

From Prosperity to Depression: Using Statistics

The following table contains statistics about several aspects of the economy of the United States from 1922 to 1932. Study the table and answer the questions that follow.

| Year | Automobile Sales | Business Failures | Bank Closings | Average Annual Wages of Factory Workers |
|------|------------------|-------------------|---------------|---|
| 1922 | 2,274,000 | 23,676 | 367 | 1,283 |
| 1923 | 3,625,000 | 18,718 | 646 | 1,403 |
| 1924 | 3,186,000 | 20,615 | 775 | 1,427 |
| 1925 | 3,735,000 | 21,214 | 618 | 1,450 |
| 1926 | 3,692,000 | 21,773 | 976 | 1,476 |
| 1927 | 2,937,000 | 23,146 | 669 | 1,502 |
| 1928 | 3,775,000 | 23,842 | 499 | 1,534 |
| 1929 | 4,455,000 | 22,909 | 659 | 1,543 |
| 1930 | 2,787,000 | 26,355 | 1,352 | 1,488 |
| 1931 | 1,948,000 | 28,285 | 2,294 | 1,369 |
| 1932 | 1,104,000 | 31,822 | 1,456 | 1,150 |

Source: *Historical Statistics of the United States*

- (a) In which year were the fewest automobiles sold? _____ (b) In which year did the most businesses fail? _____ (c) In which year was the average annual wages of factory workers lowest? _____
- How many more banks closed in 1931 than in 1922? _____
- Based on the statistics in this table, how would you describe the economy of the United States from 1922 to 1928? _____

- (a) What relationship can you find between the wages of factory workers and the number of business failures from 1929 to 1932? _____

(b) What relationship can you find between the wages of factory workers and the number of automobiles sold from 1929 to 1932? _____

- How do the statistics indicate that a depression began after 1929? _____

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CHAPTER
15

Section 2

SKILLBUILDER PRACTICE *Identifying Problems*

To identify problems in history, find and summarize the difficulties a group of people faced at a certain time. By pointing out and explaining problems, you can develop a thorough understanding of the situation. During the Great Depression, Franklin Roosevelt was elected president of the United States. The excerpt below is from a campaign speech Roosevelt delivered on September 23, 1932. As you read the speech, identify the problems in American society that Roosevelt saw. Remember that problems can be directly stated or implied. Then complete the activity that follows. (See Skillbuilder Handbook.)

A glance at the situation today only too clearly indicates that quality of opportunity, as we have known it, no longer exists. Our industrial plant is built; the problem just now is whether under existing conditions it is not overbuilt.

Our last frontier has long since been reached, and there is practically no more free land. . . . There is no safety valve in the form of a Western prairie, to which those thrown out of work by Eastern economic machines can go for a new start. . . .

Recently a careful study was made of the concentration of business in the United States. It showed that our economic life was dominated by some six hundred odd corporations, who controlled two-thirds of American industry. Ten million small business men divided the other third. More striking still, it appeared that if the process of concentration goes on at the same rate, at the end of another century we shall have all American industry controlled by a dozen corporations, and run by perhaps a hundred men. . . .

Clearly, all this calls for a re-appraisal of values. A mere builder of more industrial plants, a creator of more railroad systems, an organizer of more corporations, is as likely to be a danger as a help. . . .

Our task now is not discovery or exploitation of resources, or necessarily producing more goods. It is the soberer, less dramatic business of administering resources and plants already in hand, of seeking to re-establish foreign markets for our surplus production, of meeting the problem of underconsumption, of adjusting production to consumption, of distributing wealth and products more equitably, of adapting existing economic organizations to the service of the people. The day of enlightened administration has come.

from Franklin D. Roosevelt, Address to the Commonwealth Club of San Francisco, September 23, 1932. Reprinted in the New York Times, September 24, 1932.

Imagine that you are a news reporter covering the presidential campaign of 1932 for your radio station. Prepare a report of Roosevelt's speech to deliver to your radio audience. In your report, summarize the problems the candidate stated directly or implied in his speech.



Date _____

CHAPTER
15**Section 1****LITERATURE SELECTION** *from This Side of Paradise*
by F. Scott Fitzgerald

This Side of Paradise, the first novel by American author F. Scott Fitzgerald, appeared in 1920 and was an immediate success. Fitzgerald captured the cynicism, doubt, and disillusionment that followed World War I. How does the main character, Amory Blaine, feel that the war affected his generation?

“Why shouldn’t you be bored,” yawned Tom. “Isn’t that the conventional frame of mind for the young man of your age and condition?”

“Yes,” said Amory speculatively, “but I’m more than bored; I am restless.”

“Love and war did for you.”

“Well,” Amory considered, “I’m not sure that the war itself had any great effect on either you or me—but it certainly ruined the old backgrounds, sort of killed individualism out of our generation.”

Tom looked up in surprise.

“Yes it did,” insisted Amory. “I’m not sure it didn’t kill it out of the whole world. Oh, Lord, what a pleasure it used to be to dream I might be a really great dictator or writer or religious or political leader—and now even a Leonardo da Vinci or Lorenzo de Medici couldn’t be a real old-fashioned bolt in the world. Life is too huge and complex. The world is so overgrown that it can’t lift its own fingers, and I was planning to be such an important finger—”

“I don’t agree with you,” Tom interrupted.

“There never were men placed in such egotistic positions since—oh, since the French Revolution.”

Amory disagreed violently.

“You’re mistaking this period when every nut is an individualist for a period of individualism. Wilson has only been powerful when he has represented; he’s had to compromise over and over again. Just as soon as Trotsky and Lenin take a definite, consistent stand they’ll become two-minute figures like Kerensky.¹ Even Foch² hasn’t half the significance of Stonewall Jackson.³ War used to be the most individualistic pursuit of man, and yet the popular heroes of the war had neither authority nor responsibility; Guynemer and Sergeant York.⁴ How could a schoolboy make a hero of Pershing⁵? A big man has no time really to do anything but just sit and be big.”

“Then you don’t think there will be any more permanent world heroes?”

“Yes—in history—not in life. Carlyle⁶ would

have difficulty getting material for a new chapter on ‘The Hero as a Big Man.’”

“Go on. I’m a good listener to-day.”

“People try so hard to believe in leaders now, pitifully hard. But we no sooner get a popular reformer or politician or soldier or writer or philosopher—a Roosevelt, a Tolstoi, a Wood, a Shaw, a Nietzsche, than the cross-currents of criticism wash him away. My Lord, no man can stand prominence these days. It’s the surest path to obscurity. People get sick of hearing the same name over and over.”

“Then you blame it on the press?”

“Absolutely. Look at you; you’re on *The New Democracy*, considered the most brilliant weekly in the country, read by the men who do things and all that. What’s your business? Why, to be as clever, as interesting, and as brilliantly cynical as possible about every man, doctrine, book, or policy that is assigned you to deal with. The more strong lights, the more spiritual scandal you can throw on the matter, the more money they pay you, the more the people buy the issue. You, Tom d’Invilliers, a blighted Shelley⁷, changing, shifting, clever, unscrupulous, represent the critical consciousness of the race. . . .

Footnotes

1. **Kerensky:** Russian revolutionary.
2. **Foch:** World War I Commander in Chief.
3. **Stonewall Jackson:** U.S. Civil War general.
4. **Sergeant York:** American World War I hero.
5. **Pershing:** commander of U.S. forces during World War I.
6. **Carlyle:** British historian and essayist
7. **Shelley:** English romantic poet.

Discussion Questions**Recognizing Facts and Details**

1. What is Amory Blaine’s opinion about how World War I affected his generation?
2. What dreams did Amory have before the war?
3. **Making Judgments** Amory insists that the war did not have a great effect on him. Do you agree? Why or why not?

6

1. _____

2. _____

3. _____

4)



CHAPTER
15

Section 4

GEOGRAPHY APPLICATION: PLACE

Spain During the 1930s

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

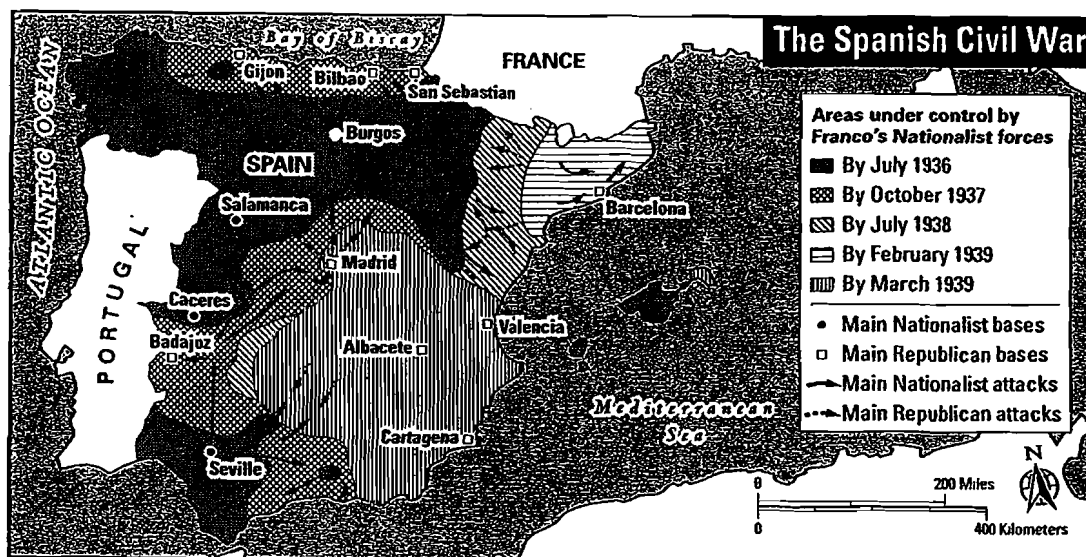
Spain experienced a decade of political turmoil in the 1930s. In 1931, Alfonso XIII, the last Spanish king, was dethroned in favor of a democratic government. That event launched a series of failed governments and a bloody civil war that would leave Spain in the hands of a fascist dictator.

The democratic government attempted many long overdue reforms. For instance, it wrote laws that separated church and state and redistributed land from the rich to the poor. However, many poor people felt that they did not get enough land, while the wealthy felt that they had lost too much land. Amid turmoil, new elections were held in 1933 and a more conservative government took control.

In February of 1936, elections were held again. The liberal or Republican party defeated a conservative group supported by the military. In July, General Francisco Franco led a group called the Nationalists in a revolt against the newest republican government. The Republicans gathered their forces in defense, and a civil war followed. The government looked to the United States, France,

and Britain for supplies, soldiers, and weapons. However, those countries adhered to a strict policy of neutrality and also forbade other countries from intervening. Only the Soviet Union and volunteer groups in the United States and Europe helped the Republicans. On the other hand, Franco benefited from German and Italian troops, weapons, and supplies. The Italians sent over 50,000 soldiers. More than 600,000 people died in what was the most destructive war in Spanish history. The Republican forces held out for almost three years, but finally collapsed in 1939.

With Franco's victory, Spain operated as a fascist state, but it remained neutral during World War II. It has been reported that Winston Churchill, the prime minister of Great Britain, secretly approved bribes of \$100 million to Spanish military officials to ensure that they would not side with Hitler. Spain could have undermined Britain's war effort by controlling shipping lanes in the Mediterranean Sea.



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Name _____

Spain During the 1930s *continued*

Interpreting Text and Visuals

1. At the start of the war, in what general areas did the Nationalists have their greatest strength?

2. Which side won control of Gijon and Bilbao during the war? When did that occur? _____

3. Name a city that fell to Franco's forces between July 1938 and February 1939. _____

4. By February 1939, what general area did the Republican forces still control? _____

5. Why do you think Franco's Nationalist forces were able to defeat the Republicans? _____

6. According to territory acquired, what is the earliest date at which you would say that the Nationalist victory was assured? Why? _____

7. According to the map, around which city was there the most concentrated fighting? _____

8. How did Great Britain reportedly keep Spain from actively participating in the fascist cause in World War II? _____

CHAPTER
15

HISTORYMAKERS

Francisco Franco

Cautious Dictator

Section 4

"You know how a thing will start, but not how it will end."—Franco, to a journalist

Francisco Franco led a winning army, a successful revolt, and a long-lasting government. Yet he was a cautious man who avoided taking chances.

Franco was born in northwestern Spain. Four generations of Francos had served in the navy, but budget cutbacks prevented his enrollment. As a result, he entered the academy for the infantry and graduated as an officer at age 17.

In 1912, the 19-year-old Franco volunteered to fight rebels in Spanish Morocco because combat brought extra pay and a chance for promotion. He proved an able leader who was respected for his professionalism. When others went to town seeking entertainment, one officer recalled, "he used to stay in the barracks or in his tent with books and plans."

Franco's hard work and ability won advancement. He became the army's youngest captain in 1915 and, after receiving a near-fatal wound, a major in 1916. He returned to Morocco in 1920 as second-in-command of the Spanish Foreign Legion. Three years later, he became its full commander and led that elite unit to a victory that put an end to the Moroccan revolt. In 1926, at age 33, he returned to Spain a hero and the youngest general in Europe.

Franco's career was then caught in the turmoil of Spanish politics. In 1931, rebels, later known as Republicans, overthrew the Spanish king and proclaimed a republic. Franco was placed on inactive duty but did nothing to undermine the new government. When conservatives took control in 1933, he was placed on active duty again.

Republicans, supporters of the Spanish republic, and Nationalists, a more conservative movement, bitterly opposed each other. Their disagreements often produced street violence. When elections in early 1936 brought the Republicans to power, the chaos increased. Peasants seized crops or land from wealthy landowners, and workers struck. Franco asked the leaders to declare a state of emergency. He was ignored.

Other generals talked about taking control of the government, but Franco did not commit him-

self. His ability to command Spain's best fighting force made him strategically important, and his good reputation and fame were essential in winning the support of the Spanish people. Finally, on July 18, 1936, Franco issued a manifesto that proclaimed a revolt. He flew to Morocco and brought the army to Spain. In September, Franco was named as the overall commander and the head of the Nationalists.

The war took three long years. Both sides committed atrocities, and both sides used foreign aid. Franco won assistance from Germany and Italy. The Republicans received help from the Soviet Union. Franco accepted the support of the Spanish Fascists, but he made it clear that his government would remain in control. He won the war in 1939.

Franco soon faced a diplomatic challenge. His country was torn and weak from its long civil war, but Germany and Italy had now plunged into World War II. When Germany appeared to be winning, he almost joined on its side. However, he chose to keep Spain neutral. In 1943, as the tide turned, he broke diplomatic relations with Germany and Italy.

Nevertheless, the victorious allies were hostile to Spain after the war. Franco then moved to oust Spanish Fascists from power. The development of the Cold War between the United States and the Soviet Union also helped his position. He was now viewed as a valuable anti-Communist, and relations warmed between Spain and western Europe.

Franco ruled Spain until his death. In 1947, he declared Spain a monarchy, but he still ran the government. He officially named Juan Carlos, a member of the royal family, as his successor. When Franco died in 1975, Juan Carlos became king.

Questions

1. **Identifying Supporting Ideas** What details support the idea that Franco was cautious?
2. **Making Inferences** How does the quotation explain Franco's caution?
3. **Drawing Conclusions** How would you characterize Franco's relationship with the Fascist party?

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1. _____

2. _____

3. _____

4)

Chapter 30

The Years between the Wars

(12)

THE KELLOGG-BRIAND PACT

◆ Section I (pages 642-645)

After 1918, the people of the Western democracies wanted to do everything possible to avoid another war. To this end, they negotiated a number of peace treaties during the next two decades. Among these was the Kellogg-Briand pact, which renounced war. The cartoon below appeared in the British magazine, *Punch*, in 1928.



Little Miss Peace: 'Isn't it splendid! I've got fifteen—and I hope to get the rest.'

1. How does the cartoonist portray Little Miss Peace? _____

2. (a) Miss Peace is carrying an autograph album. What does it contain?

(b) To what does "the rest" refer?

