



## Module 24

# World War I



### Essential Question

How did World War I impact America and transform Europe?

**About the Photo:** Soldiers faced terrible conditions as they fought the enemy from their trench positions.

In this module 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 war and will read about new battle strategies.

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- ✓ Image Carousel: The United States Mobilizes for War
- ✓ Interactive Map: World War I, 1914–1918

### What You Will Learn ...

**Lesson 1: The Road to War** . . . . . 746  
**The Big Idea** In 1914 tensions in Europe exploded into the deadliest war the world had ever seen.

**Lesson 2: Americans Prepare for War** . . . . . 751  
**The Big Idea** After entering World War I in 1917, Americans began the massive effort of preparing for war.

**Lesson 3: Americans in World War I.** . . . . . 757  
**The Big Idea** American troops helped the Allies achieve victory in World War I.

**Lesson 4: Establishing Peace.** . . . . . 763  
**The Big Idea** The United States and the victorious Allied powers clashed over postwar plans.

# Timeline of Events 1914–1920

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## United States

## World

1914

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

**1914** Archduke Francis Ferdinand is assassinated.

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



**1916** Jeannette Rankin becomes the first woman elected to Congress.



< **1917** The Selective Service Act is passed, introducing the draft.

**1917** The United States declares war on Germany. ▼



**1918** President Wilson announces the Fourteen Points.

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

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

**1919** Worldwide influenza epidemic kills approximately 30 million people.

1920

# Reading Social Studies

## THEME FOCUS:

### Politics and Economics

In this module 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.

## READING FOCUS:

### Recognize Fallacies in Reasoning

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

**Recognize 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.

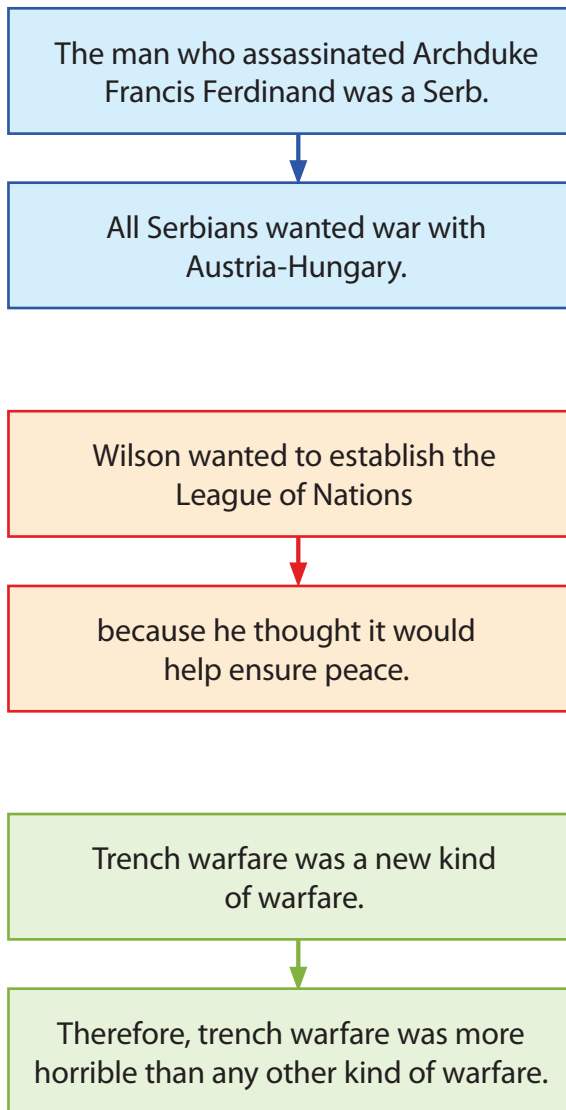
Three main factors led to a shortage of labor in the United States during the war. First, American factories were working nonstop to produce weapons and supplies for the Allied forces. Factories needed new workers to meet this huge demand. Second, the war almost completely cut off immigration. As you 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.

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.

# You Try It!



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 Module 24**, notice how the authors use logical reasoning to support their main ideas.

