SECTION 1

Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

■ Analyze the threat to world peace posed by dictators in the 1930s and how the Western democracies responded.

■ Describe how the Spanish Civil War was a “dress rehearsal” for World War II.

■ Summarize the ways in which continuing Nazi aggression led Europe to war.

Prepare to Read

Build Background Knowledge

Ask students to recall the events of the early 1930s. Based on their previous reading, have them predict what they think the dictators will do next.

Set a Purpose

■ WITNESS HISTORY Read the selection aloud or play the audio.

Have students preview the selection and the list of high-use words.

Ask What is the main idea of Chamberlain’s speech? (He believes he has achieved an agreement that means lasting peace with Germany.) Ask students to predict how long the peace will last.

■ Focus Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 1 Assessment answers.)

■ Preview Have students preview the Section Objectives and the list of Terms, People, and Places.

Reading Skill Have students use the Reading Strategy: Recognize Sequence worksheet.

Note Taking As students read, have them fill in the table sequencing the events that led to World War II.

Reading and Note Taking Study Guide, p. 263

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Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

<table>
<thead>
<tr>
<th>High-Use Words</th>
<th>Definitions and Sample Sentences</th>
</tr>
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<tbody>
<tr>
<td>Sanctions, p. 345</td>
<td>a penalties</td>
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<tr>
<td>Technology, p. 929</td>
<td>a scientific advances applied to practical purposes</td>
</tr>
</tbody>
</table>
Italy Invades Ethiopia  In Italy, Mussolini decided to act on his own, imperialist ambitions. Italy's defeat by the Ethiopians at the battle of Adowa in 1896 still rankled. In 1935, Italy invaded Ethiopia, located in northeastern Africa. Although the Ethiopians resisted bravely, their outdated weapon were no match for Mussolini's tanks, machine guns, poison gas, and airplanes. The Ethiopian king Haile Selassie (HY luh suh lee SEE) appealed to the League of Nations for help. The League voted sanctions against Italy for violating international law. But the League had no power to enforce the sanctions, and by early 1936, Italy had conquered Ethiopia.

Hitler Goes Against the Treaty of Versailles  By then, Hitler, too, had tested the will of the Western democracies and found it weak. First, he built up the German military in defiance of the treaty that had ended World War I. Then, in 1936, he sent troops into the "demilitarized" Rhineland bordering France—another treaty violation.

German hatred of the Versailles treaty, and Hitler's successful challenge made him more popular at home. The Western democracies denounced his moves but took no real action. Instead, they adopted a policy of appeasement, or giving in to the demands of an aggressor in order to keep the peace.

Keeping the Peace  The Western policy of appeasement developed for a number of reasons. France was demoralized, suffering from political divisions at home. It could not take on Hitler without British support. The British, however, had no desire to confront the German dictator. Some even thought that Hitler's actions constituted a justifiable response to the terms of the Treaty of Versailles, which had made them too harsh.

Hitler Remilitarizes Germany  Hitler rebuilt the German military during the 1930s in defiance of the Treaty of Versailles. The government's investment in armaments also helped pull Germany out of the Great Depression. How, German police march in goose step as Hitler salutes in the background. How did rearmament affect the rest of Germany?

Vocabulary Builder  The photo shows —(SANG kashunz) n. penalties

Differentials Instruction  Solutions for All Learners

Special Needs  Less Proficient Readers

Students may use the visuals in this section to learn about fascist aggression. Have students turn to the photo of the tanks rolling through Prague on the next spread of pages. Ask What does this photo have in common with the photo of the goose-stepping soldiers above? (Both show the relentless power of Nazi aggression.)

Use the following resources to help students acquire basic skills.

Adapted Reading and Note Taking Study Guide

Adapted Note Taking Study Guide, p. 263
Adapted Section Summary, p. 264

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Spain Collapses Into Civil War

Instruct

■ Introduce Have students read the red heading Spain Collapses Into Civil War. Ask them to predict the impact that this war will have on the rest of Europe. Then have them read to find out whether their predictions were accurate.

■ Teach Discuss the effects of the Spanish Civil War. Ask How was the Spanish Civil War another step in the march toward world war? (The Nazis were able to experiment with their new weapons; it produced open conflict between fascist and anti-fascist forces; it probably increased fears of spreading fascism.)

Independent Practice

Break students into small groups and assign each group one of the following countries: Germany, Italy, the Soviet Union, Britain, France, or the United States. Have each group identify which side its country took in the Spanish Civil War (or whether it took no side at all) and find reasons for that choice. Then have the groups report their findings to the class.

