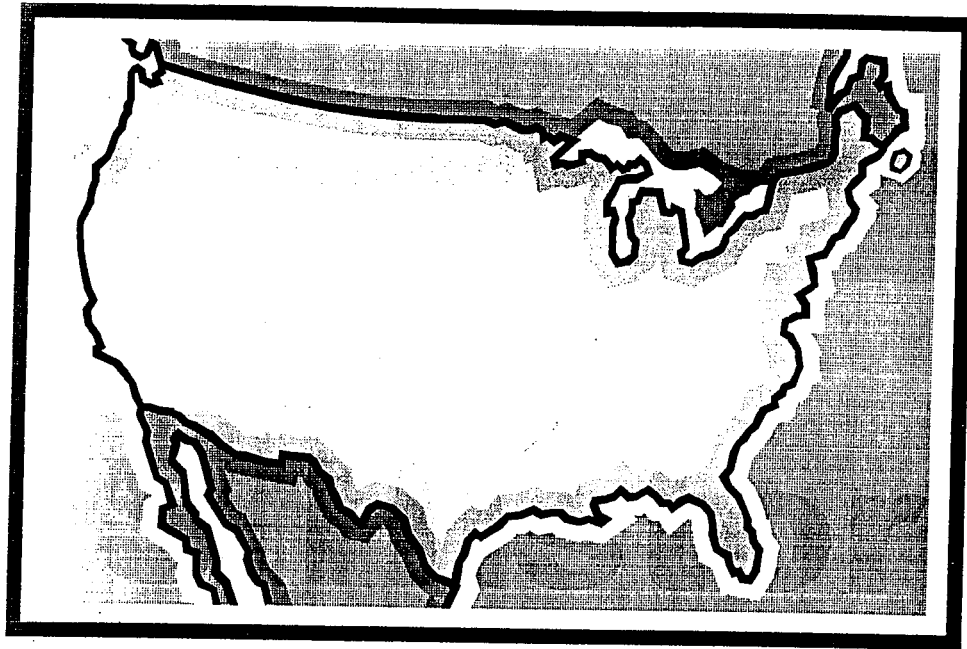


US History



Chapter 19: The First World War 1914-1920

Section 1: World War I Begins

Section 2: American Power Tips the Balance

Section 3: The War at Home

Section 4: Wilson Fights for Peace

Chapter 19: The First World War 1914-1920

Section 1: World War I Begins

nationalism

militarism

Allies

Central Powers

Archduke Francis Ferdinand

no man's land

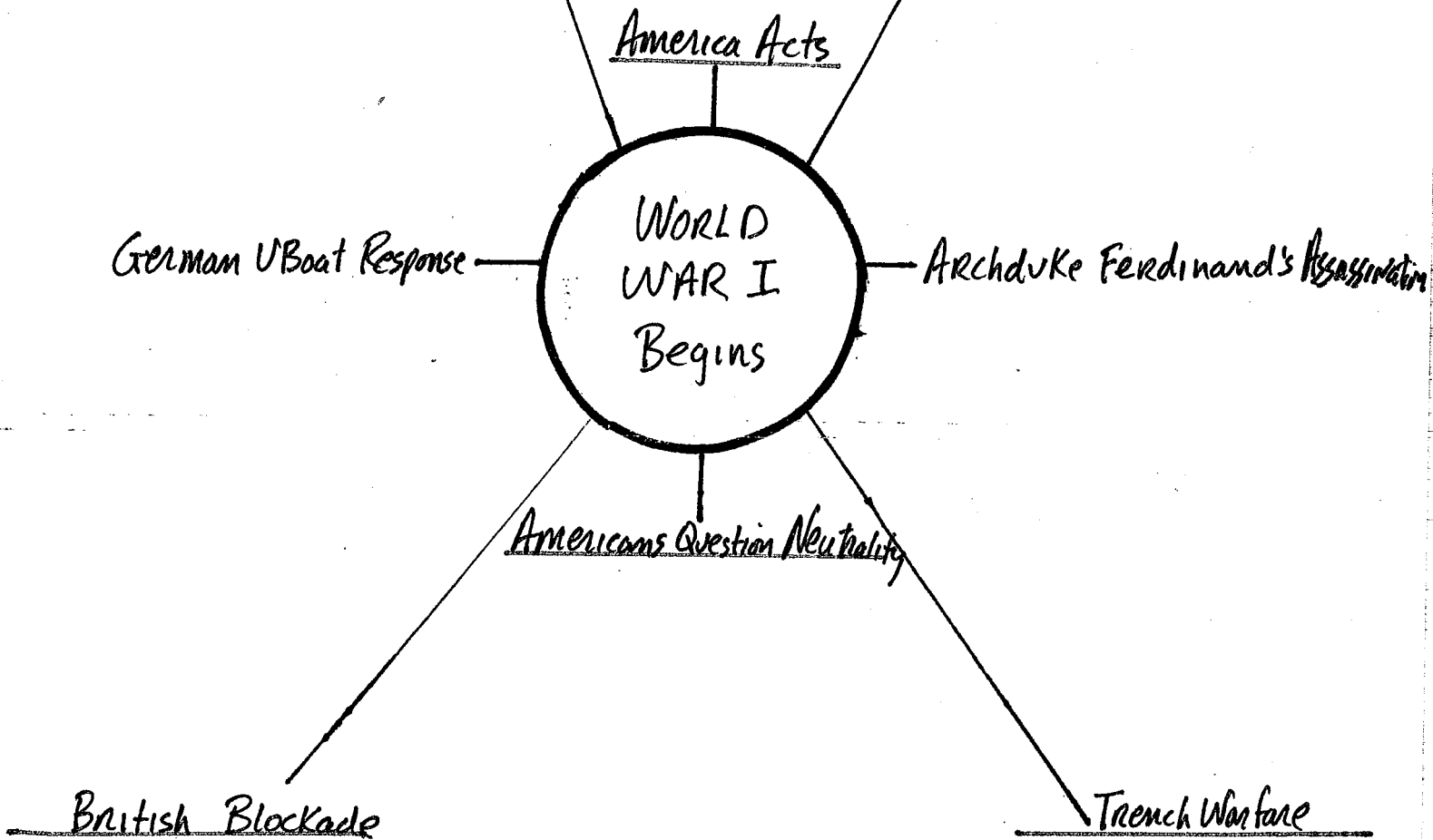
trench warfare

Lusitania

Zimmermann note

1916 Election + Zimmermann Note

Causes



"No Man's Land"

