



*This material is designed to help you think about large historical topics in a manageable and meaningful way and to connect the content to the California standards.*

## Why does the term “lost generation” refer to those that lived through or came of age during these years?

The death and destruction of World War I left many survivors with a sense of disillusionment. Gertrude Stein, an American writer living in Paris, called the post-World War I generation the “lost generation.” They were “lost” because the traditional prewar values no longer applied to their postwar world. The war had challenged the confidence that people had in the Enlightenment ideals of reason and progress, as well as many traditional religious beliefs. As you will read in Lesson 1, the literature of the 1920s by such writers as Ernest Hemingway and F. Scott Fitzgerald communicated these doubts. Not only did the postwar writers’ themes illustrate their disillusionment, but writers also rebelled against literary traditions by changing the style and structure of their novels.

Similarly, visual artists expressed these feelings by moving away from traditional styles. As you will read in Lesson 1, they ignored perspective, focused on color and form, and expressed emotional responses to their subjects rather than depicting them realistically. Artists such as Salvador Dalí, Wassily Kandinsky, and Pablo Picasso would pioneer new art forms, including Surrealism, Expressionism, and Cubism. These postwar literary and artistic movements became known as modernism.

The modernist works produced after World War I reflected the alienation and disillusionment felt by members of the “lost generation.” The works of these writers and artists communicated ideas that many Americans of the postwar generation were feeling but were unable to express. Despite these tensions and challenges, changes in artistic expression did offer benefits to a culture shaken by war. For instance, the emergence of the jazz movement presented a musical style that was loose and free in ways listeners had not experienced.

## How did the post-World War I world order contribute to the collapse of the world-wide economy?

As you will read in Lesson 2, the world order was altered following World War I. Empires collapsed, new states formed, and many countries attempted to transition to more democratic forms of government. However, these shifts were uneasy and led to political and economic instability throughout Europe and the Middle East.

Postwar Europe experienced many significant economic challenges. Financing the war nearly bankrupted the countries on both sides of the conflict. After the war, many European countries were expected to repay loans

they had received from the United States. Germany was forced to pay \$33 billion in war reparations. Several European countries relied on Germany’s payments to fund economic recovery and help them repay their loans. However, Germany was in debt and took loans from the United States to help in their own reconstruction. To address national debts, several countries simply printed more money, which eventually led to severe inflation.

As a result of Europe’s economic instability, the United States became a major source of money and industrial goods and entered a period of growth and prosperity. Several factors brought this prosperity to an end, however. Consumer buying power weakened, and increased agricultural production caused food prices to collapse. The stock market crashed, and many European nations defaulted on their loan payments. Economic struggles led many nations, including the United States, to increase protective tariffs, hoping to strengthen their economies.

Since the United States was financing so much of Europe’s reconstruction, the stock market crash of 1929 and subsequent bank failures affected economies around the world, as you will read in Lesson 2. The United States would adopt an isolationist foreign policy. Britain’s National Government adopted high protective tariffs and taxes, which eventually led to a slow recovery. France experienced significant political upheaval, seeing five coalition governments fail in 1933 alone. While France would preserve its democracy, unemployment and economic difficulties would remain throughout the country. This global economic crisis fueled European political instability, undermining the fragile democracies and opening the way for new and untested regimes.

## How did Nazis come to power? Why did ordinary people support them?

Following its defeat in World War I and the collapse of its monarchy, a democratic government, known as the Weimar Republic, was established in Germany. This new government, however, proved to be extremely weak as the number of political parties in Germany made it difficult for it to govern by majority. Over time many Germans blamed the Weimar government for the harsh treatment the country received under the Treaty of Versailles. The country’s crippling debts and hyperinflation made the Weimar government even less popular.

Germany’s political and economic instability caused its citizens to look elsewhere for stronger and more effective political leadership. To some Germans the Nazi Party and its Führer, Adolf Hitler, were the solution to their problems. His charisma and speaking skills allowed Hitler and the Nazi Party to exploit German nationalism, hatred of the Treaty of Versailles, and fear of communism. Although the party never received a majority of seats in government, Hitler was appointed chancellor in 1933.

As chancellor, Hitler established a totalitarian state, banning all other political parties and placing control over business and labor in the hands of government. In the process he eliminated political competition and revitalized Germany's economy. Hitler proclaimed the need for Germany to regain its lost lands and rebuild its military. He also played to German postwar insecurities by claiming that Germans were biologically superior to all other races. To maintain racial purity, he claimed Germany must rid itself of homosexuals, the mentally and physically impaired, Jews, and other non-Aryan or inferior people. Hitler's actions revitalized German nationalism and pride. At the same time, dissent against the Nazi government was suppressed, newspapers and other media sources were turned into outlets for Nazi propaganda, and opponents of Hitler were imprisoned. You will learn more about Hitler's rise to power in Lesson 3.

### **What was totalitarianism, and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union?**

The totalitarian governments that arose following World War I were primarily created as a result of the economic difficulties their nations faced. These governments declared that the freedoms of citizens were secondary to governmental authority and that the government's national goals were more important than those of individuals. Political and social institutions were replaced, dissent was suppressed, and any national unrest was blamed on the actions of select groups.

As you will read in Lesson 3, the process by which the totalitarian governments of Italy and Germany developed after World War I was somewhat similar. In both cases, a single charismatic political leader arose, promising to return order to the state and the country to greatness. Both Benito Mussolini and Adolf Hitler gained control of the Italian and German governments through existing political structures. Once in power, they established themselves as sole rulers of one-party states that controlled all political, economic, and social aspects of their countries. They gained popular support by achieving positive results on their political and economic promises as well as by using the threat of violence and imprisonment against political opponents and dissenters.

Although Japan's totalitarian government also came into being due to the country's economic situation, it was based on military control. Once in power, Japan's military leaders did not attempt to establish a new form of government. They maintained the emperor as a symbol of power while placing all other political, economic, and social elements under their control. Maintaining Emperor Hirohito as the head of state won great popular support for the military leaders controlling the government. You will learn more about the militarists' control of Japan in Lesson 4.

When Josef Stalin came to power in the Soviet Union, the Communist Party was already in control of the government. However, Stalin faced opposition within his own party. Once in power, he purged those who opposed him and established a totalitarian government under his dictatorial control. He used violence and fear as tools in maintaining his complete authority over the Soviet Union.

