

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe how international rivalries and nationalism pushed Europe toward war.
- Explain how the assassination in Sarajevo led to the start of World War I.
- Analyze the causes and effects of the European alliance system.

## Prepare to Read

Build Background Knowledge **L3**

Ask students to think about how European nationalism in the 1800s strengthened some countries, but weakened large empires. Have them predict how this situation might lead to problems in the early 1900s.

Set a Purpose **L3**

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**  
The Spark

Ask **Who killed the Archduke and his wife?** (*Gavrilo Princip*) **Why might Princip have done this?** (*Sample: to make a statement about Serbian nationalism*) Tell students that they will learn more about the causes and consequences of the assassination as they read this section.

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 1 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Reading Skill** Have students use the *Reading Strategy: Summarize* worksheet.

 **Teaching Resources, Unit 4, p. 8**

## 1



▲ The assassin, Gavrilo Princip  
◀ Austrian Archduke Francis Ferdinand and his wife Sophie

WITNESS HISTORY  AUDIO

## The Spark

On June 28, 1914, Gavrilo Princip, a member of a Serbian terrorist group, killed Austrian Archduke Francis Ferdinand and his wife Sophie.

“The first [bullet] struck the wife of the Archduke, the Archduchess Sofia, in the abdomen. . . . She died instantly.

The second bullet struck the Archduke close to the heart. He uttered only one word, ‘Sofia’—a call to his stricken wife. Then his head fell back and he collapsed. He died almost instantly.”

—Borjivoje Jevtic, co-conspirator

The assassinations triggered World War I, called “The Great War” by people at the time.

**Focus Question** Why and how did World War I begin in 1914?

## The Great War Begins

## Objectives

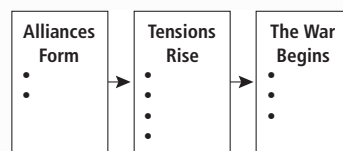
- Describe how international rivalries and nationalism pushed Europe toward war.
- Explain how the assassination in Sarajevo led to the start of World War I.
- Analyze the causes and effects of the European alliance system.

## Terms, People, and Places

entente	ultimatum
militarism	mobilize
Alsace and Lorraine	neutrality

## Note Taking

**Reading Skill: Summarize** As you read, use a chart to summarize the events that led up to the outbreak of World War I.



By 1914, Europe had enjoyed a century of relative peace. Idealists hoped for a permanent end to the scourge of war. International events, such as the first modern Olympic games in 1896 and the First Universal Peace Conference in 1899, were steps toward keeping the peace. “The future belongs to peace,” said French economist Frédéric Passy (pa SEE).

Not everyone was so hopeful. “I shall not live to see the Great War,” warned German Chancellor Otto von Bismarck, “but you will see it, and it will start in the east.” It was Bismarck’s prediction, rather than Passy’s, that came true.


## Alliances Draw Lines

While peace efforts were under way, powerful forces were pushing Europe towards war. Spurred by distrust of one another, the great powers of Europe—Germany, Austria-Hungary, Italy, Britain, France, and Russia—signed treaties pledging to defend one another. These alliances were intended to promote peace by creating powerful combinations that no one would dare attack. In the end, they had the opposite effect. Two huge alliances emerged.

**The Triple Alliance** The first of these alliances had its origins in Bismarck’s day. He knew that France longed to avenge its defeat in the Franco-Prussian War. Sure that France would not attack Germany without help, Bismarck signed treaties with other powers. In 1882, he formed the Triple Alliance with Italy and Austria-Hungary. In 1914, when war did erupt, Germany and Austria-Hungary fought on the same side. They became known as the Central Powers.

## Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

 **Teaching Resources, Unit 4, p. 7; Teaching Resources, Skills Handbook, p. 3**

## High-Use Word

status, p. 455

## Definition and Sample Sentence

*n.* high standing or prestige  
The challenging team threatened our team’s status as basketball champions.

overseas, p. 456

*adj.* across the sea, foreign  
Monica was hoping for overseas travel in her new job so she could learn about far-off cultures.

## European Alliances and Military Build-Up, 1914

For: Audio guided tour  
Web Code: nbp-2611



- **Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T20). As they read, have students fill in the chart summarizing the sequence of events leading to the start of World War I.

