While the assassination of Archduke Franz Ferdinand and his wife, Sophie, served as the “spark” that ignited the First World War, there were various ideas and policies (Imperialism, Nationalism, Militarism, and Alliances) that led to war. As the nations of Western Europe scrambled for colonies, tensions inevitably increased. When various ethnic groups wanted their own nation-states, tensions also increased. Of course, as the nations of Western Europe built increasingly larger and more powerful armies and navies, the possibility for conflict grew. Finally, a system of alliances ensured that if one nation declared war, other nations would follow.

Yet ideas and policies were not the “spark” that ignited the powder keg. The “spark” was an event that triggered a series of reactions. This event was the assassination of Archduke Franz Ferdinand and his wife, Sophie. The Archduke was the heir to the throne of the Austro-Hungary Empire. At the time of his assassination, he was visiting Sarajevo, the capital of Bosnia. The Slavs in Bosnia were culturally similar to the Serbs. Bosnian Slavs wanted unity with the Serbs. To achieve this goal, a member of a Serbian nationalist group shot and killed the Archduke and his wife during their visit.

Austria-Hungary blamed Serbia and presented a series of demands to Serbia. Germany backed Austria-Hungary (alliance). Serbia rejected the demands. On July 28, 1914, Austria-Hungary declared war on Serbia. Russia quickly came to the aid of Serbia on July 30th. Germany declared war on France and Russia. When German troops marched through neutral Belgium, Britain declared war on Germany on August 4, 1914. Italy did not support Germany (although they shared an alliance). Italy remained neutral until 1915 when it joined the Allied Powers (Great Britain, France, and Russia), in hopes of obtaining Italian-speaking areas in Austria-Hungary. The spark that started in the Balkans exploded into World War I and lasted four years.

Explain the causes of World War I:
"He was assassinated in protest because many Bosnians wanted to be free from the empire to unite with neighboring Serbia. In retaliation and urged on by Germany, Austria invaded Serbia. Serbia called for help from Russia, which was suspicious of Austria's ambitions. Each country in turn was drawn into the conflict. Germany, keen to expand its empire, soon declared war on Russia and France and invaded Belgium and Luxembourg. Both Russia and France mobilized to protect their national territory. Britain declared war on Germany for its violation of the independence and neutrality of Belgium.

None of the states that went to war realized how long it would last or how terrible the cost might be. Most thought it would be over in a few short months and that peace would return in 1915. Once the war had begun, the initial reasons for being involved seemed to become less important. The great powers battled it out to see who would be left standing at the end.

Excerpt adapted from BBC.co.uk

"World War I was a war without parallel - all previous wars were eclipsed by its scale of destruction. It was a struggle between Europe's great powers, which were grouped into two hostile alliances.

The number of men mobilized by both sides: the central powers (Germany, Austria-Hungary, Bulgaria and Turkey), and the allied powers (Britain and Empire, France, Belgium, Russia, Italy, USA), totaled over 65 million...it is estimated that up to 10 million men lost their lives on the battlefield - and another 20 million were wounded.

As well as all the great powers of Europe being involved, the war also extended into Asia and Africa...The catalyst for the war was the death of Austria's Archduke Franz Ferdinand, who was assassinated while he was visiting Sarajevo, the capital of Bosnia, which was then part of the Austro-Hungarian empire.

Explain the statement: "None of the states that went to war realized how long it would last or how terrible the cost might be."
Worksheet adapted from schoolhistory.co.uk

**The MAIN causes**

<table>
<thead>
<tr>
<th>M</th>
<th>I</th>
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<th>A</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Militarism</td>
<td>Alliances</td>
<td>Imperialism</td>
<td>Nationalism</td>
<td></td>
<td></td>
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</table>

**GLOSSARY**

<table>
<thead>
<tr>
<th>Alliances - agreements or promises to defend and help another country.</th>
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</thead>
<tbody>
<tr>
<td>Imperialism - trying to build up an Empire.</td>
</tr>
<tr>
<td>Empire - where a powerful country controls several less powerful countries.</td>
</tr>
<tr>
<td>Militarism - building up armed forces, getting ready for war.</td>
</tr>
<tr>
<td>Nationalism - having pride in your country, willing to defend it.</td>
</tr>
</tbody>
</table>

Complete the following sentences:

- Germany built up the armed forces. This is known as ____________.
- Germany wanted more colonies. This is known as __________________.
- Citizens were very proud of their countries and would defend their countries. This is known as ______________.
- Britain made an agreement with France. These nations would defend each other in the event of an attack. This is known as ______________.

Europe was divided into two ____________. These were called the Triple _______ and the Triple _______. Members of each alliance promised to fight for the other members if they were attacked. It would only take a small incident to spark a war that involved the whole of ________.

Germany had been trying to build up her navy and her empire. B_______ was __________ about this. Both countries raced each other to build the best navy. There was tension between the two countries. This cause was __________.

