

EDEXCEL INTERNATIONAL GCSE (9–1)

HISTORY

THE USA, 1918–41

Student Book

Simon Davis

Series Editor: Nigel Kelly



PEARSON EDEXCEL INTERNATIONAL
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ABOUT THIS BOOK

This book is written for students following the Pearson Edexcel International GCSE (9–1) History specification and covers one unit of the course. This unit is The USA, 1918–41, one of the Historical Investigations.

The History course has been structured so that teaching and learning can take place in any order, both in the classroom and in any independent learning. The book contains five chapters which match the five areas of content in the specification:

- The Roaring Twenties
- Increased social tensions in the 1920s
- The USA in Depression, 1929–33
- Roosevelt and the New Deal, 1933–41
- The Opposition to the New Deal

Each chapter is split into multiple sections to break down content into manageable chunks and to ensure full coverage of the specification.

Each chapter features a mix of learning and activities. Sources are embedded throughout to develop your understanding and exam-style questions help you to put learning into practice. Recap pages at the end of each chapter summarise key information and let you check your understanding. Exam guidance pages help you prepare confidently for the exam.

Learning objectives

Each section starts with a list of what you will learn in it. They are carefully tailored to address key assessment objectives central to the course.

Extend your knowledge

Interesting facts to encourage wider thought and stimulate discussion. They are closely related to key issues and allow you to add depth to your knowledge and answers.

Timeline

Visual representation of events to clarify the order in which they happened.

18 INCREASED SOCIAL TENSIONS THE USA, 1918–41

2.1 ATTITUDES AND POLICIES TOWARDS IMMIGRATION

LEARNING OBJECTIVES

- Understand how attitudes towards immigration changed
- Understand what policies were introduced concerning immigration
- Understand the impact of those policies.

ATTITUDES

Until the early years of the 20th century, the USA had happily accepted immigrants from around the world. They provided a cheap source of labour both for farmers and factory owners. However, after the First World War attitudes began to change.

Traditionally, most immigrants had come from western Europe and formed the largest ethnic grouping in the USA – the White Anglo-Saxon Protestants (WASPs). However, in the decade before the war the majority of immigrants had come from countries such as Italy, Austria–Hungary, Russia, Western Poland and Greece, in eastern and southern Europe. This wave of immigration upset some Americans because:

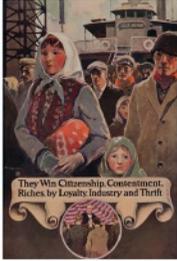
- Many of the immigrants were Catholics or Jews and so had a different cultural and religious background to the majority of the people already in the country.
- The immigrants were often poor, illiterate and could not speak English.
- There was a fear that some of the immigrants brought with them undercurrent ideas and supported **radicalism**. Fear of communism was particularly strong after the Russian Revolution in 1917.
- Many American workers were worried that workers from other countries would accept lower wages and take their jobs from them.

KEY TERM

radicalism the desire for dramatic social change

SOURCE A

A US banking poster from the 1920s. It shows an immigrant family arriving in the USA.



EXTEND YOUR KNOWLEDGE

HARRY LAUGHLIN

Harry Laughlin was an educator and sociologist who believed that people from southern and eastern Europe were born inferior. His research suggested they were more likely to end up in a prison or mental hospital than other ethnic groups. In 1902, he published a book that promoted their forced sterilisation in order to prevent them from having children. Several states made this into law, carrying it out on a small scale and there were people in the federal government who sympathised with his views. The Secretary of Labor sent Laughlin to Europe in 1903 to investigate nations that sent people to the USA. Congress then used his conclusions to create new immigration laws.

SOURCE B

From a speech by Senator Ellison Smith of South Carolina, given in April 1924 to Congress.

I think we now have enough people in our country for us to shut the door and to breed up a pure American citizenship. I would make this not an escape for the oppressed of all countries, but a country to develop that splendid type of man that has made America the best nation in her progress and in her power.

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took action to help migrant workers who travelled across the USA in search of work. They set up migrant camps to provide shelter to those who had left the Dustbowl for California and paid for doctors and dentists to look after migrants. Although this did not help migrants find work, it did help to keep them alive and healthy.