Monitor Progress

Point out the Faces of Aggression photos. To help students review the section so far, ask them to briefly explain the significance of each of the leaders pictured.

Answers

- Japan seized Manchuria in 1931 and invaded eastern China in 1937. Italy invaded Ethiopia in 1935 and conquered it the following year. Hitler built up the German military and sent troops into the Rhineland.
- Hitler and Mussolini sent arms and forces to help the fascist Franco; Stalin sent troops to fight against him; people from other countries who opposed fascism volunteered to fight on the side of the Loyalists.

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As war clouds gathered in Europe in the mid-1930s, the United States Congress passed a series of Neutrality Acts. One law forbade the sale of arms to any nation at war. Others outlawed loans to warring nations and prohibited Americans from traveling on ships of warring powers. The fundamental goal of American policy, however, was to avoid involvement in a European war, not to prevent such a conflict.

Rome-Berlin-Tokyo Axis

In the face of the apparent weakness of Britain, France, and the United States, Germany, Italy, and Japan formed what became known as the Rome-Berlin-Tokyo Axis. Known as the Axis powers, the three nations agreed to fight Soviet communism. They also agreed not to interfere with one another’s plans for territorial expansion. The agreement cleared the way for those anti-democratic aggressor powers to take even bolder steps.

Checkpoint Describe the German, Italian, and Japanese drives for empire.

Spain Collapses Into Civil War

In 1936, a local struggle in Spain polarized public opinion throughout Europe. Trials in Spain started in 1931, when popular unrest against the old order forced the king to leave Spain. A republic was set up with a new, more liberal constitution. The government passed a series of controversial reforms, taking land and privileges away from the Church and old ruling classes. Still, leftists demanded more radical reforms. Conservatives, backed by the military, rejected change.

In 1936, a conservative general named Francisco Franco led a revolt that touched off a bloody civil war. Fascists and supporters of right-wing policies, called Nationalists, rallied to back Franco. Supporters of the republic, known as Loyalists, included Communists, Socialists, and those who wanted democracy.

People from other nations soon jumped in to support both sides. Hitler and Mussolini sent arms and forces to help Franco. The Soviet Union sent soldiers to fight against fascism alongside the Spanish Loyalists. Although the governments of Britain, France, and the United States remained neutral, individuals from those countries, as well as other countries, also fought with the Loyalists. Anti-Nazi Germans and anti-Fascist Italians joined the Loyalist cause as well.

Both sides committed horrible atrocities. The ruinous struggle took more than 500,000 lives. One of the worst horrors was a German air raid on Guernica, a small Spanish market town, in April 1937. German planes dropped their load of bombs, and then swooped low to machine-gun anyone who had survived the bombs. Nearly 1,000 innocent civilians were killed. To Nazi leaders, the attack on Guernica was an experiment to identify what their new planes could do. To the rest of the world, it was a grim warning of the destructive power of modern warfare.

By 1939, Franco had triumphed. Once in power, he created a fascist dictatorship similar to the dictatorships of Hitler and Mussolini. He rolled back earlier reforms, killed or jailed enemies, and used terror to prevent others from opposing him.

Checkpoint How did the Spanish Civil War involve combatants from other countries?

Link to Humanities

Picasso’s Guernica

In 1937, the Spanish republican government commissioned Pablo Picasso to paint a memorial to the destruction of Guernica. His painting, titled simply Guernica, is filled with fragmented structures and broken human bodies, in a scene of overwhelming anguish and suffering, a wailing mother holds her dead child; a distraught woman rushes from a building; and other people appear with arms and heads extended in the pain of death.

Picasso also made extensive use of symbolism in this work. A horse may stand for Spain under attack; a bull, familiar from Spanish bullfighting and folk tales, could represent human irrationality. An electric light may symbolize the destructive power of modern technology, while an oil lamp might show humanity’s resistance to war’s atrocities. In Guernica, Picasso shows how war’s destructive power and irrational nature can unleash terror and torment on humankind.
German Aggression Continues

In the meantime, Hitler pursued his goal of bringing all German-speaking people into the Third Reich. He also took steps to gain "living space" for Germans in Eastern Europe. Hitler, who believed in the superiority of the German people, thought that Germany had a right to conquer the inferior Slavs to the east. Hitler claimed, "I have the right to remove millions of an inferior race that breeds like vermin."

Hitler’s aggressive plans also served economic purposes. Production of military equipment would benefit German industry, which would also gain new raw materials and markets in the east.

