

# The Interwar Years

## THE BIG PICTURE

World War I left millions of people dead and the map of Europe transformed.

With Europe in chaos, nationalism spread to parts of the world that had long been under imperialist control, and a new generation of strong leaders promised power and glory. By the end of the 1930s, these leaders' aggressive actions had the world on the brink of another devastating global war.

## Theme SOCIETY

Economic problems and political unrest can result in major changes in society. In this chapter you will learn how the troubled times after World War I affected societies across the world.



## TIME LINE

### CHAPTER EVENTS

**April 1919**  
British troops kill hundreds of Indian protestors in Amritsar.

**April 1921**  
The kingdom of Transjordan is created.

**February 1922**  
Egypt wins independence from Great Britain.

**October 1929**  
The U.S. stock market crashes.

### WORLD EVENTS

**1921**  
Ireland achieves independence.

**1928** A scientist in Scotland discovers penicillin, an antibacterial agent.



## History's Impact video program

Watch the video to understand the impact of the 1929 stock market crash.



## Reading like a Historian

This photograph 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.

**Analyzing Visuals** How do you think these German women felt about the food provided by the army? How might Germany's economic problems have contributed to the rise of a dictator?

See **Skills Handbook**, p. H26

**September 1931**

Japan invades Manchuria.

**January 1933**

Adolf Hitler becomes chancellor of Germany.

**October 1935**

Italian forces invade Ethiopia.

**November 1938**

Anti-Jewish riots sweep Germany.

1935

1939

**1933**

Prohibition ends in United States.

**1935**

An earthquake kills 20,000 people in Pakistan.

**1939**

The Spanish Civil War ends with a Fascist victory.

# GEOGRAPHY Starting Points



**Interactive**

## POSTWAR COLONIES AND NATIONALISM, 1920s

0 1,000 2,000 Miles  
0 1,000 2,000 Kilometers  
Miller cylindrical projection



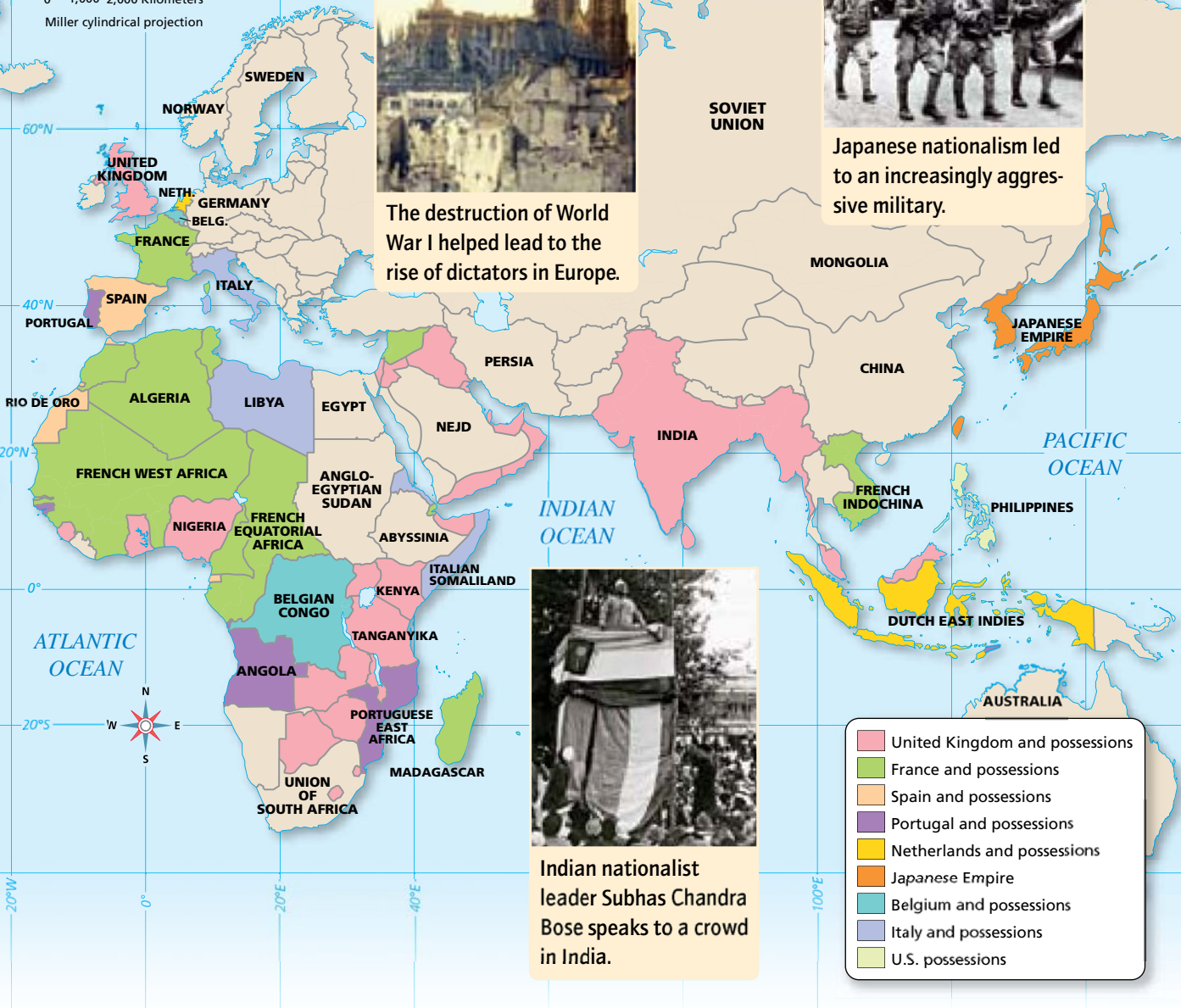
The destruction of World War I helped lead to the rise of dictators in Europe.



Japanese nationalism led to an increasingly aggressive military.



Indian nationalist leader Subhas Chandra Bose speaks to a crowd in India.



### Starting Points

During the years of political and economic instability that followed World War I, nationalism grew in areas that had long been under the power of other nations. In some places this nationalism led to struggles for independence, while in others it led to the rise of powerful leaders who promised to build new empires—by force.

- Analyze** During the 1920s, where were most colonial possessions located?
- Predict** How do you think the growth of nationalism might affect the area of the world shown in this map? How might the map be different in the 1940s? In the 1960s?



### Listen to History

Go online to listen to an explanation of the starting points for this chapter.

[go.hrw.com](http://go.hrw.com)

Keyword: SHL IWY

# Unrest in Asia and Africa

## BEFORE YOU READ

### MAIN IDEA

During the chaotic years following World War I, nationalist feeling increased in Asia and Africa. The resulting unrest continued into the 1930s.

### READING FOCUS

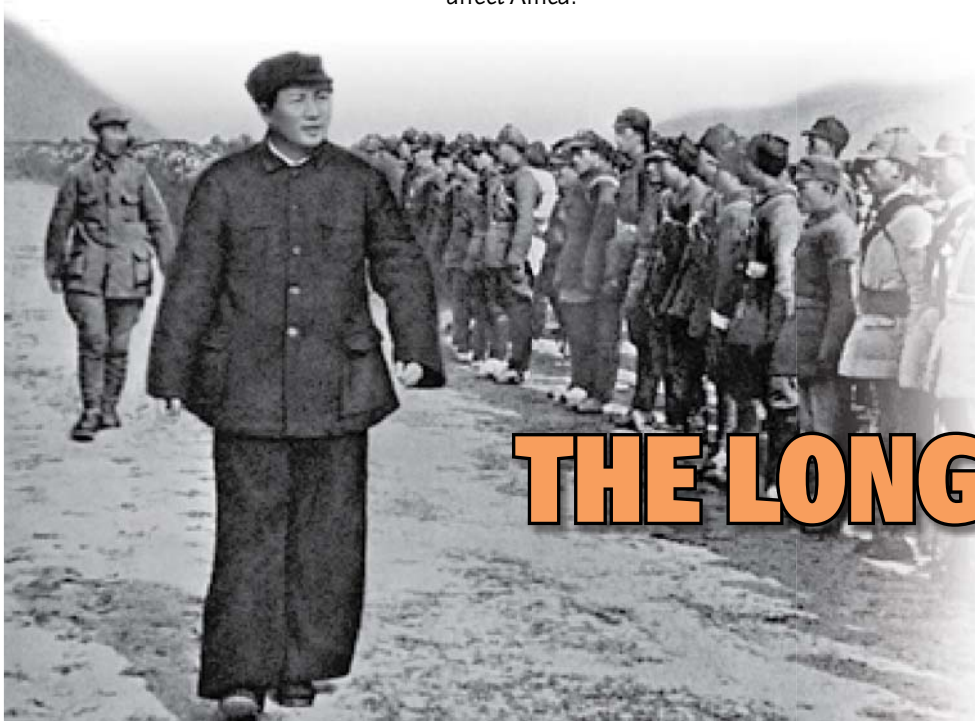
1. What happened in China after World War I?
2. What changes took place in India?
3. How did nationalism affect the Middle East?
4. How did nationalism affect Africa?

### KEY TERMS AND PEOPLE

Jiang Jieshi  
Mao Zedong  
Long March  
Amritsar Massacre  
Mohandas Gandhi  
Kemal Atatürk

### TAKING NOTES

Take notes about the rise of nationalism in China, India, the Middle East, and Africa.



## THE LONG MARCH

◀ Mao Zedong led the Chinese Communist troops during the Long March.

### THE INSIDE STORY

**Would you march 6,000 miles for your beliefs?** In 1934 the civil war in China was going poorly for the Chinese Communist army. The Communists were trapped near their base in southeastern China, with some 700,000 nationalist troops, known as Guomindang, waiting to attack. Communist leaders knew they needed to escape to continue their struggle for a Communist China.

That October, the remaining 100,000 Communist troops and supporters broke through Guomindang lines and fled toward northern China. Led by Mao Zedong, they struggled to cross rivers and swamps and to climb over high, snow-covered mountains in their search for safety. During the first three months of their journey, the Communists

faced near-constant attacks from the Guomindang air force and ground troops. Many marchers died as a result.