FARM PRICES

The first Agricultural Adjustment Act had been declared not valid by the Supreme Court in 1936, but the price of agricultural goods was still too low. The second Agricultural Adjustment Act created compulsory measures to limit production, using quotas. These were effective because they did not rely on co-operation from farmers. Instead, they were enforced through heavy taxes on sales above the quota, helping the government control how much was produced.

Timeline of events in the second New Deal

- 8 April 1935 Emergency Relief Appropriation Act creates the Works Progress Administration and the Rural Electrification Authority (REA)
- 14 August 1935 Social Security Act provides pensions and unemployment insurance
- 23 August 1935 Banking Act strengthens the US banking system
- May 1936 Rural Electrification Act makes the REA a permanent agency
- 1 September 1937 Housing Act creates the US Housing Authority to build homes
- 22 July 1937 Farm Tenancy Act establishes the Farm Security Administration
- 25 June 1938 Fair Labor Standards Act improves working conditions in industry
- 16 February 1938 Second Agricultural Adjustment Act targets over-production on farms

ACTIVITY

- 1 Look at the first three aims of the second New Deal on page 79. Find an example of a law or agency that was designed to meet each aim.
- 2 Study Source H and answer the following questions.
 - a Which second New Deal programme does the source show?
 - b Who were these programmes designed to help?
 - c Why would this photo make a good advert for the second New Deal?
- 3 Use Source H, along with the information in this section, to create a poster promoting the second New Deal.

HELP FOR THE OLD AND DISADVANTAGED

Before 1935, the USA had no national system for pensions or unemployment insurance for workers. It was left to each state to establish a policy that worked for them. In most cases, this meant they had done little. Roosevelt was determined to change this and helped to make the Social Security Act law in 1935. The Social Security Act created:

- A federal pension system: employees paid into a pension scheme for their retirement, with their contributions matched by a tax on their employer. The contributions were initially 1 per cent of their income, rising to 3 per cent later on.

Key term

Useful words and phrases are colour coded within the main text and picked out in the margin with concise and simple definitions. These help understanding of key subject terms and support students whose first language is not English.

Activity

Each chapter includes activities to help check and embed knowledge and understanding.

Exam-style question
Questions tailored to the Pearson Edexcel specification to allow for practice and development of exam writing technique. They also allow for practice responding to the command words used in the exams.

Skills
Relevant exam questions have been assigned the key skills which you will gain from undertaking them, allowing for a strong focus on particular academic qualities. These transferable skills are highly valued in further study and the workplace.

Source
Photos, cartoons and text sources are used to explain events and show you what people from the period said, thought or created, helping you to build your understanding.

Hint
All exam-style questions are accompanied by a hint to help you get started on an answer.

Recap
At the end of each chapter, you will find a page designed to help you consolidate and reflect on the chapter as a whole.

Recall quiz
This quick quiz is ideal for checking your knowledge or for revision.

ROOSEVELT AND THE NEW DEAL THE USA, 1918-41 95

OPPOSITION TO THE NEW DEAL

Security, which businesses did not like. They wanted low taxation so people had more money to buy goods. They believed that was the way to create jobs.

SOURCE C
From an article by a businessman in Scribner's Magazine, October 1934.

NRA: Most business men accept the theory of government regulation of private industry, but they resent many of the clumsy methods of application. Their schemes thought out at the top don't work well at the bottom. Toward the agricultural end, the AAA, the feelings are similar. There's fear that the magnitude of the problem is not great for solution by a few minds in Washington.

EXAM-STYLE QUESTION
A03 ANALYSE, APPRAISE, LEARN, EVALUATE
SKILLS

SOURCE D
A 1935 cartoon outlining the cost of the New Deal.

Study Sources B and C.
How far does Source B support the evidence of Source C about the reasons for opposition to the NRA and AAA? Explain your answer. (8 marks)

HINT
This question targets your ability to comprehend, interpret and cross-refer sources. Think about the attitude to the federal government as a point of agreement between the sources.

