### UNIT PACING CHART

<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Chapter 20</th>
<th>Chapter 21</th>
<th>Chapter 22</th>
<th>Chapter 23</th>
<th>Unit 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Unit Opener</td>
<td>Chapter 20 Opener, Section 1</td>
<td>Chapter 21 Opener, Section 1</td>
<td>Chapter 22 Opener, Section 1</td>
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<td>Section 3</td>
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<td>Section 5</td>
<td>Chapter Assessment</td>
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**Teacher to Teacher**

**A-Bomb Shelters** Divide the students into groups. Each group must come up with a list of items to stock a 12’ x 12’ bomb shelter with everything a family of four would need to survive for four weeks. Ask the groups to prioritize their list by categories. Upon list completion, each group will share its list with the class. Then the class will discuss how each group made decisions about prioritizing.

- Why did they rank some categories higher than others?
- Did they include provisions for personal hygiene, nutrition, comfort, entertainment, and medical care? Why or why not?
- Why aren’t all the lists and the categories the same?

Conclude the activity by discussing:

1. What was the hardest thing about supplying the shelter?
2. How would students feel about spending four weeks in the shelter they had supplied?

Explain that the Cold War forced people to deal with unusual situations that they were not accustomed to. This added to the fear of what may happen. Students should have obtained some awareness and insight into that uncomfortable position by completing this activity.
Dear American History Teacher:

As you begin to teach this unit, there are themes that recur throughout the chapters that you will want to point out to students.

In this unit, students will monitor a debate between those Americans who wanted the U.S. to stay out of another war, and those who felt that the U.S. had a responsibility to resist the spread of tyranny. That debate took place in the halls of Congress, on the pages of the newspapers, and in mass public rallies. It ended when Japan attacked Pearl Harbor.

World War II became a total war that affected every citizen. My father was among the millions of Americans who responded to the call to defend their nation. He stood in a long line of recruits whom military personnel were sending, seemingly at random, through different doors. The door that he entered put him in the Coast Guard. Vast numbers of American volunteers and conscripts fought in Africa, Europe, and across the Pacific, while civilians mobilized on the home front. New opportunities opened for women and minorities in the defense industries. Yet Japanese Americans suffered grievous restrictions of their civil liberties.

Victory in World War II was followed closely by a prolonged Cold War in which the United States and its allies confronted the Communist bloc nations. International tensions, especially the anxiety over the threat of nuclear war, spurred investigations of Communist subversion within the United States. For those of us in school at the time, the nuclear threat meant “duck and cover” exercises under our desks and in the hallways. Such drills brought home to us the significance that world events had within our own communities.

By studying these events, your students will be able to consider the links between U.S. foreign policy and its domestic politics, as well as between international affairs and the everyday lives of individuals.

Senior Author
Focus

Why It Matters

Have a volunteer read the Why It Matters paragraph on this page. Ask students to identify the three results of the United States’s involvement in the war. (emerged as a global power, abandoned isolationism, and began building alliances) Then have students suggest current examples illustrating each of those results. (Answers may include leading other nations in fighting terrorism or United Nations and NATO membership.)

Connecting to Past Learning

Challenge students to recall the reasons for both World War I and the involvement of the United States in that war. (Germany’s military build-up, forming of alliances, assassination of Archduke Ferdinand; the United States entered the war in 1917 because of German submarine attacks on American ships, and growing anti-German sentiment in Wilson’s administration and among the public.)

Unit Launch Activity

Fact Finding Mission Place students in three groups, one for each decade represented in the unit. Challenge the groups to recall or find five facts about their assigned decade within a short period of time. Allow them to skim their textbooks for facts.

Economics Explain to students that the booming postwar economy affected millions of Americans and continues to ripple through today’s economy. Cold War military spending, new home construction, and demand for consumer goods each played a role in the healthy U.S. economy. Work with the economics teacher to coordinate the study of the economic trends of postwar America. Then invite the economics teacher to teach a lesson on the topic to your history class. Encourage students to participate in the discussion.
Despite the fog, American soldiers march in Belgium during the winter of 1944–1945.

Differentiated Instruction

Auditory/Musical  Play for students recorded samples of popular music from each decade covered in the unit. Ask students to jot down impressions of the way life must have been during each decade as they listen to the songs.

Skill Practice

Using Geography Skills  Use a large classroom map to pinpoint places of war and conflict between 1941 and 1960. Invite students to place flags or other markers on the locations you mention so that students can visualize the truly global nature of the wars.

Teaching Tip  The NCLB Act places an emphasis on reading skills. Review with students the skills of scanning and skimming and when each would be useful in studying this unit.

Visual Literacy  In December 1944, as Allied forces marched through Belgium and northern France toward the German border, Adolf Hitler ordered a massive counterattack. German forces smashed into American lines in Belgium with the goal of splitting Allied forces in two and capturing the city of Antwerp. The attack caught the Americans by surprise, but their lines did not break. Instead, as American forces fell back, the front line “bulged” outward on the map. This is why the engagement became known as the Battle of the Bulge. The troops had to fight in heavy snow in sub-zero conditions. Snowstorms reduced visibility and prevented aircraft from aiding the troops. Some 19,000 Americans were killed during the Battle of the Bulge, making it the deadliest engagement of the war for Americans.
## Planning Guide

### Key to Ability Levels

<table>
<thead>
<tr>
<th>BL</th>
<th>OL</th>
<th>AL</th>
<th>ELL</th>
</tr>
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<tbody>
<tr>
<td>Below Level</td>
<td>On Level</td>
<td>Above Level</td>
<td>English Language Learners</td>
</tr>
</tbody>
</table>

### Key to Teaching Resources

- Print Material
- Transparency
- CD-ROM or DVD

## Resources

<table>
<thead>
<tr>
<th>Levels</th>
<th>Chapter Opener</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>Chapter Assess</th>
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<table>
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<th>Resources</th>
<th>Chapter Opener</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
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Note: Please refer to the Unit 7 Resource Book for this chapter’s URB materials.

* Also available in Spanish
### Planning Guide

#### Chapter 20

**Plus All-In-One Planner and Resource Center**

- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

### Resources

<table>
<thead>
<tr>
<th>Levels</th>
<th>Resources</th>
<th>Chapter Opener</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
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**Teacher Resources**

- Reading Strategies and Activities for the Social Studies Classroom: ✓ ✓ ✓ ✓ ✓ ✓
- Strategies for Success: ✓ ✓ ✓ ✓ ✓ ✓
- Presentation Plus! with MindJogger CheckPoint: ✓ ✓ ✓ ✓ ✓ ✓
- Success With English Learners: ✓ ✓ ✓ ✓ ✓ ✓

### Assess

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<th></th>
<th></th>
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<td>BL</td>
<td>Section Quizzes and Chapter Tests*</td>
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<td>290</td>
<td>291</td>
<td>292</td>
<td>293</td>
</tr>
<tr>
<td>BL</td>
<td>Authentic Assessment With Rubrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 45</td>
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<td>Standardized Test Practice Workbook</td>
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<td></td>
<td>p. 45</td>
</tr>
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<td>20-1</td>
<td>20-2</td>
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### Close

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<th>p.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL</td>
<td>Reteaching Activity, URB</td>
<td>43</td>
</tr>
</tbody>
</table>

✓ Chapter- or unit-based activities applicable to all sections in this chapter.
What is the Media Library?
The Media Library is an all-in-one online resource center that provides students with access to digital media associated with the textbook.

How can the Media Library help my students?
The Media Library contains Section Audio and Section Spotlight Videos. Section Audio can help struggling readers and English Language Learners better comprehend the textbook. Section Spotlight Videos engage visual learners and generate student interest. Students can download audio to their digital media player or listen from their computer screen.

Visit glencoe.com and enter a QuickPass™ code to go to the Media Library.
Additional Chapter Resources

**Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.

**Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.

**Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English. [www.jamestowneducation.com](http://www.jamestowneducation.com)

The following articles relate to this chapter:


**National Geographic Society Products** To order the following, call National Geographic at 1-800-368-2728:

- World War II Era (PicturePack Transparencies).

Access National Geographic’s new, dynamic MapMachine Web site and other geography resources at:

[www.nationalgeographic.com](http://www.nationalgeographic.com)
[www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

The following videotape programs are available from Glencoe as supplements to this chapter:

- FDR: The War Years (ISBN 1-56-501458-8)
- Anne Frank (ISBN 0-76-701409-X)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: [www.aetv.com](http://www.aetv.com)
The History Channel: [www.historychannel.com](http://www.historychannel.com)

**Reading List Generator CD-ROM**

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

**Leveled reading suggestions for this chapter:**

**For students at a Grade 8 reading level:**
- *Edith’s Story*, by Edith Velmans

**For students at a Grade 9 reading level:**
- *Anne Frank: The Diary of a Young Girl*, by Anne Frank

**For students at a Grade 10 reading level:**
- *The Painted Bird*, by Jerzy Kosinski

**For students at a Grade 11 reading level:**
- *Never to Forget: The Jews of the Holocaust*, by Milton Meltzer

**For students at a Grade 12 reading level:**
- *The Hidden Children*, by Howard Greenfeld
Focus

**MAKING CONNECTIONS**

Could World War II Have Been Prevented?

Use the two questions as the basis for a class discussion about the inevitability of a second world war. Elicit from students the terms of the Treaty of Versailles, including reparations and land partitions, that might contribute to bad feelings among the nations that lost World War I. Students should also comment on the United States’s refusal to join the League of Nations as Wilson requested.

Teach

The Big Ideas

As students study the chapter, remind them to consider the section-based Big Ideas included in each section’s Guide to Reading. The Essential Questions in the activities below tie in to the Big Ideas and help students think about and understand important chapter concepts. In addition, the Hands-on Chapter Projects with their culminating activities relate the content from each section to the Big Ideas. These activities build on each other as students progress through the chapter. Section activities culminate in the wrap-up activity on the Visual Summary page.

