1 Base your answer to question on the poster below and on your knowledge of social studies.

This World War I poster is an example of

1 diversity
2 dissent
3 toleration
4 propaganda

2 The immediate cause of World War I was the

1 assassination of Archduke Ferdinand
2 Japanese alliance with Germany
3 treaty agreement at Versailles
4 German invasion of Poland
Base your answer to the question on the posters below and on your knowledge of social studies.

Which concept is represented in these World War I recruiting posters?

1. justice
2. diversity
3. nationalism
4. humanism

Which event is considered the immediate cause of World War I?

1. signing of the Treaty of Versailles
2. invasion of Poland by Germany
3. assassination of Archduke Francis Ferdinand
4. use of unrestricted submarine warfare by Germany
Which area of Europe was known as the “Powder Keg” of Europe prior to the outbreak of World War I?

1 A
2 B
3 C
4 D
Base your answer to this question on the passage below and on your knowledge of social studies.

**Observation of a Soldier in World War I**

Private Archie Surfleet, February 8th, 1918 — We have been in camp near the wood at Écurie for some days now and a more miserable existence it would be hard to imagine. There is nothing but unrest and uncertainty and everyone here is absolutely fed up to the teeth.

— Malcolm Brown, *Tommy Goes to War*

Which hypothesis can best be supported by this passage?

1. Allied forces were on the verge of winning the war.
2. Technology had created a military stalemate.
3. Revolution in Russia hastened the end of the war.
4. Conditions contributed to low troop morale.

7

The assassination of Archduke Franz Ferdinand was the immediate cause of

1. the Franco-Prussian War
2. the Russo-Japanese War
3. World War I
4. World War II

8

The Triple Alliance and the Triple Entente contributed to the start of World War I by

1. failing to include Germany and France as members
2. threatening countries in the Western Hemisphere
3. allowing Japanese aggression in Korea
4. increasing tensions between European countries

9

Base your answer to this question on the passage below and on your knowledge of social studies.

“...A weary, exhausted, nerve-racked group of men it was indeed that, about noon November 1, assembled in a gully north of Sommerance [France] to rest and dig in for the night. The artillery was still firing furiously, but the enemy’s barrage [bombardment] had ceased very suddenly about 10:00 a.m. and now only occasional shells from long-range rifles would explode in the vicinity. The weather was gloomy and the moist air chilled one to the bones. Yet it was with that meticulous [methodical] care that is characteristic of worn-out men, that we prepared our foxholes, carrying boards and iron sheeting from abandoned machine-gunners’ dugouts in order to make our “houses” as comfortable as possible, even though only for one night....”


Which means of warfare is described in this passage?

1. guerilla
2. nuclear
3. biological
4. trench

10

“Germany, Austria-Hungary, and Italy Form Triple Alliance”
“Serbian Nationalism Grows in Balkans”
“Archduke Franz Ferdinand Assassinated in Bosnia”

The events in these headlines contributed most directly to the

1. beginning of World War I
2. outbreak of the Cold War
3. development of communist rule in Europe
4. strengthening of European monarchies
What was a major cause of World War I?

1. rebellions in colonial lands in Africa and Asia
2. expansion of communism into western Europe
3. militarism in the nations of Europe
4. inability of the League of Nations to keep the peace

What was the immediate cause of World War I in Europe?

1. start of the civil war in Russia
2. sinking of the British liner, Lusitania
3. assassination of the heir to the throne of the Austro-Hungarian Empire
4. attack on Poland by the German army

One action that many governments took during World War I was to

1. encourage political dissent and freedom of the press
2. regulate their economic systems to increase production
3. prevent women from seeking employment in factories
4. raise tariffs to encourage trade

Which title would best complete this partial outline?

I. __________________________
   A. Formation of secret alliances
   B. Conflict over colonies in Africa
   C. Military buildup of European armies and navies
   D. Assassination of Archduke Ferdinand

1. Scramble for Africa
2. Causes of World War I
3. Results of World War II
4. Reasons for the United Nations
15 Base your answer on the cartoon and on your knowledge of social studies.

The Crime of the Ages—Who Did It?

The cartoon illustrates the tension that led to which war?

1. Franco-Prussian War
2. World War I
3. World War II
4. Cold War

16 During World War I, which group of people were victims of genocide?

1. Arabs in Egypt
2. Palestinians in Syria
3. Algerians in France
4. Armenians in the Ottoman Empire
17
Base your answer on the table and on your knowledge of social studies.

