Name	Date	
, varic		



# GUIDED READING Postwar Uncertainty

A.	Summarizing	As you read this section	, take notes to	answer	questions a	about new
	ideas and lifest	yles that developed dur	ing the 1920s.			

How did the following ch	allenge deeply rooted ideas	and traditions?	
1. Theory of relativity	2. Freudian psychology	3. Existentialism	4. Surrealism

How did the following demonstrate the independent spirit of the times?							
5. Jazz	6. Women						

B. Clarifying On the back of this paper, identify each of the following:

Albert Einstein

Sigmund Freud

Friedrich Nietzsche

Charles Lindbergh



## guided reading $A\ Worldwide\ Depression$

- **A.** Analyzing Causes and Recognizing Effects As you read about postwar Europe and the global depression, note one or more reasons for each of the following developments.
- In new postwar democracies, there were frequent changes in government.
- 2. In Germany, the Weimar Republic was weak from the start.
- 3. Postwar Germany suffered from severe economic inflation.
- 4. The United States had a flawed economy.
- 5. On October 29, 1929, the U.S. stock market crashed.
- 6. A long depression followed the crash in the United States.
- 7. Collapse of the U.S. economy affected countries worldwide.
- 8. In Britain, the National Government rescued the economy.
- 9. In France, the Popular Front was formed as a coalition government.
- Socialist governments in Scandinavian countries dealt with the economic crisis successfully.
- **B.** Summarizing On the back of this paper, explain how Franklin D. Roosevelt and his New Deal reformed the American economic system.



# GUIDED READING Fascism Rises in Europe

A. Analyzing Causes and Recognizing Effects As you read about Fascist policies, note some of the causes and effects of the event identified.

Causes	Event =	<b>Effects</b>
est Triving Constitution (All	1. Mussolini gains popularity.	
·		
	2. King Victor Emmanuel III puts	
	Mussolini in charge of the government.	
	government.	·
	3. Hitler is chosen leader of the	
	Nazi party.	
	4. Hitler is tried for treason and	
	sentenced to prison.	
	5. President Paul von Hindenburg	
•	names Hitler chancellor in 1933.	
•		
· · · · · · · · · · · · · · · · · · ·	6. Hitler has books burned in huge	
	bonfires.	
	7. Nazis pass laws depriving Jews	
	of their rights.	

fascism

Nazism

Mein Kampf

lebensraum



# GUIDED READING Aggressors Invade Nations

**A.** *Drawing Conclusions* As you read this section, take notes to answer the questions based on the time line.

1931	Japan invades Manchuria.		Why did the Japanese invade Manchuria?
			Why did Britain and France take no action against Italian aggression?
		A	
1935	Mussolini invades Ethiopia.		3. Why did isolationists want these laws passed?
	U.S. Congress passes first of three Neutrality Acts.		
		`	4. What were some effects of appeasing Hitler after his invasion of the Rhineland?
1936	German troops move into the Rhineland.		
		·	5. What were the immediate results of this invasion?
1937	Japan invades China.	,	
	Hitler plans to absorb Austria and Czechoslovakia into the Third Reich.	1	6. Why was the Munich Conference unsuccessful?
1938	Munich Conference is held.		
		· A	7. How did other countries help Franco's Nationalist forces bring about the collapse of Republican resistance?
1939	Franco becomes Spanish dictator.		8. Why did Stalin sign an agreement with Fascist Germany, once a bitter enemy?
	Germany and Russia sign a nonaggression pact.		

**B.** Clarifying On the back of this paper, explain how each of the following contributed to the march of aggression:

appeasement

**Axis Powers** 

isolationism

Third Reich



## building vocabulary $\it Years \ of \ Crisis$

A. Multiple Choice	Circle the letter before the term	or name that best completes the sentence.
--------------------	-----------------------------------	---

- 1. The philosophy that life has no universal meaning and that individuals create their own meaning is called (a) surrealism (b) existentialism (c) fascism.
- 2. The American pilot who flew nonstop across the Atlantic in 33 hours in 1927 was (a) Francisco Franco (b) Franklin D. Roosevelt (c) Charles Lindbergh.
- 3. The democratic government set up in Germany in 1919 was called the (a) Third Reich (b) coalition government (c) Weimar Republic.
- 4. The militant political movement that arose in Italy after World War I and emphasized loyalty to the state and obedience to its leader was (a) Nazism (b) fascism (c) isolationism.
- 5. The German-born physicist who proposed the theory of relativity was (a) Albert Einstein (b) Sigmund Freud (c) Benito Mussolini.