Section 1

**America and the World**

**Essential Question:** How did events after WWI lead to dictatorships and American neutrality?  
(Many nations were dissatisfied with the Treaty of Versailles, and worldwide financial depression made people desperate. Americans wanted to avoid another war.) Tell students that in Section 1 they will learn about events around the world that led to dictatorships even as America retreated into isolation.

Section 2

**World War II Begins**

**Essential Question:** What steps led to war in Europe in the late 1930s?  
(Hitler violated the Versailles Treaty, rebuilt Germany’s forces, occupied Austria, demanded the Sudetanland from Czechoslovakia. Britain and France tried to appease Hitler but Hitler occupied Czechoslovakia, then invaded Poland.) Inform students that in this section they will be learning about how World War II began in Europe.
Dinah Zike’s Foldables are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review vocabulary terms, and identify main ideas. Instructions for creating and using Foldables can be found in the Appendix at the end of this book and in the Dinah Zike’s Reading and Study Skills Foldables booklet.

More About the Photo

Visual Literacy In the 1930s, Germany and Italy established a military alliance on May 22, 1939, with the Pact of Steel, an agreement that committed both countries to support the other in the event of war. War came on September 1, 1939, when Nazi Germany invaded Poland. Italy joined the war on June 10, 1940, by declaring war against France and Great Britain. In September 1940, Italy attacked British forces in Egypt, spreading the war to North Africa.

Section 3

The Holocaust

Essential Question: How did the Nazis persecute the Jewish people? (Nuremberg Laws, Kristallnacht, concentration and extermination camps) Tell students that in this section they will learn about Hitler’s attempts to destroy the Jewish people.

Section 4

America Enters the War

Essential Question: How did the United States become involved in World War II? (supporting Britain through the Lend-Lease Act and the hemispheric defense zone, embargoing Japan, responding to the attack on Pearl Harbor) Inform students that in this section they will learn about America’s response to and involvement in the war.
In the years following World War I, aggressive and expansionist governments took power in Europe and Asia. Meanwhile, most Americans did not want to get involved in another foreign war.

**The Rise of Dictators**

*MAIN Idea* Dictators took control of the governments of Italy, the Soviet Union, Germany, and Japan.

**HISTORY AND YOU** Can you think of a country today that is ruled by a dictator? Read about the repressive governments that arose during the 1920s and 1930s.

When World War I ended, President Wilson had hoped that the United States could “aid in the establishment of just democracy throughout the world.” Instead, the treaty that ended the war, along with the economic depression that followed, contributed to the rise of antidemocratic governments in both Europe and Asia.

**Mussolini and Fascism in Italy**

One of Europe’s first dictatorships arose in Italy. In 1919 Benito Mussolini founded Italy’s Fascist Party. **Fascism** was an aggressive nationalistic movement that considered the nation more important than the individual. Fascists believed that order in society would come only through a dictator who led a strong government. They also thought nations became great by building an empire.

Fascism was also strongly anticommunist. After the Russian Revolution, many Europeans feared that communists, allied with labor unions, were trying to bring down their governments. Mussolini exploited these fears by portraying fascism as a bulwark against communism. Fascism began to stand for the protection of private property and the middle class. Mussolini also promised the working class full employment and social security. He pledged to return Italy to the glories of the Roman Empire.

Backed by the Fascist militia known as the Blackshirts, Mussolini threatened to march on Rome in 1922, claiming he was coming to defend Italy against a communist revolution. Liberal members of the Italian parliament insisted that the king declare martial law. When he refused, the cabinet resigned. Conservative advisers then persuaded the king to appoint Mussolini as the premier.

Once in office, Mussolini worked quickly to set up a dictatorship. Weary of strikes and riots, many Italians welcomed Mussolini’s leadership. With the support of industrialists, landowners, and the Roman
**Teach**

**Differentiated Instruction**

**Advanced Learners** Invite students to learn more about the power struggles that ensued after Lenin’s death and Trotsky’s fate. Suggest they present their findings to the class as a play or radio drama. **AL**

**Skill Practice**

**Using Geography Skills** Ask students to look at the map and identify what they see as likely difficulties in governing the USSR. (Students may suggest that the nation’s great size would make effective government difficult, especially in the 1920s and 1930s, before improvements in both telecommunications and transportation.) **OL**

**Analyzing GEOGRAPHY**

1. **Region** In which region of the world did a dictator first come to power, and when?
2. **Human-Environment Interactions** What effect did Stalin’s policies have on the Soviet Union?

**Hands-On**

**Chapter Project**

**Step 1**

**Creating a World War II Memory Book**

**Step 1: Selecting Memorable People**

**Ask:** What famous people can you name who were in World War II?

**Directions** Ask students to list on the board the names of people who played a role in the war. Have students read ahead or do research to add as many names to the list as there are class members. Tell students to choose a name from the list and learn more about him or her in order to contribute a page to a class memory book. Make a scrapbook with the title “Memories of World War II” on the cover.

**Putting It Together** Students will identify the role played by each person added to the list. When dictators are chosen, students will discuss what conditions in each country allowed the dictators to gain power. **OL**

(Chapter Project continued on page 689)
Stalin also used concentration camps; by 1935 some 2 million people were in camps, most of which were located in the Arctic. Prisoners were used as slave labor. Between 8 and 10 million people died as a result of Stalin’s rule, which lasted until his death in 1953.

**Hitler and Nazi Germany**

Adolf Hitler was a fervent anticommunist and an admirer of Mussolini. A native Austrian, Hitler had fought for Germany in World War I. Germany’s surrender and the subsequent Treaty of Versailles caused him and many other Germans to hate both the victorious Allies and the German government that had accepted the peace terms.

Postwar Germany’s political and economic chaos led to the rise of new political parties. One of these was the National Socialist German Workers’ Party, or the Nazi Party. The party was nationalistic and anticommunist, calling for Germany to expand its territory and not abide by the terms of the Treaty of Versailles. It also was anti-Semitic. Using the words Socialist and Workers in its name, the party hoped to attract unhappy workers. Adolf Hitler was one of the party’s first recruits.

In November 1923, the Nazis tried to seize power by marching on city hall in Munich, Germany. Hitler intended to seize power locally and then march on Berlin, the German capital, but the plan failed. The Nazi Party was banned for a time, and Hitler was arrested.

While in prison, Hitler wrote Mein Kampf (“My Struggle”), in which he called for the unification of all Germans under one government. He claimed that Germans, particularly blond, blue-eyed Germans, belonged to a “master race” called Aryans. He argued that Germans needed more space and called for Germany to expand east into Poland and Russia. According to Hitler, the Slavic peoples of eastern Europe belonged to an inferior race, which Germans should enslave. Hitler’s racism was strongest, however, toward Jews. Hitler blamed the Jews for many of the world’s problems, especially for Germany’s defeat in World War I.

After his release, Hitler changed his tactics. Instead of trying to seize power violently, he focused on getting Nazis elected to the government. When the Great Depression hit in the 1930s, many Germans were willing to support Hitler and the Nazi Party because they recalled how badly the government had handled the economy during the time of inflation.
Reichstag, the lower house of the German parliament. When the Great Depression struck Germany, many desperate Germans began to vote for radical parties, including the Nazis and Communists. By 1932, the Nazis were the largest party in the Reichstag. The following year, the German president appointed Hitler as chancellor, or prime minister.

After taking office, Hitler called for new elections. He then ordered the police to crack down on the Socialist and Communist Parties. Storm troopers, as the Nazi paramilitary units were called, began intimidating voters. After the election, the Reichstag, dominated by the Nazis and other right-wing parties, voted to give Hitler dictatorial powers. In 1934 Hitler became president, which gave him control of the army. He then gave himself the new title of Der Führer, or “The Leader.”

**Militarists Control Japan**

In Japan, as in Germany, difficult economic times helped undermine the political system. Japanese industries had to import nearly all of the resources they needed to produce goods. During the 1920s Japan did not earn enough money from its exports to pay for its imports, which limited economic growth. When the Depression struck, other countries raised their tariffs. This made the situation even worse.

Many Japanese military officers blamed the country’s problems on corrupt politicians. Most officers believed that Japan was destined to dominate East Asia and saw democracy as “un-Japanese” and bad for the country. Japanese military leaders and their civilian supporters argued that seizing territory was the only way Japan could get the resources it needed. In September 1931, the Japanese army invaded Manchuria, a resource-rich region of northern China. When the Japanese prime minister tried to stop the war by negotiating with China, officers assassinated him. From that point forward, the military controlled the country. Japan’s civilian government supported the nationalist policy of expanding the empire and appointed a military officer to serve as prime minister.

**Examining How did postwar conditions contribute to the rise of dictatorships in Europe?**

**Critical Thinking Identifying Central Issues**

As students read this section, ask them to point out reasons why nations went to war. (Japan wanted resources to produce goods, and Germany wanted land to expand. Italy wanted a return to former glory.)

**Analyzing VISUALS**

**Answers:**

1. The wars involved fascist leadership and expansion—both of which were causes of WWII.

2. severed limbs, mouths open as if screaming

**Answer:** Postwar inequalities caused by the Versailles Treaty fueled nationalism. Economic depression and social unrest created desperation for new, stronger leadership. Dictators were able to capitalize on these feelings to seize control of governments.

**Extending the Content**

**Japan and China** Japan had dominated Manchuria since 1905, when Japan defeated both Russia and China. Japan at that time also controlled Korea and Taiwan, then known as Formosa. Japan was the strongest military power in the region and expanded industrially, only to face major losses due to the worldwide economic depression. During the mid-1930s, the Chinese were fighting a civil war between communists and nationalists. The two sides agreed, however, to join forces to defeat Japan. In spite of China’s resistance, by 1938 Japan controlled much of eastern China, with puppet governments in both Nanjing and Beijing. The war between these two Asian nations continued until the end of World War II.
American Neutrality

MAIN Idea  Most Americans did not want to get involved in another European war, despite Franklin Roosevelt’s emphasis on internationalism.

HISTORY AND YOU  Do you think the United States should have become involved in the wars of other nations even when it is not under attack? Read to learn about American attitudes during the 1930s.