Like the Soviet Union, the fascist governments in Germany, Italy, and Japan established dictators as rulers and suppressed opposition and democratic ideals. The Communist philosophies, however, sought a classless, international government, whereas the fascist regimes maintained class structures and encouraged hyper-nationalistic sentiments throughout their countries.

### **Why did communism and fascism appeal to Europeans in the 1930s?**

Knowing what transpired once fascist and Communist regimes were put in place, it can be difficult to grasp why people supported fascism and communism in the 1930s. However, by considering the perspectives of those who lived at the time, one is able to get a better understanding of why these ideologies were appealing to so many.

To many people in the early 1900s, the political and economic systems that existed before and after World War I had failed them. Many viewed the economic difficulties they faced during the Great Depression as a failure of the capitalist system. Wealth was unevenly distributed, and much of the power of government was in the hands of the wealthy. The working class had limited power to gain a share of the wealth their work created. They also had limited opportunities to participate in their government. Communism appeared to offer a solution to these problems. Its goals were to create a classless society in which industrial production was publicly owned, workers were paid fairly for their labor, and government would eventually cease to exist.

Fascism also arose as a reaction to the failure of existing political and economic structures. The fascist totalitarian governments focused on addressing social and economic issues through militarism and nationalism. Fascism placed the good of the nation over individual interests. This idea especially appealed to people who suffered the most as a result of losing World War I.

Fascist and Communist leaders were able to gain support through their promises—and in many cases their delivery on those promises—to change and restore political, social, and economic order. At a time when people were disillusioned with the existing political and economic structures and in search of new ones, it seemed to many that either a Communist or fascist state would be a better option for their futures than the systems already in place.

# Years of Crisis



## Essential Question

How did the world come to the brink of a second world war?



**About the Photo:** This photo shows a soldier distributing food to hungry Germans in 1931 during a severe economic depression. Germany's economic problems soon helped lead to the rise of a powerful dictator.

In this module, you will read about the economic crisis and the political and social changes that brought societies to the brink of another world war.

### Explore ONLINE!



#### VIDEOS, including...

- 1929: The Year That Everything Changed
- A Rising Threat

- ✓ Document-Based Investigations
- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Chart: Characteristics of Fascism
- ✓ Image Compare: Guernica

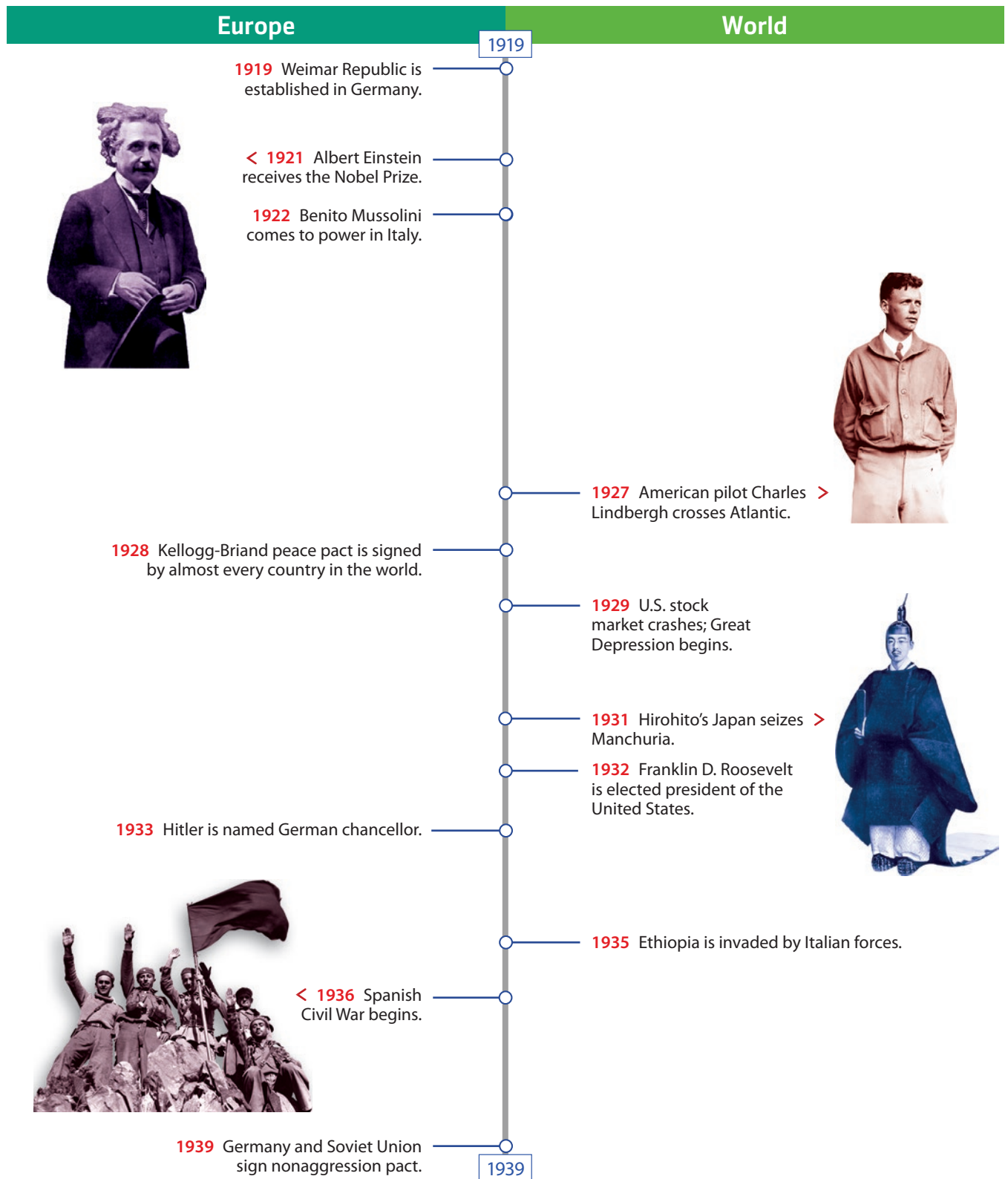


**10.6.2** Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. **10.6.3** Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. **10.6.4** Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway). **10.7.3** Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits. **10.8.1** Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939. **10.8.2** Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II. **10.8.3** Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. **10.8.4** Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower). **10.8.5** Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians. **CST.1** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. **HREP.4** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. **HI.1** Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. **HI.3** Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. **HI.6** Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.



