 2

“Therefore, Mr. President, here is a war with terrible characteristics flagrant [obvious] at our very doors [in Cuba]. We have the power to bring it to an end. I believe that the whole American people would welcome steps in that direction.”

—Senator Henry Cabot Lodge,
Speech in Congress, 1896

Document 1	Document 2
Writer	
President William McKinley	Senator Henry Cabot Lodge
Main point	
The United States should not involve itself in the affairs of other countries.	The United States should go to war in Cuba.
Both Sides of the Issue	
Americans were torn over the war in Cuba. Some thought the United States should remain uninvolved as it always had. Others thought it was time for a change in foreign policy.	

Key Terms and People

You Try It!

Read the following passages, both taken from presidential addresses to Congress. As you read, look for the main point each president makes in his address.

Foreign Policy

In treating of our foreign policy and of the attitude that this great Nation should assume in the world at large, it is absolutely necessary to consider the Army and the Navy, and the Congress, through which the thought of the Nation finds its expression, should keep ever vividly in mind the fundamental fact that it is impossible to treat our foreign policy, whether this policy takes shape in the effort to secure justice for others or justice for ourselves, save as conditioned upon the attitude we are willing to take toward our Army, and especially toward our Navy.

—President Theodore Roosevelt,
Message to Congress, 1904

The diplomacy of the present administration has sought to respond to modern ideas of commercial intercourse [involvement]. This policy has been characterized as substituting dollars for bullets. It is one that appeals alike to idealistic humanitarian sentiments [feelings], to the dictates [rules] of sound policy and strategy, and to legitimate [make real] commercial aims.

—President William Howard Taft,
Message to Congress, 1912

After you read the passages, answer the following questions.

1. What was the main point Roosevelt made in his address?
2. What was the main point Taft made in his address?
3. How can a comparison of Roosevelt's and Taft's addresses to Congress help you understand the issues that shaped U.S. foreign policy in the early 1900s?

Chapter 22

Section 1

imperialism (p. 692)
isolationism (p. 693)
William H. Seward (p. 693)
Liliuokalani (p. 694)
spheres of influence (p. 695)
Open Door Policy (p. 695)
Boxer Rebellion (p. 695)

Section 2

yellow journalism (p. 697)
Teller Amendment (p. 698)
Emilio Aguinaldo (p. 699)
Anti-Imperialist League (p. 700)
Platt Amendment (p. 701)

Section 3

Panama Canal (p. 705)
Roosevelt Corollary (p. 707)
dollar diplomacy (p. 708)
Mexican Revolution (p. 708)
John J. Pershing (p. 709)
Francisco "Pancho" Villa (p. 709)

Academic Vocabulary

In this chapter, you will learn the following academic words:

process (p. 695)
role (p. 707)

As you read Chapter 22, organize your notes to help you point out the similarities and differences among events or policies.

What You Will Learn...

Main Ideas

1. The United States ended its policy of isolationism.
2. Hawaii became a U.S. territory in 1898.
3. The United States sought trade with Japan and China.

The Big Idea

In the last half of the 1800s, the United States joined the race for control of overseas territories.

Key Terms and People

imperialism, p. 692

isolationism, p. 693

William H. Seward, p. 693

Liliuokalani, p. 694

spheres of influence, p. 695

Open Door Policy, p. 695

Boxer Rebellion, p. 695



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TAKING NOTES

Use the graphic organizer online to take notes on examples of U.S. expansion.

The United States Gains Overseas Territories

If YOU were there...

You are a Hawaiian living on Maui, one of the Hawaiian Islands, in 1890. Your parents work in a sugar mill owned by American planters. Although the mill supplies jobs, you don't trust the sugar planters. They have already made your king sign a treaty that gives them a lot of power in the islands. You are afraid they will take over the government.

What would you do if the planters took over your islands?

BUILDING BACKGROUND In the mid-1800s, most Americans had little interest in being involved with the rest of the world diplomatically. The Civil War and Reconstruction kept their focus on challenges at home. In the meantime, though, European nations were busily acquiring overseas territories. The United States would soon join them.

End of Isolation

In the 1800s powerful Western nations were busy building naval bases to protect their shipping routes around the world. This was an aspect of **imperialism**—building an empire by founding colonies or conquering other nations. Between 1870 and 1914, Europeans extended their colonial empires until they controlled most of Africa and Southeast Asia.

Roots of Imperialism

Several forces drove this wave of European imperialism. Countries wanted sources of raw materials—such as copper, rubber, and tin—to fuel industrial growth. Businesspeople wanted new markets for their manufactured goods. And many

Europeans saw colonies as a source of power and national pride.

In contrast, the United States followed a limited policy of **isolationism**—avoiding involvement in the affairs of other countries. In 1789 President George Washington had warned Americans “to steer clear of permanent alliances” with other countries. American leaders tried to follow this advice by staying out of overseas conflicts.

By the late 1800s, however, some Americans believed the United States needed to expand to keep its economy strong. In his 1890 book *The Influence of Sea Power upon History*, Alfred T. Mahan argued that the United States needed a strong navy to protect its economic interests. Mahan also explained that a strong navy needed overseas bases and coaling stations—places for ships to take on coal for fuel.

Seward's Folly

In 1867 the United States greatly expanded its North American territory when Secretary

of State **William H. Seward** arranged the purchase of Alaska from Russia for \$7.2 million. Some people thought Alaska was a frozen wasteland, calling the deal “Seward’s Folly” [foolish act]. But Seward had purchased an area more than twice the size of Texas for two cents an acre. And as he had hoped, Alaska became a source of valuable natural resources such as fur, timber, and minerals. Gold was found in Alaska in the 1890s, bringing miners and settlers to the area.

Based on Seward’s belief that the United States “must continue to move on westward,” the nation also annexed the Midway Islands in 1867. The islands’ location about halfway between the U.S. West Coast and Japan made Midway an excellent coaling station for the U.S. Navy.

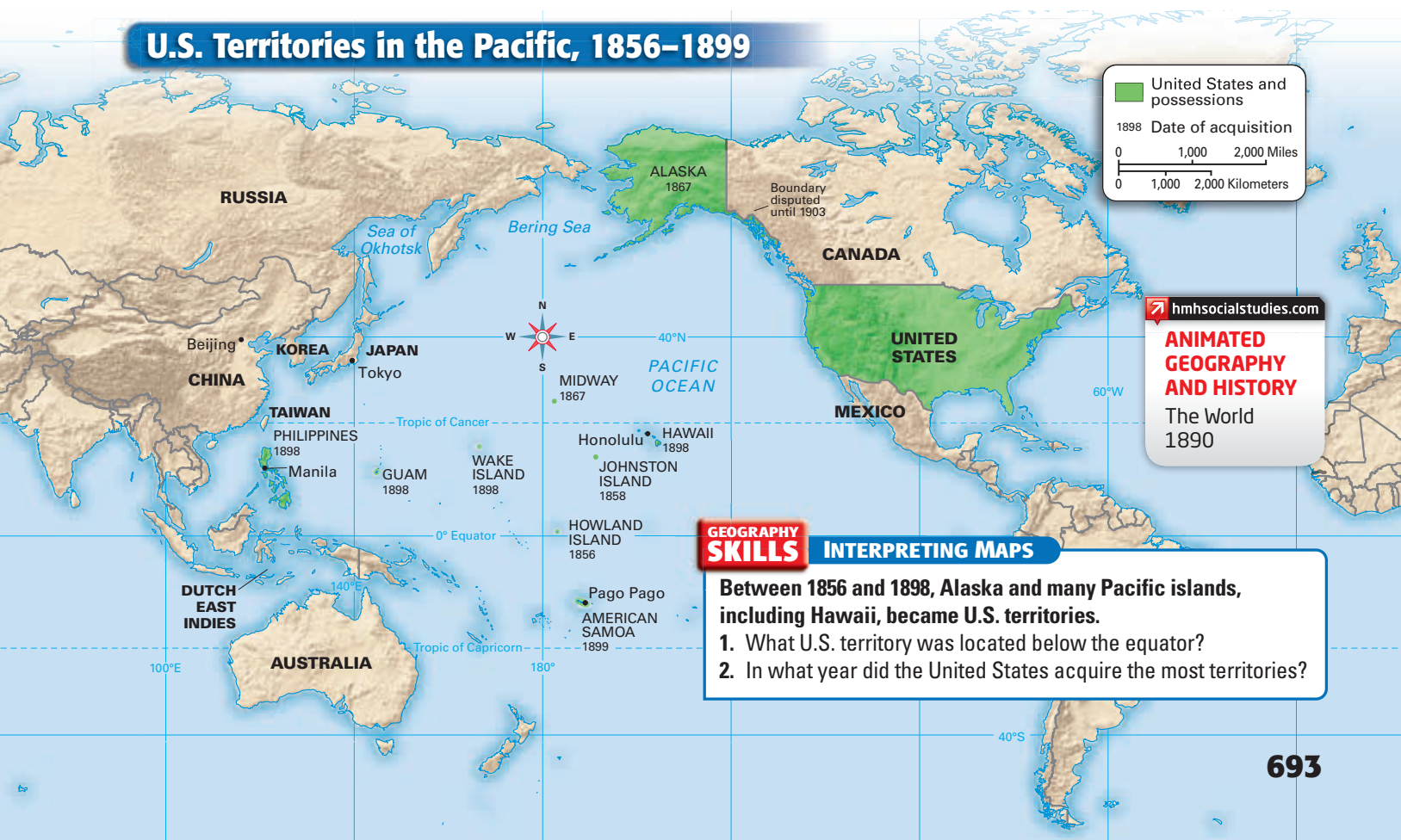
The United States wanted the island group of Samoa for similar reasons. The United States and Germany agreed to divide Samoa in 1899.

READING CHECK Analyzing Why did U.S. leaders end isolationist policies in the late 1800s?

THE IMPACT TODAY

Today the United States has hundreds of military bases in foreign countries.

U.S. Territories in the Pacific, 1856–1899



Hawaii Becomes a Territory

Even more appealing than Samoa were the Hawaiian Islands. Hawaiians first saw Europeans in 1778. Trading and whaling ships in the Pacific soon began stopping in Hawaii. In the early 1800s American missionaries came and attempted to convert Hawaiians to Christianity. Missionaries opened businesses and raised crops, such as sugarcane. Some Americans became rich sugar planters.

By the 1840s most shops and shipyards in Hawaii were owned by Americans. Sugar became a leading export of the Hawaiian economy. An 1875 treaty allowed Hawaiian sugar to be shipped duty-free to the United States. (A duty is a tax on imported items.) This agreement helped the Hawaiian sugar industry prosper.

The planters used their power to force the Hawaiian king to sign a new constitution in 1887. It became known as the Bayonet Constitution because the king was forced to sign it at gunpoint. The constitution granted more power to the planter-controlled legislature. Many Hawaiians feared the foreigners' increase in power.

THE IMPACT TODAY

Sugarcane is Hawaii's most valuable crop, but acreage and production have declined in recent years. Only two functioning sugarcane farms remain in the state.



BIOGRAPHY

Liliuokalani

(1838–1917)

Born in Honolulu, Queen Liliuokalani was proud of Hawaiian traditions. Even after being driven from power in 1883, she continued speak-

ing out on behalf of native-born Hawaiians. In 1887 she traveled to Washington, D.C., meeting with President Grover Cleveland to argue against the annexation of Hawaii by the United States. Until her death, Liliuokalani served as a symbol of Hawaiian pride and a reminder of the islands' history as an independent nation.

Drawing Conclusions Why do you think Liliuokalani was a symbol of Hawaiian pride?

In 1891 the king died, and his sister, **Liliuokalani** (li-LEE-uh-woh-kuh-LAHN-ee), became queen. She proposed a new constitution that would return power to the monarchy. The planters revolted. John L. Stevens, U.S. minister to Hawaii, called 150 marines ashore to support the revolt, and it succeeded without a battle. The planters formed a new government. Congress voted to annex the Hawaiian Islands in 1898.

READING CHECK Identifying Cause and

Effect What effect did the growing power of the planters have on the Hawaiian monarchy?

United States Seeks Trade with Japan and China

Economic interest also drew the United States to Japan and China. The United States wanted to open and secure trade markets in both Asian countries.

Opening Trade with Japan

By the mid-1800s European powers had formed strong trade ties with most East Asian countries. However, the island nation of Japan had isolated itself from the rest of the world for hundreds of years.

The United States wanted to open up trade with Japan before Europeans arrived. President Millard Fillmore sent Commodore Matthew Perry to Japan to secure “friendship, commerce, [and] a supply of coal and provisions.” Perry attempted a peaceful alliance in 1853, but he was not successful.

Perry returned to Japan in 1854 with seven warships. He gave Japanese leaders gifts and tried to show some of the benefits that Japanese-American trade would have. For instance, Perry presented them with a telegraph transmitter and a model train. This effort—and the presence of U.S. naval power—persuaded Japanese officials to open trade with the United States. The two countries signed a trade agreement in 1858.

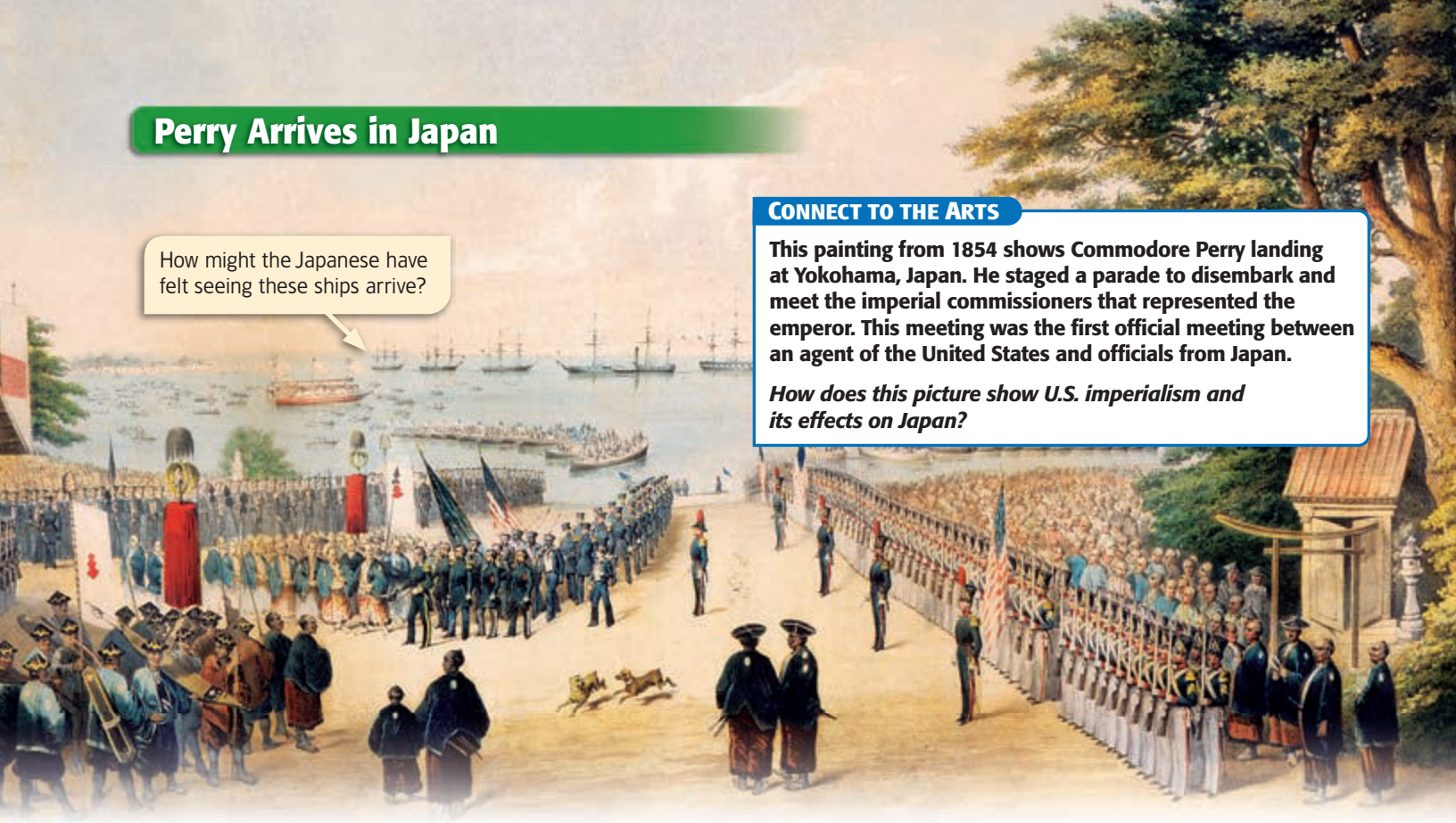
Perry Arrives in Japan

How might the Japanese have felt seeing these ships arrive?

