World History

Stefanie Camling, Mike Halliwill, Troy Kilgus, Anne Koschmider, Adam Lincoln, Mark Pontoni, Anthony Salciccioli, Tom Stoppa, Nick Vartanian, Melissa Wozniak, Kymberli Wregglesworth, Rebecca Bush.

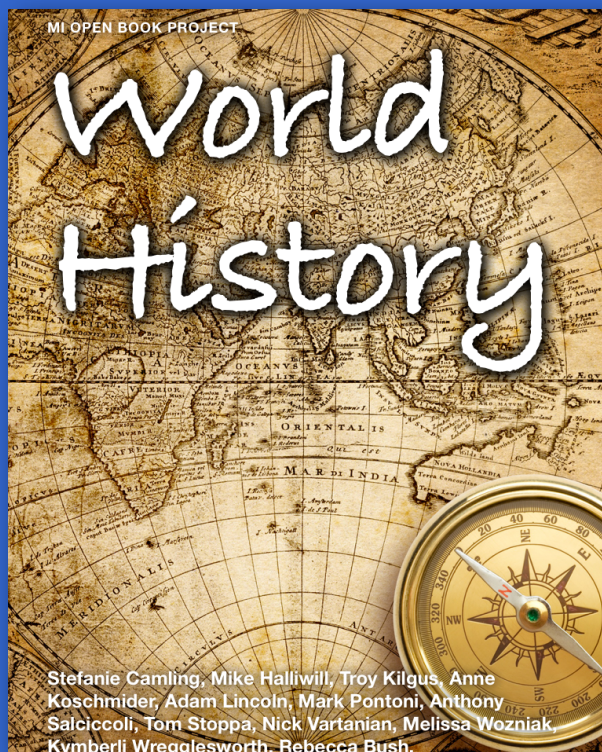# About the Authors

MI OPEN BOOK PROJECT

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The Michigan Open Book Project

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Stefanie has been teaching for twenty two years. She received her Bachelors of Arts in Social Studies as well as her Masters in Education Leadership from Grand Valley State University. She is currently teaching at Coopersville High School in sociology, world history, and AP world history. Stefanie has served has the student council advisor, junior class advisor, coach, and Vision Team chair. Stefanie was one of the writers for Performance Assessments of Social Studies Thinking (P.A.S.S.T) for World History. Stefanie resides in Grand Rapids, Michigan with her husband Tom and son Tommy Jr.

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Shepherd Public Schools

Mike is the High School World History teacher at Shepherd High School in Shepherd Michigan. He has a Bachelors degree in history education from Saginaw Valley State University with minors in Political Science and Sociology. During his time at Shepherd Mike has served as the Model UN and boys golf coach. Mike has also been an item writer for Performance Assessments of Social Studies Thinking (PASST).
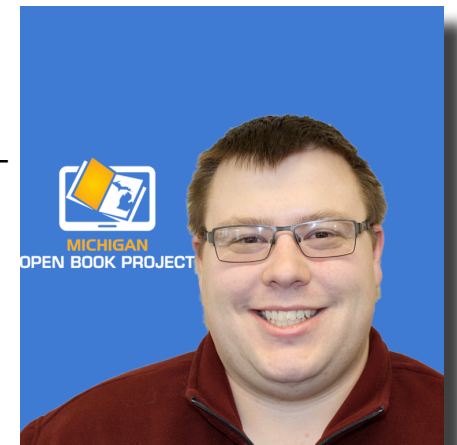
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Standish-Sterling Community Schools

Troy Kilgus serves as the high school social studies chair at Standish-Sterling Central High School. In his eight years of teaching, he has taught various social studies courses including AP US History and multiple levels of French. Mr. Kilgus earned his undergraduate degree in French Education and his Masters in Teaching from Saginaw Valley State University.

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Anne has been a social studies teacher at Cadillac High School since 2005. She has taught World History & Geography, AP World History, Psychology, AP Psychology, and History of the Rock and Roll Era with a particular interest in using instructional technology to engage students and promote literacy. In addition, she has served as the social studies department chair and a student council adviser. She holds a Bachelor of Arts degree from Alma College and a Master of Arts degree in Curriculum, Instruction and Assessment from Walden University. Beyond the classroom, Anne enjoys traveling, reading, and

Adam Lincoln

Ithaca Jr/Sr High School

Ithaca Public Schools

Adam began his teaching career at Cadillac High School in Cadillac, Michigan where he taught US History, Global Studies, and AP World History. After 7 years, he moved back home to central Michigan to teach at Ithaca Public Schools. While his main charge has been teaching World History and starting the AP World History program, Adam also teaches 8th Grade History, US History, History in Popular Culture and all sorts of computer science classes. Adam coaches Model United Nations, and runs the Jumbotron at Ithaca Community Stadium during events. Adam has served as a member of the Michigan Council for the Social Studies for over a decade and has worked to unite his twin passions of Social Studies and effectively integrating technology into the classroom. Outside of school, Adam has served on the Content Advisory Committee, as a Social Studies item writer for the Department of Education, and worked for the PASST project. Adam teaches History and Social Studies methods classes at Alma College as adjunct faculty. Apart from the world of education, Adam enjoys spending time with his family especially traveling on new adventures.

Mark Pontoni

Boyne City High School

Boyne City Public Schools

After a long career running a business, I returned to the University of Michigan for my Masters and Certification and began teaching in Owosso 11 years ago. A marriage, a move north, and a couple of job changes later, I now teach at Boyne City. I run a state-wide Model United Nations program attended by over 1000 students annually. I have also been an AP Reader in US Government and Politics, Comparative Government, and World History.

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Anthony Salciccioli

Clarenceville High School

Clarenceville Public Schools

Salciccioli has been teaching since 2001. Throughout these years, he has taught students from grades 6-12 U.S. History, Government, Sociology, Law, Big History, Philosophy and his present course in World History. During his tenure he coached football, wrestling and track and field. He received his B.A. in political science-prelaw from Michigan State University in 1996, a second B.A. in History from the University of Michigan-Dearborn in 2001 and his Master in the Art of Teaching from Marygrove College in 2006. Salciccioli served as the President of the Michigan Council for the Social Studies from 2012-2014 and has been awarded the McConnell History Educator Award in 2014, the Fishman Prize Honor Roll in 2015 and the Gilder Lehrman Michigan History Teacher of the Year in 2016. He is a lifetime resident of Metro Detroit where he attempts to live with joy and purpose along with his wife

Tom Stoppa

Alpena High School

Alpena Public Schools

Tom earned his Bachelors of Science in Education from CMU and his Master in Education from Marygrove. Tom taught at Orchard Lake St. Mary's before moving to Alpena. Tom has worked in the Alpena district for the past 20 years teaching World History, Advanced Placement European History, Current Events, Michigan/Alpena History., and United States History. During his tenure in Alpena, Tom has served as School Improvement Chair, Social Studies Department Chair, and History Club Adviser. He is a member of the National Council for the Social Studies. Outside of the school day, Tom volunteers with the Water and Woods Boy Scout Field Service Council and the Northeast Michigan Youth Advisory Council
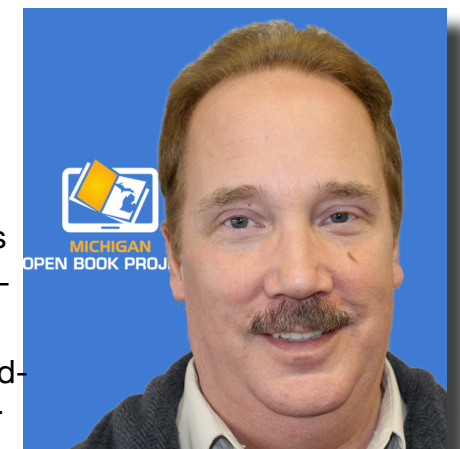
Nick Vartanian

Holland High School

Holland Public Schools

I teach World History and A.P. World History at Holland High School. I earned my bachelor's degree in History from Alma College in 2001 and earned my master's degree in Educational Leadership from Grand Valley State University in 2011. I am the SLIC (Student Leaders Initiating Change) Coordinator at Holland High and serve as Chairperson of the Reading Now Network for Holland High. I am very interested in Project Based Learning and technology integration in the classroom. I was a writer for the Performance Assessments of Social Studies Thinking (PASST) Project. In addition, I have participated in the IChallengeU program, working with students, civic, and community leaders to develop solutions to real problems as posed by area businesses in the greater Holland area.

Melissa Wozniak

Rogers City High School

Rogers City Area Schools

A proud graduate of both Posen High School and Saginaw Valley State University. #WECARDNIALS I have a love of teaching, learning, reading, family time, traveling, and of LIFE! I love using technology to keep my students engaged, and to keep track of my family members escapades. I hope to someday achieve my ultimate goal of competing on Jeopardy, winning at least one day and making Alex Trebek say my name!!

Kymberli Wregglesworth

Onaway Secondary School
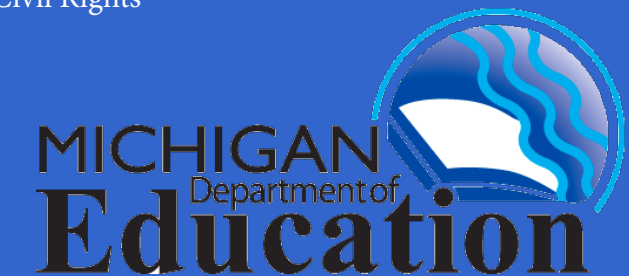
Onaway Public Schools

Kymberli has a BA in history and political science from Alma College, a MA in education from Michigan State University, and a MA in American History and Government from Ashland University. She was named a James Madison Fellow in 2011, was chosen as the Michigan Council for the Social Studies High School Educator of the Year in 2015, and is a two year member of the iCivics Educator Network. Kymberli teaches at her high school alma mater where her courses include Civics, World History, Current Events, Women's Studies, and World Cultures, as well as serving on the school's technology committee and school improvement team. Additionally, she teaches Intro to American Government at North Central Michigan College, and will be expanding to teach a history

Rebecca Bush

Instructional Consultant

Ottawa Area Intermediate School District

Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads

MICHIGAN Department of **Education**

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INFRASTRUCTURE GRANT

MICHIGAN OPEN BOOK PROJECT

How did the Rise of Totalitarism Lead to World War II?

