

CHAPTER
19

GUIDED READING *World War I Begins*

Section 1

A. As you read this section, take notes to answer questions about the international politics that led to war in Europe.

How did the following help to ignite the war in Europe?				
1. Nationalism	2. Imperialism	3. Militarism	4. Alliances	5. Assassination of Archduke Ferdinand

Why did the following groups of Americans tend to oppose U.S. participation in the war?			
6. Naturalized citizens	7. Socialists	8. Pacifists	9. Parents

What did the following nations do to encourage U.S. participation in the war?		
10. Britain	11. Germany	12. Russia

B. On the back of this paper, identify or define each of the following:

Allies **Central Powers** **“no man’s land”** **trench warfare** **Zimmermann note**

CHAPTER
19
Section 2

GUIDED READING *American Power*
Tips the Balance

A. As you read this section, write notes to answer questions about the American experience in World War I.

1. How did the United States raise an army?	2. How did U.S. soldiers help win the war?
3. How did the United States build its naval force?	4. How did the U.S. Navy help win the war?
5. What new weapons of mechanized warfare threatened those in combat?	

6. What did the war cost in terms of the number of . . .				7. What were the estimated economic costs?
civilian deaths?	military deaths?	injuries?	refugees?	

B. On the back of this paper, identify or define each of the following:

Alvin York **conscientious objector** **Captain Eddie Rickenbacker**

CHAPTER
19

GUIDED READING *The War at Home*

Section 3

A. As you read this section, take notes to answer questions about how World War I changed American society.

What were some things accomplished by the following wartime agencies and laws?		
1. War Industries Board	2. Railroad Administration	3. Fuel Administration
4. National War Labor Board	5. Food Administration	6. Committee on Public Information
7. Espionage and Sedition Acts		

What changes did the war bring about for the following groups of Americans?		
8. Immigrants	9. African Americans	10. Women

B. On the back of this paper, briefly explain why **Bernard M. Baruch** and **George Creel** are significant historical figures.

CHAPTER
19

GUIDED READING *Wilson Fights for Peace*

Section 4

As you read about President Wilson’s plan for world peace, make notes to answer questions related to the time line below.

1918	Wilson delivers Fourteen Points speech to Congress.	→	<p>What were Wilson’s points?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.–13.</p> <p>14.</p>
1919	Treaty of Versailles is signed.	→	<p>15. What terms of the treaty specifically affected Germany?</p> <p>16. What were the weaknesses of the treaty?</p>
1920	Senate rejects Treaty of Versailles.	→	<p>17. Why did Henry Cabot Lodge object to the treaty?</p>
1921	Senate again rejects Treaty of Versailles.	→	<p>18. How did Wilson help bring about the Senate’s rejection of the treaty?</p>
	U.S. signs separate treaty with Germany.	→	<p>19. What circumstances at this time would eventually lead many Germans to support Adolf Hitler?</p>

CHAPTER
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Section 1

SKILLBUILDER PRACTICE *Evaluating Alternative Courses of Action*

At the end of 1995, President Clinton was compelled to send U.S. troops to the Balkans. The action brought with it specific questions about the U.S. role in the region. Read the passage about alternatives Clinton faced in 1995. Then evaluate those alternatives by filling in the chart. (See Skillbuilder Handbook, p. 1048.)

The Bosnian Conflict During the 1990s, war raged between competing ethnic Serbian and Bosnian factions in the region of Bosnia-Herzegovina. In 1995, the various sides finally negotiated a peace agreement.

One aim of the peace effort was to achieve a more even military balance between the Serbs and the Bosnians and thus ensure that both sides would obey the terms of the peace accord. Throughout the war, Serbian forces had been better trained and better equipped than their Bosnian counterparts. To make the two sides more equal, Bosnian forces needed additional weapons and military training.

Clinton's Alternatives As President Clinton committed 20,000 U.S. soldiers in Bosnia, he had to decide whether to use them only as peacekeepers or to have them arm and train Bosnian troops.

Some of Clinton's advisors favored having U.S. soldiers support the Bosnian forces, claiming that the sooner there was a balance between Serbian and Bosnian power, the sooner American troops

could come home. In addition, this course of action would make President Clinton, who was running for reelection, look like a strong leader, unafraid to stand his ground despite political pressure to do otherwise.

