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Improving Reading Skills in Social Studies

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Improving Reading Skills in Social Studies

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St. Paul, Minnesota

Advisor_____   Date_____

Abstract

The focus of this study was to determine whether the introduction of reading strategies in the social studies classroom could increase student achievement in social studies. The study collected data from ninth graders in a regular educational Global Studies classroom. Student-generated data collected included formative assessments such as pre and post-tests, map quizzes, unit tests and exit slips. Reading strategies outcomes were analyzed from a student perspective via student exit slips and information gathered in student-teacher conferencing. The implementation of the reading strategy was successful. Statistics showed greater improvement for girls than for boys. The majority of students found the introduction of reading strategies beneficial for social studies. Implementing graphic organizers and other reading strategies will be implemented in future courses.

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As in the case in many schools across America, Roosevelt High School[1], is increasingly under pressure to raise reading scores since the passage of No Child Left Behind (NCLB) (Kinniburgh, & Shaw, 2009). It was stated during our staff meeting in May of 2014, Roosevelt High has scored lower than the other high schools in the Roosevelt School District since the national implementation of NCLB. Though tested reading scores have slowly increased, it is not at the recommended federal level. Roosevelt High made the decision to create small teacher led study groups consisting of teachers from several unrelated disciplines. Raising the school's reading scores was their goal. Roosevelt High teachers implemented the reading of a book by Cris Tovani; *I Read It, but I Don't Get It* (2014). The author's writing sheds light on how many secondary education students do not have the reading skills to understand fully what they are reading. All the secondary education teachers read the book during the first semester of the 2014/2015 school year and partially implemented some of its strategies during the second semester. I implemented a few reading strategies during the first semester to see if there would be an improvement in student achievement.

Roosevelt High, the oldest Roosevelt public school building, was built in 1933 and has expanded over the years. The high school's location in the central older part of town is situated largely in the area of limited income families. Many Roosevelt High students qualified for free and reduced lunch. The high school possesses a higher portion of Native American population largely due to the location of the American Technical College[2]. The demographics of Roosevelt High, and students with special needs in the study, were in relative proportion to the general student population of the school. In light

[1] Pseudonym of high school in study
[2] Pseudonym of the college

of their backgrounds one might predict that students needed additional reading strategies for non-fiction texts, given evidence that textbooks are often too technical for many students to comprehend (Key, Bradley and Bradley, 2010). Roosevelt High is also experiencing increased enrollment of students who are English Language Learners (ELL). Reading strategies will need to be developed to help bring success for the ELL student (Brown, 2007).   "Proficient" reading skills are necessary for all students, regardless of their age or skill level.

My study focused on the question: "How does the use of reading strategies affect secondary students' understanding of social studies content?"

Reading Strategies

There are three critical times for reading instruction: before reading or pre-reading, during reading, and post-reading (Key, Bradley and Bradley, 2010; Massey and Heafner, 2004; Hall 2009). I have introduced reading strategies in the three identified areas in my action research.

There were several strategies used throughout this study. Though student textbooks must not be the sole informational source (Villano, 2005), they do have a great deal of information. As pre-reading strategies to build student's retention of key concepts I taught them mnemonics, and played games with vocabulary. As post-reading strategies I had students demonstrate their understanding by constructing an illustration, or had students discuss terms to help boost understanding (Marzano, 2012; Villano 2005).

I used graphic organizers for textbook and primary reading because of the flexibility it has for student learning (Sencibaugh, 2008). I used a t-model where students would write the word or quote and then explain what they did not understand. I modeled

the use of graphic organizers as suggested by Massey and Heafner (2004). It was further suggested by Massey and Heafner (2004), that students should be introduced to a few models at a time so they can learn how to use the organizer with their reading. I chose to use the strategy for textbook reading though it can be used for the reading of other documents. I used the strategy with textbooks because they often include terms that students are not familiar with or are too high of a reading level (Marzano, 2012).

A third reading strategy used in the study was providing questions to have students complete while reading a passage. An article by Fordham (2006) suggests using questions that address literal, inferential, and applied-thinking levels helps students in the pre-reading and reading phase. These questions act as a guide to the students' reading of a document—in the case of my course students applied this strategy to analyze the telegrams between Czar Nicholas II of Russia and Kaiser Wilhelm II of Germany and the rewriting of the Treaty of Versailles.

The final strategy I implemented in my study was the introduction of visuals to help students understand terms in the textbook (Villano 2005). Students were introduced to tableaus which gave students visual representations of the academic terms. Students were also introduced to the term "propaganda" and had to answer questions about each propaganda poster. After the introduction students had to create their own propaganda poster.

Research Process

When working on my Action Research project, I collected several types of information. The information showed the level of student achievement in social

studies from the beginning of my ninth-grade Global Studies unit to the end. First I

issued my World War I student pre-test and compared student's first test scores to the

post-test issued towards the end of the unit. The pre and post-tests are in the same

completion format (Appendix A). The post-test was also used to see what information

students were still struggling. That information was used to aid re-teaching strategies.

Besides pre and post-tests, personal observational data through teacher journaling was

collected to see the level of reading engagement the secondary students have in the

primary source or textbook reading. The teacher journaling also showed what changes

were implemented to teach a particular student reading skill. Teacher classroom

observations did not obtain all the significant detailed information that I needed.

Graphic organizers were used to help students understand their reading. I went

through a sample page with the students and modeled how the process works.   Students

were given a graphic organizer with two columns (Appendix D). Column A had students

write down the quote that they do not understand and the location of the page number of

the quote. Column B had students explain why they did not understand the quote.

Students met in groups and shared what they were confused about within the reading.

 The groups made a list of terms or phrases they had confusion on and shared them with

the class. As a class we went over the items to help clarify the meanings of the words.

I used a different reading strategy to help students analyze and understand

primary source texts. Two primary sources were used: Wilhelm II and Nicholas II

telegrams prior to the war. The strategy had students categorizing the reading and

working in small groups to deconstruct the text. The students had to determine to what

extent the primary sources indicated each of the following: sincerity, the risk of war, and

the desire to maintain the peace. Students categorized the telegrams and shared their

categories within their groups. After the group activity the groups shared their findings

with the class.