3. How does the portrayal of Little Miss Peace and her book reflect the cartoonist's view of the peace pact?

Name _____
Class _____
Date _____

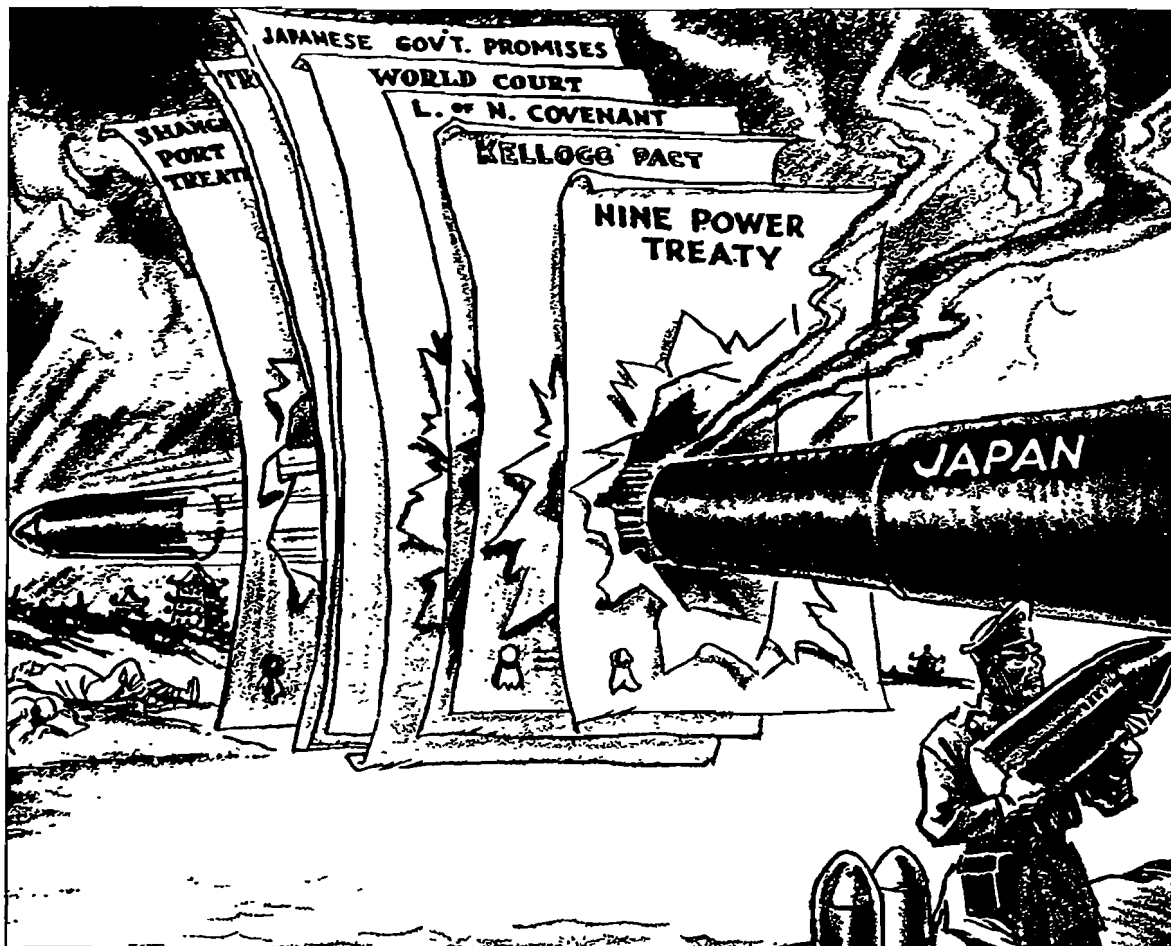
Basic Skills Worksheet 29

Topic: The Japanese Invasion of Manchuria

Skill: Interpreting a Cartoon



The cartoon below was published in 1931. Study the cartoon and then answer the questions that follow.



Courtesy of Jerry Doyle, *The Philadelphia Record*

1. What country is firing the cannon? _____
2. What country is being attacked? _____ What symbols helped you identify this country? _____
3. According to the cartoonist, how many agreements were broken by the aggressor? _____
4. What does the phrase "L of N Covenant" stand for? _____
5. What would be an appropriate title for this cartoon? _____



Italian Fascism: Analyzing Ideas

Read the following eight statements carefully and circle the numbers of the statements that would probably be supported by a follower of Mussolini. If the statement would be opposed by a follower of Mussolini, explain Mussolini's views on the subject in the space provided.

1. Ancient Rome should be a model for modern Italy. _____

2. The state should never become so powerful that it extinguishes individual freedom. _____

3. Political parties should be allowed to exist because they express the opposing views of citizens. _____

4. Private property should be defended. _____

5. The Independence of all nations should be protected. _____

6. It is justifiable to use force to seize power. _____

7. Schools should allow young people to develop their own political opinions. _____

8. The government should regulate the activities of private businesses. _____

Name _____
Class _____
Date _____

Critical Thinki

16

Topic: Germany's Postwar Crisis
Skill: Identifying Point of View and Bias

The Depression of the thirties affected all of Europe. In Germany, the effect was compounded by debts and reparations resulting from World War I and by anger at Germany's defeat and losses. In her autobiography *Restless Days*, Lilo Lenke, a young German journalist and pacifist, describes how her family was affected by the crisis. The following passage focuses on the growing conflict between her and her brother. Study the excerpt to identify their different viewpoints and answer the questions that follow.

In my own family the political antagonism was growing past endurance. In October Fritz had finished his apprenticeship in an old-established export house, at the precise moment when the firm went bankrupt . . . [F]or my brother the bankruptcy of his firm . . . meant that he lost his job. His three years' training was in vain—there was not a single export firm which was not forced to dismiss as many of its employees as possible.

Coming home from the office, I found him brooding in a corner with the expression of a beaten dog. He felt humiliated by the fact that I, a girl, was working and earning money whilst he was idle and without a pfennig in his pockets, reduced to the state of a proletarian. I tried to console him:

"Don't worry, you will find another job. And besides, it isn't in the least your fault. Nobody can blame you. Millions suffer the same."

He looked at me with wild hatred:

"Yes, that's just it—millions! If it isn't my

Source: *Restless Days*, by Lilo Lenke

fault, whose fault is it? I tell you—your friends, the French, the English, the Americans, and all those damnable nations who inflict on us one dishonorable penalty after the other—they are to blame for all this. Before the war the whole world bought German goods. My firm exported to Africa, to the German colonies. Hundreds of thousands we turned over every year. But they have robbed us of our colonies, of all our former markets. They have stolen the coal-mines in the Saar . . . they squeeze millions of marks out of our bleeding country. We'll never rise again unless we free ourselves by another war."

"Don't be foolish, Fritz. Things are bad in the whole world."

"I don't care about the world. I care only about Germany, which you and your pacifists have delivered into the hands of our enemies. I despise you, you are not worthy to call yourself a German."

1. What caused Fritz to lose his job? _____
2. What was Lilo's point of view on the crisis? _____

3. Whom did Fritz blame for the crisis? _____

4. What phrases in Fritz's outburst would you consider as showing bias? _____

5. Read the description of *Mein Kampf* on page 694. Which of Hitler's views would be likely to appeal to Fritz? _____

The Nazi Appeal: Using Visual Evidence

The picture below is a reproduction of a Nazi party election poster from 1932. The words at the top of the poster urge Germans to "end it now," and the message at the bottom asks people to vote for Hitler. Study the poster and review pages 681–685 of your text. Then answer the questions that follow.



Source: Library of Congress.

1. How is the Nazi party portrayed in this poster? _____

2. Why do you think the Nazis wanted to convey this image to the German people? _____

3. What might the Nazis have been referring to in the phrase "end it now"? _____

4. How did the poster try to show that the Nazi party was capable of dealing with Germany's grievances? _____

5. Do you think this was a successful election poster? Why? _____

Name _____

Class _____

Date _____

Basic Skills Worksheet 30**Topic:** The Rise of the Nazi Party**Skill:** Using Statistics

This table shows results of German elections between 1920 and 1933. The numerals show the number of representatives from each major party who were elected to the legislature.

GERMAN ELECTIONS TO THE WEIMAR ASSEMBLY AND REICHSTAG

| | June 1920 | May 1924 | Dec. 1924 | May 1928 | Sept. 1930 | July 1932 | Nov. 1932 | Mar. 1933 |
|------------------|--------------|-------------|--------------|-------------|---------------|--------------|--------------|--------------|
| Communists | 2 | 62 | 45 | 54 | 77 | 89 | 100 | 81 |
| Social Democrats | 112 | 100 | 131 | 152 | 143 | 133 | 121 | 125 |
| Democrats | 45 | 28 | 32 | 25 | 14 | 4 | 2 | 5 |
| Center | 68 | 65 | 69 | 61 | 68 | 75 | 70 | 74 |
| People's Party | 62 | 44 | 51 | 45 | 30 | 7 | 11 | 2 |
| Nationalists | 66 | 96 | 103 | 78 | 41 | 40 | 51 | 52 |
| Nazis | — | 38 | 20 | 12 | 107 | 230 | 196 | 288 |

Source: Brinton, Christopher, and Wolff, *A History of Civilization: 1815 to the Present*

1. When did the Nazis and their allies the Nationalists first win a majority? _____
2. Refer to text pages 691–696 to find out what events might account for the variation in the number of Nazis elected to government. Then complete the time line below for the period 1920 to 1933 showing events that affected the rise of the Nazi party. Events include the following: Hitler becomes Führer of Nazi party (July 1921), Fascists take power in Italy (October 1922), Nazi Munich coup fails (November 1923), Hitler's *Mein Kampf* published (July 1925), height of Great Depression (December 1932), Hitler named chancellor of Germany (January 1933).

THE RISE OF THE NAZI PARTY, 1920–1933

3. Use information from the table and the time line to answer the following questions:
 - (a) Approximately how long did it take after Hitler's publication of *Mein Kampf* for the Nazi party to gain over 100 seats in the Reichstag? _____
 - (b) What event might explain the largest increase in Nazi party seats? _____
4. Drawing on your answers to the questions above, would you say there was a relationship between economics and the rise of the Nazi party between the years 1920 and 1933? Explain your answer.

CHAPTER

25

Analyzing a Primary Source:
The Rise of Hitler

CRITICAL THINKING
WORKSHEET 57

Read the following excerpt from the speech given by Adolf Hitler in Munich on March 15, 1929. Then answer the questions that follow. Refer to textbook pages 681–84 for background information.

"The entire struggle for survival is a conquest of the means of existence, which in turn results in the elimination of others from these same sources of subsistence. As long as there are peoples on this earth, there will be nations against nations and they will be forced to protect their vital rights in the same way as the individual is forced to protect his rights.

One is either the hammer or the anvil. We confess that it is our purpose to prepare the German people again for the role of the hammer. For ten years we have preached, and our deepest concern is: How can we achieve power? We admit freely and openly that if our movement is victorious, we will be concerned day and night with the question of how to produce the armed forces which are forbidden to us by the peace treaty [Treaty of Ver-

sailles]. We solemnly confess that we consider everyone a scoundrel who does not try day and night to figure out a way to violate this treaty, for we have never recognized this treaty. . . .

We will take every step which strengthens our arms, which augments the number of our forces, and which increases the strength of our people.

We confess further that we will dash anyone to pieces who should dare to hinder us in this undertaking. . . . Our rights will never be represented by others. Our rights will be protected only when the German Reich is again supported by the point of the German dagger."

(From *Hitler's Words: Two Decades of Socialism, 1923–1943*, translated and edited by Gordon W. Prange. Reprinted by permission of Public Affairs Press.)

1. What is Hitler's goal? _____

2. How does he intend to achieve this goal? _____

3. Could the term *Machiavellian* be applied to Hitler? Explain. _____

4. What does he mean when he says, "One is either the hammer or the anvil"? _____

5. What aspects of this speech might appeal to the German sense of nationalism? _____



THE FÜHRER PRINCIPLE

One important aspect of fascism was, as you have read, absolute loyalty and obedience to a leader. In the excerpt below, a Nazi activist discusses the relationship between the führer and the people of Germany.

The Führer-Reich of the [German] people is founded on the recognition that the true will of the people cannot be disclosed through parliamentary votes and plebiscites but that the will of the people in its pure and uncorrupted form can only be expressed through the Führer. Thus a distinction must be drawn between the supposed will of the people in a parliamentary democracy, which merely reflects the conflict of the various social interests, and the true will of the people in the Führer-state, in which the collective will of the real political unit is manifested. . . .

The Führer is the bearer of the people's will; he is independent of all groups, associations, and interests, but he is bound by laws which are inherent in the nature of his people. In this twofold condition: independence of all factional interests but unconditional dependence on the people, is reflected the true nature of the Führer principle. The Führer is no 'representative' of a particular

group whose wishes he must carry out. . . . He is rather himself the bearer of the collective will of the people. In his will the will of the people is realized. He transforms the mere feelings of the people into a conscious will. . . . Thus it is possible for him, in the name of the true will of the people which he serves, to go against the subjective opinions and convictions of single individuals within the people if these are not in accord with the objective destiny of the people. . . .

Through his planning and directing he [the Führer] gives the national life its true purpose and value. This directing and planning activity is especially manifested in the lawgiving power which lies in the Führer's hand. The great change in significance which the law has undergone is characterized therein that it no longer sets up the limits of social life, as in liberalistic times, but that it drafts the plans and the aims of the nation's actions. . . .

1. According to the author, who alone can express the will of the people?

2. Does the author tell you how the führer knows the will of the people?

3. In a democratic government, how do government leaders know the will of the people?

4. In the last paragraph, the author claims that in a liberal society laws merely set limits to people's freedom, saying what they can or cannot do. How does the führer's lawgiving power differ from this?

5. Using your text [pages 655-657], give examples of the collective will of the German people as Hitler interpreted it.

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USING
HISTORICAL
SOURCES

30

Name _____ Date _____

Chapter 30 National Socialism

National Socialism, or Nazism, was the official ideology of the German state under Adolf Hitler. The selection below comes from a study of that ideology by the United States Department of State in the early 1940s. Read it and answer the questions that follow.

The National Socialist state rests on three basic concepts, the *Volk* or people, the Führer, and the . . . party. With reference to the first element, the *Volk*, [Nazis argue] that the democracies develop their concept of the people from the wrong approach: They start with the concept of the state and its functions and consider the people as being made up of all the elements which fall within the borders or under the jurisdiction of the state. National Socialism, on the other hand, starts with the concept of the people, which forms a political unity, and builds the state upon this foundation.

Point 4 of the program of the Nazi party . . . reads as follows: "None but members of the nation [*Volk*] may be citizens of the State. None but those of German blood, whatever their creed, may be members of the nation. No Jew, therefore, may be a member of the nation." After the Nazis came to power, this concept was made the basis of the German citizenship law of September 15, 1935. . . .

The second pillar of the Nazi state is the Führer, the infallible leader, to whom his followers owe absolute obedience. . . .

The nature of the plebiscites which are held from time to time in a National Socialist state cannot be understood from a democratic standpoint. Their purpose is not to give the people an opportunity to decide some issue but rather to express their unity behind a decision which the Führer, in his capacity as the bearer of the people's will, has already made. . . .

Great emphasis is placed by the Nazi leaders on the infallibility of the Führer and the duty of obedience of the German people. In a speech on June 12, 1935, Robert Ley, director of the party organization, said, "Germany must obey like a well-trained soldier: the Führer, Adolf Hitler, is always right." In a later article, Ley wrote, "The National Socialist Party is Hitler, and Hitler is the party. The National Socialists believe in Hitler, who embodies their will. Therefore our conscience is clearly and exactly defined. Only what Adolf Hitler, our Führer, commands, allows, or does not allow is our conscience. . . ."

These ideas of the Führer's infallibility and the duty of obedience are so fundamental in fact that they are incorporated as the first two commandments for party members: "The Führer is always right!" and "Never go against discipline!"

The third pillar of the Nazi state, the link between *Volk* and Führer, is the Nazi Party. According to Nazi ideology, all authority within the nation is derived from the people, but it is the party through which the people expresses itself. . . .

The educational tasks of the party stress that the *Volk* can be divided into three main groups, "a supporting, a leading, and a creative class." It is the duty of the leading class, that is, the party, from which the creative class of leaders is drawn, to provide for the education of the supporting class.

Adapted from *National Socialism* (Washington: U.S. Government Printing Office, 1943).