Critics of this plan, including U.S. military leaders and European allies, pointed out that arming and training Bosnian forces would put the American troops in additional danger of Serb attack. They remembered other peace efforts when U.S. peacekeeping forces were perceived as siding with one faction over the other. This perception had often resulted tragically in American casualties.

Some advisors suggested that the United States could work through another country, such as Turkey, or through private individuals to arm and train Bosnian forces. With this approach the United States would appear neutral, which would help protect American soldiers. Others pointed out, however, that the world would recognize U.S. participation in the action, and so the risk to American soldiers would remain.

Alternatives	Pros	Cons	Your evaluation

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Section 4

GEOGRAPHY APPLICATION: REGION *A New Look for Europe*

Directions: Read the paragraphs below and study the maps carefully. Then answer the questions that follow.

In 1919, a peace conference to formally end World War I was held at the Palace of Versailles near Paris. President Wilson, heading the U.S. delegation, had a plan called the Fourteen Points that he hoped would restore stability to Europe.

Of Wilson's points, eight dealt with boundary changes intended to allow European ethnic groups to decide their national identities. Another point called for the formation of a League of Nations to oversee world peace.

However, Wilson's idealism collided with hatred and fear. The French premiere had lived through two German invasions of his country, and he was determined to prevent that from happening again. The British prime minister had just won reelection

with the slogan "Make Germany Pay." Also, contrary to custom, the conference did not include officials of the defeated countries, and Russia and the smaller Allied nations were excluded.

The Treaty of Versailles created nine new nations and changed the boundaries of others. (Shortly thereafter, in 1922–1923, the Soviet Union and Turkey came into being.) But the treaty failed to establish a lasting peace. The U.S. Senate even refused to sign the treaty because of fears that membership in the League would drag the United States into future European squabbles. Many historians blame the flawed treaty for encouraging the conflicts and resentments that surfaced in the 1930s and led to World War II.



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Interpreting Text and Visuals

1. What nine new nations were created by the Treaty of Versailles? _____

2. Which countries and empires shown on the prewar map do not appear on the postwar map?

3. Which prewar countries gained territory from the treaty? _____

4. Out of what nations' lands was Yugoslavia created? _____

5. To what new and already existing countries did Russia lose land? _____

6. Detail what became of the empire of Austria-Hungary after World War I. _____

7. What may have been the reason that Germany was divided into two separate parts along the Baltic Sea coast after World War I? _____

CHAPTER
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Section 1

PRIMARY SOURCE The Zimmermann Note

On January 19, 1917, Arthur Zimmermann, the German foreign minister, sent the following coded telegram to the German ambassador in Mexico. British intelligence agents decoded the telegram and passed it on to the U.S. government. How do you think Americans reacted when this telegram was published on March 1?

Berlin, January 19, 1917

On the first of February we intend to begin submarine warfare unrestricted. In spite of this it is our intention to keep neutral the United States of America.

If this attempt is not successful we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left for your settlement.

You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain there will be an outbreak of war with the United States, and we suggest that the President of Mexico on his own initiative should communicate with Japan suggesting adherence at once to this plan; at the same time offer to mediate between Germany and Japan.

Please call to the attention of the President of Mexico that the employment of ruthless submarine warfare now promises to compel England to make peace in a few months.

Zimmermann.

from Henry Steele Commager, ed., Documents of American History, vol. II, (New York: Crofts, 1947), 308.

Discussion Questions

1. According to this telegram, what did the German government decide to begin on February 1, 1917?
2. What did Zimmermann propose if the United States went to war with Germany during World War I?
3. If this telegram had not been intercepted by British agents, what do you think might have happened? Cite evidence from your textbook to support your opinion.

CHAPTER
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Section 2

PRIMARY SOURCE Patriotic Song

During World War I, George M. Cohan's rousing "Over There" was a favorite marching song of the American Expeditionary Force. This patriotic song also helped sell thousands of dollars worth of Liberty Bonds when renowned operatic tenor Enrico Caruso sang it on the steps of the New York Public Library. What values and principles do these song lyrics reflect?