Finally, after traveling thousands of miles across some of the harshest terrain in China, the Communists arrived at a safe haven. Only 8,000 of the marchers had survived. In the years to come, however, their vision of a Communist China would get closer to reality. ■

## China after World War I

World War I had devastated large parts of Europe, and postwar treaties and political unrest had reshaped many nations. Although China's role in the war had been small, it faced unrest during the postwar period.

**The May Fourth Movement** In 1917 China had declared war on Germany, hoping that after the war the grateful Allied Powers would return German-controlled Chinese territories to China. The Treaty of Versailles, however, gave Germany's Chinese territories to Japan, which had captured this land during the war. To the Chinese, the Versailles treaty was a sign that the world still saw China as a weak nation.

On May 4, 1919, thousands of angry students in Beijing demanded change. Strikes and protests swept the country in what came to be called the May Fourth Movement.

**An Uneasy Partnership** The Guomindang nationalists still had the support of some Chinese, but many others believed that communism was the best way to strengthen and modernize China. In 1921 the Communist Party of China was formed. The Communists and the Guomindang formed an uneasy partnership, working together to fight the warlords who controlled many areas of China.

This partnership made many gains in the early 1920s. Under the leadership of **Jiang Jieshi** (jee-AHNG jee-ay-SHEE), also known as Chiang Kai-Shek (jee-AHNG ky-SHEK), continued to fight the warlords and foreign imperialism. Soon, the Guomindang controlled much of China.

Jiang eventually turned against his Communist allies. Because the success of the

Communist-Guomindang partnership had expanded Communist influence in China, some Guomindang nationalists were upset. They urged Jiang to take action. In 1927 Jiang had his forces attack Communists in several cities, killing thousands of people. This action marked the beginning of the Chinese Civil War.

**The Long March** A number of Communists survived Jiang's attack, among them a leader named **Mao Zedong**. Mao and his fellow survivors tried to rebuild their organization. By 1934, however, the Guomindang had the Communists under serious military pressure. To escape, Mao led 100,000 Communist supporters on a 6,000-mile trek through China. The purpose of this **Long March** was to find a safe place for the Chinese Communists in a part of China beyond Guomindang control.

Only 8,000 of Mao's followers survived the terrible conditions of the Long March. Eventually, however, they would regain their strength and begin another battle against Jiang.

**READING CHECK Sequence** What happened in China after World War I?

## Changes in India

The early 1900s also saw the rise of nationalist feeling in India. This soon led to increasing tension between Indians and their British rulers.



**India and World War I** Some 800,000 Indians had served with the British in World War I, fighting on the Western Front and in the Middle East. After the war's end, the surviving Indian soldiers returned home to find that their wartime sacrifices had not won them any new freedoms. It was clear that Britain planned to keep firm control over India. Anger and unrest among the Indian population grew.

In 1919 the British passed the Rowlatt Acts, which allowed the British to deal harshly with the growing opposition in India. Indians were outraged. At an April 1919 protest in the Indian city of Amritsar (uhm-REET-suhr), British soldiers opened fire on a large crowd of peaceful, unarmed demonstrators. Nearly 400 people were killed. The **Amritsar Massacre** helped convince many Indians that they must rid themselves of their British rulers.

**Gandhi's Protests** After the Amritsar Massacre, Indian lawyer **Mohandas Gandhi** started to organize protests against Britain. Gandhi believed in two important concepts. One was ahimsa, or nonviolence toward living things, which was an important value in Gandhi's Hindu religion. The second was civil disobedience, or a refusal to obey unjust laws.

In 1920 Gandhi began his first nonviolent action against British rule. He encouraged Indians to boycott all British products. For example, Gandhi stopped wearing clothes made from British cloth. Many Indians began to make their own thread and cloth, and the spinning wheel became a symbol of Gandhi's peaceful movement for change.

In 1930 Gandhi launched a protest against the British monopoly on salt. The issue seemed minor, but it captured the interest of the public. Soon, thousands of Indians were producing their own salt—and defying British law.

**Gandhi's Progress** Gandhi inspired millions of Indians to resist British rule. He and his followers were arrested often, but this increased public sympathy for their cause.

Gandhi's efforts did lead to some changes. In 1935 the British Parliament gave Indians a limited degree of self-rule. Still, this was far from the full independence that Gandhi sought, and India's struggle did not end.

**READING CHECK** Identify the Main Idea

How did Gandhi work for change in India?

**FACES OF HISTORY**

**Mohandas  
GANDHI**  
1869–1948



Mohandas Gandhi believed that nonviolent resistance is the best way to achieve change in a society where others hold all the power. This strategy was greatly influenced by his religious beliefs.

Gandhi grew up in a deeply religious home. His mother practiced a form of Hinduism that emphasized nonviolence and held that everything in the universe is eternal. As a result, Gandhi came to believe in the importance of causing no harm to other living beings. This emphasis on nonviolence became an important element of India's struggle for independence from Great Britain, which Gandhi led.

**Summarize** How did Gandhi's religious beliefs affect the Indian independence movement?

## The Middle East

The years after World War I saw nationalist hopes and dreams flourish throughout much of the Middle East too. Some of these nationalist movements achieved their goals—but others did not.

**Turkey and Atatürk** Under the Treaty of Sèvres after World War I, the Ottoman Empire agreed to give up control of much of its territory, including the homeland of the ethnic Turkish population. The Allied Powers planned to give these lands to Greece and other nations.

But the Turks, led by a World War I hero named Kemal Mustafa, fought these plans. They defeated Greek forces sent to claim Turkish territory, and in October 1923 Kemal Mustafa announced the establishment of the Republic of Turkey. He later came to be known as **Kemal Atatürk**, or “Father of the Turks.”

As the first president of Turkey, Atatürk sought to turn it into a modern nation. He believed this modernization required ending the influence of the Muslim religion on government and personal life. Thus, he made Turkey's government completely secular, or nonreligious. Until his death in 1938, Atatürk's leadership in Turkey led to advances in industry, education, and many other fields.

**Persia** Similar reforms took place in Persia. In 1921 Reza Khan led an overthrow of Persia's shah, or emperor. Khan himself became shah in 1925.

**READING SKILLS**

**Understanding Comparison and Contrast** How were reforms in Turkey and Persia alike?

## Roots of the Arab-Israeli Conflict

The modern Arab-Israeli conflict over the control of land in the Middle East has long resisted attempts at resolution. The roots of this conflict can be traced back many years.

In the late 1800s Jews from Europe began to establish small colonies in Palestine, their ancient homeland, as part of an effort to rebuild a Jewish state. By the early 1900s, a growing Arab nationalist movement had also developed, which wanted to form an independent Arab state in the Middle East.

When World War I ended, France and Great Britain set up mandates in the Middle East. Both Arabs and Jews were unhappy with this decision. Still, after the war, thousands of foreign-born

Arabs and Jews moved to Palestine. Tensions increased, and violence between the two groups broke out.

In an attempt at compromise, the United Nations issued a plan to divide Palestine between Jews and Arabs in 1947. Although the Jews accepted this plan, Arabs felt it was unfair and rejected it. In 1948 Britain pulled out of Palestine and the state of Israel was created. Five Arab states immediately attacked Israel. Although Israel won this war, it was the first of many Arab-Israeli wars that followed. Today, the Arab-Israeli conflict continues.

**Summarize** What are the origins of the conflict between Arabs and Jews?



▲ Jewish settlers arrive in the newly formed state of Israel.

Khan, who ruled as Reza Shah Pahlavi (ri-ZAH SHAH PA-luh-vee), wanted to make Iran into a modern and fully independent nation. Reza Shah sought to advance industry and to improve education. In 1935 he changed Persia's name to Iran.

**French and British Mandates** Arab nationalists, supported by the British, had rebelled against the Ottoman Empire in 1916. Led by Husayn bin Ali (hoo-SAYN bin ah-LEE), they wanted to create an independent Arab state stretching from Syria to Yemen.

Meanwhile, another national movement was growing stronger. The Jewish national movement, called Zionism, hoped to rebuild a Jewish state in the ancient Jewish homeland. In the 1917 Balfour Declaration, the British government declared its support for a Jewish homeland in Palestine, while respecting the "rights of existing non-Jewish communities."

Instead of fulfilling these Arab and Jewish nationalist hopes, the postwar peace agreements established French and British mandates in the Middle East. France gained control of Syria and Lebanon, and Britain gained control of Iraq and what was called the Palestine

Mandate. Both Arabs and Jews were unhappy, believing wartime promises had been broken.

In 1921 the British gave the eastern part of the Palestine Mandate to Husayn's son Abdullah as the kingdom of Transjordan (now Jordan). That same year the British installed Husayn's son Faisal as the king of Iraq, the British mandate on Transjordan's northeastern border. Palestine's population soon expanded greatly as tens of thousands of Jews and Arabs immigrated to the land. Palestinian Arab anger over this Jewish immigration led to conflict in the mid-1930s. Indeed, the conflict in this region continues today.

**READING CHECK Compare** What issues did nations in the Middle East face after World War I?

## Nationalism in Africa

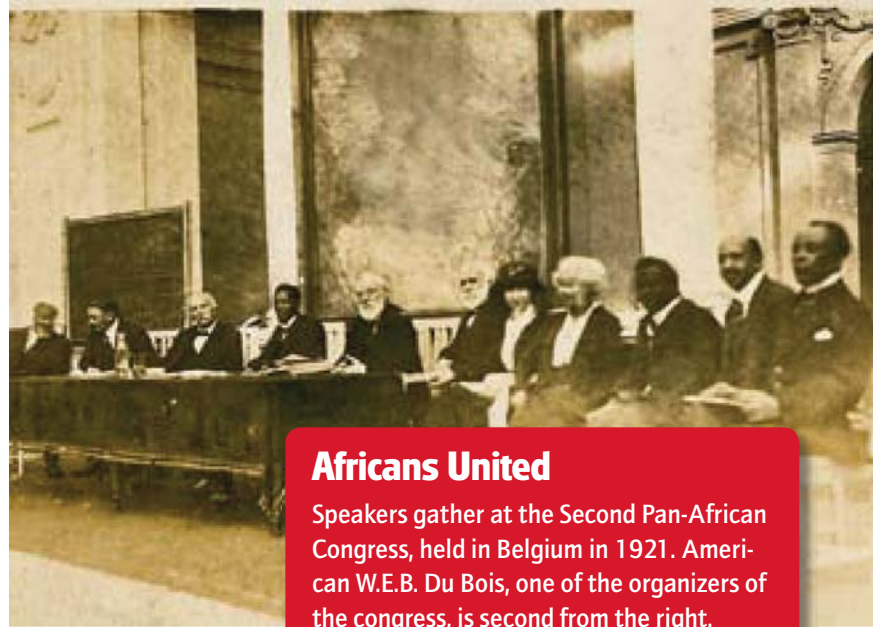
During World War I, Africa had been almost entirely under the rule of European colonial powers. Hundreds of thousands of Africans served in European armies during the war, and tens of thousands of them lost their lives. This wartime experience did much to increase nationalist feeling in Africa.