Reading and Note Taking Study Guide, p. 148

## Teach

### Alliances Draw Lines

#### Instruct

- **Introduce: Key Terms** Draw students' attention to the key term *entente* (in blue) in the text. Explain that an entente is a type of alliance. Ask students to brainstorm why countries might form alliances.
- **Teach** Ask students to make a quick list of the countries in the Triple Alliance and the countries in the Triple Entente. Ask **Why did Germany form alliances with Italy and Austria-Hungary?** (*to protect itself against a potential attack by France and/or Russia*)
- **Quick Activity** Have students access **Web Code nbp-2611** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.

#### Independent Practice

Have students fill in the Outline Map *Allies and Central Powers* and use a map key to identify the different alliances.

Teaching Resources, Unit 4, p. 15

#### Monitor Progress

Circulate to make sure students are accurately filling in their Outline Maps.

## Answers

### Map Skills

1. Review locations with students.
  2. France and Russia bordered Germany on two sides and could attack it from each direction.
  3. The Allies appear to have a greater advantage. They have more troop strength and surrounded the major Central Powers.
- the Triple Alliance, made up of Germany, Italy, and Austria-Hungary; and the Triple Entente, made up of France, Britain, and Russia

**Map Skills** By 1914, most of Europe was divided into two armed camps, the Allies and the Central Powers. Millions of troops stood ready for war.

1. **Locate** (a) Germany (b) Alsace-Lorraine (c) the Balkans (d) Serbia
2. **Regions** Why would Germans worry about the alliance between France and Russia?

3. **Synthesize Information** Based on the information on the map, which alliance do you think had the greater military advantage in 1914?

**The Triple Entente** A rival bloc took shape in 1893, when France and Russia formed an alliance. In 1904, France and Britain signed an **entente** (ahn TAHNT), a nonbinding agreement to follow common policies. Though not as formal as a treaty, the entente led to close military and diplomatic ties. Britain later signed a similar agreement with Russia. When war began, these powers became known as the Allies.

Other alliances also formed. Germany signed a treaty with the Ottoman empire. Britain drew close to Japan.

- Checkpoint** What two large alliances took shape before the beginning of World War I?

## Rivalries and Nationalism Increase Tension

The European powers jealously guarded their status. They competed for position in many areas. Two old empires, Austria-Hungary and Ottoman Turkey, struggled to survive in an age of nationalism.

### Vocabulary Builder

status—(STAT us) *n.* high standing, rank, or prestige

## Differentiated

### Instruction Solutions for All Learners

- L1** Special Needs **L2** Less Proficient Readers

To reinforce the concept of alliances, ask students to suppose they came across two groups of classmates involved in a fight. Each group asks them to join their side. Ask students the pros and cons of staying out of the fight. What are the the pros and cons of getting involved? How would they decide who to help? Then, have students compare and contrast their responses with the chart entitled "Reasons for Entering the War."

- L2** English Language Learners

Use the following resources to help students acquire basic skills.

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 148
- Adapted Section Summary, p. 149

## Rivalries and Nationalism Increase Tension

L3

### Instruct

#### ■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder terms and definitions. Then ask students to read the first three sentences under the heading Rivalries and Nationalism Increase Tension and the black headings underneath it. Ask students to predict why **status** might be important to Europe's great powers. How would **overseas** colonies affect their status?

#### ■ Teach Ask How did Germany feel about the other great powers?

*(Germany felt that it was not respected enough by the other nations.) How did other great powers feel about Germany? (Britain feared Germany's economic potential and resented Germany's challenge to its navy; France was embittered towards Germany after it lost the Franco-Prussian War and the provinces of Alsace and Lorraine.)*

- #### ■ Quick Activity
- Have students explain one effect of each of the following developments: (1) The French were defeated in the Franco-Prussian War and lost Alsace and Lorraine to Germany. (2) Russia felt kinship with other Slavic countries. (3) There was rising nationalism in Austria-Hungary and the Ottoman empire. (4) Germany gained territory as a result of the Moroccan crises. (5) Countries joined together in alliances.

### Independent Practice

Break students into groups and assign them one of the following countries or empires: Britain, France, Germany, Russia, the Ottoman empire, Austria-Hungary, Serbia. Ask each group to write a few paragraphs describing the position of their country or countries on the eve of World War I. Then have each group present their position to the class.

