**Chapter 30—The War to End War, 1917-1918**

**SHORT ANSWER**

*Identify and state the historical significance of the following:*

 1. George Creel

ANS:

Student answers will vary.

 2. Woodrow Wilson

ANS:

Student answers will vary.

 3. Eugene V. Debs

ANS:

Student answers will vary.

 4. William D. Haywood

ANS:

Student answers will vary.

 5. Bernard Baruch

ANS:

Student answers will vary.

 6. Herbert Hoover

ANS:

Student answers will vary.

 7. Alice Paul

ANS:

Student answers will vary.

 8. John J. Pershing

ANS:

Student answers will vary.

 9. Henry Cabot Lodge

ANS:

Student answers will vary.

 10. David Lloyd George

ANS:

Student answers will vary.

 11. Georges Clemenceau

ANS:

Student answers will vary.

 12. Warren G. Harding

ANS:

Student answers will vary.

 13. Calvin Coolidge

ANS:

Student answers will vary.

 14. Franklin D. Roosevelt

ANS:

Student answers will vary.

 15. James M. Cox

ANS:

Student answers will vary.

*Define and state the historical significance of the following:*

 16. self-determination

ANS:

Student answers will vary.

 17. "peace without victory"

ANS:

Student answers will vary.

 18. collective security

ANS:

Student answers will vary.

 19. conscription

ANS:

Student answers will vary.

 20. doughboys

ANS:

Student answers will vary.

 21. "politics is adjourned"

ANS:

Student answers will vary.

 22. "solemn referendum"

ANS:

Student answers will vary.

 23. "normalcy"

ANS:

Student answers will vary.

*Describe and state the historical significance of the following:*

 24. Zimmermann note

ANS:

Student answers will vary.

 25. Fourteen Points

ANS:

Student answers will vary.

 26. League of Nations

ANS:

Student answers will vary.

 27. Committee on Public Information

ANS:

Student answers will vary.

 28. Espionage and Sedition acts

ANS:

Student answers will vary.

 29. *Schenck* v. *United States*

ANS:

Student answers will vary.

 30. Industrial Workers of the World

ANS:

Student answers will vary.

 31. War Industries Board

ANS:

Student answers will vary.

 32. National Woman's party

ANS:

Student answers will vary.

 33. Women's Bureau

ANS:

Student answers will vary.

 34. Nineteenth Amendment

ANS:

Student answers will vary.

 35. Eighteenth Amendment

ANS:

Student answers will vary.

 36. Liberty Loans

ANS:

Student answers will vary.

 37. Bolsheviks

ANS:

Student answers will vary.

 38. Chateau-Thierry

ANS:

Student answers will vary.

 39. Second Battle of the Marne

ANS:

Student answers will vary.

 40. Big Four

ANS:

Student answers will vary.

 41. irreconcilables

ANS:

Student answers will vary.

 42. Shandong (Shantung) Peninsula

ANS:

Student answers will vary.

 43. Lodge reservations

ANS:

Student answers will vary.

 44. Treaty of Versailles

ANS:

Student answers will vary.

**MULTIPLE CHOICE**

 45. President Wilson broke diplomatic relations with Germany when

|  |  |
| --- | --- |
| a. | the Zimmermann note was intercepted and made public. |
| b. | Germany announced that it would wage unrestricted submarine warfare in the Atlantic. |
| c. | news was received that a revolutionary movement had overthrown the czarist regime in Russia. |
| d. | Germany rejected Wilson's Fourteen Points for peace. |
| e. | it appeared that the German army would take Paris. |

ANS: B REF: p. 678

 46. The Zimmermann note involved a proposed secret agreement between

|  |  |
| --- | --- |
| a. | Britain and France. |
| b. | Russia and Germany. |
| c. | Germany and Mexico. |
| d. | Mexico and France. |
| e. | Germany and Canada. |

ANS: C REF: p. 678

 47. The United States declared war on Germany

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| --- | --- |
| a. | in response to demands by American munitions makers. |
| b. | because it appeared that France was about to surrender. |
| c. | because Wall Street bankers demanded it. |
| d. | after Mexico signed an alliance with Germany. |
| e. | after German U-boats sank four unarmed American merchant vessels. |

