

# Years of Crisis, 1919–1939

## Previewing Main Ideas

**SCIENCE AND TECHNOLOGY** In the 1920s, new scientific ideas changed the way people looked at the world. New inventions improved transportation and communication.

**Geography** *Innovations in transportation allowed pilot Charles Lindbergh to fly solo from North America across the Atlantic Ocean. Toward what continent did Lindbergh fly?*

**ECONOMICS** The collapse of the American economy in 1929 triggered a depression that threatened the economic and political systems of countries throughout the world.

**Geography** *Study the map and time line. What events occurred after the economic crisis that changed the balance of world power?*

**POWER AND AUTHORITY** In the 1930s, several countries—including Japan, Germany, and Italy—adopted aggressive, militaristic policies.

**Geography** *What land did Germany invade in 1939?*

### INTEGRATED TECHNOLOGY

#### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



#### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

## EUROPE

**1919**  
Weimar Republic is established in Germany.

**1921**  
Albert Einstein receives the Nobel Prize.



**1928**  
Kellogg-Briand peace pact is signed by almost every country in the world.

## WORLD

**1920**

**1925**



**1927**  
◀ American pilot Charles Lindbergh crosses Atlantic.

**1929**  
U.S. stock market crashes; Great Depression begins.



# Expansion in Europe, 1931–1939



1930

**1931**  
Hirohito's Japan seizes Manchuria.



**1933**

Hitler is named German chancellor.



**1936**

Spanish Civil War begins.

1935

**1935**  
Ethiopia is invaded by Italian forces.

**1939**

Germany and Soviet Union sign nonaggression pact.

1940

## Which candidate will you choose?

On a spring evening in the early 1930s during the Great Depression, you are one of thousands of Germans gathered at an outdoor stadium in Munich. You are unemployed; your country is suffering. Like everyone else, you have come to this mass meeting to hear two politicians campaigning for office. Huge speakers blare out patriotic music, while you and the rest of the crowd wait impatiently for the speeches to begin.

Before long you will have to cast your ballot.

### First candidate's platform

- Remember Germany's long and glorious past
- Replace our present indecisive leadership with a strong, effective leader
- Rebuild the army to protect against enemies
- Regain the lands taken unfairly from us
- Make sacrifices to return to economic health
- Put the welfare of the state above all, and our country will be a great power again

### Second candidate's platform

- Realize that there are no simple or quick solutions to problems
- Put people back to work, but economic recovery will be slow
- Provide for the poor, elderly, and sick
- Avoid reckless military spending
- Act responsibly to safeguard democracy
- Be a good neighbor country; honor our debts and treaty commitments

### EXAMINING *the* ISSUES

- **What strategy does each candidate have for solving the nation's problems?**
- **Which candidate makes the stronger appeal to the listener's emotions?**

As a class, discuss these questions. In your discussion, remember what you have read about the defeated nations' bitterness toward the Versailles Treaty following World War I. As you read this chapter, notice that dictators were voted into power as people lost faith in democratic government in the 1920s and 1930s.



# Postwar Uncertainty

## MAIN IDEA

### SCIENCE AND TECHNOLOGY

The postwar period was one of loss and uncertainty but also one of invention, creativity, and new ideas.

## WHY IT MATTERS NOW

Postwar trends in physics, psychiatry, art, literature, communication, music, and transportation still affect our lives.

## TERMS & NAMES

- Albert Einstein
- theory of relativity
- Sigmund Freud
- existentialism
- Friedrich Nietzsche
- surrealism
- jazz
- Charles Lindbergh

**SETTING THE STAGE** The horrors of World War I shattered the Enlightenment belief that progress would continue and reason would prevail. In the postwar period, people began questioning traditional beliefs. Some found answers in new scientific developments, which challenged the way people looked at the world. Many enjoyed the convenience of technological improvements in transportation and communication. As society became more open, women demanded more rights, and young people adopted new values. Meanwhile, unconventional styles and ideas in literature, philosophy, and music reflected the uncertain times.

## A New Revolution in Science

The ideas of Albert Einstein and Sigmund Freud had an enormous impact on the 20th century. These thinkers were part of a scientific revolution as important as that brought about centuries earlier by Copernicus and Galileo.

**Impact of Einstein's Theory of Relativity** German-born physicist **Albert Einstein** offered startling new ideas on space, time, energy, and matter. Scientists had found that light travels at exactly the same speed no matter what direction it moves in relation to earth. In 1905, Einstein theorized that while the speed of light is constant, other things that seem constant, such as space and time, are not. Space and time can change when measured relative to an object moving near the speed of light—about 186,000 miles per second. Since relative motion is the key to Einstein's idea, it is called the **theory of relativity**. Einstein's ideas had implications not only for science but also for how people viewed the world. Now uncertainty and relativity replaced Isaac Newton's comforting belief of a world operating according to absolute laws of motion and gravity.

**Influence of Freudian Psychology** The ideas of Austrian physician **Sigmund Freud** were as revolutionary as Einstein's. Freud treated patients with psychological problems. From his experiences, he constructed a theory about the human mind. He believed that much of human behavior is irrational, or beyond reason. He called the irrational part of the mind the unconscious. In the unconscious, a number of drives existed, especially pleasure-seeking drives, of which the conscious mind was unaware. Freud's ideas weakened faith in reason. Even so, by the 1920s, Freud's theories had developed widespread influence.

## TAKING NOTES

**Summarizing** Use a chart to identify two people who contributed to each field.

Field	Contributors
science	
literature and philosophy	
art and music	
technology	

## Literature in the 1920s

The brutality of World War I caused philosophers and writers to question accepted ideas about reason and progress. Disillusioned by the war, many people also feared the future and expressed doubts about traditional religious beliefs. Some writers and thinkers expressed their anxieties by creating disturbing visions of the present and the future.

In 1922, T. S. Eliot, an American poet living in England, wrote that Western society had lost its spiritual values. He described the postwar world as a barren “wasteland,” drained of hope and faith. In 1921, the Irish poet William Butler Yeats conveyed a sense of dark times ahead in the poem “The Second Coming”: “Things fall apart; the centre cannot hold; / Mere anarchy is loosed upon the world.”

**Writers Reflect Society’s Concerns** The horror of war made a deep impression on many writers. The Czech-born author Franz Kafka wrote eerie novels such as *The Trial* (1925) and *The Castle* (1926). His books feature people caught in threatening situations they can neither understand nor escape. The books struck a chord among readers in the uneasy postwar years.

Many novels showed the influence of Freud’s theories on the unconscious. The Irish-born author James Joyce gained widespread attention with his stream-of-consciousness novel *Ulysses* (1922). This book focuses on a single day in the lives of three people in Dublin, Ireland. Joyce broke with normal sentence structure and vocabulary in a bold attempt to mirror the workings of the human mind.

**Thinkers React to Uncertainties** In their search for meaning in an uncertain world, some thinkers turned to the philosophy known as **existentialism**. A major leader of this movement was the philosopher Jean Paul Sartre (SAHR•truh) of France. Existentialists believed that there is no universal meaning to life. Each person creates his or her own meaning in life through choices made and actions taken.

**Vocabulary**  
*stream of consciousness*: a literary technique used to present a character’s thoughts and feelings as they develop

### > Analyzing Primary Sources

#### Writers of the “Lost Generation”

During the 1920s, many American writers, musicians, and painters left the United States to live in Europe. These expatriates, people who left their native country to live elsewhere, often settled in Paris. American writer Gertrude Stein called them the “Lost Generation.” They moved frantically from one European city to another, trying to find meaning in life. Life empty of meaning is the theme of F. Scott Fitzgerald’s *The Great Gatsby* (1925).

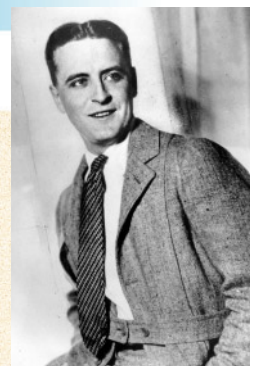
#### PRIMARY SOURCE

And as I sat there brooding on the old, unknown world, I thought of Gatsby’s wonder when he first picked out the green light at the end of Daisy’s dock. He had come a long way to this blue lawn, and his dream must have seemed so close that he could hardly fail to grasp it. He did not know that it was already behind him, somewhere back in that vast obscurity beyond the city, where the dark fields of the republic rolled on under the night.

Gatsby believed in the green light, the . . . future that year by year recedes before us. It eluded us then, but that’s no matter—tomorrow we will run faster, stretch out our arms farther. . . . And one fine morning—

So we beat on, boats against the current, borne back ceaselessly into the past.

F. SCOTT FITZGERALD, *The Great Gatsby*



A 1920s photo of F. Scott Fitzgerald

#### DOCUMENT-BASED QUESTIONS

1. **Making Inferences** What seems to be the narrator’s attitude toward the future?
2. **Drawing Conclusions** How would you describe the overall mood of the excerpt?

The existentialists were influenced by the German philosopher **Friedrich Nietzsche** (NEE•chuh). In the 1880s, Nietzsche wrote that Western ideas such as reason, democracy, and progress had stifled people’s creativity and actions. Nietzsche urged a return to the ancient heroic values of pride, assertiveness, and strength. His ideas attracted growing attention in the 20th century and had a great impact on politics in Italy and Germany in the 1920s and 1930s.