**Nationalist Feeling Grows** Many Africans believed they had earned independence from European control through their wartime sacrifices. Further, the war had caused great economic hardship in many parts of Africa. Trade with Europe, on which many African colonies depended, dried up, and European spending in African colonies slowed to a trickle. In short, Africans felt that they had suffered a great deal for Europe and had little to show for it.

African anger further increased because of the Treaty of Versailles. No Africans were involved in the negotiations, and the European powers simply gave Germany's African colonies to other countries as mandates rather than granting them independence.

**Working for Independence** In the years after World War I, Africans' frustrations at the actions of the European powers led them to seek greater independence. For example, a series of meetings known as Pan-African Congresses began in 1919. Organized by people of African heritage living around the world, these conferences led to a series of demands for African independence.

North African Arabs also took action to win independence in British-controlled Egypt. After the war, in which hundreds of thousands of Egyptians had served, a group of Egyptians tried to bring a demand for independence to the British government. When some members of the group were arrested, protests swept the country. Many Egyptians were killed.



### Africans United

Speakers gather at the Second Pan-African Congress, held in Belgium in 1921. American W.E.B. Du Bois, one of the organizers of the congress, is second from the right.

The British eventually recognized that they could not maintain full control of Egypt. In February 1922 they formally declared that Egypt was an independent nation.

Egypt's independence was a victory for nationalism in Africa, but it was not the start of a trend in the postwar years. Indeed, the continent remained almost entirely under European control in the 1920s and 1930s. During this time, African desire for reform and independence continued to grow. Yet it would take time—and another world war—before nationalism in Africa would lead to major change on the continent.

**READING CHECK Summarize** How did World War I help inspire feelings of nationalism in Africa?

## SECTION 1 ASSESSMENT

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Online Quiz

Keyword: SHL IWY HP

### Reviewing Ideas, Terms, and People

- a. Identify** Who were Jiang Jieshi and Mao Zedong?

**b. Draw Conclusions** Why do you think the Guomindang and the Communists worked together in China in the early 1920s?
- a. Describe** What two key concepts did Mohandas Gandhi use in his protests?

**b. Evaluate** Why do you think Gandhi's repeated arrests helped build sympathy for his cause?
- a. Recall** Why did many Arabs feel mistreated at the end of World War I?

**b. Elaborate** Explain how the Balfour Declaration influenced events in the Middle East following World War I.
- a. Describe** How did World War I affect Africa?

**b. Summarize** What happened in Egypt after World War I?

### Critical Thinking

- Sequence** Use your notes on the section to summarize how the growth of nationalism was similar in each region.

|             |  |
|-------------|--|
| CHINA       |  |
| INDIA       |  |
| MIDDLE EAST |  |
| AFRICA      |  |

### FOCUS ON SPEAKING

- Exposition** Write a brief speech that might have been given at the First Pan-African Congress in 1919. In a few sentences, summarize the arguments in favor of independence for African colonies.



# The Great Depression

## BEFORE YOU READ

### MAIN IDEA

In the late 1920s an economic depression started in the United States and quickly spread around the globe, causing great hardship and creating ideal conditions for political unrest.

### READING FOCUS

1. What happened to the U.S. economy during the 1920s?
2. How did the Depression spread throughout the United States?
3. How did the Depression affect the world?

### KEY TERMS AND PEOPLE

credit  
Black Tuesday  
Great Depression  
Franklin Delano Roosevelt  
New Deal  
John Maynard Keynes  
Smoot-Hawley Tariff Act

### TAKING NOTES

Take notes on the causes and spread of the Great Depression.

| Causes | Spread |
|--------|--------|
|        |        |

### THE INSIDE STORY

#### *Could the good times last forever?*

During the decade known as the Roaring Twenties, times were good for many Americans. The economy was booming, unemployment was low, and the stock market was climbing steadily. It was an exciting time for American popular culture as well. Movies and radio exploded in popularity and artists and writers throughout the country documented the great economic and social changes taking place. It seemed the good times would never end.

The growing stock market was one thing that seemed likely to last forever. In fact, many Americans in 1929 believed that the price of stocks would always rise. Who could blame them? In the two years before 1929, the stock market had doubled in value. Investing in stocks seemed like an easy way to wealth.

In the summer of 1929, businessman John J. Raskob wrote a magazine article about investing in the stock market. The article's title sums up what he and many other people felt about buying stocks in the 1920s: "Everybody Ought to Be Rich." In the article, Raskob said that investing in the stock market was a simple matter, and that the average American could—and should—do so. But just two months after "Everybody Ought to Be Rich" was published, many stock investors were not even close to being rich. They were flat broke. ■

## The U.S. Economy in the 1920s

At the end of World War I, the United States was the world's leading economic power. That position grew stronger during the boom times of the 1920s, but by the end of the decade the U.S. economy was crashing.

**Economic Growth** During World War I, American farms and factories supplied much of the world with the food and supplies needed to fight the war. Although the American economy slowed down briefly when the war ended, it was booming again by 1921. Growth was steady throughout most of the 1920s.

Most of this economic growth occurred in industry, with automobile manufacturing a huge part of the boom. In addition, American factories also busily turned out a wide range of consumer goods—from radios to vacuum cleaners to washing machines.



▲ This 1929 magazine cover shows a woman enjoying the good times.

The success of American industry was reflected in the stock market. During the 1920s the overall value of the stocks traded at the nation's stock markets rose an astounding 400 percent. Many Americans rushed to buy stocks, afraid they would miss out on the prosperity. Some borrowed money from stockbrokers in order to buy stocks, in what is known as buying on margin. This increasing investment in the stock market drove stock prices even higher.

**Hidden Problems** The stock market was booming, but there were hidden problems affecting the American economy. For example, the new wealth being created was not distributed evenly. The richest 1 percent of the population earned 19 percent of the nation's income.

Also, for much of the 1920s, the easy availability of credit allowed Americans to increase their spending on consumer goods. **Credit** is an arrangement in which a purchaser borrows money from a bank or other lender and agrees to pay it back over time. By the end of the decade, many consumers were reaching the limit of their credit and could no longer afford to buy the products that had kept the U.S. economy expanding.

**The Stock Market Crash** By the fall of 1929, consumer spending had slowed, and sales of some products had suffered badly.

Fears began to grow that stock prices might soon drop. Then, at the end of October, some nervous investors began to sell off their stocks. Others joined in, and a huge sell-off began.

The worst day was October 29, known as **Black Tuesday**. On that single day, investors sold off 16 million shares. With few people wanting to buy the stocks that flooded the market, stock prices collapsed completely. Many investors who had borrowed money to buy stocks were forced to sell at a loss to repay their loans.

The massive stock market crash ruined many investors, but they were not the only ones affected. Banks that had lent money to these investors were in deep financial trouble as well. Furthermore, the crash delivered a devastating blow to American industry, which had already been struggling. Indeed, the effects of the great crash would soon be felt throughout the country—and beyond.

**READING CHECK** **Sequence** What happened to the U.S. economy during the 1920s?

**ACADEMIC VOCABULARY**  
**prosperity** wealth or success

## The Depression Spreads

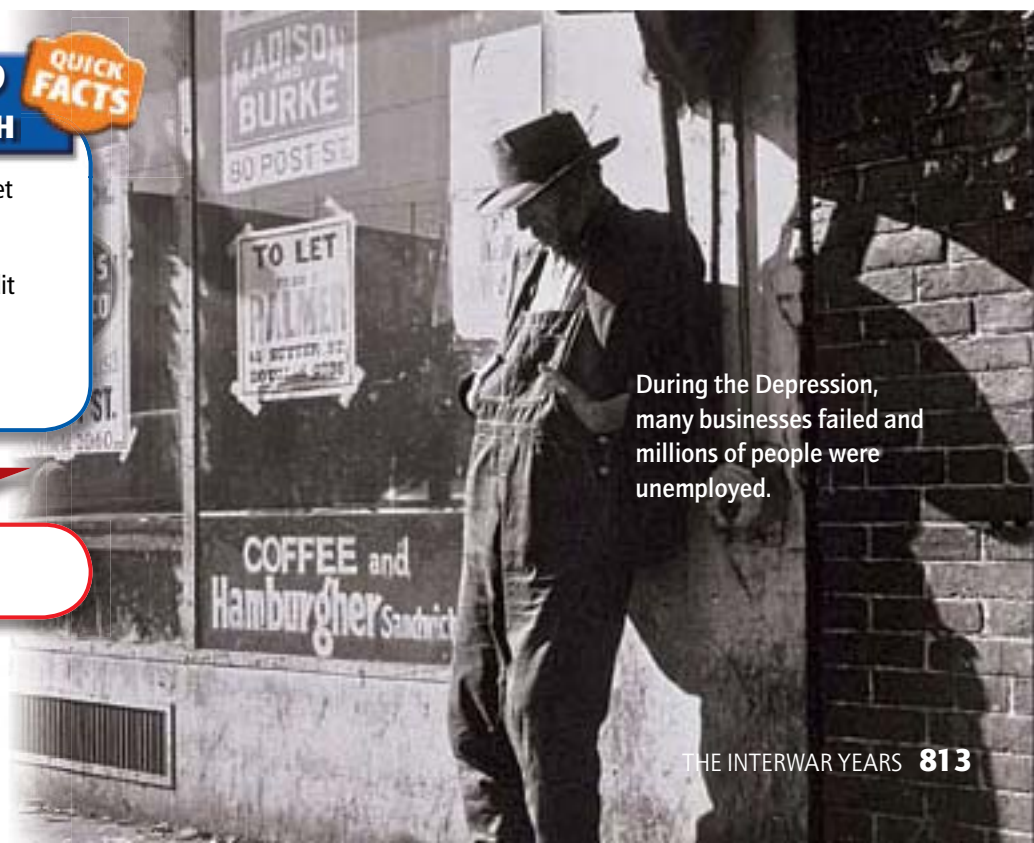
Following the stock market crash, the American economy took a severe downward dive. This economic downturn became known as the **Great Depression**. The Depression was the result of a number of complex factors.