CONNECT TO THE ARTS

This painting from 1854 shows Commodore Perry landing at Yokohama, Japan. He staged a parade to disembark and meet the imperial commissioners that represented the emperor. This meeting was the first official meeting between an agent of the United States and officials from Japan.

How does this picture show U.S. imperialism and its effects on Japan?



Some Japanese leaders welcomed trade with the United States. In 1868 people who favored the industrialization **process** came to power in Japan, beginning a 40-year period of modernization. By the 1890s Japan was becoming a major imperial power. It defeated China in the Sino-Japanese War from 1894 to 1895. As a result, Japan gained new territory and enjoyed the same trading privileges in China as European countries. In 1904 Japan attacked Russian forces stationed in China. President Theodore Roosevelt helped to negotiate a peace treaty to end the Russo-Japanese War a year later. Japan gained control of Korea, a lease on Port Arthur in China, and other rights. Japan had become a world power.

Foreign Powers in China

After Japan defeated China, other countries took advantage of China's weakness by seizing **spheres of influence**—areas where foreign nations controlled resources. Germany, Great Britain, France, Japan, and Russia all took control of areas within China.

Some U.S. leaders feared that the United States would be closed out of Chinese markets. In 1899 Secretary of State John Hay sent notes to Japan and many European countries announcing the **Open Door Policy**. This policy stated that all nations should have equal access to trade in China. The policy was neither rejected nor accepted by European powers and Japan but made U.S. intentions clear.

Meanwhile, many Chinese resented the power and control held by foreign nations. This hostility sparked the **Boxer Rebellion**. The Boxers were Chinese nationalists who were angered by foreign involvement in China. In their language, the group was called the Fists of Righteous Harmony. Westerners called them Boxers because they used a clenched fist as their symbol. Although officially denounced, they were secretly supported by the Chinese government.

In June 1900 the Boxers took to the streets of Beijing, China's capital, and laid siege to the walled settlement where foreigners lived. They killed more than 200 people.

ACADEMIC VOCABULARY

process a series of steps by which a task is accomplished

The siege continued for two months. Foreign military forces, including United States Marines, fought their way from the port of Tianjin to Beijing, where they invaded the Forbidden City. The Boxers were soon defeated. China was forced to make a cash payment of \$333 million to foreign governments, \$25 million of which went to the United States. Secretary of State Hay then sent another Open Door note to Japan and the European nations. The Open Door Policy remained in effect until World War II again closed China's borders to foreign influence.

READING CHECK **Identifying Cause and Effect**
What factors led to the Boxer Rebellion, and what was the result?

SUMMARY AND PREVIEW The United States greatly expanded its territory and influence in the Pacific. In the next section, you will learn about the causes and effects of the Spanish-American War.



Foreign forces engage Chinese nationalists in battle at Tianjin, China, in this illustration of China's Boxer Rebellion.

Section 1 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Describe** What policy had the United States followed regarding other countries before the late 1800s?

b. Analyze Why did the United States expand to Alaska and to islands in the Pacific?

c. Evaluate Do you think **William H. Seward's** purchase of Alaska was a good decision? Explain.
- a. Recall** What became Hawaii's leading export?

b. Sequence What events led to Hawaii's annexation as a U.S. territory?

c. Elaborate What do you think about the planters' revolt against Queen **Liliuokalani**?
- a. Describe** How did the United States persuade Japanese leaders to sign a trade treaty?

b. Contrast How was the U.S. experience establishing trade with China different from U.S. attempts to open trade with Japan?

c. Evaluate Do you think Japan made the right decision in agreeing to open trade with the United States? Explain your answer.

Critical Thinking

- Generalizing** Review your notes on the areas or trade rights gained by the United States. Then use the chart below to identify the benefits of these areas and trade rights.

American Expansion

Areas or Trade Rights Gained	Benefits for United States

FOCUS ON WRITING

- Identifying Pros and Cons of U.S. Involvement Overseas** What did the United States gain from its involvement in these areas of the world? What were the disadvantages? As you read this section, identify pros and cons to add to your list.

The Spanish-American War

SECTION

2

If YOU were there...

You live in New York City in 1898. Newspaper headlines are screaming about the start of war in Cuba. You hear that Theodore Roosevelt wants volunteers for a cavalry troop called the Rough Riders. You know how to ride a horse, and you've admired Roosevelt ever since he was New York's police commissioner. You know it will be dangerous, but it also sounds like a great adventure.

Would you join the Rough Riders? Why?

BUILDING BACKGROUND While the United States, Japan, and several European powers were gaining colonies, Spain's empire was declining. By the late 1800s Spain's once-extensive American empire was reduced to two island colonies—Cuba and Puerto Rico. Eager for independence, some Cubans revolted against Spanish rule. Many Americans sympathized with Cuba's fight for independence.

War with Spain

You read earlier that newspaper publishers Joseph Pulitzer and William Randolph Hearst were in a fierce competition for readers. In the late 1890s their newspapers published stories from Cuba, where Cuban rebels were fighting for independence from Spain. To attract readers, Pulitzer and Hearst printed sensational, often exaggerated news stories. This technique is called **yellow journalism**. Vivid stories about Spanish brutality in Cuba convinced many Americans that the U.S. military should support the Cuban rebels.



Newspapers such as this one encouraged Americans to seek war with Spain.

What You Will Learn...

Main Ideas

1. In 1898 the United States went to war with Spain in the Spanish-American War.
2. The United States gained territories in the Caribbean and Pacific.

The Big Idea

The United States expanded into new parts of the world as a result of the Spanish-American War.

Key Terms and People

yellow journalism, p. 697

Teller Amendment, p. 698

Emilio Aguinaldo, p. 699

Anti-Imperialist League, p. 700

Platt Amendment, p. 701



Use the graphic organizer online to take notes on the results of the Spanish-American War.

Despite growing support for military action in Cuba, President Grover Cleveland was opposed to U.S. involvement. In 1896 William McKinley, a supporter of Cuban independence, was elected president. Several events soon led to war.

In February 1898 Hearst's newspaper published a letter written by the Spanish minister to the United States, Enrique Dupuy de Lôme. In it, de Lôme called McKinley "weak and a bidder for the admiration of the crowd." Many Americans were outraged.

In January 1898, even before de Lôme's letter became public, the United States sent the battleship USS *Maine* to Havana Harbor. The *Maine's* mission was to protect U.S. citizens and economic interests in Cuba. On February 15 the *Maine* exploded and

sank, with a loss of 266 men. Although the cause of the explosion was unclear, the American press immediately blamed Spain. "Remember the *Maine*!" became a rallying cry for angry Americans.

President McKinley requested \$50 million to prepare for war. Congress approved the money. Although Cuba was not a U.S. territory, Congress issued a resolution on April 20 declaring Cuba independent and demanding that Spain leave the island within three days. Attached to the resolution was the **Teller Amendment**, which stated that the United States had no interest in taking control of Cuba. In response to the resolution, Spain declared war on the United States. The next day, Congress passed, and McKinley signed, a declaration of war against Spain.



"Remember the *Maine*!"

Most of the men aboard the USS *Maine* were sleeping when a terrible explosion demolished the forward third of the ship at 9:40 P.M. on February 15, 1898. The rest of the ship sank quickly. Some 266 men were killed.

Who did the United States blame for the explosion?

War in the Philippines

While attention was focused on Cuba, the U.S. Navy won a quick victory nearly halfway around the world in the Philippines, a Spanish colony in the Pacific. Filipinos, like Cubans, were rebelling against Spanish rule.

As soon as the Spanish-American War began, American commodore George Dewey raced to the Philippines with four large warships and two small gunboats. On May 1, ignoring reports that mines beneath the water barred his way, he sailed into Manila Bay and destroyed the Spanish Pacific fleet stationed there. Dewey's forces sank or captured 10 ships. The Spanish lost 381 lives, but none of Dewey's men were killed.

Dewey had defeated the Spanish, but he did not have enough troops to occupy and secure the Philippines. Troops eventually arrived, and on August 13, U.S. troops and Filipino rebels led by **Emilio Aguinaldo** (ah-gee-NAHL-doh) took control of the Philippine capital, Manila.

War in the Caribbean

In contrast to the navy, the U.S. Army was unprepared for war. At the start of the conflict, the entire U.S. Army had only 28,000 soldiers. New volunteers quickly raised that figure to more than 280,000. The army did not have enough rifles or bullets for these soldiers. It did not even have appropriate clothing for the troops. Many soldiers received warm woolen uniforms to wear in Cuba's tropical heat.

The soldiers faced harsh living conditions in Cuba. They ate canned meat that one general called "embalmed beef," and many were stricken with yellow fever and other deadly diseases. More than 2,000 Americans died from diseases they contracted in Cuba. Fewer than 400 were killed in battle.

The most colorful group of soldiers was the Rough Riders. Second in command of this group was Lieutenant Colonel Theodore Roosevelt. Roosevelt had organized the



Rough Riders to fight in Cuba. Volunteers included Native Americans, college athletes, cowboys, miners, and ranchers. Newspaper stories of their heroism earned the Rough Riders Americans' admiration. Four privates of the African American 10th Cavalry, who served with the Rough Riders, received the Congressional Medal of Honor.

Landing on June 22, 1898, the U.S. troops captured the hills around the main Spanish forces at Santiago. At the village of El Caney on July 1, some 7,000 U.S. soldiers, aided by Cuban rebels, overwhelmed about 600 Spanish defenders.

The main U.S. force then attacked and captured San Juan Hill. The Rough Riders and the African American 9th and 10th cavalries captured nearby Kettle Hill. The many accounts of the battle became popular with the American public back home. A journalist on the scene described the soldiers' charge:

FOCUS ON READING

How might accounts of the war written by these various soldiers have been different?

War in the Caribbean



GEOGRAPHY SKILLS

INTERPRETING MAPS

- Location** About how far is Havana from Tampa?
- Place** When was the victory at San Juan Hill?

“It was a miracle of self-sacrifice, a triumph of bulldog courage . . . The fire of the Spanish riflemen . . . doubled and trebled [tripled] in fierceness, the crests of the hills crackled and burst in amazed roars and rippled with waves of tiny flame. But the blue line [of United States soldiers] crept steadily up and on.”

—Richard Harding Davis, quoted in *The American Reader*, edited by Paul M. Angle

On July 3 the commander of the Spanish fleet decided to try breaking through the U.S. blockade. Though every Spanish ship was destroyed in the battle, American forces suffered only two casualties. Santiago surrendered two weeks later. President McKinley began peace negotiations with Spain, which was assured of defeat. A few days later, U.S. troops invaded Spanish-held Puerto Rico, which surrendered with little resistance. Spain signed a cease-fire agreement on August 12, 1898.

READING CHECK Comparing How was fighting in the Pacific and the Caribbean similar?

United States Gains Territories

The peace treaty placed Cuba, Guam, Puerto Rico, and the Philippines under U.S. control. In reaction, some Americans formed the **Anti-Imperialist League**, a group that opposed the treaty and the creation of an American colonial empire. They argued that the treaty threatened democracy because it denied self-government to the people living in the newly acquired territories. The Senate approved the peace treaty by a vote of 57 to 27—just one vote more than the two-thirds majority needed to ratify treaties.

Cuba

The Teller Amendment had declared that the United States would not annex Cuba. However, McKinley wanted to create stability and increase U.S. economic activity there, so he set up a military government. He appointed Leonard Wood, who had commanded the Rough Riders during the war, as governor.

Wood quickly began building schools and a sanitation system.

Even with the new sanitation system, disease remained a major problem. Dr. Walter Reed, head of the army's Yellow Fever Commission, was sent to Cuba in 1900 to help fight the disease. He and his volunteers conducted experiments, including allowing themselves to be bitten by infected insects. They soon proved that yellow fever was transmitted by mosquitoes. Getting rid of the standing water where mosquitoes lived helped health officials to control the disease.

Governor Wood also oversaw the writing of a Cuban constitution. The document included the **Platt Amendment**, which limited Cuba's right to make treaties and allowed the United States to intervene in Cuban affairs. It also required Cuba to sell or lease land to the United States. Cuban

leaders compared the Platt Amendment to "handing over the keys to our house so that they [the Americans] can enter it at any time, whenever the desire seizes them." The Cubans reluctantly accepted the amendment, and U.S. troops withdrew. The amendment remained in force until 1934, and the U.S. government stayed actively involved in Cuban affairs until the late 1950s.

Puerto Rico

Like Cubans, Puerto Ricans had hoped for independence after the war. Instead, the U.S. government made the island a territory. On April 12, 1900, the Foraker Act established a civil government in Puerto Rico. It was headed by a governor and included a two-house legislature.

A debate over the new territory soon arose. People who lived in Puerto Rico were

LINKING TO TODAY

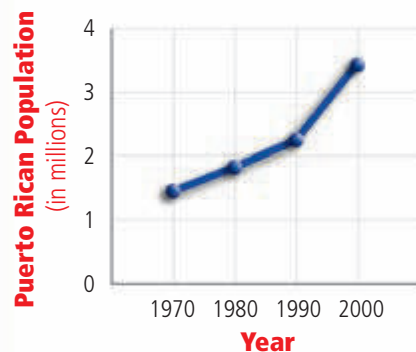
Puerto Ricans Today

Today more than 4 million Puerto Ricans live on the mainland United States. This is the second-largest Hispanic population in the country, behind people of Mexican descent. Puerto Ricans live throughout the United States, but about one-third live in New York State.

Puerto Rican culture is very strong in New York—the National Puerto Rican Day Parade in New York City is one of the largest parades for any ethnic group in the city.



Puerto Ricans in the Mainland United States



ANALYSIS SKILL

ANALYZING INFORMATION

How are the people in the picture showing support for Puerto Rican culture?

considered citizens of the island but not of the United States. In 1917 the Jones Act gave Puerto Ricans U.S. citizenship and made both houses of the legislature elective. However, another 30 years passed before Puerto Ricans could elect their own governor. Today the island has its own constitution and elected officials but remains associated with the United States as what is known as a commonwealth.

The Philippines

Spain had surrendered the Philippines in return for a \$20 million payment from the United States. Many Americans agreed with President McKinley, who said that the United States would benefit from the islands' naval and commercial value and that annexing the islands would keep Europeans from seizing them.

Filipino rebels, however, had expected to gain independence after the war. They had

helped U.S. forces to capture Manila. When the United States decided instead to keep the islands, rebels led by Emilio Aguinaldo started a guerrilla war against the American forces. More than 4,200 U.S. soldiers and hundreds of thousands of Filipinos died before the conflict ended in 1902.

That same year, Congress passed the Philippine Government Act. It provided that an appointed governor and a two-house legislature would rule the Philippines. In 1946 the United States granted full independence to the Philippines.

READING CHECK **Summarizing** What areas did the United States control as a result of the war?

SUMMARY AND PREVIEW The United States fought a war with Spain and gained new territories in the Pacific and Caribbean regions. In the next section you will learn about U.S. interests in Latin America.

Section 2 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Recall** What was the cause of the conflict between Cuba and Spain?
 - Analyze** How did **yellow journalism** affect public support for U.S. military action in Cuba?
 - Elaborate** Why do you think the United States was so successful in defeating Spain? Explain your answer.
- Identify** What territories did the United States gain as a result of the war?
 - Analyze** Why did some Americans oppose the annexation of the Philippines?

Critical Thinking

- Categorizing** Review your notes on the results of the Spanish-American War. Then copy the graphic organizer to the right. Use your notes to identify arguments for and against taking control of foreign territories.

Arguments for Imperialism

vs.

Arguments against Imperialism

FOCUS ON WRITING

- Identifying Pros and Cons of the Spanish-American War** As you read this section, add to your pros and cons list by identifying American losses and gains as a result of the Spanish-American War. What were the costs in human lives? What were the gains in territory? Can you identify any other losses and gains? For example, how did the United States handle the issues of self-rule involved in the war?

Theodore Roosevelt

What would you do to reform your country and make it stronger?

When did he live? 1858–1919

Where did he live? Theodore Roosevelt was born into a wealthy family in New York City. He spent two years on a ranch in the Dakota Territory, where he became an avid hunter and conservationist. His political career then took him to Albany, New York, where he served as state governor, and Washington, D.C., where he served as vice president and president.

What did he do? Roosevelt became a national hero while leading the Rough Riders in the Spanish-American War. After serving less than a year as vice president, the 42-year-old Roosevelt became the youngest president in U.S. history when President William McKinley was killed in 1901. As president, Roosevelt fought for progressive reforms and set aside millions of acres as national parks and forests. Roosevelt's aggressive foreign policy expanded American power in the world.