## Key Terms and People

### Lesson 1

militarism  
Archduke Francis Ferdinand  
mobilize  
Central powers  
Allied powers  
trench warfare  
stalemate  
U-boats

### Lesson 2

*Lusitania*  
Zimmermann Note  
Selective Service Act  
Liberty bonds  
National War Labor Board

### Lesson 3

American Expeditionary Force  
Communists  
armistice

### Lesson 4

League of Nations.  
reparations  
Treaty of Versailles  
Henry Cabot Lodge



# The Road to War

## The Big Idea

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

## Main Ideas

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

## Key Terms and People

militarism  
Archduke Francis Ferdinand  
mobilize  
Central powers  
Allied powers  
trench warfare  
stalemate  
U-boats

## 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?**

## 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. In this alliance system, 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 assassination of Archduke Francis Ferdinand and his wife, Sophie, by a Serb nationalist sparked the beginning of World War I.

**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.

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**  
Identify Cause and Effect How did nationalism contribute to political tensions in Europe?



## 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. New military technologies changed military strategy and resulted in an unprecedented number of casualties.

**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. The eastern front 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**. In trench warfare soldiers defended 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.

### Trench Warfare

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.

Airplanes could scout enemy positions and drop bombs into trenches.

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 area between opposing trenches. It was about 250 yards wide and full of barbed wire and abandoned military equipment.

Some trenches served as first-aid posts.

#### Analyze Information

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

Soldiers fought in these cold, wet, and muddy ditches, sometimes for months at a time. The filthy trenches were perfect breeding grounds for germs. 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. The shells 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 back into use by both sides by the end of the war. This was called chemical warfare.

Other new weapons included tanks and aircraft, including 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.”

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.

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

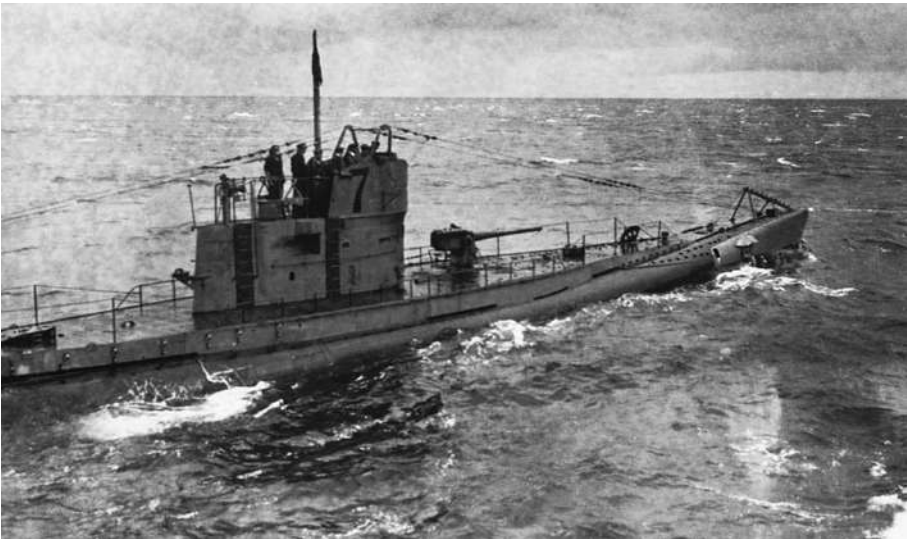
By the end of the year, the Germans had failed to take Verdun. At the Somme River, the Allies had advanced just seven miles. Almost nothing had changed on the western front. But nearly 1 million men had been killed at Verdun and the Somme River.

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. They also laid explosive mines in the North Sea. These could blow a huge hole in a ship, sinking



This image shows British soldiers firing a machine gun and wearing early gas masks to protect against a gas attack.





### 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.

### Reading Check

**Categorize** What new technologies did armies in World War I use?

### Academic Vocabulary

**neutral** unbiased, not favoring either side in a conflict

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.

**Summary and Preview** World War I became a stalemate by 1916 as countries battled for control. In the next lesson you will find out why the United States decided to join the fighting.

## Lesson 1 Assessment

### Review 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?
- d. Evaluate** What were the impacts of changes in military technologies used during World War I?
- 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. **Identify Cause and Effect** In this lesson you learned about major battles of World War I. Create a graphic organizer similar to the one below and use it to show the outcomes of these early battles and how they affected the war.