### CAUSES OF THE 1929 STOCK MARKET CRASH

QUICK FACTS

- Increasing speculation in stock market
- Stock prices at unrealistic levels
- Increasing consumer reliance on credit
- Declining consumer spending
- Struggling businesses

**Stock Market Crash**



During the Depression, many businesses failed and millions of people were unemployed.

**Industry Slows** One cause of the Depression was a slowdown in industry. This slowdown had begun before the crash but worsened quickly after it. As industry slowed, workers lost their jobs. By 1933 one out of every four workers was unemployed. Joblessness and poverty reduced Americans' ability to buy food and goods, which hurt industry even further.

As businesses and investors failed to pay off loans, banks also suffered. At the time, a bank's failure meant that people who had savings in the bank could lose their money. As a result, the rumor that a bank was struggling could cause anxious depositors to withdraw all their savings, driving the bank out of business.

**Government Response** U.S. president Herbert Hoover believed that the federal government should have a limited role in business affairs. As a result, he favored a minimal government response to the crisis. In fact, some of his advisers believed the Great Depression was a normal, healthy adjustment to an overheated economy. Hoover eventually took some actions to fight the Depression, but many Americans felt that he was doing too little.

**Roosevelt Elected** In 1932 U.S. voters elected **Franklin Delano Roosevelt** as president. Under Roosevelt, the federal government's role in the lives of Americans greatly increased. Roosevelt pushed forward a program known

## THE ARTS AROUND THE WORLD

### Music The Blues

**What is it?** The blues is a simple yet expressive form of music that developed in the American South in the late 1800s. Blues songs evolved in African American communities, combining aspects of spirituals, work songs, and traditional African music. Most blues songs express feelings of sadness, often about problems in love. When southern African Americans moved to northern cities in search of work during World War I and the Great Depression, they took the blues with them. As a result, the music spread throughout the north.

#### Why is it important?

- Blues is an important African American contribution to modern culture.
- Blues has been a major influence on later forms of music, including jazz, rock, and hip-hop.



Blues musician Robert Johnson is sometimes called the grandfather of rock and roll.



Bessie Smith was one of the most popular blues singers of the 1920s and 1930s.

The deep poverty in the Mississippi Delta influenced the early blues. ►

#### "Worry Blues" sung by Jesse Lockett

Everything that I do seem like I do it wrong,  
Everything that I do seem like I do it wrong,  
Sometimes I regret that I was ever born.

Blues and trouble seem to be my best friend,  
Blues and trouble seem to be my best friend,  
Even when my blues leave me, then my troubles begin.

Skills  
FOCUS

#### INTERPRETING VISUALS

1. **Summarize** How did blues music spread?
2. **Infer** How did the Great Depression affect blues music?

as the **New Deal**, aimed at fighting the Great Depression. Roosevelt and his advisers believed that government spending could help start an economic recovery. The New Deal established public works programs that gave jobs to the unemployed and it provided government money for welfare and other relief programs. The New Deal also created new regulations to reform and protect the stock market and the banking system.

**New Economic Theories** The increased government spending was supported by the theories of **John Maynard Keynes**, a British economist. Keynes believed that governments could limit or even prevent economic down-

turns. He argued that governments could do this by spending money—even if it meant having an unbalanced budget. In an economic depression, Keynes said, government spending would help increase economic output. Factories would have to hire workers to meet the new demand, providing workers with income. Eventually, the workers would begin spending—and the depression would end.

Indeed, increased government spending seemed to help the U.S. economy, at least initially. But the Great Depression lingered on throughout the 1930s.

**READING CHECK Identify Cause and Effect**  
Explain the factors that led to the Great Depression.



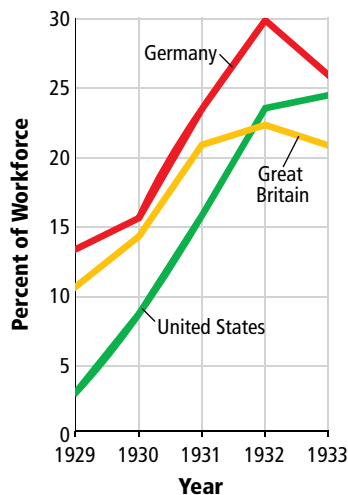
## The Worldwide Depression

In 1929 American businesses were responsible for much of the world's industrial output. America was also one of the world's leading importers and lenders of money. Thus, events affecting the American economy were sure to have an impact on other countries. The Great Depression that began in the United States soon spread around the world.

**Before the Crash** Some areas of the world were having economic difficulties even before the American stock market crash. In Europe, most countries were still struggling to recover from the devastating effects of World War I. Many of the former Allied Powers were deeply in debt to the United States. In Great Britain, high interest rates in the late 1920s led to decreased spending and high unemployment. In Germany, the steep reparations the nation had been forced to pay after the war led to severe inflation, making German money virtually worthless and crippling the German economy. In Japan, a severe economic depression in 1927 had forced many banks to close. For these and other countries, the Great Depression was just the latest in a long series of economic crises. The effects of this latest collapse, however, were far worse.

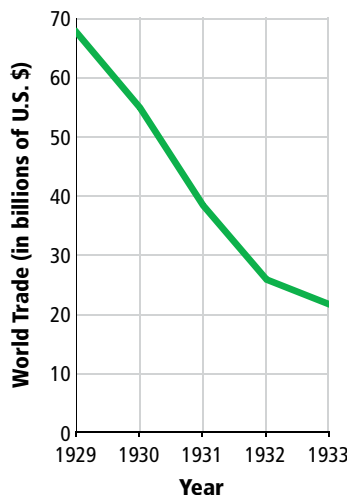
**A Slowdown in Trade** In 1930 President Hoover signed the **Smoot-Hawley Tariff Act**. This act placed heavy taxes on imported goods in an attempt to encourage Americans to buy goods and products made in the United States.

## UNEMPLOYMENT, 1929–1933



Source: *Historical Statistics of the United States; European Historical Statistics*

## DECLINE OF WORLD TRADE, 1929–1933



Source: *Economic Discrimination and Political Exchange*

### Skills Focus

### INTERPRETING GRAPHS

**Summarize** How did the Great Depression affect unemployment and world trade?

These American goods would be cheaper than the imported goods which were taxed. The act backfired. The new tariff led countries around the world to increase their own tariffs on American goods. As a result, world trade slowed to a standstill. For many nations, the loss of foreign trade crippled their economies.

As trade slowed, the prices for trade goods collapsed. In Japan, for example, the price of silk dropped sharply. This product was a major

export and responsible for nearly 20 percent of Japanese farm income. The decline of Japan's silk industry is just one example of the collapsing markets and economic hardship found all over the world.

**Political Impact** The postwar era had been challenging for many European governments. The difficult peace process and the formation of new nations out of the ruins of empires had left many countries politically unstable.

As the Depression continued, unrest grew worse. Political instability in Great Britain and France led to the formation of several new governments during the Depression, as desperate citizens looked for leaders who could help them.

In other countries, extremist political groups gained strength as economies worsened. In Germany, for example, the National Socialist (Nazi) Party unfairly blamed Jews for many of the country's problems and promised to rebuild a powerful German empire. Italy had already fallen under the rule of the dictator Benito Mussolini. During the Depression years, Mussolini tightened his control on the nation.

Indeed, the widespread misery and hopelessness created ideal conditions for the rise of powerful leaders who promised to restore their nations to glory. The world was in the midst of troubled times, but a worse crisis lay ahead.

**READING CHECK Summarize** How did the Depression spread to the rest of the world?

## SECTION 2 ASSESSMENT

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Online Quiz

Keyword: SHL IWY HP

### Reviewing Ideas, Terms, and People

- a. Describe** What role did **credit** play in the success of the U.S. economy in the 1920s?  
**b. Identify Cause and Effect** How did the success of the stock market in the 1920s contribute to its collapse?
- a. Identify** How did the slowdown in American industry affect the economy?  
**b. Compare and Contrast** Compare and contrast the policies of Herbert Hoover and Franklin Delano Roosevelt.
- a. Recall** Why and how did the **Great Depression** spread from the United States to other countries?  
**b. Elaborate** Why do you think economic and political turmoil in Europe may have made some people more willing to accept a dictator?

### Critical Thinking

- Compare and Contrast** Use your notes on the section to compare and contrast the Great Depression in the United States and in the rest of the world.



### FOCUS ON WRITING

- Exposition** Write a letter that someone who lost his or her job in the Great Depression might have written to a friend.

# Focus on Themes

## Society

During the Great Depression, many people around the world depended on government-administered social welfare programs to provide food and jobs. In the United States, social welfare programs to help poor and unemployed Americans were first established during this time period. Today, many nations have similar programs to aid their citizens.

**SOCIAL WELFARE PROGRAMS THEN** The first modern social programs were established in Germany in the late 1800s and included health insurance, workers' compensation, and pensions for the elderly and the disabled. By the 1920s similar social welfare programs had become common in Europe and in much of the Western Hemisphere.

In the United States, however, social services were the responsibility of state and local governments, churches, and voluntary organizations. The crippling effects of the Great Depression changed that. Beginning with Franklin Roosevelt's New Deal, the federal government established a variety of national social welfare programs to aid poor, unemployed, and elderly Americans in need of help.



▲ **THEN** Workers at a Chicago soup kitchen serve food to unemployed men during the Great Depression.