<i>valuat</i> rite <i>F</i> i	ing Write $T$ in the blank if the statement is true. If the statement is false, in the blank and then write the corrected statement on the line below.
1.	Friedrich Nietzsche was a German philosopher who found fault with Western ideas of democracy and progress and urged a return to such ancient heroic values as pride, assertiven and strength.
2.	U.S. President Franklin D. Roosevelt began a program of government spending called the New Deal in an effort to end the Great Depression of the 1930s.
3.	The theory of relativity states that the speed of light, motion, and time are all relative.
4.	When German troops invaded the Rhineland in 1936, the British urged appeasement, which means firmly confronting an aggressor.
5.	The Munich Conference was a meeting in 1938 in which Britain and France agreed that Hitler could take the Czech territory called the Sudentenland.
	rite F i 1 2 3 4.

fascism

Adolf Hitler

Hitler using the following terms.

Nazism

C. Writing Write a brief summary of the early political career and beliefs of Adolf

Mein Kampf

lebensraum



## SKILLBUILDER PRACTICE Identifying Problems

To identify problems in history, find and summarize the difficulties a group of people faced at a certain time. By pointing out and explaining problems, you can develop a thorough understanding of the situation. During the Great Depression, Franklin Roosevelt was elected president of the United States. The excerpt below is from a campaign speech Roosevelt delivered on September 23, 1932. As you read the speech, identify the problems in American society that Roosevelt saw. Remember that problems can be directly stated or implied. Then complete the activity that follows. (See Skillbuilder Handbook.)

A glance at the situation today only too clearly indicates that quality of opportunity, as we have known it, no longer exists. Our industrial plant is built; the problem just now is whether under existing conditions it is not overbuilt.

Our last frontier has long since been reached, and there is practically no more free land. . . There is no safety valve in the form of a Western prairie, to which those thrown out of work by Eastern economic machines can go for a new start. . . .

Recently a careful study was made of the concentration of business in the United States. It showed that our economic life was dominated by some six hundred odd corporations, who controlled two-thirds of American industry. Ten million small business men divided the other third. More striking still, it appeared that if the process of concentration goes on at the same rate, at the end of another century we shall have all American industry controlled by a dozen corporations, and run by perhaps a hundred men. . . .

Clearly, all this calls for a re-appraisal of values. A mere builder of more industrial plants, a creator of more railroad systems, an organizer of more corporations, is as likely to be a danger as a help. . . .

Our task now is not discovery or exploitation of resources, or necessarily producing more goods. It is the soberer, less dramatic business of administering resources and plants already in hand, of seeking to re-establish foreign markets for our surplus production, of meeting the problem of underconsumption, of adjusting production to consumption, of distributing wealth and products more equitably, of adapting existing economic organizations to the service of the people. The day of enlightened administration has come.

from Franklin D. Roosevelt, Address to the Commonwealth Club of San Francisco, September 23, 1932. Reprinted in the *New York Times*, September 24, 1932.

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## geography application: place Spain During the 1930s

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

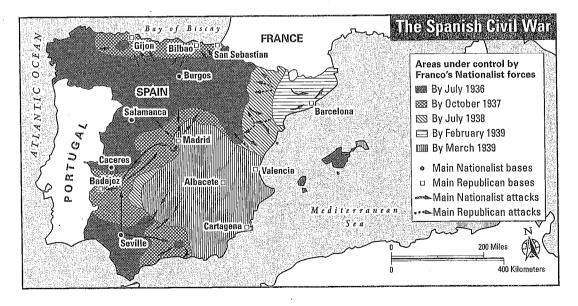
pain experienced a decade of political turmoil in the 1930s. In 1931, Alfonso XIII, the last Spanish king, was dethroned in favor of a democratic government. That event launched a series of failed governments and a bloody civil war that would leave Spain in the hands of a Fascist dictator.

The democratic government attempted many long overdue reforms. For instance, it wrote laws that separated church and state and redistributed land from the rich to the poor. However, many poor people felt that they did not get enough land, while the wealthy felt that they had lost too much land. Amid turmoil, new elections were held in 1933 and a more conservative government took control.