Vocabulary Use a dictionary to find the meanings of the following words:

jurisdiction _____

creed _____

pillar _____

infallible _____

plebiscite _____

Comprehension

1. Name the three concepts on which the Nazi state was based. _____

2. Why did Nazis argue that democracies develop their idea of the people incorrectly? _____

3. Why are Nazi plebiscites not understandable from a democratic standpoint? _____

4. What was the role of the Nazi party? _____

5. What were the three classes of *Volk* in Nazi society? _____

Critical Thinking

1. How does the denial of citizenship to Jews follow from the Nazi belief that the state derives from the *Volk*? _____

2. Based on your reading of Chapter 30, suggest how developments during the Weimar Republic prepared many Germans to accept that "the Führer, Adolf Hitler, is always right." _____

3. How did the idea that the Führer "embodied the will" of the German people support the Nazi demand for complete loyalty to Hitler? _____

4. Explain how Nazi ideology denied the ability of each person to determine what was right or wrong. _____

Chapter 30 Viewpoint Activity



A powerful propaganda machine helped Hitler come to power and take over Germany (textbook pages 780–781). In the first excerpt, Joseph Goebbels, director of the Nazi propaganda machine, keeps track of the election campaign. In the second, American correspondent William Shirer reacts to what he has seen in Germany. ♦ *As you read, think about the use of propaganda in modern politics. Then, on a separate sheet of paper, answer the questions that follow.*

Hitler's Propaganda Machine

Joseph Goebbels (1932)

[Feb. 29] Our propaganda is working at high pressure. The clerical work is finished. Now the technical side of the fight begins. What enormous preparations are necessary to organize such a vast distribution!

Reported to the Leader [Hitler] at noon. I gave him details as to the measures we are taking. The election campaign is chiefly to be fought by means of placards and addresses [speeches]. . . Fifty thousand gramophone records have been made, which are so small they can be slipped into an ordinary envelope. The supporters of the Government will be astonished when they place these miniature records on the gramophone!

In Berlin everything is going well. A film [of me] is being made . . . It is to be shown in all public gardens and squares in the larger cities. . .

[March 18] A critical innovation: the Leader will conduct this next campaign by plane. By this means he will be able to speak three or four times a day at various places. . . and address about one and a half millions of people in spite of the time being so short.

William L. Shirer (1934)

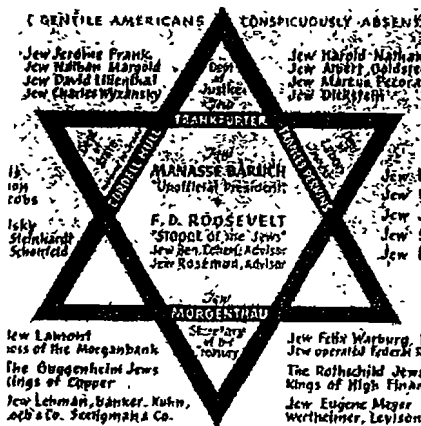
I'm beginning to comprehend, I think, some of the reasons for Hitler's astounding success. . . he is restoring pageantry and color and mysticism to the drab lives of twentieth-century Germans. This

morning's opening meeting. . . was more than a gorgeous show. . . The hall was a sea of brightly colored flags. Even Hitler's arrival was made dramatic. The band stopped playing. . . Hitler appeared in the back of the auditorium, and followed by his aides. . . he strode slowly down the long center aisle while 30,000 hands were raised in salute. It is a ritual, the old-timers say, which is always followed. Then an immense symphony orchestra played Beethoven's *Egmont*

Overture. Great klieg lights played on the stage. . .

In such an atmosphere no wonder, then, that every word dropped by Hitler seemed like an inspired Word from on high. Man's—or at least the German's—critical faculty is swept away at such moments, and every lie pronounced is accepted as high truth itself.

Sources: (1) *My Part in Germany's Fight*, by Joseph Goebbels, trans. Kurt Fielder (Howard Fertig, 1979); (2) *Berlin Diary*, by William L. Shirer (Knopf, 1941)



German propaganda flyer

Questions to Discuss

1. What are some of the propaganda techniques that Goebbels was using in the election campaign? How did the Nazis use what was then new technology?
2. What is Shirer's explanation for the effectiveness of Hitler's giant rallies?
3. Demonstrating Reasoned Judgment Why do you think these propaganda techniques worked so well?

24

1. _____

2. _____

3. _____

CHAPTER

25

Kristallnacht (Night of Glass)

PROFILE
WORKSHEET

Just before 9:30 A.M., November 7, 1938, a teen-aged boy approached the German Embassy in Paris. He appeared harmless. At 17, Herschel Grynszpan was short, with dark hair and somber dark eyes. Neatly dressed, he wore a dark raincoat against the cool autumn air. In one pocket was a postcard from his father, written just a week before from a small village on the German-Polish border. "We are now penniless," it said. In his other pocket was a gun.

Grynszpan entered the embassy and asked to see the ambassador's secretary. He had an important letter to deliver. Refusing to leave the letter with the concierge, he was directed to the second floor of the embassy where he asked a page to direct him to the ambassador's office. He was led, instead, to the office of Ernst vom Rath, third secretary of the embassy.

Seconds later, five shots rang out. Vom Rath staggered out into the corridor, holding his abdomen, blood flowing through his fingers. Two of Grynszpan's revolver shots had found their mark. Vom Rath collapsed. Grynszpan threw down his gun and, without protest, allowed himself to be held for the police.

Hitler's Policy Toward the Jews

In Germany Adolph Hitler's Final Solution, his master plan to eliminate all Jews from Germany, was at its peak. The citizenship of all Jews in Germany had been cancelled several years earlier. Nazi rallies and speeches spurred anti-Jewish riots throughout the country.

Anyone with even the remotest Jewish heritage became a victim. Hitler had convinced the German people that it was in the best interest of Germany to rid the country of the undesirable Jews.

As the terror grew, Jewish lawyers, doctors, scholars, artists, and athletes lost their jobs and their opportunities. Jews were forbidden to marry Aryans, or to even employ Aryan women under the age of forty, so as to prevent the contamination of Aryan blood. They were forced to register all their assets in excess of 5,000 marks. Jewish books were collected and burned in public. Finally, the Jews were forced to wear yellow badges on their clothing, and a large "J" was whitewashed on the windows of all Jewish shops and offices.

By 1938 nearly 200,000 Jews had left the country. At first, the government taxed the emigrants 25 percent of their income. Then, they

prohibited them from taking any money at all out of the country. Most left destitute.

Many Jews who remained in the country were afraid to close their eyes at night, or to go out on the streets during the day for fear of the increasing number of arrests. Jewish children were humiliated by teachers and taunted by classmates at school.

Grynszpan's Motives

Herschel Grynszpan had grown up in Hanover, Germany. The son of a Jewish tailor who had emigrated to Germany from Poland, he had been about 12 years old when Hitler came to power. When he was about 15, his family had sent him to live with his uncle in Paris. Although he had been ordered to leave France the year before, he was still living there on that fateful November day in 1938.

A few weeks before, his family in Germany had been among the 12,000 Polish Jews the Nazis had rounded up and expelled to Poland. Poland had refused them entrance, and they were left at the border in appalling circumstances.

Herschel was beside himself with grief and anger when he heard of his family's plight. He was determined to get even with the Nazis, and found his revenge with a gun. His action, and the death of Vom Rath two days later, were to have a devastating effect on all the Jews in Germany.

The Impact of Grynszpan's Action

Hitler saw the crime as the excuse he had been seeking to step up his plan. Young Herschel had unwittingly given the Nazis the perfect chance to seize the property of the Jews and to remove their last few freedoms.

The Nazis immediately claimed that the shooting was part of a Jewish conspiracy against the government. Nazi leaders called for spontaneous demonstrations by the people against the Jews. Then, the Nazis made sure the "spontaneous" demonstrations took place.

On November 10, at 1:20 A.M. in cities throughout Germany, bands of young men, armed with iron pipes and other destructive weapons, drove into downtown areas in large automobiles. Pulling up in front of Jewish designated businesses and offices, they leaped out of the cars and began their mission.

The crashing of glass echoed throughout the night as the windows of Jewish establishments

were savagely smashed by the metal wielding ruffians. No Jewish business was free from attack. Then, the exploding sound of bombs and dynamite shook the cities. Fires began roaring in synagogues and in some Jewish homes.

Storming into the shops, the gangs destroyed everything in sight. Shelves were ripped from the walls. Counters, partitions, and everything breakable or loose was thrown to the floor and smashed. Furs, jewelry, shoes, clothes, toys, even candy, were demolished, and tossed into the streets.

Huge groups of mostly silent people gathered to watch the unbelievable sight. Those who protested were quickly silenced by threats of violence. The mob grew, followed by looters who gathered up the goods and ran. Police stood by, concerning themselves only with the mounting traffic problems, and doing nothing to stop the thugs who were obviously enjoying their work.

As the night wore on, the mobs turned their vengeance on the Jewish people themselves. Jewish shopowners, in despair over the devastation, were subjected to humiliation, beatings, and then arrest "for their own protection." Some were thrown to the ground or into nearby streams. Their torturers urged onlookers to spit at them, throw mud on them, and then laugh at their misery and fear.

Overwhelmed with fear and panic, many Jews committed suicide. At the height of the terror, an announcement rang out over a loudspeaker: "Any Jew who intends to hang himself is requested to have the kindness to place a paper with his name thereon in his mouth so that we know who he is."

In Vienna many Jews fled to the British and United States consulates in search of refuge. As they stood outside the embassies, crying for safety, many of them were seized, beaten, and arrested.

In front of burning synagogues, the demonstrators tore leaves from prayer books. Inside the synagogues, worship benches, books, and other flammable objects were piled up for fire starters. Floors and walls were soaked with kerosene to hasten the spread of the fires. Firefighters tried only to keep the fires from spreading to nearby buildings.

The gangs continued their mission until nightfall of the following evening, then stopped as abruptly as they had begun. By the light of day, Berlin and several other cities looked as though they had been bombarded.

The pavements were strewn with glass. Later, it was estimated that the amount of plate glass

destroyed equaled half the annual production of the plate glass industry of Belgium, from which it had been imported. In Berlin the windows of nearly every one of the city's 1,000 Jewish stores were shattered.

By the time the damage was assessed, more than 7,000 Jewish businesses throughout Germany had been destroyed. Six hundred synagogues had been burned. More than 100 Jews were killed. Another 35,000 were arrested, or sent to concentration camps.

Aftermath

In the days that followed, Hitler's Final Solution moved yet another step forward. The Jews were forced to pay to repair the incredible damage, and to hand over any insurance monies they received. As a final slap, the whole Jewish community was fined a billion marks. Less than two months later, the Nazis liquidated all Jewish businesses.

In his jail cell in Paris, Herschel Grynszpan wept when police told him of the results of his act. "Being a Jew is not a crime," he said tearfully. "I am not a dog. I have a right to live and the Jewish people have a right to exist on this earth. Wherever I have been I have been chased like an animal."

Kristallnacht—or Crystal Night, so named because of all of the broken glass—marked the point of no return in Nazi anti-semitism. From this point on, and for the next seven years, things only got worse for the Jews, and for Herschel Grynszpan.

Charged with murder, Grynszpan was never brought to trial. Following the fall of France in 1940, he was taken by Nazi authorities and sent back to Germany. Herschel Grynszpan was never heard of again.

Reviewing Profiles

On a separate sheet of paper, write the answers to the questions below.

1. **Understanding Ideas** Who actually caused the destruction of the Jewish businesses on Kristallnacht?
2. **Analyzing Ideas** What benefit was it to the Nazis to claim that Grynszpan's shooting of Vom Rath was an international conspiracy rather than just the act of one person?
3. **Interpreting Ideas** How did Kristallnacht help Hitler carry out his plan to eliminate the Jews?

26

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(27)

1. _____

2. _____

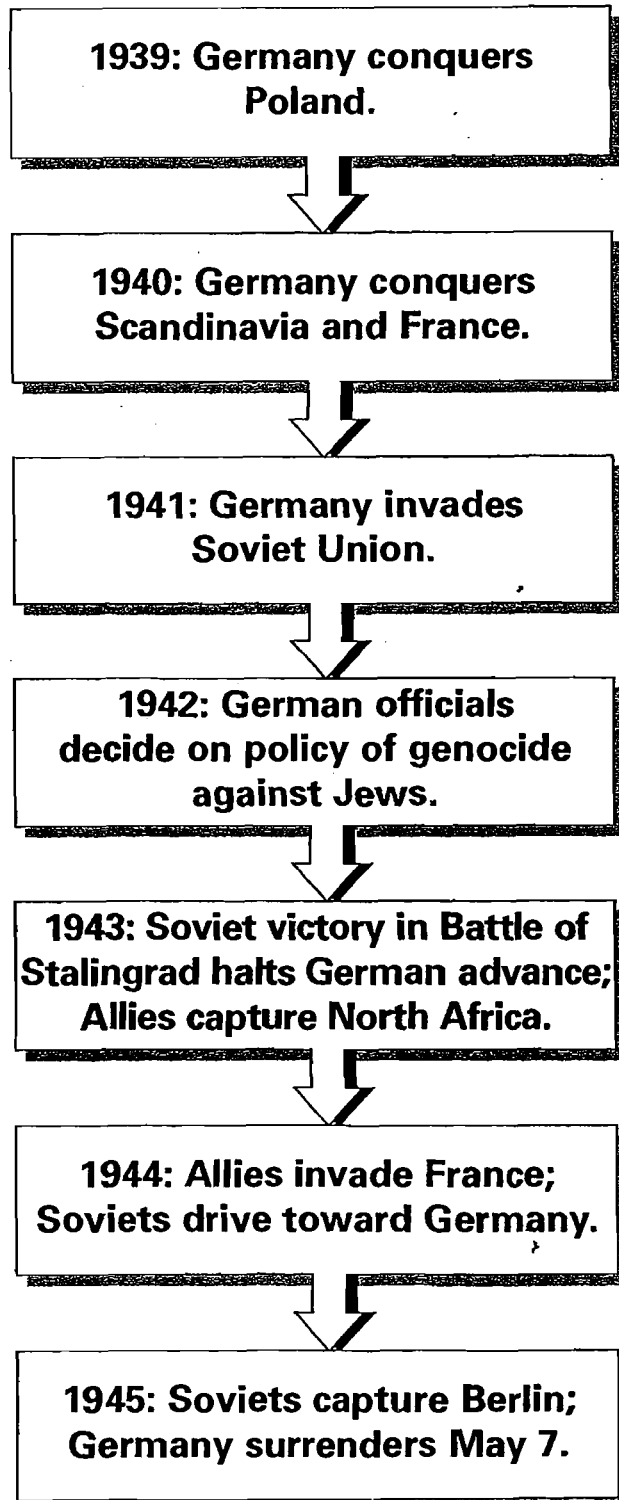
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Chapter

