

Years of Crisis, 1919–1939

Connect History *and* Geography

In the 1930s, several countries—including Japan, Germany, and Italy—adopted aggressive, militaristic policies. Eventually those policies led to war. As the map at the right shows, Germany, Italy, and Japan all invaded neighboring countries during this decade. Use the map to help you answer the questions that follow.

1. What land did Japan invade?
2. What did Germany gain by invading Poland?
3. How might the invasions have suited the nationalistic goals of Japan and Germany?

For more information about the world between the wars . . .



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Nazis marched, flags held high, in a rally in Nuremberg, Germany, in 1933. These brown-shirted storm-troopers were militant followers of Adolf Hitler. He used them to force his will on the German nation.

1919

Weimar Republic established in Germany.

1922

James Joyce writes *Ulysses*.

1919

CRITICAL THINKING

1. THE SHIFTING ROLES OF WOMEN

Compare and contrast how women's roles changed under Stalin in Russia and Kemal in Turkey.

2. THE SOVIET ECONOMY UNDER STALIN

THEME ECONOMICS Cite evidence that Stalin might have used to disprove this claim: Economic systems that allow private ownership and encourage competition are the most productive.

3. MASSACRES IN RUSSIA AND ASIA

Copy the following chart on your paper to analyze the similarities among the events shown. Fill in the chart and write a paragraph that compares the events.

	Description	Political Outcome
Bloody Sunday (Russia, 1905)		
Amritsar Massacre (India, 1919)		
Shanghai Massacre (China, 1927)		

4. ANALYZING PRIMARY SOURCES

The following quotation from Mohandas K. Gandhi, written in 1922, describes his views of industrialization in India. Read the passage and answer the questions below it.

A VOICE FROM THE PAST

India does not need to be industrialized in the modern sense of the term. It has 7,500,000 villages scattered over a vast area 1,900 miles long, 1,500 broad. The people are rooted to the soil, and the vast majority are living a hand-to-mouth existence. . . . Agriculture does not need revolutionary changes. The Indian peasant requires a supplementary industry. The most natural is the introduction of the spinning wheel.

MOHANDAS K. GANDHI, *Letter to Sir Daniel Hamilton*

- What picture does Gandhi present of India and its people?
- Gandhi believed that the spinning wheel would make Indians less dependent on the British economy. Based on what you have learned in this chapter, what was the economic impact of the widespread use of the spinning wheel?

Additional Test Practice,
pp. S1–S33



TEST PRACTICE
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CHAPTER ACTIVITIES

1. LIVING HISTORY: Unit Portfolio Project

THEME SCIENCE AND TECHNOLOGY Your unit portfolio project focuses on showing the impact of science and technology during the early 1900s. For Chapter 30, you might use one of these ideas.

- After reading more about the Trans-Siberian Railway, create a travel poster for a tourist agency that features interesting facts about the train and its routes.
- Write a science fiction story about a totalitarian state that uses modern technology to spread propaganda and control people. Refer to the section on Stalinist Russia for ideas.
- Draw diagrams that show the technology and methods used to drill oil in Southwest Asia during the 1920s and 1930s. Use encyclopedias or books to research the topic.

2. CONNECT TO TODAY: Cooperative Learning

THEME REVOLUTION You read about the various causes that led to the Russian Revolution of 1917. Work with a team to create a mythical country that is on the brink of revolution today. Write a profile of the conditions in that country that are triggering widespread social unrest.



Use the Internet and other books to find out about more recent revolutions that have occurred in countries around the world. Look for common patterns that countries in political turmoil share. Use the following questions to help you brainstorm ideas for writing a profile of your mythical country.

- What type of government is currently in power?
- Who are the top political leaders, and what are they like?
- What grievances do the citizens have against the government?
- What is the gap between the rich and the poor?
- What revolutionary groups are forming? What are their goals and strategies?

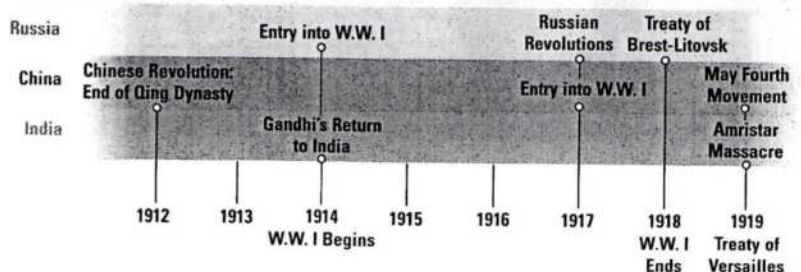
FOCUS ON TIME LINES

The time line below highlights key events discussed in this chapter that fall roughly within the time span of World War I. As you study the time line, note the relationships among events that occurred in Russia, China, and India.

- What two events occurred in 1917?

Connect to History

- Explain the role that the end of World War I played in the following two events: the May Fourth Movement in China and the Amritsar Massacre in India. Support your answer with information from the text.
- How did the Russian Revolutions of 1917 trigger the Treaty of Brest-Litovsk?



Territorial Expansion, 1931–1939



1927 Lindbergh crosses Atlantic in *Spirit of St. Louis*.

1929 U.S. stock market crashes; Great Depression begins.

1931 Japan seizes Manchuria.

1933 Hitler named German chancellor.

1936 Spanish Civil War begins.

1939 Germany and Soviet Union sign nonaggression pact.

1939

Interact *with* History

On a spring evening in the early 1930s during the Great Depression, you are one of thousands of Germans gathered at an outdoor stadium in Munich. You are unemployed; your country is suffering. Like everyone else, you have come to this mass meeting to hear two politicians campaigning for office. Huge speakers blare out patriotic music, while you and the rest of the crowd wait impatiently for the speeches to begin.

Before long you will have to cast your ballot.

First candidate's platform:

- Remember Germany's long and glorious past.
- Our present leadership is indecisive; we need a strong, effective leader.
- Rebuild the army to protect against enemies.
- Regain the lands taken unfairly from us.
- Make sacrifices to return to economic health.
- Put the welfare of the state above all, and our country will be a great power again.

Second candidate's platform

- There are no simple or quick solutions to problem
- Put people back to work, but economic recovery will be slow.
- Provide for the poor, elderly, and sick.
- Avoid reckless military spending.
- Act responsibly to safeguard democracy.
- Be a good neighbor country; honor our debts and treaty commitments.

Which candidate will you choose?

EXAMINING *the* ISSUES

- What strategy does each candidate have for solving the nation's problems?
- How does each candidate view the role of the citizen in meeting the challenges facing the nation?
- Which candidate makes the strongest appeal to the listener's emotions?

As a class, discuss these questions. In your discussion, remember what you have read about the defeated nations' bitterness toward the Versailles Treaty following World War I. How might this influence which candidate voters favor?

As you read this chapter, see how dictators were voted into power as people lost faith in democratic government in the 1920s and 1930s. Examine the factors that influenced political decisions in this troubled time.

1

An Age of Uncertainty

TERMS & NAMES

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

MAIN IDEA

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.

SETTING THE STAGE The horrors of World War I shattered the Enlightenment belief that progress would continue and reason would prevail. New ideas and patterns of life developed in the 1920s that changed the way people looked at the world.

Science Challenges Old Ideas

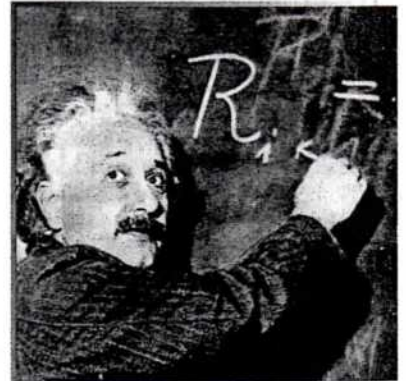
The ideas of two remarkable thinkers became widely known during this “age of uncertainty.” They were Albert Einstein and Sigmund Freud. Both had an enormous impact on the 20th century. Einstein and Freud challenged some of the most deeply rooted ideas that people held about themselves and their world. They 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 A German-born physicist, **Albert Einstein**, offered startling new ideas on space, time, energy, and matter. He began by tackling a problem that baffled physicists. Scientists had found that light travels at exactly the same speed no matter what direction it moves in relation to earth. Earth moves through space, yet its movement did not affect the speed at which light seemed to travel. This finding seemed to break the laws of motion and gravity discovered by Isaac Newton.