# Timeline of Events 1919–1939

Explore **ONLINE!**





# Postwar Uncertainty

## The Big Idea

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

## Why It Matters Now

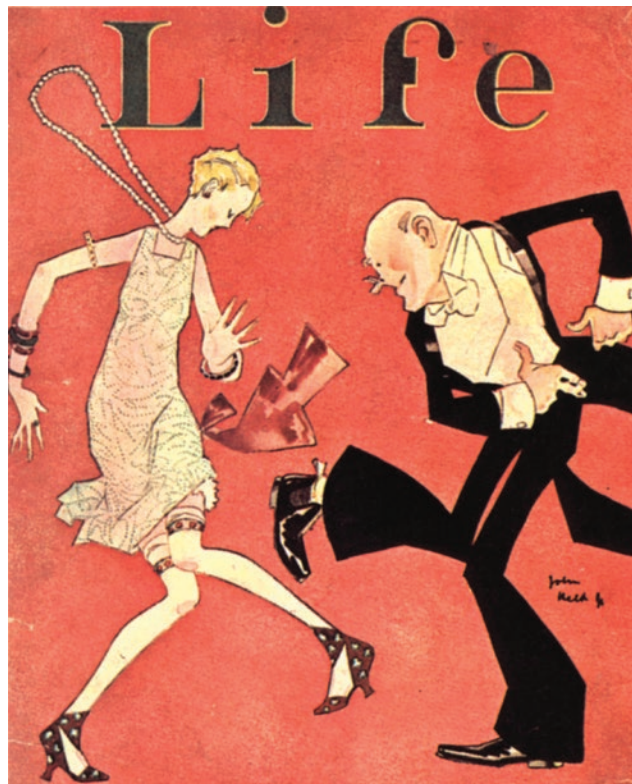
Postwar trends in physics, psychiatry, art, literature, communication, music, and transportation still affect our lives.

## Key Terms and People

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

## Setting the Stage

There were many short-term and long-term effects of World War I. The horrors of the war shattered the Enlightenment belief that progress would continue and reason would prevail. During 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, young people adopted new values and women demanded more rights. Great Britain had recognized women's right to vote in 1918, and the United States followed in 1920. Meanwhile, unconventional styles and ideas in literature, philosophy, and music reflected the uncertain times.



Life magazine cover, 1926



10.6.3; 10.6.4; CST.2; CST.3; HI.1; HI.3

**Reading Check**  
Analyze Effects  
What were some of  
the effects of World  
War I?

## A New Revolution in Science

The ideas of Albert Einstein and Sigmund Freud had an enormous impact on the 20th century. These Jewish 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 in 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.

## Literature in the 1920s

The brutality of World War I caused philosophers and writers to question accepted ideas about reason and progress. Disillusioned by changes brought on 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, leaning more toward a modernist view of society. They became a part of new literary and artistic movements, such as modernism and expressionism.

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 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 were trying to find meaning in life. Life empty of meaning is the fate of Dexter Green, the main character in F. Scott Fitzgerald’s short story “Winter Dreams” (1922).

*“The dream was gone. Something had been taken from him. . . . For the first time in years the tears were streaming down his face. But they were for himself now. . . . He wanted to care, and he could not care. For he had gone away and he could never go back any more. The gates were closed, the sun was gone down, and there was no beauty but the gray beauty of steel that withstands all time. Even the grief he could have borne was left behind in the country of illusion, of youth, of the richness of life, where his winter dreams had flourished.*

*‘Long ago,’ he said, ‘long ago, there was something in me, but now that thing is gone. Now that thing is gone, that thing is gone. I cannot cry. I cannot care. That thing will come back no more.’”*

—F. Scott Fitzgerald, *Winter Dreams*



A 1920s photo of F. Scott Fitzgerald

### Analyze Historical Sources

What seems to be the narrator’s attitude toward the future?

**Writers Reflect Society’s Concerns** The horror of war made a deep impression on many writers. The Czech-born Jewish 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.



**Reading Check**  
Make Inferences  
What context clues  
help you to determine  
the meaning of  
existentialism?

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

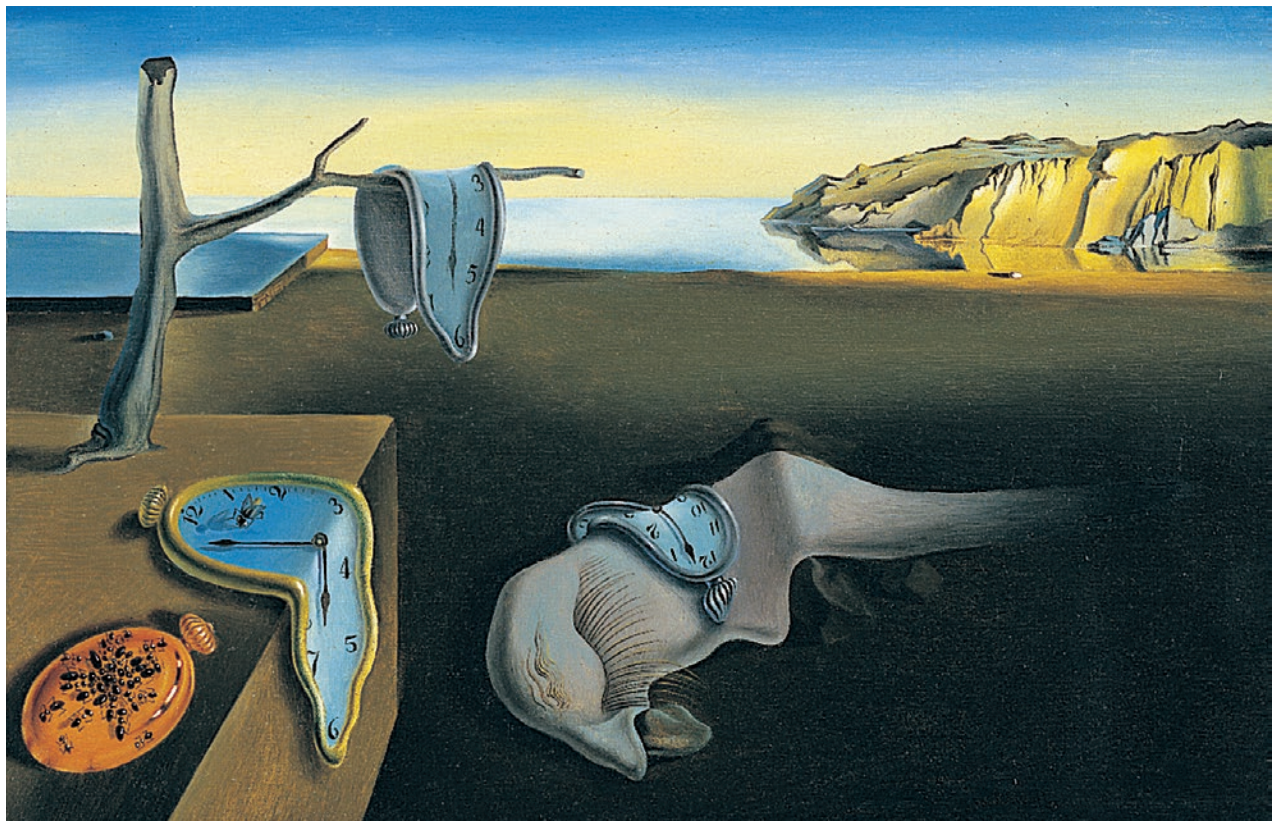
**Thinkers React to Uncertainties** In their search for meaning in an uncertain world, some thinkers turned to the philosophy known as **existentialism**. A major leader of this movement was the philosopher Jean Paul Sartre (SAHR•truh) of France. Existentialists believed that there is no universal meaning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