1. How did the Treaty of Versailles fail to meet Wilson's hope of a world safe for democracy?

2. In what ways did the League of Nations fail to halt political and military aggression?

3. How did worldwide economic depression shape the political landscape throughout Europe?

4. How did totalitarian regimes in the Soviet Union, Italy, Germany, and Japan come to power after WWI?

5. How and why did totalitarianism play out differently in Italy, Germany, and the Soviet Union and how did this lead to the outbreak of WWII?

Western Democracies Stumble

QUESTIONS TO GUIDE INQUIRY

1. **How did the Treaty of Versailles fail to meet Wilson's hope of a world safe for democracy?**

2. **In what ways did the League of Nations fail to halt political and military aggression?**

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TERMS, PLACES, PEOPLE

Maginot Line
Kellogg-Briand Pact
Disarmament
Collective Security
Totalitarianism

The Ineffectiveness of The Treaty of Versailles

At you recall from chapter 10, The Treaty of Versailles officially ended WWI. To understand the significance of the treaty from a geographic perspective, watch this interactive map:

From its inception, which took six months to compose, divisions in philosophical approaches to the prevention of another world war doomed the treaty from the start.

Interactive 12.1 The Treaty of Versailles

For an animated map on how the Versailles Treaty changed the world, click here

"The Day" (Der Tag): Allied leaders at Versailles force Germany to take a bitter pill.
Source: Daily Express [London] 7 May 1919

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Challenges Faced by Western Democracies

By the time WWI had ended in 1919, the Western democracies of the U.S., Great Britain and France appeared powerful. Together they had dominated the Paris Peace Conference and spurred hope for the spread of democracy in some of the newly formed nations in Eastern Europe. However, below the surface were grave, deep problems.

Domestic Issues

In Britain, the Labour party gained support over the Liberal party which was significant because of the Labour's party promotion of a gradual shift toward socialism. The middle class backed the Conservative party which ended up holding power during most of the 1920s.

Additionally, by 1922, after years of violence with Ireland over self-rule, Britain agreed to Irish self-governance. France experienced political turmoil as well along with financial problems--specifically, how the French were going to extract war reparations from Germany. And in the U.S., the "Red Scare" was the cause of some domestic issues--the most significant being political controversy of the issue of limits to immigration.

A Significant International Situation

In addition to domestic issues for each of the Allied countries, the three democratic nations faced a difficult international situation in that the peace settlements that were the result of the Treaty of Versailles caused substantial friction in Germany and within some ethnic groups in Eastern Europe. Additionally, friction increased between the three democracies because of conflicting ideologies about the implementation of the conditions of the treaty. France's chief concern after the war was to secure its borders against Germany to prevent future invasion

which resulted in the building of massive fortifications known as the **Maginot Line** along the French-German border. Additionally, France strengthened its military and sought out alliances with other countries such as the Soviet Union who agreed with the French that Germany remained weak. Britain disagreed with this belief, fearing that if Germany remained weak, both France and the Soviet Union would become too powerful.

Despite disagreements, many of the nations that had been involved in WWI did work to maintain the recent peace that had been reached at the end of

the war. One example of this effort was **the Kellogg-Briand Pact**, an international agreement signed by almost every nation in 1928, to stop using war as a method of national policy. One action that was a part of this spirit was the practice of **disarmament**, the practice of reducing a nation's armed forces and weapons. The goal of preventing a future world war was shared by all of the members of the League, but because of the many integral weaknesses of The League of Nations, its number one goal in preventing a second world war would fail miserably, eventually leading to its demise.

The League of Nations Fails to Halt Aggression

The League of Nations was created in direct response to Woodrow Wilson's desire to avoid future wars through a "general association of nations", both big and small, that could gather and peacefully resolve international disputes. By pursuing policies related to disarmament and the principle of **collective security**, war (at least in theory) could be rendered obsolete. Collective security is the idea that countries can maintain peace by entering into agreements whereby an attack against one member is viewed as an attack on all members. Unfortunately, the League of Nations was weak from the start.

- Several powerful countries were initially left out of the formation of the League following World War I, including Germany and Russia.

- The United States itself failed to join, for fear that the country would be under obligation to enter into yet another horrendous foreign conflict.

- Without a military or even the full cooperation of member nations, the League lacked the power to effectively carry out its rulings.

As a result of the League's weaknesses, it was often ineffective in halting acts of aggression committed by larger countries seeking to expand their territory, restore their national honor, and to overcome the humiliations handed out at Versailles following World War I.

Long-Term Political Effects of the Great Depression

During the 1930s, the Great Depression was a global phenomenon resulting in economic collapse in virtually every nation around the world. By the end of 1932, the worldwide unemployment rate was estimated at 30 million people.

THE GAP IN THE BRIDGE.

(Image source: http://www.english.illinois.edu/maps/depression/dep03.jpg)
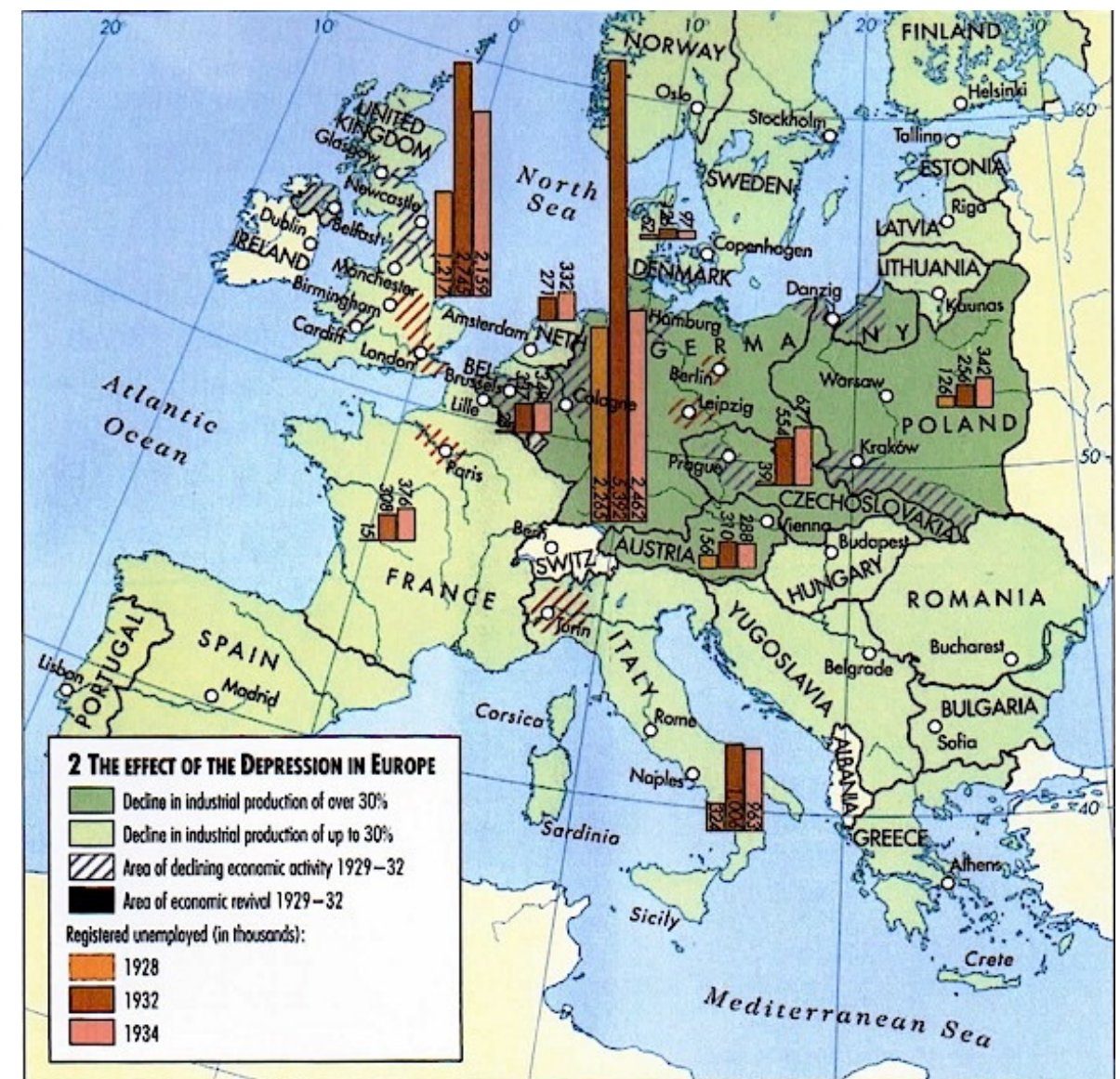
Unfortunately, the impact of the Great Depression was not limited to economics. Another response to the Great Depression was the establishment of fascism and militarism in some nations such as Germany, Italy, and Japan. In Germany, Hitler's Nazi Party promised to restore the country's economy and to rebuild its military. In 1932, after becoming chancellor, Hitler outlawed labor unions, restructured German industry into a series of cartels, and after 1935, instituted a massive program of military rearmament that ended high levels of unemployment. In Italy, fascism developed even before the onset of the Depression under the leadership of Italian dictator Benito Mussolini. In Japan, militarists seized control of the government during the 1930s. In an effort to relieve the Depression, Japanese military officers conquered Manchuria, a region rich in raw materials, and coastal China in 1937.

A similar response to the Depression was totalitarian communism. In the Soviet Union, the Great Depression helped solidify Joseph Stalin's hold on power. In 1928, Stalin instituted a planned economy. His first Five Year Plan called for rapid industrialization and "collectivization" of small peasant farms under the control of the government. To obliterate any opposition to his program, which required peasant farmers to give their products to the government at low prices, Stalin exiled millions of peasant to labor camps in Siberia and instituted a program of terror called the Great Purge. Historians estimate that as many as 20 million Soviets died during the 1930s as a result of famine and deliberate killings.

Aggressive Dictatorships Promote National Interests President Wilson had hoped that "making the world safe for democracy" through self-determination, young democracies would be born that would assist in promoting world peace and security. But, in the years following the Great War, democracy after democracy struggled. Leader after leader arose and made promises to provide food and jobs for people while the social order continued to break down around them. Instead of democracy flourishing in the post-war world, democracies gave way to powerful leaders who secured their power through brutal means and controlled every aspect of society. The 1920s and 1930s were the decades characterized by the rise of totalitarian dictatorships.

