

People waiting for a free lunch for the unemployed, 1930

Magazine cover, 1926

Postwar Uncertainty

MAIN IDEA

SCIENCE AND TECHNOLOGY

The postwar period was one of loss and uncertainty but also one of invention, creativity, and new ideas.

WHY IT MATTERS NOW

Postwar trends in physics, psychiatry, art, literature, communication, music, and transportation still affect our lives.

TERMS & NAMES

- Albert Einstein
- theory of relativity
- Sigmund Freud
- existentialism
- Friedrich Nietzsche
- surrealism
- jazz
- Charles Lindbergh

CALIFORNIA STANDARDS

10.6.4 Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).

CST 2 Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

REP 1 Students distinguish valid arguments from fallacious arguments in historical interpretations.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

SETTING THE STAGE The horrors of World War I shattered the Enlightenment belief that progress would continue and reason would prevail. In the postwar period, people began questioning traditional beliefs. Some found answers in new scientific developments, which challenged the way people looked at the world. Many enjoyed the convenience of technological improvements in transportation and communication. As society became more open, women demanded more rights, and young people adopted new values. Meanwhile, unconventional styles and ideas in literature, philosophy, and music reflected the uncertain times.

A New Revolution in Science

The ideas of Albert Einstein and Sigmund Freud had an enormous impact on the 20th century. These thinkers were part of a scientific revolution as important as that brought about centuries earlier by Copernicus and Galileo.

Impact of Einstein’s Theory of Relativity German-born physicist [Albert Einstein](#) offered startling new ideas on space, time, energy, and matter. Scientists had found that light travels at exactly the same speed no matter what direction it moves in relation to earth. In 1905, Einstein theorized that while the speed of light is constant, other things that seem constant, such as space and time, are not. Space and time can change when measured relative to an object moving near the speed of light—about 186,000 miles per second. Since relative motion is the key to Einstein’s idea, it is called the [theory of relativity](#). Einstein’s ideas had implications not only for science but also for how people viewed the world. Now uncertainty and relativity replaced Isaac Newton’s comforting belief of a world operating according to absolute laws of motion and gravity.

Influence of Freudian Psychology The ideas of Austrian physician [Sigmund Freud](#) were as revolutionary as Einstein’s. Freud treated patients with psychological problems. From his experiences, he constructed a theory about the human mind. He believed that much of human behavior is irrational, or beyond reason. He called the irrational part of the mind the unconscious. In the unconscious, a number of drives existed, especially pleasure-seeking drives, of which the conscious mind was unaware. Freud’s ideas weakened faith in reason. Even so, by the 1920s, Freud’s theories had developed widespread influence.

TAKING NOTES

Summarizing Use a chart to identify two people who contributed to each field.

Field	Contributors
science	
literature and philosophy	
art and music	
technology	

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OBJECTIVES

- Explain how new scientific theories challenged old beliefs.
- Describe how the brutality of war prompted philosophers and writers to explore new ideas.
- Summarize new styles in art, architecture, and music.
- Identify the changing roles of women.
- Trace new technological advances.

1 FOCUS & MOTIVATE

Ask students how they respond after going through a disturbing event such as a quarrel with friends or major illness. (Possible Answers: questioning and seeking change)

2 INSTRUCT

A New Revolution in Science 10.6.4

Critical Thinking

- In what way were Freud’s ideas as revolutionary as Einstein’s? (They replaced the deeply held belief in human rationality.)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L66
California Modified Lesson Plans for English Learners, p. 127
California Daily Standards Practice Transparencies, TT58
California Standards Enrichment Workbook, pp. 71–72
California Standards Planner and Lesson Plans, p. L123
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM

SECTION 1 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 47
- History Makers: Sigmund Freud, p. 62

Formal Assessment

- Section Quiz, p. 261

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 117

Reading Study Guide (Spanish), p. 157

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 47
- Building Vocabulary, p. 51
- Reteaching Activity, p. 65

Reading Study Guide, p. 157

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Source: from An Interview with Charles A. Lindbergh, p. 55
- Literature: from *This Side of Paradise*, p. 59

Electronic Library of Primary Sources

- “The Death of God”

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Voices from the Past Audio CD

Power Presentations CD-ROM

World Art and Cultures Transparencies

- AT67 *The Twittering Machine*
- AT68 *Electric Prisms*

classzone.com

- NetExplorations: Life in the 1920s

The existentialists were influenced by the German philosopher **Friedrich Nietzsche** (NEE•chuh). In the 1880s, Nietzsche wrote that Western ideas such as reason, democracy, and progress had stifled people’s creativity and actions. Nietzsche urged a return to the ancient heroic values of pride, assertiveness, and strength. His ideas attracted growing attention in the 20th century and had a great impact on politics in Italy and Germany in the 1920s and 1930s.

Revolution in the Arts

Although many of the new directions in painting and music began in the prewar period, they evolved after the war.

Artists Rebel Against Tradition Artists rebelled against earlier realistic styles of painting. They wanted to depict the inner world of emotion and imagination rather than show realistic representations of objects. Expressionist painters like Paul Klee and Wassily Kandinsky used bold colors and distorted or exaggerated forms.

Inspired by traditional African art, Georges Braque of France and Pablo Picasso of Spain founded Cubism in 1907. Cubism transformed natural shapes into geometric forms. Objects were broken down into different parts with sharp angles and edges. Often several views were depicted at the same time.

Surrealism, an art movement that sought to link the world of dreams with real life, was inspired by Freud’s ideas. The term *surreal* means “beyond or above reality.” Surrealists tried to call on the unconscious part of their minds. Many of their paintings have an eerie, dreamlike quality and depict objects in unrealistic ways.

Composers Try New Styles In both classical and popular music, composers moved away from traditional styles. In his ballet masterpiece, *The Rite of Spring*, the Russian composer Igor Stravinsky used irregular rhythms and dissonances, or harsh combinations of sound. The Austrian composer Arnold Schoenberg rejected traditional harmonies and musical scales.

A new popular musical style called **jazz** emerged in the United States. It was developed by musicians, mainly African Americans, in New Orleans, Memphis, and Chicago. It swept the United States and Europe. The lively, loose beat of jazz seemed to capture the new freedom of the age.

MAIN IDEA

Making Inferences

What was the major trend in postwar art?

A. Answer Artists broke away from realism; some tried to draw on the unconscious part of their mind.



◀The Persistence of Memory (1931), a surrealist work by Spanish artist Salvador Dali, shows watches melting in a desert.

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Revolution in the Arts

10.6.4

Critical Thinking

- How was surrealism connected with Freud’s ideas? (*By depicting dream images, it accepted and validated the reality of Freud’s concept of the unconsciousness.*)
- What aspects of earlier music did new composers rebel against? (*its tonality, harmony, and strict rhythms*)

World Art and Cultures Transparencies

- AT67 *The Twittering Machine*
- AT68 *Electric Prisms*

More About . . .

The Persistence of Memory

Salvador Dali called his *The Persistence of Memory* “a hand-painted dream photograph.” The work mixes realism with absurd images like the soft watches. Some critics have suggested that these watches imply the disintegration of normal time. Insects feeding on the watches seem to reinforce this idea of a world in the grip of destruction.

More About . . .

Jazz

Jazz musicians are known for *improvisation*, or creating variations of the music as they play it. Often the music is *syncopated*, with irregular rhythmic patterns and accents falling in unexpected places. These elements give jazz its characteristic energy and excitement.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Understanding Key Terms

Class Time 25 minutes

Task Creating a chart of three key terms

Purpose To clarify the sense and meaning of three key terms used in this chapter

Instructions Explain to students that the concepts presented on this page are difficult ones, so they shouldn’t be discouraged if they have problems understanding them in one reading. Suggest that students work together in pairs to read the Spanish translation of the Guided Reading material provided on page 117 of In-Depth Resources in Spanish. Instruct them to pay particular attention to the key terms *existentialism*, *surrealism*, and *jazz*. Have them discuss this material and then reread the English text on this page. Then have students create charts like the one here.

Key Term	Meaning	How It Reflects the Time
existentialism	belief that people make their own meaning	shows reaction to uncertain world
surrealism	art form based on images from the unconscious	uses new images and forms
jazz	loose, free style of music	breaks with order and discipline

Society Challenges Convention

10.6.4

Critical Thinking

- How did the changes in women’s clothes reflect their changing roles? *(The new styles gave them greater freedom.)*
- What goals were women seeking in the 1920s? *(greater participation in society, expanded career options, and control over their bodies)*

Technological Advances Improve Life

10.6.4

Critical Thinking

- Which technological advance do you think had the greatest effect on society? *(Possible Answers: transportation—gave people more mobility and options for work and pleasure; communication—gave people access to more information)*
- How might World War I have spurred developments in the radio? *(It was needed for battlefield communication.)*

More About . . .

Flappers

In the 1920s, stylish women were called flappers. The term referred to the loose unrestricted styles worn by young women. It also reflected the attitudes of the young women. They were breaking away from old ideas and expectations like a fledgling breaking (flapping) out of the nest. Flappers became a symbol for the era’s rebellious youth.



▲ Women like these marching in a 1912 suffrage parade in New York City helped gain American women’s right to vote in 1920.

Society Challenges Convention

World War I had disrupted traditional social patterns. New ideas and ways of life led to a new kind of individual freedom during the 1920s. Young people especially were willing to break with the past and experiment with modern values.

Women’s Roles Change The independent spirit of the times showed clearly in the changes women were making in their lives. The war had allowed women to take on new roles. Their work in the war effort was decisive in helping them win the right to vote. After the war, women’s suffrage became law in many countries, including the United States, Britain, Germany, Sweden, and Austria.

Women abandoned restrictive clothing and hairstyles. They wore shorter, looser garments and had their hair “bobbed,” or cut short. They also wore makeup, drove cars, and drank and smoked in public. Although most women still followed traditional paths of marriage and family, a growing number spoke out for greater freedom in their lives. Margaret Sanger and Emma Goldman risked arrest by speaking in favor of birth control. As women sought new careers, the numbers of women in medicine, education, journalism, and other professions increased.

B. Answer Women won the right to vote, changed style of dress, sought new careers.

MAIN IDEA

Summarizing

How did the changes of the postwar years affect women?

Technological Advances Improve Life

During World War I, scientists developed new drugs and medical treatments that helped millions of people in the postwar years. The war’s technological advances were put to use to improve transportation and communication after the war.

The Automobile Alters Society The automobile benefited from a host of wartime innovations and improvements—electric starters, air-filled tires, and more powerful engines. Cars were now sleek and brightly polished, complete with headlights and chrome-plated bumpers. In prewar Britain, autos were owned exclusively by the rich. British factories produced 34,000 autos in 1913. After the war, prices dropped, and the middle class could afford cars. By 1937, the British were producing 511,000 autos a year.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Charting the Effects of Technology

Class Time 20 minutes

Task Creating a chart showing the ways technological advances in transportation and communications changed life in the 1920s and 1930s

Purpose To clarify information in the text

Instructions Have students reread the material from the bottom of page 466 through page 467. Also suggest that they read the last section of page 158 of the Reading Study Guide. Then divide

students into four groups with each group focusing on either the automobile, the airplane, radio, or movies.

Have each group discuss the way its technology changed people’s lives and fill in their section of the class chart. You might want to copy and enlarge the vertical chart in Critical Thinking Transparencies CT80 for students to use.

A sample chart follows:

Automobiles	Airplanes	Radio	Movies
People traveled for pleasure; New businesses developed to serve travelers; Workers moved to suburbs and drove to city jobs.	Major passenger airlines were established; International travel became a possibility; Pioneering pilots broke records.	Commercial radio stations flourished; People had ready access to news, entertainment, and other information.	They provided a new form of entertainment; With the addition of sound, movies gained wider appeal and impact.

C. Possible Answers Autos were improved; airlines carried passengers; most families owned a radio.

MAIN IDEA

Recognizing Effects

What were the results of the peacetime adaptations of the technology of war?

Increased auto use by the average family led to lifestyle changes. More people traveled for pleasure. In Europe and the United States, new businesses opened to serve the mobile tourist. The auto also affected where people lived and worked. People moved to suburbs and commuted to work in the cities.

Airplanes Transform Travel International air travel became an objective after the war. In 1919, two British pilots made the first successful flight across the Atlantic, from Newfoundland to Ireland. In 1927, an American pilot named **Charles Lindbergh** captured world attention with a 33-hour solo flight from New York to Paris. Most of the world's major passenger airlines were established during the 1920s. At first only the rich were able to afford air travel. Still, everyone enjoyed the exploits of the aviation pioneers, including those of Amelia Earhart. She was an American who, in 1932, became the first woman to fly solo across the Atlantic.

Radio and Movies Dominate Popular Entertainment Guglielmo Marconi conducted his first successful experiments with radio in 1895. However, the real push for radio development came during World War I.