Why is he so important? "I believe in a strong executive," Roosevelt once declared. "While president, I have been president, emphatically [forcefully]; I have used every ounce of power there was in the office." As this quote suggests, Roosevelt was a strong leader who set a precedent for a more active and powerful presidency.

Drawing Conclusions What characteristics made Theodore Roosevelt a successful leader?

KEY EVENTS

1882

Elected to the New York State Assembly at age 23

1898

Becomes a hero in the Spanish-American War; elected governor of New York

1900

Elected vice president

1901

Becomes president when McKinley is assassinated

1903

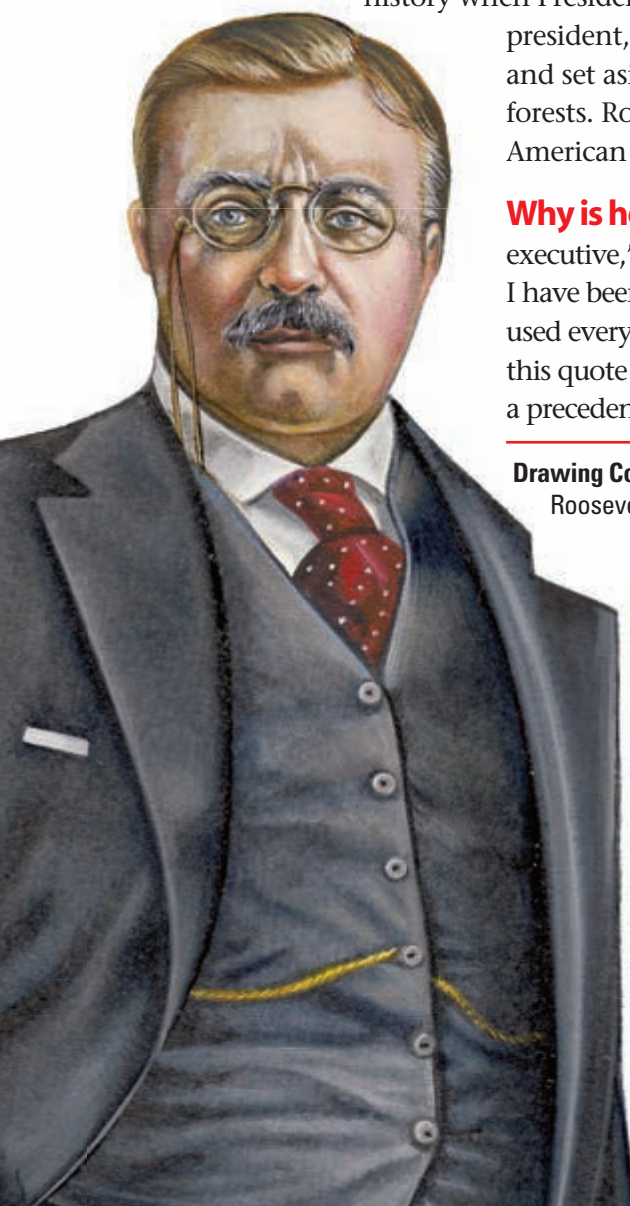
Gains Panama Canal Zone for the United States

1906

Visits Panama, becoming the first president to travel outside the country while in office

1919

Dies at home in New York



President Theodore Roosevelt and the Rough Riders



The United States and Latin America

What You Will Learn...

Main Ideas

1. The United States built the Panama Canal in the early 1900s.
2. Theodore Roosevelt changed U.S. policy toward Latin America.
3. Presidents Taft and Wilson promoted U.S. interests in Latin America.

The Big Idea

The United States expanded its role in Latin America in the early 1900s.

Key Terms and People

Panama Canal, p. 705
 Roosevelt Corollary, p. 707
 dollar diplomacy, p. 708
 Mexican Revolution, p. 708
 John J. Pershing, p. 709
 Francisco "Pancho" Villa, p. 709



Use the graphic organizer online to take notes on U.S. policies toward Latin America.

If YOU were there...

You are an engineer, and you've been working on the Panama Canal for almost eight years. Your work crews used huge steam shovels to slice through a ridge of mountains and built a huge artificial lake. You planned a system to move ships through different water levels. Now your work is done. You can watch massive ships travel from the Atlantic to the Pacific.

Which part of the work on the canal was the most challenging?

BUILDING BACKGROUND When the Spanish-American War began in 1898, the U.S. battleship *Oregon* set out from Washington State to join the fighting in Cuba. The approximately 12,000-mile trip around the southern tip of South America took more than two months. This delay convinced many U.S. leaders that the United States needed to build a canal linking the Atlantic and Pacific oceans.

Building the Panama Canal

A canal across the narrow neck of Central America would link the Atlantic and Pacific oceans and cut some 8,000 miles off the voyage by ship from the West to the East coasts of the United States. It would also allow the U.S. Navy to link its Atlantic and Pacific naval fleets quickly.



Revolution in Panama

No one was a stronger supporter of a Central American canal than President Theodore Roosevelt. Roosevelt knew that the best spot for the canal was the Isthmus of Panama, which at the time was part of the nation of Colombia. But he was unable to convince the Colombian senate to lease a strip of land across Panama to the United States.

Roosevelt considered other ways to gain control of the land. He learned that Panamanian revolutionaries were planning a revolt against Colombia. On November 2, 1903, a U.S. warship arrived outside Colón, Panama. The next day the revolt began. Blocked by the U.S. warship, Colombian forces could not reach Panama to stop the rebellion. Panama declared itself an independent country. The United States then recognized the new nation.

The new government of Panama supported the idea of a canal across its land. The United States agreed to pay Panama \$10 million plus \$250,000 a year for a 99-year lease on a 10-mile-wide strip of land across the isthmus.

Building the Canal

Canal construction began in 1904. The first obstacle to overcome was tropical disease. The canal route ran through 51 miles of forests and swamps filled with mosquitoes,

many of which carried the deadly diseases malaria and yellow fever.

Dr. William C. Gorgas, who had helped Dr. Walter Reed stamp out yellow fever in Cuba, organized a successful effort to rid the canal route of disease-carrying mosquitoes. If Gorgas had not been successful, the canal's construction would have taken much longer. It also would have cost much more in terms of both lives and money.

Even with the reduced risk of disease, the work was very dangerous. Most of the canal had to be blasted out of solid rock with explosives. Workers used dozens of steam shovels to cut a narrow, eight-mile-long channel through the mountains of central Panama. Sometimes workers died when their shovels struck explosive charges. "The flesh of men flew in the air like birds every day," recalled one worker from the West Indies.

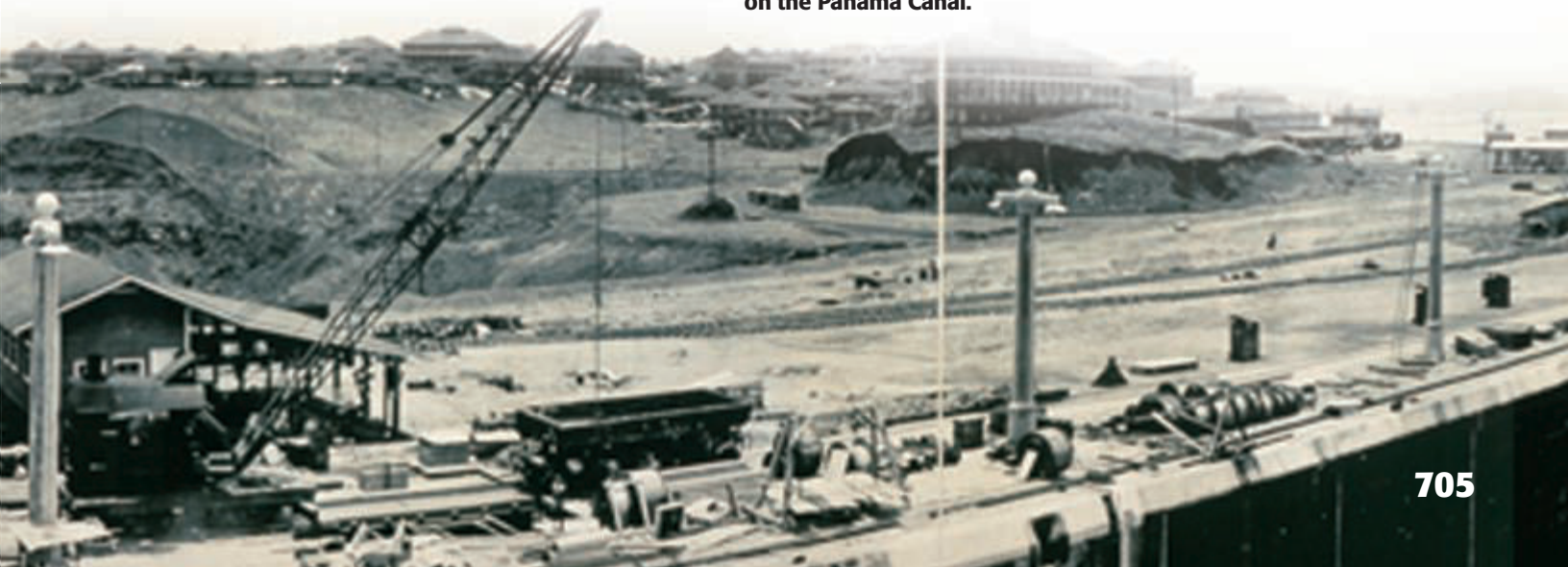
Some 6,000 lives were lost during the American construction of the **Panama Canal**. It was finally opened to ships on August 15, 1914, linking the Atlantic and Pacific oceans. An opening ceremony was held the next year. It had taken 10 years to complete, and the cost was \$375 million. In the end, however, the world had its "highway between the oceans."

THE IMPACT TODAY

Today the Panama Canal Zone is threatened by deforestation and erosion because of heavy use. Decreased rainfall is also hurting the canal.

READING CHECK Drawing Conclusions Why did building the canal cost so many lives?

The massive Gatun Locks, shown here under construction in 1914, raise ships 85 feet onto Gatun Lake, an inland waterway on the Panama Canal.



The Panama Canal

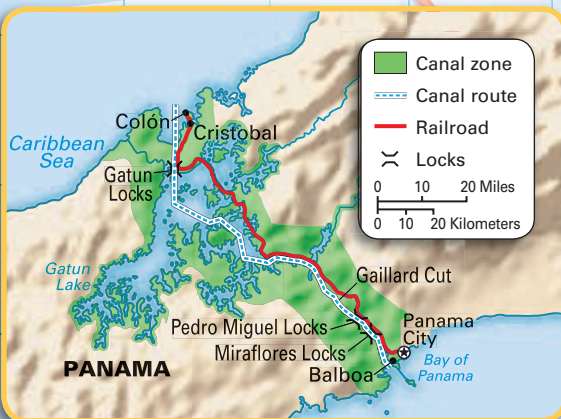
CONNECT TO ECONOMICS

Increasing Exports The Panama Canal did not just increase trade between the East and West coasts of the United States. By shortening the trip from many U.S. ports to other parts of the world, the canal also led to increased exports of agricultural and manufactured goods.

By how many miles did the Panama Canal shorten the shipping distance between New York City and San Francisco?

ANIMATED HISTORY

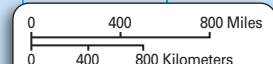
Technology of the Panama Canal



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Place** Why was Panama chosen as the site for a canal?
- 2. Movement** How many locks did ships have to travel through from Balboa to Colón?



U.S. Policy Toward Latin America

As president, Theodore Roosevelt actively pursued progressive reforms at home. He also believed the United States should play a more active role in the Western Hemisphere. In 1900 Roosevelt said, “I have always been fond of the West African proverb: ‘Speak softly and carry a big stick; you will go far.’” Roosevelt wanted everyone to know he would use a “big stick”—meaning U.S. military force—to protect U.S. interests in Latin America.

This was a change from the policies of previous presidents. In the 1823 Monroe Doctrine, President James Monroe had warned European nations not to interfere in the Western Hemisphere. And while the Monroe Doctrine became a major principle of U.S. foreign policy, the United States did not have the military strength to enforce it. By the time Roosevelt became president, however, this situation was changing. The United States was growing stronger and expanding its influence. The United States was becoming a world power.

How should the United States use its new power in Latin America? This question came up often in the early 1900s. European banks had made loans to a number of Latin American countries. Venezuela, for example, fell deeply in debt to British and German investors. Venezuela refused to repay these debts in 1902. A similar situation arose in the Caribbean nation of the Dominican Republic in 1904. European powers prepared to use military force to collect the debts.

Roosevelt insisted the countries must repay their debts. But he did not want to allow Europeans to intervene in Latin America. The presence of European forces there would violate the Monroe Doctrine and threaten U.S. power in the region.

Roosevelt knew that U.S. officials would have to force debtor nations to repay their loans in order to keep European nations from

directly intervening in Latin America. In December 1904 he announced what became known as the **Roosevelt Corollary to the Monroe Doctrine**. This addition warned that in cases of “wrongdoing” by Latin American countries, the United States might exercise “international police power.”

The Roosevelt Corollary asserted a new **role** for the United States as an “international police power” in the Western Hemisphere. Roosevelt actively enforced the corollary throughout the rest of his presidency.

ACADEMIC VOCABULARY

role
assigned behavior

READING CHECK Finding Main Ideas Why did Roosevelt announce the Roosevelt Corollary?

Primary Source

POLITICAL CARTOON

Roosevelt's Imperialism

Theodore Roosevelt's foreign policy is shown visually in this cartoon. Roosevelt is the giant leading a group of ships that represent debt collection. The U.S. president is patrolling the Caribbean Sea and Latin American countries, trying to enforce the payment of debts to European countries.



What do you think this stick represents?

Why are these vessels warships?

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Analyzing How does the cartoonist portray the parts of the Roosevelt Corollary?

The United States in Latin America



Guantánamo Bay

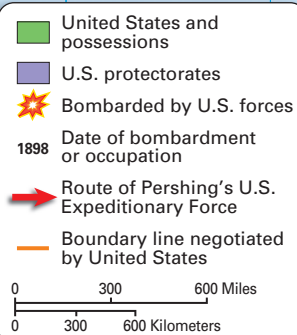
The United States maintains a naval base on the island of Cuba.

Puerto Rico

The island remains a commonwealth of the United States.

Panama Canal

The United States turned the canal over to Panama in 1979 but kept the right to defend it.



GEOGRAPHY SKILLS

INTERPRETING MAPS

- Region** What parts of this region does the United States still control?
- Place** Which country was a U.S. protectorate for the longest period of time?

U.S. Interests in Latin America

William Howard Taft, who became president in 1909, also acted to protect U.S. interests in Latin America. Taft used a policy called **dollar diplomacy**—influencing governments through economic, not military, intervention.

President Taft described dollar diplomacy as “substituting dollars for bullets. It is . . . directed to the increase of American trade.” He wanted to encourage stability and keep Europeans out of Latin America by expanding U.S. business interests there.

For example, in 1911 Nicaragua failed to repay a loan from British investors. American bankers lent Nicaragua \$1.5 billion in return

for control of the National Bank of Nicaragua and the government-owned railway. When local anger over this deal led to revolt in Nicaragua, Taft sent U.S. Marines to protect American interests.

When President Woodrow Wilson took office in 1913, he rejected Taft’s dollar diplomacy. He believed the United States had a moral obligation to promote democracy in Latin America. Like Roosevelt, Wilson was willing to use military force to protect U.S. interests in the region.

In 1910 many Mexicans revolted against the harsh rule of Mexican dictator Porfirio Díaz. This was the start of the **Mexican Revolution**, a long, violent struggle for power in Mexico. The war affected U.S. interests

U.S. Foreign Policy

QUICK FACTS

Departing from the example set by the nation's first president, George Washington, future presidents increased U.S. involvement around the world, particularly in Latin America.



Washington's Farewell Address

The United States will not become involved in European affairs.



Monroe Doctrine

The United States will defend its interests in the Western Hemisphere and keep European powers out.



Roosevelt Corollary

The United States will police wrongdoing by nations in the Western Hemisphere.



Taft's Dollar Diplomacy

The United States will use economic means to aid its interests in Latin America.



Wilson and Democracy

The United States will promote and protect democracy in the Western Hemisphere.

because Americans had invested more than \$1 billion in Mexican land, mining, oil, and railways. American business leaders feared they would lose their investments.

In 1914 President Wilson learned that a German ship carrying weapons was headed to the port of Veracruz, Mexico. To keep the weapons from reaching the rebels, Wilson ordered the navy to seize Veracruz. Wilson acted again in 1916, sending General **John J. Pershing** and 15,000 U.S. soldiers into Mexico. Pershing's mission was to catch the rebel leader **Francisco "Pancho" Villa**, who had killed 17 Americans in New Mexico. Pershing failed to capture Villa, and Wilson recalled the troops.