Totalitarianism is a form of government whereby a leader or small council of leaders have total and complete authority, controlling all aspects of a country's political, economic, and social life.

Below are several key traits of totalitarianism. Review America's Core Democratic Values here or here. Then, for each trait of totalitarianism below, identify a major core American value that the trait conflicts with.

Totalitarianism	Violates the Democratic Value of:
All power is controlled by one leader or a council of leaders, not the people	Checks and balances Separation of powers Popular Sovereignty Representative Government
The country is greater and more important than the individual	Individual Rights
All speech is tightly monitored and controlled; dissent is not tolerated	Free speech
Individual rights are denied and viewed as contributing to social unrest	Liberty
A secret police suppresses and terrorizes all opposition, often without the constraint of law or trials	Rule of Law Justice
The government controls the economy with an emphasis on industrialization	Capitalism Economic Freedom
Education and the media is used to spread propaganda	Truth Freedom of the Press
Social life controlled by the state	Liberty

As you read the next four sections, fill in a graphic organizer like the one below with details describing the rise of totalitarian rule during the interwar period.

	SOCIAL	POLITICAL	ECONOMIC	CULTURAL
Italy				
Germany				
Soviet Union				
Japan				

How might the rise and actions of these dictators contribute to the start of World War II?

Stalin's Totalitarian State

QUESTIONS TO GUIDE INQUIRY

1. How did the Treaty of Versailles fail to meet Wilson's hope of a world safe for democracy?

2. In what ways did the League of Nations fail to halt political and military aggression?

3. How did worldwide economic depression shape the political landscape throughout Europe?

4. How did totalitarian regimes in the Soviet Union, Italy, Germany, and Japan come to power after WWI?

5. How and why did totalitarianism play out differently in Italy, Germany, and the Soviet Union and how did this lead to the outbreak of WWII?

**TERMS, PLACES, PEOPLE**

Gulags
The Great Purge
collectives
Non Aggression Pact

Stalin and the Communist State

The rise of totalitarian dictatorships in the interwar period began in Russia following its early departure from World War I. The war had greatly highlighted Russia's weak and ineffective leadership, both politically and militarily, in addition to its relative lack of industrialization compared to the Western powers. Furthermore, Russia was forced to make tremendous land concessions when it surrendered to the Germans in 1917, only to watch that land further divided up by the Allies at Versailles.

In the ensuing years of the Russian Revolution, the move towards communism brought about a complete reordering of Russian society and the creation of the world's first socialist state. The country's name was changed to the Union of Soviet Socialist Republics (USSR), or Soviet Union. The country's leader, Joseph Stalin was able to ultimately seize power and gain total control of all aspects of Soviet power, the economy and life. Keeping a firm grasp upon the inner workings of his government was Stalin's first and most important priority. Getting rid of major political opponents was high on his list, so he exiled his major
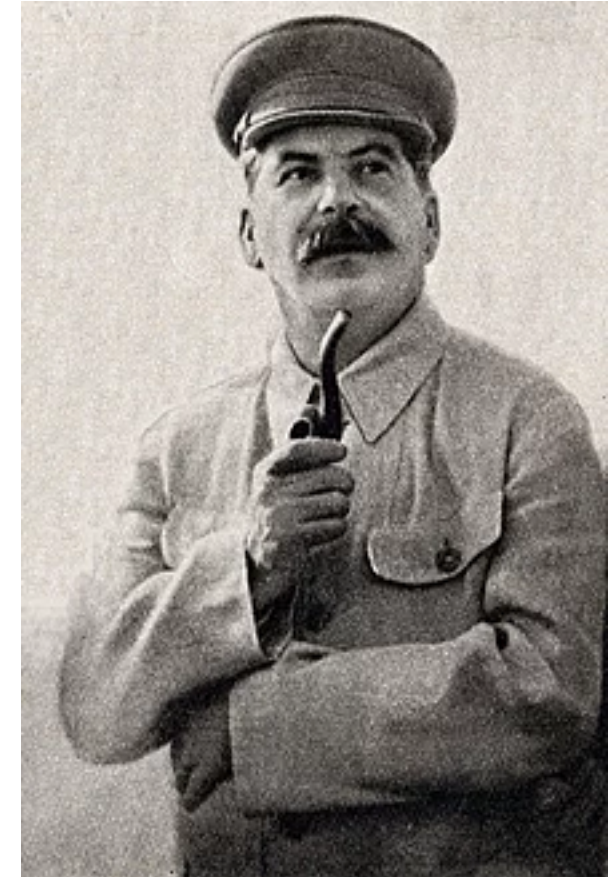
rival, Leon Trotsky. The process itself began with the creation of a powerful police state that heavily monitored all aspects of Soviet life. Instead of serving and protecting, the Soviet secret police used terror, murder and intimidation to carry out the policies of Stalin's government.

Education was used to promote the virtues of communism with Stalin at the head. Propaganda was used extensively to control the information received by citizens. Enemies or anyone perceived to be a threat to Stalin's authority were systematically destroyed through the use of a secret police that ruthlessly arrested and/or executed any opposition. Millions were sent to Soviet work camps in Siberia, known as **gulags**, where life expectancy was typically one winter. Not only did **The Great Purge** focus on those Stalin believed were after him, but he was becoming paranoid, and believed that everyone was out to get him. He also became increasingly power-mad by demanding constant praise, applause and validation of his work. The far-reach of the purges was not limited to those who opposed Stalin. Regular people were just as at risk to be placed in the gulags. Some reports claim that over 20 million people imprisoned, and nearly 10 million of them died. These numbers do not include those who were executed before they ever reached the Gulags.

http://gulaghistory.org/nps/onlineexhibit/stalin/work-src/images/belbaltlag_detail.jpg

GULAG MAP - USSR
BY MEMORIAL SOCIETY IN MOSCOW

While many of these aspects of Soviet life under Stalin's rule were hidden from international view, Stalin's impact on the Soviet economy got the attention of the world. For the Soviet Union to overcome the humiliating defeat to Germany in World War I and to become a global power to be reckoned with, the Soviets needed to increase the availability of essential industrial products like oil, steel, and electricity, in addition to significantly improving agricultural production. One of the major ideas that Stalin brought to the table with him was to create collectives in Soviet Russia. This meant that the government would take control of the production of all goods. Stalin took control of all aspects of the Soviet economy by instituting a series of economic plans that sought to modernize the country. After some initial setbacks industrially, Stalin's plans significantly enhanced the Soviet Union's position as a modern industrial power.

Stalin's economic plans succeeded in providing full employment and economic growth in the Soviet economy during the early 1930s at a time when western democracies were struggling heavily with the global depression. Even as early as the 1920s, as young democratic countries arising out of the ruins of World War I struggled economically to provide jobs for workers, Russia's initial transition to communism was beginning to seem like a better solution than capitalism. As unemployed workers took to the streets in protest of ineffective governments and poor economic conditions, violence often resulted, and many perceived communism to be a significant threat to stability and social order. They responded by supporting individuals and political parties who promised to counter communism, bring about social order, and restore a perceived path to destiny that had somehow been lost due to the outcome of World War I. For Italians and Germans, those individuals were Benito Mussolini and Adolf Hitler, and their emergence as totalitarian dictators took similar paths.

One of the only things that scared Stalin was the power that Hitler had in Germany. He saw what type of control he was exerting and became frightened to what that might mean for Russia. He

decided to enter into a **Non Aggression Pact**--a national treaty with another nation where both countries agree not to engage in military action against each other, with Germany in order to keep some control over what he saw as the upcoming instability on the European Continent.

WONDER HOW LONG THE HONEYMOON WILL LAST?

Image from: http://www.authentichistory.com/

Read the following excerpt from "Scorched Earth" speech given by Joseph Stalin in 1941, after the Nazi's had invaded the Soviet Union.

"Non-aggression pacts are pacts of peace between two States. It was such a pact that Germany proposed to us in 1939. Could the Soviet Government have declined such a proposal? I think that not a single peace-loving State could decline a peace treaty with a neighboring State even though the latter was headed by such fiends and cannibals as Hitler and Ribbentrop."

1.   Why do you think Stalin gave this speech?

2.   Using what you know about the character of Joseph Stalin, do you think this was an easy speech to deliver. Give reasoning for your answer.

How does this image contradict the earlier image of Hitler and Stalin?

Forgive me comrade, but it seemed such a good opportunity!

https://hsudarren.files.wordpress.com/2009/04/a_stab_in_the_back.gif

The Rise of Moussolini

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TERMS, PLACES, PEOPLE

Fascism

March on Rome

Despite being on the side of the victorious Allies in World War I, Italy was dissatisfied with the outcome of the Paris Peace Conference negotiations. Italy joined the Allies under the presumption that their loyalty would be rewarded after the war, with land around the Adriatic Sea. However, that did not come to fruition under the terms of the Treaty of Versailles. The Italian economy was also plagued by debts due to high wartime expenditures, inflation, and unemployment. With unification having just happened in 1870, Italy was still a fairly new country when the worldwide depression hit after World War I, which was problematic because they were still gaining their footing in the economic and political realms. Conservative landlords retained significant power in rural areas. Urban areas were fraught with tensions between the middle and industrial working classes that came along with industrialization. In addition, loss of people and property in World War I left both soldiers and civilians feeling disillusioned. Labor strikes and land seizures evidenced discontent. Communist and socialist parties challenged the existing social order, leading citizens to question whether capitalism and democracy would be viable paths to peace and prosperity for Italy.

Fascism

Fascism is often defined as any centralized, authoritarian government system that is not communist whose policies glorify the state over the individual and are destructive to basic human rights.