## Revolution in the Arts

Although many of the new directions in painting and music began in the prewar period, they evolved after the war.

**Artists Rebel Against Tradition** Artists rebelled against earlier realistic styles of painting. They wanted to depict the inner world of emotion and imagination rather than show realistic representations of objects. Expressionist painters like Paul Klee and Wassily Kandinsky used bold colors and distorted or exaggerated forms.

Inspired by traditional African art, Georges Braque of France and Pablo Picasso of Spain founded Cubism in 1907. Cubism transformed natural shapes into geometric forms. Objects were broken down into different parts with sharp angles and edges. Often several views were depicted at the same time.

**Surrealism**, an art movement that sought to link the world of dreams with real life, was inspired by Freud’s ideas. The term *surreal* means “beyond or above reality.” Surrealists tried to call on the unconscious part of their minds. Many of their paintings have an eerie, dreamlike quality and depict objects in unrealistic ways. **A**

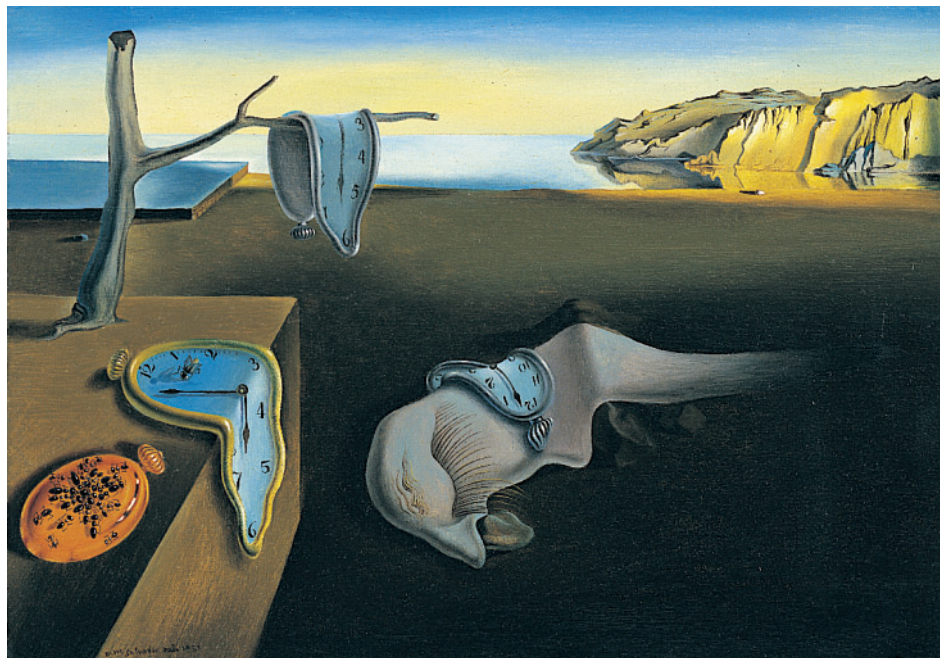
**Composers Try New Styles** In both classical and popular music, composers moved away from traditional styles. In his ballet masterpiece, *The Rite of Spring*, the Russian composer Igor Stravinsky used irregular rhythms and dissonances, or harsh combinations of sound. The Austrian composer Arnold Schoenberg rejected traditional harmonies and musical scales.

A new popular musical style called **jazz** emerged in the United States. It was developed by musicians, mainly African Americans, in New Orleans, Memphis, and Chicago. It swept the United States and Europe. The lively, loose beat of jazz seemed to capture the new freedom of the age.

### MAIN IDEA

#### Making Inferences

**A** What was the major trend in postwar art?



◀ *The Persistence of Memory* (1931), a surrealist work by Spanish artist Salvador Dali, shows watches melting in a desert.



▲ Women like these marching in a 1912 suffrage parade in New York City helped gain American women's right to vote in 1920.

## Society Challenges Convention

World War I had disrupted traditional social patterns. New ideas and ways of life led to a new kind of individual freedom during the 1920s. Young people especially were willing to break with the past and experiment with modern values.

**Women's Roles Change** The independent spirit of the times showed clearly in the changes women were making in their lives. The war had allowed women to take on new roles. Their work in the war effort was decisive in helping them win the right to vote. After the war, women's suffrage became law in many countries, including the United States, Britain, Germany, Sweden, and Austria.

Women abandoned restrictive clothing and hairstyles. They wore shorter, looser garments and had their hair "bobbed," or cut short. They also wore makeup, drove cars, and drank and smoked in public. Although most women still followed traditional paths of marriage and family, a growing number spoke out for greater freedom in their lives. Margaret Sanger and Emma Goldman risked arrest by speaking in favor of birth control. As women sought new careers, the numbers of women in medicine, education, journalism, and other professions increased. **B**

### MAIN IDEA

#### Summarizing

**B** How did the changes of the postwar years affect women?

## Technological Advances Improve Life

During World War I, scientists developed new drugs and medical treatments that helped millions of people in the postwar years. The war's technological advances were put to use to improve transportation and communication after the war.

**The Automobile Alters Society** The automobile benefited from a host of wartime innovations and improvements—electric starters, air-filled tires, and more powerful engines. Cars were now sleek and brightly polished, complete with headlights and chrome-plated bumpers. In prewar Britain, autos were owned exclusively by the rich. British factories produced 34,000 autos in 1913. After the war, prices dropped, and the middle class could afford cars. By 1937, the British were producing 511,000 autos a year.

Increased auto use by the average family led to lifestyle changes. More people traveled for pleasure. In Europe and the United States, new businesses opened to serve the mobile tourist. The auto also affected where people lived and worked. People moved to suburbs and commuted to work in the cities.

**Airplanes Transform Travel** International air travel became an objective after the war. In 1919, two British pilots made the first successful flight across the Atlantic, from Newfoundland to Ireland. In 1927, an American pilot named **Charles Lindbergh** captured world attention with a 33-hour solo flight from New York to Paris. Most of the world's major passenger airlines were established during the 1920s. At first only the rich were able to afford air travel. Still, everyone enjoyed the exploits of the aviation pioneers, including those of Amelia Earhart. She was an American who, in 1932, became the first woman to fly solo across the Atlantic.

**Radio and Movies Dominate Popular Entertainment** Guglielmo Marconi conducted his first successful experiments with radio in 1895. However, the real push for radio development came during World War I.

In 1920, the world's first commercial radio station—KDKA in Pittsburgh, Pennsylvania—began broadcasting. Almost overnight, radio mania swept the United States. Every major city had stations broadcasting news, plays, and even live sporting events. Soon most families owned a radio. **C**

Motion pictures were also a major industry in the 1920s. Many countries, from Cuba to Japan, produced movies. In Europe, film was a serious art form. However, in the Hollywood district of Los Angeles, where 90 percent of all films were made, movies were entertainment.

The king of Hollywood's silent screen was the English-born Charlie Chaplin, a comic genius best known for his portrayal of the lonely little tramp bewildered by life. In the late 1920s, the addition of sound transformed movies.

The advances in transportation and communication that followed the war had brought the world in closer touch. Global prosperity came to depend on the economic well-being of all major nations, especially the United States.



▲ Dressed in a ragged suit and oversize shoes, Charlie Chaplin's little tramp used gentle humor to get himself out of difficult situations.

**MAIN IDEA**

**Recognizing Effects**

**C** What were the results of the peacetime adaptations of the technology of war?

**SECTION 1 ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Albert Einstein
- theory of relativity
- Sigmund Freud
- existentialism
- Friedrich Nietzsche
- surrealism
- jazz
- Charles Lindbergh

**USING YOUR NOTES**

2. In your opinion, whose contribution has had the most lasting impact?

Field	Contributors
science	
literature and philosophy	

**MAIN IDEAS**

3. Why were the ideas of Einstein and Freud revolutionary?
4. How did literature in the 1920s reflect the uncertainty of the period?
5. What impact did the increased use of the automobile have on average people?

**CRITICAL THINKING & WRITING**

6. **HYPOTHESIZING** Why do you think writers and artists began exploring the unconscious?
7. **DEVELOPING HISTORICAL PERSPECTIVE** Why did some women begin demanding more political and social freedom?
8. **MAKING INFERENCES** Why were new medical treatments and inventions developed during World War I?
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Write an advertisement that might have appeared in a 1920s newspaper or magazine for one of the technological innovations discussed in this section.

**CONNECT TO TODAY** PREPARING AN ORAL REPORT

Movies in the 1920s reflected the era. What do films made today say about our age? Review some recent, representative films and present your ideas in an oral report.



## Labor-Saving Devices in the United States

Several changes that took place during the 1920s made the use of electrical household appliances more widespread.

- Wiring for electricity became common. In 1917, only 24 percent of U.S. homes had electricity; by 1930, that figure was almost 70 percent.
- Merchants offered the installment plan, which allowed buyers to make payments over time. That way, people could purchase appliances even if they didn't have the whole price.
- The use of advertising grew. Ads praised appliances, claiming that they would shorten tasks and give women more free time.

