

## Viking Quest: U.S. History Assignments

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February 2015

Week: Feb. 17<sup>th</sup> -20<sup>th</sup>

- *Read 14-1 pgs. 448-455.*
- *Complete the Guided Reading Handout*
- *Pg. 455 # 1-8*
- *Complete 14-1 Study Guide*
- *Read 14-2 pgs. 456-461*
- *Complete 14-2 Guided Reading*
- *Pg. 460 Learning From History*
- *Pg. 461 # 1-8*

## Chapter 14, Section 1

# The United States Enters World War I

(Pages 448-455)

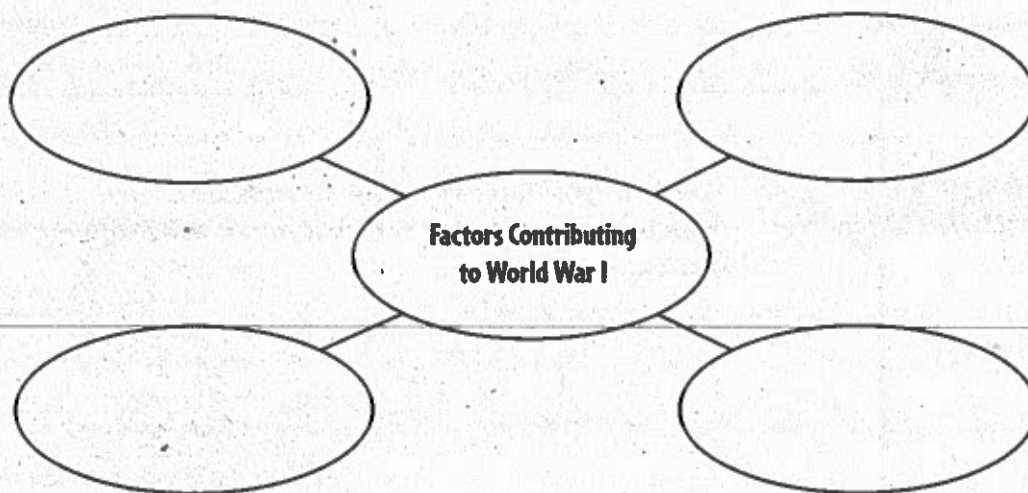
### Reason To Read

**Setting a Purpose for Reading** Think about these questions as you read:

- What were the causes and results of American intervention in Mexico and the Caribbean?
- What were the causes of World War I, and why did the United States enter the war?

### Main Idea

As you read pages 448-455 in your textbook, complete the graphic organizer below by identifying the factors that contributed to the conflict.



### Sequencing Events

As you read, number the following events in the order in which they occurred.

- \_\_\_\_\_ Sinking of the *Lusitania*
- \_\_\_\_\_ Germany issues Sussex Pledge
- \_\_\_\_\_ U.S. Marines occupy Veracruz, Mexico
- \_\_\_\_\_ World War I begins
- \_\_\_\_\_ United States enters the war
- \_\_\_\_\_ Assassination of Archduke Franz Ferdinand

## Woodrow Wilson's Diplomacy (pages 448–449)

### Scanning

*Look over this section and write a sentence or two explaining, in your own words, the crisis in Mexico during President Wilson's first year in office.*

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### Terms To Know

*Define or describe the following key term from this lesson.*

**guerrilla**

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### Terms To Review

*Use each of these terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.*

**decline**

(Chapter 2, Section 4)

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**restricted**

(Chapter 2, Section 4)

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## The Outbreak of World War I (pages 449–452)

### Summarizing

*List the events from this lesson that led to the beginning of World War I.*

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## Terms To Know

Define or describe the following key terms from this lesson.

**nationalism**

**self-determination**

## Academic Vocabulary

Define the following academic vocabulary word from this lesson.

**ethnic**

## Terms To Review

Use each of these terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

**unify**  
(Chapter 4, Section 2)

**tensions**  
(Chapter 12, Section 3)

## American Neutrality (pages 452–453)

## Drawing Conclusions

List three reasons why many Americans supported the Allies when World War I began. Then write a conclusion about how these reasons influenced U.S. policy.