The rise of dictatorships and militarism discouraged many Americans. The sacrifices they had made during World War I seemed pointless. Once again, Americans began supporting isolationism and trying to avoid involvement in international conflicts.

The Nye Committee

Isolationist ideas became stronger in the early 1930s for two reasons. When the Depression began, many European nations found it difficult to repay money they had borrowed during World War I. In 1934 all of the debtor nations except Finland announced they would no longer repay their war debts.

Meanwhile, dozens of books and articles appeared arguing that arms manufacturers had tricked the United States into entering World War I. In 1934 Senator Gerald P. Nye of North Dakota held hearings to investigate these allegations. The Nye Committee documented the huge profits that arms factories had made during the war. The report created the impression that these businesses influenced the decision to go to war. Coupled with the European refusal to repay their loans, the Nye Committee’s findings turned even more Americans toward isolationism.

Legislating Neutrality

Italian and German aggression increased under Mussolini and Hitler. Worried that the actions of these nations might lead to war, Congress passed the Neutrality Act of 1935. This legislation—reflecting the belief that arms sales had helped bring the United States into World War I—made it illegal for Americans to sell arms to any country at war.

In 1936 a rebellion erupted in Spain after voters elected a coalition of Republicans, Socialists, and Communists. General Francisco Franco led the rebellion, backed by Spanish Fascists, army officers, landowners, and Catholic Church leaders. The revolt became a civil war and attracted...
worldwide attention. Congress passed a second neutrality act, banning the sale of arms to either side in a civil war.

Shortly after the Spanish Civil War began, Hitler and Mussolini pledged to cooperate on several international issues. Mussolini termed this new relationship the Rome-Berlin Axis. The following month, Japan aligned itself with Germany and Italy when it signed the Anti-Comintern Pact with Germany. The pact required the two countries to exchange information about communist groups. Together, Germany, Italy, and Japan became known as the Axis Powers, although they did not formally become military allies until September 1940.

With tensions in Europe worsening, Congress passed the Neutrality Act of 1937. This act not only continued the ban on selling arms to warring nations, but also required them to buy all nonmilitary supplies from the United States on a “cash-and-carry” basis. Countries at war had to send their own ships to the United States to pick up the goods, and they had to pay cash. Loans were not allowed. Isolationists knew that attacks on American ships carrying supplies to Europe had helped bring the country into World War I. They wanted to prevent such attacks from involving the nation in another European war.

Roosevelt's Internationalism

When he took office in 1933, President Roosevelt knew that ending the Great Depression was his first priority. He was not, however, an isolationist. He supported internationalism, the idea that trade between nations creates prosperity and helps prevent war. Internationalists also believed that the United States should try to preserve peace in the world. Roosevelt warned that neutrality acts “might drag us into war instead of keeping us out,” but he did not veto the bills.

In July 1937, Japanese forces in Manchuria launched a full-scale attack on China. Roosevelt decided to help the Chinese. Because neither China nor Japan had actually declared war, Roosevelt claimed the Neutrality Act of 1937 did not apply, and he authorized the sale of weapons to China. He warned that the nation should not stand by and let an “epidemic of lawlessness” infect the world:

Primary Source

“When an epidemic of physical disease starts to spread, the community . . . joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease. . . . War is a contagion, whether it be declared or undeclared. . . . There is no escape through mere isolation or neutrality. . . .”

—quoted in Freedom From Fear

Despite his words, Americans were still not willing to risk another war. “It is a terrible thing,” the president said, “to look over your shoulder when you are trying to lead—and find no one there.”

Evaluating Why did many Americans support isolationism?

Vocabulary

Main Ideas
2. Identifying Which nations did dictators govern during the years after World War I?
3. Analyzing What events caused Roosevelt to become more of an internationalist?

Critical Thinking
4. Big Ideas Why did antidemocratic governments rise to power in postwar Europe and Asia?
5. Organizing Use a graphic organizer similar to the one below to compare the governments opposed to democracy in Europe and Asia.

<table>
<thead>
<tr>
<th>Country</th>
<th>Dictator</th>
<th>Ideology</th>
</tr>
</thead>
<tbody>
<tr>
<td>. . .</td>
<td>. . .</td>
<td>. . .</td>
</tr>
</tbody>
</table>

6. Analyzing Visuals Look at the photograph on page 685 of Guernica after it was destroyed. How might both isolationists and internationalists have used the image to win support for their cause?

Writing About History
7. Persuasive Writing Write a newspaper editorial supporting either isolationism or internationalism after World War I. Include reasons that support your ideas and that help convince others to embrace your position.

To review this section, go to glencoe.com and click on Study Central.

Answers

1. All definitions can be found in the section and the Glossary.
2. Italy, the USSR, and Germany
3. Japanese invasion of China
4. unhappiness with Treaty of Versailles terms, worldwide economic depression
5. Italy: Mussolini, Fascism; USSR: Stalin, Communism; Germany: Hitler, Nazism; Japan: Japanese military, Japanese militarism
6. Students’ responses will vary but students may suggest that isolationists would have depicted the destruction as a reason to stay out of war, while internationalists may have emphasized growing fascism as a reason to increase involvement.
7. Answers will vary but should include text material.
Section 2

World War II Begins

The shadow of World War I loomed large in the minds of European leaders in the late 1930s. Although Nazi Germany appeared increasingly aggressive, Britain and France wanted to avoid another bloody conflict. Efforts to negotiate peaceful agreements with Nazi Germany ultimately failed.

Path to War

MAIN Idea European nations tried to prevent war by giving in to Adolf Hitler’s demands.

HISTORY AND YOU Do you remember reading how Europe was divided after World War I? Read to learn how German demands for more territory started World War II.

In 1935 Hitler began to defy the Treaty of Versailles that had ended World War I. He announced that Germany would build a new air force and begin a military draft that would greatly expand its army—actions in direct violation of the treaty. Rather than enforce the treaty by going to war, European leaders tried to negotiate with Hitler. At the time, the Nazi regime was weaker than it later would become. If European leaders had responded more aggressively, could war have been avoided? Historians still debate this question today.

Europe’s leaders had several reasons for believing—or wanting to believe—that a deal could be reached with Hitler and that war could be avoided. First, they wanted to avoid a repeat of the bloodshed of World War I. Second, some thought most of Hitler’s demands were reasonable, including his demand that all German-speaking regions be united. Third, many people assumed that the Nazis would be more interested in peace once they gained more territory.

The Austrian Anschluss

In late 1937 Hitler again called for the unification of all German-speaking people, including those in Austria and Czechoslovakia. He believed that Germany could expand its territory only by “resort[ing] to force with its attendant risks.”

In February 1938 Hitler threatened to invade German-speaking Austria unless Austrian Nazis were given important government posts. Austria’s chancellor gave in to this demand, but then tried to put the matter of unification with Germany to a democratic vote. Fearing the outcome, Hitler sent troops into Austria in March and announced the Anschluss, or unification, of Austria and Germany.
The Munich Crisis

Hitler next announced German claims to the Sudetenland, an area of Czechoslovakia with a large German-speaking population. The Czechs strongly resisted Germany’s demands for the Sudetenland. France threatened to fight if Germany attacked Czechoslovakia, and the Soviet Union also promised aid. Prime Minister Neville Chamberlain pledged British support to France, its ally.

Representatives of Britain, France, Italy, and Germany agreed to meet in Munich to decide Czechoslovakia’s fate. At the Munich Conference, on September 29, 1938, Britain and France agreed to Hitler’s demands, a policy that came to be known as appeasement. In other words, they made concessions in exchange for peace. Supporters of appeasement believed that Hitler had a few limited demands. They felt that if they gave him what he wanted, they could avoid war. Czechoslovakia was told to give up the Sudetenland to Germany. Six months later, Germany occupied all of Czechoslovakia.

Creating a World War II Memory Book

Step 2: Researching Selected Names Each student will do research on the name chosen in Step 1.

Directions Have students use library, Internet, or family resources to learn more about the person whose name they chose. Ask students to gather photos and information about the person’s background, motivation, and his or her role in the war. They should also select a quotation or short paragraph written by the person, if possible.

Evaluating Information To decide which information to include, students will gain practice in evaluating the reliability of sources and the relevance of the information to the project.

Critical Thinking

Making Inferences Point out the final sentence of text on this page. Ask: How do you know that Chamberlain did not trust Hitler? (He began rearming Britain at a faster pace.)
The Baltic city of Gdansk (or Danzig in German) has historically been politically free and part of either Poland or German-speaking Prussia. It was part of Prussia until the Treaty of Versailles, when it became free. Identification with Germany has been strong, however; in the 1930s, Nazi officials were voted into the majority of the city assembly.

Critical Thinking

Drawing Conclusions

Ask: What did Germany and the USSR each stand to gain by this treaty? (They both would gain some of Poland and other Eastern European lands. Germany would not have to fight on two fronts and could concentrate on defeating Britain and France. The USSR would be safe from German attack.) OL

Answer: Austria, Czechoslovakia, Danzig, Poland

Additional Support

Activity: Cooperative Learning

Prepare a News Broadcast Divide the class into six small groups. Assign each group one of the following events: the Austrian Anschluss, the Munich Conference, the Nazi-Soviet Nonaggression Pact, the invasion of Poland, the invasion of France, or the evacuation of Dunkirk.

Have each group create a brief television newscast covering the event. If possible, allow students to videotape their stories in chronological order and then play the videotape for the class. OL
through the Ardennes Mountains of Luxembourg and eastern Belgium. The French did not think that large numbers of tanks could move through the mountains, and had left only a few troops to defend that part of the border. The Germans smashed through the French lines, and then turned west across northern France to the English Channel. The British and French armies could not move back into France quickly enough and were trapped in Belgium.

The Miracle at Dunkirk

After trapping the Allied forces in Belgium, the Germans began to drive them toward the English Channel. The only hope for Britain and France was to evacuate their surviving troops by sea, but the Germans had captured all but one port, Dunkirk, in northern France near the Belgian border.