The area south and south-east of ________-________ was known as the Balkans. This whole area was very unstable. The European Alliances had different ideas how to deal with the problems.

France was keen for ________ on Germany. The French had been defeated in 1871 and wanted their land back! They said it had been ______ from them by Germany.
**Weapons of World War I**

**Background:** World War I was the first war in which many technical weapons of warfare, such as airplanes and tanks, were used.

**DIRECTIONS:** Use the information on the time line to answer the questions below.

1. Describe the two types of land vehicles that are mentioned, and tell when they were produced.  

2. Name three weapons that were first used by the Germans and when they were utilized.  

3. When was chlorine gas first used as a weapon, and what protection was provided?  

4. Describe the two types of guns that are mentioned, and tell when they were produced.  

5. What improvement in air warfare did the British implement in 1916?
"Although many Americans wanted to stay out of the war, several factors made American neutrality difficult to maintain. As an industrial and imperial power, the United States felt many of the same pressures that had led the nations of Europe into devastating warfare. Historians generally cite four long-term causes of the First World War: nationalism, imperialism, militarism, and the formation of a system of alliances. Nationalism is a devotion to the interests and culture of one's nation. Often, nationalism led to competitive and antagonistic rivalries among nations. In this atmosphere of competition, many feared Germany's growing power in Europe. Colonies supplied the European imperial powers with raw materials and provided markets for manufactured goods. As Germany industrialized, it competed with France and Britain in the contest for colonies. The growth of nationalism and imperialism led to increased military spending. The imperial powers followed a policy of militarism – the development of armed forces and their use as a tool of diplomacy. By 1907 there were two major defense alliances in Europe. The Triple Entente, later known as the Allies, consisted of France, Britain, and Russia. The Triple Alliance consisted of Germany, Austria-Hungary, and Italy. Germany and Austria-Hungary, together with the Ottoman Empire – an empire of mostly Middle Eastern lands controlled by the Turks – were later known as the Central Powers. The alliances provided a measure of international security because nations were reluctant to disturb the balance of power. As it turned out, a spark set off a major conflict.

That spark flared in the Balkan Peninsula, which was known as 'the powder keg of Europe.' In addition to the ethnic rivalries among the Balkan peoples, Europe's leading powers had interests there. Russia wanted access to the Mediterranean Sea. Germany wanted a rail link to the Ottoman Empire. Austria-Hungary, which had taken control of Bosnia in 1878, accused Serbia of subverting its rule over Bosnia. The 'powder keg' was ready to explode. In June 1914, Archduke Franz Ferdinand, heir to the Austrian throne, visited the Bosnian capital Sarajevo. As the royal entourage drove through the city, Serbian nationalist Gavrilo Princip stepped from the crowd and shot the Archduke and his wife Sophie. Princip was a member of the Black Hand, an organization promoting Serbian nationalism. The assassinations touched off a diplomatic crisis. On July 28, Austria-Hungary declared what was expected to be a short war against Serbia. The alliance system pulled one nation after another into the conflict. The Great War had begun.

On August 3, 1914, Germany invaded Belgium, following a strategy known as the Schlieffen Plan. This plan called for a holding action against Russia, combined with a quick drive through Belgium to Paris; after France had fallen, the two German armies would defeat Russia. As German troops swept across Belgium, thousands of civilians fled in terror. Unable to save Belgium, the Allies retreated to the Marne River in France, where they halted the German advance in September 1914. After struggling to outflank each other's armies, both sides dug in for a long siege. By the spring of 1915, two parallel systems of deep, rat-infested trenches crossed France from the Belgian coast to the Swiss Alps. German soldiers occupied one set of trenches, Allied soldiers the other. Periodically, the soldiers charged enemy lines, only to be mowed down by machine gun fire.
The scale of slaughter was horrific.” ~ *The Americans*  
Reasons for United States Involvement in World War I

<table>
<thead>
<tr>
<th>I. Closer Ties with Allies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Many Americans traced their ancestry to Britain.</td>
</tr>
<tr>
<td>B) A common language and history tied Americans to the British.</td>
</tr>
<tr>
<td>C) The Americans, British and French shared the same democratic political system.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>II. German Actions and Allied Propaganda</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Americans were shocked at the German invasion of neutral Belgium.</td>
</tr>
<tr>
<td>B) The Zimmerman Telegram, a secret message from the German Foreign Minister, promised to return U.S. territories to Mexico if Mexico acted against the United States.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Violation of Freedom of the Seas</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) This was the main reason for American entry into World War I – unrestricted German submarine warfare.</td>
</tr>
<tr>
<td>1. A British naval blockade prevented food and arms from being shipped to Germany.</td>
</tr>
<tr>
<td>2. The United States became the main source for Allied arms, supplies, food, and loans.</td>
</tr>
<tr>
<td>3. The Germany navy was too weak to break the British blockade.</td>
</tr>
<tr>
<td>4. By using submarines, Germany could retaliate by sinking ships delivering goods to Great Britain.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Sinking the Lusitania</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) By 1915, a German submarine sank the British passenger ship Lusitania, killing over 1,000 passengers, including 128 Americans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Sussex Pledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) After a German submarine attacked a French passenger ship in 1916, President Wilson threatened to break off relations with Germany.</td>
</tr>
<tr>
<td>B) Germany pledged not to sink any ships without warning or helping passengers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Germany uses Submarine Warfare</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Suffering from near-starvation, the Germans announced they would sink ships in the blockaded areas.</td>
</tr>
<tr>
<td>B) This was a violation of the ‘freedom of the seas’ – the right of neutral ships to ship no-war goods to nations at war.</td>
</tr>
<tr>
<td>C) When German submarines attacked merchant vessels, Wilson asked Congress to declare war on Germany in 1917.</td>
</tr>
</tbody>
</table>