Students were given the Treaty of Versailles as an additional primary source

document. With this text we used questions for students to answer during the reading.

Students reviewed both the original version of the treaty and the condensed version of the

treaty. Students were to amend changes in the settlement to align with President

Woodrow Wilson's Fourteen Points with the goal of creating a lasting peace. Students

then were to write a one-page paper explaining why there was a need for changes. While

reading students wrote out words and phrases they did not understand. As a conclusion

to this activity, the class explained and defined the various vocabulary and phrases.

To achieve greater detail on the successes and failures of my incorporation of

multiple reading strategies, I collected regular student exit slips. Daily exit slips

informed which reading strategies worked well in class in the secondary classroom

setting and what ideas did not achieve the anticipated effect. I also needed to collect data

on why a plan worked or why it failed. One-on-one conferencing with students was used

to get further important detail on positives and negatives of a comprehension strategy.

 The final pieces of data collection deals with the map quiz and unit test results. I

compared the unit test scores from fall of 2013 to the test scores of fall of 2014.

Analysis of Data

The pre-test (Appendix A) was the first set of data collected during the second

week of school. The data collected set a baseline for what students knew at the beginning

of the World War I unit. The pre-test findings showed many students had no prior

knowledge of World War I. The pre-test scores are right in line with last year's students.

As shown in Figure 1, the mean data was skewed higher for the boys. The reason for this

was because there were two male students who had extensive background knowledge of

World War I. When comparing the median score, the girls scored slightly higher than the

boys.
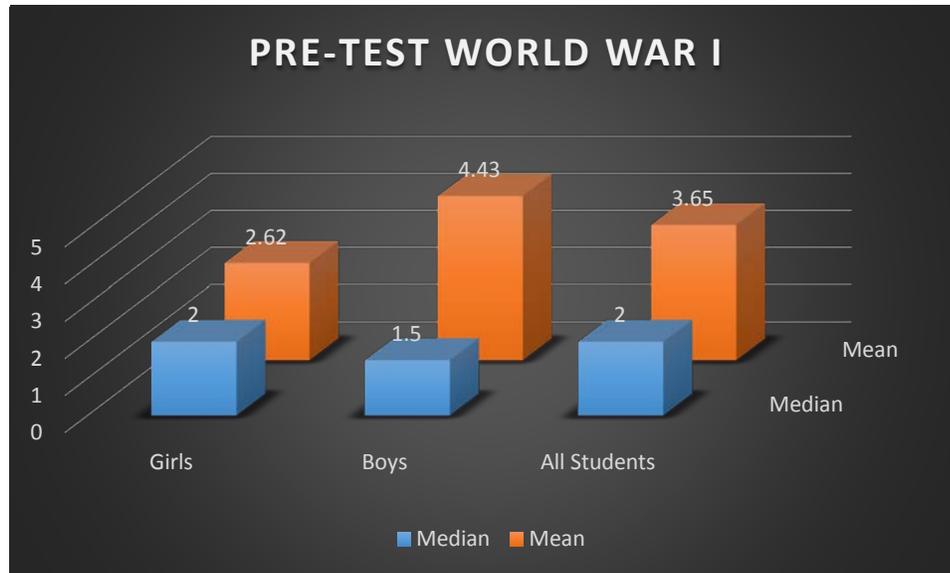
Figure 1. Student pre-test scores on World War I.

As detailed previously, data collection and analysis occurred in various ways.

The initial comparison was between pre-tests and post-tests. The evaluation of the data

set demonstrated student improvement when being introduced to reading tactics. This

comparison implies putting reading strategies into practice in a social studies classroom is

worthwhile.

Additional data collected included map quizzes and unit tests. The data compared

both the current fall 2014 students and students from the fall of the previous year. The

data collected was compared also between male and female students. Though the

numbers of students involved in tutoring and special needs declined, the data collected compared their scores year to year as well.

As shown in Figure 2, the boys scored slightly higher than the girls when comparing average outcomes, but when looking at median scores the girls slightly outperformed the boys. As Figure 3 shows on the next page, when comparing the post-test scores from 2014 to 2013 students there was signs of improvement for both genders. However, the girls' scores showed more improvement when compared to the boys. Figure 4 shows the test scores for girls went up over 25 percent compared to under 1 percent for the boys. Male students commented on how they remembered some of the mnemonic sayings, but they could not articulate it into the answers on the completion portion of the post-test. Finally, many students commented on the fact that our school's homecoming week distracted them on the assessment.
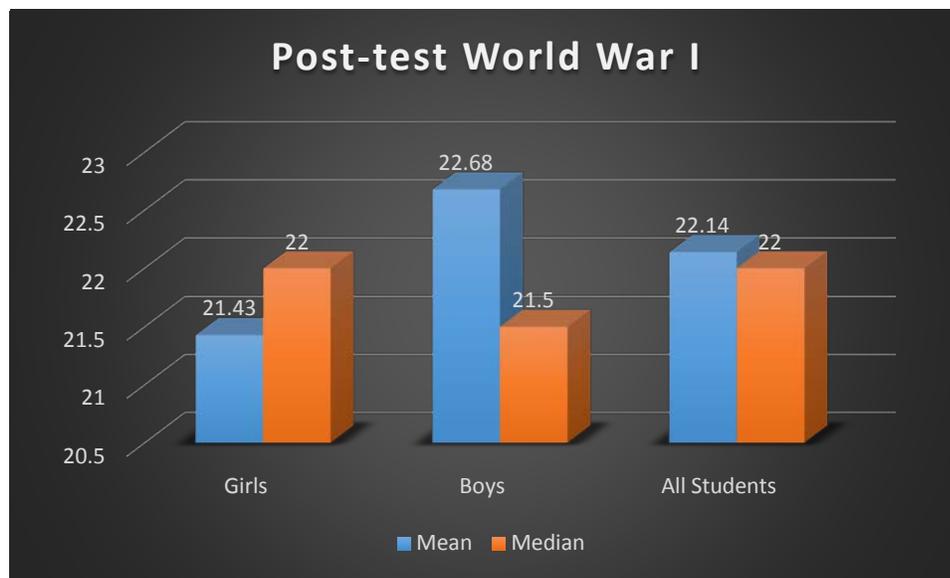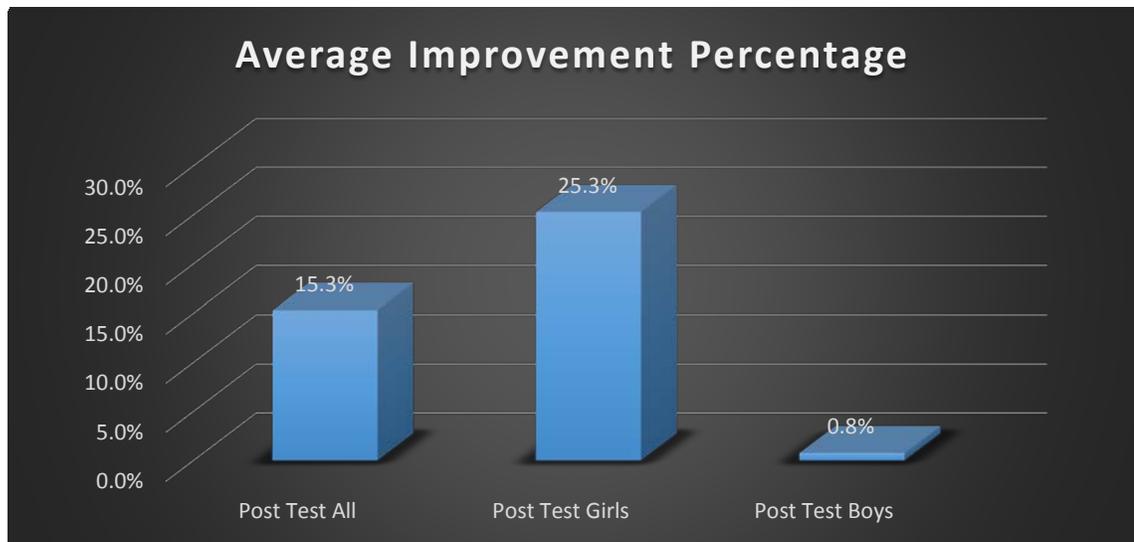