ANS: E REF: p. 678

 48. President Woodrow Wilson persuaded the American people to enter World War I by

|  |  |
| --- | --- |
| a. | appealing to America's tradition of intervention in Europe. |
| b. | convincing the public of the need to make the world safe from the German submarine. |
| c. | declaring it a crusade to "make the world safe for democracy." |
| d. | demonstrating how American national security would be threatened by a German victory. |
| e. | insisting that the war would be fought primarily by the navy. |

ANS: C REF: p. 679

 49. President Wilson viewed America's entry into World War I as an opportunity for the United States to

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| --- | --- |
| a. | reestablish the balance of power in European diplomacy. |
| b. | become a dominant global great power. |
| c. | rebuild its dangerously small military and naval forces. |
| d. | establish a permanent military presence in Europe. |
| e. | shape a new international order based on the ideals of democracy. |

ANS: E REF: p. 679

 50. Which one of the following was *not* among Wilson's Fourteen Points, upon which he based America's idealistic foreign policy in World War I?

|  |  |
| --- | --- |
| a. | Reduction of armaments |
| b. | An international guarantee of freedom of religion |
| c. | Abolition of secret treaties |
| d. | A new international organization to guarantee collective security |
| e. | The principle of national self-determination for subject peoples |

ANS: B REF: p. 680

 51. The major problem for George Creel and his Committee on Public Information was that

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| --- | --- |
| a. | he oversold Wilson's ideals and led Americans and the world to expect too much. |
| b. | he relied too much on formal laws and police power to gain compliance with the war effort. |
| c. | the entertainment industry was not willing to go along with the propaganda campaign. |
| d. | Wilson had a poor public image with European publics. |
| e. | the public was skeptical of government propaganda. |

ANS: A REF: p. 680-681

 52. Match each civilian administrator below with the World War I mobilization agency that he directed.

|  |  |  |  |
| --- | --- | --- | --- |
| A. | George Creel | 1. | War Industries Board |
| B. | Herbert Hoover | 2. | Committee on Public Information |
| C. | Bernard Baruch | 3. | Food Administration |
| D. | William Howard Taft | 4. | National War Labor Board |

|  |  |
| --- | --- |
| a. | A-4, B-1, C-3, D-2 |
| b. | A-2, B-4, C-1, D-3 |
| c. | A-3, B-2, C-l, D-4 |
| d. | A-2, B-3, C-1, D-4 |
| e. | A-1, B-2, C-4, D-3 |

ANS: D REF: p. 680 | p. 682-683 | p. 685

 53. When the United States entered World War I, it was

|  |  |
| --- | --- |
| a. | well prepared thanks to the foresight of Woodrow Wilson. |
| b. | well prepared militarily but not industrially. |
| c. | well prepared for land combat but not for naval warfare. |
| d. | well prepared industrially but not militarily. |
| e. | poorly prepared to leap into global war. |

ANS: E REF: p. 681-682

 54. During World I, civil liberties in America were

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| --- | --- |
| a. | threatened by President Wilson but protected by the courts. |
| b. | limited, but no one was actually imprisoned for his or her convictions. |
| c. | violated mostly in the western United States. |
| d. | protected for everyone except German Americans. |
| e. | severely damaged by the pressures for loyalty and conformity. |

ANS: E REF: p. 681

 55. Although German-Americans were generally loyal citizens, during the war they were subjected to all of the following *except*

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| --- | --- |
| a. | rumors that they were spying and sabotaging the U.S. |
| b. | violent attacks such as tarring, feathering, beatings and lynchings. |
| c. | deportation back to Germany. |
| d. | German books were removed from libraries and German courses cancelled. |
| e. | renaming German foods; sauerkraut became liberty cabbage. |

ANS: C REF: p. 681

 56. Prosecutions under the Espionage Act (1917) and the Sedition Act (1918) can be characterized in all of the following ways *except*