### Monitor Progress

As students fill in their charts, circulate to make sure they understand the events that led to World War I. For a completed version of the chart, see

 **Note Taking Transparencies**, 169

### Answer

**Caption** by watching the parade, saluting the soldiers on horseback, and waving hats and handkerchiefs

#### Vocabulary Builder

**overseas**—(OH vur SEEZ) *adj.* across the sea; foreign

#### Germany's Glorious Military

Eager crowds watch a cavalry regiment, or group of troops serving on horseback, ride through Berlin in August 1914. Germany's army was known to be highly trained and well disciplined, making it a formidable fighting force. *How are the people pictured showing pride in their military?*



**Competition** Economic rivalries helped sour the international atmosphere. Germany, the newest of the great powers, was growing into an economic and military powerhouse. Britain felt threatened by its rapid economic growth. Germany, in turn, thought the other great powers did not give it enough respect. Germany also feared that when Russia caught up to other industrialized nations, its huge population and vast supply of natural resources would make it an unbeatable competitor.

**Overseas** rivalries also divided European nations. In 1905 and again in 1911, competition for colonies brought France and Germany to the brink of war in Morocco, then under France's influence. Although diplomats kept the peace, Germany did gain some territory in central Africa. As a result of the two Moroccan crises, Britain and France strengthened their ties against Germany.

With international tensions on the rise, the great powers began to build up their armies and navies. The fiercest competition was the naval rivalry between Britain and Germany. To protect its vast overseas empire, Britain had built the world's most respected navy. As Germany began acquiring overseas colonies, it began to build up its own navy. Suspicious of Germany's motives, Britain in turn increased naval spending. Sensational journalism dramatized the arms race and stirred national public opinion against rival countries.

The rise of **militarism**, or the glorification of the military, also helped to feed the arms race. The militarist tradition painted war in romantic colors. Young men dreamed of blaring trumpets and dashing cavalry charges—not at all the sort of conflict they would soon face.

**Nationalism** Aggressive nationalism also caused tension. Nationalism was strong in both Germany and France. Germans were proud of their new empire's military power and industrial leadership. The French were bitter about their 1871 defeat in the Franco-Prussian War and yearned to recover the lost border province of **Alsace and Lorraine**.

In Eastern Europe, Russia sponsored a powerful form of nationalism called Pan-Slavism. It held that all Slavic peoples shared a common nationality. As the largest Slavic country, Russia felt that it had a duty to lead and defend all Slavs. By 1914, it stood ready to support Serbia, a proud young nation that dreamed of creating a South Slav state.

### Differentiated

#### Instruction

#### Solutions for All Learners

#### L4 Advanced Readers

To help students recognize bias, read aloud the following headline from the New York *Sun*, written the day after the assassination: "Death of Francis Ferdinand Makes for Peace of Europe." The correspondent who wrote the headline believed that Europe would be more peaceful without the archduke, whose ideas on some issues had led to tension in the past. Assign students to write four additional headlines about the

#### L4 Gifted and Talented Students

assassination of Archduke Francis Ferdinand and his wife, each from a separate country somehow involved in World War I. Remind students that before writing each headline, they should take into account the political viewpoints and biases that each newspaper might have had. Then have students display their headlines, and invite other students to identify and explain any biases that they see in each headline.

## The Powder Keg Ignites

L3

### Instruct

- **Introduce** Ask students to preview the black headings. Then have them predict why the emperor of Austria might have been hesitant to provoke a war with Serbia.
- **Teach** Ask **Why did Austrian leaders send Serbia an ultimatum that they knew Serbian leaders would refuse to honor?** (*They wanted to provoke a war in order to crush Serbia so it could not longer threaten the Austria-Hungarian empire.*) **How did Germany encourage Austria's actions?** (*Germany backed up Austria with a "blank check," giving the Austrian leaders more confidence in their course of action.*)
- **Quick Activity** Remind students that Austria-Hungary was the first party to declare war in what became World War I. Then tell students that many people later placed much of the blame for starting the war on Germany, not Austria-Hungary. As a class, brainstorm the arguments people might have used to blame Germany.

### Independent Practice

Remind students of the Witness History in the beginning of the section. Have them write a brief paragraph explaining why Princip killed the Archduke and his wife. Ensure that they understand the long-term causes of the assassination.

### Monitor Progress

To review this section, ask students to explain at what point they think war became inevitable. Ask them to list what actions either Austria or Serbia could have taken to avoid war.

### Answers

**BIOGRAPHY** His desire for respect may have driven him to build up the German military, to win colonies, and to best the other European powers economically.

- ✓ Economic competition, imperial rivalries, and an arms race created antagonism between great powers. Nationalism contributed to the situation, and it threatened central authority in Austria-Hungary and the Ottoman empire.
- ✓ Austria blamed Serbia for the assassination and took the opportunity to attack Serbia. Germany backed Austria.

