



CHAPTER 19 ASSESSMENT

VISUAL SUMMARY

THE FIRST WORLD WAR

LONG-TERM CAUSES

- Nationalist tensions in Europe
- Competition for colonies
- Arms races and militarism
- Formation of defense alliances

IMMEDIATE CAUSES

- Assassination of Franz Ferdinand
- Austria-Hungary's retaliation against Serbia
- Declarations of war between rival alliances
- Germany's invasion of Belgium

WORLD WAR I

IMMEDIATE EFFECTS

- Destruction and immense loss of life
- Revolution in Russia
- Social change in United States
- Allied victory over Central Powers
- Treaty of Versailles
- Formation of mandates (temporary colonies)
- League of Nations

LONG-TERM EFFECTS

- Breakup of empires
- U.S. policy of isolationism
- United States' emergence as global economic giant
- Rise of militant extremist parties in Europe
- Eruption of World War II

TERMS & NAMES

For each term or name below, write a sentence explaining its connection to World War I.

1. nationalism
2. trench warfare
3. Zimmermann note
4. Selective Service Act
5. General John J. Pershing
6. armistice
7. Espionage and Sedition Acts
8. Great Migration
9. Fourteen Points
10. Treaty of Versailles

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

World War I Begins (pages 578–586)

1. What were the main reasons for U.S. involvement in the war?
2. Where did Germany begin its war offensive, and what happened there?

American Power Tips the Balance (pages 587–593)

3. How did the United States mobilize a strong military during World War I?
4. What new weapons made fighting in World War I deadlier than fighting in previous wars?

The War at Home (pages 594–601)

5. What methods did the U.S. government use to sell the war to the nation?
6. What events during the war undermined civil liberties?

Wilson Fights for Peace (pages 604–609)

7. What were the major effects of the Treaty of Versailles?
8. How did Wilson's support for the League of Nations stand in the way of Senate support for the Treaty of Versailles?

CRITICAL THINKING

1. **USING YOUR NOTES** In a chart like the one shown, provide causes for the listed effects of World War I.

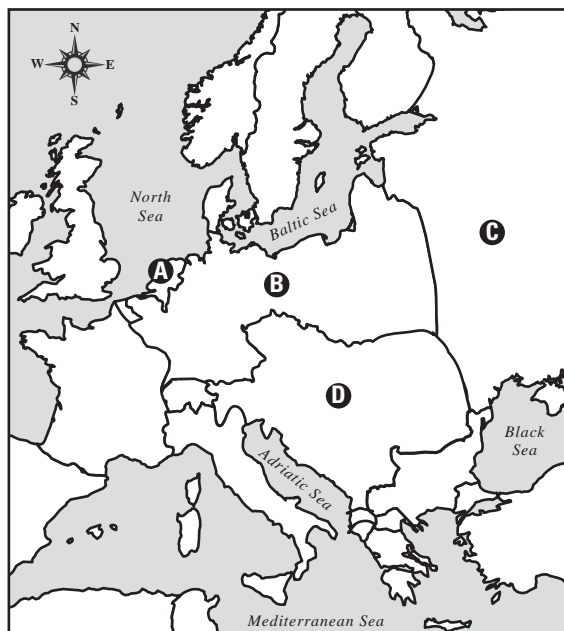
Causes	Effects
	U.S. enters World War I
	Germany collapses
	U.S. economy becomes more productive

2. **DEVELOPING HISTORICAL PERSPECTIVE** Between 1914 and 1920, Americans debated the role their country should have in world affairs. From the events of World War I, what might Americans have learned about intervention in the affairs of other nations?

3. **INTERPRETING MAPS** Look at the maps of Europe before and after World War I (page 606). Describe the changes in national boundaries after the Versailles peace settlement.

Standardized Test Practice

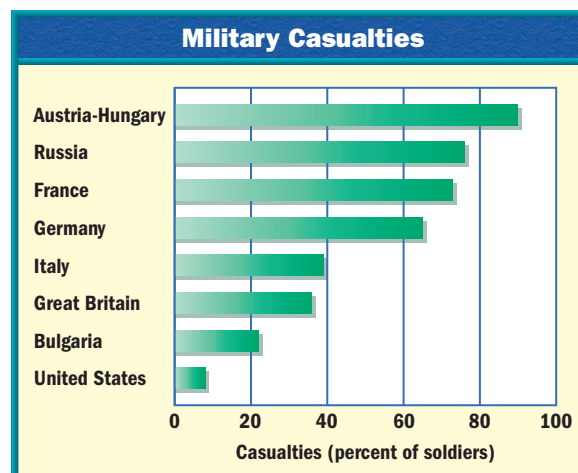
Use the map and your knowledge of United States history to answer question 1.



1. Which country was an ally of the United States during World War I?

- A country A
- B country B
- C country C
- D country D

Use the graph and your knowledge of United States history to answer question 2.



2. The countries with the greatest percentage of military casualties were all —

- F members of the Allied Powers.
- G members of the Central Powers.
- H located far from the battlefield.
- J bordering one of the war's two fronts.

ADDITIONAL TEST PRACTICE, pages S1–S33.



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ALTERNATIVE ASSESSMENT

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 577:

Do you think America should enter the war?

Write a speech, arguing for or against American involvement in World War I. Use information from the chapter to support your argument. Give your speech to the class.

2. **VIDEO LEARNING FROM MEDIA** View the *American Stories* video “Ace of Aces: Eddie Rickenbacker and the First World War.” Discuss the following questions in a group; then do the activity.

- What is your impression of Eddie Rickenbacker?
- How did Rickenbacker adapt his skills and talents to wartime?

Cooperative Learning Activity Rickenbacker’s bravery and aviation skills made him a hero. What qualities make people heroes? Using stories and images from magazines and newspapers, make a list of current heroes on a chart for display in your classroom.