In 1920, the world's first commercial radio station—KDKA in Pittsburgh, Pennsylvania—began broadcasting. Almost overnight, radio mania swept the United States. Every major city had stations broadcasting news, plays, and even live sporting events. Soon most families owned a radio.

Motion pictures were also a major industry in the 1920s. Many countries, from Cuba to Japan, produced movies. In Europe, film was a serious art form. However, in the Hollywood district of Los Angeles, where 90 percent of all films were made, movies were entertainment.

The king of Hollywood's silent screen was the English-born Charlie Chaplin, a comic genius best known for his portrayal of the lonely little tramp bewildered by life. In the late 1920s, the addition of sound transformed movies.

The advances in transportation and communication that followed the war had brought the world in closer touch. Global prosperity came to depend on the economic well-being of all major nations, especially the United States.



▲ Dressed in a ragged suit and oversize shoes, Charlie Chaplin's little tramp used gentle humor to get himself out of difficult situations.

More About . . .

Charles Lindbergh

Nicknamed, "Lucky Lindy" and "Lone Eagle" by the press, Lindbergh won international fame and became the object of hero worship following his solo, nonstop flight across the Atlantic. He had been a stunt flyer at county fairs and an airmail pilot before competing for the \$25,000 prize offered for the first nonstop New York–Paris flight. Several pilots had been killed or injured seeking the prize, which had been offered since 1919.

In-Depth Resources: Unit 4

- Primary Source: from "An Interview with Charles Lindbergh," p. 55

SECTION 1 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Albert Einstein • theory of relativity • Sigmund Freud • existentialism • Friedrich Nietzsche • surrealism • jazz • Charles Lindbergh

USING YOUR NOTES

2. In your opinion, whose contribution has had the most lasting impact? (10.6.4)

Field	Contributors
science	
literature and philosophy	

MAIN IDEAS

- Why were the ideas of Einstein and Freud revolutionary? (10.6.4)
- How did literature in the 1920s reflect the uncertainty of the period? (10.6.4)
- What impact did the increased use of the automobile have on average people? (10.6.4)

CRITICAL THINKING & WRITING

- HYPOTHESIZING** Why do you think writers and artists began exploring the unconscious? (10.6.4)
- DEVELOPING HISTORICAL PERSPECTIVE** Why did some women begin demanding more political and social freedom? (10.6.4)
- MAKING INFERENCES** Why were new medical treatments and inventions developed during World War I? (10.6.4)
- WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Write an advertisement that might have appeared in a 1920s newspaper or magazine for one of the technological innovations discussed in this section. (Writing 2.4.b)

CONNECT TO TODAY PREPARING AN ORAL REPORT

Movies in the 1920s reflected the era. What do films made today say about our age? Review some recent, representative films and present your ideas in an oral report. (Writing 2.2.a)

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3 ASSESS

SECTION 1 ASSESSMENT

Have students work with a partner to complete the questions and check their answers.

Formal Assessment

- Section Quiz, p. 261

4 RETEACH

Use the Guided Reading worksheet for Section 1 to review the main ideas of the section.

In-Depth Resources: Unit 4

- Guided Reading, p. 47
- Reteaching Activity, p. 65

ANSWERS

1. Albert Einstein, p. 463 • theory of relativity, p. 463 • Sigmund Freud, p. 463 • existentialism, p. 464 • Friedrich Nietzsche, p. 465 • surrealism, p. 465 • jazz, p. 465 • Charles Lindbergh, p. 467

2. **Sample Answer:** Science—Albert Einstein, Sigmund Freud, Literature—Friedrich Nietzsche, James Joyce; Arts—Pablo Picasso, Arnold Schoenberg; Technology—Charles Lindbergh, Guglielmo Marconi. **Possible Answer:** Einstein's because his theories are still transforming science and mathematics
3. They weakened faith in reason and changed people's view of the world.

4. It focused on the meaninglessness of life.
5. It allowed them to drive for pleasure and commute to work.
6. **Possible Answers:** Real life was too brutal; the unconscious offered escape.
7. **Possible Answer:** They had gained freedom during World War I and didn't want to give it up.
8. **Possible Answers:** to help war casualties and improve the technology of warfare

9. **Rubric** Advertisements should
- be written for a 1920s audience.
 - celebrate the product's original features.
 - include slogans or catchy phrases.
 - incorporate pictures or drawings.

CONNECT TO TODAY

- Rubric** Oral reports should
- summarize themes from recent films.
 - be supported by details from movies.
 - compare the 1920s and the present.

Social History

OBJECTIVES

- Identify the changes that made the use of electrical appliances more practical.
- Describe the effects of the new labor-saving devices on people's lives.

FOCUS & MOTIVATE

Ask students to discuss both the positive and negative effects of technology on their lives. (*Possible Answers: Positive—makes communication, travel, and awareness of global events fast and easy; Negative—isolates people from personal interaction*)

INSTRUCT

Critical Thinking

- How might owning a refrigerator have made housewives feel more isolated? (*They wouldn't have the social outlet of shopping frequently.*)
- Why might twice as many Ford employees have had irons as washing machines? (*Irons were less expensive.*)

More About . . .

Electric Appliances

Another revolutionary appliance, the gas or electric stove, was actually among the first labor-saving devices introduced into postwar kitchens. This technological advance replaced stoves fueled by coal or wood and relieved people of the physically taxing burden of hauling these fuels for cooking. By the 1920s, many homes also included electric refrigerators.

Labor-Saving Devices in the United States

Several changes that took place during the 1920s made the use of electrical household appliances more widespread.

- Wiring for electricity became common. In 1917, only 24 percent of U.S. homes had electricity; by 1930, that figure was almost 70 percent.
- Merchants offered the installment plan, which allowed buyers to make payments over time. That way, people could purchase appliances even if they didn't have the whole price.
- The use of advertising grew. Ads praised appliances, claiming that they would shorten tasks and give women more free time.

Ironically, the new labor-saving devices generally did not decrease the amount of time women spent doing housework. Because the tasks became less physically difficult, many families stopped hiring servants to do the work and relied on the wife to do all the jobs herself.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on daily life in the 1920s, go to classzone.com

CALIFORNIA STANDARDS

10.3.5 Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

▼ Refrigerator

People used to keep perishable food in iceboxes cooled by large chunks of ice that gradually melted and had to be replaced. Electric refrigerators, like the one in this 1929 advertisement, kept the food at a fairly constant temperature, which reduced spoilage. Because food kept longer, housewives could shop less frequently.



▼ Washing Machine

To do laundry manually, women had to carry and heat about 50 gallons of water for each load. They rubbed the clothes on ridged washboards, rinsed them in tubs, and wrung them out by hand.

This early electric washing machine, photographed in 1933, made the job less strenuous. The casters on the legs made it easier to move tubs of water. The two rollers at the top of the machine squeezed water from clothes. That innovation alone saved women's wrists from constant strain.



RECOMMENDED RESOURCES

Books

Petroski, Henry. *The Evolution of Useful Things*. Reprint ed. New York: Vintage Books, 1994.

Williams, Trevor I., ed. *A History of Invention: From Stone Axes to Silicon Chips*. Rev. ed. New York: Checkmark Books, 2000. Includes information on the invention of the telephone, the refrigerator, and the vacuum cleaner.

Videos

Inventions. VHS. Films for the Humanities & Sciences, 1995. 800-257-5126. Explores the impact of many inventions, with a close look at the radio and mass communications.

Radio History. VHS and DVD. Films for the Humanities & Sciences, 1997. 800-257-5126.

Telephone: Quest for Instant Communication. VHS. Library Video Company, 1994. 800-843-3620.



▲ Iron

Before electrical appliances, women heated irons on a stove. The irons cooled quickly, and as they did so, women had to push down harder to press out wrinkles. Early electric irons also had inconsistent heat. This 1926 ad offered an electric iron that stayed evenly hot, so women didn't have to put so much force into their ironing. Therefore, they could iron sitting down.

☛ Coffee Pot ▶

The electric coffee pot shown in this 1933 photograph was a vacuum pot. The water in the bottom chamber would come to a boil and bubble up into the top chamber, where the grounds were. The resulting vacuum in the lower chamber pulled the liquid back through the grounds and into the lower chamber.



◀ Vacuum Cleaner

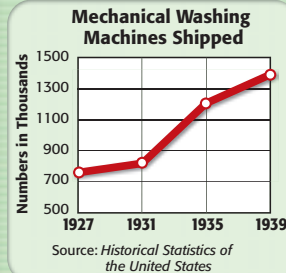
This 1920 ad promised "Twice as many rooms cleaned. . . twice as much leisure left for you to enjoy." However, women rarely experienced that benefit. Because the new appliances made housework easier, people began to expect homes to be cleaner. As a result, many women vacuumed more often and generally used their newfound "leisure" time to do even more household chores than before.




> DATA FILE

APPLIANCES IN THE HOME

- In 1929, a survey of 100 Ford employees showed that 98 of them had electric irons in their homes.
- The same survey showed that 49 of the 100 had washing machines at home.



Connect to Today

- Analyzing Issues** What benefits did advertisers promise that the new electrical appliances would provide for women? Explain whether women actually received those benefits.
 See Skillbuilder Handbook, page R17.
- Comparing and Contrasting** Ask two or three adults about the way that technology has affected their work life and whether modern technologies are "labor-saving devices." How do your findings compare to the effect of electrical appliances in the 1920s?

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More About . . .

Vacuum Cleaners

The first motorized vacuum cleaner, powered by gasoline, was invented and patented by John Thurman in 1899. Two years later, a British patent for a vacuum cleaner was awarded to Herbert Booth. This was quickly followed by American variations including a machine that sucked dust into a wet sponge and a massive device set up in the cellar of a house and connected to every room with a series of pipes. This contraption was moved from house to house by an army of men. Not to be outdone, in 1903, John Thurman began offering home vacuuming services to St. Louis housewives for \$4.

CONNECT TO TODAY: ANSWERS

1. Analyzing Issues

The advertisers promised that the appliances were more efficient and that they would give women more time for other activities. The appliances did make work less strenuous, but most women just ended up doing more chores.

2. Comparing and Contrasting

Many adults will report that modern technology has increased their workload; for example e-mail and wireless phones have created the expectation that workers will stay in touch with the office even on their days off. This is similar to what happened in the 1920s when new appliances actually caused women to do more household chores.

LESSON PLAN

OBJECTIVES

- Describe the impact of World War I on postwar Europe.
- Identify the problems faced by the Weimar Republic.
- Trace the events that led to the financial collapse of the U.S. economy.
- Analyze the worldwide effects of the Great Depression.

1 FOCUS & MOTIVATE

Have students share what they have heard about the Great Depression. Note the devastating effect this event had on the world economy.

2 INSTRUCT

Postwar Europe

10.6.2; 10.6.3

Critical Thinking

- Why were democratic governments often unstable? (*little experience, too many political parties*)

Electronic Library of Primary Sources

- "Famine in Russia"

CALIFORNIA RESOURCES

California Reading Toolkit, p. L67
 California Modified Lesson Plans for English Learners, p. 129
 California Daily Standards Practice Transparencies, TT59
 California Standards Enrichment Workbook, pp. 67–68, 69–70, 81–82, 85–86
 California Standards Planner and Lesson Plans, p. L125
 California Online Test Practice
 California Test Generator CD-ROM
 California Easy Planner CD-ROM
 California eEdition CD-ROM



People waiting for a free lunch for the unemployed, 1930

Magazine cover, 1926

2

A Worldwide Depression

MAIN IDEA

ECONOMICS An economic depression in the United States spread throughout the world and lasted for a decade.

WHY IT MATTERS NOW

Many social and economic programs introduced worldwide to combat the Great Depression are still operating.

TERMS & NAMES

- coalition government
- Weimar Republic
- Great Depression
- Franklin D. Roosevelt
- New Deal

CALIFORNIA STANDARDS

10.6.2 Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.

10.6.3 Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.

10.8.2 Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

10.8.4 Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).

SETTING THE STAGE By the late 1920s, European nations were rebuilding war-torn economies. They were aided by loans from the more prosperous United States. Only the United States and Japan came out of the war in better financial shape than before. In the United States, Americans seemed confident that the country would continue on the road to even greater economic prosperity. One sign of this was the booming stock market. Yet the American economy had serious weaknesses that were soon to bring about the most severe economic downturn the world had yet known.

Postwar Europe

In both human suffering and economic terms, the cost of World War I was immense. The Great War left every major European country nearly bankrupt. In addition, Europe's domination in world affairs declined after the war.

Unstable New Democracies War's end saw the sudden rise of new democracies. From 1914 to 1918, Europe's last absolute rulers had been overthrown. The first of the new governments was formed in Russia in 1917. The Provisional Government, as it was called, hoped to establish constitutional and democratic rule. However, within months it had fallen to a Communist dictatorship. Even so, for the first time, most European nations had democratic governments.