In 1917 a new constitution began to bring order to Mexico. The violence caused more than 120,000 Mexicans to flee to the United States between 1905 and 1915.

READING CHECK Summarizing How did Wilson respond to events in Mexico?

SUMMARY AND PREVIEW The United States and Latin America established relationships through both conflicts and agreements. In the next chapter, you will learn how the United States became involved in conflict in Europe.

Section 3 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Recall** Why did the United States want to build a canal?

b. Analyze What challenges did the builders of the **Panama Canal** face, and how did they overcome them?

c. Elaborate Defend or criticize the U.S. decision to support the revolution in Panama.
- a. Describe** What problem was causing conflict between European and Latin American nations?

b. Summarize How and why did Theodore Roosevelt change U.S. policy toward Latin America?
- a. Recall** What did Woodrow Wilson believe was the United States's obligation to Latin America?

b. Compare and Contrast How were the policies of Taft and Wilson toward Latin America similar, and how were they different?

Critical Thinking

- Categorizing** Review your notes on U.S. policies toward Latin America. Then copy the web diagram below. Use it to identify American policies toward Latin America.



FOCUS ON WRITING

5. Identifying Pros and Cons of U.S. Intervention

What were the pros and cons of the construction of the Panama Canal and interventionist U.S. policies toward Latin America? Take notes for your list as you read this section.

America's Global Influence 1900

By 1900 most of the current boundaries of the United States had been established. But the world had become a much smaller place. American inventions were spreading, changing daily life in countries around the world. In addition, U.S. troops stationed in China were displaying the increasing importance of the United States in global affairs.

ASIA

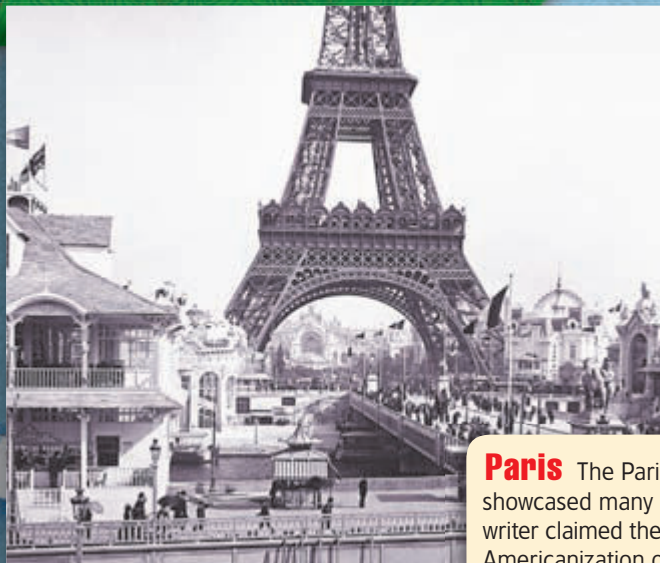
PACIFIC OCEAN

Asia Before 1898, U.S. troops had never been sent outside the Western Hemisphere. But in 1900, some 5,000 troops were in Asia, fighting alongside European troops.



On July 5, 1900, William Jennings Bryan spoke out against U.S. involvement in China, saying, "Imperialism is the most dangerous of the evils now menacing [threatening] our country."





Paris The Paris Exposition of 1900 showcased many U.S. inventions. One British writer claimed the exposition displayed “the Americanization of the world.”

UNITED STATES

New York

ATLANTIC OCEAN

New York City Nearly 500,000 people immigrated to the United States in 1900. By 1920 more than 16 million had come. Many arrived in New York City.



SOUTH AMERICA

London

EUROPE

Paris

London In August 1900, English farmers protested in London against new farm equipment introduced from the United States that they feared would cause farmers to lose their jobs.

AFRICA

GEOGRAPHY SKILLS

INTERPRETING MAPS

1. **Region** By 1900, what role was the U.S. military playing in China?
2. **Movement** In what ways did the U.S. influence other countries?

Continuity and Change in History

Define the Skill

A well-known saying claims that “the more things change, the more they stay the same.” Nowhere does this observation apply better than to the study of history. Any examination of the past will show many changes—nations expanding or shrinking, empires rising and falling, changes in leadership, or people on the move, for example.

The reasons for change have not changed, however. The same general forces have driven the actions of people and nations across time. These forces are the threads that run through history and give it continuity, or connectedness. They are the “sameness” in a world of continuous change.

Learn the Skill

You can find the causes of all events of the past in one or more of these major forces or themes that connect all history.

- 1 Cooperation and Conflict** Throughout time, people and groups have worked together to achieve goals. They have also opposed others who stood in the way of their goals.
- 2 Cultural Invention and Interaction** The values and ideas expressed in peoples’ art, literature, customs, and religion have enriched the world. But the spread of cultures and their contact with other cultures have produced conflict as well.
- 3 Geography and Environment** Physical environment and natural resources have shaped how people live. Efforts to gain, protect, or make good use of land and resources have been major causes of cooperation and conflict in history.

- 4 Science and Technology** *Technology*, or the development and use of tools, has helped humans across time make better use of their environment. Science has changed their knowledge of the world, and changed their lives, too.
- 5 Economic Opportunity and Development** From hunting and gathering to herding, farming, manufacturing, and trade, people have tried to make the most of their resources. The desire for a better life has also been a major reason people have moved from one place to another.
- 6 The Impact of Individuals** Political, religious, military, business, and other leaders have been a major influence in history. The actions of many ordinary people have also shaped history.
- 7 Nationalism and Imperialism** *Nationalism* is the desire of a people to have their own country. *Imperialism* is the desire of a nation to influence or control other nations. Both have existed across time.
- 8 Political and Social Systems** People have always been part of groups—families, villages, nations, or religious groups, for example. The groups to which people belong shape how they relate to others around them.

Practice the Skill

Check your understanding of continuity and change in history by answering the following questions.

1. What forces of history are illustrated by the events in Chapter 22? Explain with examples.
2. How do the events in this chapter show continuity with earlier periods in U.S. history?



CHAPTER 22

Chapter Review

History's Impact

► video series

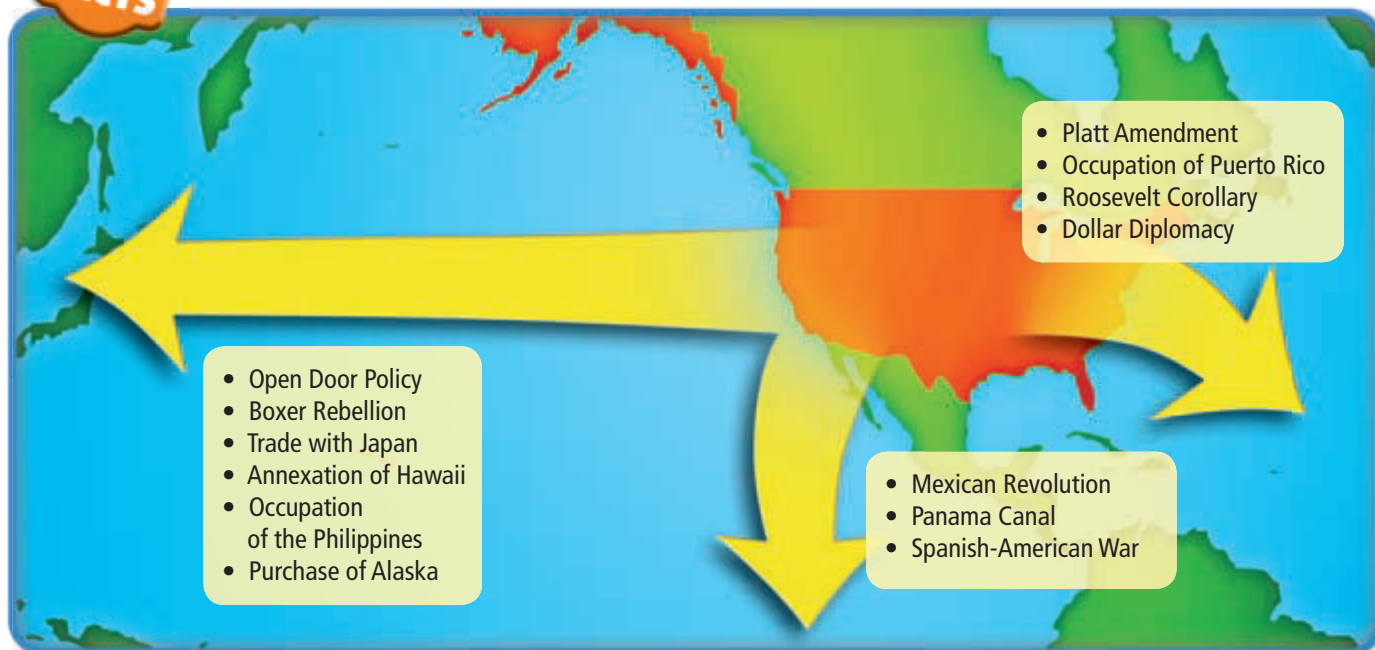
Review the video to answer the closing question:

How would you characterize the current policy of the United States: isolationist or imperialist?

Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.



Reviewing Vocabulary, Terms, and People

- In which of the following did the United States declare that it had no interest in taking control of Cuba?
 - Roosevelt Corollary
 - Monroe Doctrine
 - Open Door Policy
 - Teller Amendment
- Which leader upset sugar planters in Hawaii by proposing a plan to return power to the monarchy?
 - Liliuokalani
 - John L. Stevens
 - Millard Fillmore
 - Woodrow Wilson
- Which president supported Panama's revolt against Colombia in 1903?
 - Woodrow Wilson
 - William McKinley
 - William Howard Taft
 - Theodore Roosevelt
- Who led U.S. forces into Mexico after attacks against U.S. citizens by Mexican rebels?
 - John Hay
 - William H. Seward
 - John J. Pershing
 - Theodore Roosevelt

Comprehension and Critical Thinking

SECTION 1 (Pages 692–696)

- Identify** Into what areas did the United States expand in the late 1800s?
- Draw Conclusions** How did the United States benefit from contact with foreign nations and territories?
- Elaborate** Which policy would you have supported— isolationism or imperialism? Explain your answer.

SECTION 2 (Pages 697–702)

- Describe** What events led the United States to declare war on Spain?
- Analyze** How did the United States benefit from the Spanish-American War?
- Predict** How might foreign countries view the actions of the United States in the Spanish-American War?

SECTION 3 (Pages 704–709)

- 7. a. Identify** In what ways did the United States become involved in Latin American affairs?
- b. Draw Conclusions** Why did the United States expand its role in Latin America in the early 1900s?
- c. Elaborate** Do you think the United States should have been as actively involved in Latin America as it was? Explain your answer.

Reviewing Themes

- 8. Geography** How did the geography of the United States change after the end of its policy of isolationism?
- 9. Politics** How did the policy of imperialism affect American politics in the late 1800s and early 1900s?

Reading Skills

Comparing Historical Texts Use the Reading Skills taught in this chapter to answer the question about the reading selections below.

- A.** “Sad to say, this most precious and sublime feature of the Yosemite National Park (Hetch Hetchy Valley), one of the greatest of all our natural resources for the uplifting joy and peace and health of the people, is in danger of being dammed and made into a reservoir to help supply San Francisco with water and light . . .”
—John Muir, *The Yosemite*, 1912
- B.** “As we all know, there is no use of water that is higher than the domestic use. Then, if there is, as the engineers tell us, no other source of supply that is anything like so reasonably available as this one; if this is the best, and, within reasonable limits of cost, the only means of supplying San Francisco with water, we come straight to the question of whether the advantage of leaving this valley in a state of nature is greater than the advantage of using it for the benefit of the city of San Francisco.”
—Gifford Pinchot, address to Congress, 1913

- 10.** How do the two men quoted above differ on the issue of building a dam in the Hetch Hetchy Valley?

Social Studies Skills

Continuity and Change in History Use the Social Studies Skills taught in this chapter to answer the question below.

- 11.** Pick three of the themes listed on page 712. Explain how the themes connect to the history of the Panama Canal.

Using the Internet

- 12. Activity: Creating a Poster** The Panama Canal opened for business on August 15, 1914. It took 10 years to build and cost more than \$600 million. Some 6,000 workers died during construction. Human and geographic factors had a huge impact on the canal project. Through your online textbook, research the human and geographic factors that affected the construction of the Panama Canal. Geographic factors to consider include landforms, climate, and weather. Human factors to consider include technology, reasons for undertaking the project, and the hazards people faced. Create a poster that highlights the most important details of your research.

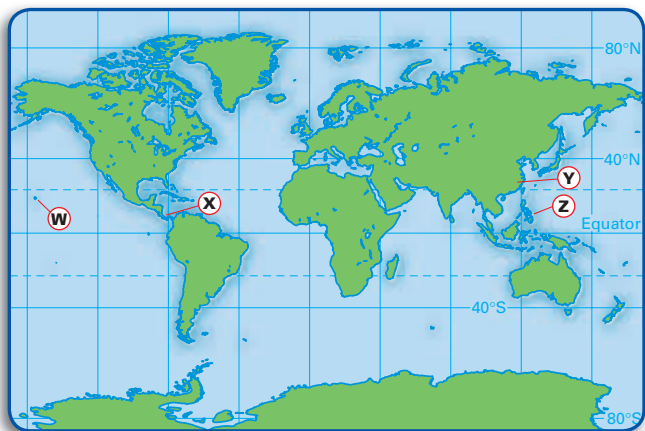
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FOCUS ON WRITING

- 13. Writing Your List of Pros and Cons** Review your notes and choose the pros and cons to include in your final list. Decide whether you want to include only facts, only opinions, or some of each. How can your analysis of history help guide U.S. foreign policy in the future? When you have finished your list, use it as the basis for a paragraph recommending either that the United States continue to involve itself in the affairs of other nations or that it pull back from such involvement.

DIRECTIONS: Read each question and write the letter of the best response. Use the map below to answer question 1.

1



The only area in which the United States did not control territory in the late 1800s and early 1900s is shown on the map by which letter?

- A W
- B X
- C Y
- D Z

2 The practice of using U.S. businesses and economic aid to influence foreign governments and achieve U.S. goals in Latin America is known as

- A imperialism.
- B dollar diplomacy.
- C isolationism.
- D the big stick.

3 During the Mexican Revolution, President Wilson sent U.S. forces to Veracruz, Mexico. Which U.S. policy did this act best express?

- A Roosevelt Corollary
- B dollar diplomacy
- C Teller Amendment
- D isolationism

4 Which two nations did the United States hope to trade with rather than annex in the late 1800s?

- A Hawaii and Japan
- B Japan and China
- C China and Cuba
- D Cuba and Hawaii

5 How did American newspapers respond to the explosion of the USS *Maine* in Havana Harbor?

- A They refused to report the story.
- B They reported that the explosion was an accident.
- C They blamed the explosion on Spain.
- D They blamed the explosion on Cuban rebels.

6 In his book *The Influence of Sea Power upon History*, Alfred T. Mahan argued that the United States should

- A avoid foreign conflicts.
- B sell its naval bases.
- C build a strong navy.
- D remain isolationist.

7 Read the following passage from a letter from President Fillmore and use it to answer the question below.

“I am desirous that our two countries should trade with each other, for the benefit of both Japan and the United States. We know that the ancient laws of your imperial majesty’s government do not allow of foreign trade, except with the Chinese and the Dutch; but as the state of the world changes . . . it seems to be wise, from time to time, to make new laws.”

—Letter from U.S. President Millard Fillmore to Japan, 1852

Document-Based Question What is President Fillmore asking the Japanese to do?

World War I

Essential Question How did World War I impact America and transform Europe?



What You Will Learn...

In this chapter you will learn how an assassination in Europe sparked the deadliest war the world had ever seen. You will find out how the United States was drawn into the fighting and will read about new battle strategies, such as trench warfare.

SECTION 1: The Road to War 720

The Big Idea In 1914 tensions in Europe exploded into the deadliest war the world had ever seen.

SECTION 2: Americans Prepare for War 725

The Big Idea After entering World War I in 1917, Americans began the massive effort of preparing for war.

SECTION 3: Americans in World War I 730

The Big Idea American troops helped the Allies achieve victory in World War I.

SECTION 4: Establishing Peace 735

The Big Idea The United States and the victorious Allied Powers clashed over postwar plans.

FOCUS ON SPEAKING

Persuasive Speech Before the United States entered World War I in 1917, Americans heatedly debated joining the fight. Many were torn between either helping Britain and France or remaining isolated from world conflict. In this chapter, you will read about U.S. involvement in World War I. Then you will make a speech presenting your point of view on whether the United States should have entered the war.