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| --- | --- |
| a. | antiwar socialists and labor leaders were visibly targeted. |
| b. | 1,900 Americans were prosecuted under these laws. |
| c. | the laws meant that any criticism of the government could be censored and punished. |
| d. | the Supreme Court ruled that they were unconstitutional violations of free speech. |
| e. | after the war, President Harding issued pardons to many of those prosecuted, including labor leader Eugene Debs. |

ANS: D REF: p. 681

 57. Two constitutional amendments, adopted in part because of World War I, were the Eighteenth, which dealt with \_\_\_\_, and the Nineteenth, whose subject was \_\_\_\_.

|  |  |
| --- | --- |
| a. | prohibition; an income tax |
| b. | direct election of senators; woman suffrage |
| c. | prohibition; woman suffrage |
| d. | an income tax; direct election of senators |
| e. | women suffrage; prohibition |

ANS: C REF: p. 684-685

 58. In adopting the Nineteenth Amendment, giving women the right to vote, the United States was

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| --- | --- |
| a. | taking a progressive step considerably ahead of other nations. |
| b. | also asserting that women had a right to equal pay and to child care services. |
| c. | overcoming the strong hostility to women's suffrage within state governments. |
| d. | following the path already taken by other wartime governments like Britain and Germany. |
| e. | fulfilling one of Woodrow Wilson's Fourteen Points. |

ANS: D REF: p. 684

 59. Women's participation in the war effort contributed greatly to the fact that they

|  |  |
| --- | --- |
| a. | became a large, permanent part of the American workforce. |
| b. | finally received the right to vote. |
| c. | were allowed to join the air force. |
| d. | organized the National Women's party. |
| e. | All of these |

ANS: B REF: p. 684

 60. In the decade after the war, feminists

|  |  |
| --- | --- |
| a. | pressed for more laws to protect women workers and end child labor. |
| b. | sought full economic and political equality. |
| c. | wanted more opportunities for women in the paid workforce. |
| d. | made getting women into political office a top priority. |
| e. | None of these |

ANS: A REF: p. 684

 61. Congress's passage of the Sheppard-Towner Maternity Act demonstrated that the federal government

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| --- | --- |
| a. | was beginning to address the issue of equal treatment of mothers in the workplace. |
| b. | was prepared to take substantial steps toward federally funded child care. |
| c. | was completely hostile to mothers working outside the home. |
| d. | supported pregnancy and maternity-leave benefits for women. |
| e. | was willing to benefit and support women primarily in their role as mothers. |

ANS: E REF: p. 684

 62. During World War I, the government's treatment of labor could be best described as

|  |  |
| --- | --- |
| a. | fair. |
| b. | strict and financially unrewarding. |
| c. | extremely brutal. |
| d. | so good that the right to form unions was finally granted. |
| e. | decent for native Americans but harsh for ethnic groups. |

ANS: A REF: p. 683

 63. The two groups who suffered most from the violation of civil liberties during World War I were

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| --- | --- |
| a. | Catholics and atheists. |
| b. | Irish Americans and Japanese Americans. |
| c. | African Americans and Latinos. |
| d. | labor unions and women's groups. |
| e. | German Americans and social radicals. |

ANS: E REF: p. 681

 64. Grievances of labor during and shortly after World War I include all of the following *except*

|  |  |
| --- | --- |
| a. | the inability to gain the right to organize. |
| b. | war-spawned inflation. |
| c. | suppression of the American Federation of Labor. |
| d. | violence against workers by employers. |
| e. | the use of African Americans as strikebreakers. |

ANS: C REF: p. 683

 65. The enormous nationwide steel strike of 1919 resulted in

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| --- | --- |
| a. | the eight-hour workday. |
| b. | a takeover of the steelworkers' union by American Communists. |
| c. | somewhat higher wages but no recognition of the steel union. |
| d. | a grievous setback for labor that crippled the union movement for a decade. |
| e. | general strikes of all workers that essentially shut down Seattle and Pittsburgh. |

ANS: D REF: p. 683

 66. The movement of tens of thousands of Southern blacks north during World War I resulted in

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| --- | --- |
| a. | better race relations in the South. |
| b. | racial violence in the North. |
| c. | fewer blacks willing to be used as strikebreakers. |
| d. | a new black middle class. |
| e. | All of these |