Figure 2. Student post-test scores on World War I.

Figure 3. Percentage of improvement in student post-test scores on World War I.

The second set of data collected were the map quizzes (Appendix B). Although

reading maps is a different skill than reading, students had to connect their

comprehension of the content with the map locations. Mnemonic devices were used to

help students know each country's position in the war. The quizzes had the value of 44

points. The quiz had students locate 22 major European countries and label which side

each country fought for (Allied, Central Powers or Neutral). The students had a word

bank for all the countries labeled in alphabetical order. The majority of students who

filled out exit slips (Appendix C) felt the use of the mnemonic approach assisted their

understanding of whether a country was in an alliance or if it was neutral during the war.

One of my students mentioned she appreciated the approach because it cut back on the

amount of time memorizing the European countries. Another student commented that the

approach helped to simplify the material he/she was required to know. Though a large

student majority liked the approach and wanted to use it more in class, a few felt there

should be more time practicing the technique (Figure 4). In addition, a few students

thought the approach did not relate directly to them because they did not create the

sayings. This suggests that students did not fully understand the mnemonic strategy or

content was not adequately connected to their prior knowledge.
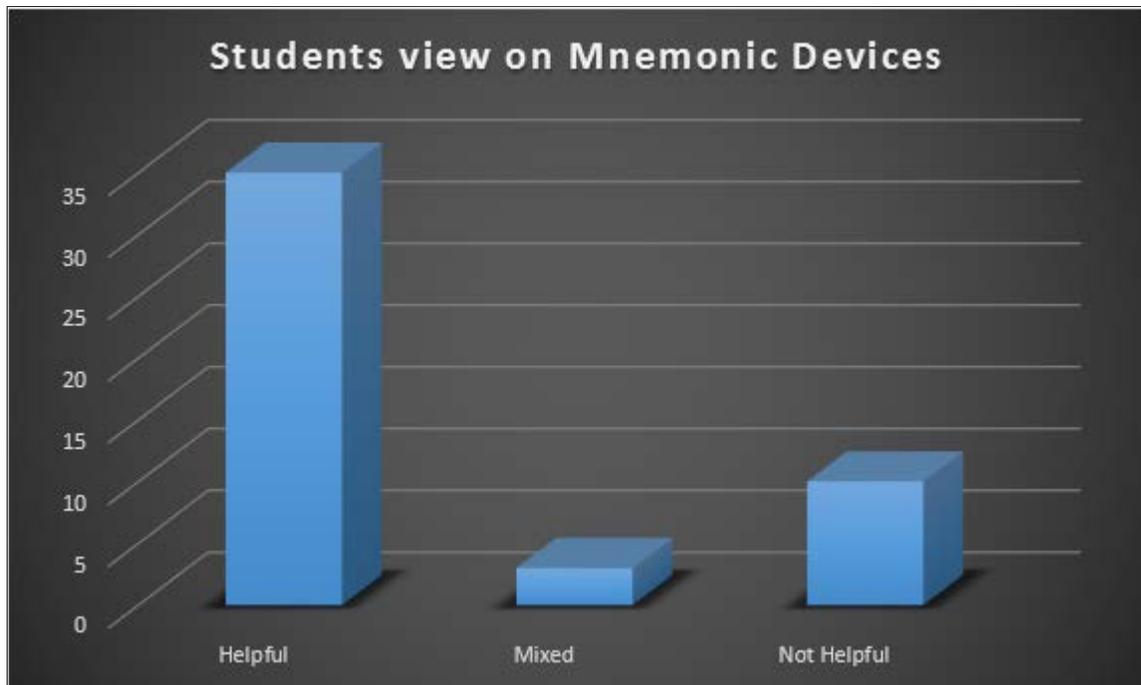
Figure 4. Student view on Mnemonic Devices.

