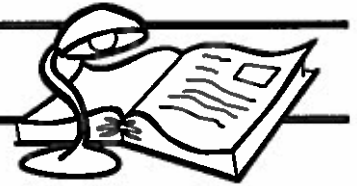


# Study Guide



## Chapter 14, Section 1

For use with textbook pages 448–455

### THE UNITED STATES ENTERS WORLD WAR I

#### KEY TERMS AND NAMES

**Pancho Villa** leader of a Mexican guerrilla group (page 449)

**guerrillas** an armed band that carries out surprise attacks and sabotage rather than open warfare (page 449)

**nationalism** an intense pride in one's homeland (page 450)

**self-determination** the idea that people who belong to a nation should have their own country and government (page 450)

**Franz Ferdinand** the heir to the Austro-Hungarian throne (page 450)

**Allies** the alliance of France, Russia, Great Britain, and Italy in World War I (page 452)

**Central Powers** the alliance of Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria in World War I (page 452)

**propaganda** information designed to influence opinion (page 453)

**contraband** prohibited materials (page 453)

**U-boat** German submarines (page 453)

**Sussex Pledge** German promise not to sink merchant ships without warning (page 454)

**Zimmermann telegram** letter sent by a German official to Mexico asking Mexico to ally itself with Germany against the United States in exchange for regaining its territories lost earlier to the U.S. (page 454)

#### DRAWING FROM EXPERIENCE

Do you think the United States should ever become involved in conflicts between foreign nations? Why or why not?

In this section, you will learn about American intervention in Mexico and the Caribbean. You will also learn what caused the United States to enter World War I.

# Study Guide

## Chapter 14, Section 1 (continued)

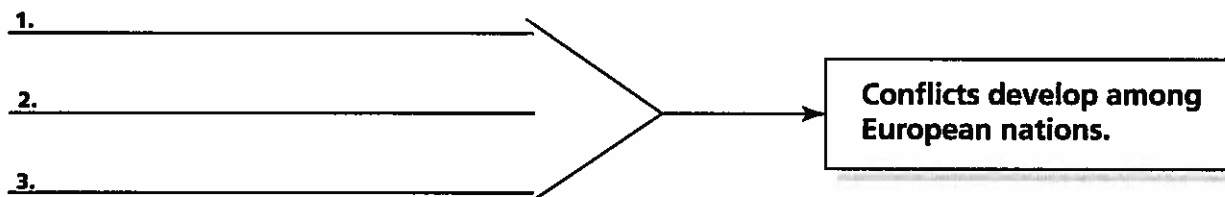


### ORGANIZING YOUR THOUGHTS

Use the cause-and-effect diagram below to help you take notes. Several factors caused conflicts among European nations by 1914. List these causes.

#### Causes

#### Effect



### READ TO LEARN

#### • Woodrow Wilson's Diplomacy (page 448)

President Wilson opposed imperialism. He did, however, believe that the United States should promote democracy. He believed that was important to keep peace in the world. His beliefs were put to the test soon after he took office.

Mexico was ruled by dictator Porfirio Díaz from 1884 to 1911. He encouraged foreign investment to help build Mexico's industries. A few wealthy landowners controlled Mexican society. Most Mexicans were poor and landless. Eventually these people revolted against Díaz, who fled the country.

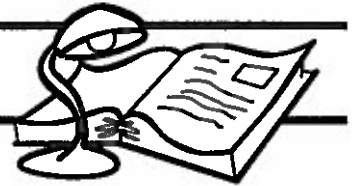
Francisco Madero replaced Díaz, but he proved to be an ineffective administrator. He was replaced by General Victoriano Huerta, who had Madero murdered. President Wilson was disgusted with Huerta's actions and refused to recognize the new government. He hoped that Huerta would be overthrown, so he allowed Americans to arm the groups within Mexico who opposed Huerta.

In April 1914, some American sailors visiting a Mexican city were arrested for entering a restricted area. Although they were released, their commander demanded an apology. The Mexicans refused. Wilson used this as an opportunity to overthrow Huerta and sent marines to take over the port of Veracruz. Anti-American riots followed this action. Venustiano Carranza, whose forces obtained arms from the United States, became the Mexican president.

Mexican forces opposed to Carranza were angry. They carried out raids into the United States. **Pancho Villa** led a group of **guerrillas**, or an armed band that carries out surprise attacks rather than open warfare, who burned the town of Columbus, New Mexico. They killed a number of Americans. Wilson sent troops into Mexico to find and capture Villa. They were unable to do so.