RECALL QUIZ

- 1 Name three natural resources that were required from the USA to help defeat Germany during the First World War.
- 2 Who was the famous car manufacturer who used mass production techniques in the 1920s?
- 3 How much was spent on advertising in 1929: \$1 billion, \$2 billion or \$5 billion?
- 4 Name two reasons that farmers over-produced wheat in the 1920s?
- 5 What replaced coal as a means of heating homes in the 1920s?
- 6 How many cinema tickets were sold each week in 1924: 10 million, 40 million or 75 million?
- 7 Name one famous jazz performer.
- 8 When was the first radio network set up?
- 9 When did women from across the USA get the right to vote?
- 10 What percentage of the workforce were women in the 1920s: 10 per cent, 20 per cent or 50 per cent?

CHECKPOINT

STRENGTHEN

- S1 Describe, in detail, three reasons why the economy of the USA grew between 1918 and 1929.
- S2 What evidence can you find that farmers and manufacturers struggled in the 1920s?
- S3 Give three detailed examples of changes in the society and culture of the USA in the 1920s.

CHALLENGE

C1 Find evidence for each of the interpretations of the 1920s listed below:

- a 'The First World War helped improve the USA.'
- b 'There was a huge amount of social change in the 1920s.'
- c 'Most Americans benefited from the economic boom of the 1920s.'

C2 Find evidence to challenge each of the interpretations offered in C1.

C3 In your own words, write a summary of the USA in the 1920s, using the interpretations to provide a structure for your response.

How confident do you feel about your answers to these questions? If you're not sure you answered them well, create a table with two columns: 'Positive developments in the 1920s' and 'Negative developments in the 1920s'. Then use the material in the chapter to add notes to your table.

SUMMARY

- The First World War created demand for industrial and agricultural goods from the USA.
- There was an economic boom in the 1920s, because of mass production, hire purchase plans and advertising.
- Trading in stocks and shares became popular in the 1920s.
- An economic boom helped the leisure industry to grow, as people spent money on visits to cinemas, dance halls, jazz performances and sporting events.
- Advertising encouraged Americans to buy radio sets, cars and other consumer goods.
- Women's rights improved after the First World War, as more women joined the workforce and gained the right to vote.
- Some women rejected the values of their parents and became flappers.
- Coal mining, textiles production and the railroad industries all experienced decline in the 1920s.
- Over-production and a decline in demand created problems for American farmers.

Checkpoint
Checkpoints help you to check and reflect on your learning. The Strengthen section helps you to consolidate knowledge and understanding, and check that you have grasped the basic ideas and skills. The Challenge questions push you to go beyond just understanding the information, and into evaluation and analysis of what you have studied.

Summary
The main points of each chapter are summarised in a series of bullet points. These are great for embedding core knowledge and handy for revision.

Exam guidance
At the end of each chapter, you will find two pages designed to help you better understand the exam questions and how to answer them. Each exam guidance section focuses on a particular question type that you will find in the exam, allowing you to approach them with confidence.

Student answers
Exemplar student answers are used to show what an answer to the exam question may look like. There are often two levels of answers so you can see what you need to do to write better responses.

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EXAM GUIDANCE: PART (B) QUESTIONS

Study Sources A and B

SOURCE A
From a radio broadcast by an assistant commissioner of the WPA, October 1935.

The National Health Survey, one of our greatest WPA projects sponsored by the United States Public Health Service, revealed that every year some 2 million cases of serious illness go entirely without medical treatment. That is why the WPA maintains and assesses clinics in most of our cities. That is why it sends nurses into the homes of the poor. That is why it builds hospitals and provides medical and dental treatment for people who could not receive such treatment otherwise.

SOURCE B
From an article in a US newspaper published in 1935, with the title 'The Business of Relief'.

When the WPA was launched as the solution of the unemployment problem, the President announced that "the federal government must and will quit this business of relief." The new program was to give a job to every able-bodied man whom the new prosperity did not place in private industry. WPA in New York City has put 223,000 persons to work. This will leave 750,000 unemployed who can hope for no help from WPA, since it has already reached its quota.