Battle	Outcome	Results

# Americans Prepare for War

## The Big Idea

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

## Main Ideas

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

## Key Terms and People

*Lusitania*

Zimmermann Note

Selective Service Act

Liberty bonds

National War Labor Board

## 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?**

## 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. However, international, economic, and military developments swayed opinion in the United States siding with the Allies and entering World War I.

**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 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

### 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 ship was treated as an enemy warship.

*"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 sunk 40 minutes after being struck."*

—The Register, quoted in the Times of London

The ship sank before enough rescue ships could arrive.

### Analyze Historical Sources

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

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 German 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**, sometimes called the Zimmermann telegram. 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.

### Reading Check

#### Find Main Ideas

What events  
challenged U.S.  
neutrality?

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. The American entrance into this military conflict influenced the development of the United States.



Shortly after the U.S. entered the war, illustrator James Montgomery Flagg created this famous recruitment poster featuring Uncle Sam. More than four million copies were printed.

## 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. They published posters and pamphlets. Speakers known as “four-minute men” gave short patriotic speeches delivered 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 and distribution 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.

Another proposal to conserve food supplies was a prohibition, or ban, on alcoholic beverages. Most alcoholic beverages are made with food crops such as grapes and wheat. Soon after the United States entered the war, Congress granted the president powers to limit the alcohol content of wine and beer so that these crops could be used for food production instead. Some tried to discourage Americans from drinking beer by linking German Americans to the brewing industry. These people hoped that anti-German feelings would lead Americans to stop drinking beer.

In addition, the Fuel Administration was established to set production goals and prices for fuels. Its purpose was to make sure that fuel





## *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.

#### Analyze 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?

#### Reading Check

Analyze  
Information How  
did the U.S.  
government gain  
public support for  
the war?

distribution needs for the military could always be met. To encourage fuel conservation, daylight saving time was introduced in March 1918 to extend daylight hours for those who worked long shifts in factories. Fuel conservation was promoted in other ways, such as through publicity campaigns calling for “gasless Sundays.”

### 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. Women replaced male workers in steel mills, ammunition factories, and assembly lines. Women served as street car conductors and elevator operators. 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 worked as nurses, telephone operators, signalers, typists, and interpreters in France. Many women worked as volunteers, serving at Red Cross facilities and encouraging the sale of bonds and planting of victory gardens. Women were not given jobs in combat, but they braved gunfire at the front lines as nurses and ambulance drivers.

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 1 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.

**Winning Support** Many Americans had been in favor of the U.S. position of neutrality. Now, Americans had to be convinced that it was their duty

In World War I, 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.



## 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.

### Analyze Visuals

How does this poster inspire patriotism?



### Reading Check

Find Main Ideas

How did war mobilization benefit American workers?

to support the war. A nationwide campaign of propaganda, or posters, newspaper stories, speeches, and other materials, was started to influence people's opinions. Popular movie stars were hired to speak on behalf of the war effort. Artists were hired to create patriotic posters and pamphlets. Propaganda helped build American support for the war.

**Summary and Preview** The war effort created new opportunities for women and other Americans. In the next lesson you will learn about what life was like for soldiers overseas.

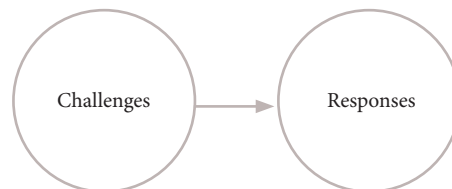
## Lesson 2 Assessment

### Review Ideas, Terms, and People

1. **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?
2. **a. Recall** What was the purpose of the Committee on Public Information?  
**b. Explain** How did the United States prepare for war?  
**c. Summarize** How did the government exercise control over the economy during the war?
3. **a. Describe** How did women help the war effort abroad?  
**b. Explain** How do you think the end of the war affected labor unions? Explain your answer.  
**c. Analyze** How was daily life in the United States affected by World War I?

### Critical Thinking

4. **Problem Solving** In this lesson you learned about new laws and government programs during World War I. Create a graphic organizer similar to the one 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.



# Americans in World War I

## The Big Idea

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

## Main Ideas

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

## Key Terms and People

American Expeditionary Force  
Communists  
armistice

## 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?**

## 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.



### World War I U.S. Soldier

You can learn a lot about what life was like for a U.S. soldier in World War I by studying the clothing and equipment that was used. Historians evaluate artifacts, such as these, to learn about U.S. history.

