

III. The Home Front
Chapter 8: The First World War

THE MAIN IDEA


- **THE MAIN IDEA**
- The United States mobilized a variety of resources to wage World War I.

SECTION 3'S FOUR AREAS OF FOCUS

- 1. How did the government mobilize the economy for the war effort?
- 2. How did workers mobilize on the home front?
- 3. How did the government try to influence public opinion about the war?


Section Assessment:
Reviewing Ideas, Terms, and People p 246

- 1 a. Identify What were Liberty bonds?
- War bonds that were a form of loan to the government from American citizens.



Section Assessment:
Reviewing Ideas, Terms, and People

- 1 b. In what two ways did the United States pay for its war effort?
- War bonds that were a form of loan to the government from American citizens.
- War Revenue Act of 1917--increased taxes for the very rich



Mobilizing the Economy

- **What was the War Revenue Act of 1917? P 247**
- A law establishing very high taxes; it taxed the wealthiest Americans as much as 77 percent of their annual income.

Mobilizing the Economy

- **What was the function of the War Industries Board?**
- It had the authority to regulate all materials needed for the war effort. Only after the military's needs were met could remaining goods be used by civilians.

How did the United States ensure that materials needed at the front were produced?

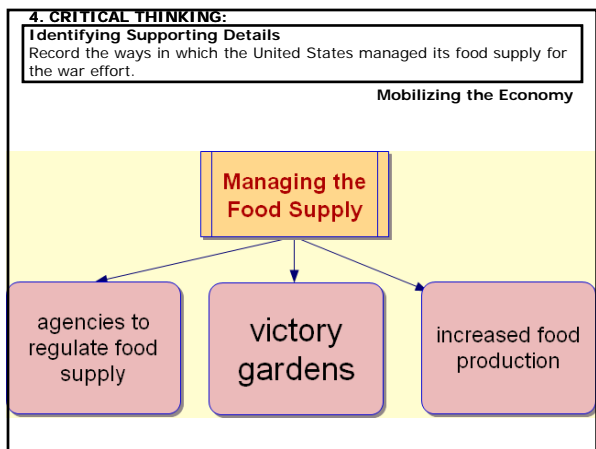
1. The government levied penalties against businesses that fell below certain levels of production.
2. The government created competition among businesses and awarded cash prizes to those producing the most.
3. The government regulated industry through the work of the War Industries Board.
4. The government recruited disabled workers.

MOBILIZING THE ECONOMY		
AREAS OF FOCUS 1. How did the gov't. mobilize the economy for the war effort?		
GOING TO WAR WAS EXTREMELY EXPENSIVE, AND PRESIDENT WILSON NEEDED TO FIND WAYS TO PAY FOR IT.		
TAXES	LOANS AND LIBERTY BONDS	REGULATING INDUSTRY
Congress passed the War Revenue Act of 1917 , which established very high taxes.	Wilson sparked an intense campaign to sell LIBERTY Bonds	Congress created administrative boards to prepare industries for war.
War Revenue Act taxed wealthy Americans up to 77% of their incomes.	LIBERTY Bonds were a form of loan to the government from American people.	The War Industries Board (WIB) regulated all war materials.
War Revenue Act increased federal	The national debt grew from 1.2 billion to 25.5	It increased industrial production by 20

Mobilizing the Economy

<ul style="list-style-type: none"> • Regulating Food and Fuel • What did the Lever Food and Fuel Control act do? 	<ul style="list-style-type: none"> • Gave the government the power to set prices and establish production controls for food and for the fuels needed to run military machines
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REGULATIONS TO SUPPLY U.S. AND ALLIED TROOPS	
REGULATING FOOD	REGULATING FUEL
Congress passed the Lever Food and Fuel Control Act , letting the government set prices and establish production controls.	The Fuel Administration set production goals and prices for fuel.
Food Administration promised farmers higher prices for crops.	introduced daylight savings time to extend daylight hours for factory workers
Asked Americans to eat less and plant food gardens	promoted fuel conservation by encouraging Americans to go without gas and heat on certain days
The 1919 Volstead Act passed Prohibition as the temperance movement gained strength.	