The following excerpt was written by Benito Mussolini in 1932, explaining the concept of fascism for an entry in an Italian encyclopedia:

The foundation of Fascism is the conception of the State, its character, its duty, and its aim. Fascism conceives of the State as an absolute, in comparison with which all individuals or groups are relative, only to be conceived of in their relation to the State….For Fascism, the growth of empire, that is to say the expansion of the nation, is an essential manifestation of vitality, and its opposite a sign of decadence. Peoples which are rising, or rising again after a period of decadence, are always imperialist; and renunciation is a sign of decay and of death. Fascism is the doctrine best adapted to represent

Interactive 12.2 Fascism

This short video provides a thorough overview of the characteristics of a fascist government:

the tendencies and the aspirations of a people, like the people of Italy, who are rising again after many centuries of abasement and foreign servitude. But empire demands discipline, the coordination of all forces and a deeply felt sense of duty and sacrifice: this fact explains many aspects of the practical working of the regime, the character of many forces in the State, and the necessarily severe measures which must be taken against those who would oppose this spontaneous and inevitable movement …

1. Highlight three excerpts in the passage that exemplify key characteristics of fascism. Identify which characteristics you chose. Share your excerpts and explanations with a partner.

2. How reliable is this source? Explain your reasoning.

3. Why do you think Mussolini chose to write this when he did? Who was his intended audience?

4. Is it significant that the passage was written for an encyclopedia? Why or why not?

Appeal of Fascism

Fascism was revolutionary in the sense that it included a willingness to overhaul the existing governmental system. Yet, fascism was conservative in the sense that it valued tradition and the restoration of national glory. With its rich history including the origin of the ancient Roman Empire and the birthplace of the Renaissance, the latter was quite appealing to the Italian people. A broad spectrum of groups within Italy were drawn to the ideology. Fascism was alluring to middle and upper class citizens, who feared losing status like their Russian counterparts did during the Russian Revolution of 1917. The ideology also attracted farmers, artisans, and small business owners who were leery of socialist revolution. Unemployment rates were high among World War I veterans, leaving them feeling disillusioned with few prospects for the future. Members of these groups provided a favorable audience for the promises of fascism.

Mussolini's Rise to Power

Mussolini ran for office in 1921, but only got 7% of the vote. However, that would change as he made efforts to gain popularity and crush the competition. Mussolini's Black Shirts beat and killed opponents including communists, socialists, and labor organizers. Mussolini was also a charismatic leader and gifted orator. He promised the Italian people restoration of national glory. He also provided an alternative to communism and the troubled democratic system.

(Image source: https://upload.wikimedia.org/wikipedia/commons/thumb/6/6f/Benito_Mussolini_colored.jpg/404px-Benito_Mussolini_colored.jpg)
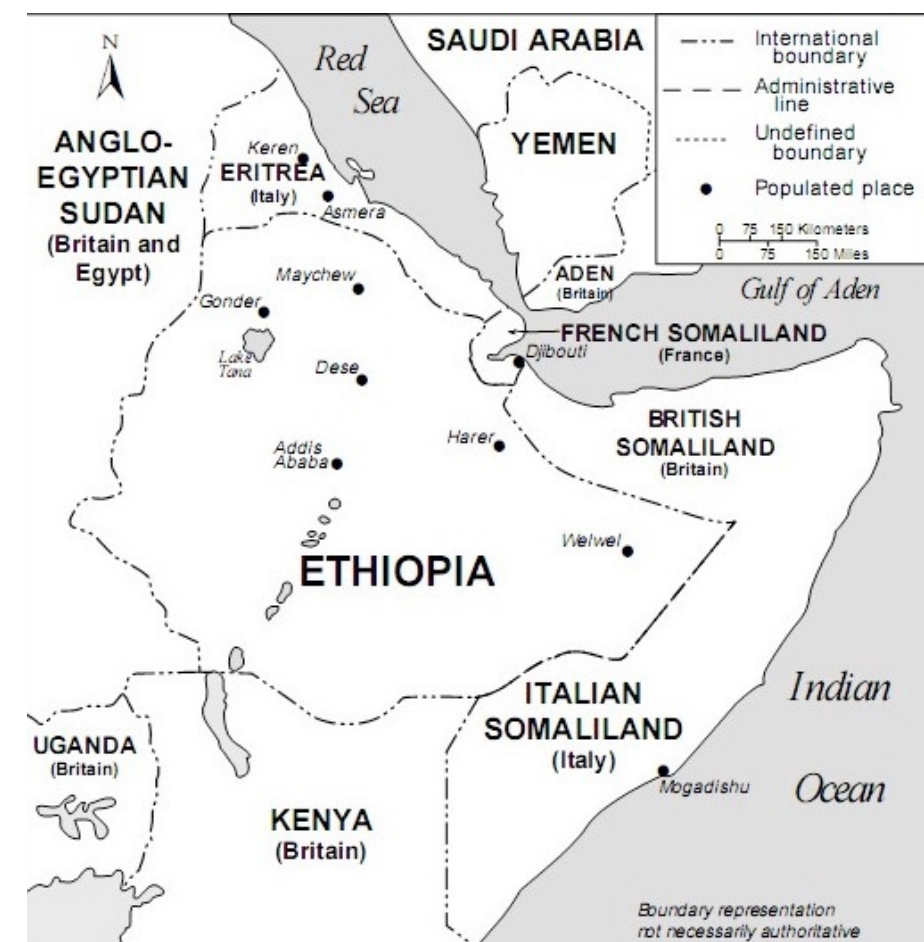
In 1922, Mussolini led his followers in the **March on Rome**. He claimed that Italy was in chaos, and he was solely capable of restoring order. Mussolini threatened a government takeover. King Victor Emmanuel conceded, and made Mussolini prime minister. The Italian Parliament granted Mussolini emergency powers for one year, which enabled him to implement censorship, suspend civil liberties, and abolish political opposition.

In 1924, Mussolini was formally elected by the Italian people. This time, he garnered 60% of the vote. However, part of that was due to intimidation tactics, fraud, violence, and rigged polls. Mussolini took the title Il Duce, meaning "leader." By 1925, he ruled Italy as a fascist dictator. Other political parties were eradicated. Mussolini eliminated workers' rights to strike and dismantled labor unions. He censored the press and used propaganda to promote fascist ideals. The government took charge of the Italian economy. Public works put unemployed citizens to work constructing roads and expanding arable land to increase agricultural output. Mussolini claimed to bring efficiency to the economy, famously stating that he "made the trains run on time."

Mussolini continued to cultivate favor with the public. Some prominent business owners approved of his strides toward economic efficiency by ending social turmoil, restoring the traditional social order, and eliminating discord between political parties. Although Mussolini was an atheist, he recognized the significance of the Catholic Church as part of Italian heritage. The Lateran Accords of 1929, a series of agreements with the Church, established the Vatican as a sovereign state and acknowledged Catholicism as the official national religion in Italy. Fascism's nationalist fervor was evident in 1935 when Italian troops invaded Ethiopia looking for vindication. (Recall that Ethiopia was a notable exception to the European Scramble for Africa when it retained independence by defeating the Italian military in 1896.) Mussolini appealed to Italian patriotism by promoting this action as a step toward reviving the Roman Empire. The League of Nations voiced their disapproval of the action, but took no real measures to intervene. Italy simply withdrew from the League of Nations.

(Image source: https://upload.wikimedia.org/wikipedia/commons/5/55/Horn_of_Africa_and_Southwest_Arabia_-_Mid-1930s.jpg)

Perspectives on the Italian invasion of Ethiopia:

Document A

"It is not only our Army that marches to its objective: 44 million Italians march with that Army, all united and alert. Let others try to commit the blackest injustice, taking away Italy's place in the sun. When, in 1915, Italy united her fate with the Allies, how many promises were made? To fight the common victory, Italy brought her supreme contribution of 760 000 dead, 480 000 disabled and more than a million wounded. When we went to the table of that odious settlement, they gave us only the crumbs of the colonial booty."
— Benito Mussolini, 2 October 1935, excerpted from a speech to the Italian people

Document B

"I, Haile Selassie I, Emperor of Ethiopia, am here today to claim that justice which is due to my people, and the assistance promised to it eight months ago, when fifty nations asserted that aggression had been committed in violation of international treaties.

There is no precedent for a Head of State himself speaking in this assembly. But there is also no precedent for a people being victim of such injustice and being at present threatened by abandonment to its aggressor. Also, there has never before been an example of any Government proceeding to the systematic extermination of a nation by barbarous means, in violation of the most solemn promises made by the nations of the earth that there should not be used against innocent human beings the terrible poison of harmful gases. It is to defend a people struggling for its age-old independence that the head of the Ethiopian Empire has come to Geneva to fulfil this supreme duty, after having himself fought at the head of his armies.

I pray to Almighty God that He may spare nations the terrible sufferings that have just been inflicted on my people, and of which the chiefs who accompany me here have been the horrified witnesses.

It is my duty to inform the Governments assembled in Geneva, responsible as they are for the lives of millions of men, women and children, of the deadly peril which threatens them, by describing to them the fate which has been suffered by Ethiopia. It is not only upon warriors that the Italian Government has made war. It has above all attacked populations far removed from hostilities, in order to terrorize and exterminate them,"

—Haile Selassie, June 1936, excerpted from an appeal to the League of Nations

Document C

"The invasion of Abyssinia [Ethiopia] was undertaken primarily to demonstrate Italy's great-power status and, in doing so, avenge Adowa, the scene of the disastrous defeat of Italian troops in 1896. One of the more frustrating aspects of Versailles had been Italy's failure to acquire any new colonies and Mussolini now intended to recreate the glories of the Roman Empire and achieve a 'place in the sun' to rival Britain and France. Further motives were the prospect of economic gains in the form of oil, coal and gold and of African recruits for the Italian army. Mussolini also thought of East Africa as a fertile area for Italian settlement, given the expected increase in population from the 'Battle for Births'. Abyssinia was in any case the only remaining uncolonized African territory and seemed an easy target, given Italy's military superiority and its presence in neighbouring Eritrea and Somaliland."

—Patricia Knight, 2003, excerpted from her book Mussolini and Fascism

For each document:

1. What value does the author's perspective provide for historians seeking information about Italy's invasion of Ethiopia?

2. What limitations does the author's perspective provide for historians seeking information about Italy's invasion of Ethiopia?