A03 ANALYSE, APPRAISE, LEARN, EVALUATE
SKILLS

Question to be answered: How far does Source A support the evidence of Source B about the success of the Works Project Administration? Explain your answer. (8 marks)

- 1 **Analysis Question 1:** What is the question type testing? In this question, you have to demonstrate that you can comprehend, interpret and cross-refer sources. In this question, that means you can see similarity and difference between two sources in what they say about the success of the Works Project Administration.
- 2 **Analysis Question 2:** What do I have to do to answer the question well? You have to write about points and areas of agreement and difference between the two sources that you are given. Do NOT be tempted to tell the examiner what each source says. The examiner will already know that. Go straight for the agreements and differences. You might, for example, say, 'The main areas of agreement between the two sources are ...', or 'The sources both agree that ...' or 'The two sources differ about ...'.
- 3 **Analysis Question 3:** Are there any techniques I can use to make it very clear that I am doing what is needed to be successful? This is an 8-mark question, and you need to be sure you leave enough time to answer the (c) part, which is worth 16 marks. So you need to get straight in to your answer. Divide it into three parts. In the first paragraph, identify areas and points of agreement; in the second paragraph, do the same but identify differences. Remember to quote from the source material to support what you are saying. Your final paragraph should explain the extent of the support or agreement between the two sources. That means, how strongly they agree or disagree.

You must identify both agreement and difference. You will get up to 5 marks for doing this and for supporting what you have selected with material from the sources (but a maximum of 4 if you do just one side). There are 3 additional marks for explaining the extent to which one source supports the other.

Pearson Progression
Sample student answers have been given a Pearson step from 1 to 12. This tells you how well the response has met the criteria in the Pearson Progression Map.

Advice on answering the question
Three key questions about the exam question are answered here in order to explain what the question is testing and what you need to do to succeed in the exam.

Commentary
Feedback on the quality of the answer is provided to help you understand their strengths and weaknesses and show how they can be improved.

ROOSEVELT AND THE NEW DEAL THE USA, 1918-41

Answer

The sources both agree on their main subject area, which is that the Works Project Administration did have some success. Source B says that it tried to and direct relief and helped to provide work relief projects for '223,000 people' in New York City. Source A supports this, as it says the WPA was successful in other ways, providing 'medical and dental treatment for poor people'.

The two sources differ in one important way. Source B makes it clear that the WPA was only a partial success when it says this still leaves 750,000 unemployed who can hope for no help in New York City. But Source A only talks about successes, like 'sending nurses into the homes of the poor'. Source A does hint that there are more problems, referring to it '2 million cases of serious illness' that go untreated, but presents this as a successful finding by a WPA research project.

In conclusion, Source A supports the evidence of Source B only in as far as they both agree the WPA achieved some success. However, the lack of support is considerable. Source A is a summary of successes by a WPA assistant commissioner, whereas Source B presents the reality of the projects limited impact on local areas. It is interesting though, that Source A does not claim to have treated all of the '2 million cases of serious illness', so the sources might not be disagreeing as strongly as it seems at first. But I still think it is true to say that Source A gives very little support to what is said in Source B.

What are the strengths of this answer?

- The agreements and differences between the sources are clearly identified in separate paragraphs.
- The points made in each paragraph are supported by appropriate quotations from the sources.
- The conclusion looks at the extent of support Source A gives to Source B.
- The comment about 'does not claim' is very perceptive.