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. He also championed nihilism, a philosophy that rejects moral principles and values and suggests that life is meaningless. 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 and romantic styles of painting and moved toward modernism and expressionism. Their work was a symbolic response to political and economic changes that were taking place on a global scale. Artists of this period wanted to turn against tradition and depict the inner world of emotion





**Reading Check**  
Find the Main Idea  
What was the major  
trend in postwar art  
and music?

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.

**Composers Try New Styles** In both classical and popular music, composers moved away from traditional to more modern and abstract 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.

## 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 traditional values, norms, and romanticism of the past and experiment with modernism and modernist 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.



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

**Reading Check**  
Summarize How did the changes of the postwar years affect women and African Americans like Mrs. J. H. Adams?

**The Great Migration** Before the end of World War I, many African Americans left the South and migrated north to cities such as Chicago, Detroit, Philadelphia, and Pittsburgh. They were searching for new economic opportunities and trying to escape from job discrimination. In the 1920s, about 800,000 African Americans left the South. About half as many migrated north in the 1930s. This first wave of the Great Migration was followed by a second wave after World War II.

## DOCUMENT-BASED INVESTIGATION Historical Source

### A Plea from the South

In 1918, Mrs. J. H. Adams of Macon, Georgia, wrote a letter to the Bethlehem Baptist Association in Chicago in hopes of leaving the South for a new life in the North.

#### Analyze Historical Sources

Why does Adams seem to be in a hurry to get help?

*"To the Bethlehem Baptist Association reading in the Chicago Defender of your help securing positions I want to know if it is any way you can oblige me by helping me to get out there as I am anxious to leave here and everything so hard here. I hope you will oblige in helping me to leave here [answer] at once. . . ."*

—Mrs. J. H. Adams of Macon, Georgia, 1918, Library of Congress, Holograph  
Carter G. Woodson Papers

## 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 per 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 pilot who, in 1932, became the first woman to fly solo across the Atlantic.

**Radio and Movies Dominate Popular Entertainment** Media expanded during the interwar period with new technologies. It also became an important tool in advertising. Before the invention of the radio, people relied mostly on newspapers and print for news, sports, and entertainment. New media influenced culture, politics, and the economy. It brought people together and connected the world. Media such as radio and motion pictures were used to advertise new products and technologies, which influenced consumer spending. The media also provided an opportunity for the spreading of political propaganda and ideas.

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



**Reading Check**  
**Analyze Effects**  
What were the results  
of the peacetime  
adaptations of war  
technology?

Guglielmo Marconi had 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.

Other forms of media, such as motion pictures, became 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.

### Lesson 1 Assessment

1. **Organize Information** Make a chart to show the contributions that had the most lasting impact by field.

Field	Contributors
science	
technology	
literature and philosophy	

2. **Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance.
3. **Make Inferences** Why were the ideas of Einstein and Freud revolutionary?
4. **Summarize** How did literature and art in the 1920s reflect the uncertainty of the period?
5. **Analyze Effects** How did the increased use of the automobile affect average people?
6. **Develop Historical Perspective** Why did some women begin demanding more political and social freedom?
7. **Make Inferences** Why were new medical treatments and inventions developed during World War I?

## Labor-Saving Devices in the United States

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

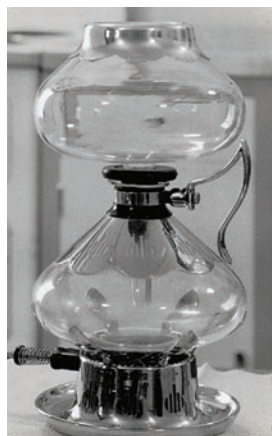
- Wiring for electricity became common. In 1917, only 24 percent of U.S. homes had electricity. By 1930, that figure was almost 70 percent.
- Merchants offered the installment plan, which allowed buyers to make payments over time. That way, people could purchase appliances even if they couldn't pay the entire price at once.
- 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 and relied on the wife to do all the work herself.



### ▲ 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.



### ◀ COFFEE POT

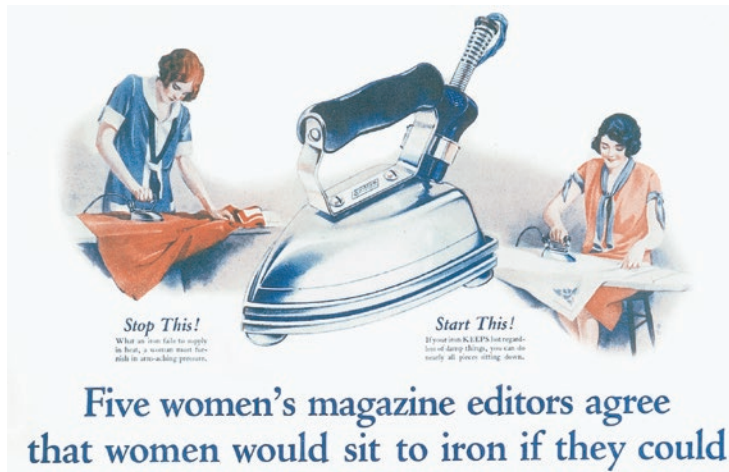
The electric coffee pot shown in this 1933 photograph was a vacuum pot. The water in the bottom chamber would come to a boil and bubble up into the top chamber, where the grounds were. The resulting vacuum in the lower chamber pulled the liquid back through the grounds and into the lower chamber.