Section 2: American Power Tips the Balance

Eddie Rickenbacker _____

Selective Service Act _____

convoy system _____

American Expeditionary Force _____

General John J. Pershing _____

Alvin York _____

conscientious objector _____

armistice _____

American War Hero

America Mobilizes

Germany loses + Toll

US Troops on the offensive

America Turns the Tide

New Weapons

New Hazards

American Expeditionary Force

American
Power
Tips The
Balance

Section 3: The War at Home

War Industries Board

Bernard M. Baruch

propaganda

George Creel

Espionage and Sedition Acts

Great Migration

Women in the War

Congress gives Power to Wilson

Flu Epidemic

The Great Migration

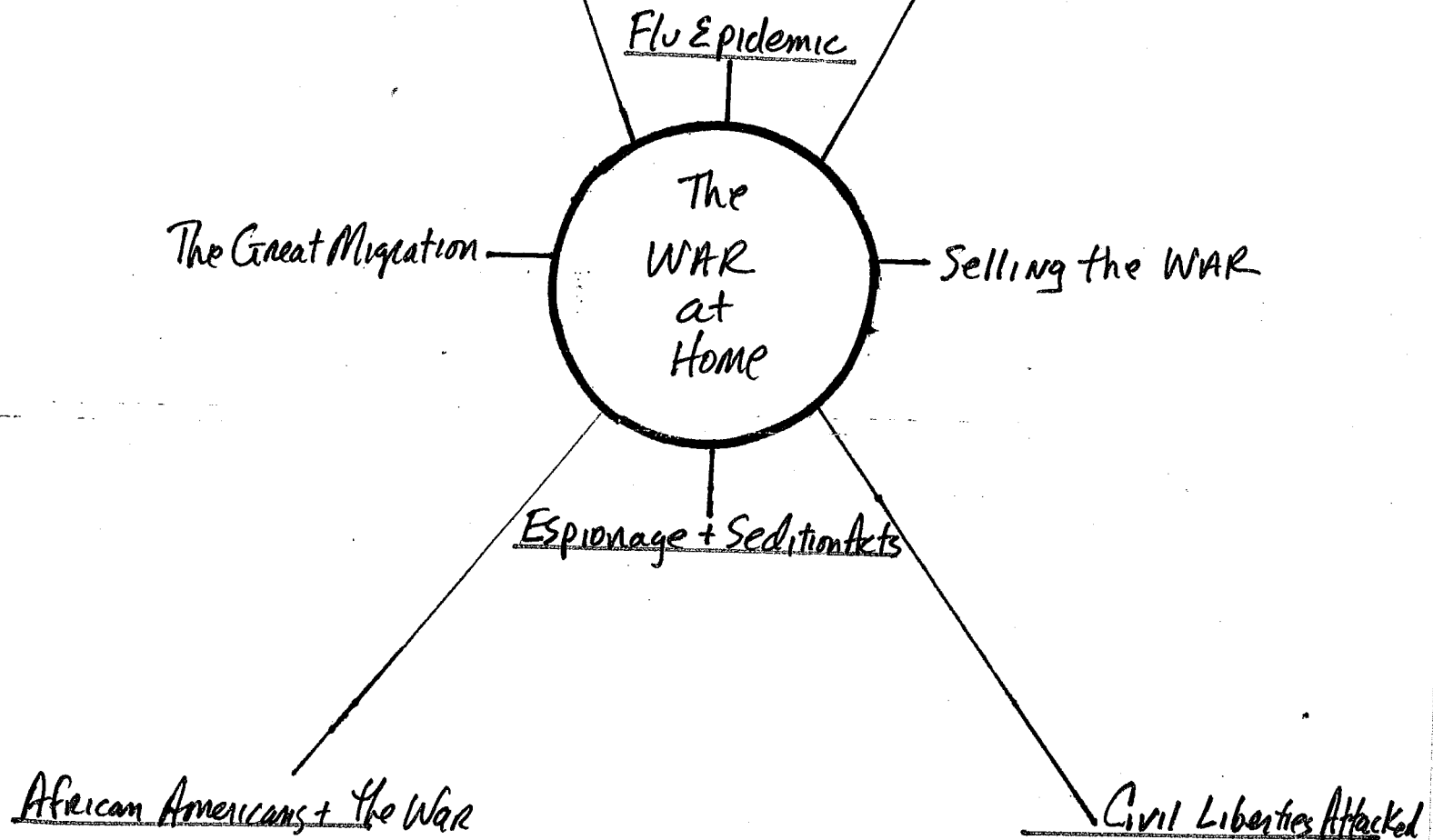
The
WAR
at
Home

Selling the WAR

Espionage + Sedition Acts

African Americans + the War

Civil Liberties Attacked



Section 4: Wilson Fights for Peace

Fourteen Points

League of Nations

Georges Clemenceau

David Lloyd George

Treaty of Versailles

reparations

war-guilt clause

Henry Cabot Lodge

Schenck v. United States (1919)

Vocabulary

abridging Lessening, interfering with.

neutral Not allied with or supporting either side in a war or dispute.

draft To select people for required military service.

insubordination Unwillingness to accept orders from someone in authority.

affirm To agree or support, as when a higher court agrees with the earlier decision of a lower court.

Reviewing the Case

The First Amendment guarantee of free speech and expression reads: "Congress shall make no law . . . **abridging** the freedom of speech. . . ." But, at several different periods in the history of the United States, Congress has passed laws limiting how much citizens can criticize or resist government actions. Is this an abridgment of free speech? In the case of *Schenck v. United States*, the Supreme Court established a guideline that is still followed.

In 1917 the United States was still officially **neutral**, but its entry into World War I was imminent. To build up the army, Congress passed an act on May 18, 1917, that established a military **draft**. To encourage national unity in the war effort, Congress also passed several laws that limited criticism of the government and opposition to its policies. On June 15, 1917, Congress passed the Espionage Act. Sections of the Espionage Act prohibited any attempt to cause **insubordination** among military personnel or to interfere with the draft or with military recruitment.

Three days later Charles Schenck was arrested for violating the Espionage Act. He was accused of printing and mailing antiwar pamphlets to some 15,000 to 16,000 men who had been accepted for induction into the military under the Selective Service Act. Schenck was the general secretary of the American Socialist Party and, like most other members of the party, he strongly opposed the war. He

claimed it was being fought for the benefit of Wall Street investors who would profit from the sale of merchandise to the military.

The U.S. District Court for Pennsylvania ruled that the pamphlets were designed to cause men to resist the draft. Therefore, the court decided, Schenck had violated the Espionage Act. Schenck claimed there was not enough evidence to convict him of the charges that had been brought against him. He said that his actions were a form of free speech and claimed that the Espionage Act abridged the rights of free speech. Thus, according to him, the act was unconstitutional. Convicted in the district court, Schenck appealed to the U.S. Supreme Court.

The issue before the Court: Does the Espionage Act violate the First Amendment in respect to Schenck's freedom of speech?