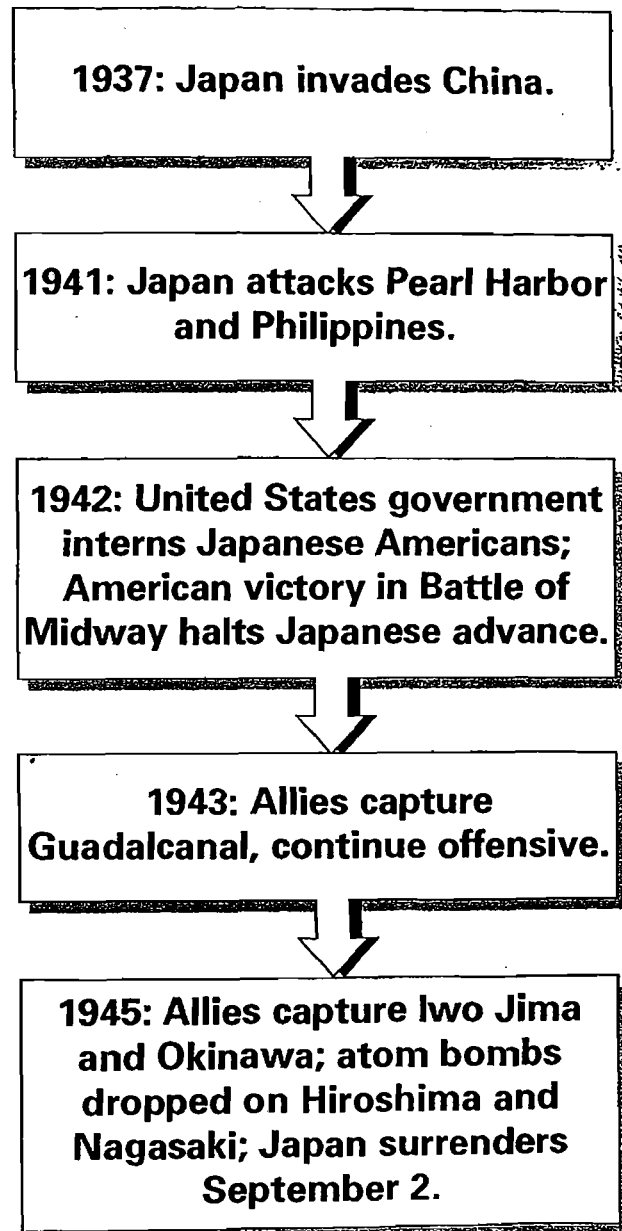
Graphic Organizer

WORLD WAR II

In Europe



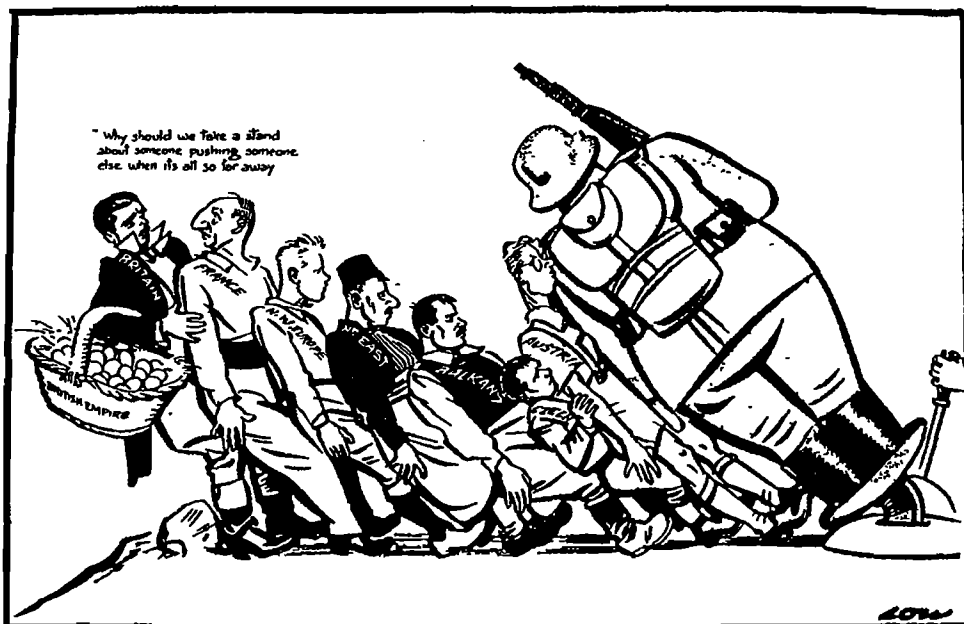
In Asia



Name _____ Date _____

The Policy of Appeasement: Analyzing Cartoons

The following cartoon first appeared in a British newspaper on February 18, 1938. Study the cartoon and review pages **31-9** in your text. Then answer the questions that follow.



Cartoon by Sir David Low by permission of the Low Trustees and the *Evening Standard*.

1. (a) What nation does the military figure on the right represent? (b) What information in your text provides a clue to the answer? _____

2. (a) What country represented in the cartoon is under the most direct pressure? (b) What type of pressure was being put on that country early in 1935? _____

3. (a) What is the British attitude toward the situation illustrated in the cartoon? _____

(b) Why does Britain have that attitude? _____

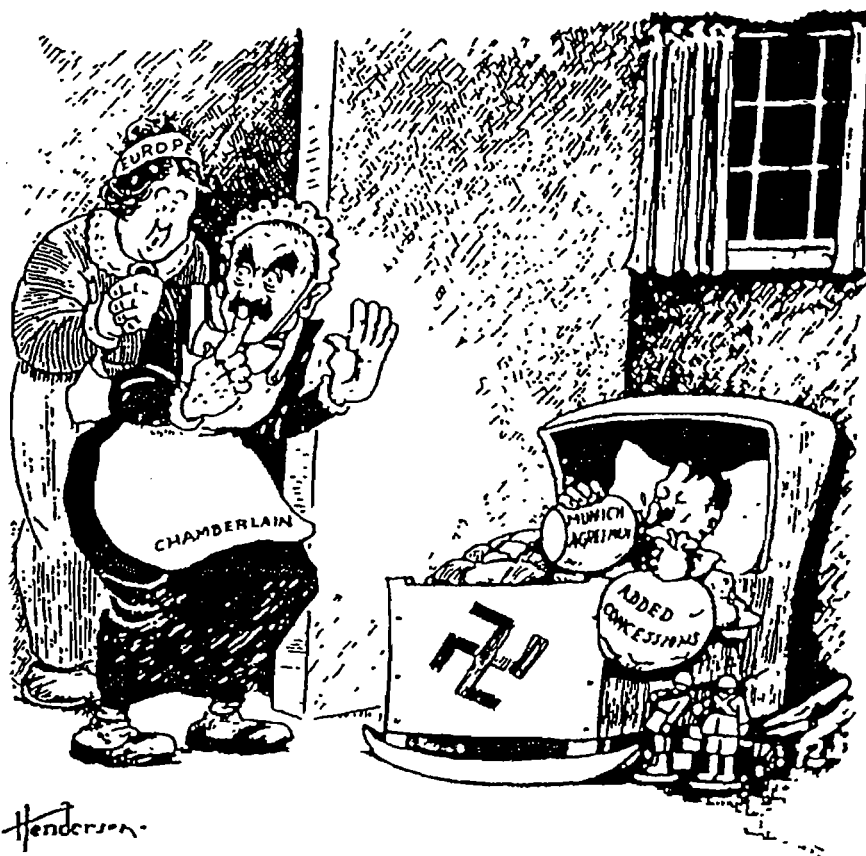
4. What does the cartoon suggest will happen as a result of Britain's attitude? _____

5. Did events of 1938 and 1939 support the cartoonist's warnings? Explain. _____

THE MUNICH AGREEMENT

The Munich agreement was the last step (and some thought the last straw) in Chamberlain's policy of appeasement. The cartoon below appeared in a United States newspaper in 1938.

"SHH-HH! HE'LL BE QUIET NOW—MAYBE!"



1. (a) Who are the two figures dressed as nursemaids?

(b) Who is the "baby" in the cradle?

2. What does the bottle symbolize?

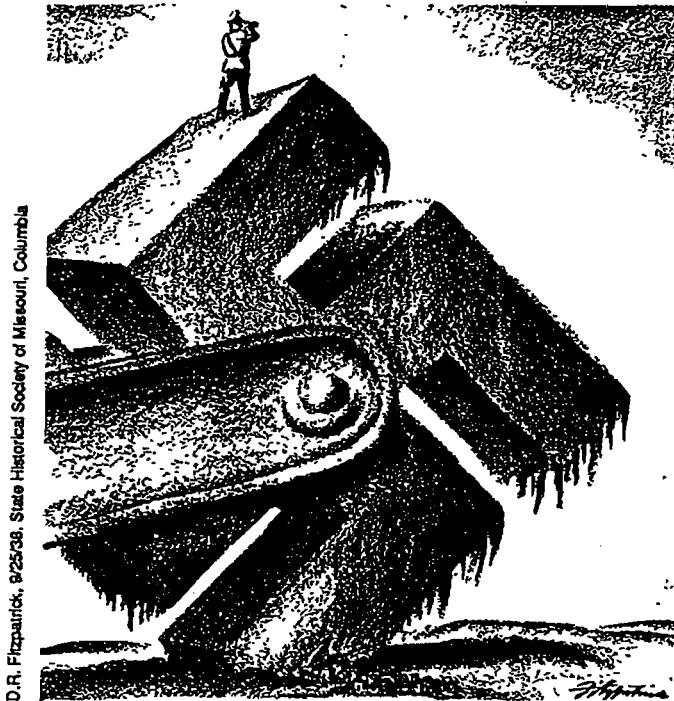
3. What does the cartoonist imply will happen when the baby has finished its bottle?

4. On a separate sheet of paper, draw your own cartoon of the Munich agreement.

Analyzing Political Cartoons

Hitler's Foreign Policy

At the Munich Conference, the quest for peace of the great powers of western Europe caused them to sacrifice Czechoslovakia. Yet Hitler's subsequent actions soon called into question whether peace would be possible as long as he was in power. The following two cartoons, drawn by the same artist, pose this question. The first cartoon was published on September 25, 1938, days before the Munich Conference, when war in Europe seemed imminent. The second cartoon was published less than a year later, on August 24, 1939. Study the cartoons and answer the questions that follow.



WHAT NEXT?

September 25, 1938



NEXT?

August 24, 1939

1. In the first cartoon, what kind of tool has the swastika been drawn to look like? What does it represent? Why is it so large? Who might the figure on top of the swastika be? How do you know?
2. What is happening in the second cartoon? Of what significance is the date that this cartoon was published? What can you infer about the world's expectations about Hitler's actions?
3. **Analysis.** Compare and contrast the symbols and captions of the two cartoons.
4. **Synthesis.** Political cartoonists often make their point by reducing complex issues to simple images. What does this cartoonist see as the central issue? How do you think he would answer the question, "Is peace possible?"

6

1. _____

2. _____

3. _____

4

Analyzing Point of View

Isolation versus Intervention

Throughout the 1920s and 1930s the isolationist sentiment ran strong in the United States. When it became clear that Europe was headed for war again, isolationist concern verged on hysteria. The following two cartoons express differing points of view about American involvement in World War II, before Pearl Harbor. Study the cartoons and answer the questions that follow.

Courtesy of The Chicago Tribune and the Chicago Historical Society



"The Only Way We Can Save Her," 1939

David Low, July 4, 1940, London Evening Standard, Centre for the Study of Cartoons and Caricature, University of Kent at Canterbury



"So This Is Isolation," 1940

1. What symbols are used in "The Only Way We Can Save Her"? What is on the horizon? Explain the request of the kneeling woman.
2. What figure is featured in "So This Is Isolation"? What is before her? What is behind her?
3. **Analysis.** Explain the relationship between the torch and its label.
4. **Application.** The second cartoon was published on July 4, 1940. Discuss events in Europe at this time, using pages 628–630 of your text as a reference. How might these events have influenced the cartoonist? Why do you think he chose this cartoon for that particular date?
5. **Analysis.** How do the points of view expressed in the two cartoons differ?
6. **Synthesis.** It is easy for us to look back in history and see the folly of appeasement and isolation in the late 1930s. Imagine, however, that you were alive in 1939. Which cartoon would most clearly represent your point of view? Write a brief paragraph defending the point of view you have chosen.

1. _____

2. _____

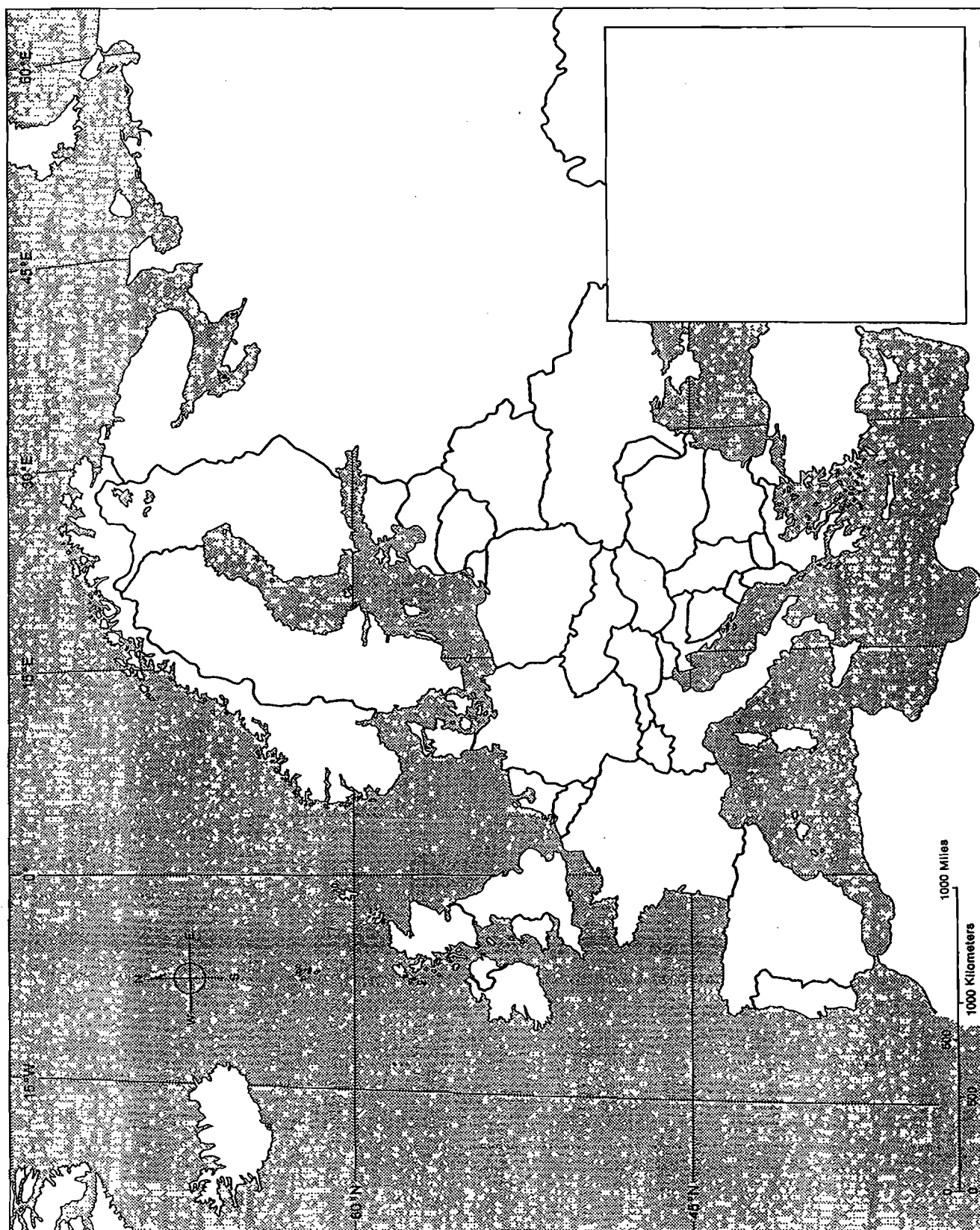
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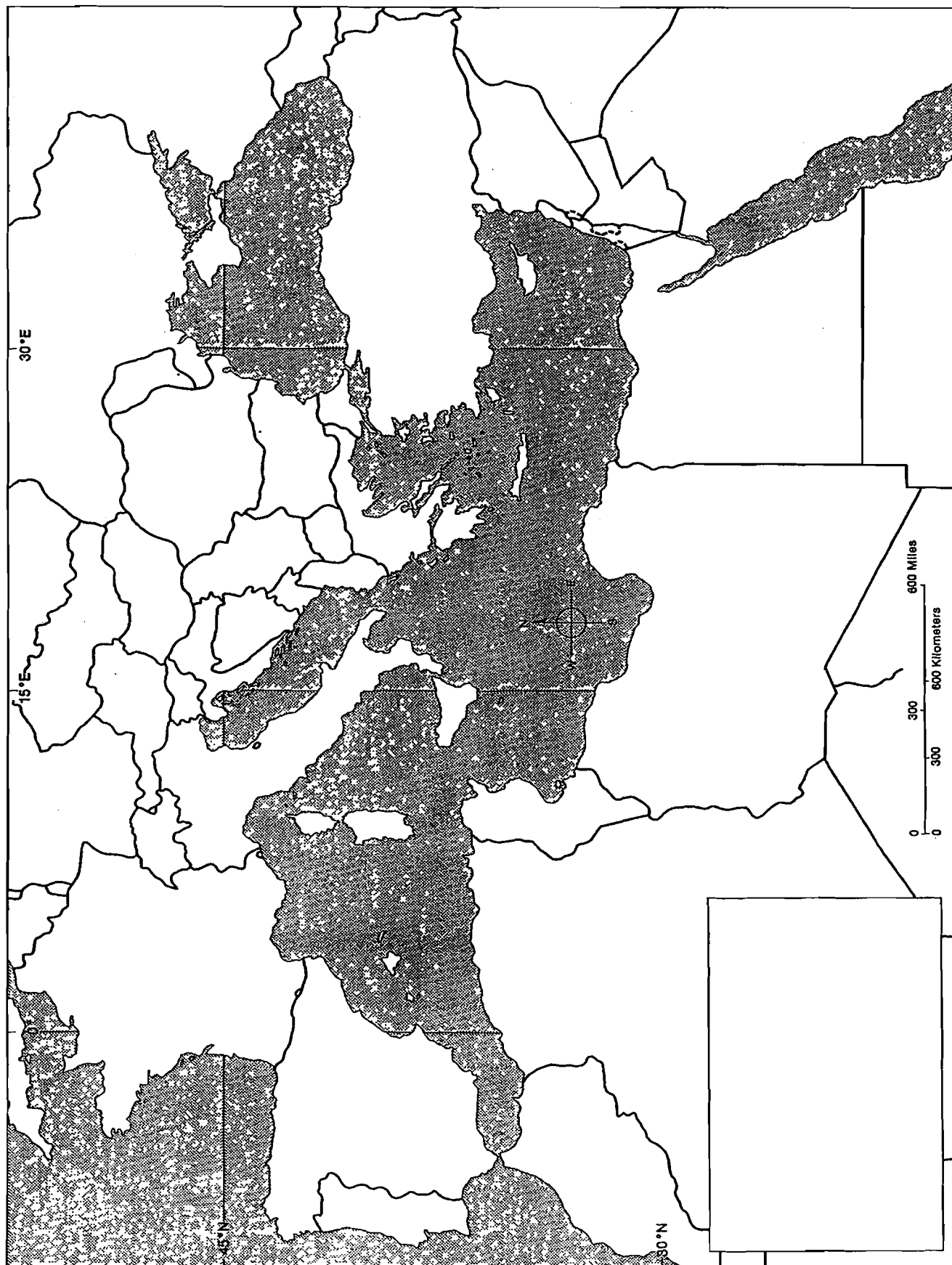
9