As German forces closed in on Dunkirk, Hitler suddenly ordered them to stop. No one is sure why he gave this order. Historians know that Hitler was nervous about risking his tank forces, and he wanted to wait until more infantry arrived. Hermann Goering, the head of the German air force, also assured Hitler that aircraft alone could destroy the trapped soldiers.

Whatever Hitler’s reasons, his order provided a three-day delay. This gave the British time to strengthen their lines and begin the evacuation. Some 850 ships of all sizes—from navy warships to small sailboats operated by civilian volunteers—headed to Dunkirk from

TECHNOLOGY & HISTORY

Blitzkrieg In 1939 Germany unleashed blitzkrieg—lightning war—on Europe. Blitzkrieg combined several technologies—aircraft, tanks, parachutes, and radios—to produce a highly mobile, fast-moving army that could coordinate multiple attacks, break through lines, and rapidly encircle enemy positions.

Blitzkrieg

German tanks rolled into Poland in 1939, ahead of the infantry, which followed to end any resistance. The bombers supported the swift-moving tanks from the air. The armored tanks, known as Panzers, often moved so rapidly that they had to wait for the infantry to catch up.

A superior air force led to Germany’s defeat of western Europe by summer 1940. The aircraft could drop paratroopers behind enemy lines as well as bomb targets.

Analyzing VISUALS

1. Drawing Conclusions What do you observe about the advance of the Panzer tanks in the photo on the left?

2. Evaluating What dangers do you think the paratroopers in the center photo may have faced?

Extending the Content

Winston Churchill British Prime Minister Neville Chamberlain resigned in May 1940. Winston Churchill, heading a coalition government, took office on May 11. Less than a month later, the evacuation of Dunkirk began. Although the successful evacuation raised morale, Churchill warned members of Parliament that, “Wars are not won by evacuations.” The son of an American mother and a British lord, Churchill had attended the British equivalent of West Point and had seen fighting in Cuba, India, Sudan, and South Africa before his service in France during World War I. He was among the first to sense the danger of the Nazi Party.
Writing Strategy

Expository Writing Have students investigate Charles de Gaulle’s role as leader of the Free French resistance during World War II. Ask them to present their findings.

Answer: by use of the blitzkrieg, using large numbers of tanks, infantry, and air power in a coordinated attack.

Chapter 20

Differentiated Instruction

Leveled Activities

Critical Thinking Skills Activity, URB p. 32
American Art and Music Activity, URB p. 40
Enrichment Activity, URB p. 46
Primary Source Reading Activity, URB p. 35

WAR II. Ask them to present their
Gaulle’s role as leader of the Free

Answers:
1. None; they are going to fight and defend the island regardless of Nazi successes elsewhere.
2. their confidence and their strength in the air
3. Students’ responses will vary but may suggest that it gave his audience determination and hope.

Writing Strategy

England, many of them making the 48-mile trip multiple times. French, Dutch, and Belgian ships joined British ones in “Operation Dynamo.” The British had hoped to rescue about 45,000 troops. Instead, when the evacuation ended on June 4, an estimated 338,000 British and French troops had been saved. This became known as the “Miracle at Dunkirk.”

The evacuation had its price, however. Almost all of the British army’s equipment remained at Dunkirk—90,000 rifles, 7,000 tons of ammunition, and 120,000 vehicles. If Hitler invaded Britain, it would be almost impossible to stop him from conquering the country.

Three weeks later, on June 22, 1940, Hitler accepted the French surrender in the same railway car in which the Germans had surrendered at the end of World War I. Germany now occupied much of northern France and its Atlantic coastline. To govern the rest of France, Germany installed a puppet government at the town of Vichy and made Marshal Philippe Pétain the new government’s figurehead leader. Though Vichy France was officially a neutral party in the war, its powerless leaders collaborated with the Nazis to repress the people of France.

During the war, the United States recognized Vichy France as the official French government, but General Charles de Gaulle and his Free French resistance forces challenged the legitimacy of Vichy France. De Gaulle argued that he represented the continuity of the pre-invasion French government, that the Vichy government was illegal, and that the Vichy government leadership were traitors. From England and the French colony of Algiers, de Gaulle cooperated with Allied political leaders to fight against the Germans and to bring about the liberation of France. De Gaulle refused to concede the defeat of France. Similarly, the leaders and citizens of Great Britain were not ready to give up the fight against Germany’s advancing troops.

Great Britain were not ready to give up the fight against Germany’s advancing troops.

PRIMARY SOURCE

The Battle of Britain, 1940

During the Battle of Britain, bombs fell around London’s St. Paul’s Cathedral, a famous architectural treasure as well as a place of worship. Some of the subways no longer ran but were converted to air-raid shelters where people could sleep.

PRIMARY SOURCE

“Even though large tracts of Europe and many old and famous States have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail, we shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender. . . .”

—Winston Churchill, Speech to Parliament, June 4, 1940
Britain Remains Defiant

MAIN IDEA Despite the bombing of London and other major cities, Britain’s Winston Churchill stood firm against the threat of Nazi invasion.

HISTORY AND YOU Think of a time when the odds were against you. How did you react? Read about British resolve when faced with Nazi air raids.

Neither Pétain nor Hitler anticipated the bravery of the British people or the spirit of their leader, Winston Churchill, who had replaced Neville Chamberlain as prime minister. Hitler expected Britain to negotiate peace after France surrendered, but on June 4, 1940, Churchill delivered a defiant speech in Parliament, vowing that Britain would never surrender. The speech was intended to rally the British people and to alert the isolationist United States to Britain’s plight.

Realizing Britain would not surrender, Hitler ordered his commanders to prepare to invade. Getting across the English Channel, however, posed a major challenge. Germany had few transport ships, and the British air force would sink them if they tried to land troops in England. To invade, therefore, Germany first had to defeat the British Royal Air Force.

In June 1940, the German air force, called the Luftwaffe, began to attack British shipping in the English Channel. Then, in mid-August, the Luftwaffe launched an all-out air battle to destroy the Royal Air Force. This air battle, which lasted into the fall of 1940, became known as the Battle of Britain.

On August 23, German bombers accidentally bombed London, the British capital. This attack on civilians enraged the British, who responded by bombing Berlin the following night. For the first time in the war, bombs fell on the German capital. Infuriated, Hitler ordered the Luftwaffe to stop its attacks on British military targets and to concentrate on bombing London.

Hitler’s goal was to terrorize the British people into surrendering. The British endured, however, taking refuge in cellars and subway stations whenever German bombers appeared.

Although the Royal Air Force was greatly outnumbered, the British had one major advantage. They had developed a new technology called radar. Using radar stations placed along their coast, the British were able to detect incoming German aircraft and direct British fighters to intercept them.

Day after day, the British fighters inflicted more losses on the Germans than they suffered. During the long battle, Germany lost 1,733 aircraft while the British lost 915 fighter planes, along with 449 pilots. The skill of more than 2,000 British and 500 foreign pilots—including many Poles, Canadians, Frenchmen, and a few Americans—successfully thwarted Hitler’s plan to invade Britain. These pilots flew as often as five times a day. Praising them, Churchill told Parliament, “Never in the field of human conflict was so much owed by so many to so few.” On October 12, 1940, Hitler canceled the invasion of Britain.

Vocabulary

Main Ideas
2. Explaining Why did Europe’s leaders first try to deal with Hitler through appeasement?
3. Analyzing Why was the decision to leave French forces behind the Maginot Line disastrous for Europe?
4. Summarizing In what ways did Winston Churchill prove to be an effective leader for Britain as the war began?

Critical Thinking
5. Big Ideas What was the new type of warfare used by Germany against Poland? Explain the technique.
6. Organizing Use a graphic organizer similar to the one below to list early events of the war in Poland and western Europe.

7. Analyzing Visuals Look again at the photograph on page 689. What do you observe about the participants at the Munich Conference?

Writing About History
8. Expository Writing Choose one dramatic incident from the beginnings of World War II and write a news story explaining what happened.

Critical Thinking
Determining Cause and Effect Ask students to read the material under the subheading “Britain Remains Defiant.” Have them make cause-and-effect graphic organizers and use them to show the interaction between Britain and Germany in 1940.

Assess

History ONLINE
Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Ask: What factor encouraged Hitler’s aggression in Europe? (the reluctance of France and Britain to fight another war)

Answer: Germany had few transport ships to send troops across the English Channel; the British had developed radar.

Evaluate
How was Britain able to resist Hitler and the Nazis?

Answers
1. All definitions can be found in the section and the Glossary.
2. They believed that Hitler had few demands and that by giving in they could prevent another war.
3. It allowed Germany to concentrate on Poland first; when Germany went around the line, troops were trapped in Belgium.
4. Churchill was determined to prevent the Germans from controlling Britain.
5. The Germans used blitzkrieg, a lightning war in which tanks on the ground supported airstrikes.
6. Answers may include the following: Germany and Soviets invade Poland; Britain and France enter the war; Germany invades Norway, Denmark, Belgium, the Netherlands, Luxembourg, and France.
7. No one looks pleased or relaxed, despite the apparent progress in preventing war.
8. Students’ news stories will vary but should center on a single event at the beginning of World War II and be written in journalistic style.

Reading Check
To review this section, go to glencoe.com and click on Study Central.

Section 2 REVIEW
Guide to Reading

Answers: Answers may include the following: segregated from the rest of the population, lost their jobs, stripped of citizenship, prohibited from voting or holding office, had identifying mark placed on passport, confined to concentration camps, killed in extermination camps.

**Guide to Reading**

**Big Ideas**

**Group Action** The Nazis believed Jews to be subhuman. They steadily increased their persecution of Jews and eventually set up death camps and tried to kill all the Jews in Europe.

