Prepare to Read

Build Background Knowledge
Ask students to recall the sinking of the Lusitania and the Zimmermann Telegram. Then ask students to examine the propaganda poster on p. 714. Ask students to predict what the United States should do to prepare for war on the side of the Allies. Use the Numbered Heads strategy (TE, p. T24) to elicit responses.

Set a Purpose
- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.
- Have students discuss the statements in pairs or groups of four, then mark the worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share their group’s perspectives. The students will return to these worksheets later.

Differentiated Instruction

Making Flashcards Have students make a list of the Key Terms and High-Use Words for this chapter. Then have them create flashcards with the word on one side and its definition on the other. Pair students with a partner, and have them quiz each other on the definitions of the words using the flashcards. Check their understanding as they continue to read the section.

Supporting the War Effort

Objectives
- Find out how the United States quickly prepared for entry into World War I.
- Learn what measures the government took to control the wartime economy.
- Discover how the need to build support for the war sometimes clashed with civil liberties.

Reading Skill
Connect Main Ideas All the ideas in a section relate to one another. Look for several types of connections. For example, these connections may be cause and effect, parts of a category, or comparison-contrast. In addition, some ideas simply provide more information about a larger idea.

Key Terms and People
- mobilize
- Jeannette Rankin
- illiterate

Why It Matters Now that the United States had declared war on Germany, Americans faced enormous challenges. Like past and future conflicts, this war would dramatically affect both the soldiers on the battlefields and the civilians who remained at home.

Building the Military
The United States entered the war with a large navy. However, it had only the world’s sixteenth largest army, numbering just 125,000 men. In order to contribute to an Allied victory, the nation would have to mobilize quickly. To mobilize is to prepare for war.

Selective Service Immediately after the United States declared war, eager young men began volunteering for military service. Still, volunteers alone would not be enough to expand the army quickly. Wilson called upon Congress to establish a draft.

After a month of debate, Congress passed the Selective Service Act. The law required all young men between the ages of 21 and 30 to register for the military draft. By war’s end, almost four million Americans had served in uniform.

Women in the Military Women were not subject to the draft. Still, American women had a long history of volunteerism, especially during the Progressive Era. More than 30,000 women volunteered for service. Two thirds of these women served in the U.S. Army and U.S. Navy Nurse Corps. The rest performed clerical work, such as filing papers or sending and receiving telegraph messages, as members of the U.S. Navy and U.S. Marine Corps. They became the first women in American history to hold official military rank.

Dearest Myrtle, 
"France certainly is a pretty country… The Americans are doing themselves proud, but the losses are quite a lot… Tell James to be sure to be a good boy. With oceans of love and hugs and kisses for my own sweet little darling, and lots of love for James, I am, Your loving hubby,
E.J. Williams"

—Colonel Ezekiel James Williams, July 1918
Still, leading American women were divided over the war. Some opposed war under all circumstances. Jane Addams cofounded the Women’s Peace Party in 1915 and continued to speak out for peace even after the United States entered the war. Representative Jeannette Rankin of Montana, the first woman elected to Congress, voted against Wilson’s war resolution. “As a woman I can’t go to war,” Rankin said, “and I refuse to send anyone else.”

Others, such as suffragist Carrie Chapman Catt, urged women to support the war effort. Catt hoped that women’s wartime service would accelerate their drive to win the vote. In fact, this proved to be the case. As you have read, Congress passed the Nineteenth Amendment in 1919, shortly after the end of World War I.

A Diverse Force

The military reflected the increasingly diverse makeup of the nation. About one in every five recruits had been born in foreign lands such as the Philippines, Mexico, or Italy. Many others were children of immigrants.

Native Americans were not American citizens at the time. Therefore, they were not subject to the draft. Still, a large number of Native Americans volunteered for service.

African Americans Serve

Some 380,000 African Americans also served during the war. Their opportunities were restricted by official segregation and widespread racism. Still, civil rights leader W.E.B. Du Bois encouraged African Americans to support the war effort. “Let us, while the war lasts, forget our special grievances and close ranks . . . with our fellow citizens,” Du Bois urged.

Still, African Americans faced discrimination in the military. They were placed in all-black units, of which only 10 percent were sent to combat. Most African American troops were confined to such noncombat duties as unloading ships, working in kitchens, or constructing barracks.

Some African American units fought under French command. Several members of a unit known as the Harlem Hell Fighters received France’s highest medal for bravery, the Croix de Guerre, or cross of war.

The Military as Educator

One in four draftees and recruits were illiterate, or unable to read and write. They could not read newspapers or even write letters home to their families. In addition, some young men from poor rural areas were not used to eating daily meals, taking regular baths, or using indoor plumbing.

For these young men, the military served as a great educator. The army taught millions not only how to fight, but how to read. Recruits learned about nutrition, personal hygiene, and patriotism.