Ironically, the new labor-saving devices generally did not decrease the amount of time women spent doing housework. Because the tasks became less physically difficult, many families stopped hiring servants to do the work and relied on the wife to do all the jobs herself.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on daily life in the 1920s, go to [classzone.com](http://classzone.com)

### ▼ Refrigerator

People used to keep perishable food in iceboxes cooled by large chunks of ice that gradually melted and had to be replaced. Electric refrigerators, like the one in this 1929 advertisement, kept the food at a fairly constant temperature, which reduced spoilage. Because food kept longer, housewives could shop less frequently.



### ▼ Washing Machine

To do laundry manually, women had to carry and heat about 50 gallons of water for each load. They rubbed the clothes on ridged washboards, rinsed them in tubs, and wrung them out by hand.

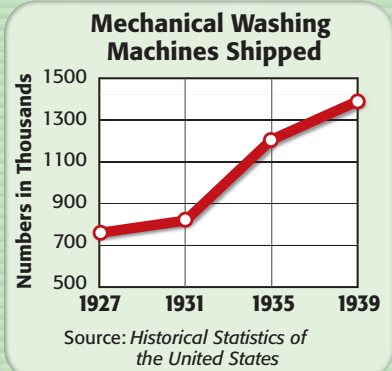
This early electric washing machine, photographed in 1933, made the job less strenuous. The casters on the legs made it easier to move tubs of water. The two rollers at the top of the machine squeezed water from clothes. That innovation alone saved women's wrists from constant strain.



## DATA FILE

### APPLIANCES IN THE HOME

- In 1929, a survey of 100 Ford employees showed that 98 of them had electric irons in their homes.
- The same survey showed that 49 of the 100 had washing machines at home.



## Connect to Today

- Analyzing Issues** What benefits did advertisers promise that the new electrical appliances would provide for women? Explain whether women actually received those benefits. See Skillbuilder Handbook, page R17.
- Comparing and Contrasting** Ask two or three adults about the way that technology has affected their work life and whether modern technologies are "labor-saving devices." How do your findings compare to the effect of electrical appliances in the 1920s?

**Stop This!**  
What an iron fails to supply in heat, a woman must furnish in arm-wringing pressure.

**Start This!**  
If your iron **KEEPS** hot regardless of damp things, you can do neatly all pieces sitting down.

**Five women's magazine editors agree that women would sit to iron if they could**

### ▲ Iron

Before electrical appliances, women heated irons on a stove. The irons cooled quickly, and as they did so, women had to push down harder to press out wrinkles. Early electric irons also had inconsistent heat. This 1926 ad offered an electric iron that stayed evenly hot, so women didn't have to put so much force into their ironing. Therefore, they could iron sitting down.

### Coffee Pot ▶

The electric coffee pot shown in this 1933 photograph was a vacuum pot. The water in the bottom chamber would come to a boil and bubble up into the top chamber, where the grounds were. The resulting vacuum in the lower chamber pulled the liquid back through the grounds and into the lower chamber.



### ◀ Vacuum Cleaner

This 1920 ad promised "Twice as many rooms cleaned. . . . twice as much leisure left for you to enjoy." However, women rarely experienced that benefit. Because the new appliances made housework easier, people began to expect homes to be cleaner. As a result, many women vacuumed more often and generally used their newfound "leisure" time to do even more household chores than before.

*Twice the cleaning...  
twice the leisure!*

**Premier Duplex**

Twice as many rooms cleaned. Cleaned more easily, with greater thoroughness. Yet took as much leisure left for you to enjoy. To enjoy more fully, with fresher body.

Clean with double action—and you clean quickly and easily. When a motor-driven brush and strong suction work together, your tasks are soon done. The brush sweeps up threads and dislodges grit. The suction draws up the dirt. With double action the Premier Duplex captures all the dirt.

And it requires no after-hour's care. With ball bearings in brush and motor, it needs no oiling. For years to come the Premier Duplex will do double the work and give you double the leisure.

**Premier Duplex**

ELECTRIC VACUUM CLEANER CO., INC.  
1747 10th St.  
Cleveland, Ohio

Manufactured and distributed in Canada by Premier Vacuum Cleaner Co., Ltd., Toronto, Ontario, Canada. In the United States, by the Hoover Co., Danbury, Conn., U.S.A.



2

# A Worldwide Depression

### MAIN IDEA

**ECONOMICS** An economic depression in the United States spread throughout the world and lasted for a decade.

### WHY IT MATTERS NOW

Many social and economic programs introduced worldwide to combat the Great Depression are still operating.

### TERMS & NAMES

- coalition government
- Weimar Republic
- Great Depression
- Franklin D. Roosevelt
- New Deal

**SETTING THE STAGE** By the late 1920s, European nations were rebuilding war-torn economies. They were aided by loans from the more prosperous United States. Only the United States and Japan came out of the war in better financial shape than before. In the United States, Americans seemed confident that the country would continue on the road to even greater economic prosperity. One sign of this was the booming stock market. Yet the American economy had serious weaknesses that were soon to bring about the most severe economic downturn the world had yet known.

### TAKING NOTES

**Recognizing Effects**  
Use a diagram to show the effects of the Great Depression in the United States.



## Postwar Europe

In both human suffering and economic terms, the cost of World War I was immense. The Great War left every major European country nearly bankrupt. In addition, Europe's domination in world affairs declined after the war.

**Unstable New Democracies** War's end saw the sudden rise of new democracies. From 1914 to 1918, Europe's last absolute rulers had been overthrown. The first of the new governments was formed in Russia in 1917. The Provisional Government, as it was called, hoped to establish constitutional and democratic rule. However, within months it had fallen to a Communist dictatorship. Even so, for the first time, most European nations had democratic governments.

Many citizens of the new democracies had little experience with representative government. For generations, kings and emperors had ruled Germany and the new nations formed from Austria-Hungary. Even in France and Italy, whose parliaments had existed before World War I, the large number of political parties made effective government difficult. Some countries had a dozen or more political groups. In these countries, it was almost impossible for one party to win enough support to govern effectively. When no single party won a majority, a **coalition government**, or temporary alliance of several parties, was needed to form a parliamentary majority. Because the parties disagreed on so many policies, coalitions seldom lasted very long.

Frequent changes in government made it hard for democratic countries to develop strong leadership and move toward long-term goals. The weaknesses of a coalition government became a major problem in times of crisis. Voters in several countries were then willing to sacrifice democratic government for strong, authoritarian leadership.

## The Weimar Republic

Germany's new democratic government was set up in 1919. Known as the **Weimar** (WY•MAHR) **Republic**, it was named after the city where the national assembly met. The Weimar Republic had serious weaknesses from the start. First, Germany lacked a strong democratic tradition. Furthermore, postwar Germany had several major political parties and many minor ones. Worst of all, millions of Germans blamed the Weimar government, not their wartime leaders, for the country's defeat and postwar humiliation caused by the Versailles Treaty. **A**

### MAIN IDEA

#### Identifying Problems

**A** What political problems did the Weimar Republic face?

**Inflation Causes Crisis in Germany** Germany also faced enormous economic problems that had begun during the war. Unlike Britain and France, Germany had not greatly increased its wartime taxes. To pay the expenses of the war, the Germans had simply printed money. After Germany's defeat, this paper money steadily lost its value. Burdened with heavy reparations payments to the Allies and with other economic problems, Germany printed even more money. As a result, the value of the mark, as Germany's currency was called, fell sharply. Severe inflation set in. Germans needed more and more money to buy even the most basic goods. For example, in Berlin a loaf of bread cost less than a mark in 1918, more than 160 marks in 1922, and some 200 billion marks by late 1923. People took wheelbarrows full of money to buy food. As a result, many Germans questioned the value of their new democratic government.

#### Attempts at Economic Stability

Germany recovered from the 1923 inflation thanks largely to the work of an international committee. The committee was headed by Charles Dawes, an American banker. The Dawes Plan provided for a \$200 million loan from American banks to stabilize German currency and strengthen its economy. The plan also set a more realistic schedule for Germany's reparations payments.

Put into effect in 1924, the Dawes Plan helped slow inflation. As the German economy began to recover, it attracted more loans and investments from the United States. By 1929, German factories were producing as much as they had before the war.

#### Efforts at a Lasting Peace

As prosperity returned, Germany's foreign minister, Gustav Stresemann (STRAY•zuh•MAHN), and France's foreign minister, Aristide Briand (bree•AHND), tried to improve relations between their countries. In 1925, the two ministers met in Locarno, Switzerland, with officials from Belgium, Italy, and Britain. They signed a treaty promising that France and Germany would never

▼ German children use stacks of money as building blocks during the 1923 inflation.



again make war against each other. Germany also agreed to respect the existing borders of France and Belgium. It then was admitted to the League of Nations.

In 1928, the hopes raised by the “spirit of Locarno” led to the Kellogg-Briand peace pact. Frank Kellogg, the U.S. Secretary of State, arranged this agreement with France’s Briand. Almost every country in the world, including the Soviet Union, signed. They pledged “to renounce war as an instrument of national policy.”

Unfortunately, the treaty had no means to enforce its provisions. The League of Nations, the obvious choice as enforcer, had no armed forces. The refusal of the United States to join the League also weakened it. Nonetheless, the peace agreements seemed a good start.

## Financial Collapse

In the late 1920s, American economic prosperity largely sustained the world economy. If the U.S. economy weakened, the whole world’s economic system might collapse. In 1929, it did.

