

**AP<sup>®</sup> UNITED STATES HISTORY**  
**2007 SCORING GUIDELINES (Form B)**

**Question 5**

Analyze the ways in which the federal government sought support on the home front for the war effort during the First World War.

**The 8–9 Essay**

- Articulates a clear, well-developed thesis that addresses the ways in which the federal government sought support on the home front for the war effort during the First World War.
- Supports the thesis with substantial, relevant information concerning the ways in which the federal government sought support on the home front for the war effort.
- Provides effective analysis of how the federal government sought support on the home front for the war effort.
- Is well organized and well written.
- May contain minor errors.

**The 5–7 Essay**

- Contains a thesis, which may be partially developed, that addresses the ways in which the federal government sought support on the home front for the war effort during the First World War.
- Provides ample, relevant information concerning the ways in which the federal government sought support on the home front for the war effort.
- Analyzes to some degree how the federal government sought support on the home front for the war effort.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

**The 2–4 Essay**

- Presents a thesis that may be confused, simplistic, or undeveloped; or no thesis is presented.
- Includes little relevant information.
- Has little analysis.
- May be poorly organized and/or poorly written.
- May contain major errors.

**The 0–1 Essay**

- Lacks a thesis or restates the question.
- Includes no relevant information.
- Has no analysis.
- Is poorly organized and/or poorly written.
- May contain substantial factual errors.

**The — Essay**

- Blank or completely off topic.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2007 SCORING GUIDELINES (Form B)

### Question 5 Information List

- The federal government used propaganda to strengthen America's moral stature and neutrality before declaring war, using events such as the loss of American lives with the sinkings of the *Falaba*, the *Lusitania*, and the *Arabic* in 1915; the torpedoing of the *Sussex* in 1916; the German declaration of unrestricted submarine warfare (contrary to the Sussex Pledge); and the Zimmerman Note in early 1917. During the war Germans were depicted as brutal, barbarian Huns.
- Eventually the United States was portrayed as entering an idealistic war, with the "Fourteen Points" speech and other patriotic addresses by Woodrow Wilson describing the war as a great moral crusade—"the war to end all wars" and make the world safe for democracy
- The government relied heavily on the Committee on Public Information (George Creel), which fanned patriotism; organized groups such as the Four Minute Men; promoted Liberty Loans (bond drives) that raised over \$20 billion; and supported efforts to discourage organizations from other countries and use of languages other than English, performances of German music, and use of German names and words for foods.
- Historic and cultural ties between the United States and Great Britain were emphasized.
- The government instituted the draft to make military service fairer (men from all social classes could be drafted).
- Campaigns such as One Hundred Percentism, Meatless Mondays, Lightless Tuesdays, and Victory Gardens were emphasized.
- Programs to "Americanize" immigrants were begun.
- Congress passed the Espionage, Sabotage, and Sedition Acts to suppress dissent; federal agencies and the American Protective League spied on fellow Americans, interned German aliens, and arrested members of the Industrial Workers of the World (IWW).
- Patriotism was promoted with patriotic music by composers such as Irving Berlin and George M. Cohan and through movies; the government and Hearst press employed media sensationalism to stir up anti-German feeling, a practice not yet labeled "yellow journalism."
- The government established the War Industries Board, National War Labor Board, Women in Industry Service, the Fuel Administration, the Food Administration, Aircraft Production Board, and U.S. Railroad Administration to stimulate and coordinate the contributions of U.S. businesses to the war effort.
- Women were encouraged to take jobs to aid the war effort.
- The government stimulated patriotism among children by encouraging Victory Gardens at schools, scrap drives, bandage rolling, and savings bond drives.
- Prohibition of alcohol was approved by Congress in December 1917 as a conservation and anti-German measure, as well a response to the temperance movement.