## SOCIAL PROGRAMS IN SELECTED COUNTRIES

QUICK  
FACTS

### DENMARK

- Government-funded benefits for health, education, disability, unemployment, and old age are available for all Danes.

### UNITED STATES

- The federal government provides retirement and unemployment benefits, health-care programs for elderly and low-income Americans, and housing and welfare benefits for low-income citizens.

### SOUTH KOREA

- Government welfare programs are relatively new and limited but provide benefits for disabled war veterans; housing facilities for elderly, homeless, and orphaned citizens; and job training for women.

### NIGERIA

- There is no national health insurance or social welfare system; instead, family members serve as an unofficial social welfare network for elderly and low-income Nigerians.

**SOCIAL WELFARE PROGRAMS NOW** Social programs are widespread today but are most common in Western Europe. In many countries, social welfare programs to help those in need are seen as an important government responsibility.

While most countries offer some form of social welfare, there is much disagreement about the services that should be offered as well as the amount of money that should be spent on them. Most programs are funded by a combination of contributions from employers, persons covered by insurance programs, and general government revenue. Some people worry that offering generous welfare programs can cause governments to spend too much money and may discourage the unemployed from finding jobs.

Skills  
Focus

### UNDERSTANDING THEMES

1. **Summarize** How did the Great Depression affect social welfare programs in the United States?
2. **Infer** Why do some people object to welfare programs?
3. **Draw Conclusions** Why do you think national social welfare programs were established later in the United States than in many European countries?

# Japanese Imperialism

## BEFORE YOU READ

### MAIN IDEA

A modernized Japan emerged from World War I as one of the world's leading powers. Dreams of empire, however, led the country in a dangerous direction.

### READING FOCUS

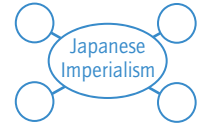
1. How did Japan change in the 1920s?
2. Why did the Japanese military's influence grow?
3. What were the reasons for Japanese aggression in the 1930s?

### KEY TERMS

Manchurian Incident  
Manchukuo  
Anti-Comintern Pact  
Nanjing Massacre

### TAKING NOTES

Take notes on Japanese imperialism in the years following World War I.



### THE INSIDE STORY

**Why would an army bomb its own railway?**

In 1931, a bomb exploded in the Chinese region of Manchuria, damaging a Japanese-controlled railway line. Japanese soldiers stationed in Manchuria immediately blamed the blast on Chinese sabotage. Given Chinese unhappiness with the Japanese presence in China, it was easy to believe that China was responsible for the attack.

However, China had nothing to do with the explosion. The bomb had been planted by Japanese soldiers who wanted to use the excuse of this alleged Chinese attack to quickly take over Manchuria. Japan would then have access

to the region's rich natural resources, which were badly needed by Japanese industry.

The Japanese plot worked perfectly, except for one thing: Japan's government did not support the military action. Indeed, Japan's civilian leaders had known nothing about the plot. But when Japanese troops began to move into northern Manchuria three days after the explosion, military leaders refused to obey the government's orders to stop the invasion. The Japanese public supported the army's actions, and the government had little choice but to go along. Soon, the Japanese military dominated Manchuria—and was growing ever more aggressive. ■

## A SECRET PLOT

A Chinese city burns after a devastating Japanese attack. ▼

## Japan in the 1920s

At the end of World War I, Japan stood as one of the world's foremost powers. It was a remarkable accomplishment for a country that just a half-century before had been a relatively weak agricultural nation. Even so, Japan's postwar years were not easy ones.

**Economic Challenges** Japan's economy had undergone many changes during the Meiji restoration, when the nation's economy first began to industrialize. By the early 1920s this rapid industrialization had begun to create problems. Peasants and rural workers had not shared in the nation's new prosperity, and once World War I ended many industries experienced slowdowns. As a result, businesses began to lay workers off, and unrest grew. Strikes and labor disputes increased sharply in the 1920s.

Japan faced other economic challenges during the 1920s as well. The small island country did not have the natural resources needed to supply modern industry and was forced to import these materials. To pay for them, Japan sold its manufactured goods abroad. But because other countries passed tariffs to protect their own products against foreign competition, Japan had difficulty exporting enough goods to survive economically. To get the natural resources needed to support its growing population, Japanese leaders decided their nation needed to expand.

**Social Changes** Japan's rapid shift from a feudal agricultural nation to a more urban industrial country affected more than just its economy. The shift, combined with universal education and new ideas from the West, led to changes in Japanese society. Democracy began to flourish, and a vibrant system of political parties emerged. Some young people adopted Western fashions and beliefs and began to question traditional Japanese values, such as obedience and respect for authority. More conservative Japanese, including military leaders, resented these changes and believed that straying from traditional Japanese beliefs and interests had corrupted the country.

**READING CHECK Summarize** What changes took place in Japan during the 1920s?

## EVENTS IN JAPAN, 1929–1940



**1929** The Great Depression hits Japan.

**1931** Japan takes control of Manchuria, China.

**1933** Japan withdraws from the League of Nations.

**1934** Japan announces it will no longer submit to limits on its navy.

**1936** Japan signs agreement with Germany.

**1937** Japanese troops kill hundreds of thousands of civilians in Nanjing, China.

**1940** Japan attempts to expand its power in Asia by proposing an economic alliance of Asian nations.



## Growing Military Influence

A serious economic crisis struck Japan in 1927, followed shortly thereafter by the Great Depression. Many Japanese lost faith in their government, which seemed unable to help them, and began to look to the Japanese military for leadership during this time of crisis.

**The Military's Vision** Military officers envisioned a united Japan—a society devoted to the emperor and to the glory of the nation ruled by the military leadership. Thus, they began to seek more power over Japan's civilian government.



**Foreign Relations** The military's influence in Japan grew in part because of public opposition to the Japanese government's foreign policy. After World War I, the civilian leaders of Japan's government had made several treaties with the West to limit the size of the Japanese navy. Military officials were furious over these agreements, which seemed to put an end to Japan's overseas expansion.

In 1924 the United States passed a law barring Japanese immigration. This action by one of Japan's supposed allies deeply offended Japanese pride, and some Japanese began to question their government's policy of cooperation with the West. Increasingly, the Japanese public began to put its faith in the military, drawn

to its nationalist vision of a strong Japan that would defer to no other country.

**READING CHECK Analyze** Why did the Japanese military's influence increase in the 1920s?

## Japanese Aggression

As the 1920s came to an end, Japan's military gained power, widening the gap between the military and the civilian government. Without civilian controls, Japan's military became more aggressive toward other nations.

**Building a Fighting Spirit** World War I had shown that modern war would rely on technology and industrial power. Japan's military leaders realized that Japan would have difficulty contending directly with the large industrial nations of the world. First, they did not have the industrial capacity; and, second, they had been forced to limit the size of their navy after the war.

To make up for their nation's industrial limitations, Japan's military leaders focused on a different kind of weapon: the Japanese soldiers. They began to promote the fighting spirit of the Japanese troops. This bravery, many officers claimed, could make up for a lack of modern weaponry. "If against tanks you have no anti-tank guns," said one officer, "it becomes a matter of using human bullets." In the Japanese military's instruction manual, the words *surrender*, *retreat*, and *defense* were removed to encourage the idea that these were no longer possibilities.




Japan's military leaders also tried to inspire a fighting spirit among members of the public. One way they did so was by placing military personnel in the public schools to shape the thinking of Japanese children. One Japanese leader described the military's goals:

### HISTORY'S VOICES

“To impart the belief in ultimate victory to the people and the army . . . I applied education and training to the schools and to the youths, and I planned for soundness of heart and mind among the people. At the same time, by encouraging unity . . . between the people and the army, I worked to secure the position of the army as the pillar of the nation.”

—Ugaki Kazushige, army minister, 1928

## JAPANESE AGGRESSION, 1931–1937

-  Japan and colonies
-  Areas invaded by Japan
-  Japanese advance



### GEOGRAPHY SKILLS INTERPRETING MAPS

**Movement** Summarize Japan's actions in East Asia between 1931 and 1937.

# Reading like a Historian

## The Nanjing Massacre

### Recognizing Bias in Secondary Sources

In 1937 the Japanese army killed many Chinese civilians and soldiers in Nanjing, China. Historians generally agree that the total number of deaths was at least 100,000, but the events at Nanjing remain controversial. In China, the story of Nanjing is told very differently from in Japan.

What word does this selection use to describe the Japanese soldiers? What does this suggest?

Wherever they went, the Japanese aggressors burned, killed, raped, looted, and committed the most heinous crimes imaginable. After the Japanese army occupied Nanjing, they unleashed the bloodiest massacre of the city's residents, and committed monstrous crimes. Some peaceful residents were shot as practice targets, others were butchered as bayonet practice targets, and still others were buried alive.

—From a Chinese middle school history textbook

How does this selection describe the ways that Chinese civilians were killed?

Even accounts of historical events that are meant to be neutral can show bias. As you read these excerpts from Chinese and Japanese textbooks, consider these factors:

- the country the textbook came from
- the textbook's point of view
- the words used to describe the Japanese soldiers' actions

What does this selection imply with the wording "It is said to have killed"?

The Japanese army encountered fierce resistance everywhere. It is said to have killed 200,000 people after occupying Nanking (Nanjing), and it was censured by various foreign governments. But the Japanese people were not informed of these facts.

—From a Japanese middle school history textbook

Look at the last sentence of this selection. Why do you think the textbook included this sentence?

Skills  
FOCUS

### READING LIKE A HISTORIAN

- 1. Language** Compare and contrast the words used to describe the Japanese soldiers' actions in Nanjing.
- 2. Point of View** How are the two versions of this event similar and different? How can you explain these similarities and differences?

See **Skills Handbook**, p. H31

**Taking Over the Government** A group of Japanese military leaders plotted to replace the nation's government with a military dictatorship, believing that aggressive nationalist leadership was vital to Japan's future. They wanted to build a Japanese empire. During the 1930s, Japanese soldiers, military leaders, and members of nationalist organizations carried out a series of assassinations of government officials, including prime ministers and cabinet members. Some of these crimes were punished, but Japan's civilian government gradually gave in to the military's demands for power. Slowly, Japan's government grew more dominated by the military.