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 for how people viewed the world. Now uncertainty and relativity replaced Newton’s comforting belief of a world operating according to absolute laws of motion and gravity.

Influence of Freudian Psychology The ideas of **Sigmund Freud**, an Austrian physician, 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 theories, first published in *The Interpretation of Dreams* (1900), met with opposition, especially his ideas about the unconscious. His ideas weakened faith in reason. All the same, by the 1920s, Freud’s theories had developed widespread influence.

HISTORY MAKERS



Albert Einstein
1879–1955

Albert Einstein was the greatest scientific genius since Isaac Newton. He was thought to be a slow learner as a child because he did not talk at the same age as other children. Later in life, he recalled that at age two or three he wanted to speak in sentences. But he did not want to say sentences aloud until he was sure he had them right.

As a child, Einstein was quiet, serious, and solitary. He was also a daydreamer who did not impress his teachers. In this, he was unlike many geniuses who showed exceptional ability at an early age.

However, it was at this time that Einstein developed a desire to stay with a question until it was answered. He later called this his “flight from wonder.”

THINK THROUGH HISTORY
A. Recognizing Effects Why were the ideas of Einstein and Freud revolutionary?

Literature in an Age of Doubt

The brutality of World War I caused philosophers and writers to question accepted ideas about reason and progress. Disillusioned by the war, many people also feared the future and expressed doubts about traditional religious beliefs. Some artists and writers expressed their anxieties by creating unsettling visions of the present and the future.

SPOTLIGHT ON

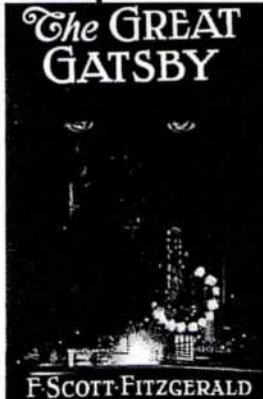
The Lost Generation

During the 1920s, many American writers, musicians, and painters left the United States to live in Europe. Among them were writers Ernest Hemingway, John Dos Passos, and F. Scott Fitzgerald.

These expatriates, people who left their native country to live elsewhere, often settled in Paris. They gathered at the home of American writer Gertrude Stein. There they mixed with Europe's leading artists and intellectuals.

Stein called these expatriates the "Lost Generation." She remarked, "All of you young people who served in the war [World War I], you are the lost generation."

In his first major novel, *The Sun Also Rises* (1926), Hemingway captured the desperation of the young expatriate crowd. They moved frantically from one European city to another, trying to find meaning in life. Life empty of meaning is the theme of Fitzgerald's *The Great Gatsby* (1925).



In 1922, T. S. Eliot, an American poet living in England, wrote that Western society had lost its spiritual values. He described the postwar world as a barren "waste land," drained of hope and faith. In 1924, the Irish poet William Butler Yeats conveyed a sense of dark times ahead in the poem "The Second Coming:" "Things fall apart; the centre cannot hold; / Mere anarchy is loosed upon the world . . ."

Thinkers React to Uncertainties In their search for meaning in an uncertain world, some thinkers turned to the philosophy known as **existentialism**. Leaders of this movement included the philosophers Jean Paul Sartre (SAHR-truh) of France and Karl Jaspers of Germany. Existentialists believed that there is no universal meaning to life. Each person gives his or her own meaning to life through choices made and actions taken. The existentialists would have their greatest influence after World War II.

The existentialists had been influenced by the German philosopher **Friedrich Nietzsche** (NEE-chuh). In the 1880s, Nietzsche wrote that Western society had put too much stress on such ideas as reason, democracy, and progress. This stifled actions based on emotion and instinct. As a result, individuality and creativity suffered. Nietzsche urged a return to the ancient heroic values of pride, assertiveness, and strength. He wrote that through willpower and courage, some humans could become supermen. They could rise above and control the common herd. 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.

Writers Reflect Society's Concerns New attitudes also appeared in literature. The French poet Paul Valéry spoke for many writers of the 1920s when he described how he felt restless and uneasy:

A VOICE FROM THE PAST

We think of what has disappeared, and we are almost destroyed by what has been destroyed; we do not know what will be born, and we fear the future. . . . Doubt and disorder are in us and with us. There is no thinking man, however shrewd or learned he may be, who can hope to dominate this anxiety, to escape from this impression of darkness.

PAUL VALÉRY, *Variété*

The horror of war made a deep impression on many writers. The Czech-born author Franz Kafka wrote eerie novels like *The Trial* (1925) and *The Castle* (1926). His books featured people crushed in threatening situations they could neither understand nor escape. He started writing before the war, but much of his work was published after his death in 1924. It struck a chord among readers in the uneasy postwar years.

Many novels showed the influence of Freud's theories on the unconscious. The Irish-born author James Joyce caused a stir with his stream-of-consciousness novel *Ulysses* (1922). This lengthy book focused on a single day in the lives of three Dubliners. Joyce broke with normal sentence structure and vocabulary, trying to mirror the workings of the human mind.

Vocabulary
stream of consciousness: a literary technique a writer uses to present a character's thoughts and feelings as they develop.

Rebellion in the Arts

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

Painters Break Away from 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 shapes and 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.

The Dada movement (1916–1924) was as much a protest as an art movement. Its message was that established values had been made meaningless by the savagery of World War I. The term *Dada*, French for “hobbyhorse,” was reportedly picked at random. Sounding like a nonsense word, it fit the spirit of the movement. Dadaist works were meant to be absurd, nonsensical, and meaningless.

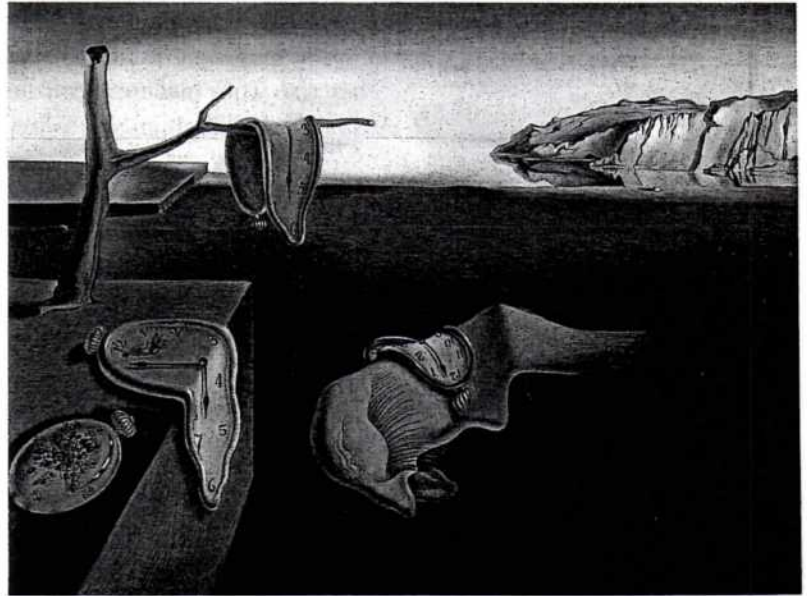
Surrealism followed Dada. Inspired by Freud’s ideas, **surrealism** was an art movement that sought to link the world of dreams with real life. The term *surreal* means “beyond or above reality.”