**A Flawed U.S. Economy** Despite prosperity, several weaknesses in the U.S. economy caused serious problems. These included uneven distribution of wealth, overproduction by business and agriculture, and the fact that many Americans were buying less.

By 1929, American factories were turning out nearly half of the world’s industrial goods. The rising productivity led to enormous profits. However, this new wealth was not evenly distributed. The richest 5 percent of the population received 33 percent of all personal income in 1929. Yet 60 percent of all American families earned less than \$2,000 a year. Thus, most families were too poor to buy the goods being produced. Unable to sell all their goods, store owners eventually cut back their orders from factories. Factories in turn reduced production and laid off workers. A downward economic spiral began. As more workers lost their jobs, families bought even fewer goods. In turn, factories made further cuts in production and laid off more workers.

During the 1920s, overproduction affected American farmers as well. Scientific farming methods and new farm machinery had dramatically increased crop yields. American farmers were producing more food. Meanwhile, they faced new competition from farmers in Australia, Latin America, and Europe. As a result, a worldwide surplus of agricultural products drove prices and profits down.

Unable to sell their crops at a profit, many farmers could not pay off the bank loans that kept them in business. Their unpaid debts weakened banks and forced some to close. The danger signs of overproduction by factories and farms should have warned people against gambling on the stock market. Yet no one heeded the warning. **B**

**The Stock Market Crashes** In 1929, New York City’s Wall Street was the financial capital of the world. Banks and investment companies lined its sidewalks. At Wall Street’s New York Stock Exchange, optimism about the booming U.S. economy showed in soaring prices for stocks. To get in on the boom, many middle-income people began buying

### History *in* Depth

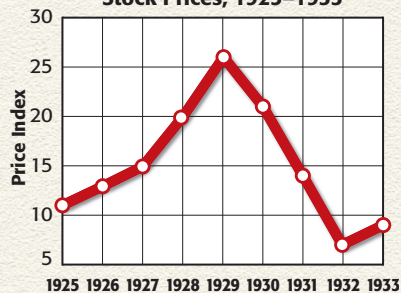
#### Investing in Stocks

Stocks are shares of ownership in a company. Businesses get money to operate by selling “shares” of stock to investors, or buyers. Companies pay interest on the invested money in the form of dividends to the shareholders. Dividends rise or fall depending on a company’s profits.

Investors do not buy stocks directly from the company; instead, stockbrokers transact the business of buying and selling.

Investors hope to make more money on stocks than if they put their money elsewhere, such as in a savings account with a fixed rate of interest. However, if the stock price goes down, investors lose money when they sell their stock at a lower price than when they bought it.

Stock Prices, 1925–1933



Source: *Historical Statistics of the United States*

#### MAIN IDEA

#### Identifying Problems

**B** What major weaknesses had appeared in the American economy by 1929?

## Social History

### Life in the Depression

During the Great Depression of 1929 to 1939, millions of people worldwide lost their jobs or their farms. At first the unemployed had to depend on the charity of others for food, clothing, and shelter. Many, like the men in this photo taken in New York City, made their home in makeshift shacks. Local governments and charities opened soup kitchens to provide free food. There were long lines of applicants for what work was available, and these jobs usually paid low wages.

#### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Create a photo-essay on the Great Depression in the United States. Go to [classzone.com](http://classzone.com) for your research.



stocks on margin. This meant that they paid a small percentage of a stock's price as a down payment and borrowed the rest from a stockbroker. The system worked well as long as stock prices were rising. However, if they fell, investors had no money to pay off the loan.

In September 1929, some investors began to think that stock prices were unnaturally high. They started selling their stocks, believing the prices would soon go down. By Thursday, October 24, the gradual lowering of stock prices had become an all-out slide downward. A panic resulted. Everyone wanted to sell stocks, and no one wanted to buy. Prices plunged to a new low on Tuesday, October 29. A record 16 million stocks were sold. Then the market collapsed.

## The Great Depression

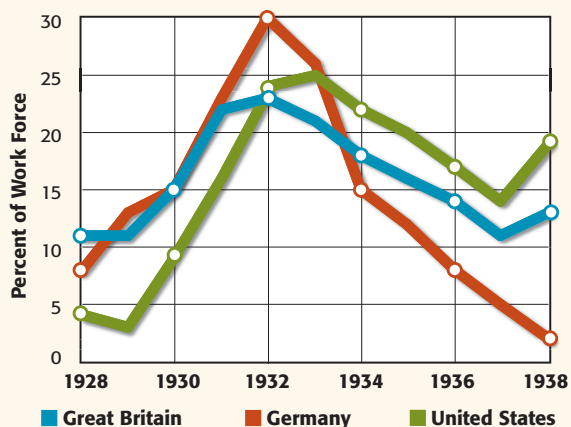
People could not pay the money they owed on margin purchases. Stocks they had bought at high prices were now worthless. Within months of the crash, unemployment rates began to rise as industrial production, prices, and wages declined. A long business slump, which would come to be called the **Great Depression**, followed. The stock market crash alone did not cause the Great Depression, but it quickened the collapse of the economy and made the Depression more difficult. By 1932, factory production had been cut in half. Thousands of businesses failed, and banks closed. Around 9 million people lost the money in their savings accounts when banks had no money to pay them. Many farmers lost their lands when they could not make mortgage payments. By 1933, one-fourth of all American workers had no jobs.

**A Global Depression** The collapse of the American economy sent shock waves around the world. Worried American bankers demanded repayment of their overseas loans, and American investors withdrew their money from Europe. The American market for European goods dropped sharply as the U.S. Congress placed high tariffs on imported goods so that American dollars would stay in the United States and pay for American goods. This policy backfired. Conditions worsened for the United

#### Vocabulary

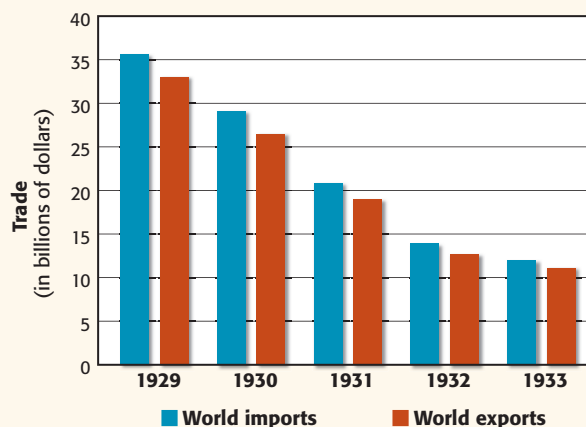
**tariffs:** taxes charged by a government on imported or exported goods

### Unemployment Rate, 1928–1938



Sources: *European Historical Statistics: 1750–1970*;  
*Historical Statistics of the United States: Colonial Times to 1970*.

### World Trade, 1929–1933



Source: Kenneth Oye, *Economic Discrimination and Political Exchange*

#### SKILLBUILDER: Interpreting Graphs

- 1. Comparing** What nation had the highest rate of unemployment? How high did it reach?
- 2. Clarifying** Between 1929 and 1933, how much did world exports drop? What about world imports?

States. Many countries that depended on exporting goods to the United States also suffered. Moreover, when the United States raised tariffs, it set off a chain reaction. Other nations imposed their own higher tariffs. World trade dropped by 65 percent. This contributed further to the economic downturn. Unemployment rates soared.

**Effects Throughout the World** Because of war debts and dependence on American loans and investments, Germany and Austria were particularly hard hit. In 1931, Austria's largest bank failed. In Asia, both farmers and urban workers suffered as the value of exports fell by half between 1929 and 1931. The crash was felt heavily in Latin America as well. As European and U.S. demand for such Latin American products as sugar, beef, and copper dropped, prices collapsed.

## The World Confronts the Crisis

The Depression confronted democracies with a serious challenge to their economic and political systems. Each country met the crisis in its own way.

**Britain Takes Steps to Improve Its Economy** The Depression hit Britain severely. To meet the emergency, British voters elected a multiparty coalition known as the National Government. It passed high protective tariffs, increased taxes, and regulated the currency. It also lowered interest rates to encourage industrial growth. These measures brought about a slow but steady recovery. By 1937, unemployment had been cut in half, and production had risen above 1929 levels. Britain avoided political extremes and preserved democracy.

**France Responds to Economic Crisis** Unlike Britain, France had a more self-sufficient economy. In 1930, it was still heavily agricultural and less dependent on foreign trade. Nevertheless, by 1935, one million French workers were unemployed.

The economic crisis contributed to political instability. In 1933, five coalition governments formed and fell. Many political leaders were frightened by the growth of antidemocratic forces both in France and in other parts of Europe. So in 1936, moderates, Socialists, and Communists formed a coalition. The Popular Front, as it was called, passed a series of reforms to help the workers. Unfortunately, price increases quickly offset wage gains. Unemployment remained high. Yet France also preserved democratic government.

**Socialist Governments Find Solutions** The Socialist governments in the Scandinavian countries of Denmark, Sweden, and Norway also met the challenge of economic crisis successfully. They built their recovery programs on an existing tradition of cooperative community action. In Sweden, the government sponsored massive public works projects that kept people employed and producing. All the Scandinavian countries raised pensions for the elderly and increased unemployment insurance, subsidies for housing, and other welfare benefits. To pay for these benefits, the governments taxed all citizens. Democracy remained intact.