(in millions of pounds)

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<td>29.0</td>
<td>40.8</td>
<td>63.4</td>
<td>88.2</td>
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</table>


Which statement is best supported by the data contained in the table?

1. Austria-Hungary could not afford a large military expenditure in 1880.
2. France spent the greatest amount of money on defense in 1900.
3. Germany rapidly increased its military spending after 1890.
4. Great Britain attempted to prepare for a long ground war.

18
Which generalization about the origin of war is best supported by the historical background of World War I?

1. Years of continuing international tension often lead to war.
2. A policy of appeasement can delay, but not prevent the outbreak of war.
3. War results from reliance on advances in technology.
4. Religious hatreds often lead to war.

19
Which statement best describes Europe just before World War I?

1. The formation of opposing alliance systems increased international distrust.
2. European leaders resorted to a policy of appeasement to solve international disputes.
3. The communist nations promoted violent revolution throughout Western Europe.
4. The isolationist policies of England and France prevented their entry into the hostilities.
An immediate effect of this notice was to intensify concerns about

1. the ineffectiveness of the League of Nations
2. military intervention by Russia in Eastern Europe
3. the need for nuclear disarmament
4. freedom of the seas during World War I
Figure 1

The Influenza Epidemic of 1918

[1] In 1918, the United States was a vigorous young nation, leading the world into the modern age. All our fears and anxieties were directed toward Europe, where [World War I] raged; at home, we were safe.…


[3] Two days later – on March 11th, 1918 – an Army private reported to the camp hospital before breakfast. He had a fever, sore throat, headache … nothing serious. One minute later, another soldier showed up. By noon, the hospital had over a hundred cases; in a week, 500.

[4] That spring, forty-eight soldiers – all in the prime of life – died at Fort Riley. The cause of death was listed as pneumonia.…

[5] That summer and fall, over one and a half million Americans crossed the Atlantic for war. But some of those doughboys came from Kansas. And they'd brought something with them: a tiny, silent companion.

[6] Almost immediately, the Kansas sickness resurfaced in Europe. American soldiers got sick. English soldiers. French. German. As it spread, the microbe mutated – day by day becoming more and more deadly.

[7] By the time the silent traveller came back to America, it had become a relentless killer.…

[8] When the strange new disease was finally identified, it turned out to be a very old and familiar one: influenza: the flu. But it was unlike any flu that any one had ever seen.

[9] [According to] Dr. Alfred Crosby, author [of], "America's Forgotten Pandemic," "One of the factors that made this so particularly frightening was that everybody had a preconception of what the flu was: it's a miserable cold and, after a few days, you're up and around. This was a flu that put people into bed as if they'd been hit with a 2 [by] 4, that turned into pneumonia, that turned people blue and black and killed them. It was a flu out of some sort of a horror story. They never had dreamed that influenza could ever do anything like this to people before."

[10] Soldiers carried the disease swiftly from one military base to the next. They did it … just by breathing.

[11] If an individual with influenza were standing in front of a room full of people coughing, each cough would carry millions of particles with disease-causing organisms into the air. All the people breathing that air would have an opportunity to inhale a disease-causing organism. It doesn't take very long for one case to become 10,000 cases.…

[12] There were two enormously important things going on at once and they were at right angles to each other. One, of course, was the influenza epidemic, which dictated that you should sort of shut everything down and the war which demanded that everything should speed up, that certainly the factories should continue operating, you should continue to have bond drives, soldiers should be put on boats and sent off to France…. It's as if we could, as a society, only contain one big idea at a time and the big idea was the war.

[13] With America's tunnel vision focused on the war, throngs turned out for enormous parades supporting Liberty Loan drives.

[14] In Philadelphia, 200,000 [people] sardined in the streets. The crowd linked arms, sang patriotic songs – breathed on each other – infected each other.…

[15] Hospitals overflowed; emergency relief centers sprang up in parks and playgrounds. But practically every available doctor and nurse had been sent to Europe. The ones who remained were asked to perform the impossible.…

[16] In many places, officials rushed through laws requiring people to wear masks in public.…

[17] But masks didn't help. They were thin and porous – no serious restraint to tiny microbes. It was like trying to keep out dust with chicken wire.

[18] In Washington, D.C., Commissioner Louis Brownlow banned all public gatherings. He closed the city's schools, theaters and bars. He quarantined the sick. He did everything he had the power to do.

[19] But the death rate in Washington kept rising.…

[20] [Biochemists] thought it was caused by a bacteria, so they made up a vaccine with the bacteria they thought was influenza…. But you can't make a vaccine if you're looking at the wrong causative organism. They were on the wrong track; the influenza was caused by a virus.