Surrealists tried to call on the unconscious part of their minds. Their paintings frequently had a dream-like quality and depicted objects in unrealistic ways.

Architects Move in New Directions An architectural revolution occurred when architects rejected traditional building styles for completely new forms. Instead of highly ornamented structures, they constructed buildings in which the design reflected the building’s function or use. The American architect Frank Lloyd Wright pioneered this new style, known as functionalism. He designed houses featuring clean, low lines and open interiors that blended with the surrounding landscape. Walter Gropius led the functionalist movement in Germany. After the war, he started an art and design school in Weimar called the Bauhaus.

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 audience booed and walked out of its opening performance. The Austrian composer Arnold Schoenberg rejected traditional harmonies and musical scales. He created his own 12-tone scale in which the notes were unrelated except as mathematical patterns.

A new popular musical style called **jazz** came out of 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. Uninhibited, energetic jazz dances, such as the Charleston and the Black Bottom, at first shocked respectable society before becoming widely accepted.



The Persistence of Memory, a surrealist work by Spanish artist Salvador Dalí, 1931, shows watches melting in a desert landscape. Insects feed on the clockwork.

THINK THROUGH HISTORY

B. Making

Inferences What was the major trend in art?

Vocabulary

functionalism: doctrine that the function of an object should determine its design and materials.

Background

The 1920s were called the Jazz Age because the music symbolized the freedom and spontaneity of the time.

Society Becomes More Open

Pre-World War I
"Gibson girls"



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 values that often differed from those of their parents. Their pleasure-seeking defiance of accepted conventions was the first "youth rebellion" of the 20th century.

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. Wives should not be second-class members of the family, feminists argued, but equal partners with their husbands. 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.

Background

"Gibson girl" referred to the idealized type of young woman drawn by illustrator Charles Dana Gibson in the pre-World War I period.

THINK THROUGH HISTORY

C. Summarizing

How did the changes of the post-war years affect women?



From "Gibson girl" to "Flapper," the restrictive clothing styles of the pre-war period depicted in the early 20th-century illustration gave way to the comfortable, casual fashions shown in the 1920s photograph.

Technology Changes Life

World War I quickened the pace of invention. During the war, 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 no longer looked like boxes on wheels. They were 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. In 1923 the number of autos built in Britain had almost tripled. By 1937, the British were producing 511,000 autos a year.

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

Airplanes Transform Travel The war also brought spectacular improvements in aircraft. By 1918, planes could fly hundreds of miles. In the postwar era, daring fliers carried the first airmail letters. Wartime aviators became stunt pilots, flying to country fairs to perform aerial acrobatics and take people for their first plane rides.

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. The next major crossing came in 1927, when 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

People in the News



Duke Ellington at Cotton Club

NEW YORK CITY, December 4: Featuring jazz pianist and composer Edward Kennedy "Duke" Ellington, Ellington's band opened today at Harlem's Cotton Club for what looks like a long run. Sources say Ellington's nickname Duke comes from the band-leader's expensive taste.



Parisians Greet Lindy

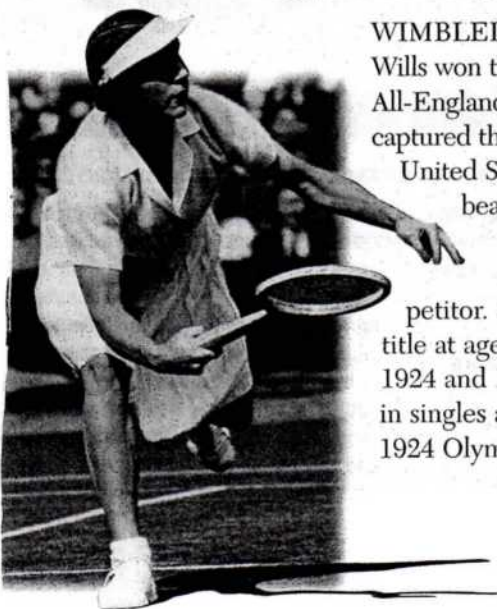
PARIS, May 21: Nearly 100,000 Parisians rushed onto the tarmac at Le Bourget Airport this evening. They ran to greet the world's newest hero—Charles Lindbergh. Lindbergh had just touched down safely at 10:24 P.M. in the *Spirit of St. Louis*, after completing the first

solo flight across the Atlantic. Looking pale and worn out, Lindbergh smiled and said, "Well, I made it." He had just flown 33 hours and 39 minutes nonstop from New York to Paris. His flight has great implications for the future of air travel.

Helen Wills Captures Wimbledon Title

WIMBLEDON, England, July 2: Helen Wills won the women's singles title at the All-England Tennis matches here today. She captured the famous tennis trophy for the United States for the first time in 20 years, beating Ella de Alvarez of Spain.

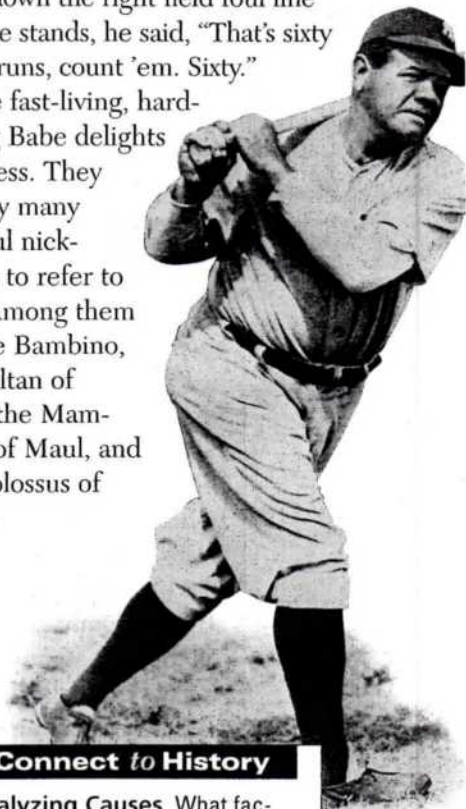
"Little Miss Poker Face," as she is called, is an intense competitor. She took the American Open title at age 17 in 1923 and repeated in 1924 and 1925. Wills also won gold medals in singles and doubles competition at the 1924 Olympics in Paris.



Babe Ruth Slugs Sixtieth Homer

NEW YORK CITY, September 30: Today George Herman "Babe" Ruth thrilled 10,000 fans in Yankee Stadium, swatting his sixtieth home run of the season. He broke his own 1921 record of 59. After hitting the pitch down the right field foul line into the stands, he said, "That's sixty home runs, count 'em. Sixty."

The fast-living, hard-hitting Babe delights the press. They employ many colorful nicknames to refer to him. Among them are the Bambino, the Sultan of Swat, the Mammoth of Maul, and the Colossus of Clout.



Connect to History

Analyzing Causes What factors contributed to the phenomenon of popular public heroes such as Charles Lindbergh, Babe Ruth, and Helen Wills?

Connect to Today

Researching Using the library or the Internet, compare a recent sporting or popular event to one from the 1920s in terms of audience and effect. Be sure to indicate how today's mass media create popular heroes and fans.

Daily Life

How Technology Revolutionized Life

The spread of technological innovations in the postwar period changed the way people lived. Autos made people less dependent on public transportation and made travel to work and recreation more convenient.

The telephone instantly connected family and friends, and buyers and sellers. Radio brought entertainment into the home. The whole family could listen to sports, comedy, drama, music, and news.

The drudgery of housework was lightened by labor-saving appliances, including refrigerators, vacuum cleaners, and washing machines. Convenience foods saved time in the kitchen. The United States was far more advanced than most nations in the use of these technological innovations.

For an Internet activity on Daily Life—1920s . . .



NET ACTIVITY
CLASSZONE.COM

1920s. At first only the rich were able to afford air travel. Still, everyone enjoyed the exploits of the aviation pioneers, including Amelia Earhart. She was an American who, in 1932, became the first woman to fly solo across the Atlantic.