**Recovery in the United States** In 1932, in the first presidential election after the Depression had begun, U.S. voters elected **Franklin D. Roosevelt**. His confident manner appealed to millions of Americans who felt bewildered by the Depression. On March 4, 1933, the new president sought to restore Americans' faith in their nation.



▲ Stricken with polio in 1921, Roosevelt vowed he would not allow bodily disability to defeat his will.

**MAIN IDEA**

**Analyzing Primary Sources**

**C** What effect do you think Roosevelt's speech had on the American people?

**PRIMARY SOURCE** **C**

This great Nation will endure as it has endured, will revive and will prosper. . . . let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance.

**FRANKLIN ROOSEVELT**, First Inaugural Address

Roosevelt immediately began a program of government reform that he called the **New Deal**. Large public works projects helped to provide jobs for the unemployed. New government agencies gave financial help to businesses and farms. Large amounts of public money were spent on welfare and relief programs. Roosevelt and his advisers believed that government spending would create jobs and start a recovery. Regulations were imposed to reform the stock market and the banking system.

The New Deal did eventually reform the American economic system. Roosevelt's leadership preserved the country's faith in its democratic political system. It also established him as a leader of democracy in a world threatened by ruthless dictators, as you will read about in Section 3.

**SECTION 2 ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- coalition government
- Weimar Republic
- Great Depression
- Franklin D. Roosevelt
- New Deal

**USING YOUR NOTES**

2. What did President Roosevelt do to try to counter the effects of the Great Depression?



**MAIN IDEAS**

3. How did World War I change the balance of economic power in the world?
4. What problems did the collapse of the American economy cause in other countries?
5. How did Europe respond to the economic crisis?

**CRITICAL THINKING & WRITING**

6. **MAKING PREDICTIONS** What did the weakness of the League of Nations in 1928 suggest about its future effectiveness?
7. **ANALYZING CAUSES** List one cause for each of the following effects: American market for European goods dropped; unemployment rates soared; European banks and businesses closed.
8. **EVALUATING COURSES OF ACTION** Why do you think Roosevelt immediately established the New Deal?
9. **WRITING ACTIVITY** **ECONOMICS** Write **headlines** on the stock market crash and the world's response to it.

**INTEGRATED TECHNOLOGY INTERNET ACTIVITY**

Use the Internet to follow the ups and downs of the stock market for a week. Chart the stock market's course in a **line graph**.

**INTERNET KEYWORD**  
*stock market*





# Fascism Rises in Europe

## MAIN IDEA

**POWER AND AUTHORITY** In response to political turmoil and economic crises, Italy and Germany turned to totalitarian dictators.

## WHY IT MATTERS NOW

These dictators changed the course of history, and the world is still recovering from their abuse of power.

## TERMS & NAMES

- fascism
- Benito Mussolini
- Adolf Hitler
- Nazism
- *Mein Kampf*
- *lebensraum*

**SETTING THE STAGE** Many democracies, including the United States, Britain, and France, remained strong despite the economic crisis caused by the Great Depression. However, millions of people lost faith in democratic government. In response, they turned to an extreme system of government called fascism. Fascists promised to revive the economy, punish those responsible for hard times, and restore order and national pride. Their message attracted many people who felt frustrated and angered by the peace treaties that followed World War I and by the Great Depression.

## TAKING NOTES

**Comparing and Contrasting** Use a chart to compare Mussolini's rise to power and his goals with Hitler's.

Hitler	Mussolini
Rise:	Rise:
Goals:	Goals:

## Fascism's Rise in Italy

**Fascism** (FASH•IHZ•uhm) was a new, militant political movement that emphasized loyalty to the state and obedience to its leader. Unlike communism, fascism had no clearly defined theory or program. Nevertheless, most Fascists shared several ideas. They preached an extreme form of nationalism, or loyalty to one's country. Fascists believed that nations must struggle—peaceful states were doomed to be conquered. They pledged loyalty to an authoritarian leader who guided and brought order to the state. In each nation, Fascists wore uniforms of a certain color, used special salutes, and held mass rallies.

In some ways, fascism was similar to communism. Both systems were ruled by dictators who allowed only their own political party (one-party rule). Both denied individual rights. In both, the state was supreme. Neither practiced any kind of democracy. However, unlike Communists, Fascists did not seek a classless society. Rather, they believed that each class had its place and function. In most cases, Fascist parties were made up of aristocrats and industrialists, war veterans, and the lower middle class. Also, Fascists were nationalists, and Communists were internationalists, hoping to unite workers worldwide.

**Mussolini Takes Control** Fascism's rise in Italy was fueled by bitter disappointment over the failure to win large territorial gains at the 1919 Paris Peace Conference. Rising inflation and unemployment also contributed to widespread social unrest. To growing numbers of Italians, their democratic government seemed helpless to deal with the country's problems. They wanted a leader who would take action.

## > Analyzing Key Concepts

### Fascism

Fascism is a political movement that promotes an extreme form of nationalism and militarism. It also includes a denial of individual rights and dictatorial one-party rule. Nazism was the Fascist movement that developed in Germany in the 1920s and the 1930s; it included a belief in the racial superiority of the German people. The Fascists in Italy were led by Benito Mussolini, shown in the chart at right.

### SKILLBUILDER: Interpreting Charts

1. **Synthesizing** Which political, cultural, and economic characteristics helped make fascism an authoritarian system?
2. **Making Inferences** What characteristics of fascism might make it attractive to people during times of crisis such as the Great Depression?



A newspaper editor and politician named **Benito Mussolini** boldly promised to rescue Italy by reviving its economy and rebuilding its armed forces. He vowed to give Italy strong leadership. Mussolini had founded the Fascist Party in 1919. As economic conditions worsened, his popularity rapidly increased. Finally, Mussolini publicly criticized Italy's government. Groups of Fascists wearing black shirts attacked Communists and Socialists on the streets. Because Mussolini played on the fear of a workers' revolt, he began to win support from the middle classes, the aristocracy, and industrial leaders.

In October 1922, about 30,000 Fascists marched on Rome. They demanded that King Victor Emmanuel III put Mussolini in charge of the government. The king decided that Mussolini was the best hope for his dynasty to survive. After widespread violence and a threatened uprising, Mussolini took power "legally." **A**

**II Duce's Leadership** Mussolini was now Il Duce (ihl DOO•chay), or the leader. He abolished democracy and outlawed all political parties except the Fascists. Secret police jailed his opponents. Government censors forced radio stations and publications to broadcast or publish only Fascist doctrines. Mussolini outlawed strikes. He sought to control the economy by allying the Fascists with the industrialists and large landowners. However, Mussolini never had the total control achieved by Joseph Stalin in the Soviet Union or Adolf Hitler in Germany.

## Hitler Rises to Power in Germany

When Mussolini became dictator of Italy in the mid-1920s, **Adolf Hitler** was a little-known political leader whose early life had been marked by disappointment. When World War I broke out, Hitler found a new beginning. He volunteered for the German army and was twice awarded the Iron Cross, a medal for bravery.

### MAIN IDEA

#### Clarifying

**A** What promises did Mussolini make to the Italian people?

## History Makers



### Benito Mussolini 1883–1945

Because Mussolini was of modest height, he usually chose a location for his speeches where he towered above the crowds—often a balcony high above a public

square. He then roused audiences with his emotional speeches and theatrical gestures and body movements.

Vowing to lead Italy “back to her ways of ancient greatness,” Mussolini peppered his speeches with aggressive words such as *war* and *power*.



### Adolf Hitler 1889–1945

Like Mussolini, Hitler could manipulate huge audiences with his fiery oratory. Making speeches was crucial to Hitler. He believed: “All great world-shaking events have

been brought about . . . by the spoken word!”

Because he appeared awkward and unimposing, Hitler rehearsed his speeches. Usually he began a speech in a normal voice. Suddenly, he spoke louder as his anger grew. His voice rose to a screech, and his hands flailed the air. Then he would stop, smooth his hair, and look quite calm.

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Benito Mussolini and Adolf Hitler, go to [classzone.com](http://classzone.com)

**The Rise of the Nazis** At the end of the war, Hitler settled in Munich. In 1919, he joined a tiny right-wing political group. This group shared his belief that Germany had to overturn the Treaty of Versailles and combat communism. The group later named itself the National Socialist German Workers’ Party, called Nazi for short. Its policies formed the German brand of fascism known as **Nazism**. The party adopted the swastika, or hooked cross, as its symbol. The Nazis also set up a private militia called the storm troopers or Brown Shirts.

Within a short time, Hitler’s success as an organizer and speaker led him to be chosen *der Führer* (duhr FYUR•uhr), or the leader, of the Nazi party. Inspired by Mussolini’s march on Rome, Hitler and the Nazis plotted to seize power in Munich in 1923. The attempt failed, and Hitler was arrested. He was tried for treason but was sentenced to only five years in prison. He served less than nine months.

While in jail, Hitler wrote *Mein Kampf* (*My Struggle*). This book set forth his beliefs and his goals for Germany. Hitler asserted that the Germans, whom he incorrectly called “Aryans,” were a “master race.” He declared that non-Aryan “races,” such as Jews, Slavs, and Gypsies, were inferior. He called the Versailles Treaty an outrage and vowed to regain German lands. Hitler also declared that Germany was overcrowded and needed more **lebensraum**, or living space. He promised to get that space by conquering eastern Europe and Russia.