ANS: B REF: p. 683

 67. Most wartime mobilization agencies primarily relied on \_\_\_\_ to prepare the economy for war.

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| --- | --- |
| a. | congressional legislation |
| b. | voluntary compliance |
| c. | presidential edict |
| d. | court decisions |
| e. | business trade organizations |

ANS: B REF: p. 681

 68. World War I was the first time that

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| --- | --- |
| a. | African Americans served in the military. |
| b. | women were admitted to the armed forces. |
| c. | the military was desegregated. |
| d. | the U.S. government employed a draft. |
| e. | None of these |

ANS: B REF: p. 687

 69. Two examples of forceful federal government action to organize the nation for war were

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| --- | --- |
| a. | the conscription of certain essential wartime workers. |
| b. | federal rationing of food and other essential goods needed for the war. |
| c. | the government's takeover of the railroads and imposition of nationwide daylight savings time. |
| d. | strict government controls on the amount of coal and oil that civilians could use. |
| e. | the use of the U.S. Army to break labor strikes. |

ANS: C REF: p. 686

 70. Most of the money raised to finance World War I came from

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| --- | --- |
| a. | confiscation of German property. |
| b. | income taxes. |
| c. | tariffs. |
| d. | sale of armaments to Britain and France. |
| e. | loans from the American public. |

ANS: E REF: p. 686

 71. The United States used all of the following methods to support the war effort *except*

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| --- | --- |
| a. | forcing some people to buy war bonds. |
| b. | having heatless Mondays to conserve fuel. |
| c. | establishing government control of wages. |
| d. | seizing enemy merchant vessels trapped in American harbors. |
| e. | restricting the manufacture of beer. |

ANS: C REF: p. 686

 72. The World War I military draft

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| --- | --- |
| a. | generally worked fairly and effectively to provide military manpower. |
| b. | caused widespread resistance and riots. |
| c. | permitted men to purchase substitutes to go in their place. |
| d. | included women as well as men. |
| e. | was not as fair as the Civil War draft. |

ANS: A REF: p. 687

 73. When the United States entered the war in 1917, most Americans did *not* believe that

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| --- | --- |
| a. | the navy was obligated to defend freedom of the seas. |
| b. | it would be necessary to continue making loans to the Allies. |
| c. | the United States would have to ship war materiel to the Allies. |
| d. | mobilization for war should be largely voluntary. |
| e. | it would be necessary to send a large American army to Europe. |

ANS: E REF: p. 686

 74. Despite reluctance by both the president and Congress, the United States resorted to forced conscription in 1917 because

|  |  |
| --- | --- |
| a. | there was no other way to raise the vast American army that would have to be sent to Europe. |
| b. | it was the most effective way to destroy the opposition to the war. |
| c. | all the Allied and Central powers had already enacted conscription. |
| d. | it seemed like the most fair way of determining who would serve. |
| e. | they were unwilling to accept female volunteers in the military. |

ANS: A REF: p. 687

 75. The conscription law during World War I differed from the Civil War draft especially because it

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| --- | --- |
| a. | exempted men older that thirty-five and younger than twenty-one from service. |
| b. | drafted women as well as men. |
| c. | drafted men for the navy and air force as well as the army. |
| d. | contained no provisions for hiring a substitute or purchasing an exemption. |
| e. | contained no provision for conscientious objection. |

ANS: D REF: p. 687

 76. For German military strategists, the entry of the United States into the war meant that

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| --- | --- |
| a. | they would no longer be able to use their submarine weapon effectively. |
| b. | they would have to defeat France and Britain before a large American force arrived in Europe. |
| c. | they would have to continue to fight on the second front in Russia. |
| d. | the war would become one of swift movements rather than stalemated trench warfare. |
| e. | they would have to switch from an offensive to a defensive strategy. |