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Before World War I, the American foreign policy was defined by neutrality, as shown by President Wilson's initial avoidance of interfering with the British blockade of the Germans. However, when the Germans declared unrestricted submarine warfare (as an effect of the US not fulfilling the Sussex pledge of persuading the British to remove the blockade against Germany) and the Zimmerman telegram threatened the safety of America, Wilson needed to persuade the American people to enter war. Wilson created a strong sense of patriotism in the American people and made the war a moral war. ~~Even~~ The morality of the war, however, did not ensure completely moral strategies to seek support from the home front. Wilson's administration did resort to morally contradicting means to ensure ~~the~~ support of the First World War.

In Wilson's Declaration of War speech to Congress in 1917, he outlined that it was the United States' moral duty to establish the beacon of democracy, on other nations and help defeat the totalitarian, <sup>and authoritarian</sup> regimes plaguing Europe. With this moral goal in mind, Wilson created the Fourteen Points which called the allies to allow free trade, <sup>of the seas</sup> no secret diplomacy between nations, self-determination for countries such as Poland and Romania, and to create a League of Nations which was an alliance and precursor to the United Nations for participating countries. ~~By~~ Wilson effectively created a lot of support for the war through his Fourteen points and moral goals.

To assist in keeping the American people's support Creel was assigned to use <sup>propaganda</sup> propaganda. Many pamphlets, posters, and websites

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5A

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was used to encourage patriotism for the war. Eventually ~~the~~ this media and propaganda caused the American people to maintain support for the war themselves. "Victory gardens" and "meatless Wednesdays" were created by the people to encourage less wasteful habits so that more resources could be given to the war efforts. A booming war production industry was also established. The government, harnessing the patriotic zeal of the American people, created programs that collected monetary donations from the people. ~~These~~ These programs were the main source of funds for the war.

Despite the patriotism and moral strategies the government used to pull support for the war from the people, there were a few blunders that contradicted the morality of the war. The government created the Espionage Act and the Sedition Act, which detained any dissenters who opposed the war. Among the dissenters was Eugene Debs who was arrested for his antiwar speeches. Sometimes innocent people were arrested since the reasons for detainment usually were not completely backed by evidence. The donation programs created by Wilson's government also had an immoral aspect especially with bond sales. Some bond salesman would harass German Americans and force them to buy bonds otherwise threatening them with ~~losing~~ burning their houses. War support generally was gained by the government's encouragement of patriotism and moral duty, but the morality of Wilson's aims was stained by some immoral practices ~~or~~ laws to gain support. Eventually war support declined as the war-weary Americans were disillusioned with the not as moral objectives of ~~the~~ the Allies and the Congress' objection of Wilson's Fourteen Points.

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Before WWI, America was in a state of isolationism. ~~As~~ President Woodrow Wilson ~~was~~ supported ~~by~~ George Washington's advice of not interfering with foreign affairs and his citizens wanted America to remain neutral as well. However, <sup>as</sup> ~~as~~ German U-boats continued to sink American merchant ships, ~~was~~ it became apparent that war ~~with~~ was inevitable. As a result, the federal government sought support on the home front for the war effort ~~by~~ through <sup>extensive use of</sup> pro propaganda to publicize Wilson's idealistic beliefs, to portray the Germans as <sup>negative</sup> and to <sup>make it seem like</sup> ~~make it seem like~~ the war was fought for a good cause.

President Wilson believed that his nation was fighting the war to "make the world safe for democracy." To rally ~~and~~ American support for the war, the federal government created <sup>effective</sup> ~~propaganda~~ propaganda such as Creel's organization to publicize Wilson's idealistic beliefs and make the war seem like it's being fought for a good cause. Pamphlets and posters were issued throughout ~~the~~ the nation to promote the war.

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2/3

Furthermore, the federal government tried to ~~be~~ persuade Americans to support the war by using propaganda to incite American hatred in the Germans. ~~Many~~ Films were made to depict the Germans as the ~~best~~ ~~the~~ negative side. Books were also published to bring about "kill ~~the~~ the Kaiser" cries.

The federal government also used Wilson's Fourteen Points as propaganda to make it seem like the war was being fought for a good cause. The Fourteen Points encouraged self-determination, ~~so~~ freedom of the sea, and sought to create an "international peace organization" to maintain order in the world.