Radio Reaches Millions Guglielmo Marconi conducted his first successful experiments with radio in 1895. However, the real push for radio development came during World War I. The advantages of wireless communication in battle were so great that all countries gave radio research a high priority. Armies developed a wide range of radio equipment that would also have uses in peacetime.

In 1920, the world's first commercial radio station—KDKA in Pittsburgh, Pennsylvania—began broadcasting. Almost overnight, radio mania swept the United States. Soon every major city had stations broadcasting news, plays, and even live sporting events. In many European nations, unlike the United States, radio broadcasting was controlled by the government. In Great Britain, radio was a public monopoly run solely by the British Broadcasting Company, or BBC. Like Americans, however, Europeans eagerly listened to a variety of radio broadcasts. Soon most families owned a radio.

Movies Revolutionize Popular Entertainment In the 1920s, motion pictures were a major industry. Many countries, from Cuba to Japan, produced movies. In Europe, film was a serious art form. Directors like Sergei Eisenstein in Russia and Fritz Lang in Germany created films that explored psychological or political themes. However, in the Los Angeles suburb of Hollywood,

where 90 percent of all films were made, movies were entertainment.

From Hollywood in the 1920s came the zany, slapstick comedies of Mack Sennett and his Keystone Kops, and dramas that starred Mary Pickford or Rudolph Valentino. But the king of the 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. By the mid-1930s, nearly 90 million Americans escaped from the hardships of life by attending movies each week.

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

THINK THROUGH HISTORY

D. Recognizing Effects What were the results of the peacetime adaptations of the technology of war?

In Modern Times (1936) Charlie Chaplin captured the discomfort many felt about the increasing automation of life.



Section 1 Assessment

1. TERMS & NAMES

Identify

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

2. TAKING NOTES

Draw a chart like the one below. For each category shown, name two people you read about who contributed to that field.

FIELD	CONTRIBUTORS
philosophy literature art architecture music	

Write one or two sentences about their beliefs or contributions.

3. FORMING AN OPINION

In your opinion, whose ideas had a bigger impact on the world—Einstein's or Freud's? Give reasons to support your position.

THINK ABOUT

- the state of knowledge before their contributions
- the field in which they worked
- how life would be different without their contributions

4. THEME ACTIVITY

Science and Technology As a class, hold a media event. In small groups, choose a topic from the scientific and technological contributions of the 1920s. Collect pictures, audio tapes, biographies, or literature that represent the people or ideas you have chosen. Present your topic to the class and use your collection to help create a multimedia effect.

2 A Global Depression

TERMS & NAMES

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

MAIN IDEA

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.

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. 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.

Europe After the War

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. Only the United States and Japan came out of the war in better financial shape than before. Neither had been a wartime battlefield. In fact, both had expanded their trade during the war. In addition, Europe's domination in world affairs had declined since the war. The long and brutal fight had drained the continent's resources.

New Democracies Are Unstable

War's end saw the sudden rise of new democracies. From 1914 to 1918, Europe's last absolute rulers had been overthrown. The dynasties of the Hohenzollerns in Germany, the Hapsburgs in Austria-Hungary, the Romanovs in Russia, and the Ottomans in Turkey all ended. 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. France,



Demonstrators flee gunfire in the streets of Petrograd in 1917 as the Russian Provisional Government tries to fight off Bolshevik (Communist) revolutionaries.

THINK THROUGH HISTORY

A. Drawing

Conclusions How did World War I change the balance of economic power in the world?



"Money to burn"—this German woman uses millions of marks made worthless by inflation as heating fuel in the early 1920s.

for example, endured some 40 changes of government from 1919 to 1939.

Frequent changes in government made it hard for democratic countries to develop strong leadership and move toward long-term goals. In peaceful times, a country could get by with weak leadership. However, the weaknesses of a coalition government became a major problem in times of crisis. Voters in several countries were then willing to sacrifice democracy for strong, totalitarian leadership.

Weimar Republic Is Weak 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. It was, after all, the Weimar government that had signed the Treaty of Versailles.

Inflation Causes Crisis in Germany Germany also faced enormous economic problems that began during the war. Unlike Britain and France, Germany did not greatly increase its wartime taxes. To pay the expenses of the war, the Germans 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. The result was 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. The mark had become worthless.

Consequently, people with fixed incomes saw their life savings become worthless. The money people had saved to buy a house now barely covered the cost of a table. Many Germans also 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, they met in Locarno, Switzerland, with officials from Belgium, Italy, and Britain. They signed a treaty promising that France and Germany would never 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.

THINK THROUGH HISTORY
B. Identifying Problems What political problems did the Weimar Republic face?

Background
Germany's reparation payments for damages caused during World War I totaled \$33 billion.

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. In addition, Europeans were enjoying an economic boom based largely on massive American investment.

The Great Depression

In the late 1920s, the world economy was like a delicately balanced house of cards. The key card that held up the rest was American economic prosperity. If the United States economy weakened, the whole world’s economic system might collapse. In 1929, it did.

A Flawed U.S. Economy Despite prosperity, three weaknesses in the U.S. economy caused serious problems. These were uneven distribution of wealth, overproduction by business and agriculture, and lessening demand for consumer goods.

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, Wall Street, in New York City, 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 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

SPOTLIGHT ON

Stocks and the Market

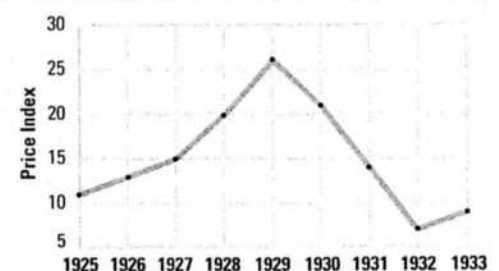
Stocks are shares of ownership in a company. Businesses get money to operate by selling “shares” of stock to investors, or buyers. Companies pay interest on the invested money in the form of dividends to the shareholders. Dividends rise or fall depending on a company’s profits.

Investors do not buy stocks directly from the company; stock-brokers 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.

Speculators are investors who are not interested in long-term success. They want to make money quickly and hope for sudden increases in the value of a stock. They try to buy at a lower cost and sell when prices rise.

Stock Prices, 1925–1933



Graph-Source: Historical Statistics of the United States

SKILLBUILDER: Interpreting Graphs

1. What year did stock prices fall lowest before beginning to rise again?
2. What was the average stock price in 1929? in 1932?

THINK THROUGH HISTORY

C. Identifying Problems What major weaknesses had appeared in the American economy by 1929?

Daily Life

Life in the Depression

During the Great Depression of 1929 to 1939, millions of people worldwide lost their jobs or their farms. They faced a future without hope.

At first the unemployed had to depend on the charity of others to survive. Here unemployed workers in Paris wait in line for free bread. Many jobless and their families begged for food, clothing, and shelter. Some lost their homes and had to live in shanties, or shacks. Others turned to thievery or abandoned their families.

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.

Conditions improved when national governments established programs for relief. However, recovery came slowly. The Depression ended only when nations began gearing up for war.



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 feel that stock prices were unnaturally high. They started selling their stocks, believing the rates 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 sank quickly. The wild shouting of 1,000 brokers and their assistants at the Stock Exchange became what one observer called a “weird roar.” Prices plunged to a new low on Tuesday, October 29. A record 16 million stocks were sold. Then the market collapsed.