1914 President Wilson issues a proclamation of neutrality in the European war.

1914



1914 Archduke Francis Ferdinand is assassinated.



The Treaty of Versailles

hmhsocialstudies.com VIDEO

The photograph on this page shows the terrible conditions soldiers faced as they fought the enemy from their trench positions.



1916

Jeannette Rankin becomes the first woman elected to Congress.

1917

The Selective Service Act is passed, introducing the draft.

1918 President Wilson announces the Fourteen Points.

1919 The U.S. Senate refuses to approve the Treaty of Versailles.

1916

1915 A German U-boat sinks the *Lusitania*.



1918

1917 The United States declares war on Germany.

1918 Germany agrees to an armistice, ending World War I.



1920

Reading Social Studies

Economics

Geography

Politics

Society and Culture

Science and Technology

Focus on Themes In this chapter, you will read about World War I and the changes it brought to the United States and the world. Many of the **political** tensions that led to the war were caused by the

rise of nationalism in European countries. You will read about how the war devastated European **economies**, and how peace affected European countries.

Recognizing Fallacies in Reasoning

Focus on Reading As part of evaluating a historical argument, you can judge whether the reasoning is sound. A *fallacy* is a false or mistaken idea.

Recognizing Fallacies As you identify a main idea, judge its soundness. Look for cause-and-effect relationships that support the idea. Decide whether you think the argument is logical.

Notice how a reader explained the logical reasoning behind the main idea in the following paragraph.

Three main factors led to a shortage of labor in the United States during the war. First, American factories were working nonstop to produce weapons and supplies for the Allied forces. Factories needed new workers to meet this huge demand. Second, the war almost completely cut off immigration. As you know, immigrants had provided a steady source of labor to American industry. And third, many of the young men who would normally take factory jobs were off fighting in Europe.

*From
Chapter 23,
p. 728*

If factories were working overtime, they would need more workers. This supports the main idea of a labor shortage.

If factories were used to having immigrants to hire, and there were fewer immigrants, it would make sense that there was a labor shortage.

Here's a third reason for a labor shortage: many men became soldiers. It makes sense that there was a labor shortage during the war.

Key Terms and People

Chapter 23

Section 1

militarism (p. 721)
Archduke Francis Ferdinand (p. 721)
mobilize (p. 721)
Central Powers (p. 721)
Allied Powers (p. 721)
trench warfare (p. 722)
stalemate (p. 723)
U-boats (p. 724)

Section 2

Lusitania (p. 726)
Zimmermann Note (p. 726)
Selective Service Act (p. 727)
Liberty bonds (p. 727)
National War Labor Board (p. 729)

Section 3

American Expeditionary Force (p. 730)
Communists (p. 731)
armistice (p. 734)

Section 4

League of Nations (p. 737)
reparations (p. 737)
Treaty of Versailles (p. 738)
Henry Cabot Lodge (p. 738)

Academic Vocabulary

In this chapter, you will learn the following academic words:

neutral (p. 724)
strategy (p. 733)

You Try It!

The man who assassinated Archduke Francis Ferdinand was a Serb.



All Serbians wanted war with Austria-Hungary.

Wilson wanted to establish the League of Nations



because he thought it would help ensure peace.

Trench warfare was a new kind of warfare.



Therefore, trench warfare was more horrible than any other kind of warfare.

1. Is the first conclusion reasonable? Why or why not? How can you tell?
2. Do you think the second conclusion is logical or illogical? What makes you think so?
3. Is the third conclusion a fallacy of reason? What reasonable conclusions can you draw from the statement?

As you read Chapter 23, notice how the authors use logical reasoning to support their main ideas.

What You Will Learn...

Main Ideas

1. Many factors contributed to the outbreak of World War I.
2. European nations suffered massive casualties in the war's early battles.

The Big Idea

In 1914 tensions in Europe exploded into the deadliest war the world had ever seen.

Key Terms and People

militarism, p. 721

Archduke Francis Ferdinand, p. 721

mobilize, p. 721

Central Powers, p. 721

Allied Powers, p. 721

trench warfare, p. 722

stalemate, p. 723

U-boats, p. 724



Use the graphic organizer online to take notes on the major battles of the beginning of World War I.

The Road to War

If YOU were there...

You are walking past a newspaper stand when a headline catches your eye: "Austria-Hungary's Archduke Francis Ferdinand Assassinated in Sarajevo." Your first thought is, "Who's he?" You pick up the paper and read about the archduke and about the rising tensions in Europe related to his death. The article makes it sound like Europe is about to explode into war.

At this point, do you think the assassination will affect the United States? Why or why not?

BUILDING BACKGROUND European nations had not been involved in a major war in the region since the 1870s. Rising political tensions during the early 1900s threatened this peace, however, and nations began to build up their military forces. Even a small incident might trigger a major war.

Outbreak of War

Though Europe was at peace in the early 1900s, relations between European nations were not necessarily friendly. In fact, feelings of fear and distrust were growing among European powers such as Germany, France, Great Britain, Russia, and Austria-Hungary. This dangerous tension had several important causes.

Tensions in Europe

One cause of tension was the rise of nationalism in the 1800s. Nationalism is a strong sense of pride and loyalty to one's nation or culture. Nationalism inspired people who shared a language or culture to want to unite politically. In 1871, for example, Chancellor Otto von Bismarck and Kaiser Wilhelm I brought together several German states to form the nation of Germany.

While nationalism helped bring stability to Germany, it caused instability in other places. The empire of Austria-Hungary included people from many different cultural groups. One of these groups was the Slavs. Slavic nationalists wanted to break away from Austria-Hungary and join the independent Slavic country of Serbia on the

Balkan Peninsula. Leaders of Austria-Hungary reacted angrily, seeing this movement as a threat to their empire.

Another source of tension in Europe was imperialism. Britain's huge empire, stretching from Africa to Asia, brought it wealth and power. Eager to share in such benefits, other European powers competed for control of overseas territories. Fierce competition for territory took place within Europe as well. For example, Germany had taken the Alsace-Lorraine region from France in the Franco-Prussian War in 1871. France wanted it back.

In this competitive atmosphere, nations focused their resources on **militarism**—the aggressive strengthening of armed forces. European nations raced to build armies and navies that were larger than ever before.

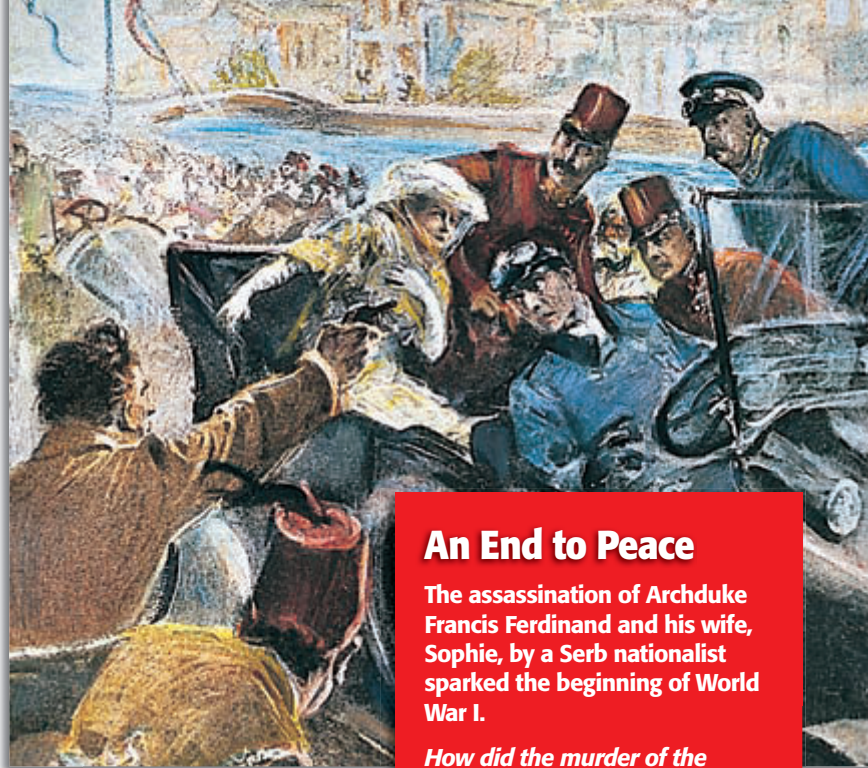
As nations became more powerful, they sought to protect themselves by forming new alliances. Germany formed an alliance with Austria-Hungary in 1879. Each promised to defend the other in case of enemy attack. Concerned with Germany's growing power, France and Russia created their own alliance in 1893. Britain joined France and Russia in 1907.

The Spark

With so much hostility dividing the nations of Europe, a German general felt that “a European war is bound to come sooner or later.” All that was needed was a spark to set Europe on fire. That spark flew from the Balkan province of Bosnia and Herzegovina.

Bosnia and Herzegovina had gained independence from Turkish rule in 1878. In 1908, however, Austria-Hungary annexed the province. Slavic nationalists resisted violently—they wanted the region to be part of Serbia.

On June 28, 1914, **Archduke Francis Ferdinand**, heir to the throne of Austria-Hungary, visited the province's capital of Sarajevo with his wife, Sophie. While riding through the streets, they were shot and killed by a 19-year-old Serb nationalist named Gavrilo Princip.



An End to Peace

The assassination of Archduke Francis Ferdinand and his wife, Sophie, by a Serb nationalist sparked the beginning of World War I.

How did the murder of the archduke bring war to Europe?

The assassination shattered Europe's fragile peace. Determined to crush Serbia and the Slavic nationalists, Austria-Hungary declared war on Serbia. Very quickly, other countries were pulled into the fighting. Russia had promised to support Serbia in case of war. It began to **mobilize**, or prepare its military for war. On August 1 Germany, Austria-Hungary's ally, declared war on Russia. Two days later, Germany also declared war on France, Russia's ally. To reach France quickly, the German army marched into Belgium on August 4. Britain, which had promised to support Belgium, then declared war on Germany.

As the fighting started, the alliance between Austria-Hungary and Germany came to be known as the **Central Powers**. Bulgaria and the Ottoman Empire later sided with the Central Powers. France, Russia, and Britain were known as the **Allied Powers**. Italy joined them in 1915. Over the next several years, soldiers from 30 nations and six continents would fight in what was then called the Great War. The conflict later became known as World War I.

READING CHECK Identifying Cause and Effect

How did nationalism contribute to political tensions in Europe?

FOCUS ON READING

What mistake did the German leaders make in their reasoning?

Early Battles of the War

Both sides expected the war to be over in a few months. German leaders planned to defeat France quickly, before Russia could join the fighting. But as the Germans marched toward France, they met fierce resistance from Belgian soldiers. This gave Britain and France time to mobilize their own troops.

The First Battle of the Marne

Belgian resistance slowed the German advance but could not stop it. On September 3 the German army was just 25 miles from Paris, the capital of France. The French army blocked the German advance at the Marne River, east of Paris. The First Battle of the Marne raged for several days before the Germans were pushed back.

By mid-September French and German troops faced each other along a long battle line called the western front. The western

front stretched from the North Sea all the way to Switzerland. Meanwhile, the Russian and German armies were struggling back and forth along the eastern front, which reached from the Black Sea to the Baltic Sea. It quickly became clear that this war would be longer and deadlier than anyone had expected.

A New Kind of War

Part of what made World War I so long and deadly was a new technique called **trench warfare**—defending a position by fighting from the protection of deep ditches. When the French defeated the Germans in the First Battle of the Marne, the Germans did not retreat far. Instead, they dug trenches nearby. Opposite them, the French dug their own trenches. A 400-mile-long network of trenches soon stretched across the western front.

Soldiers fought in these cold, wet, and muddy ditches, sometimes for months at a time. The filthy trenches were perfect breeding

History Close-up

Trench Warfare

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ANIMATED HISTORY
Trench Warfare

A series of trenches at the back was used to deliver food, ammunition, and mail to soldiers on the front lines.

Some trenches served as first-aid posts where wounded soldiers were cared for until they could be evacuated.

Trenches were dug in a zigzag pattern so that the enemy could not stand at one end and fire down the length of a trench.

grounds for germs, and soldiers on both sides died from disease. An American in the French army described life in the trenches:

“The impossibility of the simplest kind of personal cleanliness makes vermin [bugs] a universal ill, against which there is no remedy. Cold, dirt, discomfort, are the ever present conditions, and the soldier’s life comes to mean . . . the most misery that the human organism [body] can support.”

—Alan Seeger, *Letters and Diary of Alan Seeger*

The empty patch of ground between enemy trenches came to be known as “no-man’s-land.” This area was quickly stripped of trees and blasted full of holes by artillery shells. Anyone who ventured into no-man’s-land was likely to be killed by enemy fire.

Another factor that made World War I deadlier than previous wars was the use of modern technology. New machine guns, for example, could fire 400 to 600 bullets a minute. Enormous artillery guns fired shells over the trenches, where they exploded and sent speeding scraps of metal onto the soldiers below. Other shells spread poisonous

gases. If soldiers were not wearing gas masks, the gas destroyed their lungs, causing slow, painful deaths. Poisonous gases were originally banned but came into use by both sides by the end of the war.

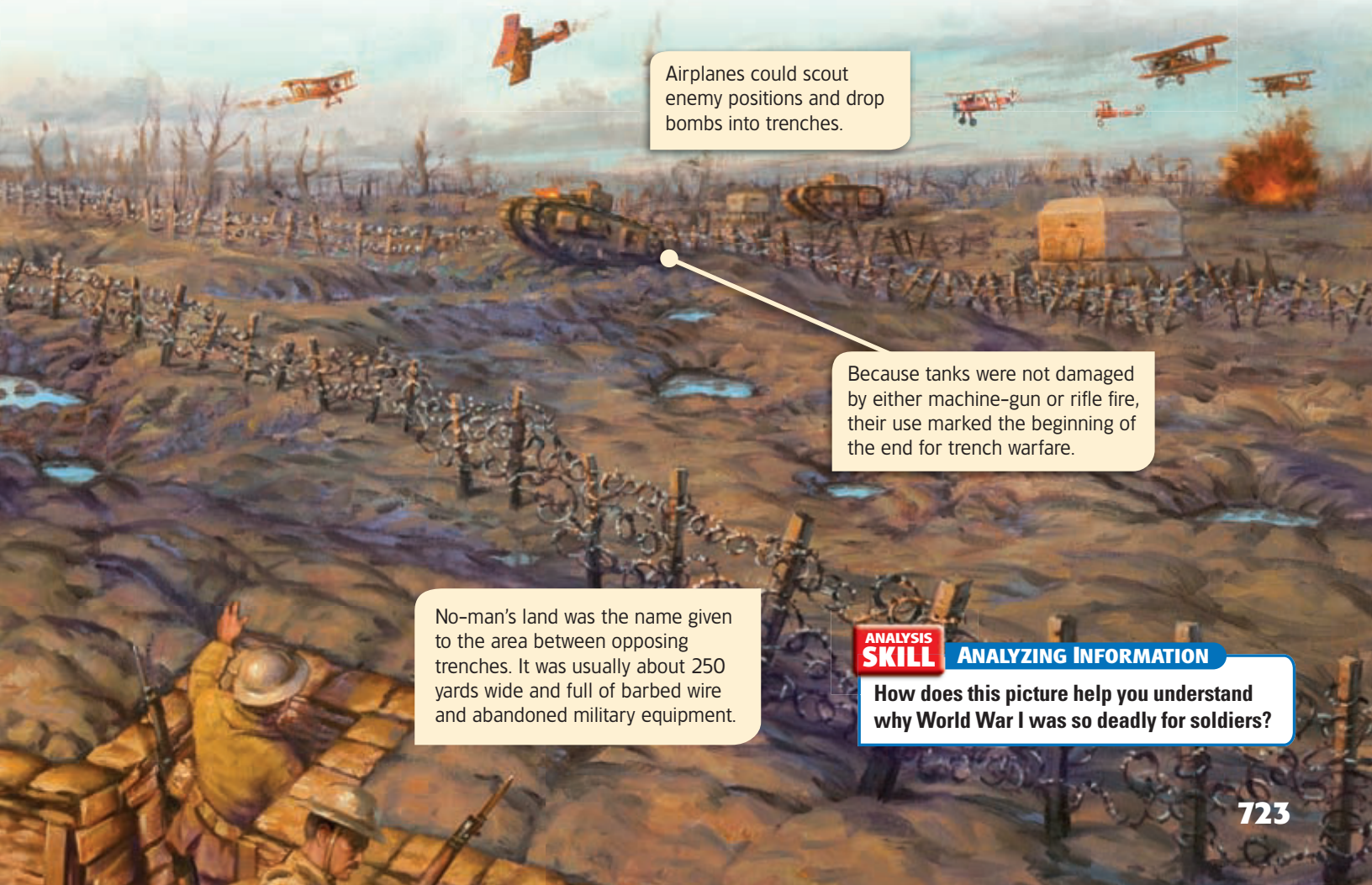
Other new weapons included tanks and airplanes. Tanks are armored combat vehicles that can cause heavy damage but cannot be destroyed easily. Airplanes were used to fire down on soldiers in trenches and to gather information about enemy locations. Airplanes also battled each other in fights called “dogfights.”

