



# WORLD WARS I & II - BIG BOOK

## World Conflict Series



Written by Deborah Thompson

**GRADES 5 - 8**  
**Reading Levels 3 - 4**



**Classroom Complete Press**

P.O. Box 19729

San Diego, CA 92159

Tel: 1-800-663-3609 | Fax: 1-800-663-3608

Email: [service@classroomcompletepress.com](mailto:service@classroomcompletepress.com)

[www.classroomcompletepress.com](http://www.classroomcompletepress.com)

ISBN-13: 978-1-55319-358-6

ISBN-10: 1-55319-358-6

© 2007

### Permission to Reproduce

Permission is granted to the individual teacher who purchases one copy of this book to reproduce the student activity material for use in his or her classroom only. Reproduction of these materials for colleagues, an entire school or school system, or for commercial sale is strictly prohibited.

No part of this publication may be transmitted in any form or by any means, electronic, mechanical, recording or otherwise without the prior written permission of the publisher. We acknowledge the financial support of the Government of Canada through the Book Publishing Industry Development Program (BPIDP) for our publishing activities. Printed in Canada. All rights reserved.

# Critical Thinking Skills

## World Wars

World War I – World War II – Both books

Skills For Critical Thinking		Background & Causes	Major Battles	Methods of Warfare	New Weapons of War	The End of War
LEVEL 1 Knowledge	<ul style="list-style-type: none"> <li>Recall Details</li> <li>Match</li> <li>List</li> </ul>	✓	✓	✓	✓	✓
LEVEL 2 Comprehension	<ul style="list-style-type: none"> <li>Compare &amp; Contrast</li> <li>Summarize</li> <li>State Main Idea</li> <li>Describe</li> <li>Interpret</li> </ul>	✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓	✓ ✓
LEVEL 3 Application	<ul style="list-style-type: none"> <li>Choose Information</li> <li>Identify Outcomes</li> <li>Apply What Is Learned</li> <li>Make Connections</li> </ul>	✓ ✓ ✓	✓ ✓ ✓	✓	✓	✓
LEVEL 4 Analysis	<ul style="list-style-type: none"> <li>Draw Conclusions</li> <li>Identify Supporting Evidence</li> <li>Make Inferences</li> <li>Identify Cause &amp; Effect</li> <li>Identify Relationships</li> </ul>	✓ ✓	✓ ✓	✓	✓ ✓	✓
LEVEL 5 Synthesis	<ul style="list-style-type: none"> <li>Predict</li> <li>Design</li> <li>Create</li> </ul>	✓ ✓	✓ ✓			✓
LEVEL 6 Evaluation	<ul style="list-style-type: none"> <li>Defend An Opinion</li> <li>Make Judgements</li> <li>Explain</li> </ul>	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓

Based on Bloom's Taxonomy

# Contents

## TEACHER GUIDE

• Assessment Rubric .....	4
• How Is Our Resource Organized? .....	5
• Bloom's Taxonomy for Reading Comprehension .....	6
• Vocabulary .....	6

## STUDENT HANDOUTS

### World War I

• Reading Comprehension	
1. Background and Causes .....	7
2. Major Battles .....	12
3. The U.S. Enters the War .....	18
4. Woodrow Wilson's Fourteen Points .....	23
5. Methods of Warfare .....	26
6. Outcomes .....	33
• Crossword .....	35
• Word Search .....	36
• Comprehension Quiz .....	37

### World War II

• Reading Comprehension	
7. Why Do We Remember World War Two? .....	39
8. Background and Causes .....	43
9. Germany's Role in the War .....	48
10. Major Battles .....	53
11. New Weapons of War .....	57
12. The End of War .....	61
• Crossword .....	67
• Word Search .....	68
• Comprehension Quiz .....	69