# Study Guide

## Chapter 14, Section 1 (continued)



Many nations were critical of Wilson's actions in Mexico, which damaged U.S. foreign relations. However, in his first term Wilson sent the marines into Nicaragua, Haiti, and the Dominican Republic to try and set up governments that he hoped would be more democratic and stable than those that were there.

4. Why did President Wilson send marines into Nicaragua, Haiti, and the Dominican Republic?

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### • The Outbreak of World War I (page 449)

By 1914 conflicts among European nations led to the outbreak of war. In 1864 the German kingdom of Prussia started wars to unite the various German states into one nation. By 1871 Prussia succeeded in uniting Germany and setting up the German Empire. The Prussians attacked and defeated France and took a part of French territory along the German border. This action made France and Germany enemies. To protect itself, Germany signed an alliance with Austria-Hungary, an empire that controlled much of southeastern Europe, and with Italy. This alliance became known as the Triple Alliance.

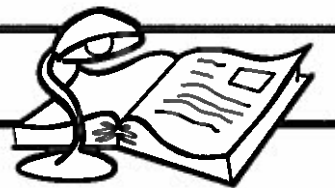
The rise of Germany also upset Russia. It was afraid that Germany might expand into Russia. At the same time, Russia was a rival of Austria-Hungary. Many people living in Austria-Hungary were Slavs, who were the same ethnic group as the Russians. Russia and France found that they both opposed Germany and Austria-Hungary. So they signed the Franco-Russian Alliance.

In 1898 Germany began to build a navy. Great Britain, which had remained neutral up to this time, also started building up its navy. This naval race led to tensions between Germany and Britain. Britain then joined into an alliance with France and Russia, which became known as the Triple Entente.

**Nationalism**, or an intense pride in one's homeland, became a powerful idea in Europe by the late 1800s. It was one of the reasons for the conflicts among European countries. Each nation viewed the other nations as competitors. Many people were willing to go to war to expand their own nation. An important idea of nationalism is the right to **self-determination**. This is the idea that people who belong to a nation should have their own country and government. This idea led to problems in the Balkans, a region in southeastern Europe. The Ottoman Empire and the Austro-Hungarian Empire ruled the region. These empires were made up of different nations. In the 1800s, the different nations wanted their independence.

# Study Guide

## Chapter 14, Section 1 (continued)



Among the groups wanting independence were the Serbs, Bosnians, Croats, and Slovenes. They all spoke similar languages. They called themselves the South Slavs, or Yugoslavs. The Serbs were the first to gain independence. They formed a nation between the Ottoman and Austro-Hungarian Empires and wanted to unite the South Slavs. Russia supported the Serbs. Austria-Hungary wanted to limit Serbia's growth. So it annexed Bosnia, which had been part of the Ottoman Empire. The Serbs were angry because they believed that Austria-Hungary did not want to let the Slavic people in its empire become independent.

In June 1914, the Archduke **Franz Ferdinand**, the heir to the Austro-Hungarian throne, visited Sarajevo, the capital of Bosnia. While there, he was assassinated by a Bosnian, who was a member of a Serbian nationalist group. Austria-Hungary blamed Serbia and wanted to attack it. However, the Austro-Hungarian government knew that attacking Serbia might trigger a war with its ally, Russia. So the Austrians asked its ally Germany for support. At the same time, the Serbs counted on Russian support, who in turn counted on French support. On July 28, 1914, Austria declared war on Serbia. A few days later, Germany declared war on Russia and then on France. World War I had begun.

Germany planned on invading France and then on concentrating its efforts against Russia. However, it had to cross Belgium, which was neutral. The British promised to protect Belgium's neutrality. So when Germany crossed Belgium, Britain declared war on Germany. Those who were part of the Triple Entente were the **Allies**. It included France, Russia, Great Britain, and Italy. The Triple Alliance became the **Central Powers** and included Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria.

The German troops advanced into France. However, they were surprised by the Russian invasion of Germany. As a result, the Germans had to pull some of their forces away from France to stop the Russians. The Allies took advantage of the situation by stopping the German advance at the Battle of the Marne, near Paris. Both sides became locked in a stalemate. The Germans and Austrians were more successful against the Russians. They swept across hundreds of miles of territory and took hundreds of thousands of prisoners.