**Conquering Manchuria** The Japanese military's aggression soon became clear. In the **Manchurian Incident** in 1931, Japanese military leaders decided to conquer the Manchuria region of northeastern China, which was rich in natural resources such as coal and iron. Many in the army believed that Manchuria's resources would help free Japan from economic reliance on trade with the West and would thus allow Japan to compete with large industrial nations.

Japanese forces moved quickly to gain control of Manchuria. The Japanese public supported this action, and the civilian government was virtually powerless to stop it.

## THE IMPACT TODAY

In April 2005, some 20,000 Chinese demonstrators attacked the Japanese embassy in Beijing, China, furious about a new Japanese high school textbook that referred to the Nanjing Massacre only as an "incident."

## ACADEMIC VOCABULARY

**subsequent** later; following in time

Eventually, Japanese troops set up a government in the region. They announced that Manchuria was a new state under Japanese control called **Manchukuo** (man-CHOO-kwoh).

**Forming New Alliances** The League of Nations strongly condemned Japan's aggressive actions in Manchuria. In response, Japan simply withdrew from the league in 1933. The following year, Japan further isolated itself from the Western powers by announcing that it would no longer agree to limits on the size of its navy.

While Japan was making its break with much of the West, it was growing closer to Germany. In 1936 the two nations signed an agreement known as the Anti-Comintern Pact. In the **Anti-Comintern Pact**, Japan and Germany agreed to work together to oppose the spread of communism. Each nation promised to come to the aid of the other if that country was attacked by the Soviet Union. The following year, Italy joined the pact.

**War in China** Conflict between Japan and China had continued ever since the Manchurian Incident, but grew worse as Japan became increasingly aggressive and seized more territory in eastern China. Some in Japan began to worry that the Chinese Communists and Guomindang nationalists might again join forces and turn on Japan, perhaps with the support of Japan's old enemy, the Soviet Union. With tensions rising, a series of violent incidents in the summer of 1937 between

Chinese troops and Japanese forces stationed in China led to open warfare between the two nations. This conflict became known as the Second Sino-Japanese War.

One of the war's early battles occurred in Nanjing, also known as Nanking. After capturing the city, Japanese troops went on a murderous rampage, killing Chinese soldiers and civilians alike. At least 100,000 Chinese men, women, and children were killed in the **Nanjing Massacre**. The world reacted in horror to the bloody incident.

**A Move toward Wider War** Japan had some early victories in China, but subsequent battles did not go Japan's way. China was simply too large for Japan to conquer easily, and the war turned into a long, costly struggle.

In search of natural resources to supply its military needs, Japan looked to Southeast Asia. This region was rich in rubber, oil, and other key resources. In 1940 Japan's foreign minister proposed the creation of what he called the Greater East Asia Co-Prosperty Sphere. This was to be a group of nations whose combined resources would allow independence from Western control. The proposal was presented as an economic benefit for the region, but it was little more than another attempt to build a Japanese empire.

Japan's aggression in Asia was viewed with alarm by other nations. They did not welcome the expansion of a Japanese empire.

**READING CHECK Analyze** Why did Japanese aggression increase in the 1930s?

## SECTION 3 ASSESSMENT

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Online Quiz

Keyword: SHL IWY HP

### Reviewing Ideas, Terms, and People

- a. Describe** What were some of the challenges facing the Japanese in the 1920s?

**b. Explain** How did Japanese society change after World War I?
- a. Recall** What did Japanese military leaders believe their nation should be like?

**b. Summarize** Why did the Japanese people begin to put their faith in the military?
- a. Identify** Identify the following event and its significance to Japan in the 1930s: **Manchurian Incident**

**b. Evaluate** Why do you think the people of Japan supported their military's aggressive actions?

### Critical Thinking

- 4. Sequence** Copy the time line below and use your notes from the section to identify key events and changes in Japan in the years after World War I.



### FOCUS ON SPEAKING

- 5. Persuasion** Were the Japanese army's actions in Manchuria good or bad for Japan? Write a short conversation from the 1930s in which two Japanese people debate this question.

# Dictators in Europe

## BEFORE YOU READ

### MAIN IDEA

The political and social unrest that followed World War I helped totalitarian dictators rise to power in Europe.

### READING FOCUS

1. How did Benito Mussolini rule Italy?
2. How did Joseph Stalin rule the Soviet Union?
3. How did Adolf Hitler rule Germany?

### KEY TERMS AND PEOPLE

Benito Mussolini  
fascism  
totalitarianism  
Joseph Stalin  
Gulag  
Adolf Hitler  
Nazi Party  
anti-Semitism  
Nuremberg Laws  
Kristallnacht

### TAKING NOTES

Take notes on the rise of totalitarian dictators in Italy, the Soviet Union, and Germany in the 1920s and 1930s.

| Italy | Soviet Union | Germany |
|-------|--------------|---------|
|       |              |         |

### THE INSIDE STORY

**How could someone take over a nation without a fight?** Dreaming of greatness for his beloved Italy, Benito

Mussolini plotted to take over the Italian government. His plan called for his followers to capture key buildings in the Italian capital of Rome, while some 30,000 more supporters waited outside the city, ready to march in for support. This show of force was impressive, but it might not be enough to defeat the Italian armed forces.

Mussolini's plan, however, was a triumph. Italy's king was worried that the Italian armed forces would not remain loyal to him and was unwilling to risk a battle with Mussolini's protestors. Mussolini realized this and rushed by train to Rome. After entering the city he met with the king, who asked Mussolini to form a new Italian government. Only then did Mussolini order his followers into the city for a triumphant "March on Rome."

## A POWER GRAB IN ITALY



▲ Mussolini (center) and his followers enter Rome in 1922.

### Mussolini's Italy

After the end of World War I, new ideas about government power arose in Italy. Those ideas, promoted by **Benito Mussolini**, led to drastic change in the Italian government and its view of Italy's role in the world.

**Fascist Ideology** Mussolini, who became known as *Il Duce* (il DOO-chay), or "the leader," wanted to build a great and glorious Italian empire. In 1919 he founded the National Fascist Party. The party took its name from the Latin word *fasces*, which referred to an ancient Roman symbol for the unity and strength of the state.

**Fascism** is an authoritarian form of government that places the good of the nation above all else, including individual needs and rights. Fascists envision an aggressive state ruled by a dictator, an all-powerful leader who makes all major decisions.

**Mussolini in Power** By 1922 the Fascists had become a significant force in Italian politics. But that wasn't enough for Mussolini. He wanted to rule Italy. In October he led the so-called March on Rome. This show of force convinced Italy's king to put Mussolini at the head of Italy's government.

# Common Features of Totalitarian Governments

QUICK  
FACTS

Examples of totalitarian governments include Italy under Mussolini, the Soviet Union under Stalin, and Germany under Hitler. These governments shared many common features.

## Political

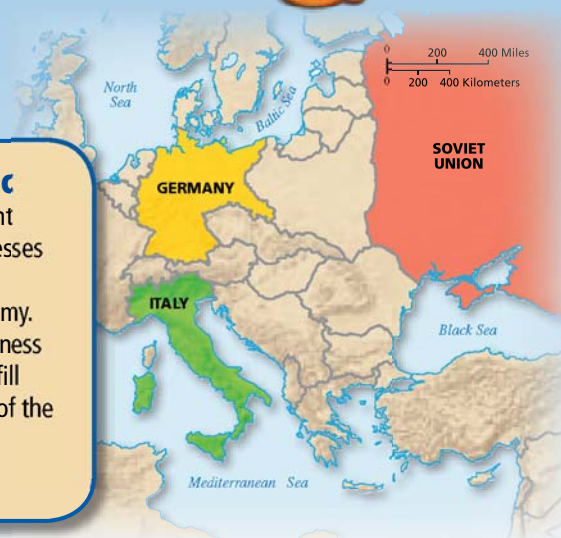
- The state is more important than individuals.
- The government is controlled by a single political party.
- A powerful dictator unites the people and symbolizes the government.

## Social

- The government controls all aspects of daily life.
- Secret police use terror and violence to enforce government policies.
- Citizens are denied basic rights and liberties.

## Economic

- The government controls businesses and directs the national economy.
- Labor and business are used to fulfill the objectives of the state.



Once in power, Mussolini moved to establish a dictatorship. Using threats, violence, and his political skill, he had soon outlawed all opposition and taken unlimited power.

**Fascist Italy** Mussolini was not satisfied merely with political control. He tried to influence Italians' thoughts, feelings, and behaviors. The attempt by a government to control all aspects of life is called **totalitarianism**.

Mussolini's totalitarian program had many parts. Two of the most effective parts of this program were his use of propaganda to promote Italy's greatness and his establishment of festivals and holidays that reminded modern Italians of their proud Roman heritage.

**The Invasion of Ethiopia** Mussolini set out to make Italy a strong military power. To that end, he looked around for an easy target and spotted Ethiopia. Ethiopia had two serious disadvantages. It was located between two Italian colonies and its military was ill-equipped. Italian forces crushed the Ethiopians in 1935.

Ethiopian leader Haile Selassie (HY-lee suh-LA-see) appealed to the League of Nations to take action against Italy's aggression. Although much of the world condemned Italy's attack, no nation was willing to get involved and risk another world war. The League placed some economic sanctions on Italy but took no real action.

**READING CHECK** Identify the Main Idea  
How did Mussolini rule Italy?

## Stalin's Soviet Union

Soviet leader Vladimir Lenin had died in 1924, shortly after the Communist Soviet Union was formed. After a struggle for power, **Joseph Stalin** became the new Soviet leader.

**Communism Under Stalin** Although Karl Marx had predicted that the state would gradually wither away under communism, Stalin took a very **different** approach. Instead of reducing the government's power, he worked to turn the Soviet Union into a totalitarian state, intent on controlling every aspect of Soviet life. Stalin believed this was necessary in order to strengthen communism in the Soviet Union.

**The Five-Year Plans** A major part of Stalin's plan to strengthen Soviet communism was the modernization of the Soviet economy. In 1928 he began the first Five-Year Plan. Other such plans would follow later. Under the Five-Year Plans, each factory and mine had production goals set by the state.