Land and Sea Battles

After a year of vicious fighting, the war had become a **stalemate**—a situation in which neither side can win a decisive victory. Determined to break the stalemate, both sides launched massive attacks in 1916. In February 1916 the Germans attacked the French city of Verdun, at the southern end of the western front. That summer, the Allies staged an attack along the Somme River, in northeastern

THE IMPACT TODAY

Many of the weapons first used in World War I, such as tanks and airplanes, are still used in warfare today. The use of poison gas, however, has been outlawed by international treaties.



Airplanes could scout enemy positions and drop bombs into trenches.

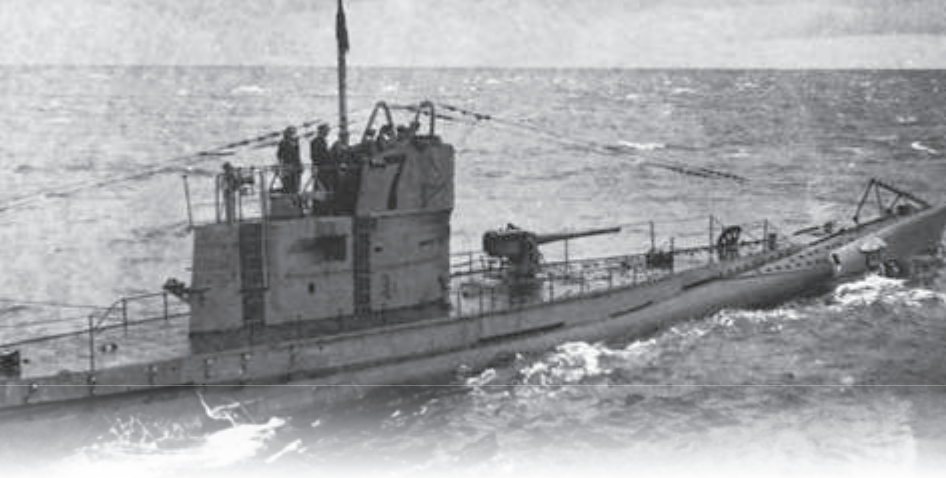
Because tanks were not damaged by either machine-gun or rifle fire, their use marked the beginning of the end for trench warfare.

No-man’s land was the name given to the area between opposing trenches. It was usually about 250 yards wide and full of barbed wire and abandoned military equipment.

ANALYSIS SKILL

ANALYZING INFORMATION

How does this picture help you understand why World War I was so deadly for soldiers?



German U-boats

Germany developed small submarines called U-boats as part of its war strategy. U-boats could strike Allied ships without being seen. They destroyed around 10 million tons of Allied and neutral ships and cargo from 1914 to 1918.

Why might U-boats have been so effective against the Allies?

France. Both battles raged for months, as the armies attacked and counterattacked.

By the end of the year, the Germans had failed to take Verdun. At the Somme River, the Allies had advanced just seven miles. Almost nothing had changed on the western front. But nearly 1 million men had been killed at Verdun and the Somme River.

As the stalemate on land dragged on, sea battles in the Atlantic Ocean and the North Sea became even more important. The powerful British navy blockaded the ports of the Central Powers and laid explosive mines in the North Sea. These could blow a huge hole in a ship, sinking it in minutes. The tactic effectively stopped ships from reaching German ports with needed supplies.

The Germans responded by using submarines called **U-boats**. U-boats launched torpedoes against Allied supply ships, causing heavy losses. The Germans also attacked ships belonging to **neutral** countries they believed were helping the Allies. This would soon pull the United States into World War I.

READING CHECK Categorizing What new technologies did armies in World War I use?

SUMMARY AND PREVIEW World War I became a stalemate by 1916 as countries battled for control. In the next section you will find out why the United States decided to join the fighting.

ACADEMIC VOCABULARY

neutral
unbiased, not favoring either side in a conflict

Section 1 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Describe** What factors contributed to the outbreak of World War I?
- b. Contrast** How did nationalism affect Germany and Austria-Hungary differently?
- c. Predict** What might have happened if Russia had not honored its agreement to defend Serbia?
2. **a. Identify** What were the outcomes of the early battles of the war?
- b. Explain** How did Belgian resistance affect the German war plan?
- c. Evaluate** How successful was trench warfare as a strategy?

Critical Thinking

3. **Identifying Cause and Effect** Review your notes on the major battles of World War I. Then copy

the graphic organizer below and use it to show the outcomes of these early battles and how they affected the war.

Battle	Outcome	Results

FOCUS ON SPEAKING

4. **Analyzing Rising Tensions** Start a list of ways that World War I might affect the United States. Was there sufficient reason for the United States to join the conflict at this time?

Americans Prepare for War

SECTION

2

If YOU were there...

Everywhere you go people are talking about the war in Europe. The United States has just joined the fighting on the side of the Allied Powers. Many young men you know are volunteering to fight. Women are signing up to drive ambulances or work as nurses. You know that the situation in Europe is dangerous, but you want to serve your country.

Will you volunteer for service in World War I?

BUILDING BACKGROUND When World War I began, the United States had a long history of avoiding involvement in European conflicts. Most Americans wanted the United States to remain neutral in this war as well. But as tensions with Germany increased, it became clear that distance from Europe would not keep Americans out of battle.

The United States Enters World War I

Millions of Americans at this time were immigrants or children of immigrants. Many came from countries belonging to the Allied or Central Powers. They naturally sympathized with their former homelands. This did not change the fact that most Americans viewed World War I as a European conflict. They did not want American soldiers sent to the bloody battlefields of Europe. Shortly after World War I began, President Woodrow Wilson announced that the United States would remain neutral. Most Americans agreed that America should stay out of the war.

American Neutrality Threatened

Although the United States had a policy of neutrality, its merchants continued to trade with European nations. American ships carried supplies and war materials to the Allies. U.S. banks invested \$2 billion in European war bonds, nearly all of it in Allied countries.

The Germans used U-boat attacks to try to stop supplies from reaching the Allies. Sometimes they attacked ships without

What You Will Learn...

Main Ideas

1. The United States entered the war after repeated crises with Germany.
2. The United States mobilized for war by training troops and stepping up production of supplies.
3. Labor shortages created new wartime opportunities for women and other Americans.

The Big Idea

After entering World War I in 1917, Americans began the massive effort of preparing for war.

Key Terms and People

Lusitania, p. 726

Zimmermann Note, p. 726

Selective Service Act, p. 727

Liberty bonds, p. 727

National War Labor Board, p. 729



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TAKING NOTES

Use the graphic organizer online to take notes on the new laws and government programs created to prepare for World War I.

warning. In May 1915 a German U-boat sank the **Lusitania**, a British passenger liner. Nearly 1,200 people, including 128 Americans, were killed. The incident fueled anti-German feeling in the United States. Throughout the coming war, German Americans faced nativist attacks, including anti-German speeches, discrimination, and physical attacks.

Secretary of State William Jennings Bryan resigned over President Wilson's handling of the affair. Bryan thought that Wilson's protest note to the Germans was designed to bring the United States into the war.

In March 1916 a U-boat attacked the *Sussex*, a French passenger ship. Several of the 80 casualties were Americans. Wilson demanded that the Germans stop attacking nonmilitary ships. German leaders responded with the *Sussex* pledge, agreeing not to attack merchant ships without warning.

Congress Declares War

When Wilson ran for reelection in 1916, the promise to remain neutral helped him win the

election. Nearly a year after the *Sussex* pledge, however, the Germans again began launching attacks on ships, including American vessels. In response, Wilson broke off diplomatic relations with Germany.

The United States stepped closer to war when Americans found out about the **Zimmermann Note**. This secret telegram to Mexico sent by the German foreign minister, Arthur Zimmermann, was decoded and then published by American newspapers in March 1917. In the note, Zimmermann proposed an alliance against the United States. He promised that Germany would help Mexico recapture areas that Mexico had lost during the Mexican-American War.

The American public was outraged by the telegram. President Wilson asked Congress to declare war on Germany. "The world must be made safe for democracy," he proclaimed. Congress declared war on April 6, 1917.

READING CHECK Finding Main Ideas What events challenged U.S. neutrality?

Primary Source

NEWSPAPER ARTICLE

Sinking of the *Lusitania*

In 1915 German U-boats sank the Lusitania, an event that pushed the United States toward entry into World War I. Newspapers quickly spread news of the disaster.

The accounts which have so far been received are fragmentary, and give no clear idea of the disaster. There is, however, no doubt that two torpedoes were fired without warning into the starboard side of the ship soon after 2 o'clock yesterday afternoon. There were conflicting accounts of the period during which the *Lusitania* remained afloat, but the Cunard Company states that she sank 40 minutes after being struck.

—*The Register*, quoted in the *Times of London*



The ship was treated as an enemy warship.

The ship sank before enough rescue ships could arrive.

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

How might this disaster draw the United States into war with Germany?



***Schenck v. United States* (1919)**

Background of the Case Charles Schenck was arrested for violating the Espionage Act. He had printed and distributed pamphlets urging resistance to the draft. Schenck argued that the First Amendment, which guarantees freedom of speech and freedom of the press, gave him the right to criticize the government.

The Court's Ruling

The Supreme Court ruled that the pamphlet was not protected by the First Amendment and that the Espionage Act was constitutional.

The Court's Reasoning

The Supreme Court decided that under certain circumstances, such as a state of war, Congress could limit free speech. The Court created a test to distinguish between protected and unprotected speech. Unprotected speech would have to present "a clear and present danger" to national security. For example, the First Amendment would not protect a person who created a panic by yelling "Fire!" in a crowded theater.

Why It Matters

Schenck v. United States was important because it was the first case in which the Supreme Court interpreted the First Amendment. The Court concluded that certain constitutional rights, such as free speech, could be limited under extraordinary conditions, such as war. Later rulings by the Court narrowed the test of "clear and present danger" to speech advocating violence. The nonviolent expression of ideas and opinions—however unpopular—was thereby protected.

ANALYSIS SKILL

ANALYZING INFORMATION

1. According to the Supreme Court, when could free speech be limited?
2. How do you think this case affected other people who opposed the war?

Mobilizing for War

In order to persuade the public to support the war effort, President Wilson formed the Committee on Public Information (CPI). The CPI organized rallies and parades and published posters and pamphlets. Speakers known as "four-minute men" gave short patriotic speeches in movie theaters and churches.

The U.S. government's war effort also involved limiting some freedoms in the United States. The Espionage Act of 1917 and the Sedition Act of 1918 restricted free speech and allowed the government to arrest opponents of the war. Antiwar mail was prohibited and seized. About 900 opponents of the war were jailed for violating these laws. The Sedition Act was later repealed, but the Espionage Act is still in effect today.

To prepare the U.S. military, Congress passed the **Selective Service Act in 1917**. The act required men between the ages of 21 and 30 to register to be drafted. Almost 3 million Americans were drafted into service in World War I. A number of the draftees were African Americans. Altogether, about 400,000 African Americans served in the war. Their units

were segregated from white forces and were commanded by white officers. Eventually, African Americans were trained as officers. During World War I, however, they were never placed in command of white troops.

Preparations for war were very expensive. Troops had to be trained, supplied, transported, and fed. Ships and airplanes had to be built and fueled. The government raised taxes and issued war bonds. Money from the sale of these Liberty bonds provided billions of dollars in loans to the Allies.

The government took other actions to supply the troops. The War Industries Board (WIB) oversaw the production and distribution of steel, copper, cement, and rubber. The Food Administration worked to increase food supplies for the troops. It guaranteed farmers high prices for their crops. To conserve food at home, citizens were encouraged to practice "meatless Mondays" and "wheatless Wednesdays." Many people also grew their own vegetables in "victory gardens" at home.

THE IMPACT TODAY

To conserve fuel used for lighting for the war effort, daylight saving time was first introduced in March 1918. The plan is still in effect today.

READING CHECK Analyzing How did the U.S. government gain public support for the war?

Women on the Battlefield

The role of women in World War I was much like their roles in previous wars—providing support for male troops. Women drove ambulances and entered the battlefield as nurses and medics. Red Cross volunteers were often responsible for the first stage of treatment of the wounded. Today, women may also serve in the military as soldiers. They are not allowed to fight in ground combat, but they do serve as guards and pilots, and in the navy.



Red Cross volunteers in World War I



Soldier on duty in Iraq

ANALYSIS SKILL

ANALYZING INFORMATION

How have wartime roles for women changed since World War I?

New Wartime Opportunities

Three main factors led to a shortage of labor in the United States during the war. First, American factories were working nonstop to produce weapons and supplies for the Allied forces. Factories needed new workers to meet this huge demand. Second, the war almost completely cut off immigration. As you know, immigrants had provided a steady source of labor to American industry. And third, many of the young men who would normally take factory jobs were off fighting in Europe.

Women's War Efforts

This labor shortage created new opportunities for many workers. American women took on new roles to help the war effort. Some 1 million women joined the U.S. workforce during the war years. For many, this was their first experience working outside the home.

Women also worked for the war effort in Europe. About 25,000 American women volunteered as nurses, telephone operators, signalers, typists, and interpreters in France. Women were not given jobs in combat, but they braved gunfire at the front lines as nurses and ambulance drivers. One female driver described her World War I experiences:

“We had our first air-raid work last night. I was the night driver on duty . . . Some bombs fell very near just as I got to the [hospital] . . . when shrapnel [metal fragments] whizzed past my head and there was a tremendous crash close beside . . . Then an ambulance call came and I tore off.”

—Mrs. Guy Napier-Martin, quoted in *The Overseas War Record of the Winsor School, 1914–1919*

Other women, meanwhile, spoke out against U.S. participation in the war. Social reformer Jane Addams was against U.S. entry into the war. Jeannette Rankin of Montana, the first female member of Congress, was one of 50 House members to cast a vote against declaring war in 1917. “I want to stand by my country,” she said, “but I cannot vote for war.”

Labor and the War

Even with so many women joining the workforce, factories needed additional workers. New job opportunities encouraged Mexican Americans from the West and African Americans from the South to move to northern industrial cities.

Because labor was scarce, workers were in a good position to demand better wages and conditions. Union membership increased. More than 4 million unionized workers went on strike during the war. Because factory owners could not easily replace workers, they often agreed to demands.

President Wilson set up the **National War Labor Board** in April 1918. The board helped workers and management avoid strikes and reach agreements. The board settled more than 1,000 labor disputes. Its members were generally sympathetic to workers. They helped establish a minimum wage and limited work hours. They also required fair pay for women.

READING CHECK **Finding Main Ideas** How did war mobilization benefit American workers?

Patriotic Posters

Posters like this one encouraged American citizens to participate in the effort to provide weapons and food to soldiers fighting in World War I.

How does this poster inspire patriotism?



SUMMARY AND PREVIEW The war effort created new opportunities for women and other Americans. In the next section you will learn about what life was like for soldiers overseas.

Section 2 Assessment



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ONLINE QUIZ

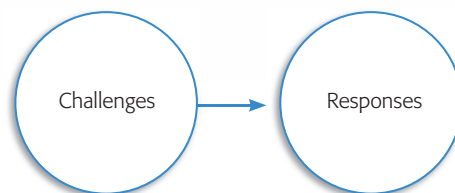
Reviewing Ideas, Terms, and People

- a. Explain** Why did the United States enter World War I?
b. Evaluate Do you think the United States was right to stay neutral for so long? Why or why not?
- a. Explain** How did the United States prepare for war?
b. Recall What was the purpose of the Committee on Public Information?
c. Summarize How did the government exercise control over the economy during the war?
- a. Describe** How did women help the war effort abroad?
b. Predict How do you think the end of the war affected labor unions? Explain your answer.

Critical Thinking

- Problem Solving** Review your notes on new laws and government programs during World War I.

Then copy the graphic organizer below and use it to identify the challenges the United States faced when mobilizing for World War I. List which new laws, government programs, and other changes responded to those challenges.



FOCUS ON SPEAKING

- Analyzing Wilson's Policies** Add to your list examples of causes of growing tension between Germany and the United States. What events led President Wilson to support war with Germany? Do you agree with his view? Why or why not?