The Supreme Court ruled unanimously to **affirm** the decision of the district court against Schenck. Writing for the Court, Justice Oliver Wendell Holmes laid down a standard that would become famous:

We admit that in many places and in ordinary times the defendants in saying all that was said in the circular would have been within their constitutional rights. But the character of every act depends on the circumstances in which it is done. The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre, and causing a panic. . . . The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive [actual] evils that Congress has a right to prevent."

In the Schenck decision, the Supreme Court established clear limitations on freedom of speech. The guideline is the existence of a "clear and present danger," a situation in which free speech could bring harm to the general welfare. In such cases, Congress has the power to pass laws to protect its citizens

and the national security of the United States even if those laws abridge free speech. The "clear and present danger" test is a way to balance the rights of the individual with those of society.

According to Justice Holmes, it made no

difference that Schenck and the others had failed to interfere with military recruitment. "... We perceive no ground for saying that success alone warrants making the act a crime," he concluded.

Schenck v. United States (1919)

Elements of the Case

Directions: Fill in the appropriate information for each of the following elements of the case.

1. State the issue before the Court.

2. What facts of the case were presented to the Court?

3. What was the decision of the Court? What was the rationale behind it?

4. What was the effect of the decision?

Evaluation of the Case

Directions: Use your own judgment to evaluate the justices' decision and state your opinion of that decision.

1. Do you agree that the free speech guarantees in the First Amendment should have limitations? Explain why you think as you do.

2. What does the term "clear and present danger" mean to you? Give at least two examples of such situations.

3. Does this ruling, in your opinion, strike a proper balance between the rights of the individual and the needs of society? Explain.