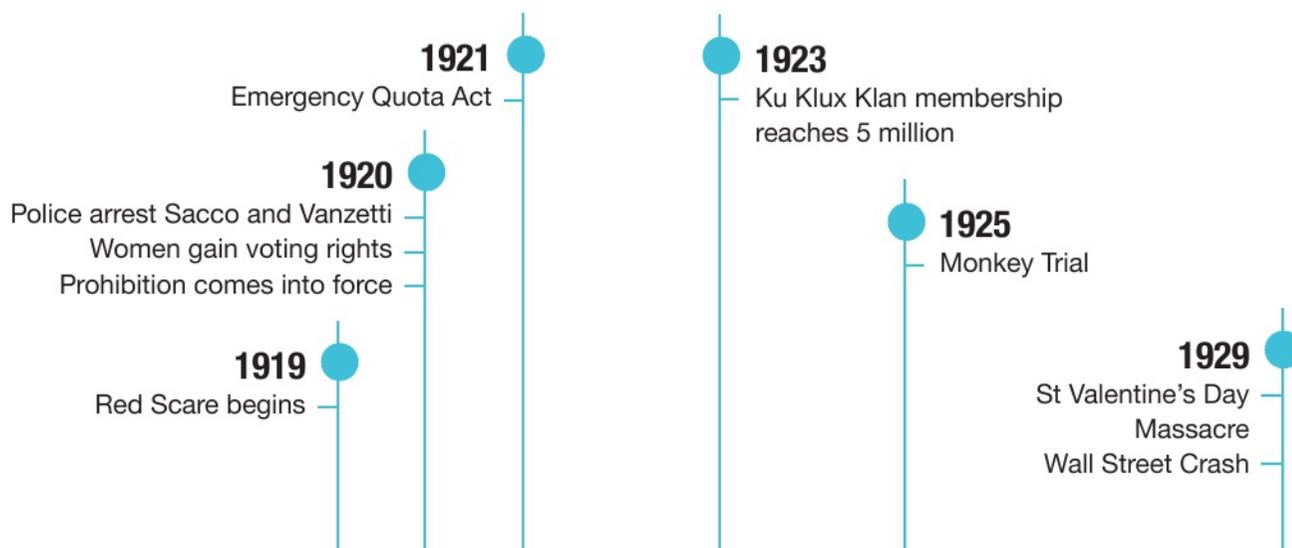
What are the weaknesses of this answer?

- There are no real weaknesses here, and this is the way to answer such questions. The student just needs to be sure that the answer can be given in no more than 10-15 minutes.

Answer checklist

- Identifies similarities
- Identifies differences
- Provides information from the sources to support the statements
- Considers the extent of the support/disagreement. Which is stronger?