Through the extensive use of propaganda ~~to~~ ~~to~~ to ~~making~~ ~~the~~ publicize Wilson's Fourteen points, ~~and~~ make it seem like the ~~world~~ <sup>war</sup> was being

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fought for a good cause, and incite  
~~had~~ American hatred in the Germans  
the federal government. ~~brought~~ lifted  
America from a state of  
isolationism ~~to~~ and made  
Americans enthusiastic for war.

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1/3

During the first world war the United States government sought saw itself in a war which took many lives and cost much money. The U.S. experienced German ~~naval~~ aggression at sea by U-boats, which not only inflamed much of the country but put many against the government. In order to win the war the government felt they would need large support from the American people ~~to work, in work, and in the economy~~ <sup>Economically</sup> socially, as well as from the government officials themselves.

As America began to become a large economic power base, many nations sought to defeat not only their economy but their military. As the U.S. passes the Selective Service Act, Navy Act, and Defence Act, the economy was sent into war production to finance the increasing numbers in the army ~~as requested in the selective service Act~~, the increasing cost and numbers of the navy, Navy Act, and increasing Defence budget. Americans in the work force began to ~~scarcened~~ <sup>be</sup> economic openings in labor. The American government requires this in order to push forward a nation with many needs as well as a large army. ~~The labor sector~~ As America engages in war ~~every~~ the U.S. has many needs waiting to be met. The government expected every citizen to work to produce weapons, food, and many other supplies. Patriotism becomes achieved by working for the war effort. Economically the U.S. government gains the support from Americans.

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Another way in which the government requires aid is by the actual government representatives loyalty to the U.S. war cause. Many government officials grow uneasy because of continued impressments of U.S. ships. Many officials criticize the government for neglecting this issue. ~~However~~ Although the U.S. continually declared U.S. shipping right the Germans failed to respond. This continually angered the officials and hampered the war effort. As the U.S. engaged in WWI the nation was torn between ~~allies and enemies~~ joining with Britain or Germany. As America finally unites to become one ~~the~~ the nation decides on the British's. Continued loyalty is essential to the war effort. Without this strikes, and violence would occur in America which would tear America from the inside out.

America required unity from the citizens. Without unity America would not be able to fight. Immigrants in America tended to lean to the cause of the Germans. The white Americans leaned toward Britain. ~~Immigrant unity~~ was essential. The government aims to correct this split. The correction proves to help the American people move along with the war. With minor antiwar protests the Americans follow the government direction/request to remain loyal to the gov.

Without loyalty, a combined labor effort, a national unity the first world war would have

Circle the Section II question number you are answering on this page.

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been a disaster. ~~Because of the~~ The government  
in world war I successfully held the ~~whole~~ U.S together  
b/c of the americans economic, social, and individual efforts.

**AP<sup>®</sup> UNITED STATES HISTORY**  
**2007 SCORING COMMENTARY (Form B)**

**Question 5**

**Sample: 5A**

**Score: 9**

This essay has a powerful introduction and thesis that discusses the morality of war conducted by immoral means. Extraordinarily knowledgeable discussion of Wilson's Fourteen Points, the patriotic actions of Americans, and the suppression of dissenters reflect the essay's excellent use of specific, relevant information. The analysis is consistently strong, and all aspects of the argument are tightly tied to the thesis. This well-written, well-organized essay demonstrates an excellent grasp of the period and of the issues.

**Sample: 5B**

**Score: 5**

This essay contains a good thesis statement placed in its historical context. The end of the introductory paragraph provides a clear analysis, and overall the essay includes modest analysis. However, the student addresses only one issue, focusing solely on propaganda in a general manner. There is some relevant, though not extensive, information, such as Creel's actions and Wilson's Fourteen Points.

**Sample: 5C**

**Score: 3**

The opening paragraph of this essay starts with submarine warfare and contains a limited thesis that basically restates the question. Along with providing a list of several pieces of legislation, the essay focuses on attracting Americans into the labor force as a patriotic act. The remainder of the essay consists of generalities concerning the wartime need for unity and the preference for supporting Britain. Analysis is quite limited, and there is very little outside information.