

TERMS & NAMES

1. nationalism, p. 579
2. trench warfare, p. 582
3. Zimmermann Note, p. 585
4. Selective Service Act, p. 588
5. General John J. Pershing, p. 590
6. armistice, p. 593
7. Espionage and Sedition Acts, p. 598
8. Great Migration, p. 599
9. Fourteen Points, p. 605
10. Treaty of Versailles, p. 606

MAIN IDEAS

1. U.S. economic ties with the Allies were stronger than its ties with the Central powers; Germany's counterblockade by U-boats outraged many Americans; the Zimmermann Note raised suspicions of a German alliance with Mexico.
2. Germany invaded Belgium, creating a refugee crisis.
3. The Selective Service Act allowed the government to randomly select up to 3 million men for military service.
4. Machine guns increased firepower; long-range guns shelled civilian and military targets; poison gas sickened and blinded its victims; submarine attacks led to civilian deaths.
5. The government advertised and sold war bonds; the Committee on Public Information popularized the war through a massive propaganda campaign.
6. The establishment of a propaganda agency led to a campaign that encouraged hatred and violations of civil liberties. The Espionage and Sedition Acts also violated civil liberties—anti-war publications lost their mailing privileges and people lost their jobs.
7. The Treaty of Versailles created international problems that would eventually lead to World War II, humiliated Germany, provoked Russia's determination to regain former Russian territory, and ignored the claims of colonized people for self-determination.
8. Many senators objected to the provision calling for the League, yet Wilson was unwilling to compromise on it.

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.

CRITICAL THINKING

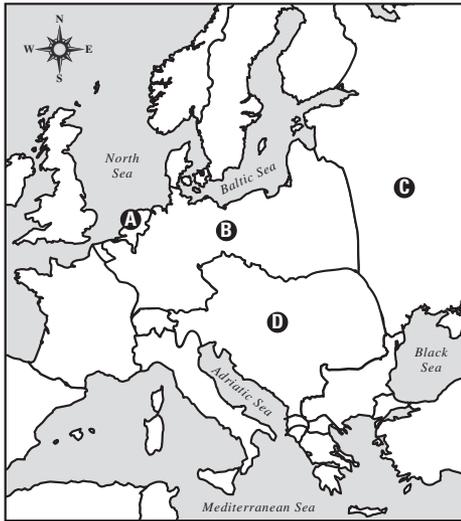
1. **USING YOUR NOTES** U.S. enters WWI: Germany resumes submarine warfare; Zimmermann Note intercepted; Americans killed when U-boats sink ships. Germany collapses: German war machine and war economy too exhausted to keep fighting; German sailors mutiny. U.S. economy becomes more productive: wages rise dramatically.

2. **DEVELOPING HISTORICAL PERSPECTIVE** Paying attention to international situations that could lead to crises, such as extreme nationalism or militarism; the importance of nations helping one another in global affairs; the importance of diplomacy in drawing up treaties so as not to punish offending nations; the importance of listening to and helping smaller nations.

3. **INTERPRETING MAPS** New nations were established: Finland, Estonia, Latvia, Lithuania, Poland, Czechoslovakia, Yugoslavia, Syria, Iraq, Lebanon, Palestine, and Trans-Jordan. The territory of Austria-Hungary was greatly reduced. Austria-Hungary itself was divided into two nations: Austria and Hungary.

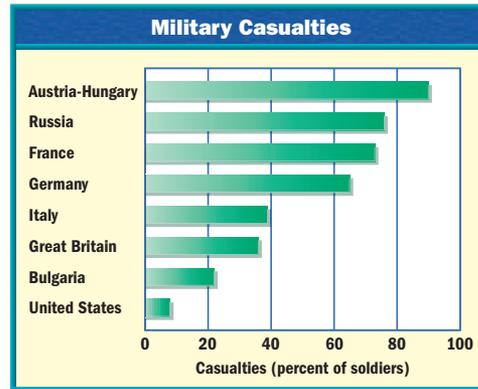
Standardized Test Practice

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—
- F members of the Allied Powers.
 - G members of the Central Powers.
 - H located far from the battlefield.
 - J neighboring states.

ADDITIONAL TEST PRACTICE, pages S1–S33.



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.

Standardized Test Practice

1. The correct answer is letter C. Remind students that in answering the question they need to know that the United States was fighting on the side of the Allies. Letters B (Germany) and D (Austro-Hungarian Empire) are not correct because they are part of the Central Powers. Letter A (the Netherlands) is not correct because it remained neutral during the war.
2. The correct answer is letter J. Battles along the eastern front had very high casualties. The letters F and G are not correct because one of the top two nations is a member of the Allied Powers and one is a member of the Central Powers. Letter H is not correct because distance from the battlefield usually means less casualties.

UNIT

PROJECT

NEWS ARTICLE

Tips for Teaching

- Remind students to copy, print out, or create illustrations for their article.
- Have students exchange articles to proof-read and do a peer evaluation.

Project Presentation Rubric

The article should . . .

- have a headline and present or portray the person, event, or issue accurately
- have an introduction that clearly states the topic and purpose and a conclusion to end the piece
- engage the reader in a manner that educates about the selected topic

The Unit Project is introduced on page 508 of the student text.

Formal Assessment

- Chapter Test, Forms A, B, and C, pp. 338–355

ALTERNATIVE ASSESSMENT

1. INTERACT WITH HISTORY

Rubric

The student’s speech should. . .

- present a clear position including points to support the position on American involvement
- reflect a deep understanding of the tenor of the times
- capture the audience’s attention with a lively and interesting presentation

2. LEARNING FROM MEDIA

Rubric

Charts and displays should . . .

- demonstrate a definition of a hero
- present the concept clearly through positioning of pictures or words
- persuade the viewer of the correctness of the choices presented