Mnemonic devices can help with associating meaning to words, but more had to

be done to help students remember vocabulary. A high percentage of my students knew

what mnemonic acronym MAIN (militarism, the alliance system, imperialism, and

nationalism) stood for, but they were vague on the descriptive details.
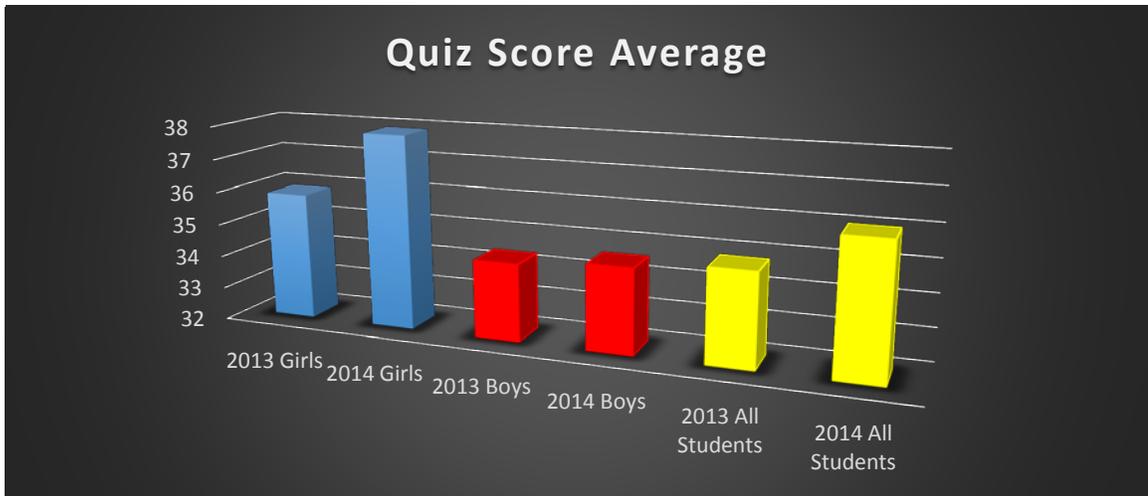
Figure 5. Comparison of map quiz by gender and all students.

The results showed an improvement for both boys and girls compared to students from last fall. (Figure 5). The overall quiz scores improved from a 34.81 average to a 36 for all students, which translates to a 3.31 percent increase. Female students' scores went up 6.65 percent, while the males increased less than one percent. Students that are considered special needs quiz scores increased from a 25.4 average to a 32.1 average as shown in Figure 6. The results showed an increase of about 21 percent for special needs students.
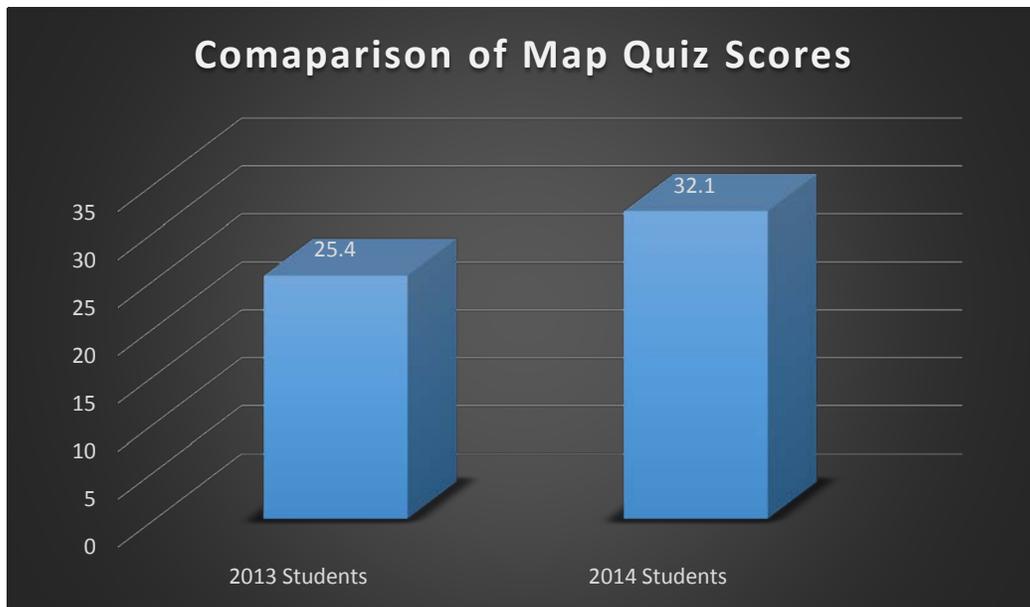
Figure 6. Comparison of map quiz scores from student in special needs.

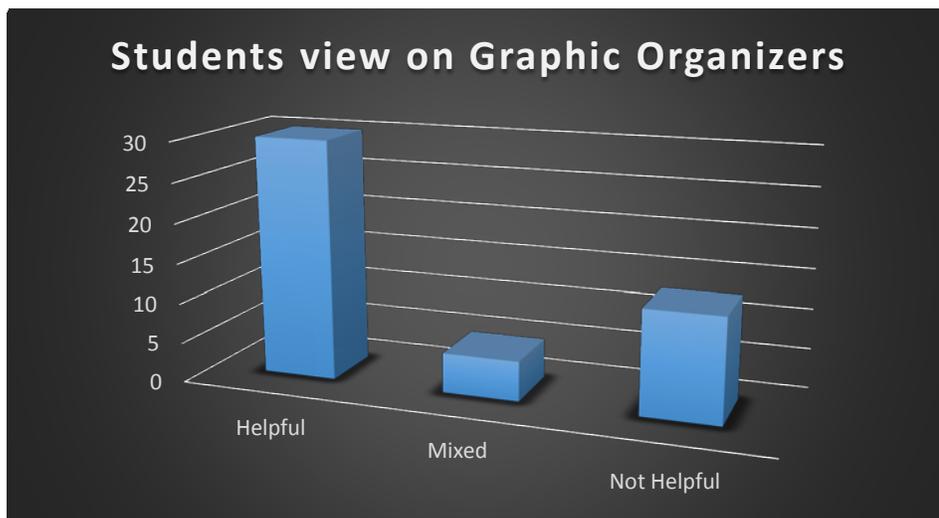*Figure 7.* Students' reaction to the use of graphic organizers.