Over There

Johnnie get your gun, get your gun, get your gun,
Take it on the run, on the run, on the run;
Hear them calling you and me;
Every son of liberty.
Hurry right away, no delay, go today,
Make your daddy glad, to have had such a lad,
Tell your sweetheart not to pine,
To be proud her boy's in line.

Johnnie get your gun, get your gun, get your gun,
Johnnie show the Hun, you're a son-of-a-gun,
Hoist the flag and let her fly,
Like true heroes do or die.
Pack your little kit, show your grit, do your bit,
Soldiers to the ranks from the towns and the tanks,
Make your mother proud of you,
And to liberty be true.

Chorus

Over there, over there,
Send the word, send the word over there,
That the Yanks are coming, the Yanks are coming,
The drums rum-tumming everywhere.
So prepare, say a prayer,
Send the word, send the word to beware,
We'll be over, we're coming over,
And we won't come back till it's over over there.

from Encyclopaedia Britannica, 1916–1928: *World War and Prosperity*, vol. 14 in *The Annals of America* (Chicago: Encyclopaedia Britannica, 1968), 117–118.

The musical score for the chorus of "Over There" is presented in two staves. The top staff is the melody line, and the bottom staff is the guitar accompaniment. The key signature is B-flat major (two flats), and the time signature is 2/4. The melody line begins with the word "Refrain" and a B-flat chord. The guitar accompaniment starts with a G minor chord. The score includes various chords such as Bb7, Eb, Ebm, F7, Bb, F#o, Gm, F, Gm C7, F7, Bb, Bb, Bb7, Eb, C7-5, F7, and Bb. The melody line features a series of eighth and sixteenth notes, with some notes beamed together. The guitar accompaniment consists of a steady eighth-note pattern.