The Rise of Hitler in Germany

QUESTIONS TO GUIDE INQUIRY

1. **How did the Treaty of Versailles fail to meet Wilson's hope of a world safe for democracy?**

2. **In what ways did the League of Nations fail to halt political and military aggression?**

3. **How did worldwide economic depression shape the political landscape throughout Europe?**

4. **How did totalitarian regimes in the Soviet Union, Italy, Germany, and Japan come to power after WWI?**

5. **How and why did totalitarianism play out differently in Italy, Germany, and the Soviet Union and how did this lead to the outbreak of WWII?**

TERMS, PLACES, PEOPLE

Weimar republic

Adolf Hitler

Nazi Party

Mein Kampf

Reichstag

Third Reich

Appeasement

The Treaty of Versailles was just the beginning of the German story in the early 20th Century. Finding the right leader was crucial in Germany rebuilding and becoming a force to be reckoned with during the interwar period.


Refer to the political cartoon:

1. List three important details from the cartoon.

2. What message is the cartoon conveying?

3. The cartoon was originally published in 1930. What was happening in Germany and the world that would explain why the author chose to create this cartoon?

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The Legacy of Versailles

The image above appeared in a German magazine in 1919. The man on the far left is Woodrow Wilson of the United States, seemingly trying to engage the others in conversation. Georges Clemenceau of France is holding the rope. David Lloyd George of Great Britain is holding a rolled up document, the Treaty of Versailles. A figure representing Germany is standing in front of the guillotine with his hands bound.

• Thinking back to what you have learned about the end of World War I, what is significant about the way each country is portrayed?

• How does the cartoon's source (a German magazine in 1919) shape your understanding of its content?

The Treaty of Versailles left Germany feeling betrayed. The armistice was signed without Allied forces breaching German
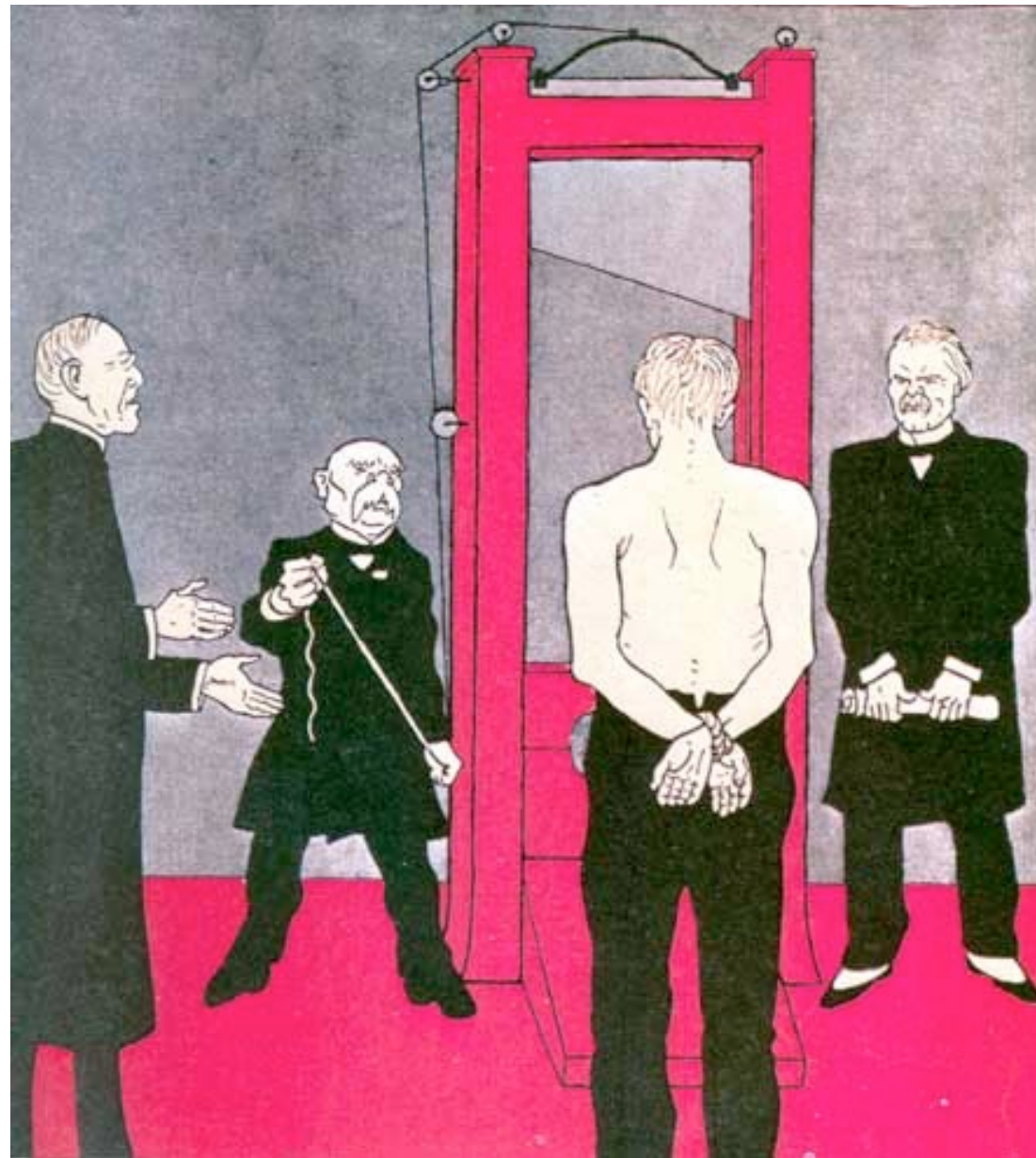
(Image source: http://www.johndclare.net/images/versailles_guillotine.jpg)

territory, seemingly premature to some citizens. Germans also viewed the treaty as a diktat (order or mandate) as opposed to a peace agreement. The bitterness was exacerbated by economic and political instability. After the abdication of Kaiser Wilhelm II, a new, democratic government emerged. The **Weimar Republic**, so called for city of its origin, was politically moderate but too weak to maintain stability in Germany. The Weimar Republic was challenged by groups from the left and right ends of the political spectrum. Parties on the left wanted a communist or socialist government, possibly following the model of the Russian Revolution of 1917. Parties on the right, such as the Nazis, wanted a more militant, centralized government. Also, in the wake of the Great War, the German economy was heavily dependent on American loans. Much of these loans were used to pay reparations. Thus, the 1929 stock market crash that dealt a strong blow to the American economy

had ripple effects in Germany. The Great Depression also caused high, protectionist tariffs that further heightened international tensions.

The German economy was in turmoil. French troops occupied the industrialized Ruhr Valley in Germany after Germany defaulted on reparation payments. Germany needed funds to strike back, and printed paper currency without the gold to back it up. Inflation skyrocketed as a result. The cost of a single turnip rose to $50 million German marks. Paper money became so worthless, some families burned it as kindling. Others shoveled cash out of bank vaults to make purchases. Children played with stacks of money as building blocks and citizens infamously carted currency around in wheelbarrows. Keep these circumstances in mind as you learn about the rise of a leader promising to bring order to the chaos: Adolf Hitler.
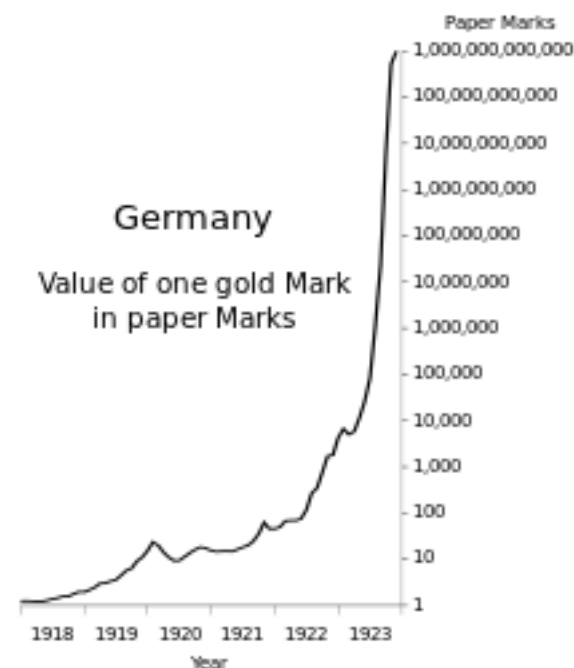
Adolf Hitler

Adolf Hitler was born in Austria in 1889. After dropping out of high school at age 16, Hitler supported himself by working odd jobs. One such job was painting pictures; young Hitler was an aspiring artist. However, he was denied admission to an art academy in Vienna. In the context of preexisting anti-Semitism in Vienna where

(Image source: https://upload.wikimedia.org/wikipedia/commons/b/be/Adolf_Hitler_45.jpg)

many Jews had found success as business owners and professionals, Hitler felt resentful. He accused Jews of plotting to keep him out of the art school. In 1913, Hitler dodged the draft to avoid service in the Austrian army. He fled to Germany to evade arrest.

However, young Hitler was destined for military service after all. World War I seemed to give him the purpose he was searching for. Hitler joined the German army. Formerly a loner and drifter, Hitler found a sense of belonging in the military. He became a decorated soldier in World War I. His allegiance to the military led

to strong feelings of anger and betrayal regarding the Treaty of Versailles.

After World War I, Hitler continued to serve the military as a reserve officer. He spied on political parties to keep them from contributing too much to the chaos of post-WWI Germany. Among these was the National Socialist German Workers' Party, or Nazi party for short. Hitler was the seventh member of the organization, and quickly rose to a leadership position. The Nazi party was a right-wing organization with racist ideology. They favored the superiority of Aryans and the so-called "inferiority" of other races. The Nazis held especially unfavorable views of Slavs and Jews. **The Nazi party** started small, but with Hitler's ability to deliver passionate, persuasive speeches, the party started to attract large audiences at its rallies and fundraisers.

The Nazi Party

The Nazi Party's platform would likely be considered too extreme to gain many adherents in an era of peace and prosperity, but that was simply not the case amid the anguish of postwar Germany. The ideology of the Nazi party included a strong element of Anti-Semitism. While certainly unsettling, the Nazis were not the first to hold such an attitude. In the Middle Ages, Jews were blamed for the Black Death and faced massacres and forced emigration. In Nazi Germany, Jews were scapegoats (symbolic targets of unfair blame) representing foreign and capitalist forces posing a perceived threat to traditional German culture.

In 1923, Hitler and his supporters attempted a putsch (revolt) to overthrow the Weimar republic. The putsch was a failure. Hitler was convicted of treason and sentenced to prison. The publicity surrounding the putsch and Hitler's trial made him a household name throughout Germany.