About half the students felt they could have read the assignment without using the

organizers, but many students felt it was helpful for the course as shown in Figure 7.

Others felt them to define the academic language that required prior knowledge.

Analysis of post-test scores imply that a large number of students experienced greater

success in dealing with the introduction of terms this year. This followed the use of

tableaus and one act plays to introduce academic vocabulary to students.

Upon analysis of the post-test scores between boys and girls, the girls scored

higher on the portion of the test that contained why the treaty was harmful to Germany.

When looking at the exit slips, the majority of students believed that reading the

document and making corrections helped them with remembering the punishments

brought upon Germany from the Treaty of Versailles. One reason for the difference

between boys and girls post-test scores may be because it did not show in the grade book.

In our district, we have noticed some students show less effort if assignment does not

count towards the final grade. When conferencing with students, I was informed that

students struggled with the completion because they may not recall what the answer was.

When students took the unit test that had matching, they were able to use their reading

strategies by recognizing the correct term or sentence.

The final collection of data was the unit test. The test (Appendix E) had 51

questions with three essays. As shown in Figure 9, improvements were gained in all

categories for boys and girls. Finally, Figure 10, shows students in special needs also
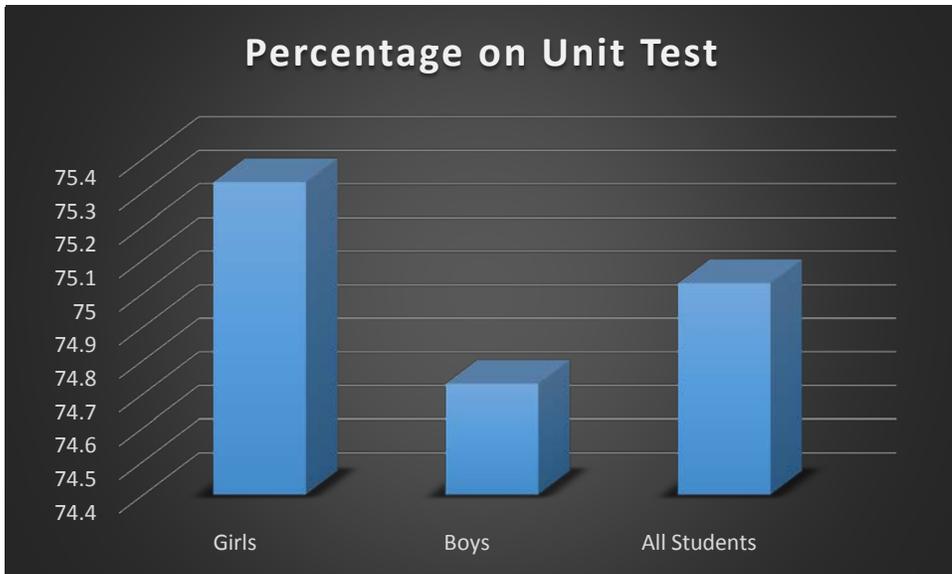
grew about 3 percent.

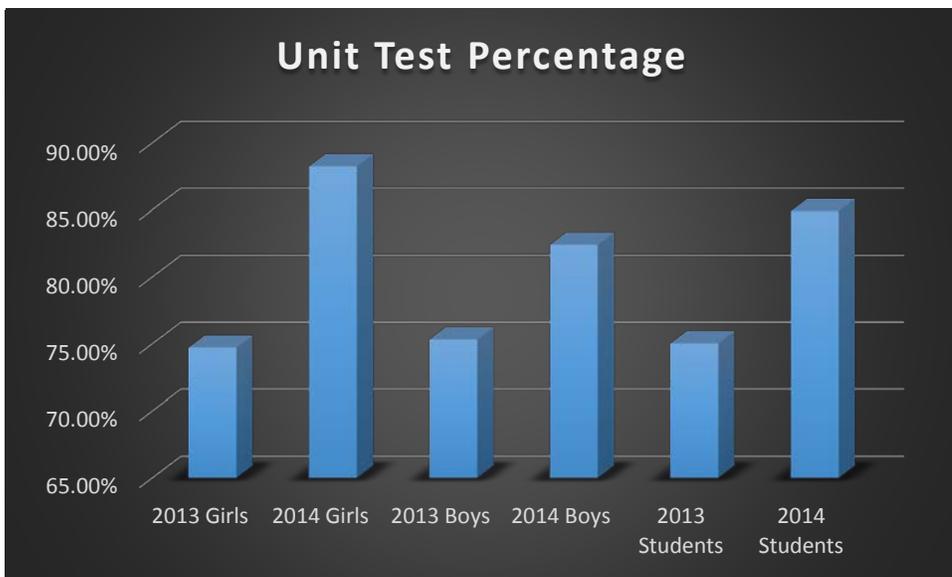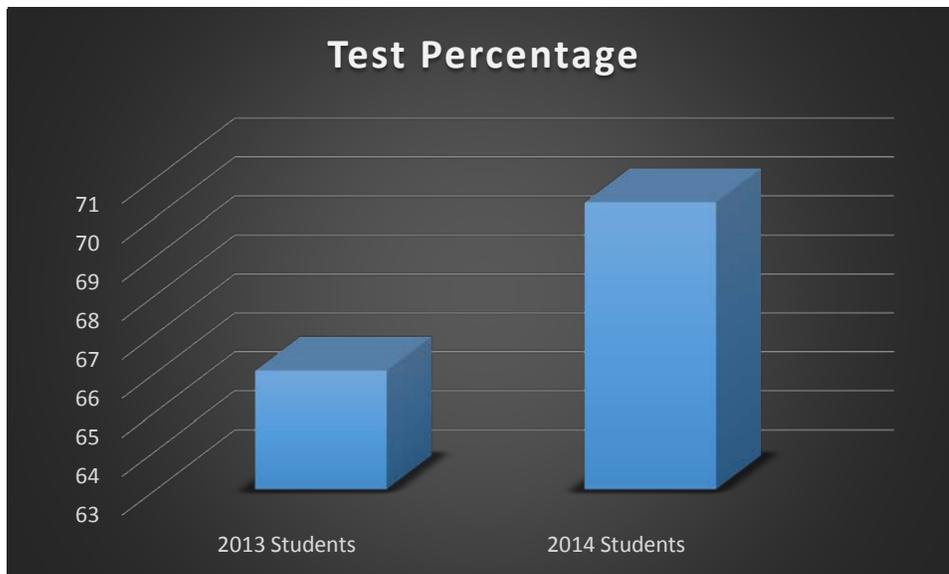*Figure 8.* Unit test scores from last year.