**Content Vocabulary**
- concentration camp (p. 698)
- extermination camp (p. 698)

**Academic Vocabulary**
- prohibit (p. 694)
- assume (p. 696)
- virtually (p. 699)

**People and Events to Identify**
- Shoah (p. 694)
- Nuremberg Laws (p. 694)
- Gestapo (p. 696)
- Wannsee Conference (p. 698)

**Reading Strategy**

**Organizing** As you read about the Holocaust, complete a graphic organizer similar to the one below by listing examples of Nazi persecution of European Jews.

---

**Nazi Persecution of the Jews**

**MAIN Idea** Nazi laws stripped Jews of citizenship and all fundamental rights; immigration restrictions in other countries made leaving Germany difficult.

**HISTORY AND YOU** Do you know anyone who came to the United States as a refugee? Read how Jewish refugees were turned away in the late 1930s.

During the Holocaust, the Nazis killed nearly 6 million European Jews. The Nazis also killed millions of people from other groups they considered inferior. The Hebrew term for the Holocaust is Shoah, meaning “catastrophe,” but it is often used specifically to refer to the Nazi campaign to exterminate the Jews during World War II.

**The Nuremberg Laws**

Although the Nazis persecuted anyone who dared oppose them, as well as the disabled, Gypsies, homosexuals, and Slavic peoples, they reserved their strongest hatred for the Jews. This loathing went far beyond the European anti-Semitism that was common at the time. Over the centuries, people who were prejudiced against Jews had discriminated against them in many ways. For example, Jews had sometimes been segregated in ghettos or prohibited from owning land.

After the Nazis took power, they quickly moved to deprive German Jews of many established rights. In September 1935, the Nuremberg Laws took citizenship away from Jewish Germans and banned marriage between Jews and other Germans. Two months later, another decree defined a Jew as a person with at least one Jewish grandparent and barred Jews from holding public office or voting. Another law compelled Jews with German-sounding names to adopt “Jewish” names. Soon the passports of Jews were marked with a red J to identify them as Jewish.

By the summer of 1936, at least half of Germany’s Jews were jobless, having lost the right to work as civil servants, journalists, farmers, teachers, and actors. In 1938 the Nazis also banned Jews from practicing law and medicine and from operating businesses. With no source of income, life became very difficult.
Creating a World War II Memory Book

Step 3: Researching the Holocaust

Students will work in groups to create a page in the Memory Book dedicated to Holocaust survivors.

Directions

Have students use library, Internet, or family resources to learn more about the Holocaust and the survivors. Ask students to gather information about how they survived the war and lived their lives after the war. Students may choose to include primary sources on these pages of the Memory Book.

Putting It Together

To decide which information to include, students will gain practice in finding relevant sources and synthesizing information from many sources. (Project continued on page 703)
The anti-Jewish violence that erupted throughout Germany and Austria that night came to be called Kristallnacht, or “night of broken glass,” because broken glass littered the streets afterward. By the following morning, more than 90 Jews were dead, hundreds were badly injured, and thousands more were terrorized. The Nazis had forbidden police to interfere while roving bands of thugs destroyed 7,500 Jewish businesses and hundreds of synagogues.

The lawlessness of Kristallnacht persisted. Following that night of violence, the Gestapo, the government's secret police, arrested about 30,000 Jewish men, releasing them only if they agreed to emigrate and surrender all their possessions. The state also confiscated insurance payments owed to Jewish owners of ruined businesses.

Jewish Refugees Try to Flee

Kristallnacht and its aftermath marked a significant escalation of Nazi persecution against the Jews. Many Jews, including Frederic Morton's family, decided that it was time to leave and fled to the United States. Between 1933, when Hitler took power, and the start of World War II in 1939, some 350,000 Jews escaped Nazi-controlled Germany. These emigrants included prominent scientists, such as Albert Einstein, and business owners like Otto Frank, who resettled his family in Amsterdam in 1933. Otto's daughter Anne kept a diary of her family's life in hiding after the Nazis overran the Netherlands. The "secret annex," as she called their hiding place, has become a museum.

Limits on Jewish Immigration

By 1938, one American consulate in Germany had a backlog of more than 100,000 visa applications from Jews trying to leave for the United States. Following the Nazi Anschluss, some 3,000 Austrian Jews applied for American visas each day. Most never received visas to the United States or to the other countries where they applied. As a result, millions of Jews remained trapped in Nazi-dominated Europe.

Several factors limited Jewish immigration to the United States. Nazi orders prohibited Jews from taking more than about four dollars out of Germany. American immigration law, however, forbade granting a visa to anyone "likely to become a public charge." Customs officials tended to assume that this description...
applied to Jews, because Germany had forced them to leave behind any wealth. High unemployment rates in the 1930s also made immigration unpopular. Few Americans wanted to raise immigration quotas, even to accommodate European refugees. Others did not want to admit Jews because they held anti-Semitic attitudes. The existing immigration policy allowed only 150,000 immigrants annually, with a fixed quota from each country. The law permitted no exceptions for refugees or victims of persecution.

**International Response** At an international conference on refugees in 1938, several European countries, the United States, and Latin America stated their regret that they could not take in more of Germany’s Jews without raising their immigration quotas. Meanwhile, Nazi propaganda chief Joseph Goebbels announced that “if there is any country that believes it has not enough Jews, I shall gladly turn over to it all our Jews.” Hitler also declared himself “ready to put all these criminals at the disposal of these countries . . . even on luxury ships.”

As war loomed in 1939, many ships departed from Germany crammed with Jews desperate to escape. Some of their visas, however, had been forged or sold illegally, and Mexico, Paraguay, Argentina, and Costa Rica all denied access to Jews with such documents. So, too, did the United States.

**The St. Louis Affair** On May 27, 1939, the SS St. Louis entered the harbor in Havana, Cuba, with 930 Jewish refugees on board. Most of these passengers hoped to go to the United States eventually, but they had certificates improperly issued by Cuba’s director of immigration giving them permission to land in Cuba. When the ships arrived in Havana, the Cuban government revoked the certificates and refused to let the refugees come ashore. For several days, the ship’s captain steered his ship in circles off the coast of Florida, awaiting official permission to dock at an American port. Denied permission, the ship turned back toward Europe. The passengers finally disembarked in France, Holland, Belgium, and Great Britain. Within two years, the first three of these countries fell under Nazi domination. Many of the refugees brought to these countries perished in the Nazis’ “final solution.”

**Analyzing** Why did many Jews stay in Germany despite being persecuted?

In 1944 Elie Wiesel was taken to a concentration camp. In the excerpt below, he describes his wait during a move from one camp to another in 1944:

**PRIMARY SOURCE**

“The snow fell thickly. We were forbidden to sit down or even to move. The snow began to form a thick layer over our blankets. They brought us bread—the usual ration. We threw ourselves upon it. Someone had the idea of appeasing his thirst by eating the snow. Soon the others were imitating him. As we were not allowed to bend down, everyone took out his spoon and ate the accumulated snow off his neighbor’s back. A mouthful of bread and a spoonful of snow. The SS [guards] who were watching laughed at the spectacle.”

—Elie Wiesel, Night

**Questions**

1. **Explaining** How did the prisoners in Weisel’s account try to quench their thirst?
2. **Describing** How did the guards react?

**Answers:**

1. by eating the snow off each others’ backs
2. They laughed.

**Additional Support**

**Activity: Collaborative Learning**

**Researching Historical Events** Divide the class into small groups, assigning each group one of the following topics: Kristallnacht, the Warsaw ghetto, German use of slave labor, or stolen artwork, which Germany stole from occupied nations and from the Jews. Have each group present their findings to the class as a panel discussion. **Ask:** What is acceptable behavior in situations of war? (Students may suggest that basic human rights should be preserved even in conditions of war.)
The Final Solution

MAIN Idea Nazi atrocities included sending millions of Jews, Gypsies, Slavs, the disabled, and others to concentration camps and extermination camps.

HISTORY AND YOU Can you think of a conflict today where violence is motivated by ethnic or religious hatred? Read to learn how prejudice led to mass murder in Nazi Germany.

On January 20, 1942, Nazi leaders met at the Wannsee Conference to determine the “final solution of the Jewish question.” Previous “solutions” had included rounding up Jews, Gypsies, Slavs, and others from conquered areas, shooting them, and piling them into mass graves. Another method forced Jews and other “undesirables” into trucks and then piped in exhaust fumes to kill them. These methods, however, had proven too slow and inefficient for the Nazis.

At Wannsee, the Nazis made plans to round up Jews from the vast areas of Nazi-controlled Europe and take them to detention centers known as concentration camps. There, healthy individuals would work as slave laborers until they dropped dead of exhaustion, disease, or malnutrition. Most others, including the elderly, the infirm, and young children, would be sent to extermination camps, attached to many of the concentration camps, to be executed in massive gas chambers.

The Holocaust, 1939–1945

Jewish Losses, 1939–1945

- Baltic States 228,000
- Belgium 40,000
- Bulgaria 14,000
- Byelorussian SSR 245,000
- Czechoslovakia 155,000
- Denmark 500
- France 90,000
- Germany and Austria 210,000
- Greece 54,000
- Hungary 450,000
- Italy 8,000
- Netherlands 195,000
- Poland 3,000,000
- Romania 300,000
- Russian SSR 107,000
- Ukrainian SSR 900,000
- Yugoslavia 26,000

Activity: Interdisciplinary Connection

Civics Have students work in pairs to create charts that compare the U.S. Bill of Rights with the rights that Nazis denied to the Jews. Students may need to conduct outside research to complete their charts. Use the charts as a basis for a class discussion on civil liberties. Ask: What effects did Nazi rule have on Jewish civil liberties? (Jewish civil liberties effectively ceased to exist under the Nazis.)
Concentration Camps

The Nazis had established their first concentration camps in 1933 to jail political opponents. After the war began, the Nazis built concentration camps throughout Europe.

Buchenwald, one of the largest concentration camps, was built near the town of Weimar in Germany in 1937. During its operation, more than 200,000 prisoners worked 12-hour shifts as slave laborers in nearby factories. Although Buchenwald had no gas chambers, hundreds of prisoners died there every month from exhaustion and horrible living conditions.