**Conclusion**

## Terms To Know

Define or describe the following key term from this lesson.

propaganda

## Academic Vocabulary

Define or describe the following academic vocabulary word from this lesson.

endured

## Terms To Review

Choose a form of one of these two terms, which you studied in an earlier chapter, to fill in each blank.

neutral  
(Chapter 4, Section 1)

1. British propaganda \_\_\_\_\_ to American sympathy for the Allied cause.

2. Business leaders began to \_\_\_\_\_ to the war effort.

contribute  
(Chapter 7, Section 2)

3. President Wilson wanted the nation to remain \_\_\_\_\_ in the European conflict.

## Moving Toward War (pages 453–455)

## Sequencing

Number the following events in the order in which they occurred as the United States was drawn into World War I.

\_\_\_\_\_ American newspapers report the discovery of the Zimmermann telegram.

\_\_\_\_\_ President Wilson meets with Congress to ask for a declaration of war.

\_\_\_\_\_ Germany issues the Sussex Pledge.

\_\_\_\_\_ Germany resumes unrestricted submarine warfare.

\_\_\_\_\_ Germans sink the *Lusitania*.



**Terms To Know**

Define or describe the following key terms from this lesson.

contraband

U-boat

**Academic Vocabulary**

Define the following academic vocabulary word from this lesson.

inspection

**Terms To Review**

Use this term, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

collapsing  
(Chapter 4, Section 2)

**Section Wrap-up**

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What were the causes and results of American intervention in Mexico and the Caribbean?

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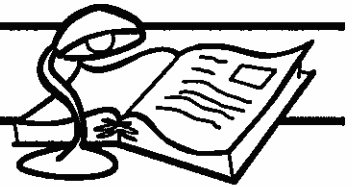
What were the causes of World War I, and why did the United States enter the war?

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# 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)

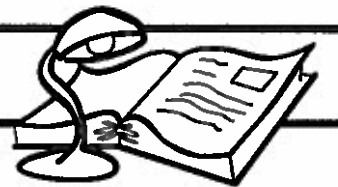
**Zimmermann telegram** letter sent by a German official to Mexico asking Mexico to ally itself with Germany against the United States in exchange for regaining its territories lost earlier to the U.S. (page 454)

#### 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



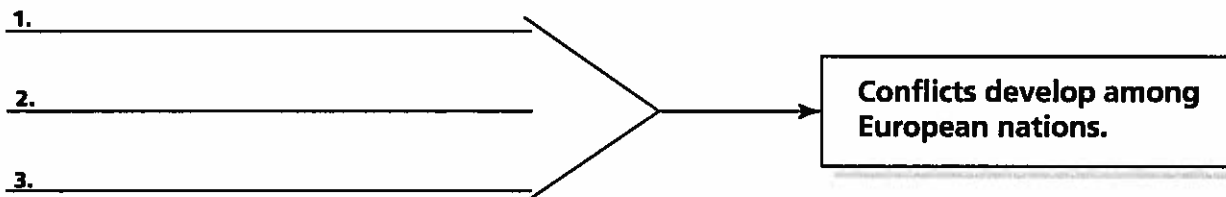
## Chapter 14, Section 1 (continued)

### 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.

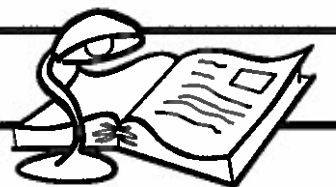
The rise of Germany also upset Russia. It was afraid that Germany might expand into Russia. At the same time, Russia was a rival of Austria-Hungary. Many people living in Austria-Hungary were Slavs, who were the same ethnic group as the Russians. Russia and France found that they both opposed Germany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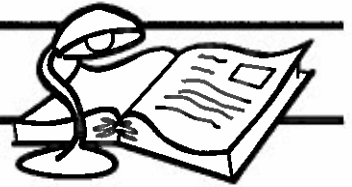
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# Study Guide



## 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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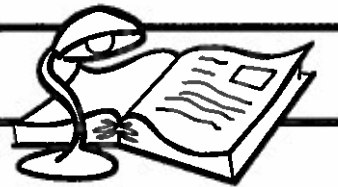
### • Moving Toward War (page 453)

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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# Chapter 14, Section 2

## The Home Front

(Pages 456–461)

### Reason To Read

**Setting a Purpose for Reading** Think about these questions as you read:

- How did the United States raise an army and win support for World War I?
- How was the economy controlled to support the war?

### Main Idea

As you read pages 456–461 in your textbook, complete the outline below using the major headings of the section.

#### The Home Front

##### I. Building up the Military

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

##### II. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

##### III. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

##### IV. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

### Sequencing Events

As you read, number the following events in the order in which they occurred.