After leaving prison in 1924, Hitler revived the Nazi Party. Most Germans ignored him and his angry message until the Great Depression ended the nation’s brief postwar recovery. When American loans stopped, the German economy collapsed. Civil unrest broke out. Frightened and confused, Germans now turned to Hitler, hoping for security and firm leadership.

## Hitler Becomes Chancellor

The Nazis had become the largest political party by 1932. Conservative leaders mistakenly believed they could control Hitler and use him for their purposes. In January 1933, they advised President Paul von Hindenburg to name Hitler chancellor. Thus Hitler came to power legally. Soon after, General Erich Ludendorff, a former Hitler ally, wrote to Hindenburg:

#### PRIMARY SOURCE

By naming Hitler as Reichschancellor, you have delivered up our holy Fatherland to one of the greatest [rabblers] of all time. I solemnly [predict] that this accursed man will plunge our Reich into the abyss and bring our nation into inconceivable misery.

**ERICH LUDENDORFF**, letter to President Hindenburg, February 1, 1933

#### Vocabulary

*chancellor*: the prime minister or president in certain countries

Once in office, Hitler called for new elections, hoping to win a parliamentary majority. Six days before the election, a fire destroyed the Reichstag building, where the parliament met. The Nazis blamed the Communists. By stirring up fear of the Communists, the Nazis and their allies won a slim majority.

Hitler used his new power to turn Germany into a totalitarian state. He banned all other political parties and had opponents arrested. Meanwhile, an elite, black-uniformed unit called the SS (*Schutzstaffel*, or protection squad) was created. It was loyal only to Hitler. In 1934, the SS arrested and murdered hundreds of Hitler's enemies. This brutal action and the terror applied by the Gestapo, the Nazi secret police, shocked most Germans into total obedience.

The Nazis quickly took command of the economy. New laws banned strikes, dissolved independent labor unions, and gave the government authority over business and labor. Hitler put millions of Germans to work. They constructed factories, built highways, manufactured weapons, and served in the military. As a result, the number of unemployed dropped from about 6 to 1.5 million in 1936. **B**

#### MAIN IDEA

#### Making Inferences

**B** Why did Germans at first support Hitler?

**The Führer Is Supreme** Hitler wanted more than just economic and political power—he wanted control over every aspect of German life. To shape public opinion and to win praise for his leadership, Hitler turned the press, radio, literature, painting, and film into propaganda tools. Books that did not conform to Nazi beliefs were burned in huge bonfires. Churches were forbidden to criticize the Nazis or the government. Schoolchildren had to join the Hitler Youth (for boys) or the League of German Girls. Hitler believed that continuous struggle brought victory to the strong. He twisted the philosophy of Friedrich Nietzsche to support his use of brute force.

**Hitler Makes War on the Jews** Hatred of Jews, or anti-Semitism, was a key part of Nazi ideology. Although Jews were less than one percent of the population, the Nazis used them as scapegoats for all Germany's troubles since the war. This led to a wave of anti-Semitism across Germany. Beginning in 1933, the Nazis passed laws depriving Jews of most of their rights. Violence against Jews mounted. On the

▼ At a 1933 rally in Nuremberg, Germany, storm troopers carried flags bearing the swastika.



## Global Impact



### Fascism in Argentina

Juan Perón served as Argentina's president from 1946 to 1955 and again in 1973 and 1974. The two years he spent in Europe before World War II greatly influenced his strong-man rule.

A career army officer, Perón went to Italy in 1939 for military training. He then served at the Argentine embassy in Rome. A visit to Berlin gave Perón a chance to see Nazi Germany. The ability of Hitler and Mussolini to manipulate their citizens impressed Perón.

When Perón himself gained power, he patterned his military dictatorship on that of the European Fascists.

night of November 9, 1938, Nazi mobs attacked Jews in their homes and on the streets and destroyed thousands of Jewish-owned buildings. This rampage, called *Kristallnacht* (Night of the Broken Glass), signaled the real start of the process of eliminating the Jews from German life. You'll learn more about this in Chapter 32.

## Other Countries Fall to Dictators

While Fascists took power in Italy and Germany, the nations formed in eastern Europe after World War I also were falling to dictators. In Hungary in 1919, after a brief Communist regime, military forces and wealthy landowners joined to make Admiral Miklós Horthy the first European postwar dictator. In Poland, Marshal Jozef Pilsudski (pihl•SOOT•skee) seized power in 1926. In Yugoslavia, Albania, Bulgaria, and Romania, kings turned to strong-man rule. They suspended constitutions and silenced foes. In 1935, only one democracy, Czechoslovakia, remained in eastern Europe.

Only in European nations with strong democratic traditions—Britain, France, and the Scandinavian countries—did democracy survive. With no democratic experience and severe economic problems, many Europeans saw dictatorship as the only way to prevent instability.

By the mid-1930s, the powerful nations of the world were split into two antagonistic camps—democratic and totalitarian. And to gain their ends, the Fascist dictatorships had indicated a willingness to use military aggression. Although all of these dictatorships restricted civil rights, none asserted control with the brutality of the Russian Communists or the Nazis.

## SECTION 3 ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- fascism
- Benito Mussolini
- Adolf Hitler
- Nazism
- *Mein Kampf*
- *lebensraum*

### USING YOUR NOTES

2. Do you think Hitler and Mussolini were more alike or different? Explain why.

Hitler	Mussolini
Rise:	Rise:
Goals:	Goals:

### MAIN IDEAS

3. What factors led to the rise of fascism in Italy?
4. How did Hitler maintain power?
5. Why did the leadership of many eastern European nations fall to dictators?

### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** Why did a movement like fascism and leaders like Mussolini and Hitler come to power during a period of crisis?
7. **ANALYZING MOTIVES** Why do you think Hitler had German children join Nazi organizations?
8. **SYNTHESIZING** What emotions did both Hitler and Mussolini stir in their followers?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Reread the History Makers on Mussolini and Hitler on page 912. Then write a **description** of the techniques the two leaders used to appear powerful to their listeners.

### CONNECT TO TODAY PRESENTING AN ORAL REPORT

Some modern rulers have invaded other countries for political and economic gain. Research to learn about a recent invasion and discuss your findings in an **oral report**.



4

# Aggressors Invade Nations

### MAIN IDEA

**POWER AND AUTHORITY** As Germany, Italy, and Japan conquered other countries, the rest of the world did nothing to stop them.

### WHY IT MATTERS NOW

Many nations today take a more active and collective role in world affairs, as in the United Nations.

### TERMS & NAMES

- appeasement
- Axis Powers
- Francisco Franco
- isolationism
- Third Reich
- Munich Conference

**SETTING THE STAGE** By the mid-1930s, Germany and Italy seemed bent on military conquest. The major democracies—Britain, France, and the United States—were distracted by economic problems at home and longed to remain at peace. With the world moving toward war, many nations pinned their hopes for peace on the League of Nations. As fascism spread in Europe, however, a powerful nation in Asia moved toward a similar system. Following a period of reform and progress in the 1920s, Japan fell under military rule.

## Japan Seeks an Empire

During the 1920s, the Japanese government became more democratic. In 1922, Japan signed an international treaty agreeing to respect China’s borders. In 1928, it signed the Kellogg-Briand Pact renouncing war. Japan’s parliamentary system had several weaknesses, however. Its constitution put strict limits on the powers of the prime minister and the cabinet. Most importantly, civilian leaders had little control over the armed forces. Military leaders reported only to the emperor.

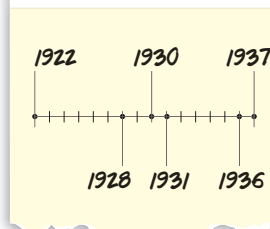
**Militarists Take Control of Japan** As long as Japan remained prosperous, the civilian government kept power. But when the Great Depression struck in 1929, many Japanese blamed the government. Military leaders gained support and soon won control of the country. Unlike the Fascists in Europe, the militarists did not try to establish a new system of government. They wanted to restore traditional control of the government to the military. Instead of a forceful leader like Mussolini or Hitler, the militarists made the emperor the symbol of state power.

Keeping Emperor Hirohito as head of state won popular support for the army leaders who ruled in his name. Like Hitler and Mussolini, Japan’s militarists were extreme nationalists. They wanted to solve the country’s economic problems through foreign expansion. They planned a Pacific empire that included a conquered China. The empire would provide Japan with raw materials and markets for its goods. It would also give Japan room for its rising population.

**Japan Invades Manchuria** Japanese businesses had invested heavily in China’s northeast province, Manchuria. It was an area rich in iron and coal. In 1931, the Japanese army seized Manchuria, despite objections from the Japanese parliament. The army then set up a puppet government. Japanese engineers and technicians began arriving in large numbers to build mines and factories.

### TAKING NOTES

**Following Chronological Order** Use a time line to trace the movement of Japan from democratic reform to military aggression.



The Japanese attack on Manchuria was the first direct challenge to the League of Nations. In the early 1930s, the League's members included all major democracies except the United States. The League also included the three countries that posed the greatest threat to peace—Germany, Japan, and Italy. When Japan seized Manchuria, many League members vigorously protested. Japan ignored the protests and withdrew from the League in 1933. **A**

**MAIN IDEA**

**Making Inferences**

**A** What was the major weakness of the League of Nations?

**Japan Invades China** Four years later, a border incident touched off a full-scale war between Japan and China. Japanese forces swept into northern China. Despite having a million soldiers, China's army led by Jiang Jieshi was no match for the better equipped and trained Japanese.

