

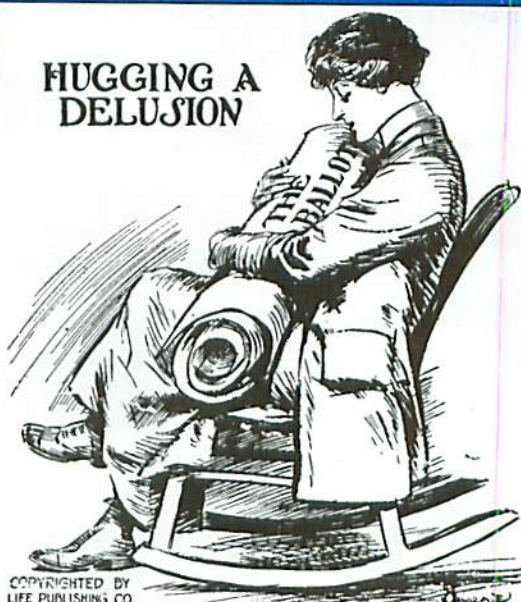
Analyzing Political Cartoons ►

1. Examine the images in the cartoon. (a) What is the woman holding? (b) What does it represent? (c) In what manner is she holding it?
2. Notice the woman's clothing. What point is the cartoonist trying to make with her clothing?
3. What is the "delusion" referred to in the cartoon?

Critical Thinking

1. **Applying the Chapter Skill** Based on the election results in 1912, is it reasonable to conclude that most Americans favored some amount of progressive reform? Explain.
2. **Identifying Central Issues** What was the Clayton Antitrust Act and why was it important to progressive reformers?
3. **Expressing Problems Clearly** What was the purpose of the Federal Reserve system?
4. **Demonstrating Reasoned Judgment** Progressives were sometimes criticized for being insensitive to the needs of the poor. Do you think that this criticism was justified?
5. **Identifying Central Issues** What does the fate of Taft's presidency suggest about the nature of the presidency and presidential leadership?

HUGGING A DELUSION



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INTERNET ACTIVITY

For your portfolio: WRITE AN ESSAY

Access Prentice Hall's *America: Pathways to the Present* site at www.Pathways.phschool.com for the specific URLs to complete the activity. Additional resources and related Web sites are also available.

Use the links provided to read biographies of famous suffragists and a time line of the women's rights movement. Write an essay describing the suffrage movement. Who were suffragists? How would you characterize the suffrage movement? How did it differ from other struggles for liberty?

ANALYZING DOCUMENTS ► INTERPRETING DATA

Turn to the map of women's suffrage on page 560.

1. Which of the following states had given women full suffrage prior to the passage of the Nineteenth Amendment? (a) Iowa (b) North Dakota (c) Colorado (d) Kentucky.
2. Which of the following statements best summarizes the information on the map? (a) States throughout the nation refused to grant women suffrage. (b) Many states in the West had granted women full suffrage prior to passage of the Nineteenth Amendment. (c) Many states in the Southeast had granted women full suffrage prior to passage of the Nineteenth Amendment. (d) States in the Midwest generally supported full suffrage for women.
3. **Writing** What factors contributed to the granting of full suffrage to women in the western states?

Connecting to Today

Florence Kelley led a campaign to investigate labor conditions in the United States. Consumers pressured owners to comply with laws. Today, similar work is being done on an international level. Conduct research and write a brief essay on one or more of the groups monitoring international labor issues.

1914-1920



CHAPTER FOCUS

This chapter discusses the World War I era, during which much of Europe became embroiled in conflict. Despite American reluctance, powerful forces pulled the nation into battle. With the end of the war, President Wilson sought a peace treaty and a new international organization to prevent world-wide conflict from ever happening again.



The *Why Study History?* page at the end of this chapter explores the connection between the advances in weaponry during World War I and the continued horrors of modern warfare.



VIEWING HISTORY

United States infantrymen charge out of their trench and into battle in this 1918 photograph.

Foreign Relations Why had the United States been reluctant to join the World War?

June 28, 1914
Assassination of
Archduke Francis Ferdinand

July 28, 1914
Austria-Hungary
declares war on Serbia

August 1, 1914
Germany declares
war on Russia

August 4, 1914
Britain declares war
on Germany

1914

1915

1 The Road to War

SECTION PREVIEW

Objectives

- 1 Identify the main causes of World War I.
- 2 Describe how the conflict expanded to draw in much of Europe.
- 3 Describe the American response to the war in Europe.
- 4 **Key Terms** Define: militarism; mobilization; Central Powers; Allies; stalemate; autocrat.

Main Idea

As World War I began and then expanded to much of Europe, the United States remained neutral.

Reading Strategy

Formulating Questions Rewrite the Main Idea above as a question. As you read the section, write down answers to your question.

On June 28, 1914, Archduke Francis Ferdinand and his wife Sophie made a state visit to Sarajevo, the capital of Bosnia. Bosnia was a new province within the Austro-Hungarian Empire, and Francis Ferdinand was heir to the empire's throne.