Many citizens of the new democracies had little experience with representative government. For generations, kings and emperors had ruled Germany and the new nations formed from Austria-Hungary. Even in France and Italy, whose parliaments had existed before World War I, the large number of political parties made effective government difficult. Some countries had a dozen or more political groups. In these countries, it was almost impossible for one party to win enough support to govern effectively. When no single party won a majority, a **coalition government**, or temporary alliance of several parties, was needed to form a parliamentary majority. Because the parties disagreed on so many policies, coalitions seldom lasted very long.

Frequent changes in government made it hard for democratic countries to develop strong leadership and move toward long-term goals. The weaknesses of a coalition government became a major problem in times of crisis. Voters in several countries were then willing to sacrifice democratic government for strong, authoritarian leadership.

TAKING NOTES

Recognizing Effects
 Use a diagram to show the effects of the Great Depression in the United States.



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SECTION 2 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 48
- Skillbuilder Practice: Identifying Problems and Solutions, p. 52

Formal Assessment

- Section Quiz, p. 262

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 118
- Skillbuilder Practice, p. 121

Reading Study Guide (Spanish), p. 159

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Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 48
- Building Vocabulary, p. 51
- Skillbuilder Practice: Identifying Problems and Solutions, p. 52
- Reteaching Activity, p. 66

Reading Study Guide, p. 159

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Source: German Inflation, p. 56

Electronic Library of Primary Sources

- "Famine in Russia"

INTEGRATED TECHNOLOGY

eEdition CD-ROM


Power Presentations CD-ROM

Electronic Library of Primary Sources CD-ROM

- "Famine in Russia"


classzone.com

The Weimar Republic

Germany's new democratic government was set up in 1919. Known as the **Weimar** (WY•MAHR) **Republic**, it was named after the city where the national assembly met. The Weimar Republic had serious weaknesses from the start. First, Germany lacked a strong democratic tradition. Furthermore, postwar Germany had several major political parties and many minor ones. Worst of all, millions of Germans blamed the Weimar government, not their wartime leaders, for the country's defeat and postwar humiliation caused by the Versailles Treaty. 

MAIN IDEA

Identifying Problems

 What political problems did the Weimar Republic face?

A. Answers: lack of democratic tradition, too many political parties, blamed for country's defeat

Inflation Causes Crisis in Germany Germany also faced enormous economic problems that had begun during the war. Unlike Britain and France, Germany had not greatly increased its wartime taxes. To pay the expenses of the war, the Germans had simply printed money. After Germany's defeat, this paper money steadily lost its value. Burdened with heavy reparations payments to the Allies and with other economic problems, Germany printed even more money. As a result, the value of the mark, as Germany's currency was called, fell sharply. Severe inflation set in. Germans needed more and more money to buy even the most basic goods. For example, in Berlin a loaf of bread cost less than a mark in 1918, more than 160 marks in 1922, and some 200 billion marks by late 1923. People took wheelbarrows full of money to buy food. As a result, many Germans questioned the value of their new democratic government.

Attempts at Economic Stability

Germany recovered from the 1923 inflation thanks largely to the work of an international committee. The committee was headed by Charles Dawes, an American banker. The Dawes Plan provided for a \$200 million loan from American banks to stabilize German currency and strengthen its economy. The plan also set a more realistic schedule for Germany's reparations payments.

Put into effect in 1924, the Dawes Plan helped slow inflation. As the German economy began to recover, it attracted more loans and investments from the United States. By 1929, German factories were producing as much as they had before the war.

Efforts at a Lasting Peace As prosperity returned, Germany's foreign minister, Gustav Stresemann (STRAY•zuh•MAHN), and France's foreign minister, Aristide Briand (bree•AHND), tried to improve relations between their countries. In 1925, the two ministers met in Locarno, Switzerland, with officials from Belgium, Italy, and Britain. They signed a treaty promising that France and Germany would never

▼ German children use stacks of money as building blocks during the 1923 inflation.



Years of Crisis 471

The Weimar Republic

10.6.2; 10.6.3

Critical Thinking

- How did Germany's postwar economic problems begin during the war? *(Germany had not raised taxes during the war, so it printed new money, which caused runaway inflation.)*
- What was a major weakness of the Kellogg-Briand Treaty? *(no means of enforcing its provisions)*

More About . . .

The Weimar Republic

At the time they signed the Versailles Treaty, the men who became the leaders of the Weimar government recognized that the agreement would cause grave problems for Germany. Yet they felt they had no option but to sign it. The German people never forgave them.

More About . . .

Germany's Money Problems

Economists typically define severe inflation as an annual inflation rate of 10 percent or higher. The German government's printing of large amounts of currency to keep it afloat after the war caused prices in Germany to rise more than 1 trillion percent from August 1922 to November 1923. In 1923, \$1 in U.S. currency was worth over 4 trillion German marks.

In-Depth Resources: Unit 4

- Primary Source: German Inflation, p. 56

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

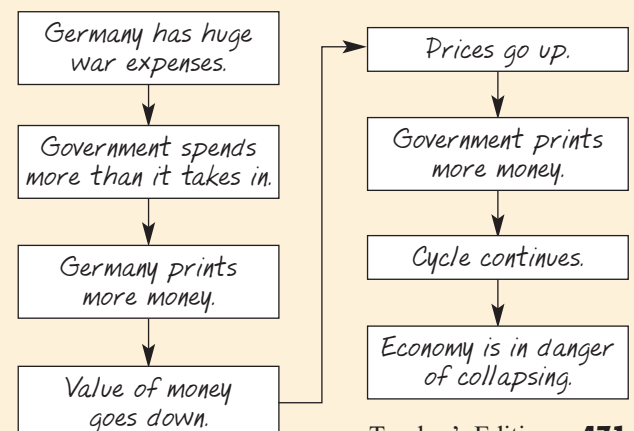
Understanding Inflation

Class Time 20 minutes

Task Making a flow chart about inflation

Purpose To clarify Germany's economic problems

Instructions Explain that inflation is an economic situation that comes about when the amount of money in circulation increases. This happened in Germany because the government had spent more during World War I than it collected in taxes and other payments. To raise more money, the German government just printed more of its money, the mark. By 1923, it was printing 400 quadrillion (400,000,000,000,000,000) marks a day! With so much money in circulation, its value goes down. As its value goes down, prices rise. This forces the government to print even more money to pay its bills. Ask students to work in small groups to create flow charts that trace these steps in Germany's inflation.



Financial Collapse
10.6.2

Critical Thinking

- Why might Americans have been buying less in the years preceding the stock market crash? *(More than half of American families were too poor to afford manufactured goods.)*
- How did margin buying contribute to the stock market crash? *(It created a false prosperity that could not sustain a huge change in stock prices)*

History in Depth

Investing in Stocks

In the 1920s, the United States, in response to surging demand for cars, radios, entertainment, and a share in the growing aviation industry, led investors into the stock market in search of fast profits. The number of shares bought and sold on the New York Stock Exchange rose between 1925 and 1929 from 113 million to more than a billion. Small investors were lured into the market by stories of ordinary people becoming instant millionaires by buying and selling stocks. The graph shows how dramatically stock prices dropped after the market crash in 1929.

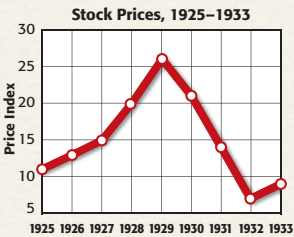
History in Depth

Investing in Stocks

Stocks are shares of ownership in a company. Businesses get money to operate by selling “shares” of stock to investors, or buyers. Companies pay interest on the invested money in the form of dividends to the shareholders. Dividends rise or fall depending on a company’s profits.

Investors do not buy stocks directly from the company; instead, stockbrokers transact the business of buying and selling.

Investors hope to make more money on stocks than if they put their money elsewhere, such as in a savings account with a fixed rate of interest. However, if the stock price goes down, investors lose money when they sell their stock at a lower price than when they bought it.



Source: Historical Statistics of the United States

again make war against each other. Germany also agreed to respect the existing borders of France and Belgium. It then was admitted to the League of Nations.

In 1928, the hopes raised by the “spirit of Locarno” led to the Kellogg-Briand peace pact. Frank Kellogg, the U.S. Secretary of State, arranged this agreement with France’s Briand. Almost every country in the world, including the Soviet Union, signed. They pledged “to renounce war as an instrument of national policy.”

Unfortunately, the treaty had no means to enforce its provisions. The League of Nations, the obvious choice as enforcer, had no armed forces. The refusal of the United States to join the League also weakened it. Nonetheless, the peace agreements seemed a good start.

Financial Collapse

In the late 1920s, American economic prosperity largely sustained the world economy. If the U.S. economy weakened, the whole world’s economic system might collapse. In 1929, it did.

A Flawed U.S. Economy Despite prosperity, several weaknesses in the U.S. economy caused serious problems. These included uneven distribution of wealth, overproduction by business and agriculture, and the fact that many Americans were buying less.

By 1929, American factories were turning out nearly half of the world’s industrial goods. The rising productivity led to enormous profits. However, this new wealth was not evenly distributed. The richest 5 percent of the population received 33 percent of all personal income in 1929. Yet 60 percent of all American families earned less than \$2,000 a year. Thus, most families were too poor to buy the goods being produced. Unable to sell all their goods, store owners eventually cut back their orders from factories. Factories in turn reduced production and laid off workers. A downward economic spiral began. As more workers lost their jobs, families bought even fewer goods. In turn, factories made further cuts in production and laid off more workers.

During the 1920s, overproduction affected American farmers as well. Scientific farming methods and new farm machinery had dramatically increased crop yields. American farmers were producing more food. Meanwhile, they faced new competition from farmers in Australia, Latin America, and Europe. As a result, a worldwide surplus of agricultural products drove prices and profits down.

Unable to sell their crops at a profit, many farmers could not pay off the bank loans that kept them in business. Their unpaid debts weakened banks and forced some to close. The danger signs of overproduction by factories and farms should have warned people against gambling on the stock market. Yet no one heeded the warning.

The Stock Market Crashes In 1929, New York City’s Wall Street was the financial capital of the world. Banks and investment companies lined its sidewalks. At Wall Street’s New York Stock Exchange, optimism about the booming U.S. economy showed in soaring prices for stocks. To get in on the boom, many middle-income people began buying

B. Answers
uneven distribution of wealth, overproduction by business, lessening demand for consumer goods, dropping farm profits

MAIN IDEA

Identifying Problems

What major weaknesses had appeared in the American economy by 1929?

SKILLBUILDER PRACTICE: IDENTIFYING PROBLEMS AND SOLUTIONS

Identifying Problems in History

Class Time 35 minutes

Task Isolating and analyzing historical problems

Purpose To identify underlying problems that led to the Great Depression

Instructions Explain to students that identifying problems in history means finding and summarizing the difficulties faced by a group of people at a certain time. Being able to point to and explain a problem can lead to a thorough understanding of a situation and may lead to a solution. In reading history, students will find that some problems may be stated directly, while others might be implied by

the ways people act. For example, workers being laid off indicates that there are problems in an economic system that prevent it from providing full employment.

Ask students to identify the problems in the U.S. economy that led to the Great Depression. *(uneven distribution of wealth, business overproduction, lessening demand for consumer goods, and decreasing farm profits)* Ask whether these problems were stated directly in the text or implied by people’s actions. *(Most were stated directly.)* Then have students suggest problems that led to others. *(Reduction in overproduction led to layoffs and unemployment.)*

15 SKILLBUILDER PRACTICE Identifying Problems

Task The student problem is history, that and summarize the difficulties a group of people faced at a certain time. In reading history, students will find that some problems may be stated directly, while others might be implied by the ways people act. For example, workers being laid off indicates that there are problems in an economic system that prevent it from providing full employment.

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In-Depth Resources: Unit 4

Social History

Life in the Depression

During the Great Depression of 1929 to 1939, millions of people worldwide lost their jobs or their farms. At first the unemployed had to depend on the charity of others for food, clothing, and shelter. Many, like the men in this photo taken in New York City, made their home in makeshift shacks. Local governments and charities opened soup kitchens to provide free food. There were long lines of applicants for what work was available, and these jobs usually paid low wages.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a photo-essay on the Great Depression in the United States. Go to classzone.com for your research.



stocks on margin. This meant that they paid a small percentage of a stock's price as a down payment and borrowed the rest from a stockbroker. The system worked well as long as stock prices were rising. However, if they fell, investors had no money to pay off the loan.

In September 1929, some investors began to think that stock prices were unnaturally high. They started selling their stocks, believing the prices would soon go down. By Thursday, October 24, the gradual lowering of stock prices had become an all-out slide downward. A panic resulted. Everyone wanted to sell stocks, and no one wanted to buy. Prices plunged to a new low on Tuesday, October 29. A record 16 million stocks were sold. Then the market collapsed.