Soldiers carried a pack called a haversack, which held food, personal items, and extra socks.

A blanket could be carried at the bottom of the haversack with a special attachment.

The appearance of the Springfield rifles fooled the Germans into thinking the Americans had machine guns.

Gas masks were carried in a pouch around the neck.

A wool tunic was worn over a wool shirt and wool breeches.

Wool cloth strips called puttees were wrapped around the legs and tops of shoes for protection.

### Analyze Historical Sources

What can you learn about life for U.S. soldiers by studying these artifacts?

### Reading Check

Make Inferences

Why do you think General Pershing refused to put American troops in foreign units?

**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.

## 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.

**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

On March 21, 1918, the Germans began blasting more than 6,000 heavy guns at Allied troops along the Somme River in northern France. The German advance, helped by a morning fog, surprised the Allies. 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.

The 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 during this push stopped the German offensive. These losses also protected Paris from invasion. Although American troops suffered about 12,000 casualties, they 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.



# World War I, 1914–1918



## Interpret 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?



The 369th Infantry spent 191 days in combat, longer than any other American force sent to Europe during World War I. The “Harlem Hellfighters” became famous throughout Europe and America for their valor.



**Academic Vocabulary**  
strategy a plan for fighting a battle or war

**Reading Check**  
Sequence Identify significant events leading to the turning of the tide in the war.

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. They aided French forces at Château-Thierry and Belleau Wood. 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.

## 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.

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

Identify Which circumstances led Kaiser Wilhelm II to give up his throne?

**Summary and Preview** America's entry into World War I helped the Allies achieve victory. In the next lesson you will learn about the effort to work out a permanent peace agreement.

## Lesson 3 Assessment

### Review Ideas, Terms, and People

1. a. **Recall** 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. **Recall** How was the Second Battle of the Marne a turning point in the war?  
b. **Analyze** How did U.S. troops make a difference in the final battles of the war?
3. a. **Describe** What was Germany required to surrender in the armistice?  
b. **Explain** Were the terms of the armistice fair? Explain your answer.

### Critical Thinking

4. **Categorize** In this lesson you learned about the victories of the American Expeditionary Force. Create a graphic organizer similar to the one 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	

# Establishing Peace

## The Big Idea

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

## Main Ideas

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

## Key Terms and People

League of Nations  
reparations  
Treaty of Versailles  
Henry Cabot Lodge

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

## 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?**

## 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 seven out of ten of these men were killed or wounded. While the United States

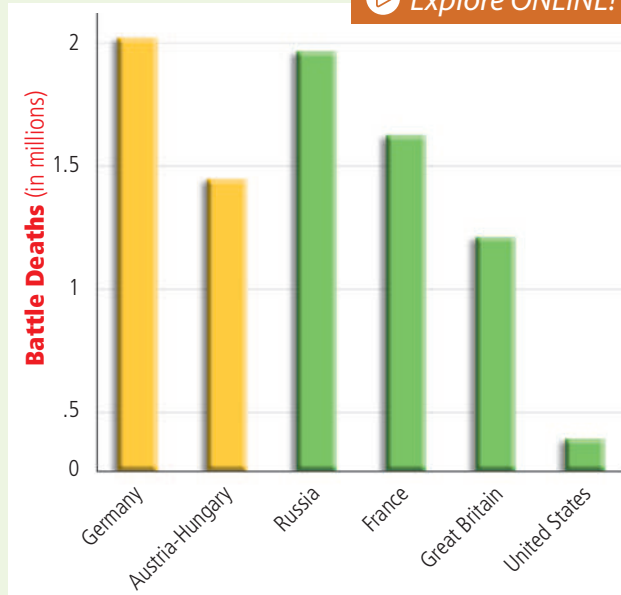


## Deaths in World War I

[Explore ONLINE!](#)

### Analyze Graphs

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



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 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 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



**Reading Check**  
Find Main Ideas  
What made the  
influenza epidemic  
of 1918 so deadly?

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

## The Peace Agreement

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

**Wilson’s Fourteen Points** Wilson’s Fourteen Points was 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. They wanted it to clearly punish Germany for

### Quick Facts

#### Key Goals of the Fourteen Points

- 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

its role in the war. European leaders 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, were President Wilson, British prime minister David Lloyd George, French premier Georges Clemenceau, and Italian prime minister Vittorio Orlando. They took control of the conference. No representatives from Russia or the Central powers attended.