Leon Bass, a young American soldier, saw Buchenwald at the end of the war. A room built to hold 50 people had housed more than 150, with bunk beds built almost to the ceiling. Bass recalled:

Primary Source

“I looked at a bottom bunk and there I saw one man. He was too weak to get up; he could just barely turn his head. He was skin and bones. He looked like a skeleton; and his eyes were deep set. He didn’t utter a sound; he just looked at me with those eyes, and they still haunt me today.”

—quoted in Facing History and Ourselves

Extermination Camps

After the Wannsee Conference, the Nazis built extermination facilities in a number of the concentration camps, mostly in Poland, to kill Jews more efficiently. At these camps, including the infamous Treblinka and Auschwitz, Jews were the Nazis’ main victims. Auschwitz alone housed about 100,000 people in 300 prison barracks. Its gas chambers, built to kill 2,000 people at a time, sometimes gassed 12,000 people in a day. Of the estimated 1,600,000 people who died at Auschwitz, about 1,300,000 were Jews. The other 300,000 were Poles, Soviet prisoners of war, and Gypsies.

Upon arrival at Auschwitz, healthy prisoners were selected for slave labor. Elderly or disabled people, the sick, and mothers and children went immediately to the gas chambers, after which their bodies were burned in giant crematoriums.

In only a few years, Jewish culture, which had existed in Europe for over 1,000 years, had been virtually obliterated by the Nazis in the lands they conquered. Despite exhaustive debate, there is still great controversy about why and how an event so horrifying as the Holocaust could have occurred. No consensus has been reached, but most historians point to a number of factors: the German people’s sense of injury after World War I; severe economic problems; Hitler’s control over the German nation; the lack of a strong tradition of representative government in Germany; German fear of Hitler’s secret police; and a long history of anti-Jewish prejudice and discrimination in Europe.

Vocabulary

1. Explain the significance of: Shoah, Nuremberg Laws, Gestapo, Wannsee Conference, concentration camp, extermination camp.

Main Ideas

2. Listing What early steps did Germany take in persecution of Jewish people?

3. Analyzing What was the purpose of the Wannsee Conference?

Critical Thinking

4. Big Ideas Do you think the German people or other nations could have prevented the Holocaust? Why or why not?

5. Organizing Use a graphic organizer similar to the one below to list the methods the Nazis used to try to destroy the Jewish population.

Extermination Methods

6. Analyzing Visuals Study the photos on pages 695–696. How do the images show the destruction of Jewish life?

Writing About History

7. Persuasive Writing Imagine that you are living in the United States during the 1930s. You believe that more Jewish immigrants should be allowed to come into the country. Write a letter to your representative or senator in Congress to express your point of view.

Answers

1. All definitions can be found in the section and the Glossary.
2. required them to live in ghettos, deprived them of citizenship and the right to vote, identified in passports and through yellow stars as Jewish, and Kristallnacht, the destruction of Jewish areas
3. to determine a “final solution of the Jewish question”
4. Students’ answers will vary but should be supported by reasons.
5. gas chambers, malnutrition and starvation, untreated disease, worked to death
6. They show stages of Hitler’s campaign, from civil discrimination and violence to deportation to camps.
7. Students’ letters will vary, but should use information from the section.
Focus

When people arrived at a concentration camp, their heads were shaved, their clothing and belongings removed, and, at Auschwitz, identification numbers were tattooed on their arms. Those able to work did so 12 hours a day, with little food. Some Nazi officers took pleasure in abusing inmates; the infamous Dr. Josef Mengele conducted experiments on both dead and living prisoners.

Teach

Critical Thinking

Analyzing Primary Sources

Invite students to read the first Primary Source. Ask them to identify the ways in which both the Nazis and the prisoners were described. (Nazis were brutes, barbarians; prisoners were hordes of people, poor innocents)

Ask: What effect does this word choice have on the account? (Students may say the descriptions make it very clear who is the villain and who is the victim.)

Differentiated Instruction

Identifying Facts and Opinions: Primary and Secondary Sources

Objective: Read to identify facts and opinions in primary and secondary sources.

Focus: Read the selections from the textbook and from an encyclopedia article on p. 22.

Teach: Define fact and opinion.

Assess: Identify the facts in the selections by underlining them. Identify the opinions by circling them.

Close: Write one or two factual sentences about fascism and one or two opinion sentences.

Differentiated Instruction Strategies

BL Identify one fact and one opinion in each selection.

AL Choose an op-ed piece from a newspaper, and identify the facts and opinions. Discuss how the writer used facts to support his or her opinions.

ELL Flip through the textbook and identify as many primary sources as possible.
American Soldier’s Diary, 1945

“One thousand Weimar citizens toured the Buchenwald camp in groups of 100. They saw blackened skeletons and skulls in the ovens of the crematorium. In the yard outside, they saw a heap of white human ashes and bones... The living actually looked worse than the dead. Those who lived wore striped uniforms, with the stripes running up and down. Those who were dead were stripped of their clothing and lay naked, many stacked like cordwood waiting to be burned in the crematory. At one time, 5,000 had been stacked on the vacant lot next to the crematory.

Often... the SS wished to make an example of someone in killing him. They hung him on the lot adjacent to the crematory, and all the three sections of the camp witnessed the sight—some 30,000 prisoners. They used what I call hay hooks, catching him under the chin and the other in the back of his neck. He hung in this manner until he died.”

—diary of Captain Luther D. Fletcher, from World War II: From the Battle Front to the Home Front

Photograph, April 17, 1945

American soldiers force German civilians to view bodies after the liberation of the Buchenwald concentration camp.

Painting
Unable to Work, by Auschwitz survivor David Olère

1. Speculating How do you suppose soldiers could participate in such barbaric acts?
2. Analyzing Visuals What does the appearance of these survivors tell you about conditions in the camps?
3. Drawing Conclusions What purpose did the restrictions listed in Source 3 serve?
4. Drawing Conclusions Study Sources 5 and 6. How do you think American troops reacted to the horrifying scenes they found in the concentration camps? Why do you think American troops made Germans tour the liberated concentration camps?
5. Analyzing Visuals Study the painting in Source 6. What symbols does the artist use to illustrate the fate of those too weak to work?

Answers

1. Student answers will vary but may suggest that the soldiers saw these acts as part of their jobs.
2. The extreme thinness of the survivors indicates that life was hard and food was scarce.
3. The restrictions made Jews easily identifiable and served to make life more difficult for them.
4. American troops probably reacted with horror. They wanted Germans to tour the camps to try to get them to see the evil that had been done while they did nothing to stop it.
5. A skeletal figure hovers over the weak ones, indicating coming death.
As World War II began, the United States remained officially neutral but aided Great Britain considerably in its fight against Germany. In the Pacific, Japan’s territorial expansion led to growing tensions with the United States, which peaked when Japan attacked Pearl Harbor.

**FDR Supports England**

**MAIN IDEA** President Roosevelt favored changes in American neutrality laws, although Americans remained divided about the war and American involvement.

**HISTORY AND YOU** Have you ever been drawn into an argument when you just wanted to be left alone? Read about the increasing difficulties that the United States faced in trying to stay out of World War II.

President Roosevelt officially proclaimed the United States neutral two days after Britain and France declared war on Germany. Despite this proclamation, however, he was determined to help the two countries as much as possible in their struggle against Hitler.

**Destroyers-for-Bases Deal**

Soon after the war began, Roosevelt called Congress into a special session to revise the neutrality laws. He asked Congress to eliminate the ban on arms sales to nations at war. Public opinion strongly supported the president. Congress passed the new law, but isolationists demanded a price for the revision. Under the Neutrality Act of 1939, warring nations could buy weapons from the United States only on a “cash-and-carry” basis. This law was similar to the 1937 Neutrality Act governing the sale of nonmilitary items to countries that were at war.

In the spring of 1940, the United States faced its first test in remaining neutral. In May, Prime Minister Winston Churchill asked Roosevelt to transfer old American destroyers to Britain, which had lost nearly half its destroyers. To protect its cargo ships from German submarines and to block any German attempt to invade Britain, the nation needed more destroyers.

Determined to give Churchill the destroyers, Roosevelt used a loophole in the neutrality act that required cash for purchases. In exchange for the right to build American bases on British-controlled Newfoundland, Bermuda, and islands in the Caribbean, Roosevelt sent 50 old American destroyers to Britain. Because the deal did not involve an actual sale, the neutrality act did not apply.
The Isolationist Debate

Widespread acceptance of the destroyers-for-bases deal reflected a change in public opinion. By July 1940, most Americans favored offering limited aid to the Allies. That spirit was hardly unanimous, however. In fact, people who wanted greater American involvement in the war and those who felt that the United States should remain neutral began debating the issue in the spring of 1940.

At one extreme was the Fight for Freedom Committee, a group that urged the repeal of all neutrality laws and stronger action against Germany. At the other extreme was the America First Committee. It was a staunchly isolationist group opposed to any American intervention or aid to the Allies. The committee's members included aviator Charles Lindbergh and Senator Gerald Nye.

Closer to the center, the Committee to Defend America by Aiding the Allies, which journalist William Allen White headed, pressed for increased American aid to the Allies but opposed armed intervention.

The heated neutrality debate took place during the 1940 presidential election campaign. For months, Americans had wondered whether President Roosevelt would follow the tradition George Washington had set and retire after a second term. With the United States in a precarious position, however, many believed a change of leaders might not be in the country's best interest. Roosevelt decided to run for an unprecedented third term.

During the campaign, FDR steered a careful course between neutrality and intervention. The Republican nominee, Wendell Willkie, did the same, promising he too would assist the Allies but stay out of the war. The voters reelected Roosevelt by a wide margin, preferring to keep a president they knew during this crisis period.

Critical Thinking
Making Generalizations
Ask: What effect do you think it had on people to realize that famous men such as Lindbergh and Nye were part of this group? (Students may say that men of their fame and stature might sway the opinions of people.)

Analyzing VISUALS

Answers:
1. Uncle Sam should stay out of European conflicts.
2. It seems very unsteady and unsafe.