Beijing and other northern cities as well as the capital, Nanjing, fell to the Japanese in 1937. Japanese troops killed tens of thousands of captured soldiers and civilians in Nanjing. Forced to retreat westward, Jiang Jieshi set up a new capital at Chongqing. At the same time, Chinese guerrillas led by China's Communist leader, Mao Zedong, continued to fight the Japanese in the conquered area.

## European Aggressors on the March

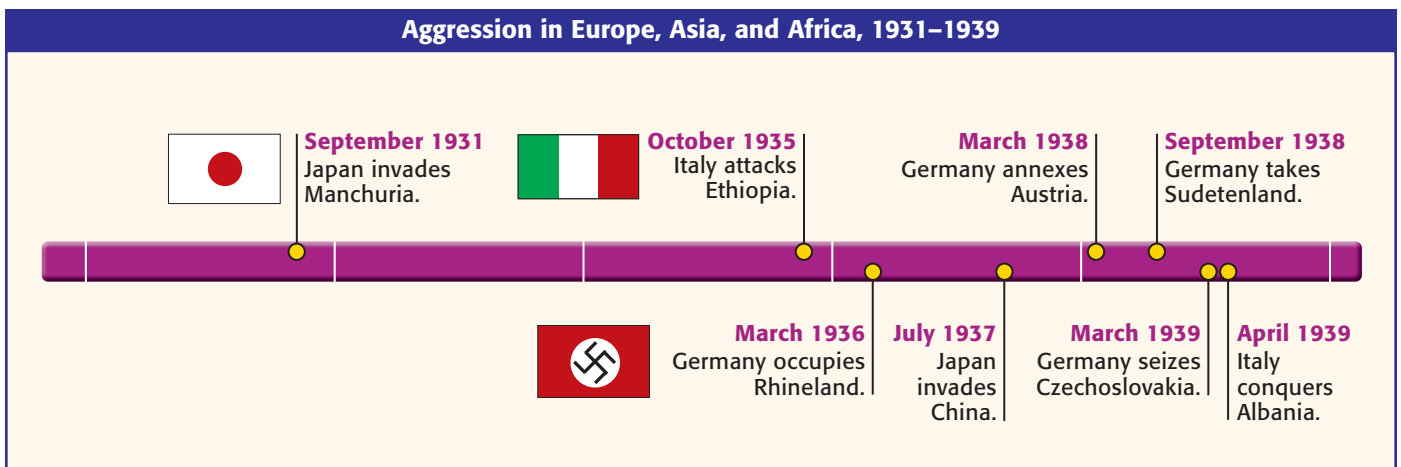
The League's failure to stop the Japanese encouraged European Fascists to plan aggression of their own. The Italian leader Mussolini dreamed of building a colonial empire in Africa like those of Britain and France.

**Mussolini Attacks Ethiopia** Ethiopia was one of Africa's three independent nations. The Ethiopians had successfully resisted an Italian attempt at conquest during the 1890s. To avenge that defeat, Mussolini ordered a massive invasion of Ethiopia in October 1935. The spears and swords of the Ethiopians were no match for Italian airplanes, tanks, guns, and poison gas.

The Ethiopian emperor, Haile Selassie, urgently appealed to the League for help. Although the League condemned the attack, its members did nothing. Britain continued to let Italian troops and supplies pass through the British-controlled Suez Canal on their way to Ethiopia. By giving in to Mussolini in Africa, Britain and France hoped to keep peace in Europe.

**Hitler Defies Versailles Treaty** Hitler had long pledged to undo the Versailles Treaty. Among its provisions, the treaty limited the size of Germany's army. In March 1935, the Führer announced that Germany would not obey these restrictions. The League issued only a mild condemnation.

The League's failure to stop Germany from rearming convinced Hitler to take even greater risks. The treaty had forbidden German troops to enter a 30-mile-wide zone on either side of the Rhine River. Known as the Rhineland, the zone formed





**GEOGRAPHY SKILLBUILDER: Interpreting Maps**

- 1. Location** On these maps, which countries are the aggressors?
- 2. Movement** On what two continents did the aggression occur?

a buffer between Germany and France. It was also an important industrial area. On March 7, 1936, German troops moved into the Rhineland. Stunned, the French were unwilling to risk war. The British urged **appeasement**, giving in to an aggressor to keep peace.

Hitler later admitted that he would have backed down if the French and British had challenged him. The German reoccupation of the Rhineland marked a turning point in the march toward war. First, it strengthened Hitler's power and prestige within Germany. Second, the balance of power changed in Germany's favor. France and Belgium were now open to attack from German troops. Finally, the weak response by France and Britain encouraged Hitler to speed up his expansion.

Hitler's growing strength convinced Mussolini that he should seek an alliance with Germany. In October 1936, the two dictators reached an agreement that became known as the Rome-Berlin Axis. A month later, Germany also made an agreement with Japan. Germany, Italy, and Japan came to be called the **Axis Powers**.

**Civil War Erupts in Spain** Hitler and Mussolini again tested the will of the democracies of Europe in the Spanish Civil War. Spain had been a monarchy until 1931, when a republic was declared. The government, run by liberals and Socialists, held office amid many crises. In July 1936, army leaders, favoring a Fascist-style government, joined General **Francisco Franco** in a revolt. Thus began a civil war that dragged on for three years.

Hitler and Mussolini sent troops, tanks, and airplanes to help Franco's forces, which were called the Nationalists. The armed forces of the Republicans, as supporters of Spain's elected government were known, received little help from abroad. The Western democracies remained neutral. Only the Soviet Union sent equipment and advisers. An international brigade of volunteers fought on the Republican side. Early in 1939, Republican resistance collapsed. Franco became Spain's Fascist dictator.

**Vocabulary**

**axis:** a straight line around which an object rotates. Hitler and Mussolini expected their alliance to become the axis around which Europe would rotate.

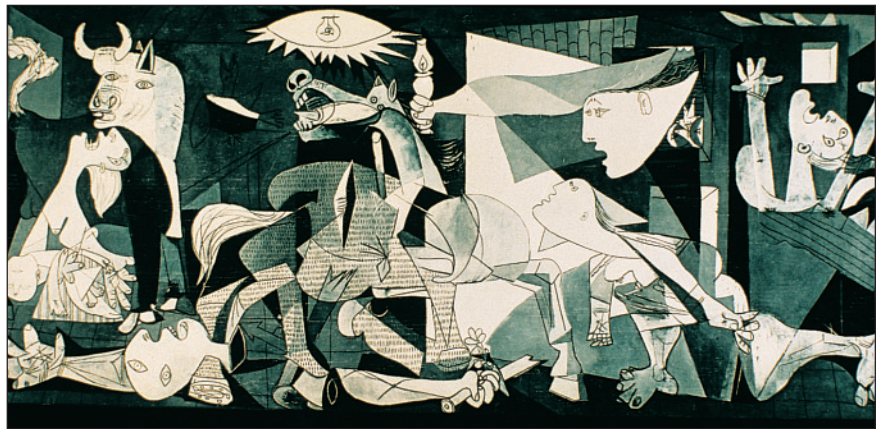


## > Analyzing Art

### **Guernica**

On April 26, 1937, Franco's German allies bombed the ancient Basque city of Guernica in Spain. The photograph (above) shows the city reduced to rubble by the bombing. However, Spanish artist Pablo Picasso's painting, called *Guernica* (below), captures the human horror of the event.

Using the geometric forms of Cubism, Picasso shows a city and people that have been torn to pieces. Unnatural angles and overlapping images of people, severed limbs, and animals reflect the suffering and chaos caused by the attack. At left, a mother cries over her dead child. In the center, a horse screams and a soldier lies dead. At right, a woman falls from a burning house.



### **SKILLBUILDER:** **Interpreting Visual Sources**

- 1. Analyzing Motives** What were Picasso's probable motives for painting *Guernica*?
- 2. Hypothesizing** What feelings do you think *Guernica* stirred in the public in the late 1930s?

## **Democratic Nations Try to Preserve Peace**

Instead of taking a stand against Fascist aggression in the 1930s, Britain and France repeatedly made concessions, hoping to keep peace. Both nations were dealing with serious economic problems as a result of the Great Depression. In addition, the horrors of World War I had created a deep desire to avoid war.

**United States Follows an Isolationist Policy** Many Americans supported **isolationism**, the belief that political ties to other countries should be avoided. Isolationists argued that entry into World War I had been a costly error. Beginning in 1935, Congress passed three Neutrality Acts. These laws banned loans and the sale of arms to nations at war.

**The German Reich Expands** On November 5, 1937, Hitler announced to his advisers his plans to absorb Austria and Czechoslovakia into the **Third Reich** (ryk), or German Empire. The Treaty of Versailles prohibited *Anschluss* (AHN•SHLUS), or a union between Austria and Germany. However, many Austrians supported unity with Germany. In March 1938, Hitler sent his army into Austria and annexed it. France and Britain ignored their pledge to protect Austrian independence.