### 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.



▲ **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.



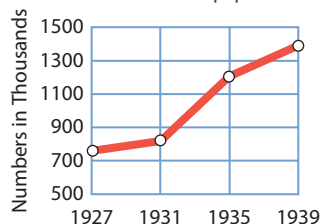
## ▲ VACUUM CLEANER

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.

## APPLIANCES IN THE HOME

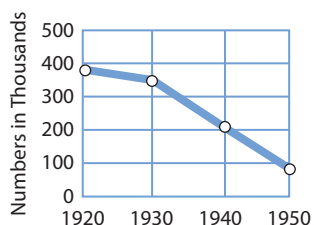
- In 1929, a survey of 100 Ford employees showed that 98 of them had electric irons in their homes.
- The same survey showed that 49 of the 100 had washing machines at home.

## Mechanical Washing Machines Shipped



Source: *Historical Statistics of the United States*

## Persons Employed as Private Laundress



Source: *Historical Statistics of the United States*

## Critical Thinking

- 1. Analyze Issues** What benefits did advertisers promise that the new electrical appliances would provide for women? Explain whether women actually received those benefits.
- 2. Evaluate** Do you think that advertising of these new household technologies influenced buyers to purchase them? Did it promote consumerism to individual or different groups of Americans? How do you think advertising was different in the 1930s compared to today?





# A Worldwide Depression

## The Big Idea

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.

## Key Terms and People

coalition government

Weimar Republic

Great Depression

recession

Franklin D. Roosevelt

New Deal

John Maynard Keynes

## 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 and booming economy. Yet the American economy had serious weaknesses that would soon bring about the most severe economic downturn the world had yet known.



People waiting for a free lunch for the unemployed, 1930



10.6.2; 10.8.2; CST.3; HI.6

**Reading Check**  
Make Inferences  
Why were coalition  
governments  
ineffective after the  
war ended?

## 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** The 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.

**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 war debt and heavy reparations payments to the Allies, Germany printed even more money. As a result, the value of the mark, as Germany's currency was called, fell sharply. Severe and high inflation, or hyperinflation, 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.

German children use stacks of paper money, which had lost much of its value, as building blocks during the 1923 inflation.





**Reading Check**  
Identify Problems  
What political and  
economic problems  
did the Weimar  
Republic face?

**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 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 like 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 was at risk of 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 per 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.

**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 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 shares of stock were sold. Then the market collapsed.

### Reading Check

#### Identify Problems

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

## History in Depth

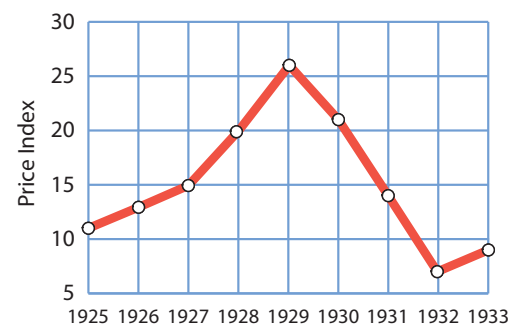
### Investing in Stocks

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, stock brokers 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 they paid for it.

### Stock Prices, 1925–1933



Source: *Historical Statistics of the United States*

### Interpret Graphs

Why do you think stock prices continued to plummet after the stock market crashed in 1929?

## 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 made their home in makeshift shacks. Local governments and charities opened soup kitchens to provide free food. Applicants formed long lines for whatever work was available, and these jobs usually paid low wages. American culture changed as a result of mass migrations to the West in search of jobs and new opportunities. Americans began to focus inward and revisit their roots. An interest in traditional folk culture flourished.



### Analyze Visuals

Why do you think the line is made up of men only? Explain your response.

## The Great Depression

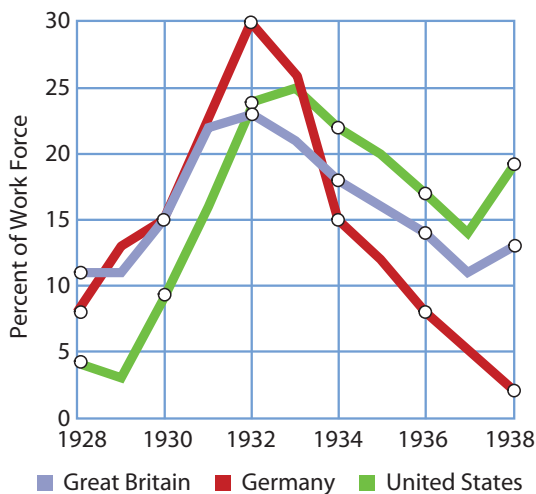
People could not pay the money they owed on margin purchases. Stocks they had bought at high prices were now worthless. Within months of the crash, unemployment rates began to rise as industrial production, prices, and wages declined. A long business slump, which would come to be called the **Great Depression**, followed. An economic depression is a long period of economic decline when there is low production, a shrinking of the economy, high unemployment, and loss of businesses. 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. As a result, around 9 million people lost the money in their savings accounts when banks had no money to pay them. When banks closed, people and businesses could no longer get loans. Many farmers lost their lands when they could not make mortgage payments. By 1933, one-fourth of all American workers had no jobs. During this wave of “bad times,” the Hoover administration did little to help Americans or provide relief during the Great Depression. Many newly homeless people found themselves living in “Hooverilles” with little relief in sight.



**Isolationist Policy** The United States had generally followed a policy of isolation after World War I, but after the Great Depression hit, the country turned inward even more. The U.S. government's focus was on recovery and relief for Americans. Even with the rise of fascism in Japan and the Japanese invasion of Manchuria in 1931, U.S. policy did not shift toward intervention. The United States remained committed to isolationism, but it did assert that the United States would not recognize or support any territory that was taken aggressively by another nation. Only after President Franklin D. Roosevelt's election to office did the United States slowly move toward intervention in foreign affairs.