Creating a World War II Memory Book

Step 4: Debating the War Students will create a page in their Memory Book that documents the debate over whether the United States should remain neutral.

Directions Have students use library or Internet sources to find arguments for and against the United States's neutrality in 1940. Students will build a page in the Memory Book that illustrates this debate.

Putting It Together Students will select quotations or summarize arguments for and against neutrality. (Project continued on the Visual Summary page)
Edging Toward War

**MAIN Idea** In 1940 and 1941, the United States took more steps to provide aid to Great Britain.

**HISTORY AND YOU** What kinds of aid does America provide other countries today? Why? Read why FDR thought it was important to “lend” Britain some help.

With the election over, Roosevelt expanded the nation’s role in the war. Britain was fighting for democracy, he said, and the United States had to help. Speaking to Congress, he listed the “Four Freedoms” for which both the United States and Britain stood: freedom of speech, freedom of worship, freedom from want, and freedom from fear.

The Lend-Lease Act

By December 1940, Great Britain had run out of funds to wage its war against Germany. Roosevelt came up with a way to remove the cash requirement of the most recent neutrality act. He proposed the Lend-Lease Act, which allowed the United States to lend or lease arms to any country considered “vital to the defense of the United States.” The act allowed Roosevelt to send weapons to Britain if the British government promised to return or pay rent for them after the war.

Roosevelt warned that, if Britain fell, an “unholy alliance” of Germany, Japan, and Italy would keep trying to conquer the world. The president argued that the United States should become the “great arsenal of democracy” to keep the British fighting and make it unnecessary for Americans to go to war.

The America First Committee disagreed, but Congress passed the Lend-Lease Act by a wide margin. By the time the program ended, the United States had “lent” more than $40 billion in weapons, vehicles, and other supplies to the Allied war effort.

While shipments of supplies to Britain began at once, lend-lease aid eventually went to the Soviet Union, as well. In June 1941, violating the Nazi-Soviet pact, Hitler invaded the Soviet Union. Although Churchill detested communism and considered Stalin a harsh dictator, he vowed that any person or state “who fights against Nazism will have our aid.” Roosevelt, too, supported this policy.

A Hemispheric Defense Zone

Congressional approval of the Lend-Lease Act did not solve the problem of getting American arms and supplies to Britain. German submarines patrolling the Atlantic Ocean were sinking hundreds of thousands of tons of shipments each month; the British Navy did not have enough ships to stop them.

Because the United States was still technically neutral, Roosevelt could not order the U.S. Navy to protect British cargo ships. Instead, he developed the idea of a hemispheric defense zone. Roosevelt declared that the entire western half of the Atlantic was part of the Western Hemisphere and, therefore, neutral. He then ordered the U.S. Navy to patrol the western Atlantic and reveal the location of German submarines to the British.

The Atlantic Charter

In August 1941, Roosevelt and Churchill met on board American and British warships anchored near Newfoundland. During these meetings, the two men agreed on the text of the Atlantic Charter:

**PRIMARY SOURCE**

Aiding Britain, 1939–1941

The Four Freedoms

“In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression—everywhere in the world.

The second is freedom of every person to worship God in his own way—everywhere in the world.

The third is freedom from want—which ... will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

The fourth is freedom from fear—which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.”

—Address to Congress, January 6, 1941

Analyzing Propaganda Divide the class into three groups. Have each group analyze the propaganda used by both the Axis powers and the Allied powers during World War II. Assign each member of the group one of the following tasks: researching the information, writing descriptions of the information, or analyzing the propaganda. Have group members combine their efforts to make an in-class presentation.
the Atlantic Charter. This agreement committed both nations to a postwar world of democracy, nonaggression, free trade, economic advancement, and freedom of the seas. By late September, an additional 15 anti-Axis nations had signed the charter. Churchill later said that FDR pledged to “force an incident . . . which would justify him in opening hostilities” with Germany. An incident quickly presented itself. In early September, a German submarine, or U-boat, fired on an American destroyer that had been radioing the U-boat’s position to the British. Roosevelt promptly responded by ordering American ships to follow a “shoot-on-sight” policy toward German submarines.

The Germans escalated hostilities the following month, targeting two American destroyers. One of them, the Reuben James, sank after being torpedoed, killing 115 sailors. As the end of 1941 drew near, Germany and its allies continued a tense standoff.

Despite the growing tensions in the Atlantic, the Japanese attack on Pearl Harbor finally brought the United States into World War II. Ironically, Roosevelt’s efforts to help Britain fight Germany resulted in Japan’s decision to attack the United States.

**America Embargoes Japan**

Roosevelt knew that Britain needed much of its navy in Asia to protect its territories there from Japanese attack. As German submarines sank British ships in the Atlantic, however, the British began moving warships from Southeast Asia, leaving India and other colonial possessions vulnerable.

**Japan Attacks**

**MAIN Idea** The Japanese attack on Pearl Harbor led the United States to declare war on Japan.

**HISTORY AND YOU** Do you remember how the United States acquired territory in the Pacific? Read about the threats to American interests as Japan expanded its empire.

Despite the growing tensions in the Atlantic, the Japanese attack on Pearl Harbor finally brought the United States into World War II. Immediately, Roosevelt’s efforts to help Britain fight Germany resulted in Japan’s decision to attack the United States.

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Critical Thinking

Comparing  Remind students of the embargo Roosevelt ordered in 1940 against exports of scrap metal to Japan, which later extended to other products that had military uses. Discuss the embargoes or sanctions currently in effect. Discuss whether these are effective in preventing war or accomplishing the goals established by the nations that impose them.

Answer: Students’ responses will vary but should be supported with reasons.

Additional Support

Extending the Content

Attack on Pearl Harbor  Japanese pilots began training for the attack on Pearl Harbor in the spring of 1941. The commander of the Japanese fleet devised a plan that used naval aviation and aircraft carriers on a large scale. Six aircraft carriers and 24 supporting vessels coordinated the attack in addition to submarines intended to sink any warships that survived the attack. The first wave of the surprise attack involved 181 planes. A second wave of 170 planes took off half an hour later. In addition to hitting the fleet anchored in Pearl Harbor, the Japanese also hit two Navy air bases, a Marine air field, and three Army Air Corps fields. By hitting these additional sites, the Japanese hoped to prevent American planes from intercepting the Japanese force. The attack lasted less than two hours. More than 90 percent of the attacking planes survived and returned to the Japanese aircraft carriers.

Turning Point

Japan Attacks Pearl Harbor

Pearl Harbor was an important turning point because it not only brought the United States into the war but also decisively marked an end to U.S. isolationism. After the war ended, the nation did not withdraw from its role in international affairs, as it had done following World War I. Involvement in the war signaled the beginning of a global role for the United States that has continued to the present day. With the decision to support the United Nations and efforts to rebuild Europe, the nation became actively involved in international events.

HYPOTHESIZING  Do you believe the United States would have entered the war regardless of the attack on Pearl Harbor? Support your ideas with reasons.
1941, six Japanese aircraft carriers, two battleships, and several other warships set out for Hawaii.

**Japan Attacks Pearl Harbor**

The Japanese government appeared to be continuing negotiations with the United States in good faith. American intelligence, however, had decoded Japanese communications that made it clear that Japan was preparing to go to war against the United States.

On November 27, American commanders at the Pearl Harbor naval base received a war warning from Washington, but it did not mention Hawaii as a possible target. Because of the great distance from Japan to Hawaii, officials doubted that Japan would attempt such a long-range attack.

The U.S. military’s inability to correctly interpret the information they were receiving left Pearl Harbor an open target. The result was devastating. Japan’s surprise attack on December 7, 1941, sank or damaged eight battleships, three cruisers, four destroyers, and six other vessels. The attack also destroyed 188 airplanes and killed 2,403 Americans. Another 1,178 were injured. That night, a gray-faced Roosevelt met with his cabinet, telling them the country faced the most serious crisis since the Civil War. The next day, he asked Congress to declare war.

**Primary Source**

“Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. . . . No matter how long it may take us . . . the American people in their righteous might will win through to absolute victory.”

—from The Public Papers and Addresses of Franklin D. Roosevelt

The Senate voted 82 to 0 and the House 388 to 1 to declare war on Japan.

**Germany Declares War**

Although Japan and Germany were allies, Hitler was not bound to declare war against the United States. The terms of the alliance specified that Germany had to come to Japan’s aid only if Japan was attacked, not if it attacked another country. Hitler had grown frustrated with the American navy’s attacks on German submarines, however, and he believed the time had come to declare war.

Hitler greatly underestimated the strength of the United States. He expected the Japanese to easily defeat the Americans in the Pacific. By helping Japan, he hoped for Japanese support against the Soviet Union after they had defeated the Americans. On December 11, Germany and Italy both declared war on the United States.

**Critical Thinking**

5. **Big Ideas** After Roosevelt’s efforts to help Britain, some people accused him of being a dictator. Do you agree or disagree with this label? Explain your answer.

6. **Organizing** Use a graphic organizer similar to the one below to show how Roosevelt helped Britain while remaining officially neutral.

```
1. Help to Britain
   2. 
   3. 
```

7. **Analyzing Visuals** Study the images on page 706. Then create a multimedia presentation that traces the Japanese attack on Pearl Harbor.

**Writing About History**

8. **Expository Writing** Write a letter to the editor of your newspaper explaining why you think the United States should either remain neutral or become involved in World War II.

**Answers**

1. All definitions can be found in the section and the Glossary.
2. destroyers for bases deal, Lend-Lease Act, hemispheric defense zone
3. The hemispheric defense zone was an imaginary division of the Atlantic Ocean to justify patrolling for German submarines that were disrupting British shipping.
4. The United States did not expect Japan to attack a target at such a distance. It also failed to correctly interpret military information.
5. Students may say it was important to stop Germany; others will say that Roosevelt violated the Neutrality Act.
6. destroyers for bases deal, Lend-Lease Act, hemispheric defense zone
7. Students’ presentations should note that isolationism failed to prevent the attack. Presentations should also contain accurate accounts of the attack.
8. Students’ letters will vary but should express a clear and reasoned opinion.
Organizing  Divide the class into three groups, assigning each group one of the three nations listed under “Causes of the Rise of Dictators.” Invite students to create graphic organizers that link the causes that pertain to their countries to particular effects.