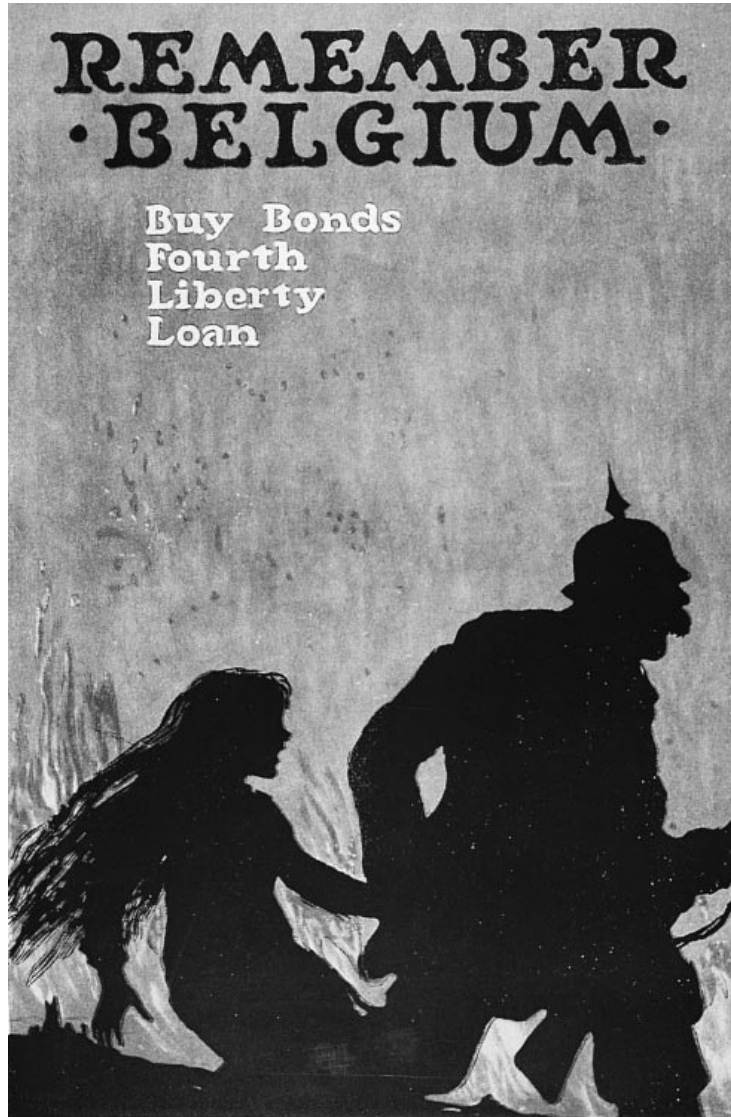
Activity Options

1. With two or three classmates, recite the lyrics of "Over There" aloud. Then discuss why you think this song was used as a marching song and why it spurred people to give money for the war effort.
2. Using the sheet music, play or sing the chorus of this song to your classmates.

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Section 3

PRIMARY SOURCE Liberty Bond Poster

Treasury Secretary William G. McAdoo raised millions of dollars for the war effort by selling Liberty Bonds. When people bought these war bonds, they essentially loaned the government money, which was to be paid back with interest at a future date. How did this poster encourage Americans to buy Liberty Bonds?



The Granger Collection, New York.

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Research Options

1. Research other methods that the government used to persuade Americans to buy bonds. List these methods and compare your list with those of your classmates.
2. Research the economic impact of Liberty Bonds. How much money was raised for the war

through the sale of Liberty Bonds? On average, how much did every American spend on Liberty Bonds? How did the sale of Liberty Bonds affect the national debt? Then discuss your findings with your classmates.

CHAPTER
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Section 3

PRIMARY SOURCE “Returning Soldiers”
by W. E. B. Du Bois

W. E. B. Du Bois urged African Americans to support the war effort but also criticized racism in the military and on the home front. In May 1919 he published this short essay in The Crisis magazine. As you read, think about what Du Bois wanted returning African-American soldiers to do.

We are returning from war! THE CRISIS and tens of thousands of black men were drafted into a great struggle. For bleeding France and what she means and has meant and will mean to us and humanity and against the threat of German race arrogance, we fought gladly and to the last drop of blood; for America and her highest ideals, we fought in far-off hope; for the dominant southern oligarchy entrenched in Washington, we fought in bitter resignation. For the America that represents and gloats in lynching, disfranchisement, caste, brutality and devilish insult—for this, in the hateful upturning and mixing of things, we were forced by vindictive fate to fight, also.

But today we return! We return from the slavery of uniform which the world's madness demanded us to don to the freedom of civil garb. We stand again to look America squarely in the face. . . . We sing: This country of ours, despite all its better souls have done and dreamed, is yet a shameful land.

It lynches.

And lynching is a barbarism of a degree of contemptible nastiness unparalleled in human history. Yet for fifty years we have lynched two Negroes a week, and we have kept this up right through the war.

It disfranchises its own citizens.

Disfranchisement is the deliberate theft and robbery of the only protection of poor against rich and black against white. The land that disfranchises its citizens and calls itself a democracy lies and knows it lies.

It encourages ignorance.

It has never really tried to educate the Negro. A dominant minority does not want Negroes educated. . . .

It steals from us.

It organizes industry to cheat us. It cheats us out of our land; it cheats us out of our labor. It confiscates our savings. It reduces our wages. It raises our rent. It steals our profit. It taxes us without representation. It keeps us consistently and universally poor, and then feeds us on charity and derides our poverty.

It insults us.

It has organized a nation-wide and latterly a world-wide propaganda of deliberate and continuous insult and defamation of black blood wherever found. It decrees that it shall not be possible in travel nor residence, work nor play, education nor instruction for a black man to exist without tacit or open acknowledgment of his inferiority to the dirtiest white dog. And it looks upon any attempt to question or even discuss this dogma as arrogance, unwarranted assumption and treason.

This is the country to which we Soldiers of Democracy return. This is the fatherland for which we fought! But it is *our* fatherland. It was right for us to fight. The faults of *our* country are *our* faults. Under similar circumstances, we would fight again. But by the God of Heaven, we are cowards . . . if now that that war is over, we do not marshal every ounce of our brain and brawn to fight a sterner, longer, more unbending battle against the forces of hell in our own land.

We return.

We return from fighting.

We return fighting.