Wilson Refuses to Compromise

Wilson's 14 Points Plan

Legacy of WWI

Debate over League of Nations

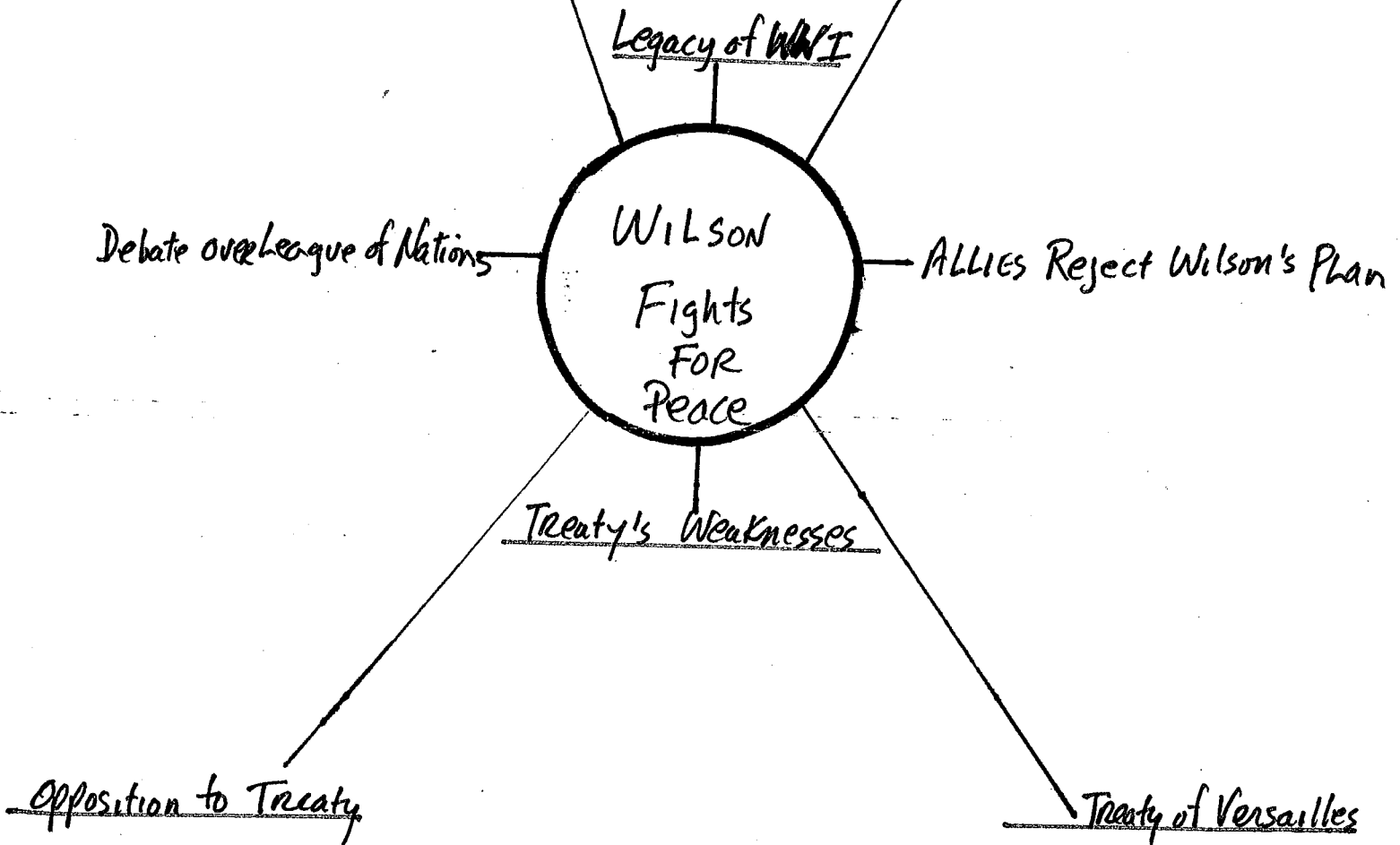
WILSON
Fights
FOR
Peace

ALLIES Reject Wilson's Plan

Treaty's Weaknesses

Opposition to Treaty

Treaty of Versailles



Glossary**CHAPTER 19 The First World War****blockade** The blocking of a harbor or shipping lanes by hostile ships**casualties** People killed or wounded**celebrity** Famous person**consumer goods** Things made for household use**epidemic** A widespread outbreak of an infectious disease**exempted** Allowed to avoid serving in the armed forces**heir** Person who is next in line to receive a title**inflation** A sustained rise in the average level of prices**innovative** Introducing something new and different**intercepted** Stopped before it was delivered**naturalized** Naturalized citizens are those who come to a country from somewhere else and become

citizens—as compared with people who are citizens of a country because they are born there

noncombat Not fighting**obstruct** Get in the way of**pacifist** Someone who opposes war and violence**prefabrication** Some assembly in advance, making for easier final assembly**AFTER YOU READ****Terms and Names****A. Write the letter of the name or term that matches the description.**

- a. Allies
- b. George Creel
- c. conscientious objector
- d. Henry Cabot Lodge
- e. Central Powers

- _____ 1. The alliance, in 1914, that was made up of Germany, Austria-Hungary, and the Ottoman Empire
- _____ 2. The alliance, in 1914, that was made up of France, Great Britain, and Russia
- _____ 3. A person who opposes warfare on moral grounds
- _____ 4. The muckraking journalist who led the Committee on Public Information
- _____ 5. A conservative United States senator who strongly opposed the Treaty of Versailles

B. If the statement is true, write "true" on the line. If it is false, write the word or words that would replace the underlined words to make it true.