What You Will Learn...

Main Ideas

1. American soldiers started to arrive in Europe in 1917.
2. The Americans helped the Allies win the war.
3. Germany agreed to an armistice after suffering heavy losses.

The Big Idea

American troops helped the Allies achieve victory in World War I.

Key Terms and People

American Expeditionary Force,
p. 730

Communists, p. 731

armistice, p. 734



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TAKING NOTES

Use the graphic organizer online to take notes on the achievements and victories of the American Expeditionary Force (AEF).

Americans in World War I

If YOU were there...

It is April 1918. You are marching into Paris with your army unit on your way to the front lines. Women and children throw flowers from windows and balconies as you pass through the city. You want to do whatever it takes to defend this city and its residents. You know that defeating Germany will be difficult and very dangerous.

Do you think American forces can help the Allies win the war?

BUILDING BACKGROUND Preparations for war helped make the United States a strong military power. By 1918 nearly 5 million Americans were serving in the army, navy, and marine corps. While this huge armed force was being trained, however, the fighting in Europe was going badly for the Allies. French and British leaders were eager for help from America.

American Soldiers Arrive

By the time U.S. troops started to arrive in Europe in 1917, the Allies were dangerously near defeat. German forces were advancing in France, once again driving toward Paris. The German navy was destroying Allied ships at sea. And on the eastern front, the Russians were desperately struggling to hold back the Germans.

Joining the Fight

French and British generals called for immediate help on the front lines. They wanted the U.S. troops, known as the **American Expeditionary Force (AEF)**, to join French and British units. But General John J. Pershing, leader of the American troops, insisted that the Americans join the fight as a separate force. He refused to have the AEF “scattered among the Allied forces where it will not be an American army at all.”

Pershing also demanded that his troops be thoroughly trained for combat before rushing to the front lines. The AEF included

many well-trained regular army and National Guard troops. But it also included a large number of inexperienced volunteers and draftees. Pershing gave the men three months of intense training in army discipline and trench warfare. He believed that taking the time to train his soldiers would help the Allies achieve victory.

Russia Leaves the War

While Pershing trained his troops, the Allies' position became even more dangerous. In November 1917 a group of Russians called the Bolsheviks overthrew the Russian government and seized power. The Bolsheviks were **Communists**—people who favor the equal distribution of wealth and the end of all forms of private property.

Led by Vladimir Lenin, the new Russian government faced a desperate situation. Around 8 million Russians had been killed or wounded during the war. Soldiers were deserting from the eastern front, and sailors were leaving naval bases. Food riots raged in the cities. The Russians could not keep fighting under these conditions. In March 1918 Russia signed the Treaty of Brest-Litovsk, a peace agreement with the Central Powers. A civil war then broke out in Russia between the Communists and forces loyal to the czar (ZAR), Russia's emperor. The United States and other Allied countries sent aid to the czarist forces. Russia, however, one of the main Allied Powers, was out of World War I.

READING CHECK **Drawing Inferences** Why do you think General Pershing refused to put American troops in foreign units?

Winning the War

With Russia out of the fighting, German generals saw a chance to win the war. In the spring of 1918 Germany transferred many of its divisions of troops from the eastern front to the western front. Germany planned to smash the stalemate.

World War I U.S. Soldier



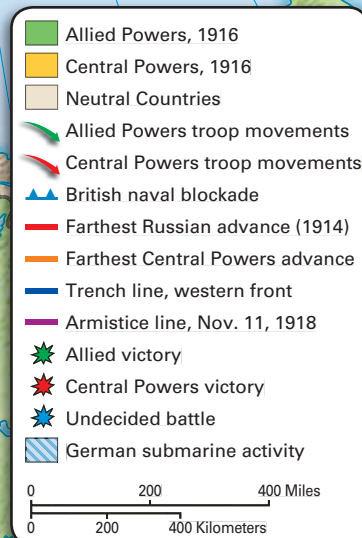
The Final Battles

At the same time, American soldiers arrived. Even training had not prepared them for the realities of war. The troops lived on dried beef, hard biscuits, and canned emergency rations. The men shared the trenches with rats, lice, and sometimes the bodies of dead soldiers. A soldiers' song of the time described the situation:

“Sing me to sleep where bullets fall,
Let me forget the war and all;
Damp is my dug-out [trench], cold my feet,
Nothing but bully [canned meat] and biscuits
to eat.”

—Quoted in *Great Push: An Episode of the Great War*, by Patrick MacGill

World War I, 1914–1918



GEOGRAPHY SKILLS

INTERPRETING MAPS

- Human-Environment Interaction** Why was the British naval blockade located where it was?
- Location** In which country were the most battles fought, according to this map?

On March 21, 1918, the Germans began blasting more than 6,000 heavy guns at Allied troops along the Somme River in northern France. German forces drove 40 miles into Allied lines before the advance stalled. Some 250,000 Germans had been killed or wounded. British and French casualties totaled 133,000.

The Germans then attacked farther south, advancing to the Marne River and pushing the French line back toward Paris. At this critical moment, General Pershing promised Allied commander Ferdinand Foch: “Infantry, artillery, aviation—all that we have . . . The American people would be proud to be engaged in the greatest battle of history.” Two divisions of the AEF joined French forces.

The Germans were unprepared for the fresh energy and fighting skills of the Americans. The U.S. soldiers succeeded in stopping the German advance less than 50 miles from Paris. Then, at Belleau Wood, the Allies attacked and gradually drove the Germans back.

German generals became desperate. In July 1918 they launched their final offensive—one last attempt to cross the Marne River. Terrible losses on the German side stopped the German offensive and protected Paris from invasion. Although they suffered about 12,000 casualties, American troops had helped force a major turning point in the war.

Driving the Germans Back

Now the Allies drove toward victory. There were more than 1 million U.S. troops in France, and they played a key role in the later battles of the war. In September 1918 Allied forces attacked and defeated the Germans at the town of Saint-Mihiel on the border of France and Germany. Along the Meuse River and in the Argonne Forest, near the French-Belgian border, American and Allied troops again attacked German forces.

Among the many heroes of these battles was a young man from Tennessee named Alvin York. In October 1918 York killed 25 German gunners and captured 132 prisoners. His heroism earned him fame and many

awards, including the Congressional Medal of Honor. His life story even became the basis for a popular movie in 1941.

Also among the brave American troops were the African American soldiers of the 369th Infantry. Known as the Harlem Hellfighters, the 369th spent more time in combat than any other American unit. Its members were the first to reach the Rhine River on the German border. France awarded them the prized Croix de Guerre (Cross of War) medal for their bravery.

The Allies were also winning the war at sea. Allied war planners used a new **strategy** called the convoy system to protect their ships. This meant that destroyers capable of sinking U-boats escorted and protected groups of Allied merchant ships.

By November 1918, American soldiers were making rapid advances toward Germany. “For the first time the enemy lines were completely broken through,” reported General Pershing.

READING CHECK **Sequencing** Identify significant events leading to the turning of the tide in the war.

Armistice

At home and on the battlefield, Germans were tired of war. Food was so scarce in Germany that more than 800 German civilians were dying of starvation every day. In Germany and other nations of the Central Powers, food riots and strikes occurred. Germany was also running out of soldiers. In addition to those killed or wounded in 1918, one quarter of Germany’s fighting men had been captured by the Allies.

Germany’s allies were also eager to end the war. Bulgaria and the Ottoman Empire quit the war in the fall of 1918. Austria-Hungary reached a peace agreement with the Allies on November 3. Seeing that his country was beaten, the German leader, Kaiser Wilhelm II, gave up his throne and fled to the Netherlands.

ACADEMIC VOCABULARY
strategy a plan for fighting a battle or war

The 369th Infantry

The 369th Infantry spent 191 days in combat, longer than any other American force sent to Europe during World War I. Its members aided French forces at Château-Thierry and Belleau Wood, receiving the Croix de Guerre for their bravery. The “Harlem Hellfighters” became famous throughout Europe and America for their valor.

The Croix de Guerre was created by France in 1915 to reward bravery by members of the Allied armed forces—French citizens and foreigners alike.



The Germans then agreed to a cease-fire. The Allies demanded that Germany pull back from all its conquered territory. They insisted that Germany destroy its aircraft, tanks, and big guns, and surrender its U-boats. The Germans had no choice but to accept these demands to disarm. The **armistice, or truce, went into effect on the 11th hour of the 11th day of the 11th month of 1918.** “At eleven o’clock everything got so quiet that the silence was nearly unbearable,” remembered an American soldier. Then the silence was broken with shouts like “I’ve lived through the war!”

READING CHECK Analyzing How did Allied troops break the stalemate with Germany?

SUMMARY AND PREVIEW America’s entry into World War I helped the Allies achieve victory. In the next section, you will learn about the effort to work out a permanent peace agreement.

Section 3 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Define** What was the **American Expeditionary Force**?
- b. Analyze** How did the Russian Revolution change the course of the war?
- c. Evaluate** Why did Russia leave the war?
2. **a. Analyze** How did U.S. troops make a difference in the final battles of the war?
- b. Recall** How was the Second Battle of the Marne a turning point in the war?
3. **a. Describe** What was Germany required to surrender in the **armistice**?
- b. Interpret** Were the terms of the armistice fair? Explain your answer.

Critical Thinking

4. **Categorizing** Review your notes on the victories of the American Expeditionary Force. Then copy

the graphic organizer below and use it to list challenges the Allies faced from 1917 to 1918. List the Allies’ achievements during the same time period.

Allied Challenges	
Allied Achievements	

FOCUS ON SPEAKING

5. **Analyzing the War’s Effects on Soldiers** What examples from this section could you add to your list of how World War I events affected the United States? How did American soldiers contribute to the Allied war effort? What were conditions like for American soldiers? Do you think U.S. involvement was justified?

Establishing Peace

SECTION

4

If YOU were there...

Your older brother was drafted in 1917 and sent to fight on the western front in Europe. He has written home about the terrible conditions in the trenches and the horror of seeing men killed in battle. Now the war is over. You read in the newspaper that a peace treaty is being negotiated in Paris, France.

What do you hope the peace treaty will say?

BUILDING BACKGROUND After World War I, many questions about the future remained. Who would pay for the huge costs of the war? How should defeated powers' territories be divided? How could countries work together to avoid another world war? Leaders began discussing and debating these questions.

The Costs of War

While soldiers and civilians around the world celebrated the end of World War I in November 1918, the tragedy of war was never far from people's minds. When asked what the armistice meant, one British soldier simply said, "Time to bury the dead."

War Dead

The number of soldiers killed in World War I was beyond anything the world had ever experienced. About 5 million Allied soldiers and 3.5 million soldiers from the Central Powers died in combat. More than 20 million soldiers on both sides were wounded. The war devastated an entire generation of young men in many European nations. In France, for example, 90 percent of the healthy young men had served in World War I. More than 7 out of 10 of these men were killed or wounded. While the United States escaped this extreme level of devastation, American forces did suffer heavy losses. Some 116,000 U.S. troops died, and about 200,000 were wounded.

Financial Losses

Along with the shocking human losses, the war brought financial disaster to many parts of Europe. Factories and farms were left in ruins. "For mile after mile nothing was left," said one British visitor

What You Will Learn...

Main Ideas

1. The costs of war included millions of human lives as well as financial burdens.
2. President Woodrow Wilson and European leaders met to work out a peace agreement.
3. The U.S. Senate rejected the Treaty of Versailles.

The Big Idea

The United States and the victorious Allied Powers clashed over postwar plans.

Key Terms and People

League of Nations, p. 737

reparations, p. 737

Treaty of Versailles, p. 738

Henry Cabot Lodge, p. 738



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TAKING NOTES

Use the graphic organizer online to take notes on the provisions of the Treaty of Versailles.

THE IMPACT TODAY

Today, vaccinations help prevent major outbreaks of the flu and other contagious diseases.

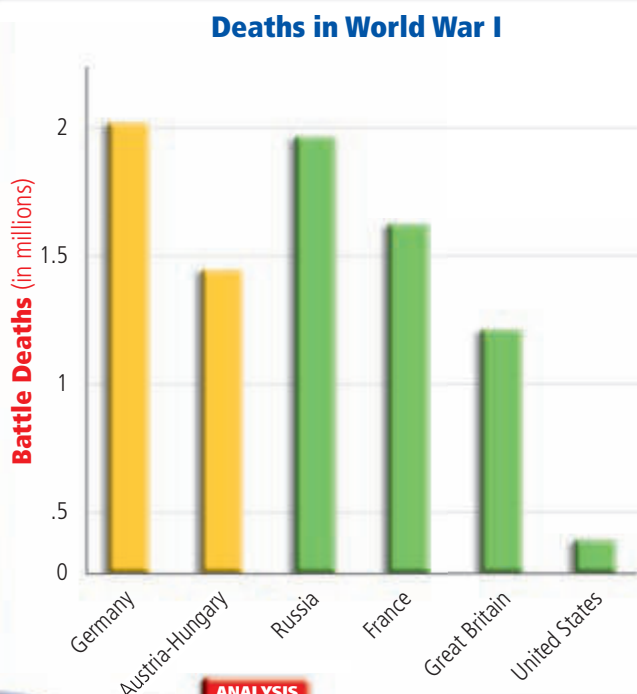
about the French countryside. “No building was habitable [livable] and no field fit for the plow.” With farmers unable to raise crops, severe food shortages occurred.

The overall economic cost of the war was huge. Property worth \$30 billion had been destroyed. The Allies had spent \$145 billion on the war effort, and the Central Powers had spent \$63 billion. France and Britain had borrowed large amounts of money to fight the war, and now they were deeply in debt to American banks. Germany was also in debt, and its people faced starvation.

The Influenza Epidemic

The world was in for another shock in 1918 when a worldwide epidemic of influenza, or flu, broke out. The virus was extremely contagious and deadly. Over the next two years, it spread around the world, killing

Memorials to soldiers killed in World War I, like this one at Somme, France, are located throughout Europe.



ANALYSIS SKILL

ANALYZING VISUALS

Did the Allied (green) or Central Powers (yellow) have more war deaths?

approximately 30 million people—even more than the war itself.

The epidemic started in an army training camp in Kansas. Because the flu is transmitted through the air, it spread rapidly. American soldiers unknowingly spread the disease to other army camps, to American civilians, and eventually to soldiers and civilians in Europe. One American doctor said that seeing stacks of bodies at an army camp in Massachusetts “beats any sight they ever had in France after a battle.” Half of the Americans who died during this period died from influenza.

The epidemic changed life everywhere in the United States. In Chicago, for example, the flu more than doubled the normal death rate in the fall of 1918. Many of those killed were young and strong. State and local governments took measures to prevent the spread of the disease. Kearney, Nebraska, imposed a quarantine, forbidding people who were ill from leaving their homes. Many cities banned public gatherings, including school classes. A man named Dan Tonkel remembered what life was like for children in his hometown of Goldsboro, North Carolina:

“I felt like I was walking on eggshells. I was afraid to go out, to play with my playmates, my classmates, my neighbors . . . I remember I was actually afraid to breathe. People were afraid to talk to each other. It was like—don’t breathe in my face, don’t even look at me, because you might give me germs that will kill me.”

—Dan Tonkel, quoted in *Influenza 1918: The Worst Epidemic in American History*, by Lynette Lezzoni

Although there was no cure for the flu, people would try anything. One woman surrounded her daughter with raw onions. Another remembered, “We hung bags of . . . garlic about our necks. We smelled awful, but it was okay, because everyone smelled bad.” By the time the influenza epidemic ended in 1919, it had killed 800,000 Americans at home and abroad.

READING CHECK **Finding Main Ideas** What made the influenza epidemic of 1918 so deadly?

The Peace Agreement

Even before the United States entered World War I, President Woodrow Wilson began making plans for a peace agreement. He was determined to do everything possible to prevent another world war. On January 8, 1918, Wilson outlined his vision for the postwar world in a plan known as the Fourteen Points.

Wilson's Fourteen Points

Wilson's Fourteen Points were a list of specific proposals for postwar peace. Several of the points would settle national border disputes. Others called for military cutbacks, proposed lower tariffs, and banned secret agreements between nations. Another proposed settlements for colonial peoples who wished to be independent. This reflected Wilson's strong belief in self-determination—the right of people to choose their own political status. **The final point called for the creation of an international assembly of nations called the League of Nations.** The League's mission would be to work to settle international disputes and encourage democracy.

European leaders disagreed with Wilson's vision for the peace settlement, wanting it to clearly punish Germany for its role in the war. They wanted to prevent Germany from ever again becoming a world power.

The Treaty of Versailles

President Wilson traveled to Europe to attend the Paris Peace Conference, which was held at the palace of Versailles (ver-sy), outside of Paris. Wilson felt it was his duty to “play my full part in making good what [our soldiers] offered their lives to obtain.”