AREAS OF FOCUS:
 1. How did the gov't. mobilize the economy for the war effort?


AREAS OF FOCUS:
 3. How did the government try to influence public opinion about the war?

War in Europe meant that the United States would need to step up its efforts to supply the Allies with enough food.

- More than 20 million Americans responded by signing pledges to restrict their consumption of such items as wheat, meat and eggs.
- Posters such as this encouraged food conservation and disparaged Germany at the same time.


Mobilizing Workers

- 2 a. Describe What happened to the profits of many major corporations during the war?




- Profits skyrocketed as companies sold their products to the federal government.

War demands led to laborers working long hours in increasingly dangerous conditions in order to produce the needed materials on time and faster than other companies. Govt. allows unions!! Mobilizing Workers



Mobilizing Workers

- 2 c. Elaborate Why would the government consider it necessary to get involved in disputes between workers and management?

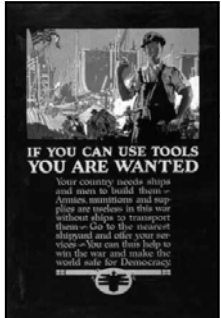


- To keep disruptions such as strikes to a minimum so as not to interfere with making war materials.

Mobilizing Workers


- 2 b. Did workers prosper in the same way that major companies did during the war? Why or why not?

- No, wages increased, but rising costs meant that they weren't any better off.
- INFLATION!!!!!!!




Inflation

- a persistent, substantial rise in the general level of prices related to an increase in the volume of money and resulting in the loss of value of currency



Food and House Prices Go Up (inflation)



WHERE THE PRICE RISES ARE BITING

- UP 37.1%
- UP 19.4%
- UP 16.8%

Rising cost of food	Rate
Eggs	37.1%
Butter	31.5%
Fresh milk	28.4%
Cheese	28.2%
Beef	25.6%
Pork chops	20.9%
Bread	16.8%
Poultry	16.2%
Pork	15.5%
Cereals	12.7%
Meats and cakes	7%

What group does inflation hurt the most?



What happens when inflation goes up but your income doesn't?

• Loaf of bread \$ 1.69



Loaf of bread \$ 2.20



If income does not go up with the inflation rate, consumers buy less!



2. How the workers mobilized on the home front.

Profits of many major industrial companies skyrocketed during the war because companies sold to the federal government.

This created enormous profits for stockholders of industries like steel, oil, and chemicals.

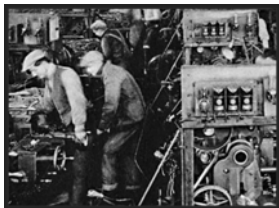
Factory wages also increased, but this rising cost of food and housing meant that workers were not much better off.

War demands led to laborers working long hours in increasingly dangerous conditions in order to produce the needed materials on time and faster than other companies.

These harsher conditions led many workers to join labor unions. Union membership increased by about sixty percent between 1916 and 1919, and unions boomed as well, with more than 6,000 strikes held during the war.

Mobilizing Workers

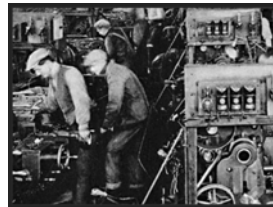
National War Labor Board



- (1918) created by President Wilson, this board mediated disputes between workers and management and set policies that improved working conditions

Mobilizing Workers: Women's War Efforts


2. How the workers mobilized on the home front.



- At right, men at a steel plant make shell casings in 1917.
- After many male workers went off to fight in the war, women supplied much-needed labor.

Mobilizing Workers: Women's War Efforts

2. How the workers mobilized on the home front.



- Women in a gun factory assemble soldiers' pistols in 1918. After many male workers went off to fight in the war, women supplied much-needed labor.