The Great Depression

People could not pay the money they owed on margin purchases. Stocks they had bought at high prices were now worthless. Within months of the crash, unemployment rates began to rise as industrial production, prices, and wages declined. A long business slump, which would come to be called the **Great Depression**, followed. The stock market crash alone did not cause the Great Depression, but it quickened the collapse of the economy and made the Depression more difficult. By 1932, factory production had been cut in half. Thousands of businesses failed, and banks closed. Around 9 million people lost the money in their savings accounts when banks had no money to pay them. Many farmers lost their lands when they could not make mortgage payments. By 1933, one-fourth of all American workers had no jobs.

A Global Depression The collapse of the American economy sent shock waves around the world. Worried American bankers demanded repayment of their overseas loans, and American investors withdrew their money from Europe. The American market for European goods dropped sharply as the U.S. Congress placed high tariffs on imported goods so that American dollars would stay in the United States and pay for American goods. This policy backfired. Conditions worsened for the United

Vocabulary
tariffs: taxes charged by a government on imported or exported goods

Years of Crisis **473**

Social History

Life in the Depression

From 1931 through 1933, the depression in the United States deepened. In 1932 alone, more than 32,000 businesses folded. By August of that year, 5,000 banks had closed. Unable to pay teachers, state governments let them go, cut terms, or shut schools down entirely. The businesses that survived did so by cutting production and wages. In 1929, manufacturing workers earned an average of \$25 a week; by 1933, their pay had dropped to \$16.73. And they were the lucky ones—they still had jobs.

INTEGRATED TECHNOLOGY

Rubric Photojournalism essays should

- show the effects of the Great Depression on different types of people.
- include captions that explain the depression's toll.

The Great Depression

10.6.2

Critical Thinking

- How did the raising of U.S. tariffs expand the worldwide depression? (*other nations retaliated and world trade became even worse*)
- Why might the depression have affected countries such as Asia and Latin America? (*because they were trading partners of the United States*)

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Creating a Political Cartoon

Class Time 35 minutes

Task Creating a political cartoon about the Great Depression

Purpose To clarify the effects of this global crisis

Instructions Divide students into two groups. Have one group research the impact of the Great Depression on the United States and the other group research its effects on Western European countries. When the groups have compiled their research have them do the following activities:

- Discuss how the Great Depression spread from the United States to the rest of the Western world.
- Brainstorm ways they can express this spread or indicate the effects on a particular country in a political cartoon.

You might suggest, for example, that they show how raising tariffs hurt world trade and deepened the depression. Stress to students that their political cartoons should express one idea or opinion, clearly show a specific effect or response, and include an appropriate caption. Have students display their political cartoons in the classroom.

History from Visuals

Interpreting the Graphs

Have students read the graph key to identify which color line represents each nation. Ask students which nation responded most effectively to the depression based solely on the unemployment data shown. (*Germany*)

Extension Ask students to study both charts. Have them observe how the unemployment rate is related to world imports and exports. (*As unemployment goes up the imports and exports go down*) Next, have the students predict how the world trade export and import bars would look in the years between 1934–1938. (*Trade will go down in 1934, pick up a bit until 1938, when it will be down again.*)

SKILLBUILDER Answers

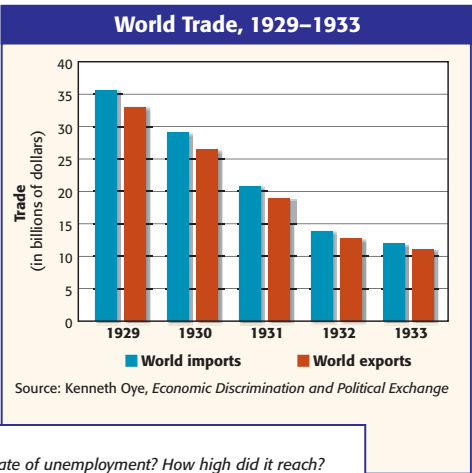
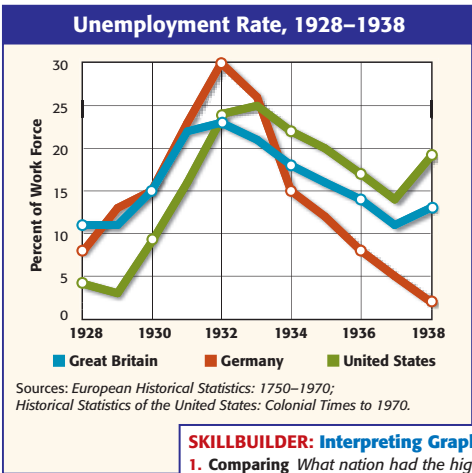
- 1. **Comparing** Germany; 30 percent
- 2. **Clarifying** about \$25 billion; about \$22 billion

The World Confronts the Crisis

10.8.2; 10.8.4

Critical Thinking

- Was Britain’s or France’s response to the economic crisis more effective? Why? (*Possible Answer: Britain’s because it cut unemployment and achieved slow, steady recovery*)
- How were the responses of the Scandinavian countries and the United States similar? (*Both created jobs through public works projects and provided welfare services for their citizens.*)



SKILLBUILDER: Interpreting Graphs

- 1. **Comparing** What nation had the highest rate of unemployment? How high did it reach?
- 2. **Clarifying** Between 1929 and 1933, how much did world exports drop? What about world imports?

States. Many countries that depended on exporting goods to the United States also suffered. Moreover, when the United States raised tariffs, it set off a chain reaction. Other nations imposed their own higher tariffs. World trade dropped by 65 percent. This contributed further to the economic downturn. Unemployment rates soared.

Effects Throughout the World Because of war debts and dependence on American loans and investments, Germany and Austria were particularly hard hit. In 1931, Austria’s largest bank failed. In Asia, both farmers and urban workers suffered as the value of exports fell by half between 1929 and 1931. The crash was felt heavily in Latin America as well. As European and U.S. demand for such Latin American products as sugar, beef, and copper dropped, prices collapsed.

The World Confronts the Crisis

The Depression confronted democracies with a serious challenge to their economic and political systems. Each country met the crisis in its own way.

Britain Takes Steps to Improve Its Economy The Depression hit Britain severely. To meet the emergency, British voters elected a multiparty coalition known as the National Government. It passed high protective tariffs, increased taxes, and regulated the currency. It also lowered interest rates to encourage industrial growth. These measures brought about a slow but steady recovery. By 1937, unemployment had been cut in half, and production had risen above 1929 levels. Britain avoided political extremes and preserved democracy.

France Responds to Economic Crisis Unlike Britain, France had a more self-sufficient economy. In 1930, it was still heavily agricultural and less dependent on foreign trade. Nevertheless, by 1935, one million French workers were unemployed.

The economic crisis contributed to political instability. In 1933, five coalition governments formed and fell. Many political leaders were frightened by the growth of antidemocratic forces both in France and in other parts of Europe. So in 1936, moderates, Socialists, and Communists formed a coalition. The Popular Front, as it was called, passed a series of reforms to help the workers. Unfortunately, price increases quickly offset wage gains. Unemployment remained high. Yet France also preserved democratic government.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Comparing Global Responses to the Great Depression

Class Time 30 minutes

Task Creating a chart comparing international responses to the depression

Purpose To identify international responses to the worldwide depression

Instructions Have students reread “The World Confronts the Crisis” on pages 474–475 of the text. Divide students into four groups and assign each group to be responsible for one of the following global areas:

- Britain • France
- Scandinavia • United States

Then have groups fill in a chart indicating their area’s response to the Great Depression and how effective it was.

Country	Response	Effectiveness
Britain	political coalition, tariffs, taxes	slow recovery, democracy preserved
France	political instability, worker reforms	high unemployment, democracy preserved
Scandinavia	public works projects, welfare, taxes	economic health, democracy preserved
United States	public works projects, welfare, economic reform	slow recovery, democracy preserved

Socialist Governments Find Solutions The Socialist governments in the Scandinavian countries of Denmark, Sweden, and Norway also met the challenge of economic crisis successfully. They built their recovery programs on an existing tradition of cooperative community action. In Sweden, the government sponsored massive public works projects that kept people employed and producing. All the Scandinavian countries raised pensions for the elderly and increased unemployment insurance, subsidies for housing, and other welfare benefits. To pay for these benefits, the governments taxed all citizens. Democracy remained intact.

Recovery in the United States In 1932, in the first presidential election after the Depression had begun, U.S. voters elected **Franklin D. Roosevelt**. His confident manner appealed to millions of Americans who felt bewildered by the Depression. On March 4, 1933, the new president sought to restore Americans' faith in their nation.

MAIN IDEA**Analyzing Primary Sources**

What effect do you think Roosevelt's speech had on the American people?

C. Answer The speech calmed them, prepared them to take action that could help them deal with the Depression.

PRIMARY SOURCE

This great Nation will endure as it has endured, will revive and will prosper. . . . let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance.

FRANKLIN ROOSEVELT, First Inaugural Address

Roosevelt immediately began a program of government reform that he called the **New Deal**. Large public works projects helped to provide jobs for the unemployed. New government agencies gave financial help to businesses and farms. Large amounts of public money were spent on welfare and relief programs. Roosevelt and his advisers believed that government spending would create jobs and start a recovery. Regulations were imposed to reform the stock market and the banking system.

The New Deal did eventually reform the American economic system. Roosevelt's leadership preserved the country's faith in its democratic political system. It also established him as a leader of democracy in a world threatened by ruthless dictators, as you will read about in Section 3.



▲ Stricken with polio in 1921, Roosevelt vowed he would not allow bodily disability to defeat his will.

SECTION**2****ASSESSMENT**

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- coalition government
- Weimar Republic
- Great Depression
- Franklin D. Roosevelt
- New Deal

USING YOUR NOTES

2. What did President Roosevelt do to try to counter the effects of the Great Depression? (10.8.4)

**MAIN IDEAS**

3. How did World War I change the balance of economic power in the world? (10.8.2)
4. What problems did the collapse of the American economy cause in other countries? (10.6.2)
5. How did Europe respond to the economic crisis? (10.6.3)

CRITICAL THINKING & WRITING

6. **MAKING PREDICTIONS** What did the weakness of the League of Nations in 1928 suggest about its future effectiveness? (10.8.2)
7. **ANALYZING CAUSES** List one cause for each of the following effects: American market for European goods dropped; unemployment rates soared; European banks and businesses closed. (10.8.2)
8. **EVALUATING COURSES OF ACTION** Why do you think Roosevelt immediately established the New Deal? (10.8.4)
9. **WRITING ACTIVITY** **ECONOMICS** Write **headlines** on the stock market crash and the world's response to it. (Writing 2.1.a)

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to follow the ups and downs of the stock market for a week. Chart the stock market's course in a **line graph**. (Writing 2.3.d)

INTERNET KEYWORD
stock market

Years of Crisis **475**

More About . . .**The New Deal**

By the late 1930s, the U.S. government had spent \$10 billion on the construction of 122,000 public buildings, 664,000 miles of roads, 77,000 bridges, and 285 airports in Roosevelt's New Deal program. Although the New Deal improved economic conditions, full recovery did not occur until after the United States entered World War II in 1942. At that time, production of war materials led to almost full employment for Americans.

3 ASSESS**SECTION 2 ASSESSMENT**

Have students present and discuss with the class the concept webs they created for question 2 in the section assessment.

Formal Assessment

- Section Quiz, p. 262

4 RETEACH

Have students work in small groups to fill in the charts in the Guided Reading activity on page 48 of In-Depth Resources: Unit 4.

In-Depth Resources: Unit 4

- Guided Reading, p. 48
- Reteaching Activity, p. 66

ANSWERS

1. coalition government, p. 470 • Weimar Republic, p. 471 • Great Depression, p. 473 • Franklin D. Roosevelt, p. 475 • New Deal, p. 475

2. **Sample Answer:** Effects—failed businesses, closed banks, lost savings, foreclosed farms, rising unemployment. He instituted an economic reform program called the New Deal.
3. **Possible Answer:** Europe's resources had been drained by the war; Japan and the U.S. were economically strong.
4. slumping economies, diminishing trade, soaring unemployment, financial panic
5. Britain—tariffs, increased taxes, currency regulation; France—worker reforms; Scandinavia—public works projects, welfare packages

6. **Possible Answer:** It would be too weak to be effective in a crisis.
7. **Possible Answers:** high U.S. tariffs; drop in world trade; demand for repayment of U.S. loans and investment withdrawal
8. **Possible Answer:** He knew the program would give people hope, create many jobs, and begin economic recovery.
9. **Rubric** Headlines should
- report the stock market crash and the world's response.
 - convey each idea in a few strong words.
 - grab the reader's attention.

INTEGRATED TECHNOLOGY

Rubric The line graph should

- show the course of the stock market for a week.
- indicate whether the market has gone up, down, or remained steady.
- provide clues about the state of the U.S. economy today.