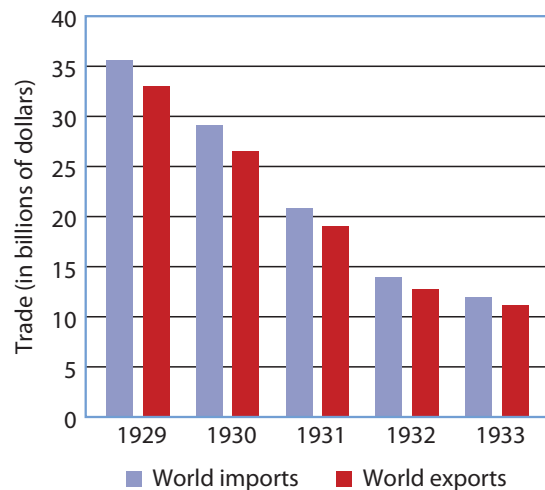
**A Global Depression** The collapse of the American economy sent shock waves around the world. Worried American bankers demanded repayment of their overseas loans, and American investors withdrew their money from Europe. The American market for European goods dropped sharply as the U.S. Congress placed 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 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.

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*

### Interpret Graphs

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

### Reading Check

#### Analyze Effects

What effect did private and government institutions have on people and businesses during the Great Depression?

**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.



This photograph shows a soldier distributing food to hungry Germans in 1931 during the country's economic depression.

### 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 the 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.

### Addressing the Nation

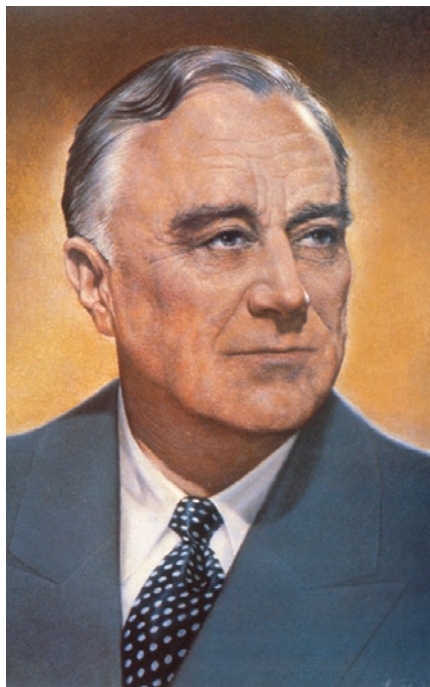
On March 4, 1933, President Roosevelt sought to restore Americans' faith in their nation:

#### Analyze Historical Sources

Based on this excerpt, what motive did Roosevelt have when he delivered his First Inaugural Address?

*"This great Nation will endure as it has endured, will revive and will prosper. . . . [L]et 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



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

### Recovery in the United States

Herbert Hoover and his administration were unsuccessful at helping Americans during the Great Depression. They tried to stop the **recession**, or period of low or reduced economic activity, but conditions worsened. However, in 1932, U.S. voters elected **Franklin D. Roosevelt**. His confident manner appealed to millions of Americans who felt bewildered by the Depression.

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 Lesson 3.



**Reading Check**  
Summarize What was the major theme in Keynes's *General Theory of Employment, Interest, and Money*?

**Keynesian Economics** In 1936, British economist **John Maynard Keynes** published the *General Theory of Employment, Interest, and Money*. Even though he had advocated for government action to be taken in the 1920s to help cure unemployment, it was not until the publication of the *General Theory* that he provided a full approach and solution (better known as Keynesian economics) to the Great Depression. He argued that the government should provide full employment through government job programs, changing tax policies, and modifying spending for public funding. This economic thinking was a new approach to capitalist economic theory, which had been driven by Adam Smith's economic philosophy in the late 1700s that government should be *laissez-faire* and that the people, not the government, should drive a capitalist economy and regulate themselves. President Roosevelt adopted Keynesian economics in some of his administration's policy after the recession of 1936–1937.

## Lesson 2 Assessment

1. **Organize Information** Make a chart to show what President Roosevelt did to try to counter the effects of the Great Depression.



2. **Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance.

3. **Summarize** How did World War I change the balance of economic power in the world?
4. **Analyze Causes** What economic and political problems did the collapse of the American economy cause in other countries?
5. **Analyze Effects** How did Europe respond to the economic crisis?
6. **Make Inferences** What did the weakness of the League of Nations in 1928 suggest about its future effectiveness?



# Fascism Rises in Europe

## The Big Idea

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.

## Key Terms and People

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 and became open to new economic movements and ideologies to stimulate the economy such as fascism and communism. These movements and ideologies were in conflict with those of democratic societies.

Some turned to an extreme system of government called **fascism** (FASH•ihz•uhm), a new, militant political movement that emphasized loyalty to the state and obedience to its leader. 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 the Great Depression.

## Fascism's Rise in Italy

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.



10.7.3; 10.8.2; 10.8.4; 10.8.5

## 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 1930s. It included a belief in the racial superiority of the German people. The fascists in Italy were led by Benito Mussolini.



### Interpret Charts

**1. Analyze** Which political, cultural, and economic characteristics helped make fascism an authoritarian system?

**2. Make Inferences** What characteristics of fascism might make it attractive to people during times of crisis such as the Great Depression?



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, but 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.

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."

#### BIOGRAPHY

### *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*.



**Reading Check**  
Summarize  
What promises did  
Mussolini make to the  
Italian people?

**Il Duce's Leadership** Mussolini was now Il Duce (ihl-DOO•chay), or the leader. He abolished democracy and outlawed all political parties except the Fascist Party. He used terror and violence to enforce his policies. 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.

#### BIOGRAPHY

### *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.



## 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.

**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.

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. The economic effects of the Great Depression helped Hitler's cause, as the German people were also desperate for a strong leader who would improve their lives. 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 also declared that Germany was overcrowded and needed more *lebensraum*, or living space. He promised to get that space through imperialism, by rebuilding Germany's military and conquering eastern Europe and Russia.

## 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.

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 by a slim majority.

### Reading Check

Make Inferences

Why did Germans at first support Hitler?