## BIOGRAPHY

### Kaiser William II

"All the long years of my reign," William II (1859–1941) complained, "my colleagues, the monarchs of Europe, have paid no attention to what I have to say." As kaiser, he fought to win respect for himself and his empire.

William's rivalry with other rulers was in many ways a family feud. He and George V of Britain were cousins, grandchildren of Queen Victoria. Tsar Nicholas II was a cousin by marriage. When war broke out in 1914, the kaiser blamed "George and Nicky." "If my grandmother had been alive, she would never have allowed it!" **How did the kaiser's desire for respect influence his policies?**



Two old multinational empires particularly feared rising nationalism. Austria-Hungary worried that nationalism might foster rebellion among the many minority populations within its empire. Ottoman Turkey felt threatened by nearby new nations, such as Serbia. If realized, Serbia's dream of a South Slav state could take territory away from both Austria-Hungary and Turkey.

In 1912, several Balkan states attacked Turkey and succeeded in taking a large area of land away from Turkish control. The next year, the Balkan states fought among themselves over the spoils of war. These brief but bloody Balkan wars raised tensions to a fever pitch. By 1914, the Balkans were called the "powder keg of Europe"—a barrel of gunpowder that a tiny spark might cause to explode.

- ✓ **Checkpoint** How did international competition and nationalism increase tensions in Europe?

## The Powder Keg Ignites

As Bismarck had predicted, the Great War began in Eastern Europe. A regional conflict between tiny Serbia and the huge empire of Austria-Hungary grew rapidly into a general war.

**Assassination in Sarajevo** The crisis began when Archduke Francis Ferdinand of Austria-Hungary announced that he would visit Sarajevo (sa ruh YAY voh), the capital of Bosnia. Francis Ferdinand was the nephew and heir of the aging Austrian emperor, Francis Joseph. At the time of his visit, Bosnia was under the rule of Austria-Hungary. But it was also the home of many Serbs and other Slavs. News of the royal visit angered many Serbian nationalists. They viewed the Austrians as foreign oppressors. Some members of Unity or Death, a Serbian terrorist group commonly known as the Black Hand, vowed to take action.

The archduke ignored warnings of anti-Austrian unrest in Sarajevo. On June 28, 1914, he and his wife, Sophie, rode through Sarajevo in an open car. As the car passed by, a conspirator named Gavrilo Princip (GAV ree loh PREEN tseep) seized his chance and fired twice into the car. Moments later, the archduke and his wife were dead.

**Austria Strikes Back** The news of the assassination shocked Francis Joseph. Still, he was reluctant to go to war. The government in Vienna, however, saw the incident as an excuse to crush Serbia. In Berlin, Kaiser William II was horrified at the assassination of his ally's heir. He wrote to Francis Joseph, advising him to take a firm stand toward Serbia. Instead of urging restraint, Germany gave Austria a "blank check," or a promise of unconditional support no matter what the cost.

Austria sent Serbia a sweeping **ultimatum**, or final set of demands. To avoid war, said the ultimatum, Serbia must end all anti-Austrian agitation and punish any Serbian official involved in the murder plot. It must even let Austria join in the investigation. Serbia agreed to most, but not all, of the terms of Austria's ultimatum. This partial refusal gave Austria the opportunity it was seeking. On July 28, 1914, Austria declared war on Serbia.

- ✓ **Checkpoint** What happened because of the assassination of Francis Ferdinand and his wife?



## History Background

**What's in a Day?** The date chosen for the Archduke Francis Ferdinand's visit to Sarajevo, June 28, was a special date in Serbian history. It was on that date in 1389 that Serbia had been conquered by the Ottoman empire. On the very same date in 1912, Serbia had at last freed itself from Turkish rule.

Serbian nationalists believed that Austria-Hungary's control of Bosnia oppressed the Slavs who lived there. The decision to visit Bosnia's capital on this day of all days inflamed the nationalists.

The date was also special to Francis Ferdinand and Sophie—it was their anniversary.