In the stock market crash, billions of dollars in “paper wealth” simply vanished. 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, or depression, followed. The **Great Depression**, as it came to be called, touched every corner of the American economy. 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 support American workers. The government was trying to force Americans to buy American goods. This policy backfired. Conditions worsened for the United States. Many countries who 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

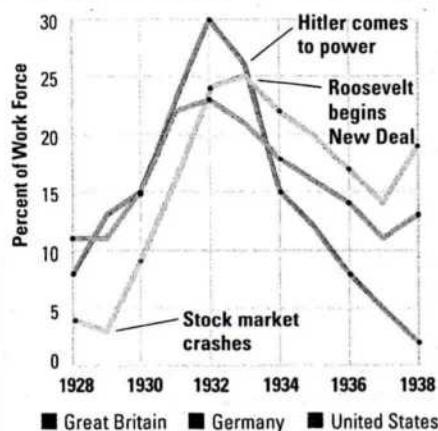
Background

The day of the stock market crash, Tuesday, October 29, 1929 is called “Black Tuesday.”

Vocabulary

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

Unemployment Rate, 1928–1938



Sources: *European Historical Statistics: 1750–1970*;
Historical Statistics of the United States: Colonial Times to 1970.

SKILLBUILDER: Interpreting Graphs

1. What nation had the highest rate of unemployment? How high did it reach?
2. When did unemployment begin to decrease in the United States? Germany? Great Britain?

THINK THROUGH HISTORY

D. Synthesizing

What problems did the collapse of the American economy cause in other countries?

Latin American nations that had borrowed heavily from other nations could not repay their debts. The worldwide crisis spread rapidly.

The World Responds to 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 Because its economy depended on foreign trade, the Depression hit Britain severely. To meet the emergency, British voters elected a multi-party coalition known as the National Government. This government's policies were designed to rescue the nation from economic calamity. 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. Thus, France was somewhat cushioned against the Depression. 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 anti-democratic 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. These reforms included pay increases, holidays with pay, and a 40-hour work week. Unfortunately, price increases quickly offset wage gains. Unemployment remained high. Yet France also preserved democratic government.

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

Background

Scandinavia, in northern Europe, includes Sweden, Norway, and Denmark. Finland and Iceland are often also included in the region.

by 65 percent. This contributed further to the economic downturn. Unemployment rates soared.

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. This started a financial panic in central European countries and sent their economies plunging.

In Asia, the Japanese economy also slumped. Japanese farmers suffered greatly during the Depression. In the rice-growing areas of the northeast, crop failures in 1931 led to famine. Starving families ate tree bark and the roots of wild plants. City workers suffered, too, as the value of exports fell by half between 1929 and 1931. As many as 3 million workers lost their jobs, forcing many to go back to their rural villages.

The economic crisis fell heavily in Latin America as well. Many of its nations were tied to the global economy by trade in such cash crops or raw materials as sugar, beef, copper, and tin. During the 1920s, world prices and market demand for these products were already dropping. As European and U.S. demand for Latin American products dried up in the 1930s, prices for these goods collapsed. At the same time, the cost of imported goods rose, pushed up by high tariffs.

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. Under this program, both private and cooperative businesses prospered. 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.

A VOICE FROM THE PAST

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 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. Despite these efforts, recovery was slow.

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.

Governments responded to widespread unemployment by creating jobs. Here is a group of young men employed by the U.S. Civilian Conservation Corps.



Section 2 Assessment

1. TERMS & NAMES

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

2. TAKING NOTES

Using a web diagram like the one below, show the effects of the Great Depression in the United States.



3. ANALYZING CAUSES

The collapse of the American economy had a devastating effect on the world. List one cause for each of the following effects: American market for European goods dropped; unemployment rates soared; European banks and businesses closed.

THINK ABOUT

- economic conditions in the United States
- the interdependence of the economies of the world

4. ANALYZING THEMES

Economics What actions did the United States, Britain, France, and the Scandinavian countries take to try to recover from the Great Depression? Give specific examples for each country.

THINK ABOUT

- Roosevelt and the New Deal
- coalition governments in Britain and France
- traditional community cooperative action in Scandinavia

3 Fascism Rises in Europe

TERMS & NAMES

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

MAIN IDEA

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.

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.

Fascist Beliefs and Policies

This new, militant political movement called **fascism** (FASH-IHZ-uhm) emphasized loyalty to the state and obedience to its leader. Fascists promised to revive the economy, punish those responsible for hard times, and restore 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.

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 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 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. Communism claimed to be a dictatorship of the working class. 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 Comes to Power in Italy

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. Italy's upper and middle classes feared a Communist revolution, as in Russia. 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.

The Rise of Mussolini A newspaper editor and politician named **Benito Mussolini** boldly promised to rescue Italy by reviving its

HISTORYMAKERS



Benito Mussolini
1883–1945

Mussolini was a dazzling orator. Because he 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.”

Mussolini wanted to win support for an overseas empire in Africa and a militaristic state at home. So he often used settings and symbols from the period of Italy's glory—the Roman Empire.

Background

The term *fascism* was intended to recall memories of ancient Rome. In Latin, *fascis* is the word for a bundle of wooden rods tied around an ax handle—a symbol of authority for Roman officials.

THINK THROUGH HISTORY

A. Analyzing

Causes What factors led to the rise of fascism in Italy?

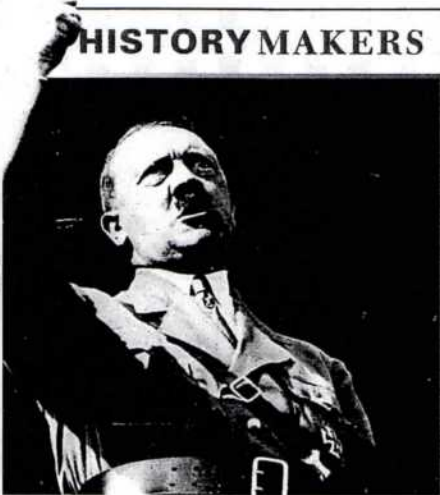
economy and rebuilding its armed forces. He vowed to give Italy strong leadership. Mussolini had founded the Fascist Party in 1919. At first, he failed to win widespread support. As economic conditions worsened, however, his popularity rapidly increased. Finally, Mussolini publicly criticized Italy's government. Groups of Fascists wearing black shirts attacked Communists and Socialists on the streets. This campaign of terror weakened his opponents. 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, so he let Mussolini form a government. Thus, after widespread violence and a threat of armed uprising, Mussolini took power "legally." At the time, a foreign diplomat described him as "an actor, a dangerous rascal, and possibly slightly off his head."

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.

Under his leadership, Italy became the model for Fascists in other countries. However, Mussolini never had the total control achieved by Joseph Stalin in the Soviet Union or Adolf Hitler in Germany.

HISTORY MAKERS



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.

In the 1930s, a foreign diplomat described Hitler: ". . . he was all violence . . . with a fierce energy ready at no provocation to pull down the universe. . . . [His] face was the face of a lunatic."

Hitler Takes Control 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. Born in a small town in Austria in 1889, he dropped out of high school and failed as an artist. When World War I broke out, Hitler found a new beginning. He would fight to defend Germany and crush its opponents. He volunteered for the German army and was twice awarded the Iron Cross, a medal for bravery.

The Rise of the Nazis At the end of the war, Hitler settled in Munich. In early 1920, 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, supported by people in the middle and lower middle classes, 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 Brownshirts.

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



The swastika, which means "well-being" in Sanskrit, was an ancient good-luck symbol. Forms of it had been used by Hindus, Buddhists, early Christians, and Native Americans.