1. Why were Americans more likely to support the British in a European conflict?  
2. What invasion had shocked the Americans?  
3. What was the Zimmerman Telegram?  
4. Why did the Zimmerman Telegram shock the Americans?  
5. Why had the British created a naval blockade?
6- What nation was the main source of supplies for the Allies?

7- How was Germany hurt by the naval blockade?

8- How could Germany retaliate against the British?

9- What is unrestricted submarine warfare?

10- What had happened to the Lusitania?

11- Why were Americans particularly upset about the sinking of the Lusitania?

12- What was the Sussex Pledge?

13- Why did Germany break its promise?

14- What is freedom of the seas?

15- How did Germany violate freedom of the seas?

16- What was the main reason why the United States entered World War I?

17- In what year did the United States enter World War I?

18- Do you remember the fighting on the Western Front and the Eastern Front? What kind of fighting occurred on the Western Front?

19- Describe trench warfare.

20- What happened on the Eastern Front?

21- How did the arrival of the Americans change the Western Front?

22- Which nations won the First World War?
Multiple-Choice Questions:

1. From 1914 to 1916, as World War I raged in Europe, Americans were not able to remain neutral in thought as well as action mainly because
   (1) United States membership in military alliances required the nation to fight
   (2) United States newspapers encouraged a policy of imperialist expansion
   (3) the warring powers interfered with the United States right to freedom of the seas
   (4) President Woodrow Wilson supported the war aims of Germany and Austria-Hungary

2. President Woodrow Wilson’s statement “The world must be made safe for democracy” was made to justify his decision to
   (1) end United States imperialism in Latin America
   (2) support tariff reform
   (3) send troops into Mexico to capture Pancho Villa
   (4) ask Congress to declare war against Germany

3. What was a major reason for United States entry into World War I?
   (1) to overthrow the czarist

4. Which situation was the immediate cause of the United States entry into World War I in 1917?
   (1) The League of Nations requested help.
   (2) The Maine was blown up in Havana Harbor.
   (3) Nazi tyranny threatened Western democracy.
   (4) German submarines sank United States merchant ships.

5. Which argument did President Woodrow Wilson use to persuade Congress to enter World War I?
   (1) making the world safe for democracy
   (2) retaliating against the Japanese bombing of Pearl Harbor
   (3) assisting the neutral nations with their defense
   (4) removing the Nazi threat from the Western Hemisphere

6. During World War I, many American women helped gain support for the suffrage movement by
   (1) protesting against the war
   (2) joining the military service
   (3) lobbying for child-care facilities
   (4) working in wartime industries
Restricting Speech and a Peace Settlement

US History
"When the United States entered the war in 1917, the army and National Guard together had slightly more than 300,000 troops. Although many men volunteered after war was declared, many felt more soldiers needed to be drafted. Many progressives believed that conscription – forced military service – was a violation of democratic and republican principles. Realizing a draft was necessary, however, Congress, with Wilson’s support, created a new conscription system called selective service. Instead of having the military run the draft from Washington, D.C., the Selective Service Act of 1917 required all men between 21 and 30 to register for the draft. A lottery randomly determined the order they were called before a local draft board in charge of selecting or exempting people from military service.

By the end of World War I, the United States was spending about $44 million a day – leading to a total expenditure of about $32 billion for the entire conflict. To fund the war effort, Congress raised income tax rates. Congress also placed new taxes on corporate profits and an extra tax on the profits of arms factories. Taxes, however, could not cover the entire cost of the war. To raise the money it needed, the government borrowed more than $20 billion from the American people by selling Liberty Bonds and Victory Bonds. By buying the bonds, Americans were loaning the government money. The government agreed to repay the money with interest in a specified number of years.