[21] In the month of September, some 12,000 people died of influenza in America. But those numbers would be dwarfed. For the full horror now began. October would be the cruelest month.…

[22] No one was safe. In Washington, Victor Vaughan [acting Surgeon General of the Army] was working late, trying to make sense of the hellish chaos. He uncovered an unnerving fact. Usually, influenza kills only the weak – the very young and very old – but this time it had a different target. People in the very prime of life – from 21 to 29 – were the most vulnerable of all.…

[23] For example: soldiers. In Europe, the flu was devastating both sides. Seventy thousand American soldiers were sick; in some units, the flu killed 80% of the men. General John Pershing made a desperate plea for reinforcements. But that would mean sending soldiers across the Atlantic on troop ships.

[24] There's nothing more crowded than a troop ship, it's just being jammed in there like sardines and if somebody has a respiratory disease, everybody's going to get it.

[25] President Woodrow Wilson now faced an agonizing decision. Sending the soldiers would be signing thousands of death warrants. Wilson gazed out of his office window. After a long moment, he nodded. The troop shipments would [have to] continue.…

[26] In New York, 851 people died of the flu in a single day. But the greatest horror came to Philadelphia. In one week in October, the death rate there was seven hundred times higher than normal.…

[27] In 31 shocking days, the flu would kill over 195,000 Americans. It was the deadliest month in the nation's history…. If the epidemic continue[d] its mathematical rate of acceleration, civilization could easily disappear from the face of the earth.

[28] But a miraculous thing began to happen. As mysteriously as it had come, the terror began to slip away. By early November, the flu had virtually disappeared from Boston; the toll in Washington fell below 50 a week; even in ravaged Philadelphia, life was slowly returning to normal.
Then, on November 11, the Armistice ended The Great War. In San Francisco, the scene was surreal. Thirty thousand people paraded through the streets – all dancing, all singing, all wearing masks. The country had a lot to celebrate – not only was the war over, but the worst of the epidemic was passing. The epidemic killed. At a very, very conservative estimate, it killed 550,000 Americans in ten months. That's more Americans than had died in combat in all the wars of [the twentieth] century, and the epidemic had killed at least 30 million in the world and infected the majority of the human species.

21. [Refer to figure 1]
The speaker implies that troop ships were hazardous because of

1. poor maintenance
2. low morale
3. limited supplies
4. crowded quarters

22. [Refer to figure 1]
According to the speaker, laws requiring people to wear masks in public did not stop the epidemic because

1. the masks helped to spread the virus
2. the masks allowed the virus to pass through
3. people would not wear the masks
4. people did not know about the masks

23. [Refer to figure 1]
In the sentence "In Philadelphia, 200,000 [people] sardined in the streets," the word "sardined" emphasizes the crowd's

1. destination
2. mood
3. density
4. motivation

24. [Refer to figure 1]
The speaker implies that the war effort affected the epidemic by

1. increasing the chance of exposure
2. decreasing health care funds
3. restricting the flow of information
4. undermining the public confidence
“Bombardment, barrage, curtain-fire, mines, gas, tanks, machine-guns, hand-grenades — words, words, but they hold the horror of the world.”

— Erich Maria Remarque, *All Quiet on the Western Front*

This quotation best describes the effects of the

1. technological developments used during World War I
2. formation of alliances in World War II
3. tension between the superpowers during the Cold War
4. protests against reforms during the Indian independence movement

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26. **[Refer to figure 2]**

Which nation lost the most territory as a result of World War I?

1. Belgium
2. France
3. Austria-Hungary
4. Germany
27. [Refer to figure 3]
Which two causes do you believe contributed the most to World War I and why?

28. **[Refer to figure 4]**

According to the chart, the number of women in the labor force in Great Britain increased the most between 1914 and 1918 in one particular occupation. Identify one reason for this change.

29. **[Refer to figure 3]**

According to this diagram, what were two reasons for World War I?

30

Base your answer to the question on the passage below and on your knowledge of social studies.

… Whatever we may wish or hope, and whatever course of action we may decide, whatever be the views held as to the legality, or the humanity, or the military wisdom and expediency [advisability] of such operations, there is not the slightest doubt that in the next war both sides will send their aircraft out without scruple [hesitation] to bomb those objectives which they consider the most suitable….

— H. Trenchard, Marshal of the Royal Air Force, 1928

This passage implies that the author is

1. grateful for the availability of new weapons
2. aware that new weapons have broadened the theater of war
3. certain that there will be no future wars
4. anxious about the legality of future military operations