Austria Annexed

By March, 1938, Hitler was ready to engineer the Anschluss (ahn shloos), or union of Austria and Germany. When Aus-

tria’s chancellor refused to agree to Hitler’s demands, Hitler sent in the German army to “preserve order.” To indicate his new role as ruler of Austria, Hitler made a speech from the Hofburg Palace, the former resi-
dence of the Hapsburg emperors.

The Anschluss violated the Versailles treaty and created a brief war scare. Some Austrians favored annexation. Hitler quickly silenced any Austrians who opposed it. And since the Western democracies took no action, Hitler easily had his way.

The Czech Crisis

Germany turned next to Czechoslovakia. At first, Hitler insisted that the three million Germans in the Sudetenland (soo
day tun land)—a region of western Czechoslovakia—be given autonomy. Hitler, who believed in the super-
iority of the German people, thought that Germany had a right to con-
quer these regions. Read aloud the quotation at the end of the first paragraph on this page ("I have the right . . . breeds like vermin.") and discuss students’ responses.

Quick Activity

Remind students of Chamberlain’s assertion that he had achieved “peace for our time.” Ask What were the responses of other leaders to Chamberlain’s claim? (Neither Daladier nor Churchill agreed.) Have students engage in a brief debate between those who would have favored appeasement and those who would have opposed it.

Independent Practice

Have students fill in the
tablet sequencing Germany’s acts of aggression.

Monitor Progress

As students fill in their timetables, circulate to make sure they list the demands Hitler made at the Munich Con-
fERENCE. For a completed version of the timetable, see

History Background

Aryan or Not?

Nineteenth-century Europeans believed that around 1500 B.C., a group called Aryans had swept into South Asia, conquered the people already living there, and imposed their culture upon them. The Aryans were thought to have been behind civilization’s most brilliant advances. One theory held the Aryans were descended from northern Europeans, and that Germanic or Nordic peoples were the purest and most advanced of all the Aryans, and therefore superior to people of other origins. In recent years, most scholars have rejected the idea that the Aryans originated in Europe or invaded South Asia. Instead they believe that the group known as Aryans de-
volved in South Asia and drew heavily on the existing culture of that region. Thus, the theories that Hitler based his government upon were not only morally wrong, but untrue as well.
Europe Plunges Toward War

Instruct
■ Introduce: Vocabulary Builder Have students read the Vocabulary Builder term and definition. Ask students to speculate on why the use of technology in World War I would make Europe hesitant to start another war. (Sample: World War I was so destructive because of advances in technology, and weapons had advanced even further since that time.)
■ Teach Explain that, as Churchill predicted, appeasement failed, and Europe was plunged into war. Ask: What event made the democracies willing to fight? (Hitler’s invasion of the rest of Czechoslovakia) What event provoked the war? (Hitler’s invasion of Poland)

Independent Practice
Have students access Web Code nap-2911 to take the Geography Interactive Audio Guided Tour and then answer the map skills questions in the text.

Monitor Progress
■ Check Reading and Note Taking Study Guide entries for student understanding.
■ Check the answers to map skills questions.

Answers
He wanted to bring all German-speaking people into the Third Reich.

Map Skills
1. Review locations with students.
2. It is a narrow strip of land separating East Prussia from the rest of Germany.
3. Sample: Denmark, the Netherlands, Belgium, France, Poland, Switzerland, Yugoslavia; because those were the countries that bordered Germany and Italy.

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At the Munich Conference in September 1938, British and French leaders again chose appeasement. They caved in to Hitler’s demands and then persuaded the Czechs to surrender the Sudetenland without a fight. In exchange, Hitler assured Britain and France that he had no further plans to expand his territory.

“Peace for Our Time” Returning from Munich, British Prime Minister Neville Chamberlain told cheering crowds that he had achieved “peace for our time.” He told Parliament that the Munich Pact had “served Czechoslovakia from destruction and Europe from Armageddon.” French leader Edouard Daladier (dah làd yay) reacted differently to the joyous crowds that greeted him in Paris. “The fools, why are they cheering?” he asked. British politician Winston Churchill, who had long warned of the Nazi threat, judged the diplomats harshly: “They had to choose between war and dishonor. They chose dishonor; they will have war.”

Checkpoint Why did Hitler feel justified in taking over Austria and the Sudetenland?