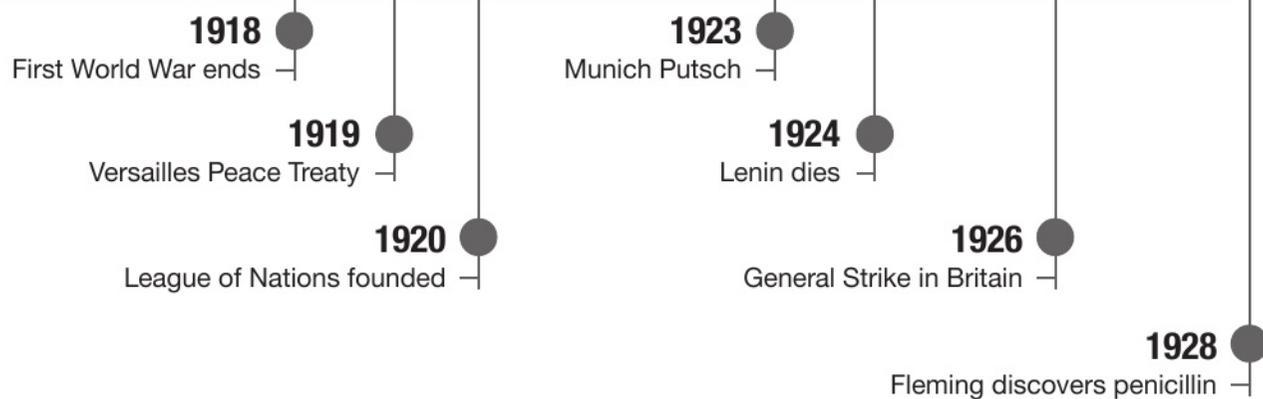
TIMELINE – THE USA, 1918–41

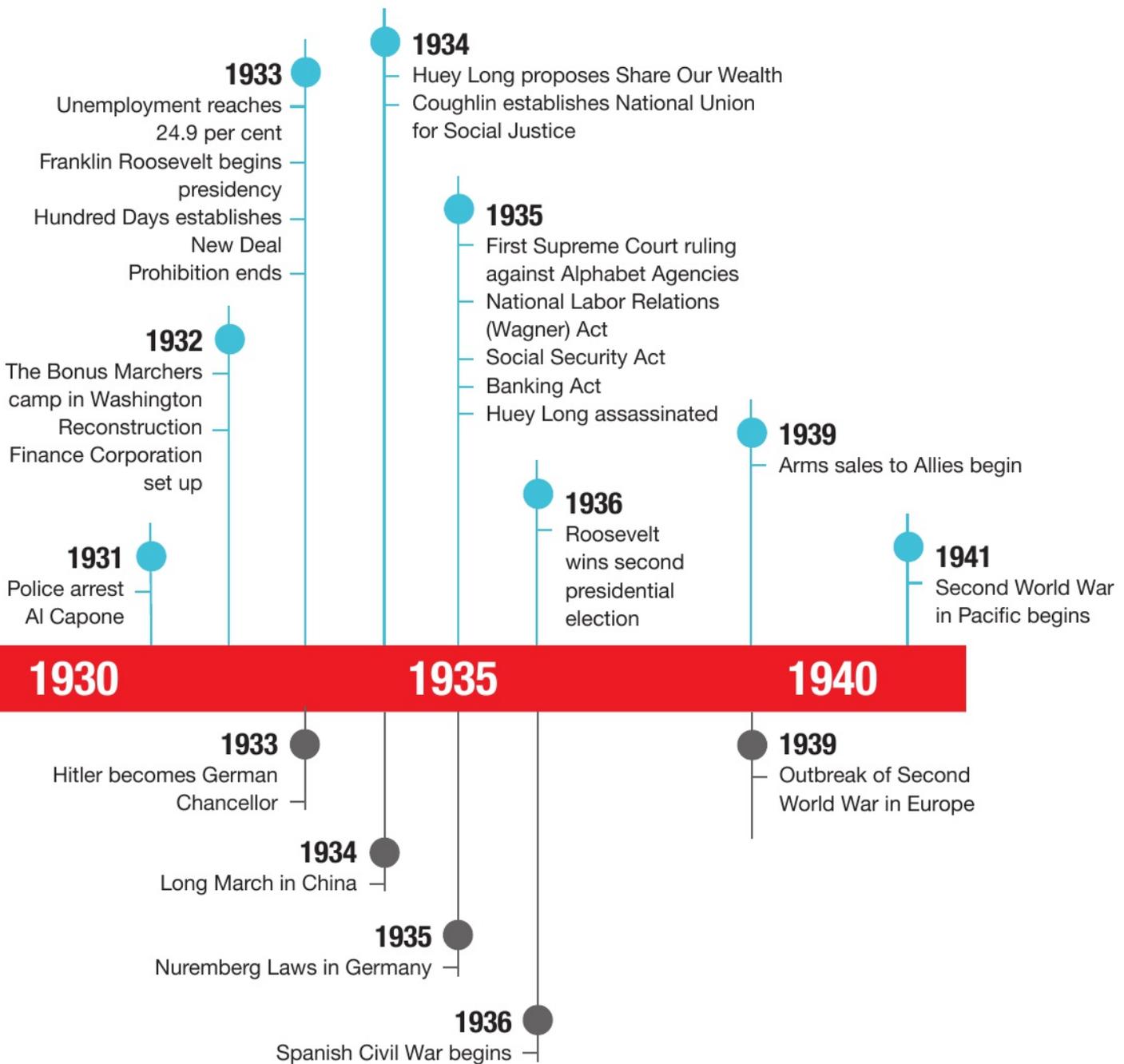


1915

1920

1925





1. THE ROARING TWENTIES

LEARNING OBJECTIVES

- Understand the reasons why America experienced an economic boom after the First World War
- Understand the changes in society and culture that the USA experienced in the 1920s, including the changing position of women
- Understand the problems in farming and the decline of older industries.

The 1920s was a decade of contrasts. On the one hand, the economy grew quickly. The First World War had created demand for US goods, factories had new methods of production and ordinary people could use cheap loans to buy the goods they heard about in radio commercials. With a radio set in most homes and a cinema in most towns, the USA had national forms of entertainment for the first time. They also had more leisure time, which meant more people went to watch sporting events or attended dances and jazz clubs.

On the other hand, there was a darker side to what was known as the 'Roaring Twenties'. Some farmers went bankrupt, as they produced more food than was needed for a world no longer at war. Factory workers in the 'older industries', such as textile mills and engineering, also struggled, as the products they made were replaced with newer ones. These workers had to accept lower wages and the threat of losing their jobs. Although women had greater freedoms in the 1920s, they still suffered inequalities in pay and employment opportunities – and for many, life continued to be a struggle running the family home and looking after children.