LESSON PLAN

OBJECTIVES

- Describe Mussolini's creation of a Fascist state in Italy.
- Discuss the rise of Hitler, the Nazis, and extension of Hitler's power.
- Trace the shift from democratic governments to dictatorships in Eastern Europe.

1 FOCUS & MOTIVATE

Ask students to discuss what they know about Adolf Hitler and Nazism. (*Possible Answers: Holocaust and drive for world dominion*) Explain that Hitler was not the only brutal dictator to come to power at this time.

2 INSTRUCT

Fascism's Rise in Italy

10.7.3

Critical Thinking

- Does fascism or communism seem to be more concerned with the welfare of the people? (*communism; Fascism is more concerned with the state.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L68
California Modified Lesson Plans for English Learners, p. 131
California Daily Standards Practice Transparencies, TT60
California Standards Enrichment Workbook, pp. 77–78, 79–80, 87–88
California Standards Planner and Lesson Plans, p. L127
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



People waiting for a free lunch for the unemployed, 1930

Magazine cover, 1926

Fascism Rises in Europe

MAIN IDEA

POWER AND AUTHORITY In response to political turmoil and economic crises, Italy and Germany turned to totalitarian dictators.

WHY IT MATTERS NOW

These dictators changed the course of history, and the world is still recovering from their abuse of power.

TERMS & NAMES

- fascism
- Benito Mussolini
- Adolf Hitler
- Nazism
- *Mein Kampf*
- *lebensraum*

CALIFORNIA STANDARDS

10.7.3 Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

10.8.1 Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

10.8.5 Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.

SETTING THE STAGE Many democracies, including the United States, Britain, and France, remained strong despite the economic crisis caused by the Great Depression. However, millions of people lost faith in democratic government. In response, they turned to an extreme system of government called fascism. Fascists promised to revive the economy, punish those responsible for hard times, and restore order and national pride. Their message attracted many people who felt frustrated and angered by the peace treaties that followed World War I and by the Great Depression.

Fascism's Rise in Italy

Fascism (FASH·ihz·uhm) was a new, militant political movement that emphasized loyalty to the state and obedience to its leader. Unlike communism, fascism had no clearly defined theory or program. Nevertheless, most Fascists shared several ideas. They preached an extreme form of nationalism, or loyalty to one's country. Fascists believed that nations must struggle—peaceful states were doomed to be conquered. They pledged loyalty to an authoritarian leader who guided and brought order to the state. In each nation, Fascists wore uniforms of a certain color, used special salutes, and held mass rallies.

In some ways, fascism was similar to communism. Both systems were ruled by dictators who allowed only their own political party (one-party rule). Both denied individual rights. In both, the state was supreme. Neither practiced any kind of democracy. However, unlike Communists, Fascists did not seek a classless society. Rather, they believed that each class had its place and function. In most cases, Fascist parties were made up of aristocrats and industrialists, war veterans, and the lower middle class. Also, Fascists were nationalists, and Communists were internationalists, hoping to unite workers worldwide.

Mussolini Takes Control Fascism's rise in Italy was fueled by bitter disappointment over the failure to win large territorial gains at the 1919 Paris Peace Conference. Rising inflation and unemployment also contributed to widespread social unrest. To growing numbers of Italians, their democratic government seemed helpless to deal with the country's problems. They wanted a leader who would take action.

TAKING NOTES

Comparing and Contrasting Use a chart to compare Mussolini's rise to power and his goals with Hitler's.

Hitler	Mussolini
Rise:	Rise:
Goals:	Goals:

476 Chapter 15

SECTION 3 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 49

Formal Assessment

- Section Quiz, p. 263

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 119

Reading Study Guide (Spanish), p. 161

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 49
- Building Vocabulary, p. 51
- Reteaching Activity, p. 67

Reading Study Guide, p. 161

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Source: Kristallnacht, p. 57
- Literature: Poems by Brecht, p. 60
- Connections Across Time and Cultures, p. 64

Electronic Library of Primary Sources

- from Memos on the Aims of Germany and Japan

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

World Art and Cultures Transparencies

- AT69 Pillars of Society

Critical Thinking Transparencies

- CT31 Economic Crisis: Between Two Fires

Electronic Library of Primary Sources

- from Memos on the Aims of Germany and Japan

classzone.com

Analyzing Key Concepts

Fascism

Fascism is a political movement that promotes an extreme form of nationalism and militarism. It also includes a denial of individual rights and dictatorial one-party rule. Nazism was the Fascist movement that developed in Germany in the 1920s and the 1930s; it included a belief in the racial superiority of the German people. The Fascists in Italy were led by Benito Mussolini, shown in the chart at right.

SKILLBUILDER: Interpreting Charts

- Synthesizing** Which political, cultural, and economic characteristics helped make fascism an authoritarian system?
- Making Inferences** What characteristics of fascism might make it attractive to people during times of crisis such as the Great Depression?



A newspaper editor and politician named **Benito Mussolini** boldly promised to rescue Italy by reviving its economy and rebuilding its armed forces. He vowed to give Italy strong leadership. Mussolini had founded the Fascist Party in 1919. As economic conditions worsened, his popularity rapidly increased. Finally, Mussolini publicly criticized Italy's government. Groups of Fascists wearing black shirts attacked Communists and Socialists on the streets. Because Mussolini played on the fear of a workers' revolt, he began to win support from the middle classes, the aristocracy, and industrial leaders.

In October 1922, about 30,000 Fascists marched on Rome. They demanded that King Victor Emmanuel III put Mussolini in charge of the government. The king decided that Mussolini was the best hope for his dynasty to survive. After widespread violence and a threatened uprising, Mussolini took power "legally."

Il Duce's Leadership Mussolini was now Il Duce (ihl DOO-chay), or the leader. He abolished democracy and outlawed all political parties except the Fascists. Secret police jailed his opponents. Government censors forced radio stations and publications to broadcast or publish only Fascist doctrines. Mussolini outlawed strikes. He sought to control the economy by allying the Fascists with the industrialists and large landowners. However, Mussolini never had the total control achieved by Joseph Stalin in the Soviet Union or Adolf Hitler in Germany.

Hitler Rises to Power in Germany

When Mussolini became dictator of Italy in the mid-1920s, **Adolf Hitler** was a little-known political leader whose early life had been marked by disappointment. When World War I broke out, Hitler found a new beginning. He volunteered for the German army and was twice awarded the Iron Cross, a medal for bravery.

Analyzing Key Concepts

Fascism

The term *fascism* comes from the Latin word *fascis*, a bundle of wooden rods tied around an ax handle that was the symbol of authority in ancient Rome. Based on the information in the graphic, how was this authority wielded in fascist states? (Possible Answer: harshly, without regard for individuals' rights and with total control by a ruthless dictator)

SKILLBUILDER Answers

- Synthesizing** one-party rule, censorship, secret police, and state control of property
- Making Inferences** Charismatic leadership and the focus on action might appeal to people who want their problems solved in a time of crisis.

Critical Thinking Transparencies

- CT31 Economic Crisis: Between Two Fires

Hitler Rises to Power in Germany

10.8.1

Critical Thinking

- What personal characteristics helped Hitler gain success as a leader? (He was an organizer, a good speaker, persistent and driven to reach his goal.)
- What did Hitler believe were the rights and duties of the German "master race"? (Possible Answer: elimination of "inferior races" and world dominion)

MAIN IDEA

Clarifying

What promises did Mussolini make to the Italian people?

A. Answer He promised to revive their economy, rebuild the armed forces, and provide strong leadership.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Comparing Fascism and 17th-Century Absolutism

Class Time 30 minutes

Task Comparing and contrasting the characteristics of Fascist dictators and absolute monarchs

Purpose To clarify the meaning of fascism

Instructions Have students review the material on fascism. Have them discuss with a partner the characteristics of fascism and its dictators and note any questions they have. Then give a copy of Connections Across Time and Cultures, p. 64 of In-Depth Resources: Unit 4 to each pair. Instruct students to work together to answer the questions and then share their answers with the class. Sample answers follow:

- The economic and political devastation following World War I led to the rise of Fascism.
- Fascist leaders increased their power by instituting one-party rule under a supreme leader.
- Controlling property, outlawing strikes, and allying with industrialists and landowners were the steps Fascist leaders took to control their economies.
- Fascist leaders controlled the lives of citizens by using censorship and indoctrination.
- Nationalist and, in the case of the Nazis, racist beliefs were the basis of Fascist leaders' unlimited power.

Connections Across Time and Cultures

15 Connections Across Time and Cultures

17th-Century Absolutism and Fascism

Beginning in the 17th century, kings and queens sought to make an absolute monarch like Louis XIV the most powerful ruler in Europe. He ruled France from 1643 to 1715. He believed in the divine right of kings, which meant that his power came from God. He wanted to control every aspect of his country's life. He wanted to be the only person who could make laws and decide what happened in his country. He wanted to be the only person who could control the army and the navy. He wanted to be the only person who could control the economy and the culture. He wanted to be the only person who could control the religion and the education. He wanted to be the only person who could control the justice system and the courts. He wanted to be the only person who could control the foreign relations and the diplomacy. He wanted to be the only person who could control the internal security and the police. He wanted to be the only person who could control the public works and the infrastructure. He wanted to be the only person who could control the social order and the hierarchy. He wanted to be the only person who could control the moral and ethical standards. He wanted to be the only person who could control the intellectual and cultural life. He wanted to be the only person who could control the scientific and technological progress. He wanted to be the only person who could control the artistic and literary expression. He wanted to be the only person who could control the historical and philosophical thought. He wanted to be the only person who could control the spiritual and religious beliefs. He wanted to be the only person who could control the human destiny and the future of the world.

1. The 17th century was a period of great splendor in Europe. The decline of feudalism, constant religious and territorial conflicts, and weaknesses of medieval governments led to the rise of absolute monarchs. What political and social crises led to the rise of monarchs in the 16th and 17th centuries?

2. How did monarchs increase their power by limiting the power of other institutions in society—the Church, representative government, the nobility, and political opponents. Absolute monarchs consolidated their power by limiting the power of the nobility, establishing royal patronage and taking personal control of the central government, and bringing the Church under state control. How did Fascist leaders increase their own power?

3. Absolute monarchs sought to control economic affairs by giving no benefits to regional trade and manufacturing and by creating new businesses to control economic life. How did Fascist leaders take command of their country's economy?

4. In an effort to control every aspect of society and the lives of citizens, absolute monarchs regulated religious worship, social gatherings, and other aspects of daily life. What steps did Fascist leaders take to control the lives of their citizens?

5. Absolute monarchs believed that the divine right of kings gave them authority to rule with unlimited power. What beliefs or principles did Fascist leaders use to justify their unlimited power?

64 Unit 4, Connections 15

In-Depth Resources: Unit 4

History Makers

Benito Mussolini and Adolf Hitler

In what ways were Mussolini’s and Hitler’s speaking styles similar? (Both were charismatic, theatrical speakers who used emotional appeal to rouse audiences.)

Tip for English Learners

Point out the similarity of the German key terms and their English equivalents: *mein*—“my;” *lebens*—“living;” *raum*—“room” or “space.”

Hitler Becomes Chancellor
10.7.3; 10.8.1; 10.8.5

Critical Thinking

- Why might Germans have put their faith in Hitler? (Possible Answer: He put people to work and revived the economy.)
- What does Kristallnacht demonstrate about the power of the Nazis? (Their control over the people was very strong.)

In-Depth Resources: Unit 4

- Primary Source: Kristallnacht, p. 57
- Literature: Poems by Bertold Brecht, p. 60

History Makers



Benito Mussolini
1883–1945

Because Mussolini was of modest height, he usually chose a location for his speeches where he towered above the crowds—often a balcony high above a public square. He then roused audiences with his emotional speeches and theatrical gestures and body movements.

Vowing to lead Italy “back to her ways of ancient greatness,” Mussolini peppered his speeches with aggressive words such as *war* and *power*.



Adolf Hitler
1889–1945

Like Mussolini, Hitler could manipulate huge audiences with his fiery oratory. Making speeches was crucial to Hitler. He believed: “All great world-shaking events have been brought about . . . by the spoken word!”

Because he appeared awkward and unimposing, Hitler rehearsed his speeches. Usually he began a speech in a normal voice. Suddenly, he spoke louder as his anger grew. His voice rose to a screech, and his hands flailed the air. Then he would stop, smooth his hair, and look quite calm.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Benito Mussolini and Adolf Hitler, go to classzone.com

The Rise of the Nazis At the end of the war, Hitler settled in Munich. In 1919, he joined a tiny right-wing political group. This group shared his belief that Germany had to overturn the Treaty of Versailles and combat communism. The group later named itself the National Socialist German Workers’ Party, called Nazi for short. Its policies formed the German brand of fascism known as **Nazism**. The party adopted the swastika, or hooked cross, as its symbol. The Nazis also set up a private militia called the storm troopers or Brown Shirts.