Hitler next turned to Czechoslovakia. About three million German-speaking people lived in the western border regions of Czechoslovakia called the Sudetenland. (See map, page 895.) This heavily fortified area formed the Czechs' main defense against Germany. The Anschluss raised pro-Nazi feelings among Sudeten Germans. In September 1938, Hitler demanded that the Sudetenland be given to Germany. The Czechs refused and asked France for help.

**Britain and France Again Choose Appeasement** France and Britain were preparing for war when Mussolini proposed a meeting of Germany, France, Britain, and Italy in Munich, Germany. The **Munich Conference** was held on September 29, 1938. The Czechs were not invited. British prime minister Neville Chamberlain believed that he could preserve peace by giving in to Hitler's demand. Britain and France agreed that Hitler could take the Sudetenland. In exchange, Hitler pledged to respect Czechoslovakia's new borders.

When Chamberlain returned to London, he told cheering crowds, "I believe it is peace for our time." Winston Churchill, then a member of the British Parliament, strongly disagreed. He opposed the appeasement policy and gloomily warned of its consequences:



▲ Chamberlain waves the statement he read following the Munich Conference.

**MAIN IDEA**

**Analyzing Primary Sources**

**B** Why did Churchill believe that Chamberlain's policy of appeasement was a defeat for the British?

**PRIMARY SOURCE B**

We are in the presence of a disaster of the first magnitude. . . . we have sustained a defeat without a war. . . . And do not suppose that this is the end. . . . This is only the first sip, the first foretaste of a bitter cup which will be proffered to us year by year unless, by a supreme recovery of moral health and martial vigor, we arise again and take our stand for freedom as in the olden time.

**WINSTON CHURCHILL**, speech before the House of Commons, October 5, 1938

Less than six months after the Munich meeting, Hitler took Czechoslovakia. Soon after, Mussolini seized Albania. Then Hitler demanded that Poland return the former German port of Danzig. The Poles refused and turned to Britain and France for aid. But appeasement had convinced Hitler that neither nation would risk war.

**Nazis and Soviets Sign Nonaggression Pact** Britain and France asked the Soviet Union to join them in stopping Hitler's aggression. As Stalin talked with Britain and France, he also bargained with Hitler. The two dictators reached an agreement. Once bitter enemies, Fascist Germany and Communist Russia now publicly pledged never to attack one another. On August 23, 1939, their leaders signed a nonaggression pact. As the Axis Powers moved unchecked at the end of the decade, war appeared inevitable.

**SECTION**

**4**

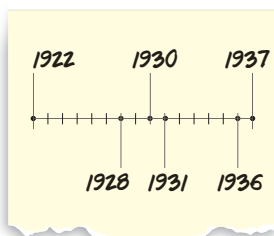
**ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- appeasement
- Axis Powers
- Francisco Franco
- isolationism
- Third Reich
- Munich Conference

**USING YOUR NOTES**

2. What event was the most significant? Why?



**MAIN IDEAS**

3. Compare the militarists in Japan with the European Fascists.
4. Which countries formed the Axis Powers?
5. What were the effects of isolationism and appeasement?

**CRITICAL THINKING & WRITING**

6. **SYNTHESIZING** What similar goals did Hitler, Mussolini, and Hirohito share?
7. **FORMING OPINIONS** Do you think the Fascist nations of the Axis Powers could have been stopped? Explain.
8. **EVALUATING DECISIONS** Why weren't the Czechs invited to take part in the Munich Conference?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a **letter to the editor** in which you voice your opinion about the U.S. policy of isolationism during the 1930s.

**CONNECT TO TODAY** **STAGING A DEBATE**

Established in 1945, the United Nations was intended to be an improvement on the League of Nations. Research to learn about the recent successes and failures of the UN. Then hold a **debate** in which you argue whether the institution should be preserved.

# Chapter 31 Assessment

## VISUAL SUMMARY

### The Great Depression

#### Long-Term Causes

- World economies are connected.
- Some countries have huge war debts from World War I.
- Europe relies on American loans and investments.
- Prosperity is built on borrowed money.
- Wealth is unequally distributed.

#### Immediate Causes

- U.S. stock market crashes.
- Banks demand repayment of loans.
- Farms fail and factories close.
- Americans reduce foreign trade to protect economy.
- Americans stop loans to foreign countries.
- American banking system collapses.

### WORLDWIDE ECONOMIC DEPRESSION

#### Immediate Effects

- Millions become unemployed worldwide.
- Businesses go bankrupt.
- Governments take emergency measures to protect economies.
- Citizens lose faith in capitalism and democracy.
- Nations turn toward authoritarian leaders.

#### Long-Term Effects

- Nazis take control in Germany.
- Fascists come to power in other countries.
- Democracies try social welfare programs.
- Japan expands in East Asia.
- World War II breaks out.

## TERMS & NAMES

For each term or name below, briefly explain its connection to world history from 1919 to 1939.

1. Albert Einstein
2. Sigmund Freud
3. Weimar Republic
4. New Deal
5. fascism
6. Benito Mussolini
7. Adolf Hitler
8. appeasement
9. Francisco Franco
10. Munich Conference

## MAIN IDEAS

### Postwar Uncertainty Section 1 (pages 897–903)

11. What effect did Einstein's theory of relativity and Freud's theory of the unconscious have on the public?
12. What advances were made in transportation and communication in the 1920s and 1930s?

### A Worldwide Depression Section 2 (pages 904–909)

13. Why was the Weimar Republic considered weak?
14. What caused the stock market crash of 1929?

### Fascism Rises in Europe Section 3 (pages 910–914)

15. For what political and economic reasons did the Italians turn to Mussolini?
16. What beliefs and goals did Hitler express in *Mein Kampf*?

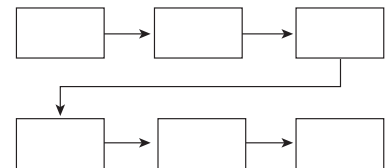
### Aggressors Invade Nations Section 4 (pages 915–919)

17. How did Japan plan to solve its economic problems?
18. Why was Germany's reoccupation of the Rhineland a significant turning point toward war?

## CRITICAL THINKING

### 1. USING YOUR NOTES

**ECONOMICS** Use a sequence graphic to identify the events that led to the stock market collapse.



### 2. MAKING INFERENCES

**POWER AND AUTHORITY** What were the advantages and disadvantages of being under Fascist rule?

### 3. DRAWING CONCLUSIONS

What weaknesses made the League of Nations an ineffective force for peace in the 1920s and 1930s?

### 4. SYNTHESIZING

**SCIENCE AND TECHNOLOGY** How did the scientific and technological revolutions of the 1920s help set the stage for transportation in the United States today?

### 5. HYPOTHESIZING

What might have been the outcome if Great Britain, France, and other European nations had not chosen to appease German, Italian, and Japanese aggression?

## > STANDARDS-BASED ASSESSMENT

Use the quotation from a live radio report during the Munich Conference and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33**

### PRIMARY SOURCE

It took the Big Four [France, Britain, Italy, and Germany] just five hours and twenty-five minutes here in Munich today to dispel the clouds of war and come to an agreement over the partition of Czechoslovakia. There is to be no European war. . . the price of that peace is, roughly, the ceding by Czechoslovakia of the Sudeten territory to Herr Hitler's Germany. The German Führer gets what he wanted, only he has to wait a little longer for it.

**WILLIAM SHIRER**, quoted in *The Strenuous Decade*

1. Why did France, Britain, and Italy agree to give the Sudeten territory to Germany?
  - A. to provoke war
  - B. to avoid war
  - C. to make Czechoslovakia happy
  - D. to make Czechoslovakia unhappy
2. How were the expectations expressed in the radio report overturned by reality?
  - A. Czechoslovakia refused to give the Sudeten territory to Hitler.
  - B. Hitler did not get what he wanted.
  - C. The Big Four didn't come to an agreement over Czechoslovakia.
  - D. Europe was not saved from war.

Use the photograph of Adolf Hitler and your knowledge of world history to answer question 3.



3. Why do you think Hitler had his photograph taken with this little girl?
  - A. to demonstrate his power
  - B. to frighten his enemies
  - C. to make him appear more human
  - D. to demonstrate his hatred of Jews

### INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact *with* History

On page 896, you chose a candidate to support in German elections in the early 1930s. Now that you have read the chapter, did what you read confirm your decision? Why or why not? Would the candidate you selected have a good or bad effect on the rest of the world? Discuss your opinions with a small group.

### 2. WRITING ABOUT HISTORY

Write a **radio script** for a report on a speech given by Hitler or Mussolini. Imagine that you have just seen the dictator deliver the speech and you want to share your impressions with the public in your broadcast. Be sure to

- summarize the main ideas of the speech.
- describe the speaker's gestures and facial expressions.
- provide phrases that demonstrate the emotional power of the speech.
- convey the public's response to the speech.
- offer your opinion of the speech and speaker.

### INTEGRATED TECHNOLOGY

#### NetExplorations: Life in the 1920s

Go to *NetExplorations* at [classzone.com](http://classzone.com) to learn more about life in the 1920s. Use your research to create a Web page on films from that era. Consider including

- reviews of the films, including a positive or negative recommendation.
- background information about silent films.
- biographical information about the stars and directors of the films.
- stills and clips from the films.
- a comparison between films of the 1920s and modern films.