<b>EASY MARKING™ ANSWER KEY</b> .....	71
---------------------------------------	----

<b>MINI POSTERS</b> .....	79
---------------------------	----

**FREE!**

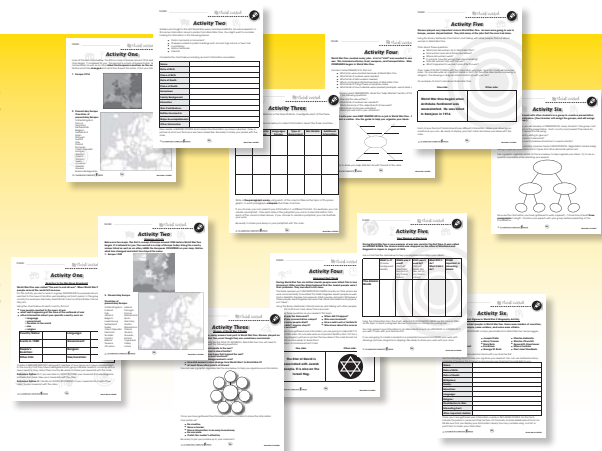
## 12 Bonus Activities!

### 3 EASY STEPS to receive your 12 Bonus Activities!

- Go to our website:  
[www.classroomcompletepress.com/bonus](http://www.classroomcompletepress.com/bonus)
- Enter item CC5501
- Enter pass code CC5501D

### 3 EASY STEPS to receive your 12 Bonus Activities!

- Go to our website:  
[www.classroomcompletepress.com/bonus](http://www.classroomcompletepress.com/bonus)
- Enter item CC5502
- Enter pass code CC5502D

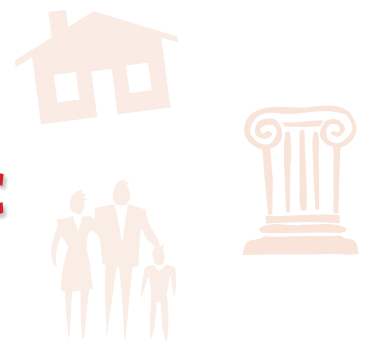




# Assessment Rubric



## World War I & II



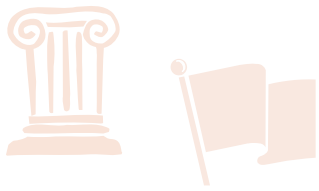
Student's Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Level: \_\_\_\_\_

	Level 1	Level 2	Level 3	Level 4
<b>Understanding Concepts</b>	Demonstrates a limited understanding of concepts. Teacher assistance required	Demonstrates a basic understanding of concepts. Some teacher assistance required	Demonstrates a general understanding of concepts. Little teacher assistance required	Demonstrates a thorough understanding of concepts. Teacher assistance not required
<b>Response to the Text</b>	Expresses responses to the text with limited effectiveness, inconsistently supported with proof from the text	Expresses responses to the text with some effectiveness, supported with some proof from the text	Expresses responses to the text with considerable effectiveness, supported with appropriate proof from the text	Expresses responses to the text with a high degree of effectiveness, supported with concise and effective proof from the text
<b>Interpretation, Application &amp; Analysis</b>	Interprets and applies concepts with limited effectiveness, with few, unrelated details and incorrect analysis	Interprets and applies concepts with some effectiveness, with some detail but with inconsistent analysis	Interprets and applies concepts with considerable effectiveness with a variety of details; detailed analysis	Interprets and applies concepts with a high degree of effectiveness, with a variety of appropriate detail and analysis

**STRENGTHS:**

**WEAKNESSES:**

**NEXT STEPS:**




# Teacher Guide

Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.



## Introduction

 ur resource provides ready-to-use information and activities for remedial students in grades five to eight. Written to grade and using simplified language and vocabulary, social studies concepts are presented in a way that makes them more accessible to students and easier to understand. Comprised of reading passages, student activities and mini posters, our resource can be used effectively for whole-class, small group and independent work.



reading passage through creative and evaluative short-answer questions, research, and extension activities.