These plans reflected the Soviet system of central planning, in which the government makes major decisions about the production of goods. Central planning differs from a capitalist economic system, such as that of the United States. In capitalism, market forces are the major influence on production.

The Five-Year Plans did, as Stalin had hoped, lead to increases in Soviet industrial output. During the first two Five-Year Plans, for example, Soviet production of oil more

## READING SKILLS

**Understanding Comparison and Contrast** How did Stalin's approach differ from Marx's prediction?

than doubled, while coal and steel production quadrupled. The demands placed on Soviet workers, however, were high.

**Collectivization and Famine** Stalin also wanted to increase Soviet farm output. He believed that the millions of small, individually owned Soviet farms would be more productive if they were combined to form larger, mechanized farms. This combining of small farms was called collectivization.

After the Russian Revolution, one of Lenin's first acts had been to give land to Russian peasants. Now Stalin tried to take that land back. When peasants resisted, Stalin responded violently. Stalin's forces executed thousands and sent many more to a remote and frigid region of the Soviet Union called Siberia. In Siberia these Soviets worked—and often died—in a system of labor camps called the **Gulag**.

Still, resistance to collectivization continued. One center of this resistance was the republic of Ukraine (yoo-KRAYN). To punish the Ukrainians, Stalin refused to send food to aid them when a famine struck the region in 1932. Millions of Ukrainians starved to death.

**Political Purges** By the mid-1930s Stalin had absolute power, but he still feared that people were plotting against him. In response, he began a campaign known as the Great Purge, or the Great Terror. To purge is to get rid of people or things considered undesirable. In a series of purges, Stalin attacked real and imagined opponents of his rule. Thousands of Communist leaders, military officers, and ordinary citizens were executed or sent to the Gulag.

**Totalitarian Rule** Stalin's regime dominated Soviet life. Children were encouraged to join youth organizations where they were taught the attitudes and beliefs that Soviet leaders wanted them to have. Religion was discouraged, and many churches were closed.

All across Russia, portraits of Stalin decorated public places, creating a heroic and idealized image of the Soviet leader. Streets and towns were renamed in his honor. By promoting this cult of personality and ruthlessly removing any opposition, Stalin gained a stranglehold over Soviet society.

**READING CHECK Summarize** How did Stalin use fear and violence to rule the Soviet Union?

Soviet leader Joseph Stalin delivers a speech at a rally. ►



## PRIMARY SOURCES

### Stalin's Five-Year Plan

In January 1933, Joseph Stalin delivered this report on the results of the first Five-Year Plan.

“What is the five-year plan? . . .

“The fundamental task of the five-year plan was to transfer our country, with its backward . . . technology, on to the lines of new, modern technology.

“The fundamental task of the five-year plan was to convert the U.S.S.R. [Soviet Union] from an agrarian and weak country . . . into an industrial and powerful country.

“The fundamental task of the five-year plan was . . . to ensure the economic basis of socialism in the countryside and thus to eliminate the possibility of the restoration of capitalism in the U.S.S.R.

“Finally, the task of the five-year plan was to create all the necessary technical and economic prerequisites for increasing to the utmost the defensive capacity of the country, enabling it to organize determined resistance to any attempt at military intervention from abroad, to any attempt at military attack from abroad.”

**Skills Focus**

#### READING LIKE A HISTORIAN

- 1. Summarize** What was the Five-Year Plan?
- 2. Analyze Primary Sources** In the last paragraph, what does Stalin seem to be worried about? Why might this be?

See **Skills Handbook**, p. H25

## Hitler's Germany

Germany underwent great changes after World War I. Like Mussolini and Stalin, Germany's **Adolf Hitler** rose to power during a time of conflict and political instability.

**Postwar Germany** After World War I, Germany formed a new republican government known as the Weimar (vY-mahr) Republic. This government was extremely unpopular among Germans, who blamed it for the humiliating Versailles treaty and for the economic problems that overwhelmed Germany after the war. Inflation soared in Germany in the early 1920s, and the German mark became virtually worthless. Many Germans saw their savings wiped out. Although an economic recovery began in the late 1920s, the Great Depression soon brought even more political and economic chaos to Germany.

**Hitler's Early Career** Adolf Hitler, born in Austria in 1889, served in the German army during World War I. In the chaos of postwar Germany, he became involved with a group of right-wing extremists and soon joined the Nationalist Socialist Party, or **Nazi Party**.

With the Nazis, Hitler discovered that he had a talent for public speaking and leadership. He soon became a key figure in the party, but he wanted greater power. In October 1923 he led an attempt to overthrow Germany's government. The effort failed, and Hitler received a short prison term. While in prison, he wrote

a book titled *Mein Kampf*—German for “My Struggle.” The book described Hitler's major political ideas, including nationalism and the racial superiority of the German people, whom he called Aryans.

**Hitler Gains Power** After Hitler was released from prison, he continued to work to gain power. The economic effects of the Great Depression helped his cause, as the German people were desperate for a strong leader who would improve their lives. Hitler promised to rebuild Germany's military. He spoke of a mighty German empire and said that Germans were the “master race.” His claims about German greatness won the Nazi Party many new supporters who wanted to believe that his words were true.

Through Hitler's efforts the Nazis continued to gain strength in the early 1930s. They became the most popular of Germany's many political parties. As a result, in 1933 Hitler was appointed to the position of chancellor, the most powerful post in the German government.

**Hitler Controls Germany** Once in power, Hitler began to crush his opposition. Many of his opponents were arrested; others were intimidated by Nazi thugs. By these means, Hitler bullied the German legislature into giving him dictatorial powers.

Increasingly, Hitler's rule took the form of a totalitarian regime. Nazi propaganda built up a cult of personality glorifying Hitler as the Führer (FYOOR-uhr), or “leader.” Nazi youth organizations shaped the minds of young Germans, who pledged complete loyalty to Hitler and Germany.

Hitler began to rebuild the German military and improve the German economy. Strict wage controls and massive government spending on public works programs helped reduce unemployment. Much of the spending was for the rearmament of the German military, although it also included the construction of new public buildings and roads.

**Nazi Anti-Semitism** A key component of the Nazi system was strong anti-Semitic beliefs. **Anti-Semitism** is hostility toward or prejudice against Jews. Hitler blamed Jews for many of Germany's problems, including its defeat in World War I.

### THE IMPACT TODAY

The Nazi Party has been outlawed in Germany since the end of World War II. Still, extremist Neo-Nazi groups that hold racist or anti-Semitic beliefs exist today in Germany, the United States, and other nations.

### FACES OF HISTORY

**Adolf  
HITLER**  
1889–1945



After Germany's humiliating defeat in World War I, a soldier named Adolf Hitler vowed to rebuild a German empire. After the war

ended he became active in a small German political party.

A master of propaganda and a stirring public speaker, Hitler soon became known for his attacks on the Treaty of Versailles, Communists, Jews, and anyone or anything else he believed to be a threat to German greatness. Twisting facts to suit his purposes, Hitler used German anger over World War I and the economic effects of the Great Depression to convince Germans that he would restore their nation to glory.

**Infer** Why do you think so many Germans found Hitler's ideas appealing in the years after World War I?

Anti-Semitism had a long history in largely Christian Europe. In fact, Christian hostility toward Jews had existed since the Middle Ages. Nazi anti-Semitism combined this religious hostility with modern—and false—beliefs that Jews were a separate race. Under the Nazis, anti-Semitism combined prejudice based on religion with hatred based on ancestry.

During the 1930s Hitler's Nazi government passed many laws aimed at excluding Jews from mainstream German life. They prohibited Jews from marrying Germans. In 1935 the **Nuremberg Laws** created a separate legal status for German Jews, eliminating their citizenship and many civil and property rights, such as the right to vote. Jews' right to work in certain jobs was limited. The Nuremberg Laws defined a person as Jewish based on the ancestry of grandparents—not religious beliefs.

The Nazis also mounted more direct attacks. On the nights of November 9 and 10, 1938, they encouraged anti-Jewish riots across Germany and Austria. This attack came to be known as **Kristallnacht** (KRIS-tahl-nahkt), or the Night of Broken Glass. During the riots, nearly 100 Jews were killed, and thousands of Jewish businesses and places of worship were damaged and destroyed. Yet as terrifying as this anti-Jewish violence and destruction were, greater horrors were yet to come. Indeed, Hitler's Germany was about to lead the world into history's bloodiest war.



### The Nuremberg Rallies

Under Adolf Hitler, the Nazi Party staged enormous public rallies in Nuremberg, Germany, during the 1930s. At the rallies, hundreds of thousands of Germans listened to pro-Nazi speeches and took part in parades and demonstrations.

**READING CHECK Analyze** How did Hitler's anti-Semitism affect the way he ruled Germany?

## SECTION 4 ASSESSMENT

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Online Quiz

Keyword: SHL IWY HP

### Reviewing Key Terms and People

- a. Describe** How did Benito Mussolini use fascism and totalitarianism to rule Italy?

**b. Sequence** Trace the major steps in Mussolini's rise to power in Italy.
- a. Recall** What steps did Joseph Stalin take to try to modernize the Soviet economy?

**b. Make Generalizations** How did Stalin respond to public or internal opposition?
- a. Identify** Identify the following: Nazi Party, Nuremberg Laws, and Kristallnacht.

**b. Develop** How did economic and political conditions in postwar Germany contribute to Adolf Hitler's rise to power?

### Critical Thinking

- 4. Make Generalizations** Using your notes on the section, compare and contrast the ways that Mussolini, Stalin, and Hitler rose to power and kept power.

|                            | Mussolini | Stalin | Hitler |
|----------------------------|-----------|--------|--------|
| Rise to power              |           |        |        |
| Methods used to keep power |           |        |        |

### FOCUS ON WRITING

- 5. Description** Write a journal entry that a Soviet citizen might have written in the 1930s describing daily life in the Soviet Union under Stalin.



# Nationalism in India and Germany

**Historical Context** The documents below provide information about the rise of different forms of nationalism in India and Germany during the early 1900s.