In addition to using propaganda and persuasion, the government also passed legislation to fight antiwar activities or enemies at home. Espionage, or spying to acquire secret government information, was addressed in the Espionage Act of 1917, which established penalties and prison terms for anyone who gave aid to the enemy. This act also penalized disloyalty, giving false reports, or otherwise interfering with the war effort. The Post Office even hired college professors to translate foreign periodicals to find out if they contained antiwar messages. The Sedition Act of 1918 expanded the meaning of the Espionage Act to make illegal any public expression of opposition to the war. In the landmark case of Schenck v. the United States (1919), the Supreme Court ruled that an individual’s freedom of speech could be curbed when the words uttered constitute a ‘clear and present danger.’ The Court used as an example someone yelling fire in a crowded theater as a situation in which freedom of speech would be superseded by the theater-goers’ right to safety. The Court’s majority opinion stated, ‘When a nation is at war, many things that might be said in times of peace are such a hindrance to its effort that their utterance will not be endured so long as [soldiers] fight...’ ~ The American Vision

1. The Selective Service Act of 1917 required
   (1) all men to volunteer for the U.S. Army
   (2) all men between 21 and 30 to register for the draft
   (3) all men and women between 21 and 30 to register for the draft
   (4) all men and women to volunteer for the U.S. Army
2. To finance the war effort, the U.S. government sold
   (1) Stocks or shares in American corporations
   (2) Bonds or borrowed money from Americans to be repaid at a later date
   (3) Commodities or American farm products for a profit
   (4) Foreign loans
How Much Freedom of Speech Do You Have During Wartime?
Schenck v. U.S. (1919)

“The case involved a prominent socialist, Charles Schenck, who attempted to distribute thousands of flyers to American servicemen recently drafted to fight in World War I. Schenck’s flyers asserted that the draft amounted to ‘involuntary servitude’ proscribed by the Constitution’s Thirteenth Amendment (outlawing slavery) and that the war itself was motivated by capitalist greed, and urged draftees to petition for repeal of the draft.

The Supreme Court, in a pioneering opinion written by Justice Oliver Wendell Holmes, upheld Schenck’s conviction and ruled that the Espionage Act did not violate the First Amendment. The Court maintained that Schenck had fully intended to undermine the draft because his flyers were designed to have precisely that effect. The Court then argued that ‘the character of every act depends upon the circumstances in which it is done.’ While in peacetime such flyers could be construed as harmless speech, in times of war they could be construed as acts of national insubordination. The Court famously analogized to a man who cries ‘Fire!’ in a crowded theater. In a quiet park or home, such a cry would be protected by the First Amendment, but ‘the most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic.’

In sum, free speech rights afforded by the First Amendment, while generous, are not limitless, and context determines the limits.” ~ pbs.org

1. “The most stringent protection of free speech would not protect a man in falsely shouting fire in a theater and causing a panic.”
   - Justice Oliver Wendell Holmes

Which interpretation of the Bill of Rights does this statement illustrate?
(1) The needs of the government are more important than civil liberties.
(2) Constitutional protections of liberty are not absolute.
(3) The Supreme Court can eliminate freedoms listed in the Bill of Rights.
(4) The Bill of Rights does not safeguard individual liberties.

2. The “clear and present danger” ruling of the Supreme Court in Schenck v. United States illustrates the continuing conflict between
   (1) free speech and governmental authority
   (2) the use of search warrants and the rights of the accused
   (3) state powers and Federal powers
   (4) religious freedom and separation of church and state

3. The “clear and present danger” ruling in the Supreme Court case Schenck v. United States (1919) confirmed the idea that
   (1) prayer in public schools is unconstitutional
   (2) racism in the United States is illegal
   (3) interstate commerce can be regulated by state governments
   (4) constitutional rights are not absolute
The Peace Settlement:
American troops broke the deadlock in Europe, causing Germany to surrender in November 1918.

<table>
<thead>
<tr>
<th>The Fourteen Points:</th>
<th>The Versailles Treaty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wilson’s plan for peace</td>
<td>• Allied leaders wanted to impose a harsh treaty on Germany</td>
</tr>
<tr>
<td>• Reflected American idealism and Wilson’s view that the war should be a crusade for democracy and lasting peace</td>
<td>• Wilson had to make many concessions in order to get their support for the formation of the League of Nations</td>
</tr>
<tr>
<td>• State that each major European nationality should have its own country and government (self-determination)</td>
<td>• The actual treaty</td>
</tr>
<tr>
<td>• Called for freedom of the seas, reduced armaments, and an end to secret diplomacy</td>
<td>- Harsh</td>
</tr>
<tr>
<td>• Proposed the creation of a League of Nations, an international peace-keeping organization</td>
<td>- Germany forced to pay reparations</td>
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</table>

1- Identify three ways in which Wilson’s Fourteen Points differed from the Treaty of Versailles:

__________________________________________________________________________

__________________________________________________________________________

2- Identify one provision that Wilson wanted and that was accepted in the actual treaty:

__________________________________________________________________________

3- Define the following terms:
   Self-Determination: ___________________________________________________________
   Reparations: __________________________________________________________________
   War-Guilt Clause: ______________________________________________________________
   League of Nations: ____________________________________________________________

4- Do you remember why the League of Nations failed to keep the peace?
__________________________________________________________________________

5- Why was the Treaty of Versailles harsh?
__________________________________________________________________________