The **Assessment Rubric** (page 4) is a useful tool for evaluating students' responses to many of the activities in our resource. The **Comprehension Quiz** (page 37) can be used for either a follow-up review or assessment at the completion of the unit.

## PICTURE CUES

Our resource contains three main types of pages, each with a different purpose and use. A Picture Cue at the top of each page shows, at a glance, what the page is for.



### Teacher Guide

- Information and tools for the teacher



### Student Handouts

- Reproducible worksheets and activities



### Easy Marking™ Answer Key

- Answers for student activities

## How Is Our Resource Organized?

### STUDENT HANDOUTS

**Reading passages** and **activities** (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand what they have read.

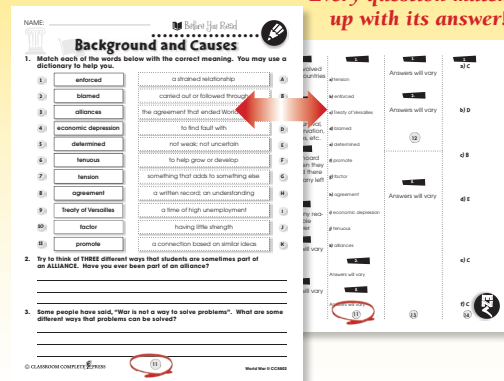
For each reading passage there are **BEFORE YOU READ** activities and **AFTER YOU READ** activities.

- The **BEFORE YOU READ** activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary are also presented.
- The **AFTER YOU READ** activities check students' comprehension of the concepts presented in the reading passage and extend their learning. Students are asked to give thoughtful consideration of the

## EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!

Every question matches up with its answer!





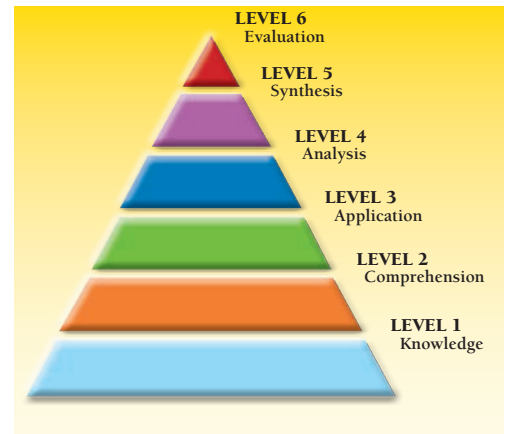
# Bloom's Taxonomy

Our resource is an effective tool for any **SOCIAL STUDIES PROGRAM**.

## Bloom's Taxonomy\* for Reading Comprehension

The activities in our resource engage and build the full range of thinking skills that are essential for students' reading comprehension and understanding of important **social studies concepts**. Based on the six levels of thinking in Bloom's Taxonomy, and using language at a remedial level, information and questions are given that challenge students to not only recall what they have read, but move beyond this to understand the text and concepts through higher-order thinking. By using higher-order skills of application, analysis, synthesis and evaluation, students become active readers, drawing more meaning from the text, attaining a greater understanding of concepts, and applying and extending their learning in more sophisticated ways.

Our resource, therefore, is an effective tool for any **Social Studies** program. Whether it is used in whole or in part, or adapted to meet individual student needs, our resource provides teachers with essential information and questions to ask, inspiring students' interest, creativity, and promoting meaningful learning.



**BLOOM'S TAXONOMY:  
6 LEVELS OF THINKING**

\*Bloom's Taxonomy is a widely used tool by educators for classifying learning objectives, and is based on the work of Benjamin Bloom.