Special Education  Help students organize events by having them make a four-column chart. Ask them to label the columns Allied Powers, Axis Powers, Axis-controlled Countries, and Neutral Countries. Students then can use the text and maps to identify and list the countries under the appropriate headings.

Causes of the Rise of Dictators

Italy
- Mussolini’s Fascist Party believed in the supreme power of the state.
- In 1922 Mussolini threatened to march on Rome; the king appointed Mussolini as the premier.

Germany
- Hitler’s Nazi Party believed in an all-powerful state, territorial expansion, and ethnic purity.
- Hitler believed that Germans needed more living space and called for Germany to expand east into Poland and Russia.
- Germany invaded Poland in 1939, France in 1940, and the USSR in 1941.

Japan
- Military leaders pushed for territorial expansion.
- Japan attacked Manchuria in 1931.
- Japan invaded China in 1937.
- Japan attacked Pearl Harbor in 1941.

Effects

Holocaust
- During the Holocaust, the Nazis killed an estimated 6 million Jews.
- Jews were targeted and sent to concentration or extermination camps throughout Europe.

World War II
- Leaders of France and Britain tried to appease Hitler by allowing territorial growth.
- Britain and France declared war on Germany following the invasion of Poland.
- The United States sent aid to the Allied forces through the lend-lease program and cash-and-carry provision.
- France was defeated by the Nazis, who occupied the country in 1940.
- The United States declared war on Japan in 1941, after the bombing of Pearl Harbor.

Hands-On  Chapter Project

Step 5: Creating a World War II Memory Book

Step 5: Wrap Up  Students will use their prior knowledge and the materials they researched to complete the pages of the memory book.

Directions  Give each student a page of the memory book and ask them to use the photos and information they researched to create an attractive, informative page. They may wish to decorate the pages with other appropriate images, as well. The complete book may be used by the class to review the chapter and then displayed in the school or donated to a local VFW chapter or other group.
Reviewing Vocabulary
Directions: Choose the word or words that best complete the sentence.

1. What type of government considered the nation more important than the individual?
   A. dictatorship
   B. monarchy
   C. fascism
   D. democracy

2. What did Hitler call Germany's quick air strikes?
   A. blitzkrieg
   B. Kristallnacht
   C. Anschluss
   D. gestapo

3. What were the Nuremberg Laws?
   A. regulations passed by Congress that explained when the United States could go to war against Germany
   B. regulations passed by Congress that restricted the number of Jewish immigrants allowed into the U.S.
   C. regulations passed by the United Nations that outlawed World War II
   D. regulations passed by Germany that deprived German Jews of certain rights such as citizenship

4. Buchenwald was a ________ built in 1937. Throughout its years of operation, over 200,000 prisoners worked there to the point of exhaustion and death.
   A. ghetto
   B. appeasement
   C. Gestapo
   D. concentration camp

5. ________, such as oil, steel, and iron supplies, were used by the United States to put pressure on Japan.
   A. Rationed items
   B. Strategic materials
   C. Lend-Lease goods
   D. Cash-and-carry materials

Reviewing Main Ideas
Directions: Choose the best answers to the following questions.

Section 1 (pp. 682–687)
6. Which factor encouraged an American policy of neutrality during the 1930s?
   A. disillusionment with World War I and its results
   B. decline in the military readiness of other nations
   C. repeal of Prohibition
   D. economic prosperity of the period

7. In the 1930s the United States responded to the rise of fascism in Europe by
   A. invading Germany and Italy.
   B. forming military alliances.
   C. passing a series of neutrality laws.
   D. joining the League of Nations.

Section 2 (pp. 688–693)
8. What term refers to the German annexation of Austria?
   A. Kristallnacht
   B. Anschluss
   C. Munich Conference
   D. Nazi-Soviet Nonaggression Pact

9. When France fell to the Nazis, the French and British evacuated thousands of troops from
   A. Dunkirk.
   B. Danzig.
   C. Buchenwald.
   D. Poland.

Answers and Analyses
Reviewing Vocabulary

1. C The main distractor for students will likely be A, because dictatorships and fascism are sometimes associated. Remind students that not all dictatorships are within fascist states, nor do all dictatorships consider the nation of supreme importance.

2. A This question can be confusing because of the number of foreign terms. Point out the key term, quick, and help students associate it with blitz.

3. D Only one response assigns the laws to Germany. Students may associate Nuremberg with the German city to reach the correct answer.

4. D While ghettos were areas of cities where Jews lived, these areas were not wartime creations.

5. B By recalling that the last two options were directed toward Britain, students can eliminate answers C and D. No mention has yet been made of rationing, so B is the correct answer.

Reviewing Main Ideas

6. A Students may be confused by the distractor B. The responses C and D are clearly irrelevant or false. By recalling that all of the Axis nations were building up their militaries, students can see that A is the correct answer.

7. C The key to this question is the date given. Responses B and D are similar in nature and can be eliminated. Invasions did not occur before Pearl Harbor, so A is also false.
10. B  Suggest that students observe the words extermination and final to identify the correct response. Camps deprived Jews of any sort of justice, so A can be eliminated. Students should also note that B is the only answer choice contained in quotations. The question asks the name of the Nazi policy, so students should deduce that the correct answer would contain quotation marks.

11. A  The key to this question is the date given, 1939, and the term immediate, thus eliminating B. Because A is in contrast to C, logically only one of them is the correct response.

12. A  The hemispheric defense zone established an imaginary line in the Atlantic Ocean. The western half of the Atlantic was declared neutral to allow U.S. ships to patrol for German subs. Students should remember that the Wannsee Conference was held by Germany and concerned the “final solution,” while the Munich Conference was held to appease Hitler. The America First Committee was an isolationist group and thus would not be interested in aiding Britain.

13. B  Students should recognize that Pearl Harbor is part of the United States and therefore the bombing demanded a response. Both A and C involved other nations. They can also eliminate D, which occurred in World War I.

Section 3 (pp. 694–699)

10. Concentration camps and extermination camps were part of what Nazis called
   A  justice for all.
   B  the “final solution.”
   C  population control.
   D  the last straw.

Section 4 (pp. 702–707)

11. In 1939 the immediate response of the United States to the start of World War II in Europe was to
   A  modify its neutrality policy by providing aid to the Allies.
   B  declare war on Germany and Italy.
   C  strengthen its isolationist position by ending trade with Britain.
   D  send troops to the Allied nations to act as advisers.

12. What was one step that America took to aid Great Britain?
   A  created a hemispheric defense zone
   B  founded the America First Committee
   C  called for the Wannsee Conference
   D  attended the Munich Conference

13. Why did the United States enter the war in 1941?
   A  blitzkrieg over Poland
   B  bombing of Pearl Harbor
   C  embargo on Japan
   D  sinking of the Lusitania

Critical Thinking

14. D  Students should focus on the word “arsenal” to help them answer this question. If they think of weapons in connection with Lend-Lease, they should be able to narrow the choices to B and D. Students should then recognize that America was against the Axis Powers, leaving only D as the correct response.

15. B  Remind students to look carefully at the map in answering this question. Although all responses include Germany, the second part of the answer is determinative.

16. B  Students should use the map to help them answer the question. The map shows many European countries without concentration camps, so A can be eliminated. The map also shows that no camps existed in Britain or the Soviet Union, eliminating C and D.
17. Why were the British able to prevent the Germans from invading their country?
A The United States joined the Allied forces.
B Germany could not penetrate the Maginot Line.
C France defeated Germany and pushed them back into Belgium.
D Britain had developed radar stations to detect German aircraft.

18. According to the cartoon, how did Americans feel about assisting the Allies?
A They sent troops to help make the world safe for democracy.
B Many Americans were willing to help the British but did not want to sell them arms.
C Many Americans did not want to help the British fight the Germans.
D The United States sold arms to Britain and France.

19. How did Inouye find out about the attack on Pearl Harbor?
20. What made him certain that the planes were Japanese, not American?

Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow the document.

Daniel Inouye earned a Medal of Honor for his service in World War II and later became a United States senator. In 1941, however, he was a teenager living in Hawaii. This is his account of Pearl Harbor:

“As soon as I finished brushing my teeth and pulled on my trousers, I automatically clicked on the little radio that stood on the shelf above my bed. I remember that I was buttoning my shirt and looking out the window . . . when the hum of the warming set gave way to a frenzied voice. ‘This is no test,’ the voice cried out. ‘Pearl Harbor is being bombed by the Japanese!’”

[The family ran outside to look toward the naval base at Pearl Harbor.]

“And then we saw the planes. They came zooming up out of that sea of gray smoke, flying north toward where we stood and climbing into the bluest part of the sky, and they came in twos and threes, in neat formations, and if it hadn’t been for that red ball on their wings, the rising sun of the Japanese Empire, you could easily believe that they were Americans, flying over in precise military salute.”

—quoted in Eyewitness to America

19. How did Inouye find out about the attack on Pearl Harbor?
20. What made him certain that the planes were Japanese, not American?

Extended Response

21. Could the Holocaust have been avoided if the Allies had intervened? Write an essay that takes a position and support it with relevant facts and details. Essays should include an introduction, multiple paragraphs, and a conclusion.

If You Missed Questions . . . 17 18 19 20 21
Go to Page . . . 693 R18 711 711 R6

STOP

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For additional test practice, use Self-Check Quizzes—Chapter 20 at glencoe.com.

17. D Students may need to focus on order of events to answer this question correctly. The United States did not join the Allies until after Germany’s attempt to invade Britain. Germany went around the Maginot Line. C is clearly false, because Germany defeated France.

18. B Careful examination of the cartoon indicates that Americans wanted only to honor long friendship and ties with Britain, not to provide troops or arms.