- _____ 1. The assassination of Archduke Franz Ferdinand sparked the beginning of World War I.
- _____ 2. Alvin York shot down at least 26 enemy planes and was America's leading ace pilot in the war.
- _____ 3. The war damages the Treaty of Versailles required Germany to pay to the Allies were called reparations.
- _____ 4. Under the National War Labor Board, the nation's main wartime regulatory body, industrial production in the United States increased by about 20 percent.
- _____ 5. The first point in Wilson's Fourteen Points called for the establishment of a League of Nations.

AFTER YOU READ (continued)

The First World War

Main Ideas

1. What were the long-term causes of World War I?

2. What acts brought the United States into the war?

3. How did the U.S. government sell the war to the nation?

4. What events during the war undermined Americans' civil liberties?

5. Why did the U.S. Senate reject the Treaty of Versailles?

Thinking Critically

Answer the following questions on a separate sheet of paper.

- 1. What do you think would have happened if the United States had not entered the war on the side of the Allies?**
- 2. How did the Treaty of Versailles make conditions ripe for the rise of Hitler in Germany?**

Choose one

1. What were the lessons learned from the long-term results of the Treaty of Versailles? Include:
 - a. harsh terms imposed on Germany, including demand for huge reparations
 - b. angry and vengeful feelings of the "Big Four" leaders who controlled the peace terms
 - c. exclusion of defeated Central Powers and smaller Allied nations from the peace conference

2. What was the purpose of the Espionage and Sedition Acts passed by Congress in 1917 and 1918? Were these laws a good idea at the time? Why or Why not? Include:
 - a. the importance of people's support and approval of their government's actions
 - b. ways in which wartime is different from peacetime
 - c. First Amendment's guarantee of the right to free speech
 - d. Whether criticizing one's government poses a threat to it