Figure 9. Comparison of post-test scores students in two years.

Figure 10. Comparison of test scores from last year for special needs.

In conclusion, the implementation of reading strategies in the social studies classroom seems to have been beneficial for all students. One confounding factor however is that the pre-test to post-test scores of the boys this year did not show significant growth. Although the outcomes of boys this year was significantly better than those last year, they also began the unit at a higher level of understanding. The levels of growth varied, but there was an improvement of scores. The final section of the report will discuss how I plan to continue to implement the reading strategies.

Action Plan

When reflecting back on the study, I noticed several advantages with incorporating reading strategies in the classroom. The practices adopted engaged the students more in the material and gave them the background of academic vocabulary that improved their American history experience as juniors. Students, both regular education and special needs, have seen an increase of test scores compared to students in the

previous years' students. An increase in scores was shown when the data was divided by gender, with the exception of the boys' scores often increasing at a lower rate.

Upon reflection, I believe I should have differentiated my instruction with the two male students that scored high on the pre-test. In the future years I will have students who score higher create an alternative project. The students will choose the project that interest them and share it with the class.

Another reading strategy usage would be the use of a graphic organizer for the pre-test itself. The pre-test had academic wording that students may have trouble comprehending. In the future, I would have students make reference to terms and phrases they do not understand. This practice will give me insight where students' vocabulary understanding is.

Though scores increased with mnemonic devices, after the unit was finished some students and colleagues suggested that I could have had students introduce their ideas in the devices. Students and colleagues suggested this after the unit finished. The second area where I could improve upon is giving a printed of version the mnemonic devices to my special needs students regarding the countries. This would give special needs students the opportunity to visually review the map with its cues. I intend to allow students to choose the mnemonic device and have visuals for students with special needs.

In regard to the Nicholas II and Wilhelm II, the implementation of graphic organizers would have helped. Another change I would do is examine more than one telegram with the class. By doing this, I could go over the graphic organizers and the examples of terms of endearment, terms of war and, conditions for peace.

Graphic organizers worked well when students read from the book. As mentioned earlier in the study, if/when I introduce primary readings again, I will implement graphic organizers there as well. The study conducted showed me that the majority of students have difficulties in understanding academic vocabulary. The reason for the difficulty lies in the fact that there are over 88,500 unique words children learn in grades 3 through 9 (Marzano, 2012). The majority of students felt the graphic organizers helped them understand the readings. Because of this success, I will continue to use graphic organizers for textbook readings.

The majority of students liked the visual use of tableaus and skits to help interpret the meaning of academic vocabulary. The main complaint mentioned in the exit slips were some group interpretations were difficult to understand fully or comprehend. When conferencing with the student, that student felt more practice with the strategy may equate to better performances on the skits and tableaus. For the future I will have examples for students to draw from so they know what is required for the tableau.

One question I had from the data was why did female scores increase more than boys? The girls scored higher than boys on the map quiz and unit test, and they also showed a higher percentage of increase in the map quiz, unit test, and post-test in comparing scores with last year. Talking to a colleague, I discovered that they have a geometry class that is for only girls because of a study on how girls learn. Could my results reflect that the particular strategies used worked best for girls? Further research would be required to see if the outcome will be the same. If the difference is still prevalent, I will have to investigate what reading strategies would help my male students comprehend the material better. Cris Tovani (2000) suggests connecting reading to

student's prior knowledge will benefit boys and I will strive to use this strategy more

going forward. A second suggestion mentioned by Tovani (2000) that is worth

investigating is the use of yellow and pink highlighters to understand the reading. The

author suggested students highlight with one color on sentences they understand and pink

to the sentences they do not, and share with the class.

   I will continue to implement reading strategies and find primary reading sources

to aid in student understanding of social studies content. As an educator it is important to

monitor what strategies are working in order to benefit students and also essential to

being an effective teacher.

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Appendix A

Name:_____**Period**_____   **Date:**_____

PRE-TEST: World History TEST CHAPTER 13 (29) Test

Directions: Write down the best answer for the question provided. This test will help me know where your understanding is for the unit we are to cover.

1. Who was the German Chancellor that helped unite Germany in 1871 and later was fired by the last Kaiser of Germany?

2. Who was the American President who was neutral and insisted neutral rights to travel by sea?

3. Who was the 19 year old that killed the archduke of Austria-Hungary on June 28, 1914?

4. Who was the archduke of Austria-Hungary who was next in line to be emperor?

5. Who was a British colonel sent to assist Arab nationalists led by Husaynibn Ali and fight Ottoman Rule?

6. Who was the prime minister of Italy who wanted lands promised to them when they joined the war?

7. Who was the leader of Germany during World War I?

8. Who was sent by Germany to Russia to get Russia out of the war?

9. Who was the prime minister of England that wanted Germany punished?

10. Who was known as "The Tiger" and was the French leader who wanted to weaken Germany so they could never threatened France again?

11. Imperialism is

12. Alliance System is

13. Nationalism is

14. Militarism

15. The Triple Alliance prior to WWI consisted of:

16. The Triple Entente prior to WWI consisted of:

17. What did the "Powder Keg of Europe" refer to?

18. What did Unity or Death (Black Hand) want to do?
19-26. List two major Central Powers and six major Allied Powers

27. What is the Schlieffen Plan?

28. What is race to the sea?

29. What unrestricted submarine warfare?

3**0.** What is the Lusitania?

31. What was the Zimmerman Note?

32. What is the convoy system?

33. What is propaganda?

34. Who is Edith Cavell?

35. What did the Treaty of Brest-Litovsk do?

36. What killed 20 million people worldwide in the fall of 1918 and spring 1919?

37. What are Mandates?

38. What hour, day and month did World War I end in 1918?

39, 40, 41, 42, 43: What were Wilson's Fourteen Points to help prevent all future wars?