In February of 1936, elections were held again. The liberal or Republican party defeated a conservative group supported by the military. In July, General Francisco Franco led a group called the Nationalists in a revolt against the newest republican government. The Republicans gathered their forces in defense, and a civil war followed. The government looked to the United States, France,

and Britain for supplies, soldiers, and weapons. However, those countries adhered to a strict policy of neutrality and also forbade other countries from intervening. Only the Soviet Union and volunteer groups in the United States and Europe helped the Republicans. On the other hand, Franco benefited from German and Italian troops, weapons, and supplies. The Italians sent over 50,000 soldiers. More than 600,000 people died in what was the most destructive war in Spanish history. The Republican forces held out for almost three years, but finally collapsed in 1939.

With Franco's victory, Spain operated as a Fascist state, but it remained neutral during World War II. It has been reported that Winston Churchill, the prime minister of Great Britain, secretly approved bribes of \$100 million to Spanish military officials to ensure that they would not side with Hitler. Spain could have undermined Britain's war effort by controlling shipping lanes in the Mediterranean Sea.



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## **Interpreting Text and Visuals**

1. At the start of the war, in what general areas did the Nationalists have their greatest strength?
2. Which side won control of Gijon and Bilbao during the war? When did that occur?
3. Name a city that fell to Franco's forces between July 1938 and February 1939.
4. By February 1939, what general area did the Republican forces still control?
5. Why do you think Franco's Nationalist forces were able to defeat the Republicans?
6. According to territory acquired, what is the earliest date at which you would say that the Nationalist victory was assured? Why?
7. According to the map, around which city was there the most concentrated fighting?
8. How did Great Britain reportedly keep Spain from actively participating in the Fascist cause is World War II?



# PRIMARY SOURCE from An Interview with Charles A. Lindbergh

At the age of 25, Charles A. Lindbergh made his historic flight from Long Island to France in about 33 hours. As you read part of an interview that Lindbergh gave after he arrived in Paris, think about how the public reacted to his accomplishment.

Yell, here I am in the hands of American Ambassador Herrick. From what I have seen of it, I am sure I am going to like Paris.

It isn't part of my plans to fly my plane back to the United States, although that doesn't mean I have finished my flying career. If I thought that was going to be the result of my flight across the Atlantic, you may be sure I would never have undertaken it. Indeed, I hope that I will be able to do some flying over here in Europe—that is, if the souvenir hunters left enough of my plane last night.

Incidentally, that reception I got was the most dangerous part of the whole flight. If wind and storm had handled me as vigorously as that Reception Committee of Fifty Thousand, I would never have reached Paris and I wouldn't be eating a 3-o'clock-in-the-afternoon breakfast here in Uncle Sam's Embassy.

There's one thing I wish to get straight about this flight. They call me "Lucky," but luck isn't enough. As a matter of fact, I had what I regarded and still regard as the best existing plane to make the flight from New York to Paris. I had what I regard as the best engine, and I was equipped with what were in the circumstances the best possible instruments for making such efforts. I hope I made good use of what I had.

That I landed with considerable gasoline left means that I had recalled the fact that so many flights had failed because of lack of fuel, and that was one mistake I tried to avoid. . . .

The only real danger I had was at night. In the daytime I knew where I was going, but in the evening and at night it was largely a matter of guesswork. However, my instruments were so good that I never could get more than 200 miles off my course, and that was easy to correct, and I had enough extra gasoline to take care of a number of such deviations. . . .

I appreciated the reception which had been prepared for me, and had intended taxiing up to the front of the hangars, but no sooner had my

plane touched the ground than a human sea swept toward it. I saw there was a danger of killing people with my propeller, and I quickly came to a stop.

That reception was the most dangerous part of the trip. Never in my life have I seen anything like that human sea. It isn't clear to me yet just what happened. Before I knew it I had been hoisted out of the cockpit, and one moment was on the shoulders of some men and the next moment on the ground.

It seemed to be even more dangerous for my plane than for me. I saw one man tear away the switch and another took something out of the cockpit. Then, when they started cutting pieces of cloth from the wings, I struggled to get back to the plane, but it was impossible. . . .

