

**World War I: Home Front**  
Theme: Migration and Settlement

**Learning Objective 7.G:** Explain the causes and effects of international and internal migration patterns over time.

**Civil Liberties and Red Scare**

**KC-7.2.I.C:** Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.

- \_\_\_\_\_ (1917) and \_\_\_\_\_ (1918) restricted public opposition to war
  - Strengthened in \_\_\_\_\_ (1919) - establishes “clear and present danger” test
- \_\_\_\_\_ fueled by anti-communism
  - Union leaders like \_\_\_\_\_ imprisoned for violating Sedition Act
  - Union membership will decline in 1920s
  - \_\_\_\_\_ arrests 6,000+ people on suspected radicals

**Quota Acts**

**KC-7.2.II.A.i:** Immigration from Europe reached its peak in the years before World War I. During World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.

- \_\_\_\_\_
  - Create Barred Zone from Middle East to SE Asia
  - Literacy Tests - anyone older than 16
- \_\_\_\_\_ led by George Creel to increase support of war
  - Propaganda racialized enemy
  - Spread nationwide through use “\_\_\_\_\_”

**Urbanization**

**KC-7.2.II.B.i:** The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.

- Labor and production during the war
  - Total War - Centralized economy with \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
  - \_\_\_\_\_ arbitration labor disputes
- \_\_\_\_\_ (1917) establishes draft by lottery - 2.8 million called

## #74 - 7.6 World War I: Home Front

APUSH

Name: \_\_\_\_\_

- New opportunities for women, African Americans, Mexican immigrants
- \_\_\_\_\_ - first time more people live in urban areas vs. rural areas

### Great Migration

**KC-7.2.II.C: In the Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination.**

- \_\_\_\_\_ - African American population in North, Midwest, West nearly triples
- New Opportunities - Escaping \_\_\_\_\_, higher paying factory work
  - Foundation for \_\_\_\_\_
- Discrimination and violence
  - \_\_\_\_\_ active in Midwest
  - Race Riots - \_\_\_\_\_ (1921): killings and destruction of “black wallstreet”

### What Else Happened

- 1918 Pandemic - likely started in US military camp, transported to Europe
  - H1N1 influenza, killed about 500K Americans (COVID @ 460K)
- Strikes of 1919
  - Nationwide, government called \_\_\_\_\_ to settle on side of business
- Decline of \_\_\_\_\_
  - Destruction and pointless of war killed progressive spirit

### Recap

- Civil liberties and free speech restricted to support war
- Red Scare arose out of fears of Communism spreading
- Nativism exacerbated by WWI, 1917 Immigration Act restricts immigration
- Labor and war demands drew people to cities and industrial centers
- African Americans moved out of the South, still experienced hardship, along with new opportunities

**Part II**

**Short Answer Questions**

Answer the following in AT LEAST three sentences.

1. Explain the causes of international and internal migration patterns over time.

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2. Explain the effects of international and internal migration patterns over time.

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**Question refers to the excerpt below.**

“The most stringent protection of free speech would not protect a man in falsely shouting fire in a theater 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 evils that Congress has a right to prevent. It is a question of proximity and degree. When a nation is at war, many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight, and that no Court could regard them as protected by any constitutional right.”

Majority opinion of the United States Supreme Court in *Schenck v. United States*, 1919

**The Schenck case emerged most directly from the context of which of the following?**

- A. Critiques by radicals of United States foreign policy
- B. African American migration from the rural South to the urban North
- C. Challenges by women to their prescribed status in society
- D. Nativist resistance to migration from abroad

**The restrictions imposed by the Schenck decision most directly contradicted which of the following earlier developments in the United States?**

- A. Arguments for self-government asserted in the Declaration of Independence
- B. Protection of liberties through the adoption of the Bill of Rights in 1791
- C. Assertion of federal power over states' rights in the 1819 *McCulloch v. Maryland* decision
- D. Expansion of voting rights during President Andrew Jackson's administration

**Question refers to the picture below.**



Courtesy of the Imperial War Museum, London.

