

1 Step-by-Step Instruction

SECTION

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 L3

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

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**
A Desperate Peace

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.

 **Teaching Resources, Unit 6, p. 71**

- **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**

1

SECTION



Neville Chamberlain and headlines announcing the Munich Pact

WITNESS HISTORY AUDIO

A Desperate Peace

British Prime Minister Neville Chamberlain spoke to a jubilant crowd upon returning to London from a conference with Adolf Hitler in Munich, Germany, in September 1938:

“For the second time in our history, a British Prime Minister has returned from Germany bringing peace with honor. I believe it is peace for our time . . . Go home and get a nice quiet sleep.”

Focus Question What events unfolded between Chamberlain’s declaration of “peace for our time” and the outbreak of a world war?

From Appeasement to War

Objectives

- 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.

Terms, People, and Places

appeasement	Francisco Franco
pacifism	Anschluss
Neutrality Acts	Sudetenland
Axis powers	Nazi-Soviet Pact

Note Taking

Reading Skill: Recognize Sequence As you read, keep track of the sequence of events that led to the outbreak of World War II by completing a table like the one below.

Acts of Aggression	
Japan	
Italy	
Germany	
Spain	

After the horrors of World War I, Western democracies desperately tried to preserve peace during the 1930s while ignoring signs that the rulers of Germany, Italy, and Japan were preparing to build new empires. Despite the best efforts of Neville Chamberlain and other Western leaders, the world was headed to war again.


Aggression Goes Unchecked

Throughout the 1930s, challenges to peace followed a pattern. Dictators took aggressive action but met only verbal protests and pleas for peace from the democracies. Mussolini, Hitler, and the leaders of Japan viewed that desire for peace as weakness and responded with new acts of aggression. With hindsight, we can see the shortcomings of the democracies’ policies. These policies, however, were the product of long and careful deliberation. At the time, some people believed they would work.

Japan Overruns Manchuria and Eastern China One of the earliest tests had been posed by Japan. Japanese military leaders and ultranationalists thought that Japan should have an empire equal to those of the Western powers. In pursuit of this goal, Japan seized Manchuria in 1931. When the League of Nations condemned the aggression, Japan simply withdrew from the organization. Japan’s easy success strengthened the militarist faction in Japan. In 1937, Japanese armies overran much of eastern China, starting the Second Sino-Japanese War. Once again, Western protests did not stop Japan.

Vocabulary Builder

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

 **Teaching Resources, Unit 6, p. 70; Teaching Resources, Skills Handbook, p. 3**

High-Use Words

sanctions, p. 925

technology, p. 929

Definitions and Sample Sentences

n. penalties

Too many traffic tickets could result in **sanctions**, such as the loss of your license.

n. scientific advances applied to practical purposes

New space **technology** made it possible for astronauts to walk on the moon.



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. Here, German police march in goose step as Hitler salutes in the background. *How did rearmament affect the rest of Germany?*

Vocabulary Builder

sanctions—(SANGK shunz) *n.* penalties

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 weapons were no match for Mussolini's tanks, machine guns, poison gas, and airplanes. The Ethiopian king Haile Selassie (HY luh suh lah 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.

Germans hated 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 they believed had been too harsh on Germany.

In both Britain and France, many saw Hitler and fascism as a defense against a worse evil—the spread of Soviet communism. Additionally, the Great Depression sapped the energies of the Western democracies. Finally, widespread **pacifism**, or opposition to all war, and disgust with the destruction from the previous war pushed many governments to seek peace at any price.

Differentiated

Instruction Solutions for All Learners

L1 Special Needs L2 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

Teach

Aggression Goes Unchecked

L3

Instruct

- **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Use the Idea Wave strategy (TE, p. T22) and ask **What is an example of a *sanction* that a school might use to penalize disruptive students?** (*Sample: detention, suspension, removal from a sports team*)
- **Teach** Trace Japanese, Italian, and German aggression during the 1930s. Ask **Why were these countries aggressors during this time?** (*They each wanted to fulfill imperialist ambitions.*) **Why didn't the Western democracies stop this aggression?** (*France was struggling with divisions at home; the British did not want to confront the dictators; some people thought Hitler's actions were justified in light of the Versailles Treaty; many saw fascism as preferable to communism; pacifism was widespread.*)
- **Quick Activity** Point out that during the 1930s, many pacifists were working to avoid war at all costs. Have students, in small groups, discuss the following questions: What is pacifism and could it be a wise policy? Would students have supported pacifist goals if they had lived in the 1930s?

Independent Practice

Ask students to take the role of a French political leader during the 1930s and choose an act of aggression by one of the Axis powers. Have students write a brief speech outlining what they think the act of aggression shows about the country undertaking it, how they think their country should respond, and why that is the best response.

Monitor Progress

As students complete their tables, circulate to make sure they understand the growing aggression of the dictatorships. For a completed version of the table, see

Note Taking Transparencies, 184A

Answer

Caption helped its economy, raised morale, increased Hitler's popularity

Spain Collapses Into Civil War

L3

Instruct

- **Introduce** Have students read the red heading *Spain Collapses Into Civil War*. Ask students 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.