5. What was Germany's early plan in fighting the war?

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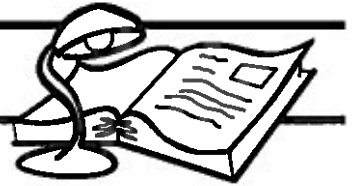
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# Study Guide



## Chapter 14, Section 1 (continued)

### • American Neutrality (page 452)

At the beginning of the war, President Wilson declared the United States neutral. However, many Americans supported one side or the other. Most Americans favored the Allies. Most of President Wilson's cabinet also supported the Allies. They believed that an Allied victory was necessary to keep the international balance of power.

The British worked to win U.S. support. They used **propaganda**, which is information designed to influence opinion. Britain also cut the transatlantic telegraph cable from Europe to the United States. This limited the news about the war mainly to British communications. Although many reports were exaggerated, enough Americans believed them to sway American support for the Allies.

Businesses also supported the Allies because they had ties with businesses in the Allied countries. American banks began to loan money to the Allies, investing in an Allied victory. If the Allies won, the money would be paid back. If the Allies lost, the money would be lost.

#### 6. What method did Britain use to gain American support?

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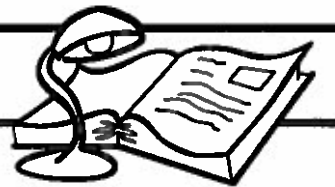
### • Moving Toward War (page 453)

Although most Americans did not want to be involved in the war, several events drew the United States into it. After the war began, the British navy blockaded Germany. The British stopped neutral ships to inspect them for **contraband**, or prohibited materials. The contraband included food.

To get around the blockade, Germany used submarines known as **U-boats**. In February 1915, it announced that it would sink without warning any ship located in the waters around Britain. People in the United States and in other countries were angry. Attacking civilian ships without warning was against international rules. The Germans said that many civilian ships were actually warships in disguise and that the U-boats would be at risk if they gave warning. In May 1915, the British passenger ship *Lusitania* entered the war zone after being warned by Germany. A German submarine fired on the ship, killing nearly 1,200 people. About 128 people were Americans.

President Wilson tried to stay out of the war. However, he did send notes to Germany insisting that it safeguard the lives of civilians in the war zones. After a U-boat shot at the French passenger ship *Sussex*, Wilson warned

# Study Guide



## Chapter 14, Section 1 (continued)

Germany to stop its submarine warfare or risk war with the United States. Germany was not interested in having the United States join the Allies in the war. In the **Sussex Pledge**, Germany promised to not sink any merchant ships without warning.

In January 1917, Arthur Zimmermann, a German official, instructed the German ambassador to Mexico to propose to Mexico that it ally itself with Germany in case of war between Germany and the United States. In return, Mexico would get back the territory that it once had in Texas, New Mexico, and Arizona. The British intercepted the **Zimmermann telegram**, which was leaked to American newspapers. Many Americans now believed that war with Germany was necessary. Then in February 1917, Germany again began unrestricted submarine warfare. Finally, after Germany sank six American merchant ships, Wilson asked Congress to declare war on Germany, which it did on April 6, 1917.

7. What event led many Americans to call for war against Germany?

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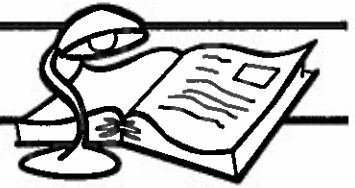
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# Study Guide



## Chapter 14, Section 2

For use with textbook pages 456–461

### THE HOME FRONT

#### KEY TERMS AND NAMES

**conscription** forced military service (page 457)

**War Industries Board** a government agency created to coordinate the production of war materials (page 458)

**Bernard Baruch** the head of the War Industries Board (page 458)

**victory garden** garden planted by Americans to raise their own vegetables (page 458)

**Liberty Bonds** bonds bought by Americans as a loan to the government to finance World War I (page 458)

**Victory Bonds** bonds bought by Americans as a loan to the government to finance World War I (page 458)

**Committee on Public Information** a government agency created to sell the war to the American people (page 460)

**espionage** spying to acquire secret government information (page 460)

#### DRAWING FROM EXPERIENCE

What do you think freedom of speech means? Do you think people should be allowed to say whatever they want whenever they want to? Explain your opinion.

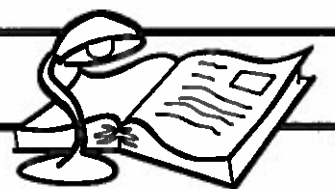
The last section explained the reasons the United States entered World War I. This section describes the war effort at home.

#### ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. The United States government had to prepare for war in several areas. Identify the ways it prepared in each of the areas listed.

|                          | How the Government Prepared |
|--------------------------|-----------------------------|
| Building Up the Military | 1.                          |
| Organizing the Economy   | 2.                          |
| Setting Up a Workforce   | 3.                          |
| Getting Public Support   | 4.                          |

# Study Guide



## Chapter 14, Section 2 (continued)

### READ TO LEARN

- **Building Up the Military** (page 456)

When the United States entered the war, it did not have enough soldiers. Although many people volunteered, most officials believed that they would have to turn to **conscription**, or forced military service. Many progressives believed that conscription was against democratic principles.

Congress, however, believed conscription was necessary. It set up a new system of conscription called selective service. It required all men between 21 and 30 to register for the draft. A lottery then randomly decided the order they were called to military service. Eventually about 2.8 million men were drafted. About 42,000 of the 400,000 African Americans who were drafted served in the war overseas. African American soldiers faced discrimination and prejudice in the army. They often served in racially segregated units that were almost always under the control of white officers. Despite this, many African Americans fought with distinction in the war. Two African American divisions fought in battles along the Western Front.

Women officially served in the armed forces for the first time in World War I. They served in non-combat positions. Women nurses served in both the army and the navy. With men serving in combat, the armed forces faced a shortage of clerical workers. The navy enlisted women to serve as clerical workers, radio operators, electricians, torpedo assemblers, and other occupations. The army, however, refused to enlist women. It hired women as temporary employees to fill clerical jobs. The only women to actually serve in the army were the army nurses.

5. Why did the United States use conscription during World War I?

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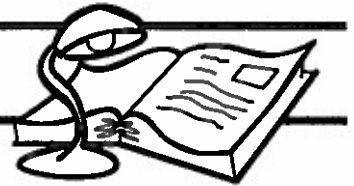
- **Organizing Industry** (page 457)

To get the economy ready for the war, Congress created special agencies. One of the first agencies was the **War Industries Board** (WIB). Its job was to coordinate the production of war materials. **Bernard Baruch** was in charge of the board. The WIB worked with business leaders. It told industries what they could and could not make.



# Study Guide

## Chapter 14, Section 2 (continued)



The Food Administration was responsible for increasing the amount of food available for the armed forces, while decreasing the amount of food available for civilians. The government encouraged Americans to save food on their own such as by having Wheatless Mondays or Meatless Tuesdays. The government encouraged people to plant **victory gardens** to raise their own vegetables. This would leave more food for the troops. The government set high prices on wheat and other grains to increase farm production.

The Fuel Administration managed the use of coal and oil. To conserve energy, the government introduced daylight savings time. It also shortened workweeks for factories that did not make war materials.

To raise money to pay for the war, Congress raised income tax rates. It placed new taxes on company profits and on the profits of arms factories. The government also borrowed money from the American people through **Liberty Bonds** and **Victory Bonds**. The government agreed to pay back the money with interest in a certain number of years.

6. How did the government attempt to get the money to pay for World War I?

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- **Mobilizing the Workforce** (page 459)

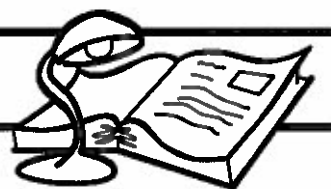
To prevent workers from striking, the government set up the National War Labor Board (NWLB). This agency mediated labor disputes that might otherwise lead to strikes. The NWLB pushed industry to give workers wage increases, an 8-hour workday, and the right to organize unions. In return, labor leaders agreed not to disrupt war production through strikes. Union membership increased.

Women's opportunities in the workforce increased during the war. Women took over jobs in industries that the men who were serving in the military had left. After the war, however, most women returned to their previous jobs or stopped working.

Many African Americans started working in factories that produced war materials. Many left the South and moved to factories in the North. This movement became known as the "Great Migration." It changed the racial makeup of cities such as Chicago, New York, Cleveland, and Detroit.

# Study Guide

## Chapter 14, Section 2 (continued)



Many Mexicans left Mexico and headed north. Some worked as farmers and ranchers in the Southwest. Others moved north to get wartime factory jobs. Mexican Americans often faced discrimination. They often settled in their own separate neighborhoods, where they could support each other.