2. How the workers mobilized on the home front.

WOMEN'S WAR EFFORT

As men left their jobs to fight, women moved in to keep the American economy

Women took many jobs traditionally held by men on the railroads, in factories, and on docks, as well as building ships and airplanes.


Other women filled more traditional jobs as teachers and nurses, and many volunteered.

About 1 million women joined the workforce during the war, and women used this as leverage for suffrage movements.

Mobilizing Workers: Women's War Efforts


3. How did the government try to influence public opinion about the war?

Volunteers



- "The Greatest Mother in the World"
- This was the most famous Red Cross poster during the war, and perhaps the most effective. Featuring a Red Cross nurse holding an injured soldier. *The poster helped encourage more than 16 million Americans to join the Red Cross during a week-long Christmas Drive campaign.*

Women's War Efforts



Mobilizing Workers: Women's War Efforts

5. Expository Write a short paragraph in which you explain the contributions American women made to the war effort?

- Women took on many **jobs traditionally held by men**. They worked on railroads, at docks, and in factories. They also built ships and airplanes.
- Other women filled more traditional jobs, working as **teachers and nurses**.
- Some took on **volunteer positions** that ranged from helping to sell Liberty bonds to digging victory gardens. In all, about 1 million women entered the workforce during World War I.
- You may have included the **hello girls, nurses who served in the war**, etc. -- information found in section 2.

Influenza Spreads

Three waves of a severe flu epidemic broke out between 1918 and 1919 in Europe and America.

Of all troops who died in World War I, half died from influenza.


On the Western Front of the war, crowded and unsanitary trenches helped flu spread among the troops, then to American military camps in Kansas and beyond.

This strain of influenza was deadly, killing healthy people within days, and during the month of October 1918, influenza killed nearly 200,000 Americans.

Panicked city leaders halted gatherings, and people accused the Germans of releasing flu germs into the populace.

By the time it passed, nearly 700,000 Americans lost their lives.


Influenza



- Nurse wearing a mask as protection against influenza. September 13, 1918.
- In October of 1918, Congress approved a \$1 million budget for the U. S. Public Health Service to recruit 1000 medical doctors and over 700 registered nurses. Nurses were scarce, as their proximity to and interaction with the disease increased the risk of death.


Influencing Public Opinion

- Propaganda:
- information designed to influence public opinion




Influencing Public Opinion

- 3 a. Recall What was the Committee on Public Information?
- It led a nationwide campaign of propaganda to encourage Americans to support the war.




1. How did the government mobilize the economy for the war effort?



- Publicity campaigns for the Treasury Department's Liberty Loan bonds produced some of the war's most compelling - and gruesome - posters.
- Many posters promoted German hatred, such as this one, showing a blood-thirsty Hun looking over war-torn Europe and across the Atlantic Ocean to America.

Influencing Public Opinion



- MESSAGE: Those working at home are as important as those fighting in Europe.

How did the government try to influence public opinion about the war?

3. INFLUENCING PUBLIC OPINION

President Wilson used a number of tactics to gain the support of Americans who had favored neutrality in World War I.

Propaganda	Reactions
The COMMITTEE ON PUBLIC INFORMATION (CPI) appointed reporter and reformer George Creel as its leader.	Some Americans began to distrust German things.
Creel began a campaign of propaganda: posters, news stories, speeches, etc. to influence opinion.	Many schools stopped teaching German, and symphonies stopped playing German music.
Creel hired movie stars to speak, and artists to create patriotic posters and pamphlets.	German-sounding names were changed, so sauerkraut became liberty cabbage and hamburgers became liberty steak.
One famous poster by James Montgomery Flagg says "I Want You for the U.S. Army".	Rumors were spread that German secret agents were operating in the U.S. causing some to discriminate against German-Americans.

Influencing Public Opinion

The first poster shows Uncle Sam pointing directly at the viewer with the text "I WANT YOU FOR U.S. ARMY" and "NEAREST RECRUITING STATION". The second poster shows a woman in a military-style uniform riding a horse, with the word "SERVICE" at the top and "NATIONAL LEAGUE FOR WOMAN'S SERVICE" at the bottom.