I look forward to the day when transatlantic flying will be a regular thing. It is a question largely of money. If people can be found willing to spend enough to make proper preparations, there is no reason why it can't be made very practical. . . .

I didn't bring any extra clothes with me. I am wearing a borrowed suit now. It was a case of clothes or gasoline, and I took the gasoline. I have a check on a Paris bank and am going to cash it tomorrow morning, buy shirts, socks, and other things. I expect to have a good time in Paris.

But I do want to do a little flying over here.

from New York Times, May 23, 1927. Reprinted in Encyclopaedia Britannica, 1916–1928: World War and Prosperity, vol. 14 of The Annals of America (Chicago: Encyclopaedia Britannica, 1968), 557–561.

## Research Options

- 1. Using Research in Writing If you could interview Lindbergh, what would you ask him about his flight? Jot down five questions and then look for answers in a history book or encyclopedia. Share your questions and answers with classmates.
- 2. **Comparing and Contrasting** Find out how the Spirit of St. Louis was similar to and different from airplanes of today. Make a chart based on your research and share it with classmates.



## PRIMARY SOURCE German Inflation

by Ernest Hemingway

In the years following World War I, Germany faced an economic crisis. As a result of reparations payments and other economic problems, the value of the German mark plummeted. In 1922, for example, the exchange rate fell from 162 marks to the U.S. dollar to 7,000. In this excerpt, American author Ernest Hemingway describes economic conditions he observed in September 1922 while he was in Kehl, Germany, near the French border. According to Hemingway, what hardships did inflation cause for German people?

Pardon me, sir,' he said, rather timidly, in German, 'how much were the apples?'
I counted the change and told him 12 marks.
He smiled and shook his head. 'I can't pay it. It is too much.'

He went up the street walking very much as white-bearded old gentlemen of the old regime walk in all countries, but he had looked very longingly at the apples. I wish I had offered him some. Twelve marks, on that day, amounted to a little under 2 cents. The old man, whose life's savings were probably, as most of the non-profiteer classes are, invested in German pre-war and war bonds, could not afford a 12 mark expenditure. He is a type of the people whose incomes do not increase with the falling purchasing value of the mark and the krone.

With marks at 800 to the dollar, or 8 to a cent, we priced articles in the windows of the different Kehl shops. Peas were 18 marks a pound, beans 16 marks; a pound of Kaiser coffee, there are still many 'Kaiser' brands in the German republic, could be had for 34 marks. Gersten coffee, which is not coffee at all but roasted grain, sold for 14 marks a pound. Flypaper was 150 marks a package. A scythe blade cost 150 marks, too, or 18% cents! Beer was 10 marks a stein or 1½ cents.

Because of the customs regulations, which are very strict on persons returning from Germany, the French cannot come over to Kehl and buy up all the cheap goods they would like to. But they can come over and eat. It is a sight every afternoon to see the mob that storms the German pastry shops and tea places. The Germans make very good pastries, wonderful pastries, in fact, that, at the present tumbling mark rate, the French of Strasburg can buy for a less amount apiece than the smallest French coin, the one sou piece. This miracle of exchange makes a swinish spectacle where the youth of the town of Strasburg crowd into the

German pastry shop to eat themselves sick and gorgé on fluffy, cream-filled slices of German cake at 5 marks the slice. The contents of a pastry shop are swept clear in half an hour.

In a pastry shop we visited, a man in an apron, wearing blue glasses, appeared to be the proprietor. He was assisted by a typical 'boche'-looking German with close-cropped head. The place was jammed with French people of all ages and descriptions, all gorging cakes, while a young girl in a pink dress, silk stockings, with a pretty, weak face and pearl ear-rings in her ears took as many of their orders for fruit and vanilla ices as she could fill.

She didn't seem to care very much whether she filled the orders or not. There were soldiers in town and she kept going over to look out of the window.

The proprietor and his helper were surly and didn't seem particularly happy when all the cakes were sold. The mark was falling faster than they could bake.

Ernest Hemingway in William White, ed., By-Line: Ernest Hemingway (New York: Collins, 1967). Reprinted in John Carey, ed., Eyewitness to History (New York: Avon, 1987), 499–501.