### 7. Why did the government set up the National War Labor Board?

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### • Ensuring Public Support (page 459)

The government wanted to make sure that the public supported the war. It set up an agency called the **Committee on Public Information (CPI)** to do so. George Creel was the head of the agency. He hired advertisers, artists, authors, songwriters, entertainers, and others to sway public opinion in favor of the war. The CPI arranged for short patriotic talks at movie theaters and public gatherings. It hired thousands of "Four-Minute Men" to urge audiences to support the war in various ways.

The government passed laws to fight antiwar activities. The Espionage Act of 1917 provided for penalties and prison terms for anyone convicted of **espionage**, or spying to acquire secret government information. The law also provided for penalties for interfering with the war effort. The Sedition Act of 1918 made illegal any public expression of opposition to the war. In reality, it let officials prosecute anyone who criticized the government.

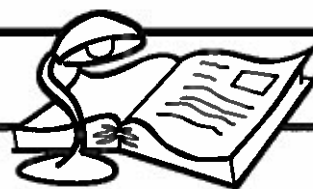
The fear of spies led to the mistreatment and persecution of German Americans. Things that were German came under suspicion. Some schools dropped the German language from its curriculums. Orchestras stopped playing music by German composers.

Other people also came under suspicion. They included radical labor activists and socialists. Newspaper ads urged people to report on any people who might be harming the war effort. Many people became concerned about the intolerance that was occurring in the country.

The courts, however, generally upheld the government's tactics. In *Schenck v. the United States*, the Supreme Court ruled that a person's freedom of speech could be curbed if the speech presented a danger. The Court said that many things that could be said in peace time could be considered dangerous during war.

# Study Guide

## Chapter 14, Section 2 *(continued)*



8. How did the Sedition Act of 1918 affect freedom of speech?

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# Study Guide



## Chapter 14, Section 3

For use with textbook pages 464–469

### A BLOODY CONFLICT

#### KEY TERMS AND NAMES

**"no man's land"** the space between opposing trenches (page 465)

**convoys** groups of merchant ships and troop transports (page 466)

**Vladimir Lenin** leader of the Bolshevik Party (page 467)

**Treaty of Brest-Litovsk** treaty between Germany and Russia that ended Russia's involvement in World War I (page 467)

**armistice** a cease-fire (page 468)

**Fourteen Points** President Wilson's plan for peace after World War I (page 468)

**League of Nations** an association of nations organized to help keep peace and prevent future wars (page 468)

**Treaty of Versailles** treaty that ended World War I (page 468)

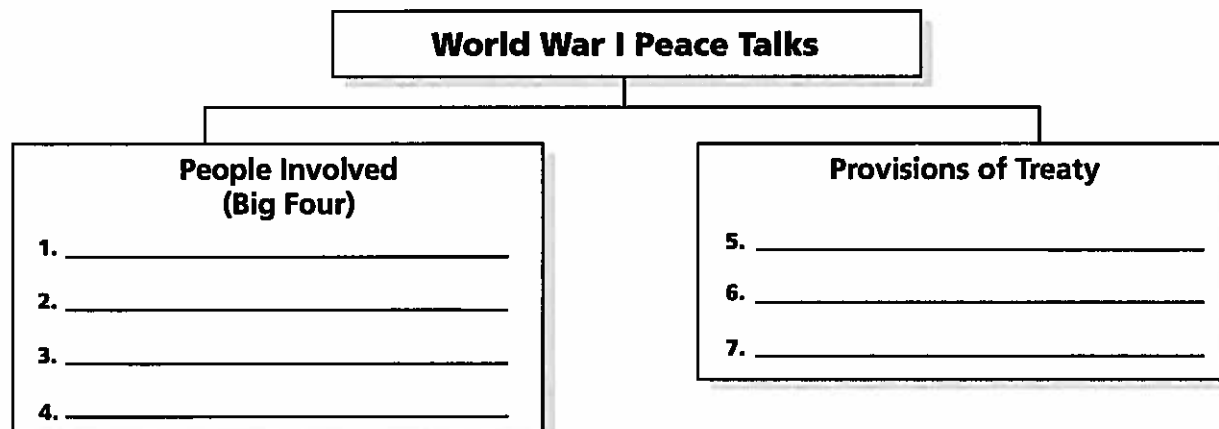
**reparations** payments for war damages (page 468)

#### DRAWING FROM EXPERIENCE

You have probably heard of the United Nations. Do you know what it does? Its forerunner was the League of Nations set up after World War I. The last section discussed the war effort at home during World War I. This section discusses the new technology used during the war and the treaty that ended the war.