6- Why do you think the United States did not join the League of Nations?
__________________________________________________________________________
7- President Woodrow Wilson’s Fourteen Points were intended to
   (1) redistribute Germany’s colonies among the Allied nations
   (2) prevent international tensions from leading to war
   (3) punish Germany for causing World War I

8- President Woodrow Wilson’s Fourteen Points were based on the belief that
   (1) military strength is a nation’s best path to world peace
   (2) the principle of self-determination should be applied to people of all nations

9- A major reason for the isolationist trend in the United States following World War I was
   (1) a desire to continue the reforms of the Progressives
   (2) the public’s desire to end most trade with other nations
   (3) the failure of the United States to gain new territory
   (4) a disillusionment over the outcomes of the war

10- After World War I, the opposition of some Members of Congress to the Versailles Treaty was based largely on the idea that the Treaty
   (1) did not punish the Central Powers harshly enough
   (2) did not give the United States an important role in world affairs
   (3) would require the United States to join the League of Nations and might result in a loss of United States sovereignty
   (4) would require the United States to assume the cost of rebuilding the war-torn European economies

What is the meaning of the poster?
A LEAGUE NOT OF OUR OWN

Renewed isolationism and Republican opposition led by Senator Henry Cabot Lodge of Massachusetts spelled defeat for the Versailles Treaty in the U.S. Congress. American inclusion in the League of Nations died with it. The irony that the United States joined Germany as the two Western powers not in the League did not escape President Wilson during his speaking tour to drum up support for passage of the treaty. Wilson was not successful, however, and the Senate voted twice against ratification. The final blow came in President Harding’s 1920 inaugural address when, in reference to the famous Farewell Address of President Washington, he announced that the United States would not be entangled in European affairs.

Directions: Study the cartoon below, and then answer the questions that follow.

"WE TOLD YOU IT WOULDN'T WORK!"

Courtesy of the J.N. "Ding" Darling Foundation.

(continued)
ANALYZING THE CARTOON ACTIVITY 9 (continued)

1. What kind of truck has its wheel off? What pictorial evidence tells you it is this kind of truck?

2. Who is the figure sitting on the wheel? How do you know? What is his attitude towards the League?

3. What is the attitude of the crowd of men on the right side of the cartoon?

4. What is the fire that the League of Nations is being called to put out?

CRITICAL THINKING

5. Analyzing Information This cartoon was drawn by Jay Darling, who worked under the name "Ding." What is Ding’s point of view towards the U.S. position on the League of Nations? Be sure to support your answer with evidence from the cartoon.

6. Drawing Conclusions According to the cartoon, what is the effect of the United States’s non-participation in the League of Nations? Explain your answer.
American Culture in the 1920s

Do Now:
"The 1920s saw the emergence of new values. Greater mobility and material comfort had a key impact on social patterns and beliefs. Many groups, especially women, the young, and African Americans, felt a new sense of power and freedom. Others felt threatened and sought to preserve traditional values.

At the start of the 1920s, rural American continued to regard the rise of urban society with suspicion. The best examples of the effort to defend traditional values were Prohibition and the Scopes Trial.

<table>
<thead>
<tr>
<th>Prohibition</th>
<th>The Scopes ‘Monkey’ Trial</th>
<th>New Restrictions on Immigration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Protestant reformers</td>
<td>1- Tennessee passed a law that forbade teaching Darwin’s</td>
<td>1- After World War I, nativist feeling against immigrants</td>
</tr>
<tr>
<td>often saw liquor as</td>
<td>theory of evolution because it contradicted the Biblical</td>
<td>led Congress to restrict immigration from Southern and</td>
</tr>
<tr>
<td>the cause of poverty</td>
<td>account of creation</td>
<td>Eastern Europe</td>
</tr>
<tr>
<td>and crime</td>
<td>2- In 1925, John Scopes, a biology teacher, was tried and</td>
<td>2- The Immigration Acts of 1921, 1924, and 1929 established</td>
</tr>
<tr>
<td></td>
<td>convicted for teaching evolution</td>
<td>quotas for each nationality based on America’s existing</td>
</tr>
<tr>
<td>2- In 1919, the states</td>
<td>3- The trial illustrated the clash between new scientific</td>
<td>ethnic composition</td>
</tr>
<tr>
<td>ratified the Eighteenth</td>
<td>theories and some older religious beliefs</td>
<td>3- Under this system, Great Britain, Ireland, and</td>
</tr>
<tr>
<td>Amendment, banning the sale</td>
<td>~ The Key to Understanding U.S. History and</td>
<td>Germany were allowed the greatest number of immigrants,</td>
</tr>
<tr>
<td>of alcoholic drinks.</td>
<td>Government</td>
<td>while the number of ‘New Immigrants’ was severely limited</td>
</tr>
<tr>
<td>3- By 1933, most Americans</td>
<td></td>
<td>4- Asian immigration was barred altogether</td>
</tr>
<tr>
<td>saw this ‘experiment’ as a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>failure because many people</td>
<td></td>
<td></td>
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<tr>
<td>had refused to accept the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ban on alcohol.</td>
<td></td>
<td></td>
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<tr>
<td>4- The demand for illegal</td>
<td></td>
<td></td>
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<tr>
<td>liquor stimulated the growth</td>
<td></td>
<td></td>
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<tr>
<td>of organized crime in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1920s.</td>
<td></td>
<td></td>
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<tr>
<td>5- Prohibition was</td>
<td></td>
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<tr>
<td>repealed by the Twenty-first</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amendment</td>
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</tbody>
</table>

Questions:
1- What had a key impact on American social patterns and beliefs in the 1920s?