Connections to Today When the British and French leaders returned from the Munich Conference in 1938, the people of their nations cheered. The French leader Edouard Daladier, however, expressed concern about whether the agreement would prove wise. Daladier was correct, of course, in that the agreement did not satisfy Hitler’s appetite for conquest. In late 1939, another aggressive dictator, Saddam Hussein of Iraq, took over a small, neighboring country—the oil-rich nation of Kuwait. This time, world leaders chose to form a coalition, sanctioned by the United Nations and led by the United States, to force the dictator to retreat from Kuwait. After brief military operations, the coalition freed Kuwait. However, the coalition did not drive Saddam from power in Iraq—a step many predicted that the coalition members would regret.
Europe Plunges Toward War

Just as Churchill predicted, Europe plunged rapidly toward war. In March 1939, Hitler broke his promises and跻身了 the rest of Czechoslovakia. The democracies finally accepted the fact that appeasement had failed. At last thoroughly alarmed, they promised to protect Poland, most likely the next target of Hitler’s expansion.

Nazi-Soviet Pact

In August 1939, Hitler stunned the world by announcing a nonaggression pact with his great enemy—Joseph Stalin, the Soviet dictator. Publicly, the Nazi-Soviet Pact bound Hitler and Stalin to peaceful relations. Secretly, the two agreed not to fight if the other went to war and to divide up Poland and other parts of Eastern Europe between them.

Unfortunately, the war proved to be even more horrendous than anyone had imagined.

Invasion of Poland

On September 1, 1939, less than a week after the Nazi-Soviet Pact, Germany invaded Poland. Two days later, Britain and France declared war on Germany. World War II had begun.

The devastation of World War I and the awareness of the destructive power of modern technology made the idea of more fighting unbearable. Unfortunately, the war proved to be even more horrendous than anyone had imagined.

Checkpoint:
What convinced Britain and France to end their policy of appeasement? Why?

Section 1 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Germany invaded the rest of Czechoslovakia. Hitler announced a nonaggression pact with the Soviet Union, Hitler invaded Poland.
3. They followed a policy of appeasement in an effort to keep the peace.
4. Poland was divided between Germany and the Soviet Union.
5. The Munich Conference marked the beginning of the end for the League of Nations.
6. The Rhineland and the Danzig走廊 were granted to Germany.
7. The Nazi-Soviet Pact was based not on friendship or respect but on mutual need.

Why the West Appeased Hitler

- Fear of the destructive power of modern technology
- Widespread pacifism following World War I
- Hitler’s actions seen as a justifiable response to the harsh Treaty of Versailles
- Widespread economic depression
- Hitler’s fascists seen as a defense against Soviet communism
- Faith in diplomacy and compromise
- Misreading of Hitler’s intentions

Chart Skills: Agree or disagree with the following statement: “World War I was in large part a continuation of World War I.” Provide evidence from the chart and your knowledge of history to support your view.

Checkpoint:

1. Reading Skill: Recognize Sequence
2. Reading Skill: Recognize Sequence
3. Reading Skill: Recognize Sequence
4. Synthesize Information
5. Recognize Cause and Effect
6. Analyze Information

Why do you think some historians call the period between 1919 and 1939 the “peace dividend”? Why did the Axis benefit each of the members to take even bolder aggressive actions?

Progress Monitoring Online
See Chart Skills vocabulary practice Web Code: nna281

Writing About History

Quick Write: Explore a Topic. Choose one specific event from this section and write a series of questions that you could use to direct research on the topic. For example, on the formation of the Rome-Tokyo Axis you could ask:

- How did the Axis benefit each of the member countries?
- How did the Axis clear the way for the democracies to take even bolder aggressive actions?

For additional assessment, have students access Progress Monitoring Online at Web Code nna281.

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- Use Progress Monitoring Transparencies, 123

Reteach

If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide, p. 264
Adapted Reading and Note Taking Study Guide, p. 264
Spanish Reading and Note Taking Study Guide, p. 264

Extend

Have students choose one event described in the chapter and write a news report about that event. Remind them that news stories include information to answer the following questions: who, what, where, when, how, and why.

Answers

Chart Skills: Sample: Agree; the harsh terms of the Versailles Treaty led to resentment, and the widespread pacifism that resulted from World War I made people unwilling to stand up against aggression until it was too late.

When Hitler broke his promise and seized the rest of Czechoslovakia, they realized he would not stop trying to take over more territory.

Vocabulary Builder

technology • harsh Treaty of Versailles • pacifism • appeasement • alliances applied to practical purposes

Terms, People, and Places

- terms
- people
- places

Progress Monitoring Transparencies, p. 264
Note Taking Study Guide, p. 264
Adapted Reading and Note Taking Study Guide, p. 264
Reading and Note Taking Study Guide, p. 264
Spanish Reading and Note Taking Study Guide, p. 264

Sample: because that period was full of compromise, it was a Justifiable response to the severe Treaty of Versailles, and it led to resentment and a lack of resolve against aggression.

For additional assessment, have students access Progress Monitoring Online at Web Code nna281.

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