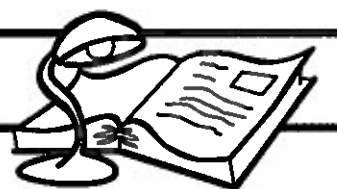
#### ORGANIZING YOUR THOUGHTS

The treaty ending World War I involved the Big Four. In the diagram, describe the major people involved and the major provisions of the treaty.



# Study Guide

## Chapter 14, Section 3 (continued)



### READ TO LEARN

#### • **Combat in World War I** (page 464)

The ways used to fight wars changed during World War I. Troops began using the rapid-fire machine gun. They dug trenches to defend their lines against enemy attacks. On the Western Front, troops dug a network of trenches that stretched from the English Channel to the Swiss border. The space between the opposing trenches became known as **"no man's land."** Soldiers from either side would race across no man's land and throw grenades into the opposing trenches. As they ran across, many were shot. In major battles, both sides sometimes lost hundreds of thousands of men.

Both sides developed new technologies. The Germans began using poison gas. The fumes caused vomiting, blindness, and suffocation. The Allies also began using poison gas, and gas masks became necessary equipment. The British introduced the tank, which could roll over barbed wire and trenches. Airplanes were first used in World War I. They were used at first to observe enemy activities. Then they were used to drop bombs. Later, machine guns were attached to airplanes, which took part in air battles.

#### 8. What technology did the British introduce in World War I?

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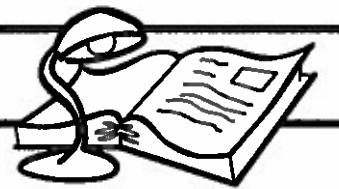
#### • **The Americans and Victory** (page 466)

About 2 million American soldiers fought in World War I. Although they were mostly inexperienced, they boosted the morale of the Allied forces. The commander of the U.S. army was General John J. Pershing.

To avoid having troop ships sunk on their way to Europe, the admiral of the U.S. navy suggested that merchant ships and troop transports be gathered in groups, called **convoys**. Warships escorted the convoys. This system reduced the number of ships that were lost and made sure that American troops reached Europe safely.

In February 1917, riots broke out in Russia over the government's involvement in the war. Food and fuel was scarce. Russia's leader, Czar Nicholas II, stepped down from the throne. A temporary government took over. The government, however, was unable to deal with the major problems, such as a lack of food, that the country faced.

# Study Guide



## Chapter 14, Section 3 (continued)

The Bolsheviks, a group of Communists, soon wanted power in Russia. In November 1917, **Vladimir Lenin**, the leader of the Bolshevik Party, overthrew the Russian government and set up a Communist one. Lenin immediately pulled Russia out of the war. He signed the **Treaty of Brest-Litovsk** with Germany in March 1918. Under the treaty, Russia lost a great deal of land. The treaty also removed the German army from the remaining Russian lands. This helped Germany, which now was free to concentrate its troops on the Western Front.

German troops now launched a massive attack and pushed deeply into Allied lines and almost reached Paris. American troops helped to stop the offensive by launching their own attack. American and French troops blocked the German drive on Paris. Germans tried to launch one last attack to take Paris, but American and French troops once again blocked the drive.

On September 16, 1918, American troops under General Pershing started a huge offensive against the Germans. By November, the Americans had destroyed the German defenses and pushed a hole in the German lines. Finally, on November 11, 1918, Germany signed an **armistice**, or cease-fire, that ended the war.

### 9. How did the Treaty of Brest-Litovsk affect Germany?

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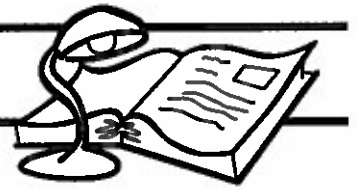
### • A Flawed Peace (page 468)

The peace conference started in January 1919, in Paris, France. The main people involved were known as the Big Four, made up of the leaders of the Allied nations. They included President Wilson of the United States, Prime Minister David Lloyd George of Britain, Premier Georges Clemenceau of France, and Prime Minister Vittorio Orlando of Italy. Germany was not included.

President Wilson's plan for peace was known as the **Fourteen Points**. The fourteenth point called for the formation of an association of nations known as the **League of Nations**. The purpose of the League would be to help keep peace and prevent future wars. The other Allied governments did not support Wilson's plan. They believed that it was too easy on the Germans. The **Treaty of Versailles** weakened many of Wilson's proposals. Under the treaty, Germany had to disband its armed forces. It was forced to pay **reparations**, or war damages to the Allies, that amounted to \$33 billion. That amount was more than Germany could afford to pay. Germany also had to accept blame for the outbreak of World War I and the destruction it caused.