2- What groups felt a new sense of power and freedom?

3- Why did some Americans feel threatened in this time period?
5. In the 1920’s, the Immigration Act of 1924 and the Sacco-Vanzetti trial were typical of the
   (1) rejection of traditional customs and beliefs
   (2) acceptance of cultural differences
   (3) increase in nativism and intolerance
   (4) support of humanitarian causes

6. Speaker A: “To preserve our American culture, people whose national origins do
   not match the origins of our nation’s founders must be refused admission.”
   Speaker B: “… let us admit only the best educated from every racial and ethnic
   group . . .”
   Speaker C: “… there is an appalling danger to the American wage earner from
   the flood of low, unskilled, ignorant, foreign workers who have poured into the
   country . . .”
   Speaker D: “Give me your tired, your poor, your huddled masses yearning to
   breathe free . . .”

In the early 20th century, most labor unions supported the view of
   (1) Speaker A
   (2) Speaker B
   (3) Speaker C
   (4) Speaker D

7. Which feature of the immigration laws of the 1920’s was different from prior
   laws?
   (1) Quotas were set to limit immigration from many countries
   (2) Preference was granted to Chinese immigrants
   (3) Refugees from war-torn Europe were encouraged to enter the United States.
   (4) Efforts were made to stop illegal immigration from Latin America.

8. The 1925 trial of John Scopes reflects the conflict between
   (1) science and religion
   (2) isolation and international involvement
   (3) traditional roles and new roles for women
   (4) Prohibition and organized crime

9. What was a major result of Prohibition in the United States during the 1920s?
   (1) restriction of immigration
   (2) growth of communism
   (3) destruction of family values
   (4) increase in organized crime

10. During the 1920s, controversies concerning the Scopes trial, national Prohibition,
    and the behavior of “flappers” were all signs of disagreement over
    (1) the return to normalcy
    (2) traditional values and changing lifestyles
    (3) causes of the Great Depression
    (4) the benefits of new technology

11. Which event of the 1920s symbolized a conflict over cultural values?
    (1) election of Herbert Hoover
    (2) transatlantic flight of Charles Lindbergh
    (3) Scopes trial
    (4) stock market crash

12. Which pair of events illustrates an accurate cause-and-effect relationship?
    1. Sacco and Vanzetti trial → ratification of the woman suffrage amendment
    2. rebirth of the KKK → formation of the Populist Party
    3. Red Scare → demand for limits on immigration
    4. high food prices → start of the Great Depression
Analyze the Political Cartoons:

"WHAT WOULD THEIR VERDICT BE?"
—The Daily Star (Montreal).

What is the meaning of the political cartoon?

Afraid of his own shadow

What is the meaning of the political cartoon?
1920s Red Scare and Big Business

US History/

"World War I had left much of the American public exhausted. The debate over theLeague of Nations had deeply divided America. Many Americans responded to thestressful conditions by becoming fearful of outsiders. A wave of nativism, or prejudiceagainst foreign-born people, swept the nation. So, too, did a belief in isolationism, a policyof pulling away from involvement in world affairs.

Another perceived threat to American life was the spread of communism, an economicand political system based on a single-party government ruled by a dictatorship. In order toequalize wealth and power, Communists would put an end to private property,substituting government ownership of factories, railroads, and other businesses. The panicin the United States began in 1919, after revolutionaries in Russia overthrew the czaristregime. Vladimir I. Lenin and his followers, or Bolsheviks (‘the majority’), established anew Communist state. Waving their symbolic red flag, Communists, or ‘Reds,’ cried outfor a worldwide revolution that would abolish capitalism everywhere.

A Communist Party formed in the United States. Seventy-thousand radicals joined,including some from the Industrial Workers of the World (IWW). When several dozenbombs were mailed to government and business leaders, the public grew fearful that theCommunists were taking over. U.S. Attorney General A. Mitchell Palmer took action tocombat this ‘Red Scare.’ In August 1919, Palmer appointed J. Edgar Hoover as his specialassistant. Palmer, Hoover, and their agents hunted down suspected Communists, socialists,and anarchists – people who opposed any form of government. They trampled people’scivil rights, invading private homes and offices and jailing suspects without allowing themlegal counsel. Hundreds of foreign-born radicals were deported without trials. ButPalmer’s raids failed to turn up evidence of a revolutionary conspiracy – or evenexplosives. Many thought Palmer was just looking for a campaign issue to gain support forhis presidential aspirations. Soon, the public decided that Palmer didn’t know what he was talking about.