"Heil Hitler!" Hitler Youth members salute their Führer at a rally in the 1930s. Hitler skillfully used mass rallies to generate enthusiasm.

party. These skills also helped make the Nazis a growing political force. 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 sympathetic judges sentenced him 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. It became the blueprint, or plan of action, for the Nazis. Hitler asserted that the Germans, especially those who were blond and blue-eyed—whom he incorrectly called “Aryans”—were a “master race.” He declared that non-Aryan “races”—such as Jews, Slavs, and Gypsies—were inferior or subhuman. He called the Versailles Treaty an outrage and vowed to regain the lands taken from Germany. 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 Depression ended the nation's brief postwar recovery. When American loans stopped, the German economy collapsed. Factories ground to a halt and banks closed. Nearly six million people, about 30 percent of Germany's work force, were unemployed in 1932. 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. Only Hitler, they said, could stand up to the strong Communist party in Germany. Thus Hitler came to power legally. Soon after, General Erich Ludendorff, a former Hitler ally, wrote to Hindenburg:

A VOICE FROM THE PAST

By naming Hitler as *Reichschancellor*, you have delivered up our holy Fatherland to one of the greatest [rabblers] 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, from a letter to President Hindenburg, February 1, 1933

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

With majority control, Hitler demanded dictatorial, or absolute, power for four years. Only one deputy dared to speak against the resulting Enabling Act. 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, unemployment dropped from about 6 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

THINK THROUGH HISTORY

B. Summarizing

What were the key ideas and goals that Hitler presented in *Mein Kampf*?

Vocabulary

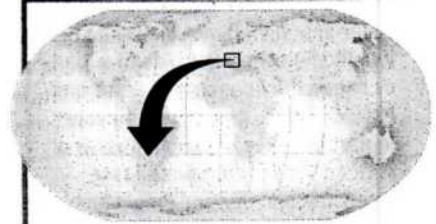
chancellor: the prime minister in certain countries

THINK THROUGH HISTORY

C. Making

Inferences Why did Germans at first support Hitler?

GlobalImpact

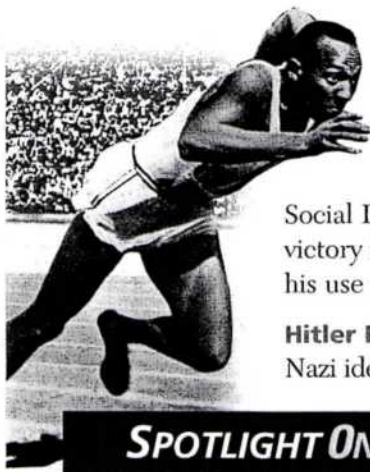


Fascism to Argentina

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. Like them, he restrained his opponents through press censorship and suppression of civil rights. But he never achieved the same total control as his fascist role models.



SPOTLIGHT ON

The 1936 Olympics

The 1936 Summer Olympics were held in Berlin, Nazi Germany's capital. Hitler built a new \$30 million stadium for the Games. To hide from the world his persecution of Jews, he took down all anti-Semitic signs in Berlin.

Prior to the Olympics' opening, Hitler announced that the Games would show the world Aryan superiority and the inferiority of Jews and blacks. Hitler's plan failed, however, in part because of the successes of African-American runner Jesse Owens. A sprinter and long jumper, Owens won four gold medals.

When Owens or other black athletes won medals, Hitler left the reviewing stand. He did not want to be seen congratulating them.

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 was greatly influenced by Social Darwinism. (See page 679.) He believed that a continuous struggle brought victory to the strong. He twisted the philosophy of Friedrich Nietzsche to support his use of brute force to maintain power and his glorification of war.

Hitler Makes War on the Jews Hatred of Jews, or anti-Semitism, was a key part of Nazi ideology. Although Jews were less than one 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 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. (See Chapter 32.)

Background

The term *anti-Semitism* is derived from the fact that the earliest Jews were Semites (people who spoke a Semitic language).

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. The parliamentary governments that had been set up in these countries rarely lasted. 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 Joseph 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, one democracy, Czechoslovakia, remained in eastern Europe.

Elsewhere in Europe, only in 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. Although all of these dictatorships restricted civil rights, none asserted control with the brutality of the Russian Communists or the Nazis.

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.

Section 3 Assessment

1. TERMS & NAMES

Identify

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

2. TAKING NOTES

Draw a chart like the one below. Compare Mussolini and Hitler by completing the chart.

	Hitler	Mussolini
Method of taking power		
Style of leadership		
Handling of economic crisis		
Goals		

Were the two more alike or different? Explain why.

3. DRAWING CONCLUSIONS

Why did a movement like fascism and leaders like Mussolini and Hitler come to power during a period of crisis?

THINK ABOUT

- what problems Italy and Germany faced
- political traditions in each country
- the state of the world at the time

4. THEME ACTIVITY

Power and Authority Reread the History Makers on pages 807 and 808. What biases in the speeches of Mussolini are mentioned? What techniques did each leader use to appear powerful and capable to their listeners?

4

Aggressors on the March

TERMS & NAMES

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

MAIN IDEA

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.

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. The Soviet Union was not committed to either camp. With the world moving toward war, many people pinned their hopes for peace on the League of Nations.

World Drifts Toward War

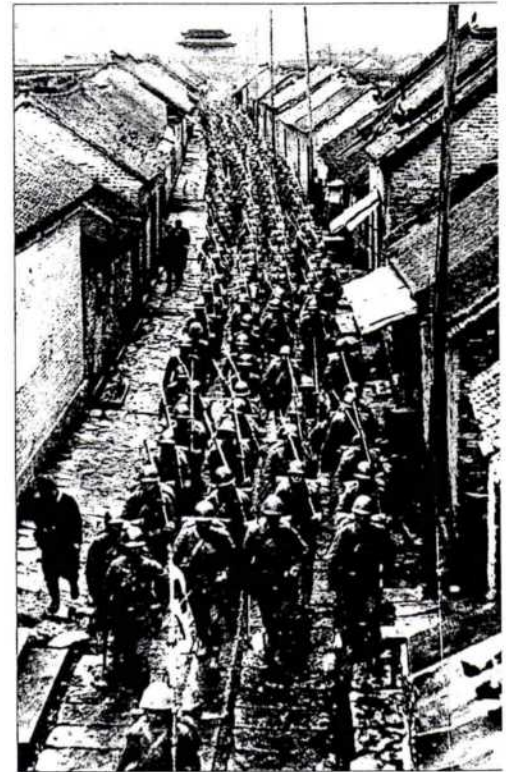
As fascism spread in Europe, a powerful nation in Asia moved toward a similar system. Following a period of reform and progress in the 1920s, Japan fell under military rule.

Democracy Struggles in Japan 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. When the Great Depression struck in 1930, the government was blamed. 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 by 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 north-east 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.



Victorious Japanese troops march through the streets after occupying Manchuria in 1931.

Background

The control of the government by the military had centuries-old roots in Japanese history. The shoguns had been military leaders.

THINK THROUGH HISTORY

A. Comparing

Compare the militarists in Japan with the European Fascists.

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. Also members were the three countries that posed the greatest threat to peace—Germany, Japan, and Italy. When Japan seized Manchuria, many League members vigorously protested. The League condemned Japanese aggression, but it had no power to enforce its decisions. Japan ignored the protests and withdrew from the League in 1933.

THINK THROUGH HISTORY
B. Making Inferences What was the major weakness of the League of Nations? Why?

HISTORY MAKERS



Haile Selassie
1892–1975

Haile Selassie, the emperor of Ethiopia, belonged to a dynasty that traced its roots back to King Solomon and the Queen of Sheba. When he became emperor in 1930, he was hailed as the 111th descendant of Solomon and Sheba to rule.

Five years after he took the throne, his country was invaded by Italy. Selassie was forced into exile. On June 30, 1936, he appeared before the League of Nations to plead for its help.

He warned League members that if they failed to impose military sanctions on Italy, "God and history will remember your judgment. . . . It is us today. It will be you tomorrow." The League did not heed his warning.

Japan Invades China Four years later, a border incident touched off a full-scale war between Japan and China. On July 7, 1937, the Japanese and the Chinese exchanged shots at a railroad bridge near Beijing. Japanese forces then 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 in the conquered area.

Mussolini Attacks Ethiopia The League's failure to stop the Japanese encouraged Mussolini to plan aggression of his own. Mussolini dreamed of building a colonial empire in Africa like that of Britain and France. He bitterly complained that Britain and France had left only "a collection of deserts" from which to choose.