## Alliances Kick In/Reaction to the War

13

### Instruct

- **Introduce: Key Terms** Ask students to find the key term *mobilize* (in blue) in the text and explain its meaning. Remind students that Russia is the largest country in the alliance system. Have them speculate as to why Russia might mobilize its troops early. What is the drawback to this plan?
- **Teach** Austria's declaration of war on Serbia kicked off a chain reaction of events. Using the Idea Wave strategy (TE, p. T22), have students briefly note each event in the chain. Ask **How was France drawn into the war?** (*France supported its ally, Russia, and Germany demanded that France keep out of the conflict.*) **Why did Britain declare war?** (*Britain had an agreement guaranteeing Belgian neutrality. Britain declared war after Germany invaded Belgium on the way to France.*)
- **Quick Activity** Display **Color Transparency 157: The Schlieffen Plan**. Review the map with students. Use the lesson suggested in the transparency book to guide a discussion on the causes and consequences of the Schlieffen Plan.

 **Color Transparencies, 157**

### Independent Practice

Have students study the political cartoon on this page. Tell them that leaders emphasized that their countries were fighting on the side of justice, and so could not be blamed for starting the war. Ask students to return to the groups with whom they wrote their position papers. Have them discuss how their assigned country or region might have spun events to avoid blame. Then have them amend their papers to include the start of the war.

### Monitor Progress

- Make sure students understand the position of their country or region. If a group is having difficulty, direct them to the chart on this page.
- Check Reading and Note Taking Study Guide entries to ensure students understand the causes of World War I.

### Answer

**Chart Skills** Russians might feel that Germany started the war because of their support of Austria-Hungary and eventual invasion of Belgium, which was a neutral country.

#### Reasons for Entering the War, July–August 1914

Country	Allied With	Reasons for Entering War
Austria-Hungary	Germany	Wanted to punish Serbia for encouraging terrorism
Germany	Austria-Hungary	Stood by its one dependable ally, Austria-Hungary
Serbia	Russia	Attacked by Austria-Hungary after assassination of Archduke
Russia	Serbia, France, Britain	Wanted to defend Slavic peoples in Serbia
France	Russia and Britain	Wanted to avoid facing Germany alone at a later date
Belgium	Neutral	Invaded by Germany
Britain	France and Russia	Outraged by invasion of Belgium



**Chart Skills** Who started the war? During the war, each side blamed the other. Afterward, the victorious Allies placed all blame on Germany, because it invaded Belgium. Today, historians still debate who should bear the blame for a catastrophe nobody wanted. **Using information from the chart, describe why Russians might feel that Germany started the war.**

### Alliances Kick In

The war between Austria and Serbia might have been another “summer war,” like most European wars of the previous century. However, the carefully planned alliances soon drew the great powers deeper into conflict.

**Russia and France Back Serbia** After Austria's declaration of war, Serbia turned to its ally, Russia, the champion of Slavic nations. From St. Petersburg, Nicholas II telegraphed William II. The tsar asked the kaiser to urge Austria to soften its demands. When this plea failed, Russia began to **mobilize**, or prepare its military forces for war. On August 1, Germany responded by declaring war on Russia.

Russia, in turn, appealed to its ally France. In Paris, nationalists saw a chance to avenge France's defeat in the Franco-Prussian War. Though French leaders had some doubts, they gave Russia the same kind of backing Germany offered to Austria. When Germany demanded that France keep out of the conflict, France refused. Germany then declared war on France.

**Germany Invades Belgium** By early August, the battle lines were hardening. Italy and Britain still remained uncommitted. Italy chose to stay neutral for the time being. **Neutrality** is a policy of supporting neither side in a war. Britain had to decide quickly whether or not to support its ally France. Then, Germany's war plans suddenly made the decision for Britain.

A cornerstone of Germany's military policy was a plan developed years earlier by General Alfred von Schlieffen (SHLEE fun). Germany's location presented the possibility of a two-front war—against France in the west and Russia to the east. The Schlieffen Plan was designed to avoid this problem. Schlieffen reasoned that Germany should move against France first because Russia's lumbering military would be slow to mobilize.

### History Background

**The War-Guilt Question** Ever since the Treaty of Versailles forced Germany and its allies to accept responsibility for starting World War I, there has been continued debate as to who should bear this blame.

Scholarship moved away from blaming Germany in the 1920s and 1930s. Instead, it blamed the European leaders collectively. Some pointed to such long-term causes as nationalism and the alliance system. Others held that the war was a series of blunders.

In the 1960s, Fritz Fischer and other German historians suggested that German leaders' desire for world power may have been to blame. Fischer studied German war goals and concluded that the government intentionally incited the 1914 crisis. In the 2004 study *Cataclysm*, historian David Stevenson agreed but he also showed that each country could have gained from war and each took a calculated risk in engaging in it. The discussion continues.