Make way for Democracy! We saved it in France, and by the Great Jehovah, we will save it in the United States of America, or know the reason why.

from W. E. B. Du Bois, “Returning Soldiers,” The Crisis (May 1919), 13–14.

Discussion Questions

1. According to Du Bois, what positive principles did African Americans fight for during World War I?
2. Why does he characterize the United States as “a shameful land”?
3. What fight does he believe should be fought now that African-American soldiers have returned home?
4. Members of Congress accused Du Bois of inciting race riots. What evidence, if any, do you find in this excerpt to support their accusations?

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Section 1

LITERATURE SELECTION *from A Son at the Front*
by Edith Wharton

American novelist Edith Wharton lived in France during World War I and witnessed the devastation of the war firsthand. As you read this excerpt from her novel, think about the war's impact on John Campton, an American artist living in Paris, and his son, George, a soldier wounded while fighting in the French army.

Campton, from the first, had been opposed to the attempt to bring George to Paris; partly perhaps because he felt that in the quiet provincial hospital near the front he would be able to have his son to himself. At any rate, the journey would have been shorter; though, as against that, Paris offered more possibilities of surgical aid. . . . Well, at any rate, George was alive, he was there under his father's eye, he was going to live; there seemed to be no doubt about it now. Campton could think it all over slowly and even calmly, marvelling at the miracle and taking it in. . . . So at least he had imagined till he first made the attempt; then the old sense of unreality enveloped him again, and he struggled vainly to clutch at something tangible amid the swimming mists. "George—George—George—" he used to say the name over and over below his breath, as he sat and watched at his son's bedside; but it sounded far off and hollow, like the voice of a ghost calling to another.

Who was "George"? What did the name represent? The father left his post in the window and turned back to the bed, once more searching the boy's face for enlightenment. But George's eyes were closed: sleep lay on him like an impenetrable veil. The sleep of ordinary men was not like that: the light of their daily habits continued to shine through the chinks of their closed faces. But with these others, these who had been down into the lower circles of the pit, it was different: sleep instantly and completely sucked them back into the unknown. There were times when Campton, thus watching beside his son, used to say to himself: "If he were dead he could not be farther from me"—so deeply did George seem plunged in secret traffic with things unutterable. . . .

As he sat there, the door was softly opened a few inches and Boylston's face showed through a

crack: light shot from it like the rays around a chalice. At a sign from him Campton slipped out into the corridor and Boylston silently pushed a newspaper into his grasp. He bent over it, trying with dazzled eyes to read sense into the staring head-lines: but "America—America—America—" was all that he could see.

A nurse came gliding up on light feet: the tears were running down her face. "Yes—I know, I know, I know!" she exulted. Up the tall stairs and through the ramifying of long white passages rose an unwonted rumour of sound, checked, subdued, invisibly rebuked, but ever again breaking out, like the noise of ripples on a windless beach. In every direction nurses and orderlies were speeding from one room to another of the house of pain with the message: "America has declared war on Germany."

Campton and Boylston stole back into George's room. George lifted his eyelids and smiled at them,

understanding before they spoke.

"The sixth of April! Remember the date!" Boylston cried over him in a gleeful whisper.

The wounded man, held fast in his splints, contrived to raise his head a little. His eyes laughed back into Boylston's. "You'll be in uniform within a week!" he said; and Boylston crimsoned.

Campton turned away again to the window. The day had come—had come; and his son had lived to see it. So many of George's comrades had gone down to death without hope; and in a few months more George, leaning from that same window—or perhaps well enough to be watching the spectacle with his father from the terrace of the Tuileries—would look out on the first brown battalions marching across the Place de la Concorde, where father and son, in the early days of the war, had seen the young recruits of the Foreign Legion patrolling under improvised flags.

"George—George—George—" he used to say the name over and over . . . but it sounded far off and hollow, like the voice of a ghost calling to another.

At the thought Campton felt a loosening of the tightness about his heart. Something which had been confused and uncertain in his relation to the whole long anguish was abruptly lifted, giving him the same sense of buoyancy that danced in Boylston's glance. At last, random atoms that they were, they seemed all to have been shaken into their places, pressed into the huge mysterious design which was slowly curving a new firmament over a new earth. . . .