ANS: B REF: p. 687-688

 77. The Germans gained an immense military advantage in the first months of 1918 because

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| --- | --- |
| a. | they had discovered how to use the tank and poison gas effectively. |
| b. | the Austrian army was able to switch from the Italian front to the western front. |
| c. | the Bolsheviks took Russia out of the war allowing German troops to move to the western front. |
| d. | they had seized the two key strategic points of Verdun and Ypres. |
| e. | their brilliant generals Hindenburg and Ludendorff has taken effective control of the German government. |

ANS: C REF: p. 687

 78. The two major battles of World War I in which United States forces engaged were

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| --- | --- |
| a. | Ypres and the Ardennes Forest. |
| b. | Verdun and the Somme. |
| c. | Gallipoli and Locarno. |
| d. | Jutland and Trafalgar. |
| e. | St. Mihiel and the Meuse-Argonne Offensive. |

ANS: E REF: p. 688 | p. 690

 79. Russia's withdrawal from World War I in 1918 resulted in

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| --- | --- |
| a. | a communist takeover of that country. |
| b. | the United States' entry into the war. |
| c. | the release of hundreds of thousands of German troops for deployment on the front in France. |
| d. | Germany's surrender to the Allies. |
| e. | a setback for the idea of a "war for democracy." |

ANS: C REF: p. 687

 80. The Second Battle of the Marne was significant because it

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| --- | --- |
| a. | was the first time American troops saw action in France. |
| b. | forced the Kaiser to abdicate. |
| c. | was the first time American troops fought by themselves. |
| d. | saw the first use of combat aircraft. |
| e. | marked the beginning of a German withdrawal that was never reversed. |

ANS: E REF: p. 690

 81. Before Woodrow Wilson would agree to an armistice ending World War I fighting, he demanded that

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| --- | --- |
| a. | Germany remove its army from the large territories it had taken from Russia. |
| b. | Germany pledge never again to wage aggressive warfare. |
| c. | the German government pay for war damages. |
| d. | the German kaiser be forced from power. |
| e. | Germany accept guilt for the war. |

ANS: D REF: p. 691

 82. The United States' main contributions to the Allied victory in World War I included all of the following *except*

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| --- | --- |
| a. | battlefield victories. |
| b. | foodstuffs. |
| c. | oil. |
| d. | munitions. |
| e. | financial credit. |

ANS: A REF: p. 691

 83. Which of these is NOT a true statement about black soldiers during World War I?

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| --- | --- |
| a. | Most black troops were denied combat duty. |
| b. | Black soldiers were more likely to serve in combat than white soldiers. |
| c. | Black soldiers typically served as laborers and stevedores. |
| d. | Blacks served in segregated units in the military. |
| e. | Mothers of slain black soldiers in 1930 were invited to visit their sons' graves in segregated travel arrangements. |

ANS: B REF: p. 691

 84. The Germans were heavily demoralized by

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| --- | --- |
| a. | the United States' military performance. |
| b. | their defeat at the Battle of Meuse-Argonne. |
| c. | the United States' unlimited troop reserves. |
| d. | Russia's entry into the war. |
| e. | American propaganda. |

ANS: C REF: p. 692

 85. The chief difference between Woodrow Wilson and the parliamentary statesmen at the Paris peace table was that Wilson

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| --- | --- |
| a. | lacked their popularity in Europe. |
| b. | did not command a legislative majority at home. |
| c. | brought some of his political opponents with him. |
| d. | refused to play politics with the peace powers. |
| e. | was not popular with his own people. |

ANS: B REF: p. 692

 86. Woodrow Wilson's ultimate goal at the Paris Peace Conference was to

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| --- | --- |
| a. | stop the spread of communism. |
| b. | blame no one for starting the war. |
| c. | force Germany to pay reparations for the war. |
| d. | establish the League of Nations. |
| e. | destroy the Austrian and Russian empires. |

ANS: D REF: p. 693

 87. At the Paris Peace Conference, Wilson sought all of the following goals *except*

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| --- | --- |
| a. | preventing a seizure of territory by the victors. |
| b. | an end to the European colonial empires in Africa and Asia. |
| c. | a world parliament of nations to provide collective security. |
| d. | national self-determination for smaller European nations. |
| e. | free trade and freedom of the seas. |

