World Wars and Revolutions (1910–1955)

Part I: Multiple-Choice Questions

Identify the letter of the choice that best completes the statement or answers the question.

1. The build-up of armed forces in Europe during the late 1800s is an example of
   A. militarism.
   B. imperialism.
   C. mercantilism.
   D. isolationism.

2. On the eve of World War I, Bosnia was ruled by
   A. Serbia.
   B. the Ottoman empire.
   C. Austria-Hungary.
   D. Germany.

3. What is one reason why Germany’s Schlieffen Plan failed?
   A. The United States entered the war.
   B. Austria-Hungary withdrew from the war.
   C. Russia mobilized more quickly than expected.
   D. German tanks became stuck in the trenches.

4. Which of the following had the greatest effect on the course of World War I?
   A. the zeppelin
   B. the tank
   C. the airplane
   D. the submarine

5. Which of the following helped the Allies achieve the breakthrough they sought in World War I?
   A. the Russian Revolution
   B. the involvement of the United States
   C. the waging of total war
   D. the battle of Gallipoli

6. Who was punished most harshly for its involvement in World War I?
   A. Serbia
   B. Austria-Hungary
   C. Germany
   D. Russia

7. One cause of Russia’s March 1917 revolution was
   A. the death of Rasputin.
   B. food shortages.
   C. Lenin’s return to Russia.
   D. the Treaty of Brest-Litovsk.
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8. Lenin believed that a socialist revolution could succeed in Russia if
   A revolusions were carried out simultaneously in other parts of Europe.
   B Russia became an industrial state.
   C the peasants owned the land they worked.
   D a small group of dedicated revolutionaries controlled the government.

9. The Institutional Revolutionary Party (PRI) brought stability to Mexico by
   A granting women the right to vote.
   B welcoming foreign investments.
   C catering to wealthy landowners.
   D suppressing opposition and dissent.

10. In the 1917 Balfour Declaration, Britain announced its support for
    A Atatürk’s reforms in Turkey.
    B Arab independence from the Ottoman empire.
    C a Jewish homeland in Palestine.
    D Egypt’s nationalization of the Suez Canal.

11. When World War I ended, many Indians expected
    A to gain more territory.
    B to become citizens of Britain.
    C separate states for Hindus and Muslims.
    D greater self-government.

12. Which of the following did Gandhi use to fight British rule?
    A violent demonstrations
    B passive resistance
    C pressure from the United Nations
    D armed resistance

13. What was the goal of China’s May Fourth Movement?
    A to strengthen China by modernizing it
    B to make China a military power
    C to win equal rights for women
    D to install a Communist government in China

14. Unlike the Nationalists, Mao Zedong’s Communists gained the most support from
    which group in China?
    A peasants
    B militarists
    C workers
    D warlords

15. Which of the following was an effect of the Great Depression in Japan?
    A Japan went bankrupt.
    B The demands of ultranationalists grew stronger.
    C Civil war broke out.
    D Japan declared war on the United States.
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___ 16. In the 1930s, Japanese militarists wanted to
A get rid of the emperor.
B reform education.
C adopt Western ways.
D revive traditional Japanese values.

___ 17. The purpose of the Kellogg-Briand Pact was to
A establish military alliances.
B promote international economic cooperation.
C end war forever.
D establish Germany’s borders.

___ 18. Many Italians supported the Fascist party because it
A promised to improve the economy.
B was the only political party.
C pledged to unite Italy and Germany.
D ended the influence of the Church.

___ 19. What was the main purpose of Stalin’s five-year plans?
A to turn the Soviet Union into a military power
B to increase farm production
C to produce more consumer goods
D to turn the Soviet Union into a modern industrial power

___ 20. Which of the following helped Adolf Hitler gain power in Germany?
A the promise of a new democracy
B the Great Depression
C big business and labor
D the support of the Weimar government

___ 21. Which of the following statements regarding Germany under Hitler is true?
A Most Germans were barely affected by Nazism.
B The Nazis controlled all aspects of German life.
C The Nazis controlled the government but had little influence on other German institutions.
D The Nazis kept firm control over Germany but followed moderate and tolerant policies.

___ 22. The Western powers chose a policy of appeasement during the 1930s partly because they
A were distracted by colonial unrest.
B supported the acts of aggression.
C wanted to avoid a repeat of World War I.
D were fighting civil wars of their own.

___ 23. World War II in Europe began with Hitler’s invasion of
A France.
B Czechoslovakia.
C Austria.
D Poland.
24. Which city was the target of an unsuccessful German blitz for two months in 1941?
   A London
   B Dunkirk
   C Paris
   D Vichy

25. How did the Germans view the lands they occupied?
   A as allies in their war against Britain
   B as partners in a new world order
   C as converts to their cause
   D as resources to be plundered and looted

26. As a result of the Battle of Stalingrad,
   A German forces conquered the Soviet Union.
   B France was liberated from German control.
   C the Red Army began to push the Germans out of the Soviet Union.
   D the United States entered the war.