**The purpose of the Liberty Loan Campaign illustrated in the drawing above was to**

- A. encourage young men to enlist in the army
- B. finance American involvement in the First World War
- C. support the establishment of Boy Scout troops throughout the nation
- D. aid in the implementation of New Deal programs
- E. support funding for Franklin Roosevelt's Lend-Lease program

**Question refers to the excerpt below.**

“Article X says that every member of the League, and that means every great fighting power in the world, ... solemnly engages to respect and preserve ... the territorial integrity and existing political independence of the other members of the League. If you do that, you have absolutely stopped ambitious and aggressive war.”

Woodrow Wilson’s statement above was made in justification of his

- A. decision to send troops to northern Russia and Siberia after the Bolshevik Revolution
- B. refusal to award Fiume to the Italians
- C. insistence on “open treaties, openly arrived at”
- D. opposition to the resolution on racial equality put forward at the Paris peace negotiations by the Japanese delegation
- E. refusal to accept the “reservations” proposed by Henry Cabot Lodge in the Senate debate over ratification of the Treaty of Versailles

**Question refers to the image below.**



“GOING TO TALK TO THE BOSS”

The cartoon above portrays President Wilson trying to

- A. conceal from the public the true reason for United States entry into the First World War
- B. arouse public support for United States entry into the First World War
- C. assess the public’s support of his bid for a third presidential term
- D. warn the public that Germany had not been treated fairly at Versailles
- E. arouse public support for the Treaty of Versailles

**Question refers to the excerpt below.**

Who has registered the knowledge or approval of the American people of the course this Congress is called upon in declaring war upon Germany? Submit the question to the people, you who support it. You who support it dare not do it, for you know that by a vote of more than ten to one the American people as a body would register their declaration against it.

"I venture to say that the response which the German people have made to the demands of this war shows that it has a degree of popular support which the war upon which we are entering has not and never will have among our people. The espionage bills, the conscription bills, and other forcible military measures . . . [are] proof that those responsible for this war fear that it has no popular support. . . .

"It was our absolute right as a neutral [power] to ship food to the people of Germany. That is a position that we have fought for through all of our history. . . .

"The only reason why we have not suffered the sacrifice of just as many ships and just as many lives from the violation of our rights by the war zone and the submarine mines of Great Britain as we have through the unlawful acts of Germany in making her war zone in violation of our neutral rights is simply because we have submitted to Great Britain's dictation. . . . We have not only a legal but a moral responsibility for the position in which Germany has been placed . . . . By suspending the rule [of law] with respect to neutral rights in Great Britain's case, we have been actively aiding her in starving the civil population of Germany. We have helped to drive Germany into a corner, her back to the wall, to fight with what weapons she can lay her hands on to prevent the starving of her women and children, her old men and babes."

Senator Robert La Follette, speech in the United States Senate, 1917

**The point of view in the excerpt best supports which of the following historical arguments about United States involvement in the First World War before 1917 ?**

- A. Great Britain was defending humanitarian ideals shared with the United States.
- B. The actions of Germany promoted the democratic principles of the United States.
- C. United States policies favorable to Great Britain undercut American neutrality.
- D. German attacks on American ships justified a United States military response.

**Which of the following can best be concluded about United States involvement in the First World War based on the point of view expressed in the excerpt?**

- A. Americans did not assert rights of neutrality early in the war.
- B. The vast majority of popular opinion was in favor of declaring war.
- C. Joining the war was a departure from the traditional foreign policy of nonintervention.
- D. Cultural connections made Americans sympathetic toward the Allied Powers.

**A limitation of the excerpt as evidence of the reasons for United States entry into the First World War was that it**

- A. expressed opposition to war with Germany
- B. was given by an influential political leader
- C. asserted that Germans supported the war
- D. was delivered during the war declaration debates

“Erased Lynching”, Art History Project by Ken Gonzales-Day



1. Provide an Attribution for the document:
2. Use the document to support the thesis: “International migration patterns during World War I led to increased violence targeted towards Mexican Americans”
3. Choose one of the analysis topics from HAPP and provide a 2 sentence analysis of the document.
4. Give an A-C-E response on a piece of outside evidence that is relevant to the document and topic of the thesis