

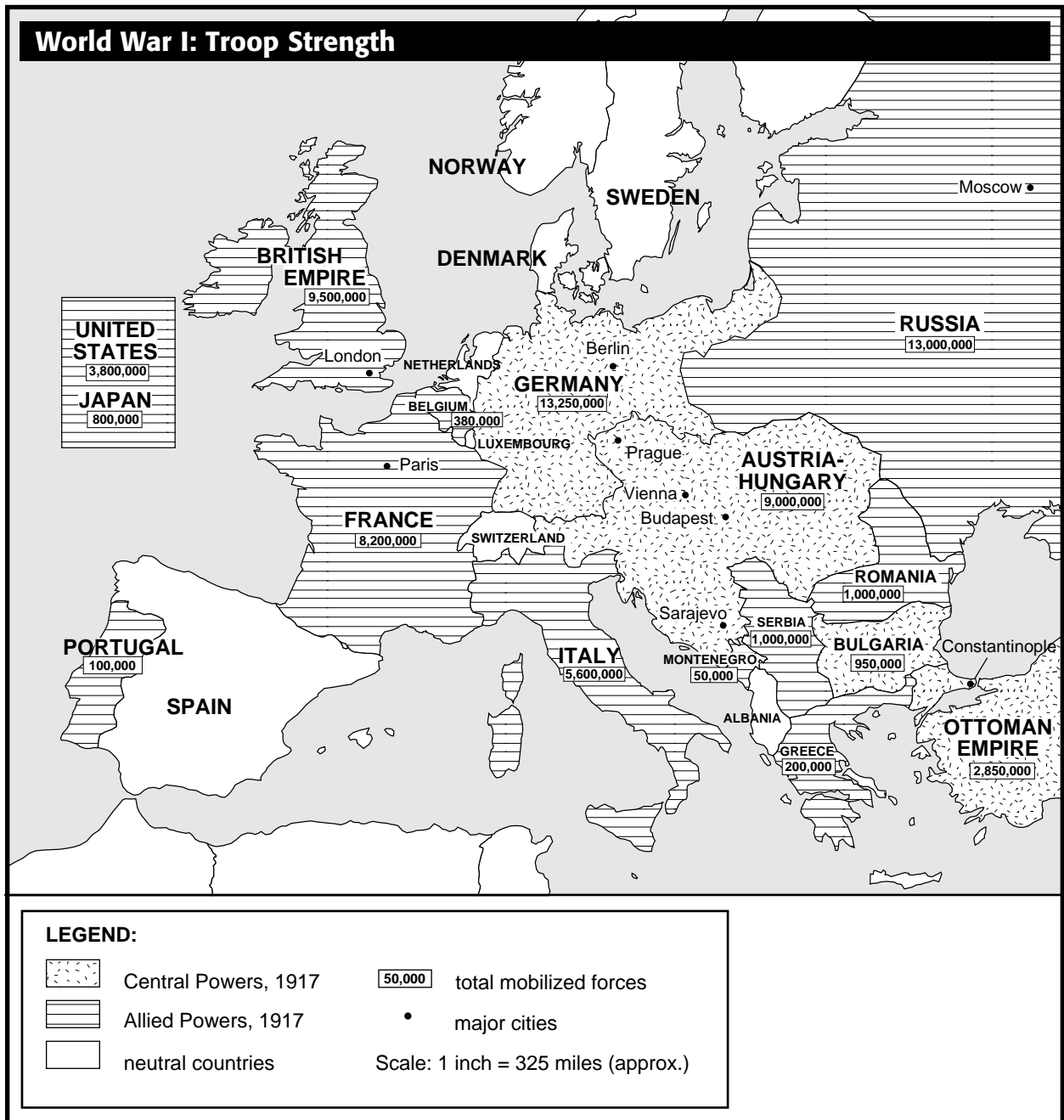
World War I

GEOGRAPHY ACTIVITY

World War I

The countries that took part in World War I committed millions of troops to the fighting and suffered heavy casualties. The map below provides information on the numbers of

troops contributed by the various nations fighting on both sides of the war. Examine the map and answer the questions that follow.