44, 45, 46, 47. What are four negative things that were imposed on Germany by the Treaty of Versailles?


48, 49, 50, 51. List four technological achievements that made WWI so destructive**.**

Appendix B

NAME:_____   Map Quiz

Directions: Match the letter to the correct country and then in parenthesis put C for Central, A for Allied and N for Neutral to let me know what side they fought for.

_____ 1. Albania (____)	_____ 8. Great Britain (____)	_____ 15. Ottoman Empire (____)
_____ 2. Austria-Hungary (____)	_____ 9. Greece (____)	_____ 16. Portugal (____)
_____ 3. Belgium (____)	_____ 10. Italy (____)	_____ 17. Romania (____)
_____ 4. Bulgaria (____)	_____ 11. Luxembourg (____)	_____ 18. Russia (____)
_____ 5. Denmark (____)	_____ 12. Montenegro (____)	_____ 19. Serbia (____)
_____ 6. France (____)	_____ 13. Netherlands (____)	_____ 20. Spain (____)
_____ 7. Germany (____)	_____ 14. Norway (____)	_____ 21. Sweden (____)
		_____ 22. Switzerland (____)
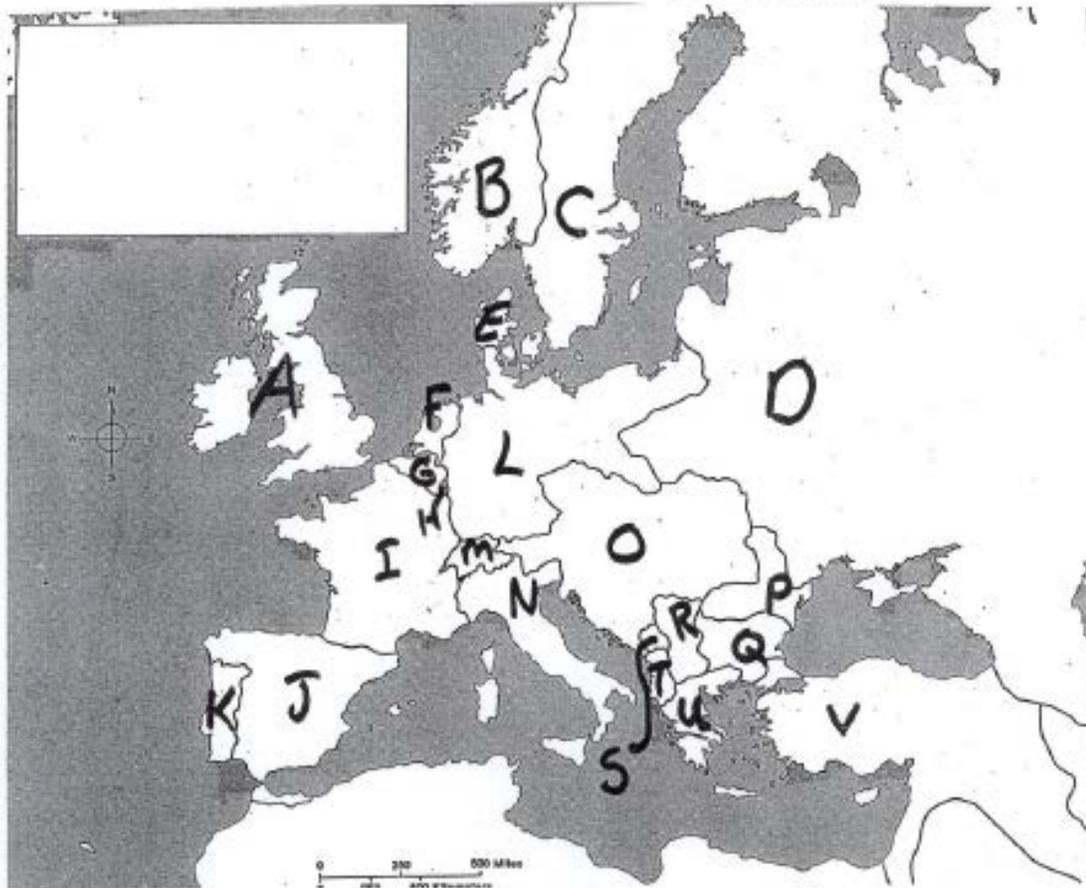
Appendix C

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Exit Slips

One thing I didn't understand:

_____

_____

_____

_____

_____

Name _____

Of the two strategies we learned today, which one did you find most useful? Why?

_____

_____

_____

_____

_____

Name _____

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Appendix D

Direct quote and page number	I'm confused because…
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Appendix E

Name:_____   **Period**_____
Date:_____
World History TEST CHAPTER 13 (29) Test

Directions: Put the correct letter in the space provided. The number in the parenthesis is the section that supplied the question.

People Part I
- **A.** Gavrilo Princip (1)
- **B.** Francis Ferdinand (1)
- **C.** Otto von Bismarck (1)
- **D.** T.E. Lawrence (3)
- **E.** Woodrow Wilson (4)

_____**1.** Who was the German Chancellor that helped unite Germany in 1871 and later was fired by the last Kaiser of Germany?

_____**2.** Who was the American President who was neutral and insisted neutral rights to travel by sea?

_____**3.** Who was the 19 year old that killed the archduke of Austria-Hungary on June 28, 1914?

_____**4.** Who was the archduke of Austria-Hungary who was next in line to be emperor?

_____**5.** Who was a British colonel sent to assist Arab nationalists led by Husaynibn Ali and fight Ottoman Rule?

People Part II.
- **A.** David Lloyd George (4)
- **B.** Georges Clemenceau (4)
- **C.** V.I. Lenin (3)
- **D.** Vittorio Orlando (4)
- **E.** Wilhelm II (4)

_____**6.** Who was the prime minister of Italy who wanted lands promised to them when they joined the war?

_____**7.** Who was the leader of Germany during World War I?

_____**8.** Who was sent by Germany to Russia to get Russia out of the war?

_____**9.** Who was the prime minister of England that wanted Germany punished?

_____**10.** Who was known as "The Tiger" and was the French leader who wanted to weaken Germany so they could never threatened France again?