Checkpoint How did the United States build its military force?
Managing the War Effort

Shaping Public Opinion

p. 714

**Instruction**

- Have students read Managing the War Effort and Shaping Public Opinion. Remind students to answer the Section Focus Question.
- Ask: How did Hoover’s “wheatless Mondays” and “meatless Tuesdays” contribute to the war effort? (They encouraged Americans to conserve food resources for civilians and troops.)
- Ask: How did the war change the American labor force? (Women joined the workforce in jobs traditionally held by men, and hundreds of thousands of African Americans migrated to the Northeast and Midwest for factory jobs.)
- In order to help students better understand the suppression of dissent and the role of Eugene V. Debs in the opposition to World War I, assign the worksheet Eugene Victor Debs, and discuss the restrictions on free speech during the war.

**Independent Practice**

Have students complete the Study Guide for this section.

- Interactive Reading and Notetaking Study Guide, Chapter 21, Section 2 (Adapted Version also available.)

**Monitor Progress**

- As students complete the Notetaking Study Guide, circulate to make sure students understand how the United States managed the war effort and shaped public opinion. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

**Answer**

- The War Industries Board oversaw industries producing and transporting war-related goods to ensure the availability of resources needed for the war.

**Managing the War Effort**

Entry into the war forced a reshaping of the nation’s economy. Both agriculture and industry mobilized for war.

**Managing Food Supplies**

President Wilson chose Herbert Hoover to head a new Food Administration. Early in the war, Hoover had directed relief efforts in Belgium. His new job was to assure adequate food supplies for both civilians and troops.

- Hoover urged Americans to conserve valuable food resources. To save on food, Americans observed “wheatless Mondays” and “meatless Tuesdays.” Many grew their own vegetables in “victory gardens.” The President’s wife had one on the White House lawn.

**Producing for War**

The war greatly increased demands on American industries. For example, the government placed orders for two million rifles and 130 million pairs of socks. To oversee the shift to war production, Wilson set up a new agency, the War Industries Board (WIB).

- At first, the WIB had limited power. During an unusually cold winter in 1917 to 1918, there were shortages of fuel and crippling congestion at ports and on railroads. Wilson strengthened the war board and gave it a new head, Bernard Baruch. The board told industries what to produce, how much to charge, and how to use scarce resources. For example, to make sure there was enough tin for military use, the WIB forbade toy makers to use tin for toys.

**Finding Workers**

War brought a labor shortage, as millions of men joined the military. Also, there was a steep drop in immigration, to a tenth of its prewar rate. To meet war demands, American industry needed workers.

- To fill the jobs, business owners turned to two main sources. Women took on roles previously denied them, for example, as factory workers or elevator operators. And more than half a million African Americans left the rural South to work in factories of the Midwest and Northeast. They were drawn by the opportunity to earn money and to escape segregation.

**Shaping Public Opinion**

The government worked to whip up support for the war. At the same time, it took measures to stifle antiwar sentiments.

**Calling on Patriotism**

An effective propaganda tool was the Committee on Public Information, appointed by the President. The committee recruited 75,000 “Four-Minute Men” to deliver brief patriotic speeches at places like movie theaters and ball parks. It also enlisted artists to produce pro-war cartoons and posters. One famous poster had Uncle Sam pointing a finger and sternly saying, “Uncle Sam wants YOU!”
The government issued Liberty Bonds to help finance the war. Movie stars toured the nation, urging Americans to buy bonds.

**Suppressing Dissent** The government took stern measures to suppress criticism of the war. Under the Espionage Act of 1917 and the Sedition Act of 1918, authorities closed newspapers and jailed individuals for expressing antwar views.

Among those jailed was labor leader Eugene V. Debs, a five-time presidential candidate of the Socialist Party. Debs was jailed in 1918 for giving a speech in which he urged workers not to support the war effort. “It is extremely dangerous to exercise the constitutional right of free speech in a country fighting to make democracy safe in the world,” Debs commented.

At times, war fever collided with personal freedoms. Private organizations sprang up that encouraged people to spy on their neighbors. The largest of these, the 200,000-strong American Protective League, opened people’s mail, tapped phones, and pried into medical records.

**Anti-German Hysteria** German Americans suffered, too. In towns across the country, citizens shunned, harassed, and even assaulted German Americans who might once have been their friends. Some German Americans were tarred and feathered. Many schools stopped teaching the German language.

Anti-German feeling even affected the language. People referred to sauerkraut as “liberty cabbage.” German measles became “liberty fever.”

**Look Back and Ahead** The war effort deeply affected life at home. In the next section, you will see how America’s entry into the war helped to turn the tide in favor of the Allies.

**Check Your Progress** How did the government build public support for the war effort?

**Comprehension and Critical Thinking**

1. (a) Recall What steps did the United States take to mobilize for the war? (b) Identify Alternatives Some Americans opposed the Selective Service Act. Do you think the government had other alternatives? Explain.

2. (a) Recall How did the government suppress dissent during World War I? (b) Support a Point of View Do you think the government is justified in suppressing civil liberties during wartime? Give reasons for your opinion.

**Reading Skill** 3. Connect Main Ideas How are the main ideas of the text under the heading “Managing the War Effort” connected to the main ideas of the text under the heading “Shaping Public Opinion”?