## **Research Options**

**Analyzing Information** 

- 1. Use the Internet, a newspaper, or a local bank to find the current exchange rate of the euro (the currency used in Germany today) to the U.S. dollar. If Hemingway saw the same prices for goods in German shop windows today, how much would they cost in U.S. dollars and cents?
- 2. Use research tools to find out more about inflation. What countries have faced rapid inflation in recent years? What causes inflation? Why is inflation a problem? What can a government do to slow inflation? Share your information with classmates.



# PRIMARY SOURCE Kristallnacht

## by Eric Lucas

On November 9, 1938, Nazis violently attacked Jewish homes, businesses, and synagogues in Germany and killed about 100 Jews. Michael Lucas, a butcher in the small community of Hoengen, witnessed the destruction of a synagogue. In this account, Lucas's nephew Eric recounts the desecration that his uncle observed. How did Michael Lucas react to the violent attack?

fter a while, the stormtroopers were joined by people who were not in uniform; and suddenly, with one loud cry of "Down with the Jews," the gathering outside produced axes and heavy sledge-hammers. They advanced towards the little synagogue which stood in Michael's own meadow, opposite his house. They burst the door open, and the whole crowd, by now shouting and laughing, stormed into the little house of God.

Michael, standing behind the tightly drawn curtains, saw how the crowd tore the Holy Ark wide open; and three men who had smashed the Ark threw the Scrolls of the Law of Moses out. He threw them—these Scrolls, which had stood in their quiet dignity, draped in blue or wine-red velvet, with their little crowns of silver covering the tops of the shafts by which the Scroll was held during the service—to the screaming and shouting mass of people which had filled the little synagogue.

The people caught the Scrolls as if they were amusing themselves with a ball-game—tossing them up in the air again, while other people flung them further back until they reached the street outside. Women tore away the red and blue velvet and everybody tried to snatch some of the silver adorning the Scrolls.

Naked and open, the Scrolls lay in the muddy autumn lane; children stepped on them and others tore pieces from the fine parchment on which the Law was written—the same Law which the people who tore it apart had, in vain, tried to absorb for over a thousand years.

When the first Scroll was thrown out of the synagogue, Michael made a dash for the door. . . . The stormtroopers, who still stood outside the house watching with stern faces over the tumultuous crowd which obeyed their commands without really knowing it, would have shot the man, quietly, in an

almost matter of fact way. Michael's wife, sensing the deadly danger, clung to him, imploring him and begging him not to go outside. Michael tried to fling her aside, but only her tenacious resistance brought him back to his senses. He stood there, in the small hall behind the front door, looking around him for a second, as if he did not know where he was. Suddenly, he leaned against the wall, tears streaming from his eyes, like those of a little child.

After a while, he heard the sound of many heavy hammers outside. With trembling legs he got up from his chair and looked outside once more. Men had climbed on to the roof of the synagogue, and were hurling the tiles down, others were cutting the cross beams as soon as they were bare of cover. It did not take long before the first heavy grey stones came tumbling down, and the children of the village amused themselves flinging stones into the multi-coloured windows.

When the first rays of a cold and pale November sun penetrated the heavy dark clouds, the little synagogue was but a heap of stone, broken glass and smashed-up woodwork.

Eric Lucas, "The Sovereigns," quoted in Martin Gilbert *The Holocaust* (New York: Collins, 1986). Reprinted in Anthony Read and David Fisher, *Kristallnacht: The Nazi Night of Terror* (New York: Random House, 1989), 106–107.

## **Discussion Questions**

#### Clarifying

- 1. According to Michael Lucas, who took part in the destruction of the synagogue?
- 2. What did the crowd of people do inside the synagogue?
- 3. *Making Inferences* What was the mood of the Germans who took part in the destruction of the synagogue?



# The Bombing of Guernica by Noel Monks

On April 26, 1937, during the Spanish Civil War, Nazi planes launched a massive air attack on Guernica, a town in north-central Spain. Noel Monks, a British foreign correspondent, was an eyewitness to the aftermath of the bombing. As you read part of his account, think about what happened as a result of the air attack.

Ve'd eaten our first course of beans and were waiting for our bully beef when a government official, tears streaming down his face, burst into the dismal dining room crying, "Guernica is destroyed. The Germans bombed and bombed and bombed."