While incarcerated, Hitler wrote a book called **Mein Kampf** ("My Struggle"). It was a manifesto of sorts, outlining his vision for Germany, political beliefs, and strategies. Mein Kampf contained strong elements of German nationalism, racism, and Anti-Semitism. In the book, Hitler denounced the Weimar Republic and called for the restoration of German glory. He laid the foundation for future expansionist policies, stating a need for more ¨living space¨ for the German people. The text became part of a road map for Hitler's rise to totalitarian rule, along with radio, rallies, posters, and slogans. While most Germans did not read the book from cover to cover, it was considered good form to possess a copy. It was also common practice to give a copy of Mein Kampf as a gift to graduates and newlyweds.

Excerpt from Mein Kampf:

The Jewish doctrine of Marxism rejects the aristocratic principle of Nature and replaces the eternal privilege of power and strength by the mass of numbers and their dead weight. Thus it denies the value of personality in man, contests the significance of nationality and race, and thereby withdraws from humanity the premise of its existence and its culture. As a foundation of the universe, this doctrine would bring about the end of any order intellectually conceivable to man. And as, in this greatest of all recognizable organisms, the result of an application of such a law could only be chaos, on earth it could only be destruction for the inhabitants of this planet.

If, with the help of his Marxist creed, the Jew is victorious over the other peoples of the world, his crown will be the funeral wreath of humanity and this planet will, as it did thousands of years ago, move through the ether devoid of men.

Eternal Nature inexorably avenges the infringement of her commands.

Hence today I believe that I am acting in accordance with the will of the Almighty Creator: by defending myself against the Jew, I am fighting for the work of the Lord
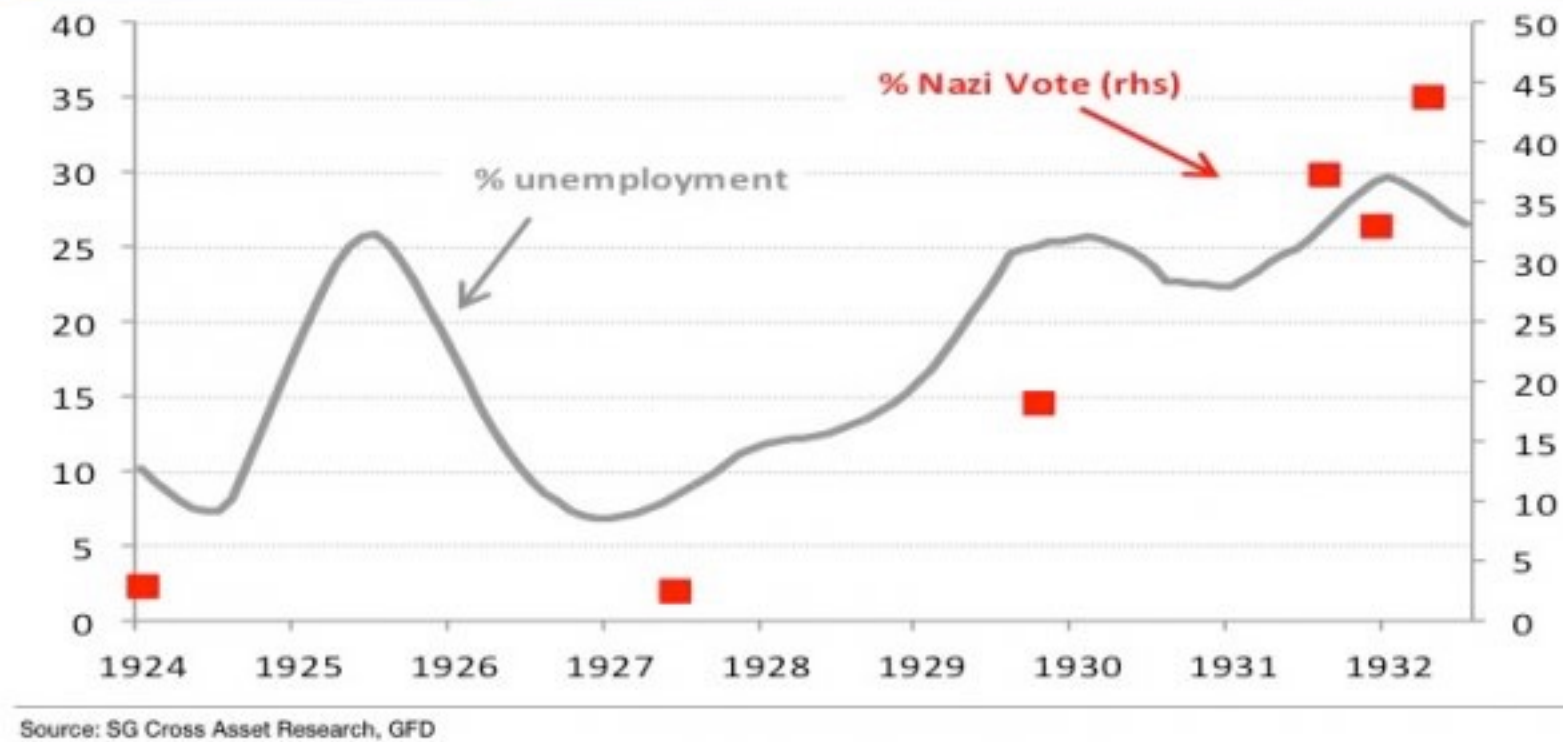
1. Summarize the passage in your own words.

2. Choose a quote that exemplifies an aspect of the Nazi party platform. Share with a partner and explain your reasoning.

3. Choose a quote that you think would have been appealing to the book's audience in interwar Germany. Share with a partner and explain your reasoning.

The Nazi party was fascist. Fascism in Germany shared several similarities with fascism in Italy:

- Fervent nationalism

- Willingness to use violence to obtain political power

- One-party rule

- Dictatorship under a charismatic ruler

- Glorification of the military

- Opposition to democracy and communism

- Appealed to those with a strong sense of tradition, promising preservation of national identity

With those ideals, the Nazi party worked to develop a political base. The party gained power through democratic means then used that power to destroy the democratic system of the Weimar Republic. From 1928 to 1932, Nazi representation in the **Reichstag** (German legislature) increased from 2% to 46%.

German unemployment and the Nazi vote

% Nazi Vote (rhs)

% unemployment

Source: SG Cross Asset Research, GFD

(Image source: http://static6.businessinsider.com/image/4ec67dc069beddaf77000000-607-314/nazi-party-germany-hyperinflation.jpg)

The graph above shows the German unemployment rate and the percentage of the popular vote won by the Nazi party between 1924 and 1932. What relationship do you notice? Based on your knowledge of history, how might you explain this relationship?

In a nod to Mussolini's Black Shirts, the Nazi party created its own division of thugs called the Brownshirts. These paramilitary storm troopers instigated riots with opposing groups, especially communists, then blamed them for the discord. These riots made the Weimar Republic appear weak, as though they could not maintain law and order. The Brownshirts presented themselves as self-proclaimed guardians of peace. As in Italy, the strength of

Brownshirts seemed preferable to some German citizens when compared with the perceived weakness of the Weimar Republic.

The increasing power of the Nazi party was further legitimized in 1932 when Hitler became chancellor of Germany. German industrialists, fearful of a communist takeover, pressured the government to elevate Hitler to the position. In addition to Germans who endorsed the Nazi platform, the party gained support from army officers and business owners who saw Hitler as their best line of defense against a communist revolution similar to the one in Russia.

From Chancellor to Dictator

As chancellor, Hitler continued to expand the extent of his power. He appealed to Germans' sense of nationalism to gain support. HItler eliminated rivals within and outside the Nazi party. He started to rearm Germany. Hitler also launched a campaign against the Jews including propaganda, lies, and force. He exploited the German people's anger, using it to garner favor by promising to cure Germany's political and economic ails; that anger was redirected toward scapegoats such as Jews and communists. The Nazi party also gained popularity with rallies, festivals, and free food.

After his appointment to chancellor, Hitler called for new elections. He hoped that his elevated political status would bring legitimacy to the Nazis and help the party gain more seats in the Reichstag. The Nazis also burned down the Reichstag building as a scare tactic. They blamed the communist party for the act to discredit them. The ensuing chaos included the suspension of civil rights and the arrest of communist leaders. The Nazis did achieve their goal of winning more seats in the Reichstag.

In addition to the communists, other political parties were systematically eliminated through a combination of threats, lies, and force. The Gestapo, a secret police force, staged ruthless attacks on perceived enemies of the state. The Nazi party targeted universities, journalists, and intellectuals to prevent them from questioning authority and damaging the party's credibility. The Nazi party also formed national associations for each profession. Each association was run by a Nazi official; free speech and free thought started to slip away. Step by step, Adolf HItler and the Nazis worked toward transforming the Weimar Republic to the **Third Reich**. Meaning "third empire," the term referred to the restoration of German glory following the Holy Roman Empire and the unification of Germany under Otto von Bismarck. Hitler envisioned the Nazi regime ruling for a thousand years.

With opposition from other parties eliminated Hitler turned his attention to rivals within the Nazi ranks. His chief rival was Ernst Rohm, head of the Brownshirts. Rohm and his supporters were murdered in June 1934 during the "Night of the Long Knives," a planned purge of contenders for Nazi party leadership. The

dissolution of the Brownshirts followed. They were replaced by a new, deadly agency of terror called the Schutzstaffel, or SS for short.

After the death of President Hindenburg in 1934, Hitler became commander-in-chief of the German army. Military leaders pledged their loyalty to Hitler, pleased with his efforts to rearm Germany. The positions of president and chancellor were fused into one. Hitler emerged as a totalitarian dictator, taking the title of Fuhrer ("leader"), much like Mussolini's adoption of Il Duce.

The political cartoon above was published by David Low in Great Britain in July 1934. The caption read "They salute with both hands now!"

1. What type of imagery does the artist use?

2. How does the portrayal of Hitler and the men next to him differ from the portrayal of the men in the crowd?

3. Note the caption. How does it expand your understanding of the cartoon?

4. Note that the cartoon was originally published in Britain. How does the country of origin affect the cartoon's content?