That morning a bomb thrown by a terrorist bounced off the archduke's car and exploded, injuring two officers in another car. Unfazed, Francis Ferdinand attended a state ceremony and then rode to the hospital to see the wounded officers. Gavrilo Princip, a second terrorist, just 19 years old, happened to spot the car as it slowly moved down a narrow street. He pulled out his pistol and shot the archduke and his wife to death.

Princip, a Bosnian nationalist, believed that Austria-Hungary had no right to rule Bosnia. Little did he know that his act of terrorism would have such grave consequences.

Causes of World War I

The assassination of Archduke Francis Ferdinand ignited what was called the Great War, later known as World War I. But the main causes of the war existed well before 1914. Those

causes included imperialism, militarism, nationalism, and alliances.

(1) **Imperialism.** A great scramble for colonies took place in the late 1800s. European powers rushed to beat each other to the remaining uncolonized areas of the world, particularly in Africa and China. This surge of imperialism sharpened rivalries within Europe. Japan joined the roster of colonial powers when it won the Sino-Japanese War in 1895 and acquired Korea, Taiwan, and territory on China's mainland.

(2) **Militarism.** By the early 1900s in Europe, diplomacy had taken a back seat to **militarism**. This policy involved aggressively building up a nation's armed forces in preparation for war. Under this policy the military gained more authority. The great powers of Europe—Austria-Hungary, France, Germany, Great Britain, and Russia—all engaged in militarism. Their endless planning for war made war much more likely.



Soldiers in World War I wore gas masks to protect against poison gas, a horrible new weapon introduced in the war.

(3) *Nationalism*. Two kinds of nationalism contributed to World War I. The first was the tendency for countries such as the great powers to act in their own national interest. When such action went against the national interest of another nation, warfare could result. The second kind of nationalism occurred in countries with diverse populations. In such countries the longing of an ethnic minority for independence often led to violence.

(4) *Alliances*. A complicated system of alliances developed among the nations of Europe during the late nineteenth century. Designed to bolster each nation's security, the alliances bound the great powers to come to each other's aid in the event of attack. In 1914 the fragile balance of power that had kept the peace for decades led its creators into war.

The Conflict Expands

At the time of the assassination, Bosnia was the focal point of a nationalist dispute between Austria-Hungary, which had recently annexed Bosnia, and its neighbor Serbia. Convinced that Serbia was behind the assassination, Austria-Hungary used the event as an excuse to

crush its small enemy. On July 28, 1914, Austria-Hungary declared war on Serbia.

This declaration of war set off a chain reaction that worked its way through Europe's complex web of alliances. On July 29, Russia, as Serbia's protector, began **mobilization**—the readying of troops for war. Germany, Austria-Hungary's chief ally, demanded that Russia stop mobilizing. Russia refused. At that point, Russia's ally, France, began to ready its troops, as did Germany.

On August 1, Germany declared war on Russia. Germany's military leaders had long prepared for this day. Their country lay between France to the west and Russia to the east. To avoid being trapped by advancing French and Russian armies, Germany had developed a first-strike strategy. Known as the Schlieffen Plan, it called for a quick sweep through France to knock the French out of the war. Then the German army would concentrate on Russia.

Germany put the plan into action. To reach France as fast as possible, the German army had to pass through Belgium. To Germany's dismay, this invasion brought Great Britain, Belgium's protector, into the conflict on August 4. Germany had hoped that Britain, with its powerful navy, would stay neutral.

One week after the war started, all the great powers of Europe had been drawn into it. The conflict divided them into two sides. Germany and Austria-Hungary made up the **Central Powers**. Russia, France, Serbia, and Great Britain were called the **Allies**.

Stalemate Each side felt confident of swift victory. Six weeks, experts said, and it would all be over. The experts were wrong. Relatively equal in size and strength, the two sides reached a bloody **stalemate**, a situation in which neither side is able to gain the advantage.

In earlier wars a forceful offense led by a heroic cavalry often was enough to secure victory in battle. Now defensive forces could use modern firepower, such as machine guns and long-range artillery, to stop such advances. In September 1914 the German army, following the Schlieffen Plan, advanced to within 30 miles of Paris. There, at the river Marne, a combined French and British force stopped their progress. Both sides then dug in.

Holed up in lines of muddy, rat-infested trenches, the two sides faced each other across an empty "no-man's land." For months each side tried to reach the other's lines to destroy or at least push back the enemy. But neither side



Before the war, Europe was a land of empires and alliances. When Austria-Hungary declared war on Serbia, much of the continent was drawn into the conflict. **Location** Based on this map, which side, if any, had a geographical advantage in the war? Explain.

was able to gain more than a few miles, and that only at appalling human cost.

Meanwhile, an Austrian army captured Belgrade, the Serbian capital. Combined German and Austro-Hungarian forces pushed the Russian lines back. At the end of 1914, the Ottoman Empire, centered in what is now Turkey, entered the war on the side of the Central Powers. In the spring of 1915, Italy joined the Allies.

Modern Warfare In 1914 the youth of Europe had marched off to fight, eager for a chance to be heroic. They came up against new killing machines of amazing efficiency. Ripped apart by machine guns, hand grenades, or artillery shells, and choked by poison gases, soldiers found that heroism came at a ghastly price.