Although short-lived, the Red Scare fed people’s suspicions of foreigners and immigrants. This nativist attitude led to ruined reputations and wrecked lives. The two most famousvictims of this attitude were Nicola Sacco and Bartolomeo Vanzetti, a shoemaker and a fishpeddler. Both were Italian immigrants and anarchists; both had evaded the draft duringWorld War I. In May 1920, Sacco and Vanzetti were arrested and charged with therobbery and murder of a factory paymaster and his guard in South Braintree,Massachusetts. Witnesses had said the criminals appeared to be Italians. The accusedasserted their innocence and provided alibis; the evidence against them was circumstantial;and the presiding judge made prejudicial remarks. Nevertheless, the jury still found themguilty and sentenced them to death.” ~ The Americans

1. The Italian anarchists whose murder trialhighlighted the nativism of the 1920s were
   (1) Gompers and Powderly.
   (2) Johnson and Reid.
   (3) Sacco and Vanzetti.
   (4) Lindbergh and Earhart.

2. The new Ku Klux Klan in the 1920s was all of the following EXCEPT
   (1) anti-modern
   (2) strictly anti-black
   (3) based on people’s fears and insecurities.
   (4) pro-immigrant

19
Analyze the Chart:
In 1920, Republicans triumphantly returned to the White House. They were to remain there for the next twelve years, overseeing the prosperity of the twenties and the arrival of the depression that ended it.

<table>
<thead>
<tr>
<th>Policies Favoring Business</th>
<th>Harding and Coolidge</th>
<th>Hoover</th>
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<tbody>
<tr>
<td>• High Protective Tariffs [Congress passed tariffs that protected U.S. manufacturers by keeping out foreign-made goods. The Hawley-Smoot Tariff Act (1930) raised tariffs to the highest levels in history.]</td>
<td>• Warren Harding, elected President in 1920 - The U.S. refused to join the League of Nations, enacted high tariffs, and restricted immigration - In the Teapot Dome Scandal, it was revealed that one high-ranking Harding Administration official had leased oil-rich government lands at Teapot Dome, Wyoming, to businessmen in exchange for personal bribes</td>
<td>• 1929 – 1933 - Believed in a system in which individuals were given equal opportunities, a free education, and a will to succeed - Believed in “rugged individualism” - Felt strongly that government interference in business could undermine the nation’s prosperity</td>
</tr>
<tr>
<td>• Lower taxes on the wealthy and corporations but a larger tax burden was shifted to the average wage earner</td>
<td>• Calvin Coolidge - Assumed Presidency on Harding’s death in 1923 and then elected in his own right in 1924 - His motto, “The business of America is business”</td>
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</tbody>
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1- Define tariff.

2- How did tariffs benefit American manufacturers?
3- What was the Hawley-Smoot Tariff Act?

4- What else did Republican Presidents do to help wealthy Americans?

5- Explain the following sentence: These Presidents were lax in enforcing antitrust regulations.

6- What did the United States refuse to do under President Harding?

7- Explain the Teapot Dome Scandal.

8- What was illegal about this scandal?

9- What was President Calvin Coolidge’s motto?

10- What did President Herbert Hoover value?

11- Define laissez-faire.

12- Explain the meaning of “rugged individualism.”

13- During the 1920s, the automobile became more affordable and more Americans purchased cars.
   A) How did automobiles change American society?
   
   B) What other industries benefited from the automobile industry?
   
   C) Henry Ford was a famous American automobile manufacturer. He introduced the assembly line. What is an assembly line?
   
   D) How did the assembly line affect price?

14- All of these changes encouraged speculation. Speculation occurs when a person believes stock prices will rise and invests in stocks hoping to become rich. With more people buying stocks, prices go even higher. But what can happen when stock prices are higher than the actual value of businesses?

15- Of course, the 1920s in American history will be followed by the 1930s and the Great Depression. What happened during the Great Depression?

16- How do you think tariffs may have contributed to the Great Depression?

17- How do you think speculation may have contributed to the Great Depression?
1. Which events best support the image of the 1920's as a decade of nativist sentiment?
   (1) the passage of the National Origins Act and the rise of the Ku Klux Klan
   (2) the Scopes trial and the passage of women's suffrage
   (3) the Washington Naval Conference and the Kellogg-Briand Pact
   (4) the growth of the auto industry and the Teapot Dome Affair

2. In the United States, the decade of the 1920's was characterized by
   (1) a willingness to encourage immigration to the United States
   (2) increased consumer borrowing and spending
   (3) the active involvement of the United States in European affairs
   (4) major reforms in national labor legislation

3. In the 1920's, the Immigration Act of 1924 and the Sacco-Vanzetti trial were typical of the
   (1) rejection of traditional customs and beliefs
   (2) acceptance of cultural differences
   (3) increase in nativism and intolerance
   (4) support of humanitarian causes

4. After World War I, which factor was a cause of the migration of many African Americans to the North?
   (1) the start of the Harlem Renaissance
   (2) increased job opportunities in Northern cities
   (3) laws passed in Northern States to end racial discrimination
   (4) Federal Government job-training programs

5. Which feature of the immigration laws of the 1920's was different from prior laws?
   (1) Quotas were set to limit immigration from many countries
   (2) Preference was granted to Chinese immigrants
   (3) Refugees from war-torn Europe were encouraged to enter the United States.
   (4) Efforts were made to stop illegal immigration from Latin America.