1. Which countries belonged to the Allied Powers?

2. Which countries belonged to the Central Powers?

3. Which European countries remained neutral in the war?

4. What cities are shown in Austria-Hungary? What city is shown in the Ottoman Empire?

5. Which countries supplied at least 1 million soldiers to the war?

6. **Critical Thinking: Human Systems** After World War I had ended, Woodrow Wilson believed that the United States should take the lead in peace negotiations. Compare the information about troop commitment for the United States and for other Allied nations. What factors caused Europeans to be unenthusiastic about Wilson's peace plan?

Copyright © by Holt, Rinehart and Winston. All rights reserved.

ACTIVITY



Several countries remained neutral during World War I. Choose one from the map. Do research to find out why that country refused to choose sides. Write two or three paragraphs on what you find.

place in southern Manchuria, northward from Lüshun.

6. Critical Thinking: Places and Regions

Answers will vary. Students may say that the United States did not claim a sphere of influence because it was not strong enough to do so (relative to European powers); did not try to do so soon enough (the Europeans were already there); considered China too unstable, risky, or far away; or simply felt that it was not America's place to establish colonial outposts. Given the problems in China around the turn of the century, it was probably not in the interests of the United States to establish a sphere of influence, though it might be argued that the United States could have gained power, prestige, and wealth by doing so.

ACTIVITY

The boundaries of China have not changed greatly. Students will find the most change in areas such as Indochina, where their maps should show several countries such as Vietnam, Laos, and Cambodia. The names of some countries will be different. For example, Siam is now Thailand and Burma is now Myanmar.

CHAPTER 21

GEOGRAPHY WORKSHEET 21

1. the British Empire, France, Belgium, Russia, Japan, Serbia, Montenegro, Portugal, Italy, Greece, the United States, and Romania
2. the Ottoman Empire, Germany, Austria-Hungary, and Bulgaria
3. Denmark, Norway, Sweden, Netherlands, Switzerland, Spain, Albania, and Luxembourg
4. Prague, Vienna, Budapest, Sarajevo; Constantinople
5. the United States, the British Empire, France, Russia, Italy, Romania, Serbia, Germany, Austria-Hungary, and the Ottoman Empire
6. **Critical Thinking: Human Systems**
Answers will vary. Most students will

probably refer to the comparatively small number of troops committed by the United States. Some students will also cite the late entry of the United States into the war and the distance between the United States and Europe. Students may state that European leaders were unwilling to let Wilson direct the peace process because the United States had not suffered the same devastation as Europe.

ACTIVITY

Answers will vary depending on the country chosen. Students should identify key issues that concerned the governments.

CHAPTER 22

GEOGRAPHY WORKSHEET 22

1. Harding (1920), Coolidge (1924), Hoover (1928); largest electoral vote margin—Hoover (by 357); largest popular vote margin—Hoover (6,045,099)
2. the Northeast, Midwest, and Far West; the South
3. Kentucky; Tennessee and Oklahoma
4. La Follette (Progressive Party); Wisconsin, 4,831,289 popular votes and 13 electoral votes
5. **Critical Thinking: The Uses of Geography** In 1920 and 1924 the Democrats won about the same number of popular votes, but in 1928 they received nearly double the number received in earlier years. Similarly, they received comparable numbers of electoral votes in 1920 and 1924, but in 1928 they won only two thirds of the electoral votes they had won eight years earlier. Students may conclude that there is no direct, predictable relationship between popular votes and the electoral vote tally. Some students may also note that the number of voters dramatically increased in 1928, possibly skewing comparisons between the elections.

ACTIVITY

Answers will vary depending on the electoral vote tally for the last election.