# Study Guide

## Chapter 14, Section 3 *(continued)*



The war led to the end of four empires: the Russian Empire, the Ottoman Empire, the German Empire, and the Austro-Hungarian Empire. Austria-Hungary was split into separate countries. In addition, nine new countries were established in Europe. The treaty did include Wilson's plan for the League of Nations.

Many members of Congress opposed the Treaty of Versailles, particularly the League of Nations. They believed that it would force the United States to fight in many conflicts. Some senators, led by Henry Cabot Lodge, supported the League of Nations. However, they agreed to ratify the treaty only if some amendments were added to ensure that the United States could always act independently. Wilson wanted the Senate to ratify the treaty without any changes. So he took his case directly to the American people. The 8,000 miles of travel cost Wilson his health. He suffered a stroke, was bedridden, and isolated from his closest advisers.

The U.S. Senate refused to ratify the Treaty of Versailles. Instead, it signed treaties with each of the Central Powers. The League of Nations started without the United States.

**10.** Why did many Allied powers oppose President Wilson's plan for peace?

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# Study Guide



## Chapter 14, Section 4

For use with textbook pages 471–475

### THE WAR'S IMPACT

#### KEY TERMS AND NAMES

**cost of living** the cost of food, clothing, shelter, and other essentials that people need to survive (page 471)

**general strike** a strike that involves all workers in a certain location, not just workers in a particular industry (page 472)

**Red Scare** a panic in the United States caused by the fear that Communists would seize power in the United States (page 474)

**A. Mitchell Palmer** Attorney General of the United States in 1919 (page 474)

**J. Edgar Hoover** head of the General Intelligence Division, which became the FBI (page 474)

**deported** to be expelled from a country (page 474)

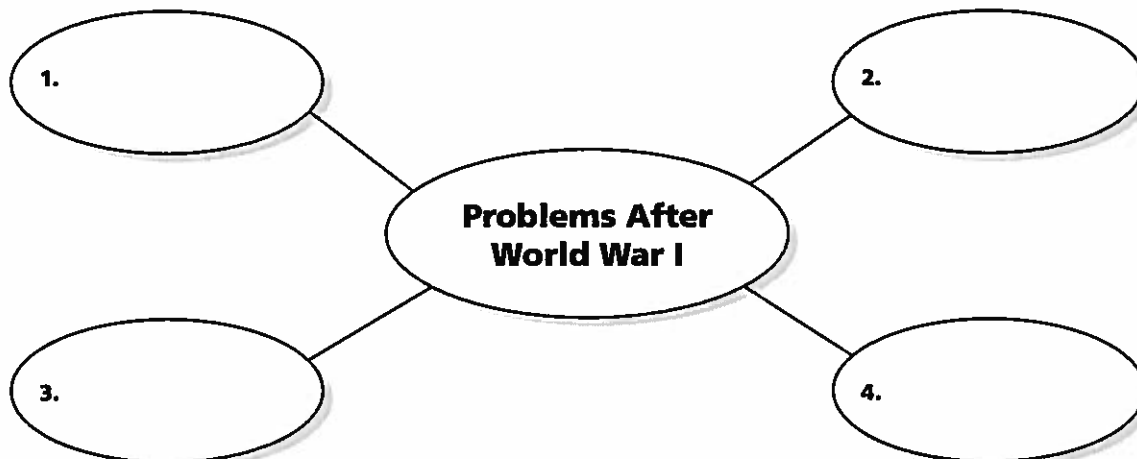
#### DRAWING FROM EXPERIENCE

What do you think of when you hear the word “Communist”? What countries today have a Communist government? How do Americans today feel about communism?

The last section discussed the provisions of the treaty that ended World War I. This section discusses the effects of the war on the United States.

#### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. The United States faced several problems after World War I. Identify these problems in the diagram.





# Study Guide

## Chapter 14, Section 4 (continued)



### READ TO LEARN

#### • An Economy in Turmoil (page 471)

After the war ended, the United States government removed the controls it had placed on the economy during the war. People quickly bought goods that they were not able to buy during the war. Businesses increased their prices, which they could not do during the war. The result was inflation. It increased the **cost of living**, or the cost of food, clothing, shelter, and other items people need to survive.