Within a short time, Hitler’s success as an organizer and speaker led him to be chosen *der Führer* (duhr FYUR•uhr), or the leader, of the Nazi party. Inspired by Mussolini’s march on Rome, Hitler and the Nazis plotted to seize power in Munich in 1923. The attempt failed, and Hitler was arrested. He was tried for treason but was sentenced to only five years in prison. He served less than nine months.

While in jail, Hitler wrote *Mein Kampf* (My Struggle). This book set forth his beliefs and his goals for Germany. Hitler asserted that the Germans, whom he incorrectly called “Aryans,” were a “master race.” He declared that non-Aryan “races,” such as Jews, Slavs, and Gypsies, were inferior. He called the Versailles Treaty an outrage and vowed to regain German lands. Hitler also declared that Germany was overcrowded and needed more *lebensraum*, or living space. He promised to get that space by conquering eastern Europe and Russia.

After leaving prison in 1924, Hitler revived the Nazi Party. Most Germans ignored him and his angry message until the Great Depression ended the nation’s brief postwar recovery. When American loans stopped, the German economy collapsed. Civil unrest broke out. Frightened and confused, Germans now turned to Hitler, hoping for security and firm leadership.

Hitler Becomes Chancellor

The Nazis had become the largest political party by 1932. Conservative leaders mistakenly believed they could control Hitler and use him for their purposes. In January 1933, they advised President Paul von Hindenburg to name Hitler chancellor. Thus Hitler came to power legally. Soon after, General Erich Ludendorff, a former Hitler ally, wrote to Hindenburg:

PRIMARY SOURCE

By naming Hitler as Reichschancellor, you have delivered up our holy Fatherland to one of the greatest [rabblrouisers] of all time. I solemnly [predict] that this accursed man will plunge our Reich into the abyss and bring our nation into inconceivable misery.

ERICH LUDENDORFF, letter to President Hindenburg, February 1, 1933

Vocabulary
chancellor: the prime minister or president in certain countries

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Analyzing a Primary Source

Class Time 15 minutes

Task Looking up difficult words and restating the primary source quotation

Purpose To increase vocabulary and understanding of the text

Instructions Have students work in pairs to reread the primary source quotation on this page. Have one student read the passage aloud while the other follows along in the text and marks difficult or unfamiliar vocabulary words. Then ask students to use a dictionary to find the meaning of each word and create a chart restating the meanings in their own terms. Finally, have the pairs collaborate in creating a simple, original restatement of Ludendorff’s ideas. Sample charts and restatement follow:

Word	Meaning
delivered up	turned over
rabblrouisers	troublemakers
predict	foretell, say in advance
accursed	hateful, under a curse
abyss	deep or bottomless pit
inconceivable	unthinkable, not to be believed

Restatement

You have just turned Germany over to a terrible troublemaker. He will destroy the country.

B. Answer because he restored pride in Germany, cut unemployment, repudiated the hated Versailles Treaty, and promised to regain lost German lands

MAIN IDEA

Making Inferences

Why did Germans at first support Hitler?

Once in office, Hitler called for new elections, hoping to win a parliamentary majority. Six days before the election, a fire destroyed the Reichstag building, where the parliament met. The Nazis blamed the Communists. By stirring up fear of the Communists, the Nazis and their allies won by a slim majority.

Hitler used his new power to turn Germany into a totalitarian state. He banned all other political parties and had opponents arrested. Meanwhile, an elite, black-uniformed unit called the SS (*Schutzstaffel*, or protection squad) was created. It was loyal only to Hitler. In 1934, the SS arrested and murdered hundreds of Hitler's enemies. This brutal action and the terror applied by the Gestapo, the Nazi secret police, shocked most Germans into total obedience.

The Nazis quickly took command of the economy. New laws banned strikes, dissolved independent labor unions, and gave the government authority over business and labor. Hitler put millions of Germans to work. They constructed factories, built highways, manufactured weapons, and served in the military. As a result, the number of unemployed dropped from about 6 million to 1.5 million in 1936.

The Führer Is Supreme Hitler wanted more than just economic and political power—he wanted control over every aspect of German life. To shape public opinion and to win praise for his leadership, Hitler turned the press, radio, literature, painting, and film into propaganda tools. Books that did not conform to Nazi beliefs were burned in huge bonfires. Churches were forbidden to criticize the Nazis or the government. Schoolchildren had to join the Hitler Youth (for boys) or the League of German Girls. Hitler believed that continuous struggle brought victory to the strong. He twisted the philosophy of Friedrich Nietzsche to support his use of brute force.

Hitler Makes War on the Jews Hatred of Jews, or anti-Semitism, was a key part of Nazi ideology. Although Jews were less than 1 percent of the population, the Nazis used them as scapegoats for all Germany's troubles since the war. This led to a wave of anti-Semitism across Germany. Beginning in 1933, the Nazis passed laws depriving Jews of most of their rights. Violence against Jews mounted. On the

▼ At a 1933 rally in Nuremberg, Germany, storm troopers carried flags bearing the swastika.



Years of Crisis 479

More About . . .

Support for Hitler

During the 1920s, Hitler's Nazi party attracted few supporters outside of fanatical anti-Semites, ultra-nationalists, and disgruntled war veterans. However, the 1929 depression swelled the Nazi ranks.

World Art and Cultures Transparencies

• AT69 Pillars of Society

More About . . .

The SS

The *Schutzstaffel*, or SS, was originally formed in 1923 as the personal bodyguard for Hitler. Under Heinrich Himmler, the SS became the elite of the Nazi empire. The two requirements for wearing the SS's black shirts with the death's head insignia were unconditional loyalty to Hitler and "racial purity."

More About . . .

The Swastika

The Nazis did not invent the swastika, but merely adopted a symbol that had been used by many civilizations throughout history. It has been found on Greek coins and Celtic monuments in Europe, Byzantine buildings and Buddhist inscriptions in Asia, and Indian artifacts in North and South America.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Identifying Causes and Effects

Class Time 35 minutes

Task Charting causes and effects of main events

Purpose To identify the causes and effects leading to the rise of power of Hitler and the Nazi Party.

Instructions Make copies of the Guided Reading activity, p. 49 of In-Depth Resources: Unit 4. Then divide the class into small groups and give a copy of the chart to each group. Instruct students to focus on events 3–7. They should reread the text to identify a cause and effect for each. Then have them work together to fill in the chart. Make sure they notice that these events form a cause-and-effect chain, with each effect leading to the cause of

the next event. Finally, have students share their charts with the class. Sample answers follow:

3. Cause—his success as a politician;
Effect—plots to seize power
4. Cause—plot to seize power fails;
Effect—is released after only nine months
5. Cause—promises strong leadership;
Effect—takes total control of Germany
6. Cause—mistrusts non-Nazi ideas;
Effect—extends his control and power
7. Cause—Nazi hatred of Jews;
Effect—begins total elimination of Jews



NAME _____ DATE _____

15 GUIDED READING: *Fascism Rises in Europe*
Section 3

A. Analyzing Causes and Recognizing Effects As you read about Fascist politics, note some of the causes and effects of the events described.

Causes	Events	Effects
	1. Mussolini gains popularity	
	2. King Victor Emmanuel III gives Mussolini charge of the government	
	3. Hitler is chosen leader of the Nazi party	
	4. Hitler is freed for reasons and arrested for prison	
	5. President Paul von Hindenburg appoints Hitler chancellor in 1933	
	6. Hitler has Senate's support to begin reforms	
	7. Nazis pass laws depriving Jews of their rights	

B. Classifying On the back of this paper, identify or define each of the following:

Fascism Nationalism Adolf Hitler Lebensraum

Source of Crisis 49

In-Depth Resources: Unit 4

Global Impact

Fascism in Argentina

Ask interested students to research the life of Juan Perón. Suggest that they compare and contrast his leadership style with that of the European dictators he admired.

Other Countries Fall to Dictators

10.7.1

Critical Thinking

- Why were dictators so successful in gaining power in Eastern Europe? *(They had the support of military forces and wealthy landowners)*
- What do totalitarian states gain by restricting civil rights? *(control of their citizens)*

Electronic Library of Primary Sources

- from Memos on the Aims of Germany and Japan

3 ASSESS

SECTION 3 ASSESSMENT

Have students work in small groups, dividing the questions up among themselves and discussing the answers together.

Formal Assessment

- Section Quiz, p. 263

4 RETEACH

Assign students the roles of Italian or German citizens. Have them present their views of Mussolini and Hitler to the class.

In-Depth Resources: Unit 4

- Reteaching Activity, p. 67



Fascism in Argentina

Juan Perón served as Argentina's president from 1946 to 1955 and again in 1973 and 1974. The two years he spent in Europe before World War II greatly influenced his strong-man rule.

A career army officer, Perón went to Italy in 1939 for military training. He then served at the Argentine embassy in Rome. A visit to Berlin gave Perón a chance to see Nazi Germany. The ability of Hitler and Mussolini to manipulate their citizens impressed Perón.

When Perón himself gained power, he patterned his military dictatorship on that of the European Fascists.

night of November 9, 1938, Nazi mobs attacked Jews in their homes and on the streets and destroyed thousands of Jewish-owned buildings. This rampage, called *Kristallnacht* (Night of the Broken Glass), signaled the real start of the process of eliminating the Jews from German life. You'll learn more about this in Chapter 16.

Other Countries Fall to Dictators

While Fascists took power in Italy and Germany, the nations formed in eastern Europe after World War I also were falling to dictators. In Hungary in 1919, after a brief Communist regime, military forces and wealthy landowners joined to make Admiral Miklós Horthy the first European postwar dictator. In Poland, Marshal Jozef Pilsudski (pihl•SOOT•skee) seized power in 1926. In Yugoslavia, Albania, Bulgaria, and Romania, kings turned to strong-man rule. They suspended constitutions and silenced foes. In 1935, only one democracy, Czechoslovakia, remained in eastern Europe.

Only in European nations with strong democratic traditions—Britain, France, and the Scandinavian countries—did democracy survive. With no democratic experience and severe economic problems, many Europeans saw dictatorship as the only way to prevent instability.

By the mid-1930s, the powerful nations of the world were split into two antagonistic camps—democratic and totalitarian. And to gain their ends, the Fascist dictatorships had indicated a willingness to use military aggression. Although all of these dictatorships restricted civil rights, none asserted control with the brutality of the Russian Communists or the Nazis.

SECTION 3 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- fascism
- Benito Mussolini
- Adolf Hitler
- Nazism
- *Mein Kampf*
- *lebensraum*

USING YOUR NOTES

2. Do you think Hitler and Mussolini were more alike or different? Explain why. (10.7.3)

Hitler	Mussolini
Rise:	Rise:
Goals:	Goals:

MAIN IDEAS

3. What factors led to the rise of fascism in Italy? (10.7.3)
4. How did Hitler maintain power? (10.8.5)
5. Why did the leadership of many eastern European nations fall to dictators? (10.7.3)

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** Why did a movement like fascism and leaders like Mussolini and Hitler come to power during a period of crisis? (10.7.3)
7. **ANALYZING MOTIVES** Why do you think Hitler had German children join Nazi organizations? (10.8.5)
8. **SYNTHESIZING** What emotions did both Hitler and Mussolini stir in their followers? (10.7.3)
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Reread the History Makers on Mussolini and Hitler on page 478. Then write a **description** of the techniques the two leaders used to appear powerful to their listeners. (Writing 2.2.c)

CONNECT TO TODAY PRESENTING AN ORAL REPORT

Some modern rulers have invaded other countries for political and economic gain. Research to learn about a recent invasion and discuss your findings in an **oral report**. (Writing 2.1.a)

ANSWERS

1. fascism, p. 476 • Benito Mussolini, p. 477 • Adolf Hitler, p. 477 • Nazism, p. 478 • *Mein Kampf*, p. 478 • *lebensraum*, p. 478

2. **Sample Answer:** Hitler—Rise: appointed chancellor, became dictator, revived economy; Goals: regain lost land and take over more; purge country of non-German people. Mussolini—Rise: appointed leader, became dictator, took over economy; Goals: return Italy to ancient greatness. More alike because their rise and goals were similar
3. betrayal perceived at Paris Peace Conference, rising inflation/unemployment, social unrest
4. had enemies murdered by the SS, used media

- and arts for propaganda, made children join Nazi organizations
5. Without democratic traditions, they saw dictators as a means to stability.
6. **Possible Answer:** They blamed others for the country's problems and offered simple solutions.
7. **Possible Answer:** He used their impressionability to create a new generation of followers.
8. **Possible Answers:** fear of outsiders, pride, loyalty, and patriotism

9. **Rubric** Descriptions should
- discuss Hitler's and Mussolini's speech techniques.
 - point out that both used emotional appeals and theatrical gestures.