Rearming Germany

Now in charge of the German army, Hitler set a goal of increasing its size to 300,000 active duty soldiers by the end of 1937, which would require conscription (a military draft). This was a direct violation of the Treaty of Versailles. If that violation made France feel threatened enough to spark a reaction, Germany wanted to be ready. Therefore, they remilitarized the Rhineland as a preemptive step. However, Germany's action was met with minimal opposition. There was no military response, only vocal condemnation from Great Britain and France.

In addition to expanding the ranks of military personnel, rearming Germany meant amassing weapons and expanding the nation's infrastructure. Public works included building houses, draining swamps to improve land for agricultural use, and developing a network of highways for efficient troop movement. These projects provided jobs and a bit of relief from the Great Depression, if only temporarily. The infrastructure improvements boosted patriotic sentiments in Germany. Growth of the military also provided job opportunities to lower the unemployment rate among young people.

Legend:
- Rhineland (demilitarised zone)
- Austria
- Sudetenland
- German territory

The Economy in Nazi Germany

German military spending increased significantly under Nazi rule (see graph). Although Germany stopped paying reparations in 1933, the defense expenditures put a strain on the German economy. In response to the nation's economic woes, Hitler urged a course of self-sufficiency. (Recall that poor harvests and the British naval blockade resulted in food shortages and malnutrition during World War I, and Germany was heavily dependent on American loans to pay reparations after the war.) This emphasis on self-sufficiency helped insulate Germany from some effects of the Great Depression, although it certainly was not immune. The drive for autonomy also encouraged innovation in science, spurring new methods in production of items such as rubber and plastic to minimize imports. The goal of economic self-sufficiency encouraged territorial expansion as well. German scientists estimated a need of up to 20 million additional acres of farmland to feed the German people.

Manufacturing progressed under the Nazi regime. Part of German citizens' interwar angst stemmed from a lack of access to consumer goods enjoyed by other industrialized nations. In response, the Third Reich streamlined production of goods such as refrigerators, radios, and automobiles. These items were called Volk products, meaning "the people's." The best known Volk

Military Spending in Nazi Germany

Data source: http://www.historylearningsite.co.uk/nazi-germany/nazi-germany-military-expenditure/

product is the Volkswagen, meaning "the people's car." Hitler launched an initiative to build affordable Volkswagens in 1934. The Nazi party started constructing a massive state-run production facility to rival that of Ford in Detroit. They also collected advance payments from customers. However, the program stalled out when the factory was repurposed for military use in 1939. Customers who already paid did not receive their cars. However, the Volkswagen brand did find commercial success after World War II.

Escalating Anti-Semitism

As Nazi party influence spread in Germany, so did anti-Semitic sentiments. Discrimination against Jews became official state policy with the adoption of the Nuremberg Laws in 1935. The laws banned Jews from universities, government jobs, and certain professions. German citizenship was revoked from Jews. Property rights were limited and marriage between Jews and Germans was prohibited. The night of November 9-10, 1938 came to be known as Kristallnacht, the ¨night of broken glass.¨ It involved coordinated acts of violence targeting Jews. Perpetrators looted and vandalized 7500 Jewish-owned businesses; Kristallnacht is a reference to the shattered glass from the shop windows. Two hundred synagogues were burned as well. Jews who tried to protect their property were beaten. The Nazis also rounded up over 20,000 Jewish people to send to concentration camps.

Germans pass by a Jewish-owned shop vandalized during Kristallnacht

(Image source: https://upload.wikimedia.org/wikipedia/commons/b/b5/Bundesarchiv_Bild_146-1970-083-42%2C_Magdeburg%2C_zerst%C3%B6rtes_j%C3%BCdisches_Gesch%C3%A4ft.jpg)

In 1933, the first German concentration camp was constructed in Dachau. Here, the Nazis imprisoned those deemed "unfit" for the Third Reich. This included political dissidents, Jews, artists, intellectuals, homosexuals, non-whites, and people with mental and physical disabilities. Dachau and other concentration camps became death camps due to starvation, mass executions, overwork, and disease. Efforts to purge the Third Reich of anyone who did not fit the Nazi ideal stemmed from Hitler's interest in eugenics, a program aimed at purifying the human race by removing ¨undesirable¨ genetic elements through forced sterilization or killing. Eugenics became an official state policy in 1935; the Nazis used the policy to legitimize their treatment of Jews and other targeted groups.

As German anti-Semitism intensified during the 1930s, some Jews chose to flee the country. One notable example is Albert

Propaganda in Nazi Germany

As in other totalitarian regimes, propaganda played a key role in the Nazi regime. Hitler's minister of propaganda, Joseph Goebbels, found the radio to be a powerful tool for disseminating propaganda. In 1933, the Nazis introduced the Volksempfaenger ("the people's radio"). Streamlined production and an affordable payment plan for the VE301 model made it accessible to the

masses, thereby increasing radio ownership significantly during the 1930s. German citizens could hear Hitler's charismatic speeches from anywhere in the nation. However, Germans were not permitted to listen to foreign broadcasts.

Hitler addressed the use of propaganda in Mein Kampf. He stated,

"The receptivity of the great masses is very limited, their intelligence is small, but their power of forgetting is enormous. In consequence of these facts, all effective propaganda must be limited to a very few points and must harp on these in slogans until the last member of the public understands what you want him to understand by your slogan. As soon as you sacrifice this slogan and try to be many-sided, the effect will piddle away, for the crowd can neither digest nor retain the material offered. In this way the result is weakened and in the end entirely cancelled out."

Suggested activity: search the Internet to find three examples of Nazi propaganda that exemplify the qualities Hitler outlines in the passage above. Explain your choices with supporting evidence from each piece of propaganda.

The Nazi party censored the German press and burned books that did not support their ideology. They also used schools and universities to disseminate their ideology and indoctrinate German youth. By 1933, an organization called the Hitler Youth boasted 100,000 members. Meeting attendance became mandatory in 1939. During Hitler Youth meetings, children practiced marching, physical fitness, and military skills.

Members of the Hitler Youth attend a rally in 1936

(Image source: http://www.holocaustresearchproject.org/holoprelude/images/Hitler%20youth%20on%20parade.jpg)

A one-armed bunk master sets forth rules in a belligerent torrent. "This is your parade uniform, this is your field uniform, this is your gym uniform. Suspenders crossed in the back, parallel in the front. Sleeves rolled to the elbows. Each boy is to carry a knife in a scabbard on the right side of the belt. Raise your right arm when you wish to be called upon. Always align in rows of ten. No books, no cigarettes, no food, no personal possessions, nothing in your locker but uniforms, boots, knife, polish. No talking after lights-out. Letters home will be posted on Wednesdays. You will strip away your weakness, your cowardice, your hesitation. You will become like a waterfall, a volley of bullets--you will all surge in the same direction at the same pace toward the same cause. You will forgo comforts; you will live by duty alone. You will eat country and breathe nation.

The excerpt above is from All the Light We Cannot See by Anthony Doerr. The passage is set in interwar Germany, as Werner (a main character) arrives at a Nazi-run school.

Suggested activity: highlight portions of the passage that exemplify fascist or totalitarian values. Explain your choices to a partner.

Role of Women

Hitler favored traditional, domestic roles for women. According the the Nazis, the primary responsibility of women was to bear children for the Aryan race and raise them to believe Nazi teachings. In 1933, Hitler passed laws incentivizing marriage between members of the Aryan race. These laws granted government loans to couples, as long as the woman agreed not to work outside the home. Families also received subsidies and tax breaks for having children. Mothers of large families with four or more children even got special awards.

German Foreign Policy

In 1933, Germany withdrew from the League of Nations. The organization's weakness became apparent after their inaction following Mussolini's invasion of Ethiopia and Japan's occupation of Manchuria (a region in northeastern China). The United States was not part of the League of Nations and its members feared escalating tensions that might trigger a second world war. The organization lacked any real military power that could have halted German expansion.

Hitler's expansionist policies, starting with remilitarization of the Rhineland, were violations of the Treaty of Versailles. However, the invasion of the Rhineland was met with so little resistance, Germany was encouraged to continue its course of aggressive
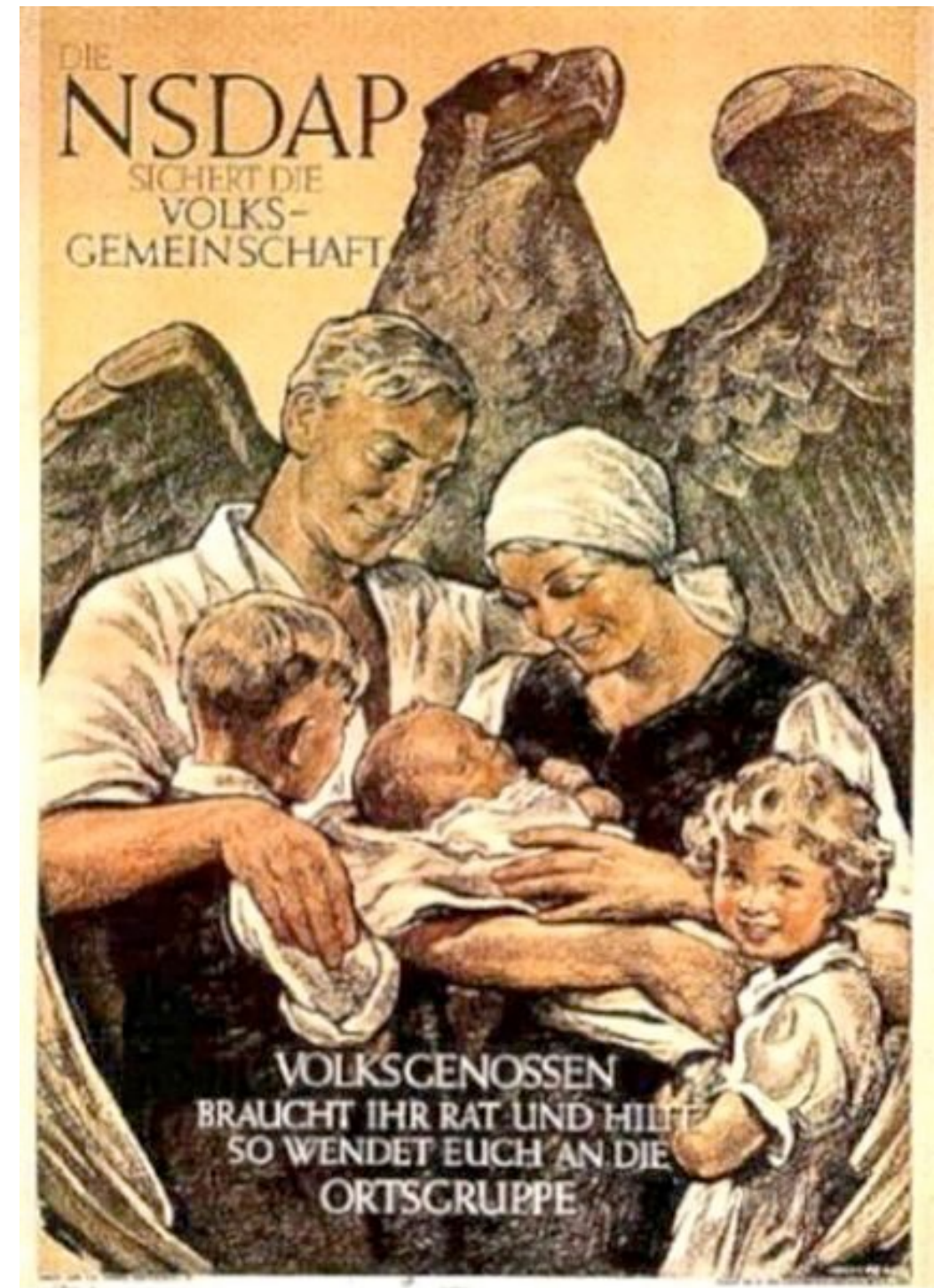
Nazi propaganda promoting families