Name _____

Date _____

67 Europe



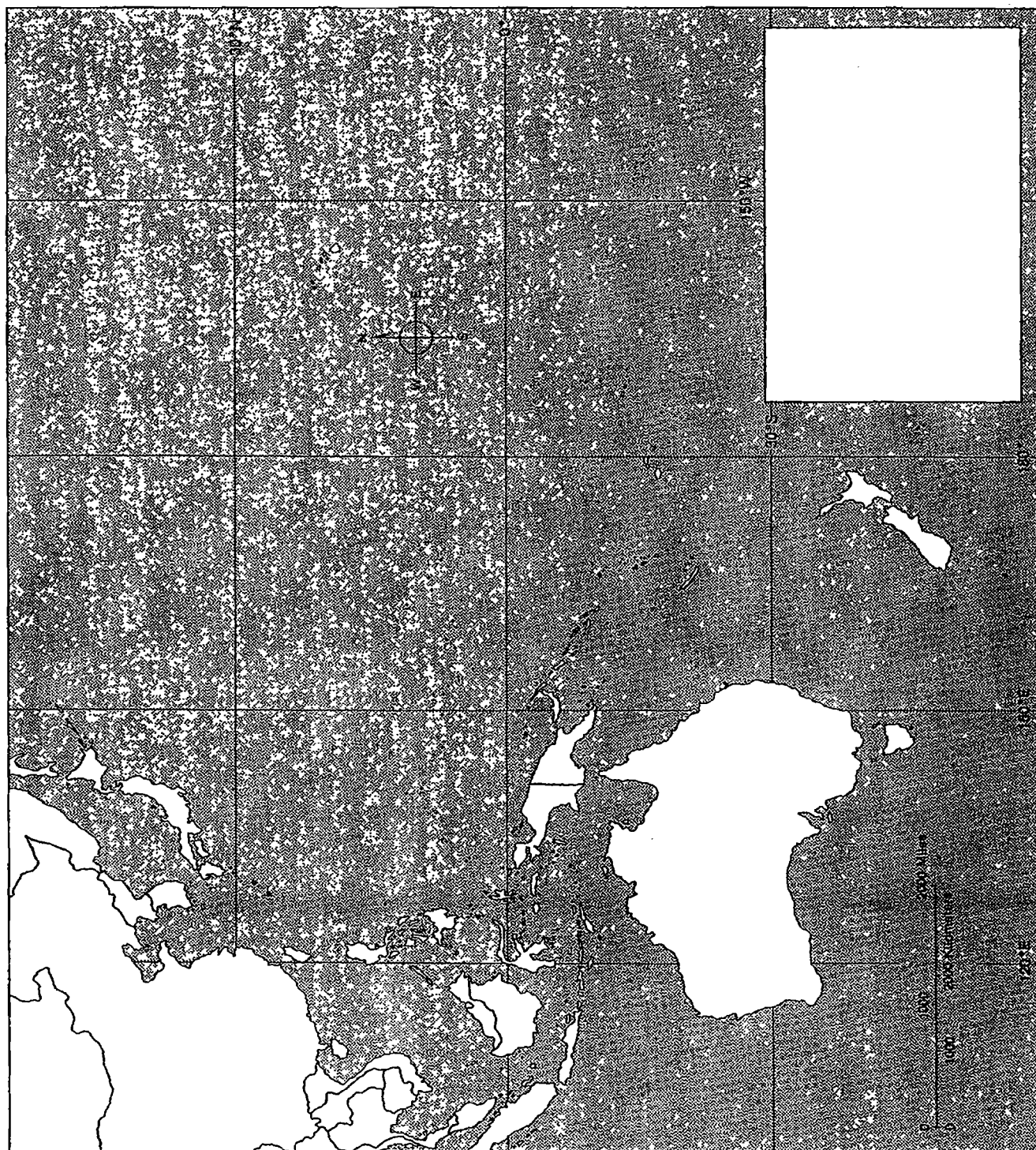
70 Mediterranean Area

11

Name _____

Date _____

73 Pacific Area

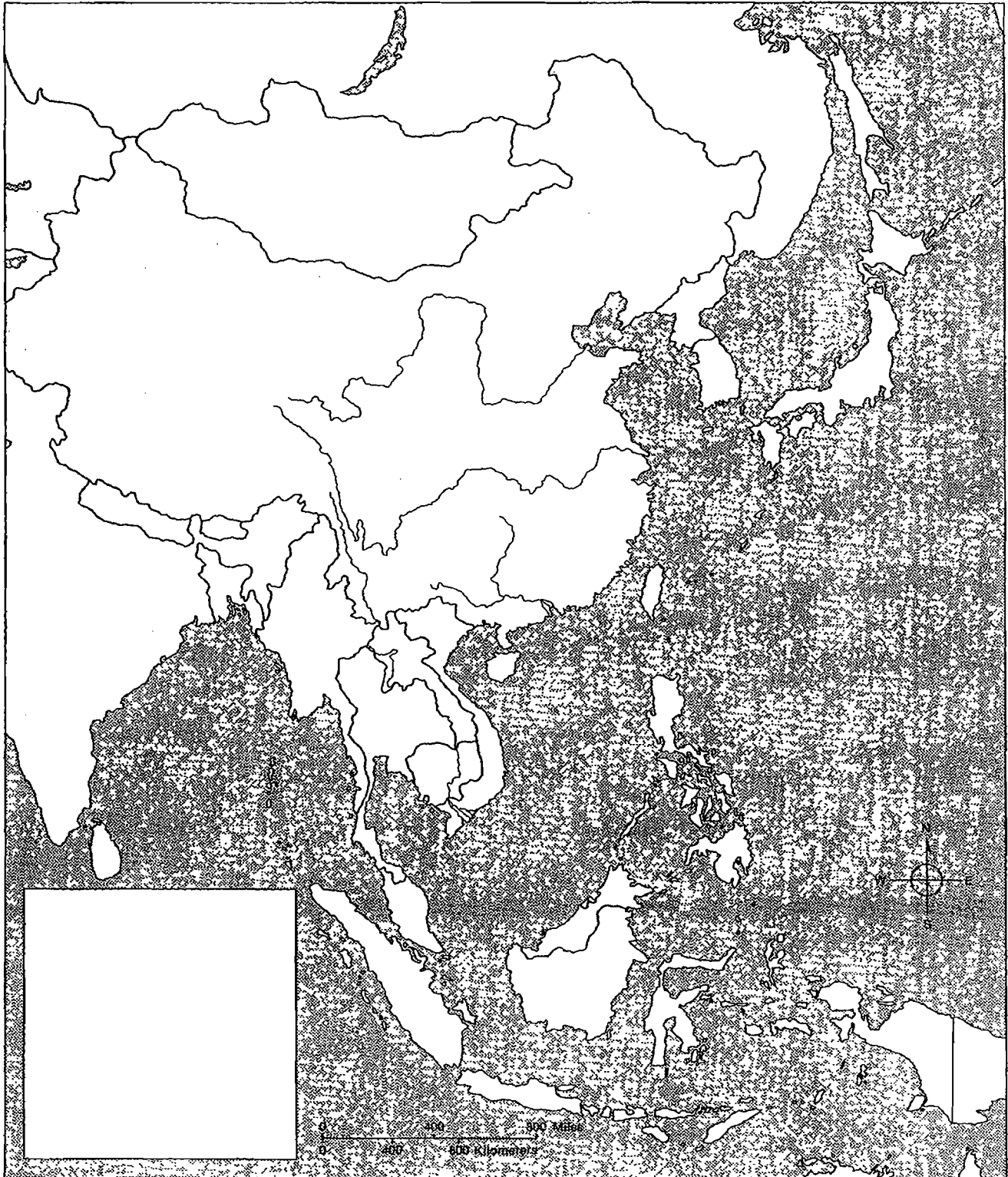


Name _____

Date _____

72 East Asia

12



13

Chapter 31

World War II

THE NAZI-SOVIET PACT

◆ Section (pages _____)

News of the Nazi-Soviet pact shocked the world. British cartoonist David Low expressed in this cartoon the disbelief shared by millions.



1. (a) Who is the figure on the left? _____ (b) On the right? _____

2. (a) Where are the figures standing? _____
 (b) What does the location of the figures imply about the purpose of the pact?

3. What evidence is there in the cartoon that the two men hated one another?

4. What point is the cartoonist making about the alliance?

The Atlantic Charter Is Born

ACTIVITY 117 Primary Source Reading

As the threat of war became greater in the late 1930s, the United States and Britain drew closer together. President Roosevelt and Prime Minister Churchill eventually decided to draw up an agreement called the Atlantic Charter.

After meeting with Churchill at sea in August 1941, President Roosevelt reported to Congress on the substance of the Atlantic Charter. This document helped to shape not only the United States-British alliance that ultimately helped defeat Hitler, but also expressed the dreams of the two nations for the postwar world.

Read the following excerpts from the speech. Think about the vision for the world's future contained in it, then answer the questions that follow.



In Their Words

"The United States and Great Britain have agreed upon the following joint declaration:

First, their countries seek no aggrandizement, territorial or other;

Second, they desire to see no territorial changes that do not accord with the freely expressed wishes of the peoples concerned;

Third, they respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self-government restored to those who have been forcibly deprived of them;

Fourth, they will endeavor . . . to further the enjoyment by all states, . . . of access, on equal terms, to the trade and to the raw materials of the world which are needed for their economic prosperity;

Fifth, they desire to bring about . . . collaboration between all nations . . . with the object of securing for all, improved labor standards, economic advancement, and social security;

Sixth, after the final destruction of the Nazi tyranny, they hope to see established a peace which will afford assurance that all men in all lands may live out their lives in freedom from fear and want;

Seventh, such a peace should enable all men to traverse [cross] the high seas and oceans without hindrance [obstacles];

Eighth, they believe that all of the nations of the world, for realistic as well as spiritual reasons, must come to the abandonment of the use of force That the disarmament of such nations is essential." ■

From *The Shaping of American Diplomacy*, Volume 2, ed by William Appleman Williams

COMPREHENSION Summarizing Main Ideas

1. How many of the eight policy statements deal with economic issues?

2. Why is access to trade and to the raw materials of the world so important to nations in the twentieth century?

EVALUATION Judging Policies

3. In what sense can economic security or freedom from want make political security more possible?

SYNTHESIS Developing a Hypothesis

4. Why do people often seek a change in government when their economic well-being declines?

CHAPTER

16

HISTORYMAKERS

Winston Churchill

English Bulldog

Section 1

"In 1940 Churchill became the hero that he had always dreamed of being. . . . In that dark time, what England needed was not a shrewd, equable, balanced leader. She needed a prophet, a heroic visionary, a man who could dream dreams of victory when all seemed lost. Winston Churchill was such a man. . . ."
Historian Anthony Storr

One of Winston Churchill's ancestors was the duke of Marlborough, a hero of the wars against Louis XIV of France in the early 18th century. Churchill, between 1939 and 1945, defiantly led his nation against another European leader bent on conquest.

The son of a British lord and an American heiress, Churchill had a privileged but unhappy childhood. He was a poor student and took the entrance exam for Britain's military academy three times before he passed. He eventually graduated in 1895. He worked as a soldier and a journalist in Cuba, India, and Egypt. He also won fame for escaping an enemy prison camp in South Africa during the Boer War.

In the early 1900s, Churchill won election to Parliament. He left the conservative Tory party and joined the Liberal party. He was branded a traitor to his class for pushing social reforms. In 1911, he was given charge of the Royal Navy. He developed a strategy for sending the fleet to Russia past Constantinople. However, during World War I his plan failed, and he was discredited. In another post, he moved to speed the development of the tank.

Churchill lost office in 1922, when new elections defeated the government he served. In the next two decades, he suffered political isolation. His views did not fit either the Liberals or the Tories. He supported himself by writing history.

During the 1930s, Churchill was back in Parliament. He often spoke out about the threat raised by Adolf Hitler. He developed a network of academics who provided him with inside intelligence. When Neville Chamberlain allowed Germany to take Czechoslovakia, Churchill was outraged. He called it "a total and unmitigated defeat."

When Britain declared war on Germany, Churchill was put in charge of the navy again. However, Chamberlain resigned as prime minister soon after, and the 65-year-old Churchill was everyone's choice to lead the new government. He named himself minister of defense as well. His first

speech to Parliament was grim but determined: "I have nothing to offer but blood, toil, tears and sweat," he began. He concluded by stating the government's war goal: "It is victory, victory at all costs, victory in spite of all terror: victory however long and hard the road may be; for without victory, there can be no survival."

In the early months of the war, Churchill carried on a correspondence with U.S. President Franklin Roosevelt, hoping to bring the United States into the war. At first, all he could win was American aid. When Hitler launched his ill-advised attack on the Soviet Union in 1941, Churchill, who was a foe of communism, quickly promised help. "The Russian danger," he said, "is our danger." Still, for years Churchill resisted Soviet urgings to open a second front against Germany. This led to difficulties between the allies.

Churchill participated in several wartime conferences with Roosevelt, which often included Soviet leader Joseph Stalin. Churchill had to leave the last "Big Three" meeting in July 1945 before it was finished. While there, his government had been voted out of office.

After the war, Churchill spoke against the growing power of the Soviet Union. He coined the phrase "Iron Curtain" to describe the control that the Soviets exercised over the countries of Eastern Europe. He served once again as prime minister from 1951 to 1955, but ill health forced him to retire. He died in 1965 and was given a funeral that was attended by officials from around the world.

Questions

- Making Comparisons** Write a paragraph comparing Charles de Gaulle and Churchill.
- Making Judgments** How did Churchill use his eloquence to lead his country?
- Making Inferences** Why would the British vote down Churchill's government in 1945?

1. _____

2. _____

3. _____

4

CHAPTER
16

HISTORYMAKERS

Charles de Gaulle

Man of Destiny

Section 1

"An anxious concern about the fate of our country came as second nature to my three brothers, my sister, and myself."—de Gaulle

Charles de Gaulle, devoted to France, fought for this nation in two world wars. In a life full of ironies, he gave ammunition to his future enemies and made life difficult for his former allies.