CONNECT TO TODAY

- Rubric** Oral reports should
- identify and describe the ruler's goals and methods.
 - discuss an invasion led by a modern ruler.
 - summarize the outcome of the invasion.

People waiting for a free lunch
for the unemployed, 1930

Magazine cover, 1926

Aggressors Invade Nations

MAIN IDEA

POWER AND AUTHORITY As Germany, Italy, and Japan conquered other countries, the rest of the world did nothing to stop them.

WHY IT MATTERS NOW

Many nations today take a more active and collective role in world affairs, as in the United Nations.

TERMS & NAMES

- appeasement
- Axis Powers
- Francisco Franco
- isolationism
- Third Reich
- Munich Conference

CALIFORNIA STANDARDS

10.6.4 Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).

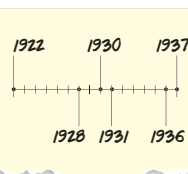
10.7.3 Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

10.8.2 Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

10.8.4 Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).

TAKING NOTES

Following Chronological Order Use a time line to trace the movement of Japan from democratic reform to military aggression.



Years of Crisis **481**

SETTING THE STAGE By the mid-1930s, Germany and Italy seemed bent on military conquest. The major democracies—Britain, France, and the United States—were distracted by economic problems at home and longed to remain at peace. With the world moving toward war, many nations pinned their hopes for peace on the League of Nations. As fascism spread in Europe, however, a powerful nation in Asia moved toward a similar system. Following a period of reform and progress in the 1920s, Japan fell under military rule.

Japan Seeks an Empire

During the 1920s, the Japanese government became more democratic. In 1922, Japan signed an international treaty agreeing to respect China's borders. In 1928, it signed the Kellogg-Briand Pact renouncing war. Japan's parliamentary system had several weaknesses, however. Its constitution put strict limits on the powers of the prime minister and the cabinet. Most importantly, civilian leaders had little control over the armed forces. Military leaders reported only to the emperor.

Militarists Take Control of Japan As long as Japan remained prosperous, the civilian government kept power. But when the Great Depression struck in 1929, many Japanese blamed the government. Military leaders gained support and soon won control of the country. Unlike the Fascists in Europe, the militarists did not try to establish a new system of government. They wanted to restore traditional control of the government to the military. Instead of a forceful leader like Mussolini or Hitler, the militarists made the emperor the symbol of state power.

Keeping Emperor Hirohito as head of state won popular support for the army leaders who ruled in his name. Like Hitler and Mussolini, Japan's militarists were extreme nationalists. They wanted to solve the country's economic problems through foreign expansion. They planned a Pacific empire that included a conquered China. The empire would provide Japan with raw materials and markets for its goods. It would also give Japan room for its rising population.

Japan Invades Manchuria Japanese businesses had invested heavily in China's northeast province, Manchuria. It was an area rich in iron and coal. In 1931, the Japanese army seized Manchuria, despite objections from the Japanese parliament. The army then set up a puppet government. Japanese engineers and technicians began arriving in large numbers to build mines and factories.

LESSON PLAN

OBJECTIVES

- Describe Japan's attempts to build an empire.
- Trace the moves of European Fascists in seeking world power.
- Summarize why British and French appeasement and American isolationism failed to stop Fascist aggression.

1 FOCUS & MOTIVATE

Ask students what they would do if they saw someone being attacked by an older or stronger person. (*Possible Answers: refuse to get involved, try to reason with the aggressor, help defend the victim*)

2 INSTRUCT

Japan Seeks an Empire

10.8.4

Critical Thinking

- How did the Japanese invasion of Manchuria illustrate the weakness of the League of Nations? (*The League was unable to control Japanese activities.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L69
California Modified Lesson Plans for English Learners, p. 133
California Daily Standards Practice Transparencies, TT61
California Standards Enrichment Workbook, pp. 71–72, 77–78, 81–82, 85–86
California Standards Planner and Lesson Plans, p. L129
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM

SECTION 4 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 50
- Geography Application: Spain During the 1930s, p. 53
- History Makers: Francisco Franco, p. 63

Formal Assessment

- Section Quiz, p. 264

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 120
- Geography Application, p. 122

Reading Study Guide (Spanish), p. 163

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 50
- Building Vocabulary, p. 51
- Geography Application, p. 54
- Reteaching Activity, p. 68

Reading Study Guide, p. 163

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Source: The Bombing of Guernica, p. 58

Electronic Library of Primary Sources

- from Speech in the House of Commons

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Geography Transparencies

- GT31 Expansion of Nazi Germany

Critical Thinking Transparencies

- CT67 Chapter 31 Visual Summary

Electronic Library of Primary Sources

- from Speech in the House of Commons

classzone.com

European Aggressors on the March

10.8.4; 10.7.3

Critical Thinking

- What role did the League of Nations play in the successful takeover of Ethiopia? (None; its weakness allowed Italy to control Ethiopia.)
- Why did European democracies fail to help Spain? (Possible Answer: their already-established policy of appeasement)

More About . . .

Ethiopia and the League of Nations

After Italy attacked Ethiopia, the League of Nations called for an embargo restricting loans to and exports from Italy. Britain and France feared angering Mussolini, however, and refused to place an embargo on oil. Britain also refused to stop Italian troops and arms from moving through the Suez Canal, fatally weakening the League.

History from Visuals

Interpreting the Time Line

Have students identify the three aggressor nations shown on the time line. (Japan, Italy and Germany) Which nation's aggression began the earliest? (Japan) Which nation attacked the most countries? (Germany)

Extension Have students add to the time line as they read about subsequent events in the chapter.

The Japanese attack on Manchuria was the first direct challenge to the League of Nations. In the early 1930s, the League's members included all major democracies except the United States. The League also included the three countries that posed the greatest threat to peace—Germany, Japan, and Italy. When Japan seized Manchuria, many League members vigorously protested. Japan ignored the protests and withdrew from the League in 1933.

Japan Invades China Four years later, a border incident touched off a full-scale war between Japan and China. Japanese forces swept into northern China. Despite having a million soldiers, China's army led by Jiang Jieshi was no match for the better equipped and trained Japanese.

Beijing and other northern cities as well as the capital, Nanjing, fell to the Japanese in 1937. Japanese troops killed tens of thousands of captured soldiers and civilians in Nanjing. Forced to retreat westward, Jiang Jieshi set up a new capital at Chongqing. At the same time, Chinese guerrillas led by China's Communist leader, Mao Zedong, continued to fight the Japanese in the conquered area.

European Aggressors on the March

The League's failure to stop the Japanese encouraged European Fascists to plan aggression of their own. The Italian leader Mussolini dreamed of building a colonial empire in Africa like those of Britain and France.

Mussolini Attacks Ethiopia Ethiopia was one of Africa's three independent nations. The Ethiopians had successfully resisted an Italian attempt at conquest during the 1890s. To avenge that defeat, Mussolini ordered a massive invasion of Ethiopia in October 1935. The spears and swords of the Ethiopians were no match for Italian airplanes, tanks, guns, and poison gas.

The Ethiopian emperor, Haile Selassie, urgently appealed to the League for help. Although the League condemned the attack, its members did nothing. Britain continued to let Italian troops and supplies pass through the British-controlled Suez Canal on their way to Ethiopia. By giving in to Mussolini in Africa, Britain and France hoped to keep peace in Europe.

Hitler Defies Versailles Treaty Hitler had long pledged to undo the Versailles Treaty. Among its provisions, the treaty limited the size of Germany's army. In March 1935, the Führer announced that Germany would not obey these restrictions. The League issued only a mild condemnation.

The League's failure to stop Germany from rearming convinced Hitler to take even greater risks. The treaty had forbidden German troops to enter a 30-mile-wide zone on either side of the Rhine River. Known as the Rhineland, the zone formed

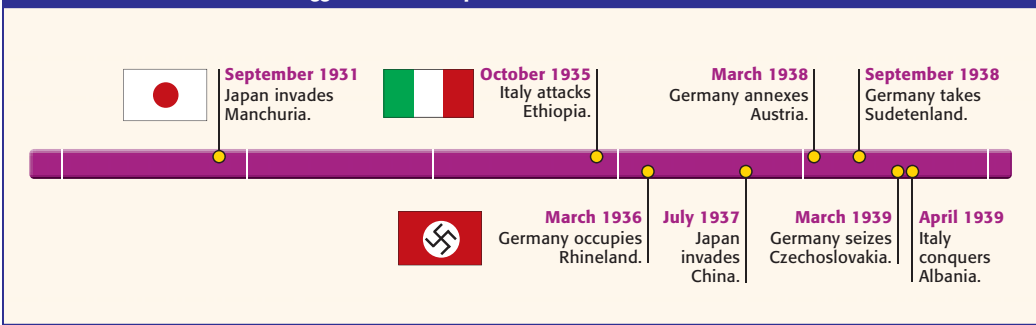
MAIN IDEA

Making Inferences

What was the major weakness of the League of Nations?

A. Answer The League had no enforcement power—it could not make nations follow its decrees.

Aggression in Europe, Asia, and Africa, 1931–1939



482 Chapter 15

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Headlining the News

Class Time 25 minutes

Task Writing news headlines covering military actions

Purpose To identify and remember main ideas

Instructions Have students review the text on pages 481–483. Also, give them page 163 of the Reading Study Guide. Then divide students into three groups. Explain that they will be acting as journalists covering military moves made by Japan, Italy, and Germany.

Instruct each group to write two headlines describing their particular country's actions. Remind them that their headlines do not need to be full sentences. Headlines should

be short and should capture the main idea of the event using strong nouns and verbs. Have them share their news flashes with the class. Here are some examples.

Japan	Manchuria Falls to Japan; Japanese Slaughter Chinese at Nanjing
Italy	Italy Overpowers Ethiopia; League of Nations Looks Away
Germany	Hitler Ignores Treaty; Germany Sweeps into Rhineland

CHAPTER 15 Section 4 (pages 481–483)

Aggressors Invade Nations

BEFORE YOU READ

In the last section, you read about the rise of fascism. In this section, you will learn about military actions that led to a world war.

AS YOU READ

Use the time line below to show when and where aggressive acts took place.

TERMS AND NAMES

Aggression: Acting to harm another person or group.

Axis Powers: Germany, Italy, and Japan.

Democracy: A form of government in which the people have the right to elect their leaders.

Fascism: A political ideology that believes in a strong leader and a single party.

League of Nations: An international organization that was created after World War I to maintain peace.

Manchuria: A region in northeastern China.

Rhineland: A region in western Germany.

Sudetenland: A region in the northwestern corner of Czechoslovakia.

What Do You Think?

1. What do you think about the actions of the aggressors?

2. What do you think about the actions of the League of Nations?

Japan Seeks an Empire (page 481)

Why did Japan want to expand?

Many leaders had wanted to stop during the Great Depression. They wanted to solve the country's economic problems by foreign expansion.

In 1931, the Japanese army invaded Manchuria, a province of China. Manchuria was rich in coal and iron. These were valuable resources for the Japanese economy. Other countries, such as the United States, opposed the Japanese invasion. The League of Nations had the authority to force Japan to stop, but it did nothing. (The League of Nations had the authority to force Japan to stop, but it did nothing.)

Germany Seizes Czechoslovakia (page 482)

Why did Germany want to expand?

Germany had lost a lot of land and resources after World War I. Hitler wanted to get them back. He wanted to solve Germany's economic problems by foreign expansion.

In 1938, Germany invaded Austria. In 1939, Germany invaded Poland. This started World War II.

European Aggressors on the March (page 483)

What do you think about the actions of the aggressors?

Many leaders had wanted to stop during the Great Depression. They wanted to solve the country's economic problems by foreign expansion.

In 1935, Germany announced that it would no longer limit its army. This was a violation of the Versailles Treaty. The League of Nations had the authority to force Germany to stop, but it did nothing.

In 1936, Germany occupied the Rhineland. This was another violation of the Versailles Treaty. The League of Nations had the authority to force Germany to stop, but it did nothing.

In 1938, Germany annexed Austria. This was another violation of the Versailles Treaty. The League of Nations had the authority to force Germany to stop, but it did nothing.

In 1939, Germany invaded Poland. This started World War II.

Reading Study Guide

Aggression in Africa,
1935–1939Aggression in Asia,
1931–1937**GEOGRAPHY SKILLBUILDER: Interpreting Maps**

- Location** On these maps, which countries are the aggressors?
- Movement** On what two continents did the aggression occur?

a buffer between Germany and France. It was also an important industrial area. On March 7, 1936, German troops moved into the Rhineland. Stunned, the French were unwilling to risk war. The British urged **appeasement**, giving in to an aggressor to keep peace.

Hitler later admitted that he would have backed down if the French and British had challenged him. The German reoccupation of the Rhineland marked a turning point in the march toward war. First, it strengthened Hitler's power and prestige within Germany. Second, the balance of power changed in Germany's favor. France and Belgium were now open to attack from German troops. Finally, the weak response by France and Britain encouraged Hitler to speed up his expansion.