Ethiopia was one of Africa's four remaining 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. In May 1936, Mussolini told a cheering crowd that "Italy has at last her empire . . . a Fascist empire."

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. In fact, Germany had already begun rebuilding its armed forces. The League issued only a mild condemnation. Banners throughout Germany announced, "Today Germany! Tomorrow the World!"

Aggression in Europe and Asia, 1930–1939



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, it formed a buffer zone 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. Cautious generals who had urged restraint now agreed to follow him. 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 military and territorial expansion.

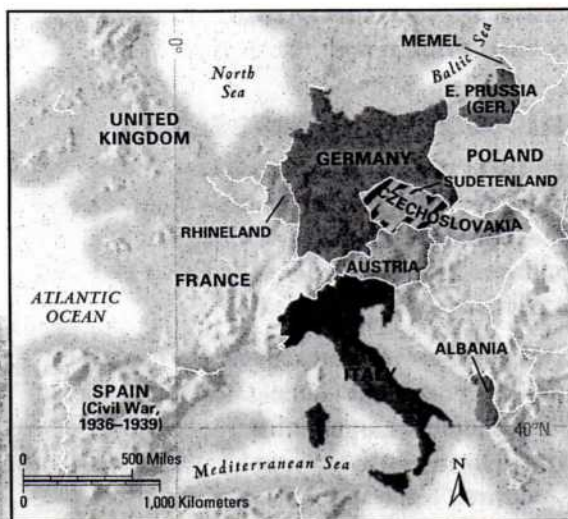
Hitler's growing strength convinced Mussolini that he should seek an alliance with Germany. In October 1936, the two dictators reached an agreement that became known as the Rome-Berlin Axis. A month later, Germany also made an agreement with Japan. Germany, Italy, and Japan came to be called the **Axis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

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.



Aggression in Europe, Africa and Asia, 1930-1939



■ Italy	■ Germany
■ Italian colony	■ Taken by Germany
■ Taken by Italy	■ Japan
▨ Sudetenland	■ Taken by Japan

GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Location** What countries were aggressors in this period?
2. **Movement** Aggression occurred on what three continents?



ATLANTIC OCEAN

INDIAN OCEAN

HISTORY THROUGH ART: Fine Art



The Spanish artist Pablo Picasso painted *Guernica* shortly after Nazi planes destroyed the ancient Basque city of Guernica in 1937. The air attacks killed a thousand people, one out of every eight

residents. 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. The canvas is huge—11 feet high and 25 feet long.

Connect to History

Analyzing Visuals How does Picasso's use of image and color depict the horrors of the Spanish Civil War?

SEE SKILLBUILDER HANDBOOK, PAGE R20

Connect to Today

Research Research the civil war in Bosnia. Collect different types of visuals that show the horror of that war. Describe your selections.

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 but had little chance against a professional army. Early in 1939, Republican resistance collapsed. Franco became Spain's Fascist dictator.

THINK THROUGH HISTORY
C. Summarizing
What foreign countries were involved in the Spanish Civil War?

Western Democracies Fail to Halt Aggression

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. Allowing Hitler and Mussolini small territorial gains seemed a small price to pay for peace.

United States Follows an Isolationist Policy Many Americans resisted accepting the nation's new position as a world leader. **Isolationism**—the belief that political ties to other countries should be avoided—won wide support. Isolationists argued that entry into World War I had been a costly error. They were determined to prevent a repeat of this mistake. Beginning in 1935, Congress passed three Neutrality Acts. These laws banned loans and the sale of arms to nations at war. The isolationists believed this action would keep the United States out of another foreign 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 Germans would then expand into Poland and Russia. Hitler's first target was Austria. 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. After World War I, Czechoslovakia had developed into a prosperous democracy with a strong army and a defense treaty with France. About 3 million German-speaking people lived in the western border regions of Czechoslovakia called the Sudetenland. (See map, page 813.) 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.

Background
According to Hitler, there were three great German empires. They were the Holy Roman Empire; the German Empire of 1871–1918; and the Third Reich, ruled by the Nazis. The Third Reich, Hitler believed, would last 1,000 years.

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. The next morning, a tense world learned that the crisis was over. Britain and France agreed that Hitler could take the Sudetenland. In exchange, Hitler pledged to respect Czechoslovakia's new borders.

Chamberlain's policy of appeasement seemed to have prevented war. When he returned to London, Chamberlain 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.

A VOICE FROM THE PAST

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

Less than six months after the Munich meeting, Hitler's troops took Czechoslovakia. Soon after, Mussolini seized nearby Albania. Then Hitler demanded that Poland return the former German port of Danzig. The Poles refused and turned to Britain and France for aid. Both countries said they would guarantee Polish independence. 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. Negotiations proceeded slowly. The two democracies distrusted the Communist government, and Stalin resented having been left out of the Munich Conference. As the Soviet leader 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 committed never to attack one another. On August 23, 1939, a nonaggression pact was signed. As the Axis Powers moved unchecked at the end of the decade, the whole world waited to see what would happen next. War appeared inevitable.

CONNECT to TODAY

Aggression in the Persian Gulf

After World War II, the Munich Conference of 1938 became a symbol of surrender. Leaders of democracies vowed never again to appease a ruthless dictator. U.S. President George Bush used Munich as an example when responding to aggression in the Persian Gulf in 1990.

When troops of Iraqi dictator Saddam Hussein invaded nearby Kuwait, the United States responded to Kuwait's call for help by forming a coalition of forces to fight the Persian Gulf War. In explaining why, Bush noted how Britain's Neville Chamberlain failed to help Czechoslovakia after Hitler claimed the Sudetenland. Bush said:

The world cannot turn a blind eye to aggression. You know the tragic consequences when nations, confronted with aggression, choose to tell themselves it is no concern of theirs, "just a quarrel [as Chamberlain said] in a faraway country between people of whom we know nothing."

THINK THROUGH HISTORY

D. Recognizing

Effects What were the effects of isolationism and appeasement?

Section 4 Assessment

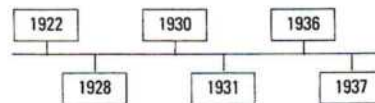
1. TERMS & NAMES

Identify

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

2. TAKING NOTES

Trace the movement of Japan from democratic reform in the 1920s to military aggression in the 1930s by supplying the events following the dates shown on the time line below.



What event was the most significant? Why?

3. DRAWING CONCLUSIONS

Review Germany's aggressive actions after Hitler defied the Versailles Treaty by rebuilding Germany's armed forces. At what point do you think Hitler concluded that he could take any territory without being stopped? Why?

THINK ABOUT

- Hitler's goals
- responses of the democracies to his statements and actions
- the role of the League of Nations

4. ANALYZING THEMES

Power and Authority After World War I, many Americans became isolationists. Do you recommend that America practice isolationism today? Why or why not?

THINK ABOUT

- America's role as world leader
- the global economy
- America's domestic problems
- the economic and political goals of other countries

The Great Depression

Long-Term Causes

- World economies are connected.
- Some countries have huge war debts from World War I.
- Europe relies on American loans and investments.
- Prosperity is built on borrowed money.
- Wealth is unequally distributed.

Immediate Causes

- U.S. stock market crashes.
- Banks demand repayment of loans.
- Farms fail and factories close.
- Americans reduce foreign trade to protect economy.
- Americans stop loans to foreign countries.
- American banking system collapses.

Worldwide Economic Depression

Immediate Effects

- Millions become unemployed worldwide.
- Businesses go bankrupt.
- Governments take emergency measures to protect economies.
- Citizens lose faith in capitalism and democracy.
- Nations turn toward authoritarian leaders.

Long-Term Effects

- Nazis take control in Germany.
- Fascists come to power in other countries.
- Democracies try social welfare programs.
- Japan expands in East Asia.
- World War II breaks out.