There was another knock; and a jubilant nurse appeared, hardly visible above a great bunch of lilacs tied with a starred and striped ribbon. . . . George lay smiling, the lilacs close to his pillow, his free hand fingering the envelope; but he did not unseal the letter, and seemed to care less than ever to talk. . . .

When he returned to the hospital after dinner the night-nurse met him. She was not quite as well satisfied with her patient that evening; hadn't he perhaps had too many visitors? Yes, of course—she knew it had been a great day, a day of international rejoicing, above all a blessed day for France. But the doctors, from the beginning, must have warned Mr. Campton that his son ought to be kept quiet—very quiet. The last operation had been a great strain on his heart. Yes, certainly, Mr. Campton might go in; the patient had asked for him. Oh, there was no danger—no need for anxiety; only he must not stay too long; his son must try to sleep.

Campton nodded, and stole in.

George lay motionless in the shaded lamplight: his eyes were open, but they seemed to reflect his father's presence without any change of expression, like mirrors rather than like eyes. The room was doubly silent after the joyful hubbub of the afternoon. The nurse had put the orchids and lilacs where George's eyes could rest on them. But was it on the flowers that his gaze so tranquilly dwelt? Or did he see in their place the faces of their senders? Or was he again in that far country whither no other eyes could follow him?

Campton took his usual seat by the bed. Father and son looked at each other, and the old George glanced out for half a second between the wounded man's lids.

"There was too much talking today," Campton grumbled.

"Was there? I didn't notice," his son smiled.

No—he hadn't noticed; he didn't notice anything. He was a million miles away again, whirling into his place in the awful pattern of that new firmament. . . .

"Tired, old man?" Campton asked under his breath.

"No; just glad," said George contentedly.

His father laid a hand on his and sat silently beside him while the spring night blew in upon them through the open window. The quiet streets

grew quieter, the hush in their hearts seemed gradually to steal over the extinguished city.

Campton kept saying to himself: "I must be off," and still not moving. The nurse was sure to come back presently—why should he not wait till she dismissed him?

After a while, seeing that George's eyes had closed, Campton rose, and crept across the room to darken the lamp with a newspaper. His movement must have roused his son, for he heard a light struggle behind him and the low cry: "Father!"

Campton turned and reached the bed in a stride. George, ashy-white, had managed to lift himself a little on his free elbow.

"Anything wrong?" the father cried.

"No; everything all right," George said. He dropped back, his lids closing again, and a single twitch ran through the hand that Campton had seized. After that he lay stiller than ever.

George's prediction had come true. At his funeral, three days afterward, Boylston, a new-fledged member of the American Military Mission, was already in uniform.

Activity Options

1. Draw an illustration to accompany this excerpt from the novel. Then show your illustrations to the class and explain your choice of subject matter.
2. What kind of music would you choose to accompany a reading of this excerpt? Play the music for the class and explain why you choose it.

George lay motionless in the shaded lamplight: his eyes were open, but they seemed to reflect his father's presence without any change of expression, like mirrors rather than like eyes.

CHAPTER
19

Section 1

AMERICAN LIVES

Jeannette Rankin

Pioneer Advocate of Peace

"I want to stand for my country, but I cannot vote for war."—Jeannette Rankin, speech in the House of Representatives (1917)

Jeannette Rankin was a groundbreaker. In 1917, she became the first woman elected to the House of Representatives. She was also a life-long advocate of peace. She voted in Congress against U.S. entry in World War I and World War II. In 1968, she even led a march protesting the Vietnam War.

Rankin (1880–1973) was raised on a Montana farm. Her parents taught their seven children to make some contribution to society with their lives. After college, Rankin took up teaching and social work. She then joined the fight for woman suffrage. She spoke to the Montana state legislature—the first woman to address that body—arguing that denying women the right to vote amounted to taxation without representation. She helped the National American Woman Suffrage Association (NAWSA) win passage of suffrage laws in North Dakota (1913) and, finally, in her home state (1914). Vowing to “repay the women of Montana who had worked for suffrage,” she ran for one of Montana’s two seats in the House. She campaigned for a national suffrage law, laws to protect children, prohibition, and staying out of World War I. She defeated seven other candidates to win the Republican primary and then won the general election despite a Democratic landslide.