### Vocabulary

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

## DOCUMENT-BASED INVESTIGATION Historical Source

### A Prediction About Hitler

Soon after Hitler came to power, General Erich Ludendorff, a former ally of Hitler's, wrote to Hindenburg:

#### Analyze Historical Sources

How do you think Ludendorff made such an accurate prediction?

*"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



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



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, including transportation and technology. 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 million to 1.5 million in 1936.

**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, like Mussolini, 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.

### Reading Check

#### Summarize

How did Hitler create a totalitarian state?

**Hitler Makes War on the Jews** Hatred of Jews, or anti-Semitism, was a key part of Nazi ideology and had a long, unfortunate tradition in Europe. So-called “scientific” racism, which focused on the belief that Jews were inferior to the Aryan race, both mentally and physically, emerged in Germany in the 19th century, notably among Social Darwinists. Although Jews were less than 1 percent of the population, the Nazis used them as scapegoats for all of 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 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. Hitler’s “Final Solution” plan was to eliminate and exterminate the Jewish population in Europe, which later became known as the Holocaust (*Shoah* in Hebrew). Eventually, six million Jews perished during the Holocaust.

## Global Patterns

### 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.



### Other Countries Fall to Dictators

While fascists took power in Italy and Germany, the nations formed in eastern Europe after World War I were also falling to dictators. In Hungary in 1919, after a brief Communist regime, military forces and wealthy land-owners 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.

**Reading Check**  
**Analyze Causes**  
Why do you think  
that many countries  
in Europe were falling  
to dictators?

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.

### Lesson 3 Assessment

1. **Organize Information** Do you think Hitler and Mussolini were more alike or different? Create a table to show your response.

	Rise	Goals
Hitler		
Mussolini		

2. **Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance.
3. **Analyze Effects** What factors led to the rise of fascism in Italy?
4. **Summarize** How did Hitler maintain power, and what was his plan to eliminate the Jews?
5. **Make Inferences** Why did the leadership of Italy and Germany fall to dictators?
6. **Compare and Contrast** What techniques did Hitler and Mussolini use to appear powerful to their listeners?





# Aggressors Invade Nations

## The Big Idea

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.

## Key Terms and People

Hirohito  
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 in Japan 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, but had total control over all aspects of life in the country, including the government, economy, and transportation.



10.6.4; 10.7.3; 10.8.1; 10.8.2; 10.8.3;  
10.8.4; CST.1; HREP.4

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, which stemmed from the depression that was being felt around the world. Japan's population was growing, and more resources and land were needed. The Japanese militarists chose imperialism, or foreign expansion, as the solution to their problem. 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. Nationalism, combined with militarism, drove the Japanese to turn their eyes westward to China, their traditional political and economic rival.

**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.

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.

**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 what became known by the Chinese as the "Rape of 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.



A Chinese city burns after a devastating Japanese attack.

### Reading Check

#### Make Inferences

What was the major weakness of the League of Nations?

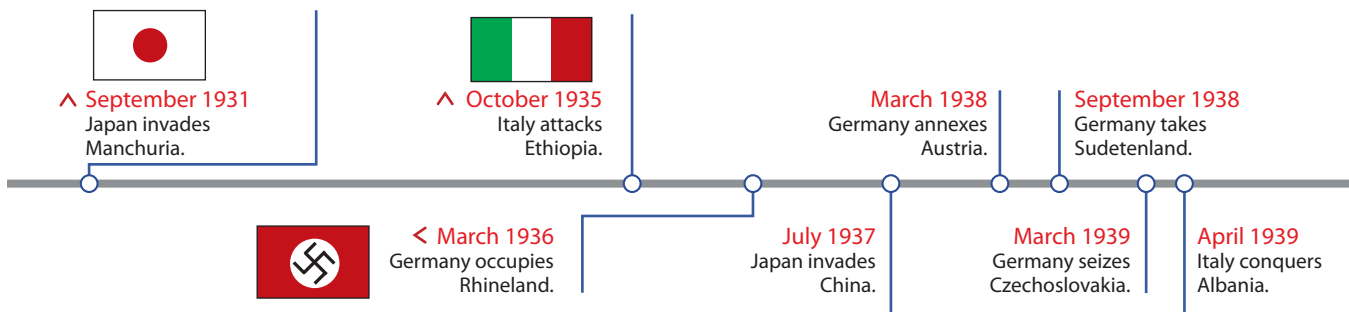
## European Aggressors on the March

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** Mussolini set out to make Italy a strong military power and to carry out an imperialist policy. 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.

### Aggression in Europe, Asia, and Africa, 1931–1939



#### Interpret Timelines

How did actions taken by aggressor nations in the early 1930s affect later events?

**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 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.

## Comparing Ideologies

Ideology	Description	Practices and Examples
<b>socialism</b>	an economic system in which the factors of production are owned by the public and operate for the welfare of all	Karl Marx's socialist ideas became popular in Russia in the late 1800s; they led to the revolutions in Russia, which became the Soviet Union in 1917. Vladimir Lenin led the Communist government.
<b>communism</b>	an economic system in which all means of production—land, mines, factories, railroads, and businesses—are owned by the people, private property does not exist, and all goods and services are shared equally	Stalin became the totalitarian dictator of the Soviet Union in 1924. He took a different approach to communism and made the Soviet Union a totalitarian state. Stalin controlled every aspect of Soviet life.
<b>fascism</b>	a political movement that promotes an extreme form of nationalism, a denial of individual rights, and a dictatorial one-party rule	Italy: Benito Mussolini came to power and ruled as a dictator. He ran Italy as a police state. Spain: When Francisco Franco came to power, a civil war erupted between Nationalists who supported Franco and Republicans. The Nationalists won and Franco ruled as dictator.
<b>liberalism</b>	the belief in individual freedom and the protection of political and civil liberties	Liberalism developed during the Industrial Revolution in the 1800s. Proponents of liberalism believed that the government should take away restrictions that blocked or inhibited individual freedoms.
<b>nationalism</b>	the belief that people should be loyal mainly to their nation—that is, to the people with whom they share a culture and history—rather than to a king or empire	The unifications of Germany and of Italy were achieved and driven by nationalism. Hitler and Mussolini used extreme forms of nationalism to gain support.
<b>imperialism</b>	a policy in which a strong nation seeks to dominate other countries politically, economically, or socially	In the late 1800s, industrialization caused European nations to compete for resources in Africa and Asia, where they seized countries and territories.