De Gaulle came from a family deeply involved in French history. Two relatives had fought the English during the Hundred Years' War, one of them at the famous Battle of Agincourt in 1415. Other relatives had served as king's counselors or written histories of France. His father had fought in the French army that suffered the humiliating defeat in the Franco-Prussian War in 1870.

In 1909, young Charles decided to join the army, and he entered the French military academy. He was not a good student, and the school's report judged him "average in everything but height." He stood six feet five inches tall. Soon after his graduation, World War I erupted. Captain de Gaulle led a company in the fierce Battle of Verdun. He was wounded badly and left on the field for dead. He did not die but was instead taken to a German prisoner of war camp. He tried to escape five times. After the last failed attempt, he was held in solitary confinement for four months.

After the war, de Gaulle wrote military strategy. Before World War I, the French command used the coordinated attack of masses of soldiers to win wars. When the Germans swept through the French lines during that war, thinking changed. Now, the generals emphasized defense and built a strong line of forts and artillery to protect France. After seeing the tank in the First World War, de Gaulle was convinced that it would give offensive forces the advantage and that the new defensive strategy was wrong. He pushed his views with great vigor and emotion, angering his superiors by attacking them. As a result, his career suffered. However, his strategy was read in Germany, and in World War II they used his ideas against France.

During the Second World War, de Gaulle proved himself an able field commander, but in 1940 the Germans rolled over the French army. Henri Pétain, who was in charge of the government, wanted to surrender, which angered de Gaulle.

Called by Winston Churchill "the man of destiny," de Gaulle escaped one night on a plane to England. The next day, he made a defiant radio broadcast calling on the French to continue the fight against Germany. Some weeks later, a French military court found him guilty of treason and sentenced him to death.

With a handful of followers and a history of conflict with fellow officers, de Gaulle was not in an ideal position to lead a French government in exile. However, he established credible leadership. He used radio broadcasts to inspire the French people and kept in touch with underground fighters in France. On August 25, 1944, French troops became the first Allied forces to enter Paris. They were followed by de Gaulle himself, who was made prime minister by the legislature later that year.

De Gaulle grew disgusted with politicians, and in a year he retired. He formed a popular movement in 1947 but stayed outside the government. France reached a crisis, though, in 1958, and de Gaulle agreed to lead his nation again. He was made president and given broad powers. He ruled for a decade, creating order at home and pursuing an independent course abroad that often annoyed his former allies. He kept Britain out of the economic grouping called the Common Market (now the European Community). He angered the United States by reducing French involvement in the North Atlantic Treaty Organization (NATO) and made friendly gestures to Communist nations. He also criticized U.S. involvement in the Vietnam War. In these actions, de Gaulle sought to give France a larger role in world affairs. In the end, he isolated France from other nations. He retired in 1969 after losing a vote of support. He died later that year.

Questions

1. **Inferring Main Ideas** What was the driving force in de Gaulle's life? Explain your answer.
2. **Drawing Conclusions** Explain the two major ironies of de Gaulle's professional life.
3. **Making Judgments** Was de Gaulle's character better suited to the army or politics? Explain.

1. _____

2. _____

3. _____

4



Churchill Rallies the British

ACTIVITY 116 Primary Source Reading

Winston Churchill is one of the most powerful leaders the British have ever had. His wartime addresses rallied the British people to the cause of defeating Hitler. Read the following speech he made in 1940. Think about the power of the spoken word to inspire people to extraordinary efforts, then answer the questions that follow.

In Their Words

Churchill's first address to Parliament as Prime Minister, May 19, 1940:

"I speak to you for the first time as Prime Minister in a solemn hour in the life of our country, of our empire, of our allies, and above all, of the cause of freedom. It would be foolish to disguise the gravity [seriousness] of the hour. I have received from the chiefs of the French Republic the most sacred pledges that whatever happens, they will fight to the end, be it bitter or be it glorious. Side by side the British and French people have advanced to rescue . . . mankind from the foulest . . . tyranny which has ever darkened and stained the pages of history. Behind the armies . . . of Britain and France gather a group of shattered states . . . the Czechs, the Poles, the Norwegians, the Danes, the Dutch, the Belgians—upon all of whom the long night of barbarism will descend, unbroken even by a star of hope, unless we conquer; as conquer we must; as conquer we shall!"

Speech made immediately after the fall of France on June 18th, 1940:

"The battle of France is finished; the battle of Britain is about to begin. Hitler knows that he will have to break us in this island or lose the war. If we can stand up to him, all Europe may be freed. . . . Let us therefore brace ourselves to our duty, . . . that if the British empire and its Commonwealth lasts for a thousand years, men will still say, 'This was their finest hour!'" ■

From *The Second World War Vol. II* by Winston Churchill.

COMPREHENSION Mastering Facts

1. Describe the circumstances under which the first address was given.

2. Describe the circumstances under which the second address was given.

3. In the first address, whom does Churchill say the British are called to rescue?

EVALUATION Evaluating Ideas

4. What is the phrase Churchill uses to describe Hitler's government?

5. What will be the "finest hour" of the British according to Churchill?

CHURCHILL ON HITLER'S INVASION OF THE SOVIET UNION

British Prime Minister Winston Churchill was a brilliant orator whose speeches inspired the people of all the Allied nations. The excerpt below is taken from a radio address that he delivered on June 22, 1941—the day the Nazis invaded the Soviet Union.

I have taken occasion to speak to you tonight because we have reached one of the climacterics of the war. In the first of these intense turning points, a year ago, France fell . . . and we had to face the storm alone.

The second was when the Royal Air Force beat the Hun raiders out of the daylight air and thus warded off the Nazi invasion of our islands. . . .

The third turning point was when the President and Congress of the United States passed the lease and lend enactment . . . to help us defend our liberties and their own.

Those were the three climacterics. The fourth is now upon us. At 4 o'clock this morning Hitler attacked and invaded Russia. . . .

All this was no surprise to me. In fact, I gave clear and precise warnings to Stalin of what was coming. I gave him warnings. . . . I can only hope that these warnings did not fall unheeded. All we know at present is that the Russian people are defending their native soil and that their leaders have called upon them to resist to the utmost.

The past, with its crimes, its follies and its tragedies, flashes away. I see the Russian soldiers

standing on the threshold of their native land, guarding the fields which their fathers have tilled from time immemorial. . . . And then my mind goes back across the years to the days when the Russian armies were our Allies against the same deadly foe. . . . But now I have to declare the decision of His Majesty's Government and I feel sure it is a decision in which the great Dominions will, in due course, concur. . . . I have to make the declaration, but can you doubt what our policy will be?

We have but one aim and one single irrevocable purpose. We are resolved to destroy Hitler and every vestige of the Nazi regime. From this nothing will turn us. Nothing. . . .

Any man or State who fights against Nazism will have our aid. Any man or State who marches with Hitler is our foe. . . .

It follows, therefore, that we shall give whatever help we can to Russia and to the Russian people. We shall appeal to all our friends and Allies in every part of the world to take the same course and pursue it as we shall, faithfully and steadfastly to the end.

1. What are the four turning points of the war to which Churchill refers?

2. Churchill sees the past, "with its crimes and follies" flashing away. What were these crimes and follies? Why does he wish to sweep them away?

3. What phrases imply that Churchill wanted to enlist sympathy for Russians?

4. What does Churchill hope to accomplish in the speech? _____

CHAPTER
16

Section 2

GEOGRAPHY APPLICATION: MOVEMENT

The Fall of Singapore

Directions: Read the paragraphs below and study the maps carefully. Then answer the questions that follow.

In February 1942, the Japanese army inflicted the most embarrassing defeat suffered by the British Empire during the Second World War. The British lost Singapore, a tiny island at the southern tip of Malaya, a peninsula in Southeast Asia.

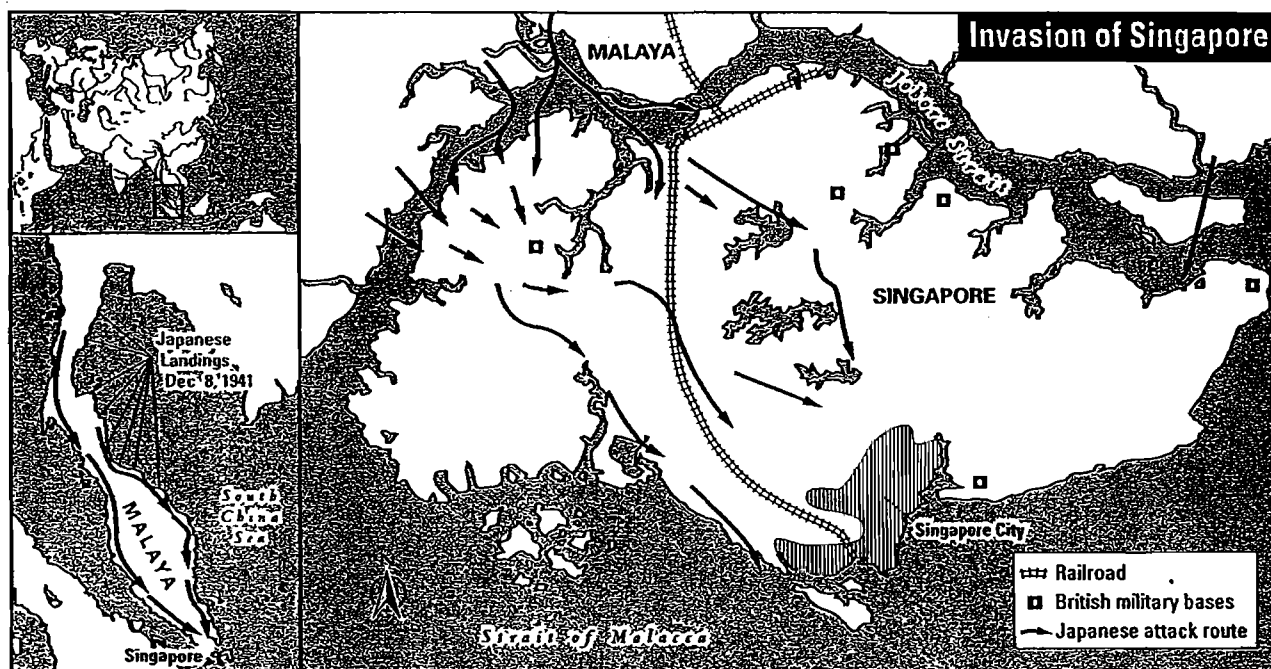
Singapore was an extremely important location during the war. The British used it as a base to protect India to the west and Australia to the south. In addition, Singapore lay along the prime shipping route from Europe to China.

The British thought Singapore impossible for the Japanese to capture. First, to the north across the Johore Strait the intense heat and dense jungle of Malaya provided a barrier to invasion. Second, the south end of the island faced the Strait of Malacca. There the British placed batteries of huge fifteen-inch cannons that could blast any enemy ships.

However, the defenses contained one major defect. The British had not bothered to fortify the

northern end of the island. They had assumed that even if the Japanese attempted to come down the peninsula, it would take them at least a year. Nevertheless, the Japanese decided to invade Singapore in this way. The Japanese, concealed by the dense jungle, were not spotted by British aircraft. By the time the British became aware of the Japanese, it was too late to mount an effective defense of the island. The British, who were prepared for an assault by sea, were not able to turn their guns around to the north in time to halt the Japanese advance. It took the Japanese 68 days to storm Malaya, cross the Johore Strait, and take Singapore.

The British surrendered Singapore on February 15, 1942. Adding to the humiliation of the defeat was the fact that British forces actually outnumbered the invading Japanese army. In the end, 130,000 British troops surrendered to 50,000 Japanese soldiers.



Interpreting Text and Visuals

1. Where is the island of Singapore located? _____

2. Why do you think the British did not expect the Japanese to attack Singapore by land? _____

3. In how many places did the Japanese land troops on December 8, 1941? _____

4. On which part of Singapore did most of the Japanese army invade? _____

5. How many British military bases were located on Singapore? _____

On which part of the island were most of them located? _____

6. Why do you think the Japanese were able to capture Singapore even though the British had a great advantage in number of soldiers? _____

7. What do you think made Singapore an important military target for the Japanese?

ROOSEVELT ON JAPAN'S TREACHERY

On December 15, 1941, eight days after the Japanese bombed Pearl Harbor, American President Franklin Roosevelt sent a message to Congress documenting the course of recent American-Japanese relations. Parts of that message are excerpted below.

The Japanese government, it is true, repeatedly offered qualified statements of peaceful intention. But it became clear, as each proposal was explored, that Japan did not intend to modify in any way her greedy designs upon the whole Pacific world. . . .

Nor did Japan show any inclination to renounce her unholy alliance with Hitlerism.

In July of this year the Japanese Government connived with Hitler to force from the Vichy Government of France permission to place Japanese armed forces in southern Indo-China; and began sending her troops and equipment there.

The conversations between this Government and the Japanese Government were thereupon suspended.

But during the following month, at the urgent and insistent request of the Japanese Government, which again made emphatic profession of peaceful intent, the conversations resumed. . . .

In the midst of these conversations, we learned

that new contingents of Japanese armed forces . . . were moving into Indo-China. . . .

I promptly asked the Japanese Government for a frank statement of the reasons for increasing its forces in Indo-China. I was given an evasive and specious reply. Simultaneously, the Japanese operations went forward with increased tempo.

We did not know then, as we know now, that they had ordered and were even then carrying out their plan for a treacherous attack upon us.

I was determined, however, to exhaust every conceivable effort for peace. With this in mind, on the evening of December sixth last, I addressed a personal message to the Emperor.

To this Government's proposal of November twenty-sixth the Japanese Government made no reply until December seventh. On that day the Japanese ambassador . . . delivered a lengthy document to our Secretary of State, one hour after the Japanese had launched a vicious attack upon American territory . . . in the Pacific.

1. The document deals with Japanese movement into Indochina. (a) Use the map on page [REDACTED] to describe the location of Indochina. (b) Who controlled it?

2. What caused Roosevelt to break off peace talks with Japan in July 1941?

3. Why did Roosevelt resume relations with Japan?

4. How did Japan's activities in the early 1940's resemble those of Hitler's Germany in the late 1930's [page [REDACTED]]?

5. What purpose might Roosevelt have hoped to serve by sending this message?

Name _____
 Class _____
 Date _____

Basic Skills Worksheet 31

Topic: The Holocaust
 Skill: Reading a Table

Study the table below and then answer the questions that follow.

ESTIMATED NUMBER OF JEWS KILLED IN THE HOLOCAUST

| Countries | Pre-Holocaust Jewish Population | Number That Perished | Percent of Jewish Pre-Holocaust Population |
|------------------|---------------------------------|----------------------|--|
| Poland | 3,300,000 | 3,000,000 | 90 |
| Soviet Union* | 2,850,000 | 1,252,000 | 44 |
| Hungary | 650,000 | 450,000 | 90 |
| Romania | 600,000 | 300,000 | 50 |
| Baltic States | 253,000 | 228,000 | 90 |
| Germany/Austria† | 240,000 | 210,000 | 90 |
| Czechoslovakia | 180,000 | 155,000 | 89 |
| The Netherlands | 140,000 | 105,000 | 75 |
| France | 350,000 | 90,000 | 26 |
| Greece | 70,000 | 54,000 | 77 |
| Belgium | 65,000 | 40,000 | 60 |
| Yugoslavia | 43,000 | 26,000 | 60 |
| Bulgaria | 64,000 | 14,000 | 22 |
| Italy | 40,000 | 8,000 | 20 |
| Other | 16,800 | 1,900 | 11 |
| Total | 8,861,800 | 5,933,900 | 67 |

* In parts of the Soviet Union that were occupied by Germany, 65% of the Jews perished.
 † Austria was annexed by Germany in 1938.

Source: *The War against Jews*, by Lucy S. Davidowicz, page 403

- What was the total Jewish population in Europe prior to the Holocaust? _____
 How many Jews perished as a result of the Holocaust? _____ What percentage of the Jewish population in Europe perished? _____
- In which country was the pre-Holocaust Jewish population largest? _____
 In which did the greatest number of Jews perish? _____
- In which countries did the highest percentage of Jews perish? _____

 In which did more than half the Jews survive? _____
- Why, do you think, were most of the death camps located in Eastern Europe? _____

Chapter

Biography Activity

Chapter
MODERN ERA
EDITION

As Hitler's plans to destroy the Jews of Europe became known, people in several countries took brave steps to help them escape. In Hungary, Jews were protected until that country was overrun in 1944. Then a pro-Nazi regime joined with the Germans to deport some 400,000 Jews to Auschwitz. The number would have been much larger without Raoul Wallenberg, a young Swede who risked his life for Hungarian Jews. ♦ As you read, consider what makes people oppose or give in to tyranny. Then, on a separate sheet of paper, answer the questions that follow.