ANS: B REF: p. 692-694

 88. Opposition to the League of Nations by many United States senators during the Paris Peace Conference

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| --- | --- |
| a. | gave Allied leaders in Paris a stronger bargaining position. |
| b. | resulted in the League's being left out of the final draft of the treaty. |
| c. | led to an abandonment of the Monroe Doctrine. |
| d. | reinforced Germany's unwillingness to sign the treaty. |
| e. | forced Wilson to weaken the League idea. |

ANS: A REF: p. 693

 89. After the Treaty of Versailles had been signed, Woodrow Wilson

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| --- | --- |
| a. | remained a popular leader. |
| b. | was condemned by both disillusioned liberals and frustrated nationalists and imperialists. |
| c. | was more popular in Europe than in the United States. |
| d. | realized that he had made too many compromises. |
| e. | planned a shrewd strategy for gaining Senate approval. |

ANS: B REF: p. 694

 90. In the United States, the most controversial aspect of the Treaty of Versailles was the

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| --- | --- |
| a. | principle of self-determination for smaller nations in Europe and elsewhere. |
| b. | severe reparations that Germany would have to pay. |
| c. | permanent U.S. alliance with France. |
| d. | provision for trusteeship of former German colonies. |
| e. | League of Nations. |

ANS: E REF: p. 694

 91. Senator Henry Cabot Lodge effectively stalled the Treaty of Versailles by

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| --- | --- |
| a. | reading the entire treaty aloud and holding extended hearings where opponents could speak. |
| b. | loading it down with numerous crippling amendments. |
| c. | insisting that a treaty of this magnitude should not be ratified until the 1920 election. |
| d. | requiring that Wilson submit numerous reports explaining how the League of Nations would work. |
| e. | mobilizing liberal intellectual opinion against the treaty. |

ANS: A REF: p. 695

 92. Senate opponents of the League of Nations, as proposed in the Treaty of Versailles, argued that it

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| --- | --- |
| a. | failed to provide enough German financial reparations to the United States. |
| b. | violated Wilson's own Fourteen Points. |
| c. | robbed Congress of its war-declaring powers. |
| d. | isolated the United States from postwar world affairs. |
| e. | was not fair enough to oppressed colonial peoples. |

ANS: C REF: p. 696

 93. In Congress, the most reliable support for Wilson's position on the League of Nations came from

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| --- | --- |
| a. | Henry Cabot Lodge. |
| b. | pro-league Republicans. |
| c. | the irreconcilables. |
| d. | Midwestern senators. |
| e. | Democrats. |

ANS: E REF: p. 696

 94. The Senate likely would have accepted American participation in the League of Nations if Wilson had

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| --- | --- |
| a. | stuck to the principles of his own Fourteen Points. |
| b. | guaranteed that American troops would never be used in League peacemaking operations. |
| c. | actively campaigned for support from the American public. |
| d. | been willing to compromise with League opponents in Congress. |
| e. | run for re-election. |

ANS: D REF: p. 696

 95. Republican isolationists successfully turned Warren Harding's 1920 presidential victory into a

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| --- | --- |
| a. | mandate for international arms reduction. |
| b. | victory for idealism and social tolerance. |
| c. | guarantee of U.S. military withdrawal from Latin America. |
| d. | crusade against Bolshevik communism. |
| e. | death sentence for the League of Nations. |

ANS: E REF: p. 697

 96. During the course of World War I

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| --- | --- |
| a. | American wages approximately doubled. |
| b. | American prices approximately doubled. |
| c. | only a handful of labor strikes occurred in the United States. |
| d. | American farm production declined. |
| e. | women lost ground in the workforce. |

ANS: B REF: p. 683

**MULTIPLE RESPONSE**

 97. President Wilson's Fourteen Points included

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| --- | --- |
| a. | arms limitation. |
| b. | self-determination. |
| c. | spheres of influence. |
| d. | freedom of the seas. |
| e. | a permanent international organization. |