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.

[Explore ONLINE!](#)

## Europe after World War I, 1914–1918



### Interpret Maps

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

## 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.

### Make Inferences

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



### Reading Check

Analyze  
Information  
Why did Allied  
leaders object to  
Wilson's plan?

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. The league assigned their colonies to 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.

## Treaty of Versailles 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. He still wanted to limit U.S. military commitment to the League of Nations. Wilson demanded that Democrats in the Senate refuse to change



## Quick Facts

### Causes and Effects of World War I

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

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. Following extensive political debate, the United States refused to ratify the Treaty of Versailles.

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

**Summary and Preview** World War I changed the world map and affected the lives of millions. But efforts to build a lasting peace in the years that followed failed.

## Lesson 4 Assessment

### Review 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. Recall** 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?  
**d. Evaluate** What were Wilson's Fourteen Points?
- 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?  
**c. Evaluate** What were reasons why the U.S. Senate refused to support the Treaty of Versailles?

### Critical Thinking

- 4. Identify Points of View** In this lesson you learned about the Treaty of Versailles. Create a graphic organizer similar to the one 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		

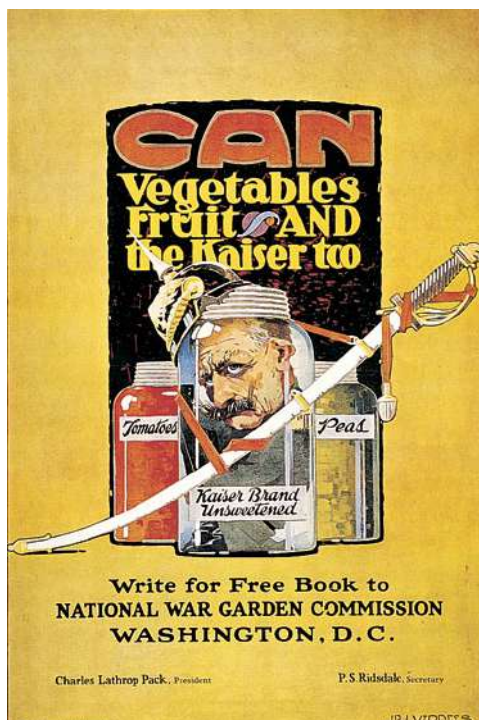
# Social Studies Skills

## Use Visual Resources

### Define the Skill

A major part of history is understanding the events and ideas of the past. Visual resources are 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 module 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 other poster, 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.



# Module 24 Assessment

## Review Vocabulary, Terms, and People

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

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

### Lesson 1

8.
  - a. **Identify** What event sparked World War I?
  - b. **Explain** How did tensions in Europe lead to war?
  - c. **Draw Conclusions** Why did the war in Europe become a stalemate?

### Lesson 2

9.
  - a. **Recall** What happened to the *Lusitania*? How did the American public react?
  - b. **Analyze** How did the country's mobilization for war affect American women?
  - c. **Evaluate** Do you think U.S. efforts to prepare for war were successful? Why or why not?

### Lesson 3

10.
  - a. **Identify** 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.

### Lesson 4

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?



# Module 24 Assessment, continued

## Review Themes

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

## Social Studies Skills



**Use Visual Resources** Use the Social Studies Skills taught in this module to answer the question below.



14. What parts of the U.S. war effort are shown in this poster?

## Reading Skills



**Recognize Fallacies in Reasoning** Use the Reading Skills taught in this module 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.

15. 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

16. **Present a Persuasive Speech** You have learned that before the United States entered World War I, Americans debated joining the fight. Think about the arguments on both sides of the debate. Then form an opinion on whether the United States should have entered the war and prepare a speech presenting your point of view. You will have about five minutes to present your speech. 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 module 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.

A black and white photograph of a World War I soldier in a trench. The soldier is wearing a campaign hat and a heavy coat, and is holding a cup and a cigarette. He is looking off to the side. In the foreground, there are several sandbags. The background shows the trench and some foliage.

## *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 through your online textbook.





Go online to view these and other **HISTORY**® resources.

*"I have been on every front in France. You can't 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.