Section 1: Multiple Choice: Put the correct letter in the space provided.

_____**11.** Imperialism is
A. conquering of weaker nations?   It happened in Asia and Africa.
B. the dealing creating treaties with other nations to assure nobody would risk war against your country?
C. deals with pride in one's nation? It helped unify countries in Europe.
D. deals with glorification of armed strength? Nations wanted to use army and navy to enforce their will.

_____**12.** Alliance System is
A. conquering of weaker nations?   It happened in Asia and Africa.
B. the dealing creating treaties with other nations to assure nobody would risk war against your country?
C. deals with pride in one's nation? It helped unify countries in Europe.
D. deals with glorification of armed strength? Nations wanted to use army and navy to enforce their will.

_____**13.** Nationalism is
A. conquering of weaker nations?   It happened in Asia and Africa.
B. the dealing creating treaties with other nations to assure nobody would risk war against your country?
C. deals with pride in one's nation? It helped unify countries in Europe.
D. deals with glorification of armed strength? Nations wanted to use army and navy to enforce their will.

_____**14.** Militarism is
A. conquering of weaker nations?   It happened in Asia and Africa.
B. the dealing creating treaties with other nations to assure nobody would risk war against your country?
C. deals with pride in one's nation? It helped unify countries in Europe.
D. deals with glorification of armed strength? Nations wanted to use army and navy to enforce their will.

_____**15.** The Triple Alliance prior to WWI consisted of:
A. Germany, Bulgaria, and Italy.
B. Germany, Austria-Hungary, Italy.
C. Great Britain, Spain and France.
D. Great Britain, Belgium and Russia.

_____**16.** The Triple Entente prior to WWI consisted of:
A. Germany, Bulgaria, and Italy.
B. Germany, Austria-Hungary, Ottoman Empire.
C. Great Britain, Russia and France.
D. Great Britain, Belgium and Russia.

_____**17.** What did the "Powder Keg of Europe" refer to?
A. Referred to the rapid expansion of navies prior to WWI.
B. Referred to the tensions in the Balkan with Austria-Hungary and Serbia.
C. Referred to the European tradition of large armies that date back to the Age of Napoleon.
D. Referred to the rapid industrialization of the early 20th century.

_____**18.** What did Unity or Death (Black Hand) want to do?

A. The hoped to revive the glory of the Ottoman Empire under Suleiman the Great.
B. They pushed for the establishment of the second German empire.
C. They were a terrorist group that wanted Bosnia-Herzegovina part of Serbia.
D. They opposed all forms of government.

Section 2--

Directions: Label the country C for Central Powers and A for Allied Powers.

19. Austria Hungary   **23.** Italy

20. France   **24.** Russia

21. Germany   **25.** Serbia

22. Great Britain   **26.** United States

Section 1: Multiple Choice: Put the correct letter in the space provided**.**

27. What is the Schlieffen Plan?
A. It was the German plan to fight a two front war.
B. It was the German plan to keep America Neutral.
C. It was the use of small well-armed squads of soldiers.
D. It was the French plan of introducing tanks to the battle field.

28. What is race to the sea?
A. After the Battle of the Marne both side tried to flank or get around each other.
B. Germany and Britain tried to build up bigger navies.
C. Both Germany and France tried to compete for oversea lands.
D. Ottoman Empire and Britain fighting over the Dardanelles in Turkey.

Section 3 and 4---------------------------**Multiple Choice Continued**---------------------------------

29. What unrestricted submarine warfare?
A. It is when there is no limitation on the amount of submarines that can be used.
B. It is when submarines cannot be used in war time.
C. It is the sinking of merchant ships without warning.
D. It is when ships fight each other under water.

30. What is the Lusitania?
A. A ship that was torpedoed off the coast of Ireland.
B. The submarine that sank the French ocean liner Sussex.
C. It was the name of the first tank designed by the British.
D. It was a ship that struck an iceberg at the start of WWI.

31. What was the Zimmerman Note?
A. It was a note that promised Italy lands form Austria-Hungary if they joined the allies.

B. It was a note that promised Mexico lands in the SW United States if they join the Germans in WWI.

C. It was a note that Germany promised to stop sinking ships after the Zimmerman disaster.

D. It was a note that Russia vowed to be democratic in order to get the United States to join the war.

_____**32.** What is the convoy system?

A. It was designed to have warships escort merchant ships across the Atlantic.

B. It was designed to move large numbers of soldiers to the front.

C. It was designed to fly massive amount of planes to bomb factories in Germany.

D. It was designed to bring supplies to the people in Belgium.

_____**33.** What is propaganda?

A. It was designed to keep soldiers from deserting.

B. It was to boast how many civilians a nations troops killed.

C. It is designed to improve relationships of nations at war.

D. It was the spreading of one-sided information to keep up moral or damage a neutral countries view of the enemy.

_____**34.** Who is Edith Cavell?

A. She enlisted as a male in the British army.

B. She was a nurse that was executed for allowing soldiers to escape.

C. She was a famous factory worker.

D. She was the first woman to find a cure for influenza.

_____**35.** What did the Treaty of Brest-Litovsk do?

A. It ended the fighting between Russia and Germany.

B. It ended the sinking of ships without warning.

C. It allowed American troops to fight in Russia.

D. It was signed December 24, 1914.

_____**36.** What killed 20 million people worldwide in the fall of 1918 and spring 1919?

A. Malaria

B. Influenza

C. Typhoid Fever

D. Small Pox

_____**37.** What are Mandates?

A. Military districts in Germany.   .

B. Occupation zones in the Central Powers

C. The reduction of German military might.

D. Former colonies of the Central Powers that are governed by the French and British.

Completion:

_____ **38.** What hour, day and month did World War I end in 1918?

Section 4 Short Answer ---

Directions: Answer the following the best you can. Good Luck!

39, 40, 41, 42, 43: What were Wilson's Fourteen Points to help prevent all future wars?
(Remember we were able to summarize them into five.)

44, 45, 46, 47. What are four negative things that were imposed on Germany by the Treaty of Versailles?

48, 49, 50, 51. List four technological achievements that made WWI so destructive**.**