6. Which conclusion can be drawn from the occurrence of the Red Scare and the decision of the Supreme Court in Schenck v. United States?
   (1) Immigrants to the United States are consistently denied equal protection under the law.
   (2) A person's best protection from persecution rests with the Supreme Court.
   (3) Civil rights are sometimes compromised by the public's fear of radical political groups
   (4) Violent protests in the United States are usually met with a violent response from the government.

7. "The business of America is business."
   - President Calvin Coolidge.

   By making this statement, President Coolidge was expressing his support for
   (1) higher taxes on corporations
   (2) banking regulations
   (3) democratic socialism
   (4) the free-enterprise system
What is the meaning of the political cartoon?
US History

Sacco and Vanzetti

Do Now:
“One of the most sensational murder trials in United States history took place in Massachusetts in 1921. Although the defendants were convicted and later executed, the results of the trial aroused worldwide protests.

Nicola Sacco was born on April 22, 1891, in Apulia, Italy, and Bartolomeo Vanzetti was born on June 11, 1888, in Villafalletto, Italy. They both arrived in the United States in 1908. Sacco settled in Milford, Mass., and worked in a shoe factory. Vanzetti lived elsewhere before settling in Plymouth, Mass., in 1915, where he became a fish peddler. Both men left the country for Mexico during World War I to avoid military service. They returned to Massachusetts after the war.

On April 15, 1920, during a payroll robbery at a shoe company in South Braintree, Mass., the company paymaster, F.A. Parmenter, and the guard, Alessandro Berardelli, were shot and killed. On May 5 Sacco and Vanzetti were arrested and charged with the crime. The fact that both were armed at the time made them prime suspects. In addition they had reputations as draft dodgers, political radicals, and anarchists.

1- Identify two significant facts about Nicola Sacco:

2- Identify two significant facts about Bartolomeo Vanzetti:

3- What did both men do during the First World War?

4- Why did the men do this during World War I?

5- What happened on April 15, 1920?

6- Why were Sacco and Vanzetti arrested for the crime?

On May 31, 1921, the case was brought before Judge Webster Thayer of the state superior court. There was no hard evidence tying the defendants to the crime. The jury refused to listen to the testimony of any Italian-born witnesses. The judge was openly biased. Sacco and Vanzetti were convicted because they were radicals and because they were Italian. The trial ended on July 14, when both defendants were found guilty of murder in the first degree. After receiving death sentences they appealed for a new trial. Judge Thayer denied their motion in November 1924. A year later, on Nov. 18, 1925, Celestino Madeiros confessed that he had participated in the crime with the Joe Morelli gang. Still the state supreme court refused to grant a new trial because, at the time, the original trial judge had the final authority to reopen a case.

7- Describe the evidence used against Sacco and Vanzetti.

8- Why did the jury refuse to do?
9- Why were Sacco and Vanzetti found guilty?

10- What happened a year after Sacco and Vanzetti were found guilty?

11- Why were Sacco and Vanzetti not granted a new trial?

A storm of protest arose. A committee headed by A. Lawrence Lowell, president of Harvard University, issued a report in August 1927 stating that the trial had been fair. With the issuance of the report and with Governor A.T. Fuller’s refusal to grant clemency, protests increased. Benito Mussolini, premier of Italy, made a special plea for their lives. Demonstrations were held in major cities. Bombs were set off in New York City and Philadelphia. All protest was to no avail. Sacco and Vanzetti were both executed by electrocution on Aug. 23, 1927.

Agitation continued long after the execution. As late as April 1959 a proposal was laid before the Massachusetts legislature asking the governor to grant a retroactive pardon for the two. The motion failed. In the 1970s a former member of organized crime, Vincent Teresa, wrote his autobiography. In it he declared that Sacco and Vanzetti had not been involved in the South Braintree killings. He said the actual guilty parties were members of a gang of Italian-American criminals.” ~ Britannica

12- What did the President of Harvard University conclude about the trial?

13- Who was Benito Mussolini and what did he request regarding the trial?

14- What happened on August 23, 1927?

15- Who was Vincent Teresa and what did he declare?

16- So, why were Sacco and Vanzetti executed?
What is the meaning of the political cartoon?

August 32, 1927

What is the meaning of the political cartoon?