Influencing Public Opinion

The first poster features a woman in a military-style uniform with the text "Be Patriotic sign your country's pledge to save the food" and "U.S. FOOD ADMINISTRATION". The second poster shows a woman in a military-style uniform with the text "HUN OR HOME?" and "BUY MORE LIBERTY BONDS".

Influencing Public Opinion

- 3 b. Contrast How did the government try to persuade people to support the war and discourage them from opposing it?
- A promotion of propaganda and limits on antiwar speech.

Fear on the Home Front Film

The poster shows a woman in a military-style uniform sitting on a bench. The text reads "Sugar means Sluggo" and "The Consumption of Four years consumes 400 million lbs. of sugar sugar imported in 1916 last year. Sugar Must be Reduced. Sugar is needed to carry soldiers and supplies home".

Limiting Antiwar Speech

- Legislation**
- Congress passed the **Espionage Act**, which punished people for aiding the enemy or refusing military duty or obstructing the recruiting or enlistment service when the U.S. is at war.
- The year after, it passed the **Sedition Act**, making it illegal for Americans to criticize the government, flag, or military in speech or writing.

Limiting Antiwar Speech

- Opponents**
- More than 1,000 of opponents of the war were jailed under those acts, including Robert Goldstein, who directed a film called, The Spirit of '76 and refused to remove scenes of British brutality during the American Revolution.
- Socialist Party leader Eugene Debs was sentenced to 10 years in prison for criticizing the Espionage Act but was released after the war.

Conscientious Objector

The poster reads "YOUNG MEN REFUSE TO REGISTER WHILE THE RICH MEN STAY AT HOME" and "We would rather die, or be imprisoned, for the sake of justice, than kill our fellow men in this unjust war." Below the poster is a photograph of Ammon Hennacy, a young man in a military-style uniform.

- World War I draft resister Ammon Hennacy (pictured). As a young man, Ammon was involved with the Wobblies, the International Workers of the World, and went to jail for refusing to register for the draft in WWI.

Fear on the Home front The Espionage and Sedition Acts



AS GAG-RULERS WOULD HAVE IT.
—Satterfield in the Jersey City Journal.

Schenck v. United States (1919)

- Schenck participated in many antiwar activities in violation of the Espionage Act, including the mailing of about 15,000 leaflets urging draftees and soldiers to resist the draft. He was arrested and charged with "causing and attempting to cause insubordination
- in the military and naval forces of the United States" and with disturbing the draft. He was arrested, tried, convicted, and sentenced to prison for violating the Espionage Act of 1917, and he appealed his case to the Supreme Court.

Opponents Go to the Supreme Court

- Many Americans thought the Espionage and Sedition Acts violated the First Amendment, but others thought they were essential to protect military secrets and the safety of America.
- The Supreme Court also struggled to interpret the acts.

In one case, Charles Schenck, an official of the American Socialist Party, organized the printing of 15,000 leaflets opposing the war and was convicted of violating the Espionage Act.

He challenged the conviction in the Supreme Court, but the Court upheld his conviction, limiting free speech during war.

Justice Oliver Wendell Holmes Jr. wrote the Court's unanimous decision, stating that some things said safely in peacetime are dangerous to the country during wartime.

Section Assessment: Reviewing Ideas, Terms, and People

- 3 c. Evaluate Was the government justified in trying to suppress opposition to the war? Why or why not?
- Possible answers:
- No, because the laws violated the First Amendment.
- Yes, because government believed all Americans needed to support war effort completely.



Freedom of Speech

- **During wartime, limitations on civil rights have been upheld by judicial action.**
- **This illustrates the idea that freedoms of liberty and speech can and have been restricted during the extreme cases, such as wartime.**

Individual Rights

- Individual rights are relative, not absolute. You should be able to describe the balance among individual rights, the rights of others and the common good. *Schenck v. United States* gives one a better understanding of how the criterion of national security can be applied to limit individual rights.