Reaching Washington in April 1917, she was immediately given a difficult decision. President Woodrow Wilson asked Congress to declare war on Germany. Rankin received pressure from woman suffrage advocates on both sides. Carrie Chapman Catt feared that a vote against the war would make women look disloyal. Alice Paul urged a no vote, declaring that women should stand for peace, not war. Rankin voted no. Though 49 other House members joined her, criticism of her was intense. The *New York Times* said the vote “justified distrust of her judgment.”

During her term, Rankin worked to achieve the goals she had campaigned for. She introduced the nation’s first bill aimed at improving health care for women and newborns, a bill that became law in

1921. She helped lead the floor fight for a suffrage amendment, although it did not pass. Hoping to keep a statewide office in the 1918 election, she ran for one of Montana’s Senate seats but lost.

Out of office, Rankin became increasingly committed to the cause of peace and worked for various causes over the next two decades. Mistrusting the foreign policy of President Franklin Roosevelt and fearing U.S. involvement in World War II, she ran again for Congress in 1940. Her position was popular in Montana and she won the election. However, public opinion shifted after the Japanese attacked Pearl Harbor. The next day, when Congress voted in favor of Roosevelt’s declaration of war against Japan, Rankin again voted no. This time, though, hers was the only such vote. She was widely criticized. Newspaper editor William Allen White commended her for her courage, but noted that she “stood firm in folly.” Any hope that she had of re-election was dashed, and she declined to run for office again.

Rankin opposed aggressive steps taken during the Cold War, the postwar ill will between the United States and the Soviet Union. She traveled to encourage the peace movement around the world. As the Vietnam War raged in the 1960s, she entered the public eye again. In 1968 the 88-year-old Rankin led a march of 5,000 women to protest that war. She began to consider running again for Congress to carry out the peace campaign, but poor health prevented her.

Questions

1. Rankin said denying women the vote was taxation without representation. Was this a valid claim? Why or why not?
2. Which vote—1917 or 1941—do you think was more difficult for Rankin? Explain why.
3. Review Rankin’s stands against U.S. involvement in war over the decades. Do they seem responsible or irresponsible? Defend your choice either way.

CHAPTER
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Section 3

AMERICAN LIVES **Oliver Wendell Holmes, Jr.**
Thinker in Action

“War, when you are at it, is horrible and dull. It is only when time has passed that you see that its message was divine. . . . But some teacher of the kind we all need. In this smug, over-safe corner of the world we need it, that we may realize that our comfortable routine is no eternal necessity of things.”
—Oliver Wendell Holmes, Jr., Memorial Day speech (1895)

He joined the Union army while he was still in college and fought with distinction in the Civil War. At age 61, he took a seat on the Supreme Court, where he served for 30 years. Oliver Wendell Holmes, Jr., (1841–1935) dedicated most of his 94 years to serving his country. His goal throughout was to put his mind and learning to work on important questions.

Two influences shaped Holmes’s life. First was his background. He came from a line of prominent New England families. His father was an admired doctor and famous author. Holmes developed a deep love for New England traditions. At the same time, he was not bound by these traditions. He questioned what he read. He had a probing mind.

Second was the Civil War. The war broke out as he was completing college. He enlisted and after graduation marched to the front as a second lieutenant. In his three years in the army, Holmes was wounded three times—once so severely that he was given up for dead. The war gave him a sense of a larger purpose in life and shaped his career. Holmes’s questioning mind had led him to philosophy. However, a desire for public service aroused by his war duty led him to the law. He wanted not just to think but “to think for action.”

After graduating from law school in 1866, Holmes combined a legal practice with intense study. He also worked as editor of the *American Law Review* and he taught. In 1881 he revealed his legal philosophy in *The Common Law*. “The life of the law has not been logic,” he wrote. “It has been experience.” To know the law, a person had to understand its present interpretation and the past that shaped it.

The next year, Holmes was named to the Massachusetts Supreme Court. After twenty years on that bench, he joined the U.S. Supreme Court, where he remained for 30 years. When he resigned in 1932, the 90-year-old Holmes said it was time to

“bow to the inevitable.”

