

Chapter 29 Assessment

VISUAL SUMMARY

The Great War

Long-Term Causes

- Nationalism spurs competition among European nations.
- Imperialism deepens national rivalries.
- Militarism leads to large standing armies.
- The alliance system divides Europe into two rival camps.

Immediate Causes

- The assassination of Archduke Franz Ferdinand in June 1914 prompts Austria to declare war on Serbia.
- The alliance system requires nations to support their allies.



Immediate Effects

- A generation of Europeans is killed or wounded.
- Dynasties fall in Germany, Austria-Hungary, and Russia.
- New countries are created.
- The League of Nations is established to help promote peace.

Long-Term Effects

- Many nations feel bitter and betrayed by the peace settlements.
- Forces that helped cause the war—nationalism, competition—remain.

TERMS & NAMES

For each term below, briefly explain its connection to World War I.

1. Triple Alliance
2. Triple Entente
3. Central Powers
4. Allies
5. total war
6. armistice
7. Fourteen Points
8. Treaty of Versailles

MAIN IDEAS

Marching Toward War Section 1 (pages 841–844)

9. How did nationalism, imperialism, and militarism help set the stage for World War I?
10. Why was the Balkans known as “the powder keg of Europe”?

Europe Plunges into War Section 2 (pages 845–850)

11. Why was the first Battle of the Marne considered so significant?
12. Where was the Western Front? the Eastern Front?
13. What were the characteristics of trench warfare?

A Global Conflict Section 3 (pages 851–857)

14. What was the purpose of the Gallipoli campaign?
15. What factors prompted the United States to enter the war?
16. In what ways was World War I a total war?

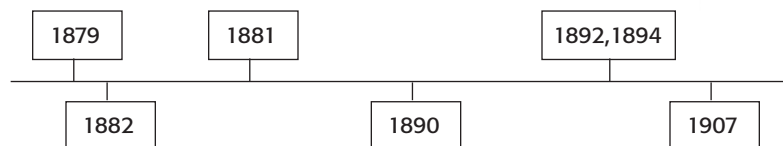
A Flawed Peace Section 4 (pages 858–861)

17. What was the purpose of the League of Nations?
18. What was the mandate system, and why did it leave many groups feeling betrayed?

CRITICAL THINKING

1. USING YOUR NOTES

Trace the formation of the two major alliance systems that dominated Europe on the eve of World War I by providing the event that corresponds with each date on the chart.



2. EVALUATING DECISIONS

POWER AND AUTHORITY How did the Treaty of Versailles reflect the different personalities and agendas of the men in power at the end of World War I?

3. CLARIFYING

ECONOMICS How did the war have both a positive and negative impact on the economies of Europe?

4. ANALYZING ISSUES

One British official commented that the Allied victory in World War I had been “bought so dear [high in price] as to be indistinguishable from defeat.” What did he mean by this statement? Use examples from the text to support your answer.

STANDARDS-BASED ASSESSMENT

Use the quotation about Germany's sinking of the British passenger ship *Lusitania* and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1-S33.

PRIMARY SOURCE

The responsibility for the death of so many American citizens, which is deeply regretted by everyone in Germany, in a large measure falls upon the American government. It could not admit that Americans were being used as shields for English contraband [smuggled goods]. In this regard America had permitted herself to be misused in a disgraceful manner by England. And now, instead of calling England to account, she sends a note to the German government.

from *Vossische Zeitung*, May 18, 1915

- Which of the following statements best describes the sentiments of the writer?
 - The sinking of the *Lusitania* was a tragic mistake.
 - America was right to blame Germany for the attack.
 - The American government failed to protect its citizens.
 - England should keep its vessels off the Atlantic Ocean.
- The sinking of the *Lusitania* ultimately played a role in prompting Germany to
 - abandon the Schlieffen Plan.
 - halt unrestricted submarine warfare.
 - declare war on the United States.
 - begin a widespread rationing program.

Use this anti-German (Hun) World War I poster and your knowledge of world history to answer question 3.



- Which of the following best describes the depiction of the German soldier in this poster?
 - noble and courageous
 - weak and disorganized
 - cruel and barbaric
 - dangerous and cunning

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 840, you examined whether it is always right to support an ally or friend. Now that you have read the chapter, reevaluate your decision. If you chose to follow your ally into World War I, do you still feel it was the right thing to do? Why or why not? If you decided to stay out of war, what are your feelings now? Discuss your opinions with a small group.

2. WRITING ABOUT HISTORY

SCIENCE AND TECHNOLOGY Explain in several paragraphs which one of the new or enhanced weapons of World War I you think had the greatest impact on the war and why. Consider the following:

- which weapon might have had the widest use
- which weapon might have inflicted the greatest damage on the enemy

INTEGRATED TECHNOLOGY

Conducting Internet Research

While World War I was extremely costly, staying prepared for the possibility of war today is also expensive. Work in groups of three or four to research the defense budgets of several of the world's nations. Have each group member be responsible for one country. Go to the *Web Research Guide* at classzone.com to learn about conducting research on the Internet. Use your research to

- examine how much money each country spends on defense, as well as what percentage of the overall budget such spending represents.
- create a large comparison chart of the countries' budgets.
- discuss with your classmates whether the amounts spent for military and defense are justified.

Present your research to the class. Include a list of your Web resources.