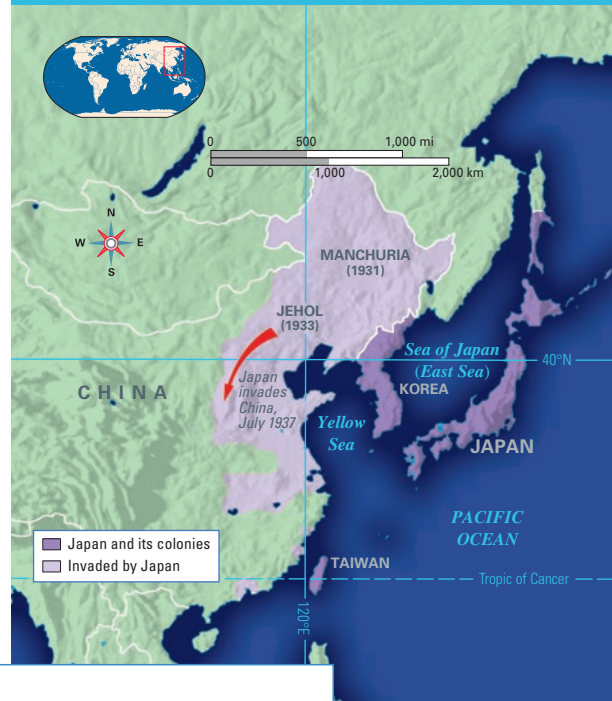
### Interpret Charts

**Compare and Contrast** Which ideologies did most of the aggressors in Europe adhere to in the 1930s?

## Aggression in Africa, 1935–1939



## Aggression in Asia, 1931–1937



### Interpret Maps

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

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. Like Hitler and Mussolini, Franco also established a totalitarian regime.

### Reading Check

Summarize

How did totalitarian governments in Europe gain power and influence?

## Guernica

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



Using the geometric forms of Cubism, Picasso showed societal changes, including a city and people that have been torn to pieces. Using unnatural angles, overlapping images of people, severed limbs, and distorted animals in his art, Picasso reflected 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.



### Critical Thinking

1. **Analyze Motives** What were Picasso's probable motives for painting *Guernica*?
2. **Hypothesize** 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 and lessons learned from 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, Hitler knew that many ethnic Germans lived in Austria. 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. Hitler wanted to expand Germany's borders where a large majority of the population was ethnically German. 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." Chamberlain had his critics.

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.



### Peace with Honor

In this photograph, Chamberlain waves the statement he read following the Munich Conference. Winston Churchill, a member of the British Parliament, strongly disagreed with Chamberlain. He opposed the appeasement policy and sternly warned of its consequences.



### Analyze Historical Sources

Why do you think Chamberlain waved the statement he read at the Munich Conference?

### Reading Check

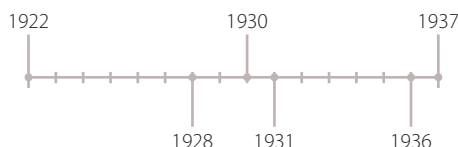
#### Analyze Issues

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

**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 and political and economic rivals, fascist Germany and Communist Russia now publicly pledged never to attack each other. 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.

### Lesson 4 Assessment

- 1. Organize Information** Create a time line to show the key events described in this lesson. Explain which event was the most significant, and why.



- 2. Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance.
- 3. Compare** How did the government of the militarists in Japan compare with those of Italy and Germany?
- 4. Analyze Effects** How did the Allied countries respond to the aggressor actions of Italy and Germany?
- 5. Synthesize** What similar goals did Hitler, Mussolini, and Hirohito share?
- 6. Make Inferences** Do you think the fascist nations of the Axis Powers could have been stopped? Explain.

# Module 13 Assessment

## Key Terms and People

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

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

## Main Ideas

Use your notes and the information in the module to answer the following questions.

### Postwar Uncertainty

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

### A Worldwide Depression

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

### Fascism Rises in Europe

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

### Aggressors Invade Nations

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

# Module 13 Assessment, continued

## Critical Thinking

1. **Analyze Causes** What events led to the Great Depression?
2. **Make Inferences** What were the advantages and disadvantages of being under fascist rule?
3. **Draw Conclusions** What weaknesses made the League of Nations an ineffective force for peace in the 1920s and 1930s?
4. **Synthesize** How did the scientific and technological revolutions of the 1920s help set the stage for transportation in the United States today?
5. **Hypothesize** What might have been the outcome if Great Britain, France, and other European nations had not chosen to appease German, Italian, and Japanese aggression?
6. **Compare and Contrast** How were the German, Italian, and Japanese drives to expand their empires in the 1930s, including atrocities in China, the Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939 similar and different?
7. **Compare and Contrast** How was Japanese imperialist policy in Asia similar to and different from British imperialist policy in South Africa and India and French imperialist policy in Indochina?
8. **Compare and Contrast** What were the short-term and long-term effects of World War I?
9. **Analyze Causes** What were the long-term causes of World War II? Were any of them also long-term effects of World War I? Explain.

## Engage with History

In the Comparing Ideologies table, you learned about the main ideas and practices of fascism, communism, socialism, liberalism, nationalism, and imperialism. Now that you have read the module, you have learned about how these ideologies were adopted by different people, groups, and countries. Consider the following questions:

- How are the ideologies and their practices similar?
- How are the ideologies and their practices different?
- How did economic instability lead to the rise of some of these ideologies?

Discuss these questions in the form of a debate. Consult additional print and electronic sources if needed. Use audiovisual equipment to record the debate.

## Focus on Writing

Write an advertisement that might have appeared in a 1920s newspaper, magazine, radio program, or motion picture for one of the technological innovations discussed in Lesson 1. Consider your audience when creating your advertisement. Exchange advertisements with a partner. Evaluate the effectiveness of your partner's ad.

## Multimedia Activity

Use the Internet and other sources of media to create a Web page on the influence of World War I on the arts. Consult both primary and secondary sources in your research, and be aware of facts versus opinions in your analysis. Include in your Web page how the war influenced literature, art, and intellectual life, as well as content about the following topics:

- Pablo Picasso
- the Lost Generation
- the rise of jazz music

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