**Key Terms**

4. Writing 4. Write two definitions of the key term mobilize—one a formal definition for a teacher, the other an informal definition for a younger child.

5. Writing 5. List supporting information to include in a short essay discussing how the war effort at times conflicted with personal freedom.

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**Assess and Reteach**

**Assess Progress** Have students complete Check Your Progress. Administer the Section Quiz.

**Teaching Resources, Unit 7, Section Quiz, p. 53**

To further assess Student Understanding, use the Progress Monitoring Transparency.

**Progress Monitoring Transparencies, Chapter 21, Section 2**

**Reteach**

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Extend**

To help students understand the impact of World War I, have them research the Selective Service Act, which today requires all male citizens to register at the age of 18 for a possible draft. Ask them to identify advantages and disadvantages of the law.

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**Check Your Progress** How did the government build public support for the war effort?

1. (a) The United States mobilized the military through the Selective Service Act, managed the war effort by ensuring that industry could provide supplies, and shaped public opinion with calls to patriotism and suppression of criticism. (b) Answers will vary, but students should be able to support their views with information from the text.

2. (a) The government closed newspaper offices and jailed people who expressed antiviews. (b) Answers will vary, but students should be able to support their views with information from the text.

3. Possible answer: The strong action that the United States government used to shape public opinion was one way that it managed the war effort.

4. To prepare for war, to get people ready to fight a war

5. Students’ lists may vary, but should include information such as forcing men into serving in the war through the Selective Service Act; the WIB gave the government control of many businesses; various forms of propaganda; the government passed the Espionage Act and the Sedition Act; private groups such as the American Protective League began; anti-German hysteria.
On the Home Front

Build Background Knowledge

Ask students to review Managing the War Effort on p. 714. Ask: What are three things that citizens could do to help prepare the United States for war in Europe? (avoid waste, plant a victory garden, and help manufacture goods needed in the war). Then ask students to examine the propaganda poster on p. 714. Ask what role they think such a poster might play in motivating citizens. (Possible answer: It will inform citizens of their country’s needs and motivate them to contribute.) Use the Numbered Heads strategy (TE, p. T24) to elicit responses.

Instruction

- Have students read On the Home Front. Ask: In the passage about German Americans on p. 716, why do you think the “mob” made the minister march with and then kiss a flag? (They wanted to force the minister to show allegiance to the U.S. flag.) Ask: What does this passage indicate about the climate for German-Americans during the war? (It is an example of the prejudice and mistrust they faced.)
- Ask: Do you think that Charlie Chaplin, a movie star of his day, would have been an effective spokesperson for victory bonds? Why or why not? (Possible answer: Yes, because he was a very popular public figure.) Ask: Who are some examples of famous people today who speak out about current public issues, and what is their impact? (Answers will vary, but students may cite some popular celebrities and their causes.)

Monitor Progress

Ask students to complete the Analyze Life at the Time activity. Circulate to make sure individuals understand life on the home front during World War I. Provide assistance as needed.

Food Will Win the War!

Americans planted “victory gardens” to grow vegetables so that there would be an adequate supply of food. Even children were expected to do their part.

Mistrust of German Americans

German Americans faced wartime restrictions and even violence. Here, police in New York fingerprint a German immigrant woman. The passage below describes an attack on a German community in Iowa.

“People acted like savages. They came in mobs from towns all around. . . . One mob got the minister and made him march through town carrying a flag. Then, they made him stand on a coffin which was a rough box and kiss the flag. . . . Then, he was ordered out of town.”

Differentiated Instruction

Gifted and Talented

Drawing a Poster Remind students that posters, public speeches, and other forms of communication were designed to motivate American support of the war effort. Have students create a poster that calls attention to one of the needs of the war effort that encourages ordinary Americans to contribute to that need. Tell students that the poster should include graphics or other colorful visuals and little text because many Americans were illiterate or were recent immigrants who could not read English.
*Buy a Victory Bond!*

To raise money for the war effort, the government issued Victory Bonds and Savings Stamps. Here, Charlie Chaplin—the most popular movie comedian of his day—addresses a huge crowd at a War Bond rally.

*Support the Troops!*

Volunteer organizations such as the Red Cross worked to keep soldiers healthy and comfortable. You did not have to be somebody’s mother to knit a pair of warm socks!

**History Background**

*Charlie Chaplin*  Sir Charles Spencer Chaplin was a London-born comedian who gained fame in the United States playing “the Little Tramp” during the era of silent films and the early years of sound films. Chaplin’s character, always a bit down on his luck and out of place in polite society, projected a sense of innocence and optimism that found wide appeal in the United States. During World War II, Chaplin was accused of being sympathetic with communists, accusations which continued to follow him. In 1952, Chaplin was denied re-entry to the United States when he tried to return from a film premier in London. He was allowed re-entry later, in 1972, when he was presented a special Academy Award for his work in film.

**Answer**

*Analyze LIFE AT THE TIME*  Responses will vary, but should reflect an understanding of propaganda and its uses.