1.1 THE USA IN 1918

LEARNING OBJECTIVES

- Understand the geography of the USA at the end of the First World War
- Understand the key features of US society in 1918
- Understand the way in which the USA was governed.

WHAT DID THE USA LOOK LIKE?

The United States of America was a big country of over 9 million square km. It stretched across an entire continent, was bordered by Canada to its north and Mexico to its south and was divided into 48 states. Within its land borders, it was a nation of farms, but its cities had begun to grow in size. Beyond them, there was a small US **empire**, with island **colonies** in places like Hawaii and Puerto Rico.

WHO LIVED THERE?

Its people, numbering around 105 million, were from a range of ethnic backgrounds. New immigrants were still arriving from Europe, Latin America and Asia in the early 20th century, in search of work or to escape **persecution**. They joined a population that included the descendants of European settlers who had founded the USA, as well as the African Americans the settlers had used as slaves and the Native Americans, whose land the settlers had taken.

This **diversity** made the USA something of a **melting pot** for different cultures, sometimes creating tension between them. Many groups faced persecution, including:

- African Americans: many had only received freedom from slavery after the American Civil War (1861–65) and the USA was still a deeply **racist** society.

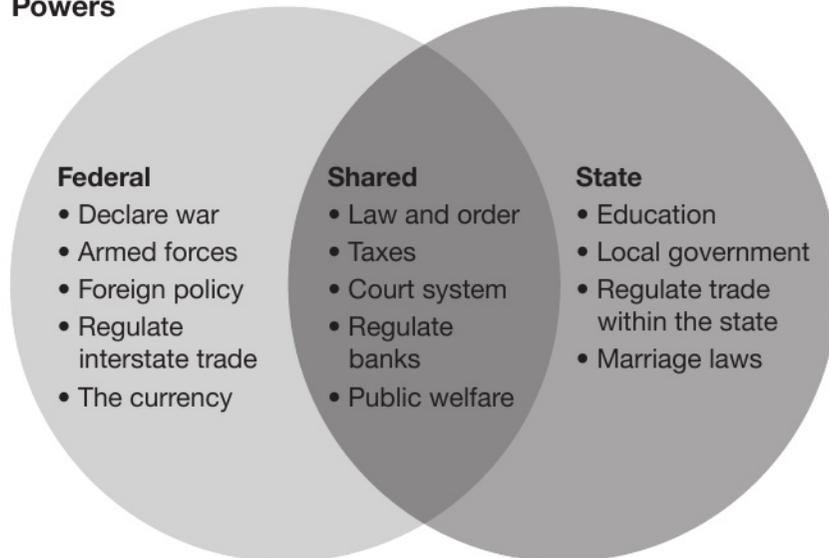
▼ **Figure 1.1** A map of the USA in 1918



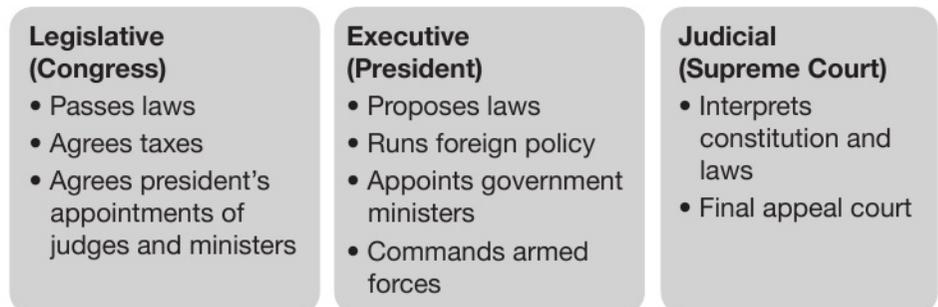
- Native Americans: most had ended up living in reservations, as their ancestral lands were taken from them by US settlers.
- New immigrants: the USA introduced laws to reduce immigration in the late 19th and early 20th centuries. For example, entry from Japan was **restricted** in 1900.

HOW IS THE USA RUN?