The leaders, called the Big Four—President Wilson, British prime minister David Lloyd George, French premier Georges Clemenceau, and Italian prime minister Vittorio Orlando—took control of the conference. No representatives from Russia or the Central Powers attended.

BIOGRAPHY

Woodrow Wilson

1856–1924

Woodrow Wilson was born in Virginia in 1856. The terrible destruction he saw as a child during the Civil War would later influence his response to World War I. As president, he backed reforms such as child-labor restrictions and an eight-hour workday for railroad workers. Although he eventually abandoned American neutrality during World War I, Wilson was committed to world peace after the war. For his role in helping found the League of Nations, Wilson won the Nobel Peace Prize in 1919.

Making Inferences How did Wilson's childhood experiences affect his reaction to World War I?



Key Goals of the Fourteen Points

QUICK FACTS

- End secret alliances
- Encourage free shipping
- Remove barriers to trade
- Reduce armies and navies
- Resolve colonial claims
- Support the right of people to choose their own government
- Settle border disputes
- Establish the League of Nations

Many Allied leaders defended their own country's interests and insisted on severe punishment for Germany. They wanted Germany to accept complete blame for the war and pay for the damage it had caused. These **reparations, or payments for war damages,** were set at \$33 billion. France and the other Allies also wanted to take control of large parts of German territory.



VIDEO

The Treaty of Versailles

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Europe after World War I



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Location** Poland was created from territories lost by which countries?
- 2. Human-Environment Interaction** How did World War I change the map of Europe?

Wilson reluctantly agreed to the **Treaty of Versailles**, the peace settlement of World War I. In it, the League of Nations was established. Estonia, Finland, Latvia, Lithuania, Czechoslovakia, and Yugoslavia became independent countries. Poland was restored as a nation. The Central Powers turned over their colonies to the League of Nations, which assigned other European powers to rule. Though the Treaty of Versailles did not give Wilson everything he wanted, he hoped the League of Nations would solve remaining problems.

READING CHECK Identifying Points of View

Why did Allied leaders object to Wilson's plan?

Versailles Treaty Rejected

The U.S. Constitution states that treaties must be ratified by at least two-thirds of the members of the Senate. Wilson knew he was going to have a hard time convincing some senators to vote to ratify the Versailles Treaty. Republican senator **Henry Cabot Lodge** declared: "No peace that satisfied Germany in any degree can ever satisfy us." Lodge wanted the winners to set the terms of the peace.

Republicans insisted on changes to the treaty before they would ratify it. Their main objection was the League of Nations' power to use military force. They were worried that as a member of the League, the United States

could be forced to send troops to war based on decisions made by the League of Nations. This, they argued, conflicted with Congress's constitutional power to declare war.

Wilson refused to compromise. He insisted that the treaty be ratified exactly as it was written. He traveled around the country, trying to convince the public to pressure Republican senators to vote for the treaty. Before he completed his tour, however, Wilson was weakened by a stroke.

Lodge announced that he was prepared to accept most of the treaty, though he still wanted to limit U.S. military commitment to the League of Nations. Wilson demanded that Democrats in the Senate refuse to change the treaty. When the vote was taken on November 19, 1919, neither the Democrats nor the Republicans would compromise. The Treaty of Versailles was defeated in the Senate.

It was a bitter disappointment for President Wilson. The United States signed separate peace treaties with Austria, Hungary, and Germany and never joined the League of Nations.

Causes and Effects of World War I

QUICK FACTS

Causes

- Nationalism
- Militarism
- Competition for territory
- Alliance system in Europe

Effects

- U.S. entry into the war in 1917
- Millions of deaths and widespread destruction in Europe
- Treaty of Versailles
- Creation of several new nations
- League of Nations

READING CHECK Supporting a Point of View

Do you think Wilson should have compromised with Republicans in the Senate on the Treaty of Versailles? Why or why not?

SUMMARY AND PREVIEW World War I changed the world map and affected the lives of millions. In the next chapter you will learn about American social, political, and economic conditions after the war.

Section 4 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Recall** Approximately how many soldiers were killed or wounded in World War I?

b. Draw Conclusions How did the war affect the European economy?

c. Summarize How did Americans try to fight the influenza epidemic of 1918?
- a. Define** What was the **League of Nations**?

b. Explain How did the **Treaty of Versailles** change the map of Europe?

c. Elaborate Which countries did not attend the Paris Peace Conference? How do you think this affected the outcome?
- a. Identify** Who was **Henry Cabot Lodge**?

b. Predict How might Wilson have ensured that the U.S. Senate would ratify the Treaty of Versailles?

Critical Thinking

- Identifying Points of View** Review your notes on the Treaty of Versailles. Then copy the graphic

organizer below and use it to compare the positions of Woodrow Wilson, Allied leaders, and Senate Republicans. Fill in the results of each person's or group's goals.

	Goals	Results
Woodrow Wilson		
Allied Leaders		
Senate Republicans		

FOCUS ON SPEAKING

- Analyzing the Peace** Add to your list ways the United States was affected by World War I. How many American lives were lost? What were the results of the war? Do you think U.S. involvement in the war could have been avoided? Should the United States have joined the League of Nations?

Social Studies Skills

Analysis

Critical Thinking

Civic
Participation

Study

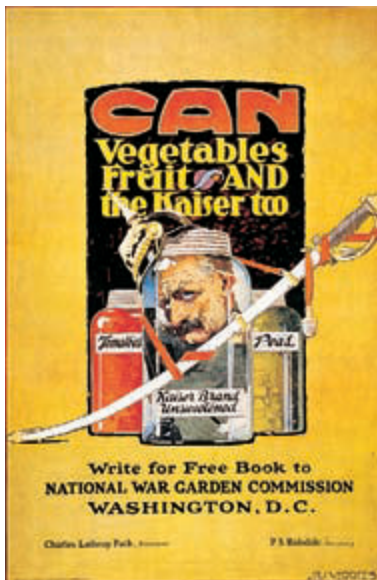
21ST
CENTURY

Using Visual Resources

Define the Skill

A major part of history is understanding the events and ideas of the past. Visual resources are often good sources of information about the past. Visual resources include paintings, drawings, cartoons, posters, and photographs. The symbols and images in these resources tell us about the ideas and values of a time period. They often provide different information and points of view than do written documents.

Learn the Skill



Visual resources can have special purposes. For example, the poster above was produced by the U.S. government to inspire patriotism and encourage support for the war effort. It uses symbols and images to suggest that all Americans can contribute to the war effort.

You know from reading the chapter that conserving food to provide supplies for troops was an important part of the war effort. This poster encourages Americans to can fruits and vegetables. The pictures show canned tomatoes and peas in glass jars.

The poster also shows the German kaiser in a jar. He cannot reach his sword, which is outside the jar. He is helpless. This suggests that, by canning fruit and vegetables, Americans can help defeat the German leader.

Practice the Skill

Study the World War I poster below. Like the poster above, it was produced by the U.S. government to encourage support for the war effort. Write a paragraph describing the poster. Your paragraph should include the specific purpose of the poster, the symbols it uses, and whether it conveys its message effectively. You can use the text above as a model.





CHAPTER 23

Chapter Review

History's Impact

▶ video series

Review the video to answer the closing question:

How did the U.S. entry into World War I affect the war's outcome and define the U.S. role in the global community?

Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.



The assassination of Archduke Francis Ferdinand threw Europe into a state of war.



Brutal fighting took place across Europe.



President Wilson thought a League of Nations would prevent future wars.

Reviewing Vocabulary, Terms, and People

Identify the descriptions below with the correct term or person from the chapter.

1. International assembly of nations designed to settle international disputes and encourage democracy
2. Strategy of defending a position by fighting from the protection of deep ditches
3. American fighting force trained and led by General John J. Pershing
4. Law that required men between the ages of 21 and 30 to register to be drafted into the armed forces
5. Senate leader who opposed the Treaty of Versailles
6. Truce between warring nations
7. Telegram from the German foreign minister proposing an alliance between Germany and Mexico against the United States

Comprehension and Critical Thinking

SECTION 1 (Pages 720–724)

- Identify** What event sparked World War I?
- Explain** How did tensions in Europe lead to war?
- Draw Conclusions** Why did the war in Europe become a stalemate?

SECTION 2 (Pages 725–729)

- Recall** What happened to the *Lusitania*? How did the American public react?
- Analyze** How did the country's mobilization for war affect American women?
- Evaluate** Do you think U.S. efforts to prepare for war were successful? Why or why not?

SECTION 3 (Pages 730–734)

- 10. a. Define** How did the American Expeditionary Force prepare for war?
- b. Contrast** How was the Second Battle of the Marne different from the First Battle of the Marne?
- c. Draw Conclusions** Do you think the Allies would have won World War I without American help? Explain your answer.

SECTION 4 (Pages 735–739)

- 11. a. Recall** Which nations' leaders dominated the Paris Peace Conference?
- b. Summarize** What were the main ideas of Wilson's Fourteen Points?
- c. Predict** How effective do you think the League of Nations was? Why?

Using the Internet



- 12. Activity: Researching the Technology of War** World War I saw the introduction of many new technologies of warfare. The introduction of new weapons, like poison gas and machine guns, and combat vehicles, such as tanks and aircraft, made World War I deadlier than any previous war. Through your online textbook, research the new battlefield technologies in World War I. Then write three journal entries from the point of view of a soldier in the trenches. Your entries should describe what the soldier who experienced these technologies and inventions for the first time saw, felt, and thought. Remember to use facts from your research in your journal entries.



Reviewing Themes

- 13. Economics** How did World War I affect the economy of the United States?
- 14. Politics** What lasting political changes were brought about by World War I?

Social Studies Skills



Using Visual Resources Use the Social Studies Skills taught in this chapter to answer the question below.

- 15.** What parts of the U.S. war effort are shown in this poster?



Reading Skills



Recognizing Fallacies in Reasoning Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

The number of soldiers killed in World War I was beyond anything the world had ever experienced. About 5 million Allied soldiers and 3.5 million soldiers from the Central Powers died in combat. More than 20 million soldiers on both sides were wounded. (p. 735)

- 16.** Which of the following is an example of a false conclusion drawn from the selection above?
- a.** More soldiers were killed in World War I than in any war up to that point.
 - b.** World War I devastated the European population.
 - c.** Europe would never recover from World War I.
 - d.** The number of soldiers wounded was more than two times the number of soldiers killed.

FOCUS ON SPEAKING

- 17. Presenting Your Persuasive Speech** Review your notes and form an opinion on whether the United States should have entered World War I. You will have about five minutes to present your point of view. Use note cards to organize your ideas. Begin by writing a one-sentence introduction clearly stating your opinion. Then write several sentences with details and examples from the chapter that support your point of view. Conclude your speech with a sentence that summarizes your ideas. Practice your speech and then present it to the class.

DIRECTIONS: Read each question and write the letter of the best response.

- 1** Which of the following was made up of Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria?
A Central Powers
B Allied Powers
C League of Nations
D Big Four
- 2** The Communist takeover of the Russian government caused
A the armistice to go into effect.
B a German victory at the Second Battle of the Marne.
C the United States to remain neutral.
D Russia to leave the war.
- 3** During the war, many African Americans
A gained equal rights because of their military service.
B served in segregated units in the military.
C were removed from jobs in war industries and the military.
D volunteered to serve in the military without pay.
- 4** One reason the United States entered World War I was Germany's violation of
A the Treaty of Versailles.
B the Zimmermann Note.
C the *Sussex* pledge.
D Wilson's Fourteen Points.

- 5** A major opponent of the Treaty of Versailles was
A Otto von Bismarck.
B Woodrow Wilson.
C Henry Cabot Lodge.
D John J. Pershing.
- 6** Which of the following technologies was important to warfare at sea during World War I?
A U-boats
B bayonets
C ironclads
D poison gas
- 7** Examine the fourth of Woodrow Wilson's Fourteen Points and use it to answer the question below:

“Adequate guarantees given and taken that national armaments [weapons] will be reduced to the lowest point consistent with domestic safety.”

—Woodrow Wilson, Fourteen Points

Document-Based Question Why do you think Wilson wanted to reduce the amount of weapons in nations around the world?



Dear home: LETTERS FROM WWI

When U.S. troops arrived in Europe in 1917 to fight in World War I, the war had been dragging on for nearly three years. The American soldiers suddenly found themselves in the midst of chaos. Each day, they faced the threats of machine gun fire, poison gas, and aerial attacks. Still, the arrival of American reinforcements had sparked a new zeal among the Allies, who believed the new forces could finally turn the tide in their favor. The letters

soldiers wrote to their families back home reveal the many emotions they felt on the battlefield: confusion about their surroundings, fear for their own safety, concern for friends and loved ones, and hope that the war would soon be over.

Explore World War I online through the eyes of the soldiers who fought in it. You can find a wealth of information, video clips, primary sources, activities, and more at hmhsocialstudies.com.



CLICK THROUGH INTER/ACTIVITIES

hmhsocialstudies.com

"I have been on every front in France. You cant imagine how torn up this country really is. Every where there are wire entanglements and trenches and dugouts. Even out of the war zone there are entanglements and dugouts to protect the civilians from air raids."

-Corp. Albert Smith, U.S. soldier



Letter from France

Read the document to learn about one soldier's observations of wartime life.



Over There

Watch the video to learn about the experiences of American soldiers on the way to Europe and upon their arrival.



War on the Western Front

Watch the video to hear one soldier's vivid account of battle and its aftermath.



Surrender!

Watch the video to experience soldiers' reactions to the news that the war was finally over.

Assignment

Find a primary source from World War I and write an analysis of it.

Analyzing a Primary Source

Primaries sources are often the best sources of information available to historians. Primary sources provide answers to questions about the past. They also provide a unique point of view from the past. Analyzing a primary source allows you to share that information.

TIP **Using the Internet** If you find a primary source on the Internet, make sure it is accurate. You should be able to identify the person or institution that runs the Web site and make sure that person or institution is trustworthy. The Web site should include basic information about the source, such as its author, when it was written, and where it first appeared. University and library Web sites are excellent places to find primary sources.

1. Prewrite

Locating Primary Sources

Many primary sources are available in libraries and on the Internet. Letters, diaries, autobiographies, memoirs, newspaper articles, public speeches, and legal documents are good examples of primary sources.

Reading the Primary Source

Take notes on these questions to better understand the document.

- Who wrote the document?
- What kind of document is it?
- When was it written? Where did it originally appear?
- What was the author's point of view? What was his or her experience during the war?
- Why did the author write the document?

As you read the primary source, take notes on these questions.

- Why is the document important? The answer to this question will be the main idea of your essay.
- What questions about World War I does it answer? Answering this question will help you write your body paragraphs.

2. Write

You can use this framework to help you write your first draft.

A Writer's Framework

Introduction

- Introduce your primary source and its main purpose.
- Introduce the author of the source and include the date it was written.
- State your main idea, explaining why this source is important.

Body

- Explain how the source answers at least two questions about World War I.
- Include examples from the document.

Conclusion

- Summarize the information in the source.
- Restate why the document is important for historians.

3. Evaluate and Revise

Evaluating

Use these questions to discover ways to improve your paper.

Evaluation Questions for Analyzing a Primary Source

- | | |
|--|---|
| ■ Do you introduce your primary source with its main purpose? | ■ Do you explain how the source answers at least two questions about World War I? |
| ■ Do you introduce the author of the source and the document's date? | ■ Do you include examples from the document? |
| ■ Do you state a main idea explaining why this source is important? | ■ Do you summarize the information in the source? |

Revising

Make sure each paragraph has a topic sentence at the beginning. Then check the information in the paragraph. It should all relate to the topic sentence. If it does not, there are several ways to fix the paragraph. First, you can remove unrelated information. If the information is related but not clearly explained, add a more detailed explanation. You can also change the topic sentence to include all the information in the paragraph.

4. Proofread and Publish

Proofreading

Reread your paper carefully to make sure all the verbs are in the same tense. The past tense is usually best for history writing. Summaries of primary sources should also be in the past tense. A direct quotation from a primary source, however, should remain in its original tense.

Publishing

Share your paper with a classmate. Read each other's papers. Then write a one-paragraph summary of the new information you each learned.

5. Practice and Apply

Use the steps and strategies in this workshop to analyze your primary source.

TIP Using Pronouns Effectively

Use pronouns such as *he*, *she*, and *it* to replace frequently used nouns and proper nouns. This will help you vary your sentences. Make sure that the person or thing to which each pronoun refers is clear. If it is not, repeat the original noun or name.

EXAMPLE

Woodrow Wilson proposed a peace plan called the Fourteen Points. He wanted to make sure the postwar peace would last.