# Vocabulary

World War I – World War II – Both books

abandoned	acquiesce	aerial view	agencies	agreement	alliances
allies	armistice	artillery	assassination	automatic	aviator
avoid	barbed wire	base	blamed	factors	borders
caliber	casualties	collapsed	colony	communication	conflict
culture	czar	defeated	depression	desperate	determined
devastated	dictator	disease	dispute	economic	economy
elected	negotiations	emerged	empire	enforced	estimated
expensive	famine	fatigue	fortress	frontlines	futile
globally	hoard	impacted	imperialism	improved	influence
intention	intercept	invaded	looting	method	militarism
mounted	nationalism	navy	neutral	organization	parallel
airship	perished	poison	promote	propaganda	rebuild
recovered	reserves	responsible	scarce military	seaborne	soldiers
sophisticated	starvation	submarine	superiority	support	surrender
tactics	tension	tenuous	threats	transmit	transportation
treaty	trench	turret	unrest	veterans	victors
war	weapons				

NAME: \_\_\_\_\_



# Background and Causes

1. Write the correct vocabulary word beside its definition. You may use a dictionary to help you.

conflict  
colony  
empire

navy  
war  
dispute

tension  
unrest  
assassination

a) an armed fight between two or more countries

b) strain or hostility between people or groups of people

c) an extended struggle

d) a large area of land where all the people are under control by the same person

e) the murder of a person

f) a fight or argument

g) a feeling of being disturbed or uneasy

h) a fleet of ships

i) land and people controlled by another country

2. Wars exist because people disagree and argue. Using your knowledge about different wars and conflicts (both in the past and in the present), list some of the things that people fight about in wars.

---

---

3. Wars exist because people disagree and argue. What are some other ways to solve problems? Try to list at least three different ways.

---

---

---





# Background and Causes

**W**orld War One has been called the first man-made **conflict** in history. World War One began in 1914 for many reasons. **Tension** was building in Europe because countries often got into “disagreements” with each other. For example:

- Britain and Germany both had a very strong **navy**. They were competing with each other to have the most boats.
- Many European countries were trying to develop **colonies** in southern Africa. This led the countries to be unfriendly to each other.
- France and Germany disliked each other because Germany won a war they fought in 1870.

## Getting the “isms” straight!

**NATIONALISM** : The belief that one’s country is better than another

**IMPERIALISM** : The desire to expand one’s country by taking over colonies or smaller countries

**MILITARISM** : The collection of weapons in order to prepare for war or armed conflict

People all over the world wanted other people to know how great their country was. This idea of **nationalism** led people to believe that their country was better than any other country. Many people believed that their country would win if there ever was a **war**.

A system of **alliances** was set up to try and avoid war. Alliances were like teams. Several countries got together to form an alliance, or team. If one country got into an argument with another country, it meant a team of countries got into an argument with another team of countries. A small argument could turn into a very big **dispute**.

In Europe, most people had feelings of nationalism for their country. Many people were unhappy because they did not live in an independent country. A number of countries in Europe were part of an **empire** that included people who spoke different languages and practiced different religions.



NAME: \_\_\_\_\_



# Background and Causes

Empires were formed when larger countries wanted to take over smaller colonies and countries. This is called **imperialism**. France and Britain had colonies in Africa and Asia. Germany and Italy wanted to become empires and have colonies as well. Colonies were often used to make things at a cheap price.

The Balkan region of Europe was controlled by both the Austrians and the Russians. Both countries wanted full control of the area which led to even more tension.

All of the tension, feelings of nationalism, and difficulties with imperialism led to **militarism**. Militarism is the development and collection of weapons. European countries did not trust each other and they began to prepare for an eventual war.



1. Why were people in Europe having feelings of “unrest”?

---

---

The “spark” that started the First World War was the **assassination** of Archduke Franz Ferdinand. Both he and his wife were murdered in Sarajevo on June 28, 1914. Ferdinand was the heir to the Austrian throne. He was going to be the next ruler. Gavrilo Princip killed the archduke and his wife because he was Serbian and he was against Austro-Hungarian rule. The murders created more tension which eventually started the First World War.



2. People who study history believe that there are many reasons for the start of World War One. List three of those reasons. Use the reading passage to help you with your answer.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_