Raoul Wallenberg (1912–??)

Raoul Wallenberg grew up in Stockholm, Sweden, as the favorite child of a distinguished family. His grandfather was a diplomat, his father (who died before he was born) a naval officer. As a boy he traveled widely and learned several languages. His travels took him to study architecture at the University of Michigan in the United States, where he graduated in 1935. Back in Sweden, he went to work with an exporter who was Jewish, traveling throughout Europe where Jews could no longer go.

As Hitler overran Europe, neutral Sweden welcomed Jews fleeing the Nazis. Wallenberg became deeply concerned for his friends and their relatives. In 1944, the American War Refugee Board was looking for a good negotiator who spoke German to go into Budapest and do what he could to save the Jews from Nazi camps. Wallenberg volunteered.

Officially, in Budapest, he was a Swedish diplomat. Defying danger every day, Wallenberg bought dozens of houses in the city and set them up as outposts of neutral Sweden. Hundreds of Jews, now officially Swedish citizens, crowded into safe houses where the blue-and-yellow Swedish flag flew. Armed with stacks of official forms, Wallenberg began to

issue special Swedish diplomatic passports to Jews—even as they waited in line to be put on the Nazi trains. Although thousands were taken, Wallenberg's actions saved some 100,000 people.

In January 1945, as the war was coming to an end, Soviet Army troops took over Budapest. In the confusion of the ruined city, the Swedish diplomats lost track of each other. When the others got home

to Sweden, Wallenberg had vanished. Most people believed that the suspicious Russians had taken him to Moscow, believing he was a capitalist spy.

No one in the West ever saw Raoul Wallenberg again. In 1957, the Soviet foreign minister declared he had died ten years earlier in a Moscow prison. But many things made this story unlikely—reports of fellow prisoners years later, the deaths of all the supposed witnesses, the mysterious disappearance of all the files relating to Wallenberg.

His family, not believing the story, kept up the investigation. Throughout the 1970s, there were rumors from people who said they had seen him somewhere in the Soviet prison system. Even after the Soviet Union fell apart in the 1990s, there was no final answer to the mystery of Raoul Wallenberg.



ILLUSTRATION/PHOTO CREDIT BETTMANN

Questions to Think About

1. What were some of the tactics that Wallenberg used to rescue Jews in Budapest from being killed?
2. What was the official explanation of Wallenberg's disappearance and supposed death?
3. Determining Relevance How did Sweden's position of neutrality make Wallenberg a good choice for this mission?

Chapter ■ Anne Frank's Diary

In July 1942, Anne Frank and her family went into hiding in Amsterdam, Holland, living above a warehouse in a "secret annexe." In early August 1944, a Dutch informer betrayed them to the Nazis. Anne and her relatives died in the concentration camp at Belsen. Only the father survived. This selection is from a diary kept by Anne Frank during those years. Read the extract and answer the questions.

Saturday, 20 June, 1942

In order to enhance in my mind's eye the picture of the friend for whom I have waited so long, I don't want to set down a series of bald facts in a diary like most people do, but I want this diary itself to be my friend, and I shall call my friend Kitty. . . . I [was born] on June 12, 1929 [in Frankfurt, Germany] and, as we are Jewish, we emigrated to Holland in 1933. . . .

After May 1940 the good times rapidly fled: first the war, then the capitulation, followed by the arrival of the Germans, which is when the sufferings of us Jews really began. Anti-Jewish decrees followed each other in quick succession. Jews must wear a yellow star, Jews must hand in their bicycles, Jews are banned from trains and are forbidden to drive. Jews are only allowed to do their shopping between three and five o'clock and then only in shops which bear the placard "Jewish shop." Jews must be indoors by eight o'clock and cannot even sit in their own gardens after that hour. Jews are forbidden to visit theaters, cinemas, and other places of entertainment . . . and many more restrictions of a similar kind.

Tuesday, 11 April, 1944

Who has inflicted this upon us? Who has made us Jews different from all other people? Who has allowed us to suffer so terribly up till now? It is God that has made us as we are, but it will be God, too, who will raise us up again. If we bear all this suffering and if there are still Jews left, when it is over, then Jews, instead of being doomed, will be held up as an example. Who knows, it might even be our religion from which the world and all peoples learn good, and for that reason and that reason only do we have to suffer now.

Tuesday, 6 June, 1944

"This is D-day" came the announcement over the English news and quite rightly, "this is *the*

day." The invasion has begun! . . . Great commotion in the "Secret Annexe"! Would the long-awaited liberation that has been talked of so much, but which still seems *too* wonderful, *too* much like a fairy tale, ever come true? . . .

Oh, Kitty, the best part of the invasion is that I have the feeling that friends are approaching. We have been oppressed by those terrible Germans for so long, they have had their knives at our throats, that the thoughts of friends and delivery fills us with confidence! . . . Margot says, I may yet be able to go back to school in September or October.

Tuesday, 1 August, 1944

A voice sobs within me: "There you are, that's what's become of you: you're uncharitable, you look supercilious and peevish, people dislike you and all because you won't listen to the advice given you by your own better half." Oh, I would like to listen, but it doesn't work; if I'm quiet and serious, everyone thinks it's a new comedy and then I have to get out of it by turning it into a joke, not to mention my own family, who are sure to think I'm ill, make me swallow pills for headaches and nerves, feel my neck and my head to see whether I'm running a temperature . . . and criticize me for being in a bad mood. I can't keep that up: if I'm watched to that extent, I start by getting snappy, then unhappy, and finally I twist my heart round again, so that the bad is on the outside and the good is on the inside and keep on trying to find a way of becoming what I would so like to be, and what I could be, if . . . there weren't any other people living in the world.

Adapted from Anne Frank: *The Diary of a Young Girl*, translated by B. M. Mooyyaart (New York: Pocket Books, 1972).

Vocabulary Use a dictionary to find the meanings of the following words.:

enhance _____

capitulation _____

supercilious _____

peevish _____

Comprehension

1. When did the suffering of the Jews begin in Holland? _____

2. Did the sufferings of the Jews cause Anne to lose faith in God? Explain. _____

3. How did the Frank family learn of the Allied invasion of Europe? _____

4. What happens if Anne is quiet and serious? _____

Critical Thinking

1. What does the diary mean to Anne? _____

2. (a) How would you characterize Anne Frank? (b) How does she characterize herself? (c) What accounts for the difference? _____

3. (a) What future does Anne see for the Jews? (b) Do you think she was accurate? Explain. _____

4. (a) How does the mood of Anne Frank's diary entries change over the months and years of hiding?

(b) How might you explain the mood? _____

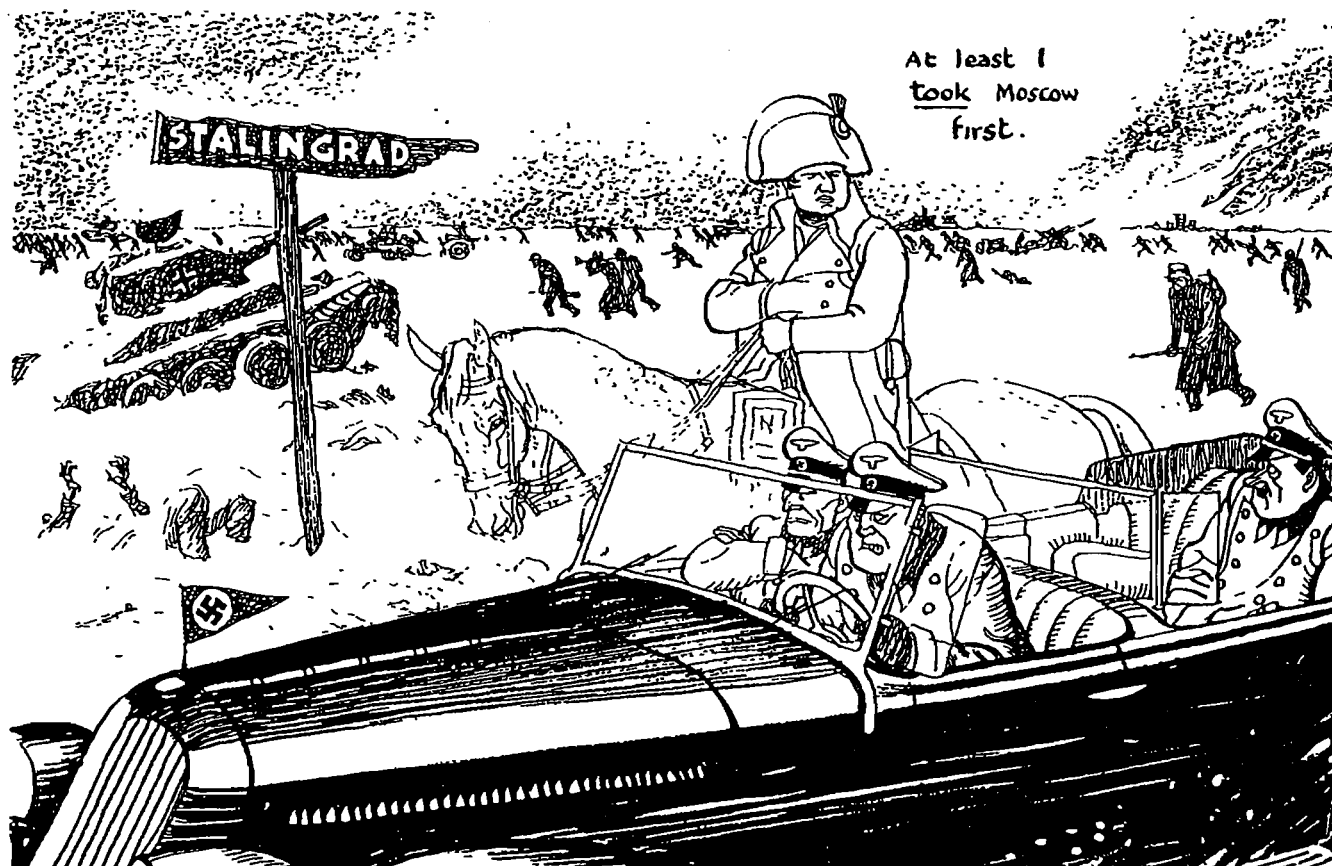
5. What can you learn about the experiences of individuals during World War II from a document such as this? _____

Interpreting Political Cartoons

Battle of Stalingrad

32

The world was shocked when Germany invaded the Soviet Union in June 1941, less than two years after the two powers signed a nonaggression pact. Initially, German forces swept through Russia, halting at the gates of Leningrad and Moscow. Yet the Russian winters—and the spirit of the Soviets—eventually transformed the German attack into a retreat. History buffs could not help comparing Hitler to the French leader Napoleon, who in 1812 also met his match in Russia. The following cartoon draws such a parallel between past and current events. Study the cartoon and answer the questions that follow.



Leslie Illingworth, *Daily Mail*, 11/27/42

1. Who is in the car in the cartoon? Who is on the horse? Why does the figure on the horse appear transparent? What details make up the background?
2. Why are the soldiers marching in the opposite direction from Stalingrad?
3. Analysis. What is the meaning of the words spoken by the figure on the horse?
4. Application. How does the cartoon make a point of a lesson in history?

33

1. _____

2. _____

3. _____

4

Name _____
 Class _____
 Date _____

Geography Skills Worksheet

Chapter **◆** World War II

- (a) On what day did the D-Day invasion, known as Operation Overlord, begin? (b) From what country did the Allied force set out? (c) What country was its objective? (d) What body of water did the Allied force cross?

(a) _____ (b) _____ (c) _____ (d) _____
- (a) What is the distance across the water from Portsmouth to the point where the invasion took place? (b) Where is the narrowest point across the water? (c) What is the distance there?

(a) _____ (b) _____ (c) _____
- Name the two German defense centers closest to the invasion.

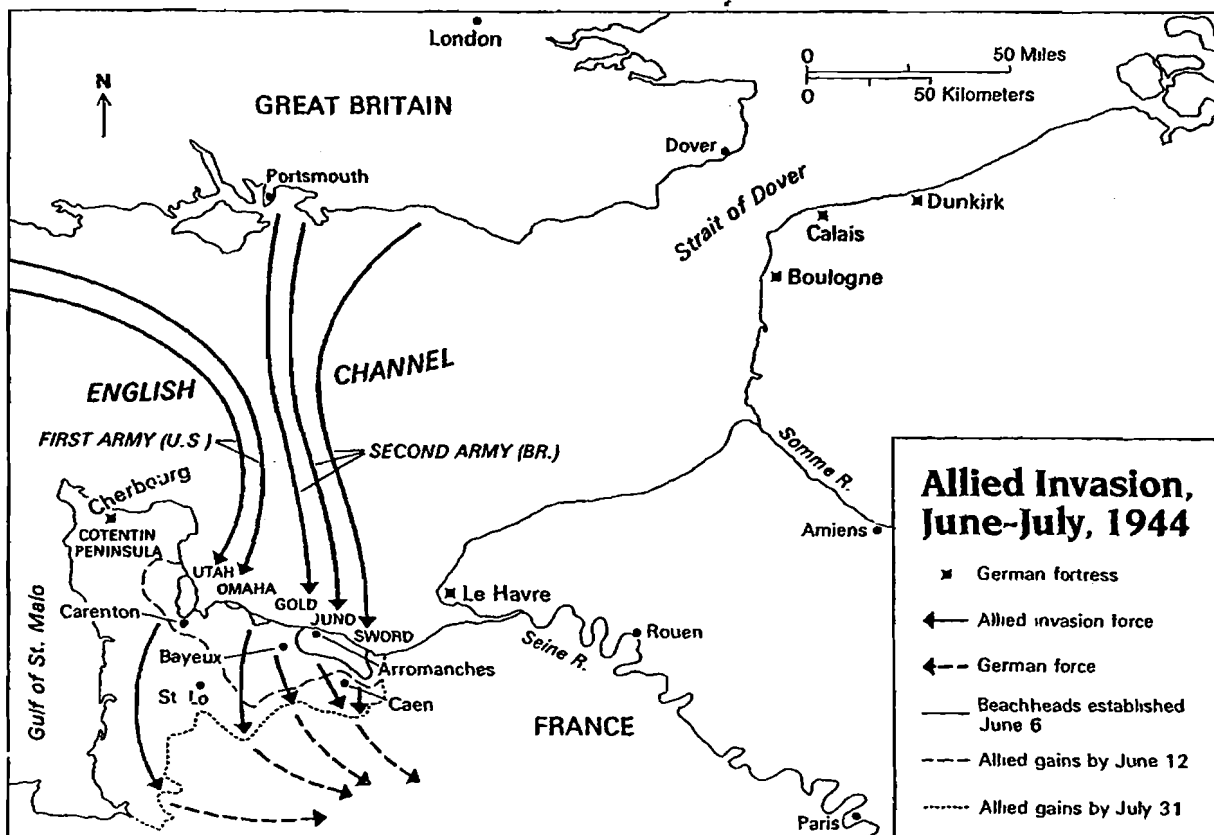
- (a) Why might the Germans have expected the Allies to choose a different point of attack? (b) Suggest two reasons why the Bay of the Seine was a good choice from the Allied point of view.

(a) _____

(b) _____
- (a) What is the name for the overall region the Allies controlled by the end of July? (b) Given the general geography of the area, why might this position have been a great advantage for further operations? (Hint: Consider an army's need for supplies.)

(a) _____

(b) _____



The voice of American soldiers in World War II was the weekly magazine *YANK*, published between 1942 and 1945. Ordinary soldiers, officers, and war correspondents shared their thoughts, experiences, and problems in its pages. Here Merle Miller writes about the first few hours after the American victory in the battle for Kwajalein Island, in the Marshall Islands (March 1944). ♦ *As you read this piece, think about the circumstances in which it was written. Then, on a separate sheet of paper, answer the questions that follow.*

After the Battle at Kwajalein

Although there is still some occasional rifle fire and the smoke still curls from the ruined concrete pillboxes, the veterans of the Army's Seventh Division are now sitting under the trees or lying on the ground with V-mail blanks, writing their first letters home.