He judged cases in light of his idea of the law. “The provisions of the Constitution,” he wrote, “are not mathematical formulas. . . . They are organic living institutions.” However, he was careful not to impose his own opinions on a case. A judge may disagree with a law, he believed, without the law becoming unconstitutional.

Holmes wrote hundreds of decisions, some for the majority and some in dissent, explaining his reasons for disagreeing with the majority decisions. Two of his most famous opinions, both from 1919, involve free speech. First was *Schenck v. United States*. Charles Schenck had been convicted of trying to interfere with the military draft during World War I. Schenck argued that the arrest violated his right to free speech. Holmes wrote the opinion of the unanimous majority that upheld the convictions. The government has the right to restrict speech, he wrote, when the speech presents a “clear and present danger” to society. The context in which speech occurs determines whether the speech is protected. The first amendment does not protect someone from “falsely shouting fire in a theater and causing a panic.”

That same year, Holmes wrote a minority opinion in *Abrams v. United States* that urged allowing free speech in another context. Abrams had been convicted of distributing pamphlets that criticized the government’s war policy. The majority upheld the convictions. Holmes argued that the pamphlets represented free speech.

Questions

1. What value did Holmes see in war?
2. What does Holmes mean by saying that law is based on experience, not solely on logic?
3. Why did Holmes rule differently in the two free speech cases, *Schenck* and *Abrams*?

CHAPTER
19
Project

LIVING HISTORY *Charting the Effects of
World War I*

GETTING STARTED Begin by taking notes as you read Chapter 19. Take as many notes as you can on each of the three categories of effects as a way of exploring each category. This part of the process will help you discover which of the categories interests you most and which lends itself best to a fully developed report.

DRAFTING YOUR CHART After you have listed as much information as you can find, start filling out your chart. Your chart should have a title as well as three headings with several different effects listed under each.

RESEARCHING YOUR REPORT After you have completed your chart, decide which category you'd like to use as the topic of your report. You can start your research by using the standard reference materials: *World Book Encyclopedia*, *Encyclopædia Britannica*, *Encyclopedia of American History*, and atlases. Then for more detailed information, use the library's computerized catalog to search for key words. You can also use research engines such as Lycos, Infoseek, Magellan, and Yahoo! on the Internet.

Remember!

- Use at least three sources in your report.
- Document your sources by listing author, title, date of publication, and pages where material was found.

DRAFTING YOUR REPORT Here are some suggestions:

- 1. Compose a thesis statement.** A thesis statement is the central idea of your report. It usually occurs in the first paragraph and sets up what the rest of your report will be about. An effective thesis statement might begin in this way: "The effects of World War I on American society included . . ." Then you might list three major effects, such as "the movement of large numbers of people from rural areas to the cities, the creation of hysteria about immigration, and an atmosphere of suspicion and fear."
- 2. Organize your report to support your thesis statement.** For example, if your thesis statement suggests that you will discuss three major effects, write at least one well-developed paragraph for each effect. Cover them in the order you listed them in your thesis statement.
- 3. Use your research material to support your points.** Use phrases such as "According to..." to introduce your sources, and then provide the name of the expert or the publication. Include both direct quotations and paraphrases.

PRESENTING YOUR REPORT Select the part of your chart that corresponds with your report, and create a large-format visual aid to present it. As you talk about your chart, focus on one point at a time and explain it by referring to the information in your report.

CHAPTER
19
Project

LIVING HISTORY *Standards for
Evaluating a Report*

RESEARCH	Exceptional	Acceptable	Poor
1. Shows evidence of research from at least three sources			
2. Documents research by listing author, title, date of publication, and pages where material was found			
IDEAS AND CONTENT			
3. Presents information clearly and logically			
4. Presents information that supports a thesis statement			
5. Uses direct quotations and paraphrases from research materials			
INDIVIDUAL PERFORMANCE			
6. Displays a large-format chart to highlight main points of the report			
7. Makes logical connections between the chart and the report			
8. Shows care and effort in the presentation			

Comments _____

Overall Rating _____