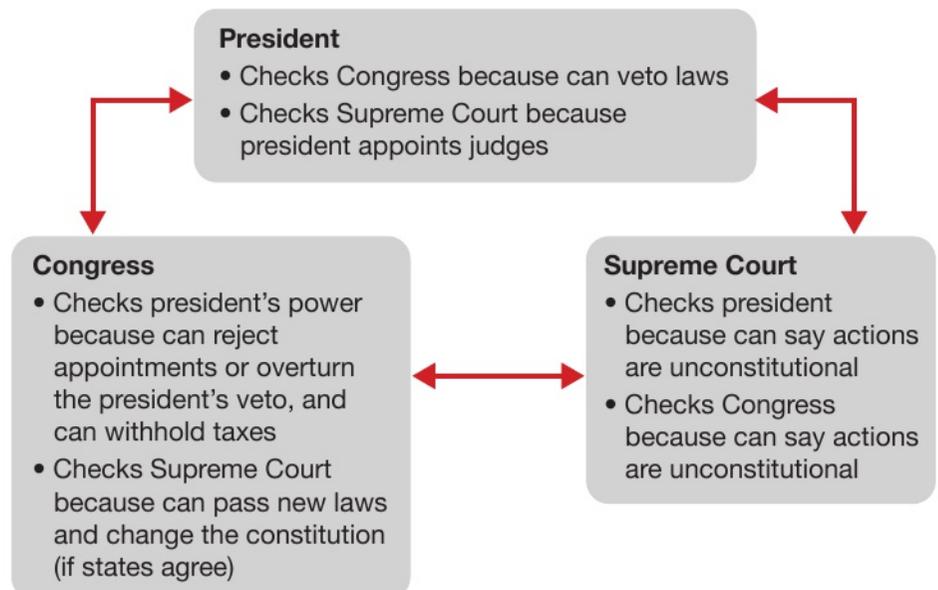
Powers



Structure



Checks and balances



► **Figure 1.2** The US system of government

The USA has a federal system of government. Power is divided between the federal (central) government in Washington DC and the state governments, which meet in each of the states in the USA (see Figure 1.2). It is a **republic** that is divided into three parts:

- an elected president who sets policy
- an elected **Congress** that makes laws
- an appointed **Supreme Court** that checks laws are in keeping with the constitution.

This three-part system was designed to make sure that no one person or group had too much power, because each part can check the actions of the other (see Figure 1.2). Even so, shortly after the US government was designed, political parties that shared the same views and priorities began to emerge. By 1918, there were two main parties:

- the Republican Party that wanted government to play a small role in the lives of its citizens, allowing businesses to grow and succeed
- the Democratic Party that wanted government to play a larger role in the lives of its citizens, in order to tackle the social problems they faced.

This two-party system made voting simpler, but it also meant that if one party controlled all three parts of the government, they could gain more power.

1.2 THE ECONOMIC BENEFITS OF THE FIRST WORLD WAR

LEARNING OBJECTIVES

- Understand the impact of the First World War on US industry
- Understand the effect of European demand for food during the First World War on US agriculture
- Understand the problems created by the end of the First World War for the US economy and society.

KEY TERMS

submarines underwater vehicles used by the German navy during the First World War to attack enemy supply passenger and military ships, including, from February 1917, US ships

telegram a short message sent using electrical signals along a wire

When the First World War began in 1914, the US government said it would not take sides, but American support for Britain and France soon became clear. America offered huge loans to help Britain and France keep fighting and sold them far more goods than they shipped to Germany. However, it was not until 1917 that US President Woodrow Wilson felt he had to declare war. German **submarines** had begun to attack US ships and a secret **telegram** was discovered, revealing a German plot against the USA. As a result, on 2 April 1917, the president declared war on Germany and its allies.

By this point the war had already had a massive effect on the US economy, because it had created demand for American goods in Europe. Europeans involved in the war did not have time to grow enough food, extract enough fuel, or produce enough iron and steel. The Americans, who were a long way from the fighting itself, provided these resources. As a result, their industries, farms and workers benefited from a huge growth in overseas demand.

INDUSTRY

During the First World War, factory production in America grew by 35 per cent. One of the largest areas of growth was in the steel industry. In 1910, America had produced 26.1 million tonnes of steel. This had increased to 42.1 million