Most of the letters are short and simple. The men cannot say that they are on Kwajalein, cannot give details of the action they fought here, cannot name friends who were injured, cannot give the date, and cannot say where they came from and where they are going. They can't say much of anything except "I'm still alive and well." But that is enough.

The officers are wearing their insignia again. There are heated arguments about whether the First Platoon of Company A killed more [Japanese soldiers] than the Third Platoon of Company L. Hardly anyone knows for sure just how many... he did kill...

Everywhere burial details are removing the remains of the last dead [Japanese soldiers]. A few minutes ago, an unarmed private in a graves registration unit adjusted his gas mask and went into a small pillbox

near the center of the island, an area that was supposed to have been completely cleared of [Japanese] during the morning of the second day of the battle.



American GI in the Pacific
front writing in his diary

A split second later, the private ran yelling from the pillbox. He thought he had seen ghosts. Following him were two emaciated but very much alive [Japanese] in shorts, their hands in the air. They are now changing into fatigues with PW [prisoner of war] painted on the back.

This morning hundreds of tropical white birds, driven away by the battle, have returned to the island and are resting again on the tops of what they still recognize as trees. A special service officer is looking for the best place to hang the screen for the outdoor movies that

will begin in a few days...

Tonight it will be possible to sleep, but not many of us will. The sickening odor of the dead... still fills the air, and there may still be a live one around who is unwilling to surrender.

No one can do much sleeping 24 hours after a battle, anyway.

Source: *YANK The Army Weekly*, by Steve Kruger (St. Martin's Press, 1990).

ILLUSTRATION/PHOTO CREDIT UPV/BETTMANN

Questions to Think About

1. What was the first thing that most of the American soldiers did after the battle was over?
2. What does Miller mention to show that in some ways life was returning to normal after the battle?
3. **Drawing Conclusions** What do you think Miller means when he says, "No one can do much sleeping 24 hours after a battle"? What reasons does he mention? What others can you think of?
4. **Activity** Trace or draw a map of the South Pacific showing the islands and island groups that were important in the war (Philippines, Solomons, Marshalls, Marianas; Wake, Midway, Iwo Jima and Okinawa islands). Draw arrows to show the Allied advances across the Pacific toward Japan; label major battles with their dates or add a time line to the map. Remember to include Kwajalein, the subject of this excerpt.

1. _____

2. _____

3. _____

THE POTSDAM DECLARATION

On July 26, 1945, from the German city of Potsdam, American President Harry Truman issued the famous Potsdam declaration to the Japanese government. In it, he outlined the terms of surrender and issued a final ultimatum.

The following are our terms; we will not deviate from them; there are no alternatives; we shall brook no delay.

There must be eliminated for all time the authority and influence of those who have deceived the people of Japan into embarking on a world conquest. We insist that a new order of peace, security, and justice will be impossible until irresponsible militarism is driven from the world.

Until such a new order is established and until there is convincing proof that Japan's war-making power is destroyed, points in Japanese territory to be designated by the Allies shall be occupied to secure the achievement of the basic objectives we are here setting forth. . . .

The Japanese military forces, after being completely disarmed, shall be permitted to return to their homes with the opportunity to lead peaceful and productive lives.

We do not intend that the Japanese shall be enslaved as a race or destroyed as a nation, but stern justice shall be meted out to all war criminals, including those who have visited cruelties

upon our prisoners. The Japanese Government shall remove all obstacles to the revival and strengthening of democratic tendencies among the Japanese people. Freedom of speech and religion and of thought, as well as respect for the fundamental human rights, shall be established.

Japan shall be permitted to maintain such industries as will sustain her economy and permit the exaction of just reparations in kind, but not those industries which will enable her to rearm for war. . . .

The occupying forces of the Allies shall be withdrawn from Japan as these objectives have been accomplished and there has been established, in accordance with the freely expressed will of the Japanese people, a peacefully inclined and responsible Government.

We call upon the Government of Japan to proclaim now the unconditional surrender of all Japanese armed forces, and to provide proper and adequate assurances of their good faith in such action. The alternative for Japan is prompt and utter destruction.

1. Did Truman feel that the conditions of surrender were negotiable?

2. What is the first condition of surrender that Truman sets forth?

3. What assurances did he offer the Japanese people?

4. Why would the Allies occupy Japan after its surrender?

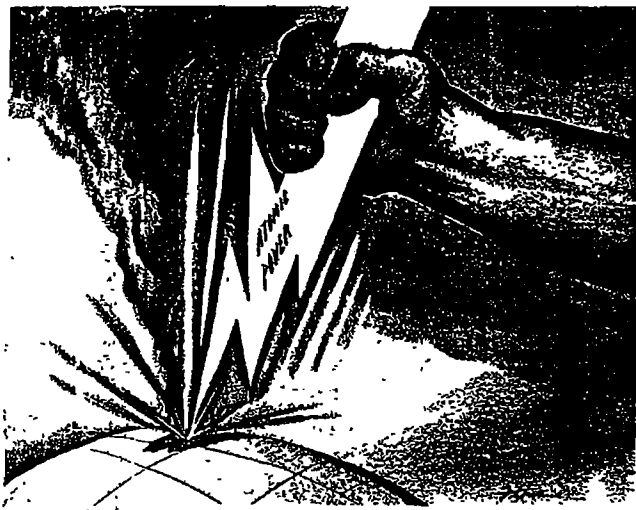
5. In this document, Truman warns that the alternative to surrender would be "prompt and utter destruction" for Japan. Yet, the Japanese still refused to give up. What, do you think, motivated the Japanese to ignore such a warning?

Analyzing Political Cartoons

The Atomic Bomb

On August 6, 1945, Japan experienced the destructive power of the first atomic bomb to be used in warfare. The following cartoons show two reactions to the use of the atomic bomb. Study the cartoons and answer the questions that follow.

D.R. Fitzpatrick, 8/7/45, State Historical Society of Missouri, Columbia



"A new era in man's understanding of nature's forces"

President Truman, August 7, 1945

David Low, 8/9/45, London Evening Standard, Centre for the Study of Cartoons and Caricature, University of Kent at Canterbury



"Baby play with nice ball?"

August 9, 1945

1. What is happening in the cartoon at the left? Whose arm do you think is pictured? What does the curved surface in the lower part of the cartoon represent?

2. In "Baby play with nice ball?" who or what do you think the tall figure at the left represents? What does the ball represent? Why is humanity pictured as a baby?

3. **Analysis.** Why is the globe featured in both cartoons? How is each caption related to the cartoon it accompanies?

4. **Analysis.** How do the two cartoonists differ in the ways they make their point?

1

2

3

4

Name _____
 Class _____
 Date _____

Critical Thinking Worksheet

Topic: Memoirs of Harry Truman—The Atom Bomb
 Skill: Making Decisions

In 1945, the new president of the United States Harry Truman had to make one of the most difficult decisions anyone has ever had to face—whether or not to use the newly developed atom bomb. While making his decision, President Truman progressed through the specific steps of a decision-making process. Read the following excerpt from Truman's memoirs. Then answer the questions that follow to reconstruct the decision-making process that Truman followed.

The task of creating the atomic bomb had been entrusted to a special unit of the Army Corps of Engineers . . . My own knowledge of these developments had come about only after I became President . . . [T]he project was nearing completion and . . . a bomb could be expected within another four months . . . [I] set up a committee . . . to study with great care the implications the new weapon might have for us . . .

It was their recommendation that the bomb be used against the enemy as soon as it could be done. They recommended further that it should be used without warning and against a target that would clearly show its devastating strength. I had realized, of course, that an atomic bomb explosion would inflict damage and casualties beyond imagination . . . [T]he committee reported . . . that no technical demonstration they might propose, such as over a deserted island, would be likely to bring the war to an end. It had to be used against an enemy target.

Source: Harry S Truman, *Memoirs*, vol. 1, *Year of Decisions*

The final decision of where and when to use the atomic bomb was up to me. Let there be no mistake about it. I regarded the bomb as a military weapon and never had any doubt that it should be used. The top military advisers to the President recommended its use, and when I talked to Churchill he unhesitatingly told me that he favored the use of the atomic bomb if it might aid to end the war.

In deciding to use this bomb I wanted to make sure that it would be used as a weapon of war in the manner prescribed by the laws of war. That meant that I wanted it dropped on a military target . . .

On August 6, . . . came the historic news that shook the world . . .

. . . I could not keep back my expectation that the Pacific war might now be brought to a speedy end.

1. What decision did Truman have to face shortly after he became president? _____

2. How did Truman gather information about the issue? _____

3. What were the president's alternatives? _____

4. Give the possible consequences of two of the alternatives you listed above. _____

5. What course of action did Truman choose and why? _____

Chapter

Skill Application: Critical Thinking

Chapter

**MODERN ERA
EDITION****Making Decisions**

As you read in this chapter, the debate surrounding the decision about dropping the newly developed atomic bomb on Hiroshima and Nagasaki grew more heated after the war. The public questioned whether the use of such a horrendous weapon was necessary to end the war. The excerpt below is taken from the memoirs of Clark Clifford, who served as President Truman's special counsel. In it, Clifford, discusses his understanding of Truman's decision. ♦ *As you read the selection, think about how and why President Truman decided to drop the atomic bomb on Japan. Then, on a separate sheet of paper, answer the questions that follow.*

"When President Truman and I became closer, he talked often about the decision to drop the atomic bomb on Japan.

... [T]he most frequently debated question about the decision to drop the bombs on Hiroshima and Nagasaki [was]: Why did the President not order a demonstration bomb dropped on an unpopulated area before using one on a populated area?

... There were several reasons [President Truman] did not consider the idea of a demonstration bomb. First, his scientists and military advisers, with only one test behind them, were not absolutely certain that the next bomb would perform properly, and they did not want to risk a publicized dud. Second, his advisers felt that Japan would not appreciate the uniqueness and the full destructive power of the bomb unless it was used against an actual target. ... [Truman] told me later, however, that he had considered it, and had come to the conclusion that a demonstration would not suffice after a war of such



terrible carnage—that Japanese lives would have to be sacrificed to save many more lives, both American and Japanese.

In the end, what weighed most heavily with President Truman was the military estimate that enormous numbers of American casualties would be suffered in an assault upon the main islands of Japan. Only eight months earlier, the American Army had suffered heavy losses in the Battle of the Bulge, against a German enemy thought to have been already defeated. The assumption was that the Japanese, deeply committed to their emperor, would fight even more tenaciously than Germany, and everyone remembered that the Third Reich had resisted down to the last street in Berlin. ... [I]n President Truman's mind the decision was relatively simple—a choice between sacrificing a horrendous number of Americans and using a weapon that could shorten the war dramatically."

Source: *Serving the President*, by Clark Clifford (Random House, 1991).

Questions to Think About

1. (a) According to Clifford, what alternatives did President Truman have with regard to the atomic bomb? (b) What were the possible consequences of each of these alternatives?
2. **Demonstrating Reasoned Judgment** Why did President Truman choose to drop the bomb on Hiroshima and Nagasaki?
3. **Linking Past and Present** In 1990, Iraq's Saddam Hussein invaded the neighboring nation of Kuwait. In response,

President George Bush sent United States troops to the Persian Gulf to liberate Kuwait. Use newspapers from August 1990 to March 1991 to identify the alternatives that President Bush had at the time, the consequences of each, and the reasons that he made the decision to use force. Write a report or create a chart that outlines these points and shows how the President reached his decision.

41

1. _____

2. _____

3. _____

Some 15 million soldiers spent part of World War II behind the barbed wire of a prisoner-of-war camp, as did millions of civilians—often colonial families—who were “interned” in camps when the enemy overran the country. Camp conditions varied from brutal to relatively comfortable, depending on the nation in charge. The first excerpt describes Allied prisoners in Germany. In the second, an American writer, married to a British civil servant, recalls the Japanese camp in Borneo where she and her two-year-old son were interned. ♦ As you read, compare the problems each group faced. Then, on a separate sheet of paper, answer the questions that follow.

Prisoners of War in Europe and Asia

Allied POWs in Germany

... The jaunty nickname [“Kriegies”] belied the grim facts of POW life faced daily by the more than seven million men—American, British and Commonwealth, French, Polish, and Russian—held by the Germans between 1939 and 1945. Barracks, often jerry-built, were freezing cold in the winter and stifling hot in the summer; food meager and unappetizing.

Most debilitating for the Kriegies, however, were the pervasive boredom and sense of futility. . . . Kriegies coped with idleness as best they could—by reading and study, sports, theatricals and hobbies, and by keeping track of the world outside the barbed wire. Prisoners published camp newspapers filled with hometown items from letters and newly captured POWs . . . They set up situation rooms equipped with maps and colored pins to trace the War on all fronts, using information they picked up on forbidden radios.

Sources: (1) *Prisoners of War*, by Ronald H. Bailey (Time-Life Books, 1981); (2) *Three Came Home*, by Agnes Newton Keith (Little, Brown, and Co., 1947).

A Japanese Internment Camp

We mustered at 7 A.M. and 7 P.M. daily in the compound. We stood at attention, numbered off in Japanese, bowed, and were dismissed. Our military style was ragged due to babes in arms and underfoot. If the guard felt wakeful, they would muster us several times throughout the night. . . .

Sometimes we were ordered to clean the guardhouse, while guards lay asleep or drunk on their beds. We picked up dirt and fruit skins and cigarette butts off the floor with our hands, while the guards threw banana skins and empty bottles at us.”

It was impossible to keep either our surroundings or ourselves clean on Berhala. The compound was a swampy morass from rain, with a few duckboards which sank into the mud, and a lot of children who did. . . . Here, doing very dirty work, chopping our own fuel, mending the broken barrack, working as hired men for the guards, clearing and road mending, we ceased to be the ladies of Sandakan. The mothers with children kept small campfires going to recook their food in the effort to make it more edible for the children.

Questions to Discuss

1. According to this report, what was the worst part of the prisoner-of-war camp for American prisoners?
2. What were some of the things the women in the Japanese camp had to do during the days?
3. Formulating Questions If you could interview a person who had been in a prisoner of war camp, what would you ask him or her to learn more about the experience? What would you ask the camp commander in a similar interview?

43

1. _____

2. _____

3. _____

Name _____ Date _____

The Aftermath of War: Analyzing Cartoons

The following cartoon first appeared in a British newspaper in 1945. Review pages _____ of your text, study the cartoon carefully, and answer the questions that follow.



By permission of Mirror Group Newspapers Ltd./Syndication International Ltd.

"Here you are! Don't lose it again!"

1. According to the cartoon, what did the Allies win in World War II? _____

2. How does the cartoonist show the costs of the war? _____

3. What is the mood of the cartoon? _____

4. What does the caption probably mean? _____

5. What developments at the end of the war might have led the cartoonist to fear that peace might be threatened again? _____

CHAPTER
16

Section 5

CONNECTIONS ACROSS TIME AND CULTURES

Two World Wars

THEMATIC CONNECTION:
POWER AND AUTHORITY

In 1914 and again in 1939, war engulfed Europe and spread rapidly across the globe. Both wars were sparked by a quest for power and both ended in military defeat for Germany and its allies, cities in ruins, and destroyed lives. In what other ways were the two wars similar? Review Chapter 13 and Chapter 16 to answer the questions that follow.

1. How did imperialism set the stage for both world wars?
 - a. WWI _____
 - b. WWII _____
2. International rivalries led to the creation of military alliances among the great world powers. What military alliances pushed European nations into war?
 - a. WWI _____
 - b. WWII _____
3. In both wars, Germany faced the danger of fighting one war on the Western Front and a second on the Eastern Front. What was Germany's military plan for fighting a two-front war? What was the outcome?
 - a. WWI _____
 - b. WWII _____
4. Developments in science and technology made possible new types of warfare. What new weapons and military strategies were introduced in each war?
 - a. WWI _____
 - b. WWII _____
5. In both wars, governments waged total war. How did governments suppress antiwar activity on the home front?
 - a. WWI _____
 - b. WWII _____
6. In what other ways were the Great War and World War II similar? Name at least two similarities.