27. What was the Manhattan Project?
   A the Allied plan to assassinate Hitler
   B the U.S. project to develop the atomic bomb
   C the German strategy to conquer the United States
   D the Japanese plot to invade the United States

28. What name was given to U.S. strategy in World War II’s Pacific theater?
   A island-hopping
   B kamikaze
   C fire-bombing
   D saturation bombing

29. What is the chief goal of the United Nations?
   A to promote economic development
   B to protect the global environment
   C to keep the peace
   D to end world hunger

30. What is one reason that Stalin refused to relinquish control of Eastern Europe after World War II?
   A He wanted to guarantee that the region would have democratic governments.
   B He intended to ransom the region in exchange for reparations.
   C He wanted control of the region’s natural resources.
   D He wanted a buffer zone between the Soviet Union and Germany.
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Part II: Constructed-Response Questions

Directions: Answer the questions that follow the written and visual documents using the space provided. Base your answers to questions 1, 2, and 3 on the illustration and the reading below and on your knowledge of social studies.

Erich Maria Remarque, from All Quiet on the Western Front. In this excerpt Remarque, who served in the German army during World War I, depicts a conversation a young German soldier has with the French soldier he has just killed.

The silence spreads. I talk and must talk. So I speak to him and say to him: “Comrade, I did not want to kill you. If you jumped in here again, I would not do it, if you would be sensible too. But you were only an idea to me before, an abstraction that lived in my mind and called forth its appropriate response. It was that abstraction I stabbed. But now, for the first time, I see you are a man like me. I thought of your hand grenades, of your bayonet, of your rifle; now I see your wife and your face and our fellowship. Forgive me, comrade. We always see it too late. Why do they never tell us that you are poor devils like us, that your mothers are just as anxious as ours, and that we have the same fear of death, and the same dying and the same agony—Forgive me, comrade; how could you be my enemy?

1. What image of German soldiers does the French postcard attempt to convey?

2. How does the narrator of All Quiet on the Western Front view the French soldier he has killed?

3. How did the realities of World War I affect morale on the battlefield and at home?
World Wars and Revolutions (1910–1955) continued

Part III: Document-Based Questions

Theme: Political Systems
This question is designed to test your ability to work with historical documents. Your answer will be based on the eight documents that follow. Some of the documents have been edited for the purposes of the question. As you analyze each document, take into account its source and any point of view that may be presented in the document.

In developing your answer to Part III, be sure to keep these general definitions in mind:
- Evaluate means “to examine and judge the significance, worth, or condition of; to determine the value of.”
- Explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of.”
- Discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail.”

Historical Context:
During the twentieth century, governments in Russia, Germany, and other parts of the world collapsed. Disillusionment over war, social inequalities, and failures in political leadership gave radical groups, who advocated extreme change, a new appeal in struggling countries.

Task:
Using information from the documents and your knowledge of world history, write an essay in which you:

- Evaluate the new political systems that emerged during the early twentieth century and the ideologies on which they were based.
- Explain how these new systems and ideologies were attractive to many people.
- Discuss how radical political change contributed to both internal conflict and conflict between nations.
Part A: Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1  Francisco Madero issued this challenge to overthrow the government of Mexico in 1910:

“Peoples, in their constant efforts for the triumph of the ideal of liberty and justice, are forced, at precise historical moments, to make their greatest sacrifices. Our beloved country has reached one of those moments. . . . The legislative and judicial powers are completely subordinated to the executive; . . . the rights of the citizens exist only in writing in our great charter; but, as a fact, it may almost be said that martial law constantly exists in Mexico; the administration of justice, instead of imparting protection to the weak, merely serves to legalize the plunderings committed by the strong; the judges instead of being the representatives of justice, are the agents of the executive, whose interests they faithfully serve; the chambers of the union have no other will than that of the dictator; the governors of the States are designated by him and they in their turn designate and impose in like manner the municipal authorities. From this it results that the whole administrative, judicial, and legislative machinery obeys a single will, the caprice of General Porfirio Diaz, who during his long administration has shown that the principal motive that guides him is to maintain himself in power and at any cost.”

1. According to Madero, what kind of political system did Mexico have in 1910?

________________________________________________________________________________________

2. How does Madero describe the role of General Porfirio Diaz in the government of Mexico?

________________________________________________________________________________________

3. Why does Madero say the rights of Mexican citizens exist only on paper?

________________________________________________________________________________________
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Document 2  President Woodrow Wilson’s War Message to the U.S. Congress, 1917:

We have no quarrel with the German people. We have no feeling towards them but one of sympathy and friendship. It was not upon their impulse that their Government acted in entering this war. It was not with their previous knowledge or approval. It was a war determined upon as wars used to be determined upon in the old, unhappy days when peoples were nowhere consulted by their rulers and wars were provoked and waged in the interest of dynasties or of little groups of ambitious men who were accustomed to use their fellow men as pawns and tools. . . . A steadfast concert for peace can never be maintained except by a partnership of democratic nations. No autocratic government could be trusted to keep faith within it or observe its covenants. . . . The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty.