TERMS & NAMES

Briefly explain the importance of each of the following during the years 1919 to 1939.

- | | |
|--------------------|-----------------------|
| 1. Albert Einstein | 6. Benito Mussolini |
| 2. Sigmund Freud | 7. Adolf Hitler |
| 3. Weimar Republic | 8. appeasement |
| 4. New Deal | 9. Francisco Franco |
| 5. fascism | 10. Munich Conference |

REVIEW QUESTIONS

SECTION 1 (pages 795–800)

An Age of Uncertainty

11. What effect did Einstein's theory of relativity and Freud's theory of the unconscious have on the public?
12. What advances were made in transportation and communication in the 1920s and 1930s?

SECTION 2 (pages 801–806)

A Global Depression

13. List three reasons the Weimar Republic was considered weak.
14. What was the Dawes Plan? How did it affect the German economy?
15. What caused the stock market crash of 1929?

SECTION 3 (pages 807–810)

Fascism Rises in Europe

16. List three political and economic reasons the Italians turned to Mussolini.
17. List three of Hitler's beliefs and goals presented in *Mein Kampf*.

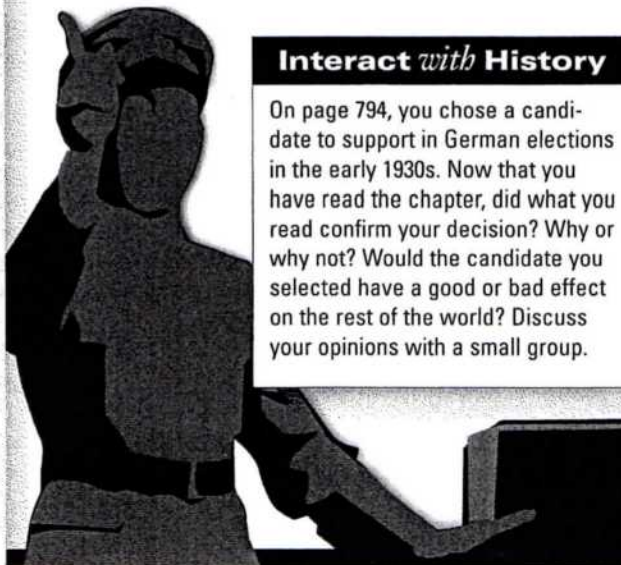
SECTION 4 (pages 811–815)

Aggressors on the March

18. Explain how Japan planned to solve its economic problems.
19. Why was Germany's reoccupation of the Rhineland a significant turning point toward war?
20. Briefly describe the Spanish Civil War. Include when it occurred, who fought, and who won.

Interact *with* History

On page 794, you chose a candidate to support in German elections in the early 1930s. Now that you have read the chapter, did what you read confirm your decision? Why or why not? Would the candidate you selected have a good or bad effect on the rest of the world? Discuss your opinions with a small group.



CRITICAL THINKING

1. WAR LEADERS

Consider the personalities, tactics, and policies of Hitler, Rommel, MacArthur, and Churchill. What qualities do you think make a good war leader?

2. WORLD WAR II BATTLES

Below is a list of World War II battles/conflicts. Copy the chart on your paper and specify for each whether the Axis powers or the Allied powers gained an advantage over their enemies.

Battle/Conflict	Allied or Axis Powers?
Battle of Britain	
War in the Balkans	
Pearl Harbor	
Battle of the Coral Sea	
Battle of Midway	
Battle of Stalingrad	

3. WAR GOALS

THEME EMPIRE BUILDING Compare and contrast Japan's and Germany's goals in World War II.

4. ANALYZING PRIMARY SOURCES

The following quotation comes from the August 29, 1945, edition of *The Christian Century*, a prominent Protestant journal. In this passage, the writer raises questions about the American use of the atomic bomb on the Japanese.

A VOICE FROM THE PAST

Perhaps it was inevitable that the bomb would ultimately be employed to bring Japan to the point of surrender. . . . But there was no military advantage in hurling the bomb upon Japan without warning. The least we might have done was to announce to our foe that we possessed the atomic bomb; that its destructive power was beyond anything known in warfare; and that its terrible effectiveness had been experimentally demonstrated in this country. . . . If she [Japan] doubted the good faith of our representations, it would have been a simple matter to select a demonstration target in the enemy's own country at a place where the loss of human life would be at a minimum. If, despite such warning, Japan had still held out, we would have been in a far less questionable position had we then dropped the bombs on Hiroshima and Nagasaki.

- Does *The Christian Century* oppose all use of the atomic bomb as a weapon of war? Explain.
- What advantages might the alternative proposed by the article have had in ending World War II?

CHAPTER ACTIVITIES

1. LIVING HISTORY: Unit Portfolio Project

THEME SCIENCE AND TECHNOLOGY Your unit portfolio project focuses on how science and technology influence history. For Chapter 32, you might use one of the following ideas.

- Do research and create a set of science and technology cards for important inventions developed during World War II. Use the following categories: *Name of Invention, Country, Year, Use in the War, Use Today.*
- Write a list of five questions that you would ask Robert Oppenheimer if you were on a committee deciding whether to develop an atomic bomb.
- Do research and create a science and technology time line for 1935–1945. Include major war events and five scientific/technological developments.

2. CONNECT TO TODAY: Cooperative Learning

THEME ECONOMICS During World War II, many nations, including the United States, converted their consumer-goods factories to produce vital products for the war effort. Today many of those factories still exist but are back to producing consumer goods.

Work with a team to prepare a short "company history."

Using the Internet, library, magazines, or Chamber of Commerce, do research on a consumer-goods company. (A consumer-goods company makes products for personal use or enjoyment—for example, cars, radios, clothing.) Look for a company that was around before 1945. (Several of today's important car and appliance manufacturers, as well as manufacturers of steel, tires, detergents, etc., existed before 1945.)

As you come up with ideas, try to find answers to questions such as: What products did the company make before World War II? During the war? After? What were working conditions like during the war? After the war? In a two- to three-page paper, write your company history. Include copies of any articles, photographs, or pictures that you find about the company.

3. INTERPRETING A TIME LINE

Revisit the unit time line on pages 738–739. Which two leaders do you think had the largest impact on events between 1939 and 1945? Why?

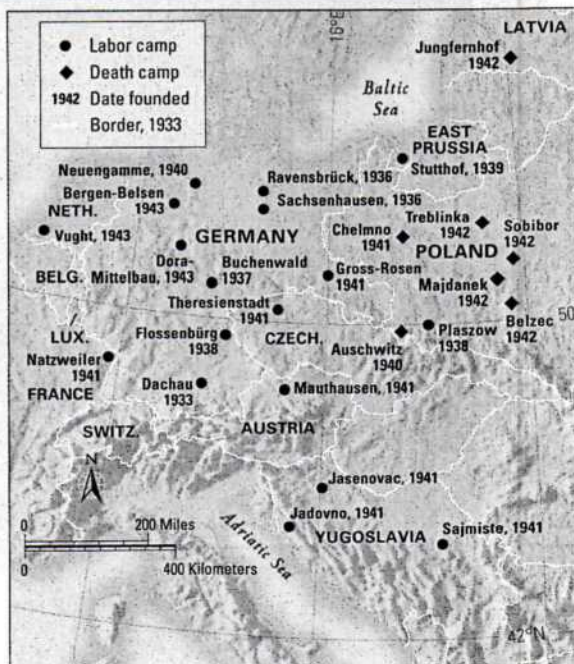
FOCUS ON GEOGRAPHY

Notice the locations in Europe of German death camps and labor camps.

- Which country had the most labor camps?
- Which country had the most death camps?

Connect to History

In what year did most of the death camps begin to operate? Why?



UNIT
8

*Perspectives
on the Present*

1945–present