## Assess and Reteach

### Assess Progress

L3




- Have students complete the Section Assessment.
- Administer the Section Quiz.

**All in One** Teaching Resources, Unit 4, p. 2

- To further assess student understanding, use  **Progress Monitoring** Transparencies, 108

### Reteach

If students need more instruction, have them read the section summary.

-  **Reading and Note Taking Study Guide**, p. 149 L3
-  **Adapted Reading and Note Taking Study Guide**, p. 149 L1 L2
-  **Spanish Reading and Note Taking Study Guide**, p. 149 L2

### Extend

L4

Have students debate the following question using evidence from the text: Are certain reasons for entering a war more justifiable than others?

### Answers

- ✓ Alliances drew more and more countries into what began as a regional conflict. Russia stood by its ally, Serbia. France in turn stood by its ally, Russia. Undecided Britain was drawn in when Germany invaded neutral Belgium.
- ✓ Because of a renewed sense of patriotism, people rushed to fight for their homelands.

However, Germany had to defeat France quickly so that its armies could then turn around and fight Russia.

To ensure a swift victory in the west, the Schlieffen Plan required German armies to march through neutral Belgium and then swing south behind French lines. The goal was to encircle and crush France's army. The Germans embarked on the plan by invading Belgium on August 3. However, Britain and other European powers had signed a treaty guaranteeing Belgian neutrality. Outraged by the invasion of Belgium, Britain declared war on Germany on August 4.

Once the machinery of war was set in motion, it seemed impossible to stop. Military leaders insisted that they must mobilize their forces immediately to accomplish their military goals. These military timetables made it impossible for political leaders to negotiate instead of fight.

- ✓ **Checkpoint** How did the alliance system deepen the original conflict between Austria-Hungary and Serbia into a general war?

## Reaction to the War

Before the war, many countries were troubled by domestic problems. For example, Britain struggled with labor unrest and the issue of home rule in Ireland. Russia wrestled with problems stirred up by the Revolution of 1905. The outbreak of war brought a temporary relief from these internal divisions. A renewed sense of patriotism united countries. Governments on both sides emphasized that their countries were fighting for justice and a better world. Young men rushed to enlist, cheered on by women and their elders. Now that war had come at last, it seemed an exciting adventure.

British diplomat Edward Grey was less optimistic. As armies began to move, he predicted, "The lamps are going out all over Europe. We shall not see them lit again in our lifetime."

- ✓ **Checkpoint** Why were young men on both sides eager to fight when World War I started?

### War Enthusiasm

People cheered as soldiers marched off to war. In this photograph, a woman is giving a soldier an apple to eat on his journey.



## 1 Assessment

### Terms, People, and Places

1. For each term or place listed at the beginning of the section, write a sentence explaining its significance.

### Note Taking

2. **Reading Skill: Summarize** Use your completed chart to answer the Focus Question: Why and how did World War I begin in 1914?

### Comprehension and Critical Thinking

3. **Analyze Information** Why did European nations form alliances?
4. **Identify Central Issues** Why might the Balkans be called the "powder keg of Europe"?
5. **Recognize Causes** How did Austria's government react to the assassination of Archduke Francis Ferdinand?
6. **Determine Relevance** What role did geography play in the outbreak of World War I?

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: nba-2611

### Writing About History

**Quick Write: Identify Causes and Effects** Choose a specific event from the section and identify one cause and one effect of the event. Ask yourself the following questions:

- Why did this event happen? (cause)
- What happened as a result of this event? (effect)

Record your ideas in a chart that shows their cause-and-effect relationships.

## Section 1 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. After a long period of growing antagonism between allied blocs, Europe's great powers were drawn into a regional conflict by the alliances they had formed for protection.
3. to discourage rival countries from attacking them

4. Small nations in the Balkans had nationalistic goals, which threatened the Austria-Hungarian and Ottoman empires. A conflict in the Balkans would quickly spread because of the alliance system.
5. It issued an ultimatum to the Serbian government. When Serbia refused to meet all demands, Austria declared war.
6. Germany's location between France and Russia caused it to follow the Schlieffen

Plan and invade Belgium, which caused Britain to declare war on Germany.

### Writing About History

Charts should show an event from the section, such as Germany invading Belgium, with one valid cause and one valid effect.

For additional assessment, have students access **Progress Monitoring Online** at Web Code nba-2611.