ANS: A, B, D, E REF: p. 680

 98. Among the major targets of the wartime Espionage and Sedition acts were

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| --- | --- |
| a. | the American Federation of Labor. |
| b. | Samuel Gompers. |
| c. | the Industrial Workers of the World. |
| d. | Eugene V. Debs. |
| e. | German Americans. |

ANS: C, D, E REF: p. 691

 99. President Wilson's position at the Paris Peace Conference was weakened by

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| --- | --- |
| a. | his refusal to attend the conference personally. |
| b. | Republican party victories in the 1918 midterm elections. |
| c. | his lack of popular support among people outside the United States. |
| d. | his failure to appoint a leading Senate Republican to the conference delegation. |
| e. | his paralyzing stroke. |

ANS: B, D REF: p. 692

 100. The election of 1920

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| --- | --- |
| a. | was defined by Warren Harding's clear position on the League. |
| b. | indicated the public's exhaustion with moral idealism and self-sacrifice. |
| c. | was the first presidential election since passage of the woman suffrage amendment. |
| d. | signaled the renewal of progressive domestic reform activity. |
| e. | was used by Republican isolationists to kill the League. |

ANS: B, C, E REF: p. 697

**ESSAY**

 101. Summarize the impact of American participation in World War I on the national economy, civil liberties, and public attitudes.

ANS:

Student answers will vary.

 102. Summarize President Wilson's Fourteen Points. Which were substantially attained as a result of American participation in World War I? Which were not? Why?

ANS:

Student answers will vary.

 103. Why did President Wilson have such difficulty getting his own allies at the Paris Peace Conference to accept the principles of the Fourteen Points? To what extent did the Treaty of Versailles embody the principles of the Fourteen Points?

ANS:

Student answers will vary.

 104. Why did President Wilson finally decide that the United States needed to enter World War I? What were the essential principles underlying Wilson's idealistic appeal for a "war to make the world safe for democracy"? Why does the text call those principles "prophetic"?

ANS:

Student answers will vary.

 105. Why did the United States fail to join the League of Nations? Consider the role of Wilson himself, Henry Cabot Lodge, the provisions of the Treaty of Versailles, and American political traditions.

ANS:

Student answers will vary.

 106. Assess the significance of Wilson's moralistic idealism on his call for America's entry into World War I in 1917, the Fourteen Points, and the campaign for American participation in the League of Nations.

ANS:

Student answers will vary.

 107. Do you agree with the text authors that Wilson's high-minded appeal to turn World War I into a "crusade" for democracy and peace "workedperhaps too well"? Why or why not?

ANS:

Student answers will vary.

 108. Why were there such substantial violations of civil liberties during World War I? Why were German Americans, radical labor unions, and war opponents especially suppressed?

ANS:

Student answers will vary.

 109. How did the U.S. war effort during World War I reflect the strong American preference for voluntary rather than forced support for the war? Which policies became exceptions to that rule, and why?

ANS:

Student answers will vary.

 110. Assess America's contribution to the Allied victory in World War I. Do you think that the United States' involvement was crucial to victory? Why or why not?

ANS:

Student answers will vary.

 111. How do you view the quarrel between Henry Cabot Lodge and Woodrow Wilson? Do you think that it was the deciding factor in the outcome of the Senate's vote on American participation in the League of Nations, or were other, less personal, forces responsible for the League's defeat? What were some of these other forces?

ANS:

Student answers will vary.

 112. Do you think that the United States was better off for having participated in World War I? If so, in what ways? If not, why? Create a scenario envisaging the outcome of World War I, had the United States not joined the Allies.

ANS:

Student answers will vary.

 113. Based on the chapter and "Varying Viewpoints," why is it fair to say that the issue of Wilsonianism has dominated discussions of American foreign policy from that time to the present?

ANS:

Student answers will vary.

 114. Which of the three essential components of Wilsonianism defined in "Varying Viewpoints" seem most persuasive as principles of American foreign policy? Which creates more problems for America's role in the world?

ANS:

Student answers will vary.

 115. Is it more accurate to call Woodrow Wilson's foreign policy "idealistic" or "a higher realism"?

ANS:

Student answers will vary.