Many businesses raised wages during the war. However, after the war the inflation wiped out most of the gains that workers had made. Workers wanted an increase in wages. Business owners, however, wanted to hold down wages to hold down their operating costs.

During the war, the number of workers in unions increased. After the war, unions were better organized than they were before the war and more ready to organize strikes. Business leaders were determined to break the unions. The situation resulted in a huge increase in strikes in 1919.

The first big strike took place in Seattle. It involved shipyard workers who wanted higher wages and shorter hours. Soon other workers joined the shipyard workers and organized a **general strike**. This is a strike that involves all workers living in a certain location, not just workers in a particular industry. The strike paralyzed the city for several days. In the end, the strikers made no gains. The strike did worry many Americans because the general strike was a technique used by Communists and radical groups in Europe.

The Seattle strike was followed by a strike by police officers in Boston. Riots soon broke out in the city. Calvin Coolidge, the governor of Massachusetts, was forced to send in the National Guard. When the strikers returned to work, they were fired. The police commissioner hired a new police force instead.

One of the largest strikes was held by steelworkers. They went on strike against U.S. Steel for higher pay, shorter hours, and a recognition of their union. The company was determined to break the union. Many steelworkers were immigrants. The company blamed the strike on foreign radicals. It hired African Americans and Mexicans as replacement workers. The company was able to keep the steel mills operating. The strike failed and so did the union.

5. What did many workers in the United States in 1919 strike for?

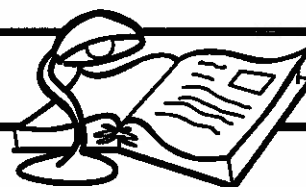
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# Study Guide



## Chapter 14, Section 4 (continued)

### • Racial Unrest (page 473)

After the war, many soldiers returned to the United States looking for work. Many African Americans who moved north during the war were also looking for jobs and housing. Racism and frustration led to violence. In the summer of 1919, riots broke out in many Northern cities. The worst violence occurred in Chicago.

6. What led to race riots in many American cities in the United States in 1919?

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### • The Red Scare (page 473)

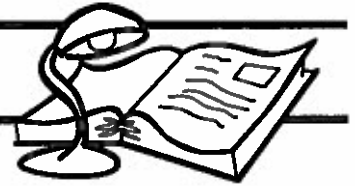
The strikes in 1919 led many people to believe that Communists were trying to start a revolution in the United States. Many Americans were very angry with Russia when it withdrew from the war. Since the late 1800s, many Americans blamed immigrants for bringing Communist ideas into the United States. They also blamed immigrants for labor problems and violence. When Communists took control of Russia, Americans feared they would try to start revolutions in other places. Americans became especially fearful when the Soviet Union formed the Communist International. This was an organization that coordinated the activities of Communist parties in other countries.

As strikes started across the United States in 1919, the fear of Americans that Communists, or "Reds," would seize power led to a panic known as the **Red Scare**. Several incidents supported the panic. In June 1919, eight bombs in eight cities exploded within minutes of one another. One of these bombs damaged the home of United States Attorney General **A. Mitchell Palmer**. Although no one was ever caught, most people believed the bombings were the work of Communists trying to destroy the American way of life.

Attorney General Palmer set up a special division within the Justice Department. The General Intelligence Division was headed by **J. Edgar Hoover**, and it later became the Federal Bureau of Investigation (FBI). In the next few months, Palmer organized raids on several radical organizations, although no evidence pointed to any one group as the bombers. Palmer rounded up many immigrants and had them **deported**, or expelled from the country.

The Palmer raids were carried out without concern for people's civil rights. Homes were entered without search warrants. People were jailed indefinitely and not allowed to talk to their attorneys. Palmer was first praised for his

# Study Guide



## Chapter 14, Section 4 (continued)

work. However, when he failed to find any real evidence of a revolutionary conspiracy, his popularity faded. The Red Scare led to anti-immigrant feelings and a call for Congress to limit immigration.

7. How did the Palmer raids violate people's civil rights?

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### • An End to Progressivism (page 475)

By 1920 most Americans wanted an end to the unrest that overcame the country. In the 1920 election, the Democrats ran James M. Cox and Franklin D. Roosevelt. They ran on the ideals of progressivism. The Republicans ran Warren G. Harding. He called for a return to "normalcy." He wanted the United States to return to the simpler days before Progressive Era reforms. Many voters agreed with Harding, and he won by a landslide.

8. Why did Warren G. Harding win the presidential election in 1920?

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