Faces of Aggression

Three leaders in Europe and one in Japan launched ambitious plans to increase their power.



Benito Mussolini—Italy



Adolf Hitler—Germany



Tojo Hideki—Japan



Francisco Franco—Spain

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 these 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. Trouble 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 promote order.

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

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.

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 Austria’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 residence 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. Czechoslovakia was one of only two remaining democracies in Eastern Europe. (Finland was the other.) Still, Britain and France were not willing to go to war to save it. As British and French leaders searched for a peaceful solution, Hitler increased his demands. The Sudetenland, he said, must be annexed to Germany.

Note Taking

Reading Skill: Recognize Sequence
Complete this timetable of German aggression as you read.

German Aggression	
March 1938	
September 1938	
March 1939	
September 1939	

Germany in Czechoslovakia

A Sudeten woman grieves while dutifully saluting Hitler’s troops (below). German tanks roll through Wenceslas Square in Prague (left).

German Aggression Continues

13

Instruct

- **Introduce: Key Terms** Direct students’ attention to the key term **Anschluss** (in blue). Explain that it comes from the German language. Have them use the phonetic guide to practice the pronunciation. Then ask **Name a few other political unifications that have involved Germany.** (*Sample: the unification of different German states in 1871; the unification of East and West Germany after the Cold War*)
- **Teach** Review Hitler’s invasion path. Discuss why Hitler thought he had a right to invade 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

- **Note Taking** Have students fill in the timetable sequencing Germany’s acts of aggression.
- **Reading and Note Taking** Study Guide, p. 263
- **Viewpoints** To help students better understand the debates that took place in Europe in the 1930s, have them read the excerpts in *Can Hitler Be Trusted?* and complete the worksheet.

All in One Teaching Resources, Unit 6, p. 72

Monitor Progress

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

 **Note Taking Transparencies, 184B**

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 ideas that the Aryans originated in Europe or invaded South Asia. Instead they believe that the group known as Aryans developed 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

L3

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?** (his invasion of Poland)

■ **Analyzing the Visuals** Display **Color Transparency 174: Wonder How Long the Honeymoon Will Last?** Use the lesson suggested in the transparency book to guide a discussion on the political cartoon and its view on the Nazi-Soviet Pact.

 Color Transparencies, 174

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.

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 "saved Czechoslovakia from destruction and Europe from Armageddon." French leader Edouard Daladier (dah lahd 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?

Geography Interactive
For: Audio guided tour
Web Code: nap-2911

Aggression in Europe and Africa to September, 1939

Map Skills Between 1936 and 1939, Germany and Italy repeatedly threatened peace in Europe.

1. **Locate** (a) Austria (b) Rhineland (c) Poland

2. **Regions** The strip of land between East Prussia and the rest of Germany is called the Polish Corridor. Why is that an appropriate name for the region?

3. **Predict Consequences** Which countries in 1939 were probably the most likely targets for future acts of German or Italian aggression? Explain.



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

Connect to Our World

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 1990, 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 gobbled up 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.

The pact was based not on friendship or respect but on mutual need. Hitler feared communism as Stalin feared fascism. But Hitler wanted a free hand in Poland. Also, he did not want to fight a war with the Western democracies and the Soviet Union at the same time. For his part, Stalin had sought allies among the Western democracies against the Nazi menace. Mutual suspicions, however, kept them apart. By joining with Hitler, Stalin tried to protect the Soviet Union from the threat of war with Germany and grabbed a chance to gain land in Eastern Europe.

Invasion of Poland On September 1, 1939, a week after the Nazi-Soviet Pact, German forces 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?

Why the West Appealed 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 fascism 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 II was in large part a continuation of World War I." Provide evidence from the chart and your knowledge of history to support your view.



Vocabulary Builder

technology—(tek NAHL uh jee) *n.*
scientific advances applied to practical purposes

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- **All in One** Teaching Resources, Unit 6, p. 65
- To further assess student understanding, 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 to 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.

Writing About History

Responses should show how questions can be used to direct research on a specific topic.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-2911**.

SECTION 1 Assessment

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Recognize Sequence** Use your completed tables to answer the Focus Question: What events unfolded between Chamberlain's declaration of "peace for our time" and the outbreak of a world war?

Comprehension and Critical Thinking

3. **Identify Central Issues** How did the Western democracies respond to the aggression of the Axis powers during the 1930s?
4. **Synthesize Information** Why did Germany and Italy become involved in the Spanish Civil War?
5. **Recognize Cause and Effect** How was the Munich Conference a turning point in the road toward world war?
6. **Analyze Information** Why do you think some historians call the period between 1919 and 1939 the 20-year truce?

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-2911

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-Berlin-Tokyo Axis you could ask

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

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. Germany and Italy supported Spain's fascist leader.
5. Once Hitler broke the promises he had made at the Munich Conference, the democracies knew they would have to fight him to stop him.
6. Sample: because that period was full of tension between the same nations that had fought in World War I, and when war did break out again in 1939, the two sides were largely the same