Hitler's growing strength convinced Mussolini that he should seek an alliance with Germany. In October 1936, the two dictators reached an agreement that became known as the Rome-Berlin Axis. A month later, Germany also made an agreement with Japan. Germany, Italy, and Japan came to be called the **Axis Powers**.

Civil War Erupts in Spain Hitler and Mussolini again tested the will of the democracies of Europe in the Spanish Civil War. Spain had been a monarchy until 1931, when a republic was declared. The government, run by liberals and Socialists, held office amid many crises. In July 1936, army leaders, favoring a Fascist-style government, joined General **Francisco Franco** in a revolt. Thus began a civil war that dragged on for three years.

Hitler and Mussolini sent troops, tanks, and airplanes to help Franco's forces, which were called the Nationalists. The armed forces of the Republicans, as supporters of Spain's elected government were known, received little help from abroad. The Western democracies remained neutral. Only the Soviet Union sent equipment and advisers. An international brigade of volunteers fought on the Republican side. Early in 1939, Republican resistance collapsed. Franco became Spain's Fascist dictator.

Years of Crisis **483**

History from Visuals

Interpreting the Map

Ask students what the light purple and light pink areas represent. (lands attacked or claimed by Italy and Japan)

Extension Ask students to study the two maps. Ask why Italy looked to Africa for colonies and not to Europe. (*Germany was in control of most areas north of Italy.*) Then ask what is the most likely direction Japan will move to extend its empire. (*south*)

SKILLBUILDER Answers

- Location** Italy and Japan
- Movement** Africa and Asia

More About . . .

Francisco Franco

After the Nationalist victory in the Spanish Civil War, General Franco declared himself military chief. He ruled Spain until his death in 1975. Initially, his reign was quite harsh, including the execution of 200,000 Spaniards between 1939 and 1943. He sympathized with the Axis countries but did not enter World War II.

In-Depth Resources: Unit 4

- History Makers: Francisco Franco, p. 63
- Geography Application: Spain During the 1930s, p. 54

Vocabulary
axis: a straight line around which an object rotates. Hitler and Mussolini expected their alliance to become the axis around which Europe would rotate.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS**Contrasting Literary Responses to the Spanish Civil War**

Class Time 40 minutes

Task Reading literary works about the Spanish Civil War and discussing their differences

Purpose To gain an insider's perspective on the war

Instructions American author Ernest Hemingway and British writer George Orwell wrote books that offer an insider's perspective on the Spanish Civil War. Hemingway's novel *For Whom the Bell Tolls*, written in 1940, fictionalizes the impressions he formed of the conflict as a war correspondent. In 1938, Orwell, best known for his novels *1984* and *Animal Farm*, wrote

Homage to Catalonia, a nonfiction work about his experiences and disillusionment as a soldier fighting for the Republicans. Have students read one of these works, taking notes about its perspective on the reasons for, reactions to, and outcome of the Spanish Civil War.

Then have students stage a "From Where I Stand" discussion in which they assume their author's point of view and explain it to the class. After comparing and contrasting the idealism of Hemingway's hero and Orwell's more cynical outlook, have students discuss which point of view they support.

Analyzing Art

Interpreting the Visuals

Inform students that the air attacks on Guernica killed a thousand people, one out of every eight residents. Picasso's depiction of the event is huge—11 feet high and 25 feet long.

Extension Ask students how Picasso's use of images and color captures the horrors of the war. (*Possible Answers: Mutilated images and a black-and-gray palette suggest stark suffering.*)

SKILLBUILDER Answers

- Analyzing Motives** *Possible Answers:* informing about the war and swaying opinion against Franco
- Hypothesizing** *Possible Answers:* anger, horror, hatred of the Franco regime

In-Depth Resources: Unit 4

- Primary Source: The Bombing of Guernica, p. 58

Democratic Nations Try to Preserve Peace

10.6.4; 10.8.2

Critical Thinking

- How did World War I affect U.S. policy? (*U.S. became isolationist; desire for Europeans to handle their own problems*)
- What message did Hitler take from appeasement? (*that France and Britain would not become involved*)

Geography Transparencies

- GT31 Expansion of Nazi Germany

Electronic Library of Primary Sources

- from Speech in the House of Commons

> Analyzing Art

Guernica

On April 26, 1937, Franco's German allies bombed the ancient Basque city of Guernica in Spain. The photograph (above) shows the city reduced to rubble by the bombing. However, Spanish artist Pablo Picasso's painting, called *Guernica* (below), captures the human horror of the event.

Using the geometric forms of Cubism, Picasso shows a city and people that have been torn to pieces. Unnatural angles and overlapping images of people, severed limbs, and animals reflect the suffering and chaos caused by the attack. At left, a mother cries over her dead child. In the center, a horse screams and a soldier lies dead. At right, a woman falls from a burning house.



SKILLBUILDER:

Interpreting Visual Sources

- Analyzing Motives** What were Picasso's probable motives for painting *Guernica*?
- Hypothesizing** What feelings do you think *Guernica* stirred in the public in the late 1930s?

Democratic Nations Try to Preserve Peace

Instead of taking a stand against Fascist aggression in the 1930s, Britain and France repeatedly made concessions, hoping to keep peace. Both nations were dealing with serious economic problems as a result of the Great Depression. In addition, the horrors of World War I had created a deep desire to avoid war.

United States Follows an Isolationist Policy Many Americans supported **isolationism**, the belief that political ties to other countries should be avoided. Isolationists argued that entry into World War I had been a costly error. Beginning in 1935, Congress passed three Neutrality Acts. These laws banned loans and the sale of arms to nations at war.

The German Reich Expands On November 5, 1937, Hitler announced to his advisers his plans to absorb Austria and Czechoslovakia into the **Third Reich** (ryk), or German Empire. The Treaty of Versailles prohibited *Anschluss* (AHN•SHLUS), or a union between Austria and Germany. However, many Austrians supported unity with Germany. In March 1938, Hitler sent his army into Austria and annexed it. France and Britain ignored their pledge to protect Austrian independence.

Hitler next turned to Czechoslovakia. About three million German-speaking people lived in the western border regions of Czechoslovakia called the Sudetenland. (See map, page 461.) This heavily fortified area formed the Czechs' main defense against Germany. The *Anschluss* raised pro-Nazi feelings among Sudeten Germans. In September 1938, Hitler demanded that the Sudetenland be given to Germany. The Czechs refused and asked France for help.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Analyzing Churchill's Speech

Class Time 20 minutes

Task Restating the main ideas of Winston Churchill's speech

Purpose To understand Winston Churchill's point of view

Instructions Divide the class into seven groups and assign each group one of the following phrases of Winston Churchill's statement on page 485:

- We are in the presence of a disaster of the first magnitude
- we have sustained a defeat without a war
- And do not suppose that this is the end
- This is only the first sip, the first foretaste of a bitter cup
- which will be proffered to us year by year

- unless, by a supreme recovery of moral health and martial vigor
- we arise again and take our stand for freedom as in the olden time

Ask each group to read its phrase aloud, look up any difficult words, and restate it in everyday language. Have them compile their phrases into a complete restatement such as this:

Restatement

This is a terrible time . . . we have lost a war we didn't fight . . . The struggle is not over yet . . . this is only the beginning of a painful lesson we will be taught again and again unless we make our values and our army stronger and fight for freedom like we used to.

Britain and France Again Choose Appeasement France and Britain were preparing for war when Mussolini proposed a meeting of Germany, France, Britain, and Italy in Munich, Germany. The **Munich Conference** was held on September 29, 1938. The Czechs were not invited. British prime minister Neville Chamberlain believed that he could preserve peace by giving in to Hitler's demand. Britain and France agreed that Hitler could take the Sudetenland. In exchange, Hitler pledged to respect Czechoslovakia's new borders.

When Chamberlain returned to London, he told cheering crowds, "I believe it is peace for our time." Winston Churchill, then a member of the British Parliament, strongly disagreed. He opposed the appeasement policy and gloomily warned of its consequences:

B. Possible Answer
He believed that appeasing the Fascists was tantamount to surrendering to them.

MAIN IDEA

Analyzing Primary Sources
Why did Churchill believe that Chamberlain's policy of appeasement was a defeat for the British?

PRIMARY SOURCE

We are in the presence of a disaster of the first magnitude. . . . we have sustained a defeat without a war. . . . And do not suppose that this is the end. . . . This is only the first sip, the first foretaste of a bitter cup which will be proffered to us year by year unless, by a supreme recovery of moral health and martial vigor, we arise again and take our stand for freedom as in the olden time.

WINSTON CHURCHILL, speech before the House of Commons, October 5, 1938



▲ Chamberlain waves the statement he read following the Munich Conference.

Less than six months after the Munich meeting, Hitler took Czechoslovakia. Soon after, Mussolini seized Albania. Then Hitler demanded that Poland return the former German port of Danzig. The Poles refused and turned to Britain and France for aid. But appeasement had convinced Hitler that neither nation would risk war.

Nazis and Soviets Sign Nonaggression Pact Britain and France asked the Soviet Union to join them in stopping Hitler's aggression. As Stalin talked with Britain and France, he also bargained with Hitler. The two dictators reached an agreement. Once bitter enemies, Fascist Germany and Communist Russia now publicly pledged never to attack one another. On August 23, 1939, their leaders signed a nonaggression pact. As the Axis Powers moved unchecked at the end of the decade, war appeared inevitable.

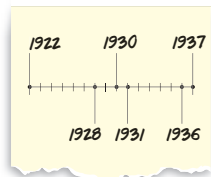
SECTION 4 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- appeasement
- Axis Powers
- Francisco Franco
- isolationism
- Third Reich
- Munich Conference

USING YOUR NOTES

2. What event was the most significant? Why? (10.8.2)



MAIN IDEAS

3. Compare the militarists in Japan with the European Fascists. (10.7.3)
4. Which countries formed the Axis Powers? (10.7.3)
5. What were the effects of isolationism and appeasement? (10.8.2)

CRITICAL THINKING & WRITING

6. **SYNTHESIZING** What similar goals did Hitler, Mussolini, and Hirohito share? (10.8.4)
7. **FORMING OPINIONS** Do you think the Fascist nations of the Axis Powers could have been stopped? Explain. (10.7.3)
8. **EVALUATING DECISIONS** Why weren't the Czechs invited to take part in the Munich Conference? (10.8.2)
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a **letter to the editor** in which you voice your opinion about the U.S. policy of isolationism during the 1930s. (Writing 2.4.c)

CONNECT TO TODAY STAGING A DEBATE

Established in 1945, the United Nations was intended to be an improvement on the League of Nations. Research to learn about the recent successes and failures of the UN. Then hold a **debate** in which you argue whether the institution should be preserved. (Writing 2.5.a)

Years of Crisis **485**

More About . . .

Winston Churchill

Early in his political career, Winston Churchill's independent mindset often caused him problems. However, this trait made him willing to speak out against the Nazi threat when few others in Britain would do so. Churchill was Britain's foremost critic of appeasement, seeing clearly that this policy would only increase Hitler's belief that he would not be stopped in his grab for power and territory.

3 ASSESS

SECTION 4 ASSESSMENT

Have students work independently to answer the questions with open books.

Formal Assessment

- Section Quiz, p. 264

4 RETEACH

Have students review the short- and long-term causes and effects of the Great Depression and how it led to the outbreak of World War II, using the visual summary on page CT67 of Critical Thinking Transparencies as a guide.

Critical Thinking Transparencies

- CT67 Chapter 31 Visual Summary

In-Depth Resources: Unit 4

- Reteaching Activity, p. 68

ANSWERS

1. appeasement, p. 483 • Axis Powers, p. 483 • Francisco Franco, p. 483 • isolationism, p. 484 • Third Reich, p. 484 • Munich Conference, p. 485

2. **Sample Answer:** 1922—agrees to respect China's borders; 1928—signs Kellogg-Briand Pact; 1930—military gains control; 1931—invades Manchuria; 1936—allies with Germany; 1937—invades China. **Possible Answer:** allying with Germany, because this strengthened Germany and helped draw the world into war
3. Both were very nationalistic and wanted to expand; Europeans wanted new governments; Japan wanted military control.

4. Germany, Italy, and Japan
5. Aggressor nations continued their aggression unchecked.
6. **Possible Answers:** to extend their power and rule an empire
7. **Possible Answer:** possibly if the League of Nations had more authority or Western democracies had opposed them
8. **Possible Answer:** They probably would have pressed for war, which France and Britain wanted to avoid at all costs.

9. **Rubric** Letters to the editor should
 - take a stand on U.S. isolationism.
 - support opinions with details and examples.
 - end with a call for action.

CONNECT TO TODAY

- Rubric** Debates should
- clearly state the issue to be debated.
 - identify and support major points on each side.
 - include specific incidents to support opinions.