\_\_\_\_\_ National Labor War Board (NLWB) established

\_\_\_\_\_ Eugene Debs imprisoned

\_\_\_\_\_ Selective Service Act and Espionage Act passed

\_\_\_\_\_ Schenck v. United States

\_\_\_\_\_ Sedition Act passed

\_\_\_\_\_ United States declares war on Germany

**Building Up the Military** (pages 456–457)

**Connecting**

*Do you know anyone who has served in a war or conflict in recent years, such as the Gulf War or the war in Afghanistan or Iraq? How would you feel about a return to the draft during times of war? Write your thoughts in a sentence or two below.*

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**Terms To Know**

*Define or describe the following key term from this lesson.*

**conscription**

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**Academic Vocabulary**

*Define the following academic vocabulary word from this lesson.*

**randomly**

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**Terms To Review**

*Use each of these terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.*

**drafted**  
(Chapter 3, Section 1)

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**assign**  
(Chapter 5, Section 4)

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## Organizing Industry (page 457–458)

### Synthesizing

Create two new advertising slogans to encourage Americans to conserve food or fuel or to buy bonds to support World War I.

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### Terms To Know

Define or describe the following key term from this lesson.

victory garden

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### Academic Vocabulary

Define the following academic vocabulary word from this lesson.

bond

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### Terms To Review

Choose one of these two terms, which you studied in an earlier chapter, to fill in each blank.

resources  
(Chapter 7, Section 1)

consumption  
(Chapter 9, Section 1)

1. The goal of the special boards that Congress created was to make sure that \_\_\_\_\_ were used efficiently.
2. Herbert Hoover urged citizens to decrease their \_\_\_\_\_ of meat, wheat, and pork.
3. The Fuel Administration tried to limit civilian use of \_\_\_\_\_ such as coal and oil.

## Mobilizing the Workforce (page 459)

### Determining the Main Idea

As you read, write down the main idea of the passage. Review your statement when you have finished reading and revise as needed.

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### Terms to Review

Define each of the following terms that you studied in an earlier chapter.

**alter**  
(Chapter 6, Section 2)

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**convinced**  
(Chapter 3, Section 2)

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## Ensuring Public Support (pages 459–461)

### Responding

As you read, think about the ways in which the federal government sought the support of the people. What are your thoughts on some of the restrictions of civil liberties Americans faced during the war?

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### Terms to Know

Define or describe the following key term from this lesson.

**espionage**

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## Academic Vocabulary

Define the following academic vocabulary word from this lesson.

constitute

## Terms to Review

Use each of these terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

authorities  
(Chapter 2, Section 1)

acquire  
(Chapter 2, Section 1)

## Section Wrap-up

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How did the United States raise an army and win support for World War I?

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How was the economy controlled to support the war?

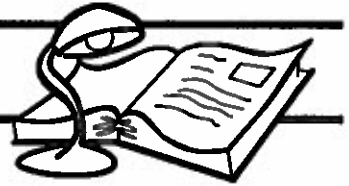
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# Study Guide



## 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.

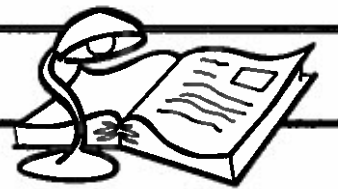
#### ORGANIZING YOUR THOUGHTS

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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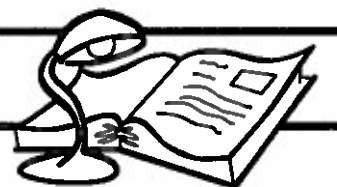
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- **Organizing Industry** (page 457)

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.

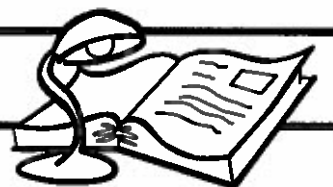
Women's opportunities in the workforce increased during the war. Women took over jobs in industries that the men who were serving in the military had left. After the war, however, most women returned to their previous jobs or stopped working.

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.

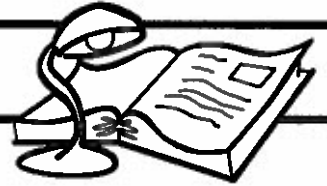
The fear of spies led to the mistreatment and persecution of German Americans. Things that were German came under suspicion. Some schools dropped the German language from its curriculums. Orchestras stopped playing music by German composers.

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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