4. What reason for entering World War I does Woodrow Wilson present to Congress?

5. What distinction does President Wilson make between the people of a country and the government of a country?

6. According to Woodrow Wilson, what type of political system must nations adopt in order for world peace to become a reality?
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Government in 1920s

Government in 1930s
7. What political trend or style dominated South America from 1922 to 1937?

8. How did the political balance of Europe change between 1922 and 1937?

9. What areas of the world appear to have been politically stable during this period?

Document 4  Benito Mussolini, Italy’s fascist leader, in 1932, wrote the following definition of fascism:

Fascism is the doctrine best adapted to represent the tendencies and the aspirations of a people, like the people of Italy, who are rising again after many centuries of abasement and foreign servitude. But empire demands discipline, the coordination of all forces and a deeply felt sense of duty and sacrifice: this fact explains . . . the necessarily severe measures which must be taken against those who would oppose this . . . movement of Italy in the twentieth century, and would oppose it by recalling the outworn ideology of the nineteenth century. . . .

If every age has its own characteristic doctrine, there are a thousand signs which point to Fascism as the characteristic doctrine of our time. For if a doctrine must be a living thing, this is proved by the fact that Fascism has created a living faith; and that this faith is very powerful in the minds of men is demonstrated by those who have suffered and died for it.

10. According to Mussolini, how should anti-fascist dissenters be dealt with?

11. Why do you think fascism, as described by Mussolini, appealed to many Italians at this time?

12. Why does Mussolini say fascism is “the characteristic doctrine of our time”? 
The bureaucracy [of the Soviet Union] not only has not disappeared, yielding its place to the masses, but has turned into an uncontrolled force dominating the masses. The army not only has not been replaced by an armed people, but has given birth to a privileged officers’ caste, crowned with marshals, while the people, “the armed bearers of the dictatorship,” are now forbidden in the Soviet Union to carry even nonexplosive weapons. With the utmost stretch of fancy it would be difficult to imagine a contrast more striking than that which exists between the scheme of the workers’ state according to Marx, Engels and Lenin, and the actual state now headed by Stalin.

13. How does Trotsky characterize the Soviet regime of Stalin?

14. In what way does Trotsky believe the revolution has been betrayed?

15. According to Trotsky, what position should the people of the Soviet Union rightly hold in the political structure?
16. What brought about the end of each monarchy included in this chart?

17. What form of government replaced each monarchy?

18. How did the struggles in these three countries reflect the political systems and ideologies emerging at that time?
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Document 7  This is a poster for a 1949 American-made movie about communism:

19. How does this poster convey U.S. anti-communist sentiment?

__________________________________________

20. Why was communism considered such a threat by the United States in the late 1940s?

__________________________________________
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Document 8  After China’s dynastic system collapsed in 1911, a power struggle for the leadership of the Chinese republic took place.

<table>
<thead>
<tr>
<th>Who Should Lead the New China?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>One Strong Leader</td>
</tr>
<tr>
<td>The most important point of</td>
</tr>
<tr>
<td>fascism is absolute trust in</td>
</tr>
<tr>
<td>a sagely able leader. Aside</td>
</tr>
<tr>
<td>from complete trust in one</td>
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<tr>
<td>person, there is no other</td>
</tr>
<tr>
<td>leader or ism. Therefore,</td>
</tr>
<tr>
<td>with the organization,</td>
</tr>
<tr>
<td>although there are cadre,</td>
</tr>
<tr>
<td>council members, and</td>
</tr>
<tr>
<td>executives, there is no</td>
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<tr>
<td>conflict among them, there is</td>
</tr>
<tr>
<td>only the trust in the one</td>
</tr>
<tr>
<td>leader. The leader has final</td>
</tr>
<tr>
<td>decision in all matters.</td>
</tr>
<tr>
<td>—Jiang Jieshi, 1933</td>
</tr>
<tr>
<td>—Mao Zedong, 1927</td>
</tr>
</tbody>
</table>

21. Which of the Chinese leaders in the table above was a communist? Indicate the language in the passage that supports this conclusion.

22. According to Jiang Jieshi, what is the advantage of giving final authority to one leader?
Part B: Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. In the body of the essay, use evidence from at least four documents. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:
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Task:
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- Explain how these new systems and ideologies were attractive to many people.
- Discuss how radical political change contributed to both internal conflict and conflict between nations.

Guidelines:
In your essay, be sure to
- Develop all aspects of the task.
- Incorporate information from at least four documents.
- Incorporate relevant outside information.
- Support the theme with relevant facts, examples, and details.
- Use a logical and clear plan of organization, including an introduction and conclusion that are beyond a restatement of the theme.