(Image source: https://upload.wikimedia.org/wikipedia/commons/thumb/0/06/Nazi_Germany_NSDAP_poster.jpg/425px-Nazi_Germany_NSDAP_poster.jpg)

expansion. Germany signed a nonaggression pact with Poland, hoping to undermine Poland's diplomatic ties with France. Germany also acquired land in the Saar region from Austria. Rich in coal, this land and its resources were key to strengthening industry and rearming Germany.

Germany's foreign policy emphasized the need for lebensraum, or "living space." Germany used this idea to justify expansion into Czechoslovakia, Austria, Poland, the Ukraine, and Russia. Hitler thought Germany's geographic boundaries were too limiting. He claimed that in order to enjoy a standard of living comparable to other industrialized nations, Germany needed more land (especially farmland) and natural resources to accommodate its population. Hitler also noted that the Treaty of Versailles advocated self-determinism, and the borders of the newly created Austria and Czechoslovakia left German people living outside German territory. In Mein Kampf, Hitler stated that local populations would be displaced rather than absorbed into the Third Reich. He also asserted that Jews and traveling gypsies posed threats to German farmers.

The lack of military response from France when Germany reclaimed the Rhineland was an example of **appeasement**, giving into an aggressor to prevent a larger conflict. In the wake of World War I, countries such as France and Great Britain hoped that making some concessions would avoid another war. However, German expansion continued with Anschluss, the unification of Germany and Austria. Anschluss means "link up." This union furthered the goal of Germanic peoples living together under the Third Reich. The Nazis held a vote after sending troops to Austria to enforce the union, and claimed that 99.73% of Austrians supported Anschluss. Expansionist efforts would continue as Hitler set his sights on more territory in Czechoslovakia, Poland, and beyond.

'Remember . . . One More Lollypop, and Then You All Go Home!'

Suggested activity: create a follow up to this cartoon showing what you think will happen next. Remember that political cartoons use symbols to convey a message. Try to be consistent with the style Dr. Seuss uses in the cartoon above.

(Image source: http://library.ucsd.edu/dc/object/bb48472752/_3.jpg)

1. List three important details from the cartoon.

2. What message is the cartoonist conveying?

3. How does the cartoon's message relate to German foreign policy in the 1930s?

The Rise of Militaristic Imperialism in Japan

QUESTIONS TO GUIDE INQUIRY

1. How did the Treaty of Versailles fail to meet Wilson's hope of a world safe for democracy?

2. In what ways did the League of Nations fail to halt political and military aggression?

3. How did worldwide economic depression shape the political landscape throughout Europe?

4. How did totalitarian regimes in the Soviet Union, Italy, Germany, and Japan come to power after WWI?

5. How and why did totalitarianism play out differently in Italy, Germany, and the Soviet Union and how did this lead to the outbreak of WWII?

TERMS, PLACES, PEOPLE

Puppet Dictatorship
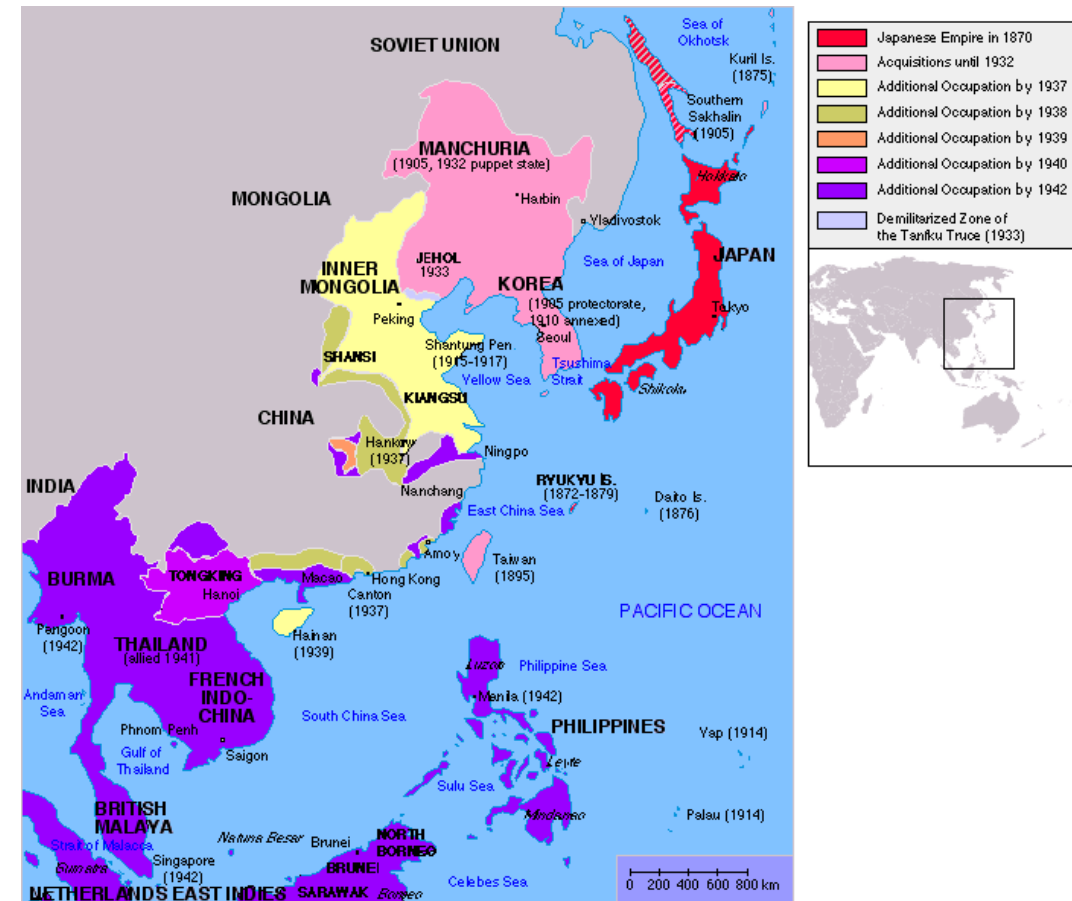
Refer to the map above.

1. Write a thesis statement describing the trend shown on the map.

2. Using the map and your knowledge of geography and history, explain reasons for the trend.

3. Predict how the trend on the map will contribute to the causes of World War II.

Japan and the Military State

Meanwhile, halfway across the globe while Hitler and the Nazi Party were rising to power in the Reichstag, the imperial-minded and highly nationalistic Japanese military had taken dictatorial control of Japan, while Emperor Hirohito ruled as the symbolic power of Japan.

Tojo, was the figurehead in what is commonly called a "**puppet dictatorship**." In a puppet dictatorship there is one main public, likeable face to the government (in this instance it was Emperor Hirohito), controlled by someone else, just like a puppet, (Tojo). This is a very dangerous form of government as the person blamed for the decisions is mostly never the one punished.

Throughout the early 1900s, Japan had sought to take its place among the most prestigious and modernized countries of the world, but it struggled economically due to its overpopulation and lack of important raw materials necessary for industry, like oil, rubber, and metals. Furthermore, the country had felt that European powers were a little too slow to recognize its emergence as a world power, and its national resentment began to build. Its first solution to the problem was to invade the resource-rich region of China, known as Manchuria, in 1931. This would be the aggressive first step for the Japanese in creating an empire that would provide living space for the country, in addition to the raw materials necessary for Japan to prosper. China, in little position to act while in the midst of a civil war, appealed to the League of Nations for assistance. The League condemned Japan's actions in the region, but was unable to encourage League members to collectively impose sanctions. Japan simply withdrew from the League in 1933 and soon began a massive naval build up in the Pacific. This would give the Japanese the military power needed to expel Western imperial powers from Asia and increase the magnitude of the Japanese empire.

As a member of the League of Nations, Japan's government had made a mockery of the guideline as stated in Article 10 of the League Charter.

ARTICLE 10.

The Members of the League undertake to respect and preserve as against external aggression the territorial integrity and existing political independence of all Members of the League. In case of any such aggression or in case of any threat or danger of such aggression the Council shall advise upon the means by which this obligation shall be fulfilled.

Knowing that this was a major part of what was expected of a League of Nations member, when Japan invaded Manchuria, the League stepped in when China had asked for assistance. The League of Nations sent a group of people to Manchuria and with great gusto, asked the Japanese to leave. Japan gave their answer quite emphatically by choosing to exit the League of Nations over leaving their newly acquired landmass. This was just

another glaring failure of the League of Nations. This led to a rapid expansion of Japanese territory and the beginning of an Alliance with Germany and Italy to keep the West out of the East.