**Task** Examine the documents and answer the questions that follow. After you have studied all the documents, you will be asked to write an essay about different responses to the rise of nationalism during the early 1900s. You will need to use evidence from these selections and from the chapter to support the position you take in your essay.

## DOCUMENT 1

### The Salt March

In 1930 Indian nationalist leader Mohandas Gandhi led the so-called Salt March as a peaceful protest against the British rule of India. The British arrested some 60,000 Indians during the protest, which drew worldwide attention and helped advance Indian efforts for independence. In this photograph, Gandhi is the fourth person from the left.



## DOCUMENT 2

### Gandhi's Philosophy

During a visit to Great Britain in 1931 as part of his efforts to win independence for India, Gandhi gave this speech on an American radio station. The following passage describes the Indian independence movement.

India is by itself almost a continent. It contains one-fifth of the human race. It represents one of the most ancient civilizations. It has traditions handed down from tens of thousands of years, some of which, to the astonishment of the world, remain intact. If India is to perpetuate the glory of her ancient past, it can do so only when it attains freedom. The reason for the struggle having drawn the attention of the world, I know does not lie in the fact that we Indians are fighting for our liberty, but in the fact that the

means adopted by us for attaining that liberty are unique and, as far as history shows us, have not been adopted by any other people of whom we have any record. The means adopted are not violence, not bloodshed, not diplomacy as one understands it nowadays, but they are purely and simply truth and non-violence. No wonder that the attention of the world is directed towards this attempt to lead a successful, bloodless revolution.

## DOCUMENT 3

### The Nazi Party's Goals

In a speech in 1920, Germany's Adolf Hitler outlined the Twenty Five Points of the Nazi Party, which summarized Nazi goals. Selected points are listed below.

1. We demand the union of all Germans in a Great Germany on the basis of the principle of self-determination of all peoples . . .
3. We demand land and territory (colonies) for the maintenance of our people and the settlement of our surplus population.
4. Only those who are our fellow countrymen can become citizens. Only those who have German blood, regardless of creed, can be our countrymen. Hence no Jew can be a countryman . . .
7. We demand that the State shall above all undertake to ensure that every citizen shall have the possibility of living decently and earning a livelihood. If it should not be possible to feed the whole population, then aliens (non-citizens) must be expelled from the Reich.
8. Any further immigration of non-Germans must be prevented. We demand that all non-Germans who have entered Germany since August 2, 1914, shall be compelled to leave the Reich immediately.

## Skills Focus

### READING LIKE A HISTORIAN

#### DOCUMENT 1

- a. Describe** According to this photograph, was the Salt March a peaceful protest or a violent one?
- b. Analyze** What does this photograph tell you about the type of people on the Salt March and their behavior?

#### DOCUMENT 2

- a. Identify** What means does Gandhi say are being used by Indians in their struggle for independence?
- b. Contrast** How are these means different from those used in other struggles for independence?

#### DOCUMENT 3

- a. Make Generalizations** How does this document suggest that non-Germans be treated?
- b. Summarize** How does this document express an aggressive form of nationalism?

## DOCUMENT 4

### Nationalism in Germany

Hitler gave this speech at a Nazi rally in Nuremberg, Germany, in 1927.

Our fellow party member . . . began his speech by saying that it is critical for a nation that its territory correspond to its population. As he put it so well: 'The nation needs space' . . . The question confronts us today as insistently as ever: No government, of whatever kind, can long escape dealing with it. Feeding a nation of 62 million means not only maintaining our agricultural productivity, but enlarging it to meet the needs of a growing population . . .

The first way to satisfy this need, the adjustment of territory to population, is the most natural, healthy and long-lasting . . .

If a nation today proclaims the theory that it will find happiness in lasting peace, and attempts to live according to that theory, it will one day inevitably succumb to this most basic form of cowardice. Pacifism is the clearest form of cowardice, possessing no willingness to fight for anything at all . . .

62 million people have an impossible amount of land. There are 20 million 'too many.' This nation cannot survive in the long term. It must find a way out.

#### DOCUMENT 4

- a. Identify** What does Hitler believe that Germany must do in order to survive?
- b. Compare and Contrast** How does Hitler's opinion about peace differ from the belief that Gandhi expresses in Document 2?

### DOCUMENT-BASED ESSAY QUESTION

How and why did expressions of nationalism differ in Gandhi's India and Hitler's Germany? Using the documents above and information from the chapter, form a thesis that supports your position. Then write a short essay to support your position.

See **Skills Handbook**, pp. H25, H26

## VISUAL STUDY GUIDE

## CAUSES

- U.S. economic growth in the 1920s hides serious problems in the economy.
- Speculation in the U.S. stock market drives up prices
- U.S. stock market crashes in October 1929.
- Crash devastates U.S. businesses, investors, and banks.
- Economic crisis begins to spread around the world.

## Great Depression

## EFFECTS

- In Europe, countries still struggling to recover from World War I are hit hard by the Depression.
- World trade slows and national economies are crippled.
- Political unrest grows.
- In some countries, extremist political groups and totalitarian leaders take power.

## Growing Japanese Aggression

- Social and economic changes in Japan lead many Japanese people to lose faith in their government.
- Nationalist military leaders gradually take control of Japan's government.
- Japan begins to pursue aggressive, expansionist policies.
- Japan invades Manchuria in 1931.
- War with China begins in 1937, leading to the Nanjing Massacre. Japan looks elsewhere for the natural resources needed to supply its war machine.

## Growing Nationalism and Aggression

- 1917** ■ In the Balfour Declaration, Britain announces its support for a Jewish state
- 1919** ■ China's nationalist May Fourth Movement begins
- 1920** ■ Mohandas Gandhi begins boycott of British products
- 1921** ■ Reza Khan overthrows Persia's shah  
■ China's Communist Party formed
- 1922** ■ Benito Mussolini takes power in Italy  
■ Egypt gains independence
- 1923** ■ Republic of Turkey formed  
■ Adolf Hitler tries to overthrow German government
- 1924** ■ Joseph Stalin begins to take power in the Soviet Union
- 1927** ■ Stalin announces first Five-Year Plan
- 1931** ■ Japan takes control of Manchuria
- 1933** ■ Hitler becomes chancellor of Germany
- 1935** ■ Italy invades Ethiopia  
■ Germany's Nazi government passes anti-Semitic Nuremberg Laws  
■ Chinese Communist Party finishes the Long March
- 1937** ■ Japan begins war with China

## Review Key Terms and People

Identify the correct person or term from the chapter that best fits each of the following descriptions.

1. Founder of modern Turkey
2. Action by U.S. government during the Great Depression that led to a drop in world trade
3. Soviet system of prison camps
4. Japanese plot to take over part of China
5. Leader who used nonviolence and civil disobedience in struggle for Indian independence
6. Totalitarian leader of the Soviet Union
7. 1930s agreement between Japan and Germany
8. Leader of Chinese Communists
9. Adolf Hitler's political party
10. Franklin Roosevelt's response to the Depression
11. Wealth or success



## Comprehension and Critical Thinking

### SECTION 1 (pp. 807–811)

- 12. a. Identify** Who were Jiang Jieshi and Mao Zedong?
- b. Compare** How were China, India, Middle Eastern countries, and African countries similar in their reaction to the aftermath of World War I?
- c. Evaluate** What were the strengths and weaknesses in Gandhi's methods for seeking independence in India?

### SECTION 2 (pp. 812–816)

- 13. a. Describe** What was the state of the American economy throughout most of the 1920s?
- b. Explain** Why did the Smoot-Hawley Tariff Act have such a dramatic effect on trade?
- c. Evaluate** Do you think the effects of the Great Depression were the main cause of the rise of dictators? Why or why not?

### SECTION 3 (pp. 818–822)

- 14. a. Recall** What was Japan's position in the world after World War I?
- b. Summarize** Why was the Japanese military growing increasingly dissatisfied with Japan's civilian government in the 1920s?
- c. Make Judgments** What do you think of the Japanese military's commitment to the notion of fighting spirit as a key weapon? Why?

### SECTION 4 (pp. 823–827)

- 15. a. Describe** What is a totalitarian dictator?
- b. Compare and Contrast** In what ways were Mussolini, Stalin, and Hitler similar and different?
- c. Evaluate** To what extent were the citizens of Italy, the Soviet Union, and Germany responsible for the rise of Mussolini, Stalin, and Hitler?

## Reading Skills

**Understanding Comparison and Contrast** Use what you know about understanding comparison and contrast to answer the questions below.

- 16.** How were Arab and Jewish responses to postwar mandates similar and different?
- 17.** Did the Great Depression affect the United States and Europe in similar ways? Explain your answer.

## Recognizing Bias in Secondary Sources

### Reading Like a Historian

“The two lines of Chinese soldiers defended either side of the railroad bridge. Facing hundreds of Japanese attackers, they were not cowed in the least, and they engaged in intense hand-to-hand fights with [the] enemies. Nearly all of them died at the end of the battle of the bridge. Seeing their comrades fall in the battle, other soldiers, without showing too much sorrow, clenched their teeth. They fought forward. Even the wounded who were ordered to retreat were still charging ahead.”

—From a Chinese history textbook

- 18. Explain** How does this excerpt demonstrate bias? What words or phrases show bias?
- 19. Infer** How might a Japanese textbook describe this battle differently?

## Using the Internet

go.hrw.com

Practice Online

Keyword: SHL IWY

- 20.** Although Adolf Hitler and Joseph Stalin shared some characteristics in the way they ruled their nations, there are also important differences between the two. Using the Internet, research how Hitler and Stalin led their countries. Then write a detailed report that compares and contrasts the two leaders. Be sure to include information about how each person rose to power, as well as how each used that power to control his country. You may wish to discuss each leader's goals for his nation, as well as his use of propaganda, threats, and secret police to maintain power.

## WRITING FOR THE SAT



Think about the following issue:

**In the 1920s and 1930s the Japanese military gradually took control of Japan's civilian government. The military's aggressive nationalism became increasingly popular with the Japanese public, but expansion in Asia in the early 1930s led to a costly war with China.**

- 21. Assignment:** Why did the Japanese people support their military's aggressive actions? Write a short essay in which you develop your position on this issue. Support your point of view with reasoning and examples from your reading and studies.