If soldiers charging across no-man's land toward the enemy survived the artillery shells that rained down upon them, the enemy's machine guns, firing 450 rounds a minute, mowed them down. The generals, unaccustomed to the new weaponry, repeatedly gave the order to attack. That strategy, however, produced only a mounting pile of dead infantry. In the Battle of the Somme in 1916, for example, the British suffered some 20,000 deaths in a single day of combat.

Morale sank. Desperate, the armies began using any tactic available. Erasing the distinction between soldier and civilian, they burned fields, killed livestock, and poisoned wells. They tunneled under the no-man's land to plant bombs below enemy trenches. German submarines torpedoed any ship they believed to be carrying arms to the Allies. A British naval blockade slowly starved the German people. None of these tactics brought a quick end to the conflict.

The American Response

Newspapers in the United States had recorded the march toward war in bold headlines. "Austria Declares War, Rushes Vast Army into Serbia; Russia Masses 80,000 Men on Border."

Americans read the news with mounting alarm. How could all these great countries of beauty and culture be at war with one another?

Some Americans felt personally involved. More than a third of the nation's 92 million people were first- or second-generation immigrants. They still identified with their old countries. About a quarter of these were German American, and another eighth were



Trench warfare ranged from crudely dug foxholes (above) to a series of elaborate trenches stretching for miles. Trench networks allowed armies to fire on the enemy, obtain supplies and reinforcements, and take cover from enemy fire.

Science and Technology How did trench warfare contribute to a stalemate in World War I?

Irish American. Both of these groups felt hostility toward Great Britain because of past conflicts and the current war in Europe. For this reason, they favored the Central Powers over the Allies.

Most Americans, however, opposed the Central Powers. One reason was Kaiser Wilhelm, the ruler of Germany. The Kaiser, or emperor, was an **autocrat**—a ruler with unlimited power. Also, Americans saw the Germans as a people of frightening militarism and cold-blooded efficiency. Reporters who had rushed to Belgium in August 1914 to witness the German advance toward France fueled this view. Richard Harding Davis described the event for New York *Tribune* readers as "not men marching, but a force of nature like a tidal wave, an avalanche, or a river flooding its banks."

American Neutrality Trade strongly influenced the American position on the war. Between 1897 and 1914 United States commercial investments overseas had increased fivefold, from \$700 million to \$3.5 billion. Now German submarines and a British naval

Main Idea CONNECTIONS

What were the reactions in the United States to the outbreak of World War I?



This “peace ship” journeyed to Europe in 1915 with hopes of ending the war. Suffragist and social reformer Jane Addams, second from the left in the front row, joined the delegation.

Foreign Relations How did the peace movement differ from the preparedness movement?

blockade of the North Sea were putting those investments at risk. To protect the investments, President Wilson on August 4, 1914, officially proclaimed the United States a neutral country. The American government protested the actions of both sides and tried to act as peacemaker.

The Preparedness Movement American business leaders welcomed the proclamation of neutrality. Still, those who had strong commercial ties to Great Britain urged that the United States get ready for war. Their watchword was “preparedness.” They wanted their country to be in a position to aid Great Britain

if necessary. In December 1914 preparedness supporters organized a National Security League to “promote patriotic education and national sentiment and service among people of the United States.”

By the late summer of 1915, the movement’s leaders had persuaded the government to set up camps to train American men for combat. By the summer of 1916, Wilson had worked out an agreement with Congress for large increases in the armed forces.

The Peace Movement When World War I broke out, a peace movement also swung into gear. Its members consisted primarily of former Populists, Midwest progressives, and social reformers.

Women were particularly active in the movement. On August 29, 1914, suffragists dressed in black and carrying a banner of a dove marched down New York City’s Fifth Avenue. In November 1915 a group of female and male social reformers founded the American Union Against Militarism.

Congress also included some peace advocates. They insisted on paying for preparedness through a tax on the makers of arms and through higher income taxes. Claude Kitchin, member of Congress from North Carolina, predicted that when people discovered “that the income tax will have to pay for the increase in the army and navy, . . . preparedness will not be so popular with them as it now is.” Congress did increase taxes, but the preparedness movement remained strong.

SECTION 1 REVIEW

Comprehension

- Key Terms** Define: (a) militarism; (b) mobilization; (c) Central Powers; (d) Allies; (e) stalemate; (f) autocrat.
- Summarizing the Main Idea** What was the main reason that the United States stayed neutral at the start of World War I?
- Organizing Information** Create a cause-and-effect chart that shows why World War I started and what some of its effects were.

Critical Thinking

- Analyzing Time Lines** Review the time line at the start of the section. What clue suggests to

you that the major powers expected the crisis between Austria-Hungary and Serbia to lead to war?

- Checking Consistency** The alliance system in Europe in 1914 was designed to maintain peace. Yet it seemed to make the conflict worse once the fighting began. Explain this apparent inconsistency.

Writing Activity

- Writing a Persuasive Essay** Write an essay in which you express your support for the preparedness movement. Persuade your readers that the United States has no choice but to be ready to go to war.