The time was about 9.30 p.m. Captain Roberts banged a huge fist on the table and said, "Bloody swine." Five minutes later I was in one of Mendiguren's limousines speeding towards Guernica. We were still a good ten miles away when I saw the reflection of Guernica's flames in the sky. As we drew nearer, on both sides of the road, men, women and children were sitting, dazed. I saw a priest in one group. I stopped the car and went up to him. "What happened, Father?" I asked. His face was blackened, his clothes in tatters. He couldn't talk. He just pointed to the flames, still about four miles away, then whispered, "Aviones ... bombas ... mucho, mucho."

In the good "I" tradition of the day, I was the first correspondent to reach Guernica, and was immediately pressed into service by some Basque soldiers collecting charred bodies that the flames had passed over. Some of the soldiers were sobbing like children. There were flames and smoke and grit, and the smell of burning human flesh was nauseating. Houses were collapsing into the inferno.

In the Plaza, surrounded almost by a wall of fire, were about a hundred refugees. They were wailing and weeping and rocking to and fro. One middle-aged man spoke English. He told me, "At four, before the market closed, many aeroplanes came. They dropped bombs. Some came low and shot bullets into the streets. Father Aronategui was wonderful. He prayed with the people in the Plaza while the bombs fell." The man had no idea who I

was, as far as I know. He was telling me what had happened to Guerniea.

Most of Guernica's streets began or ended at the Plaza. It was impossible to go down many of them, because they were walls of flame. Debris was piled high. I could see shadowy forms, some large, some just ashes. I moved round to the back of the Plaza among survivors. They had the same story to tell, aeroplanes, bullets, bombs, fire.

Within twenty-four hours, when the grim story was told to the world, Franco was going to brand these shocked, homeless people as liars. So-called British experts were going to come to Guernica, weeks afterwards, when the smell of burnt human flesh had been replaced by petrol dumped here and there among the ruins by Mola's men, and deliver pompous judgements: "Guernica was set on fire wilfully by the Reds [Communists]."

from Noel Monks, Eyewitness (New York: Macmillan, 1955). Reprinted in John Carey, ed., Eyewitness to History (New York: Avon, 1987), 520–521.

## **Activity Options**

- 1. Analyzing Causes and Recognizing Effects
  Make a cause-and-effect chart to illustrate what
  happened to the town of Guernica during the
  Spanish Civil War. Share your chart with class-
- 2. Developing Historical Perspective Keep in mind that General Francisco Franco and the Nationalists received help from Italy and Germany, and the Republicans were supported by the Soviet Union. Write a press release—a statement to the press—about the bombing of Guernica from the Nationalist point of view.





# LITERATURE SELECTION from This Side of Paradise by F. Scott Fitzgerald

This Side of Paradise, the first novel by American author F. Scott Fitzgerald, appeared in 1920 and was an immediate success. Fitzgerald captured the cynicism, doubt, and disillusionment that followed World War I. How does the main character, Amory Blaine, feel that the war affected his generation?

"Isn't that the conventional frame of mind for the young man of your age and condition?"

"Yes," said Amory speculatively, "but I'm more than bored; I am restless."

"Love and war did for you."

"Well," Amory considered, "I'm not sure that the war itself had any great effect on either you or me—but it certainly ruined the old backgrounds, sort of killed individualism out of our generation."

Tom looked up in surprise.

"Yes it did," insisted Amory. "I'm not sure it didn't kill it out of the whole world. Oh, Lord, what a pleasure it used to be to dream I might be a really great dictator or writer or religious or political leader—and now even a Leonardo da Vinci or Lorenzo de Medici couldn't be a real old-fashioned bolt in the world. Life is too huge and complex. The world is so overgrown that it can't lift its own fingers, and I was planning to be such an important finger—"

"I don't agree with you," Tom interrupted.
"There never were men placed in such egotistic positions since—oh, since the French Revolution."

Amory disagreed violently.

"You're mistaking this period when every nut is an individualist for a period of individualism. Wilson has only been powerful when he has represented; he's had to compromise over and over again. Just as soon as Trotsky and Lenin take a definite, consistent stand they'll become two-minute figures like Kerensky. Even Foch hasn't half the significance of Stonewall Jackson. War used to be the most individualistic pursuit of man, and yet the popular heroes of the war had neither authority nor responsibility: Guynemer and Sergeant York. How could a schoolboy make a hero of Pershing A big man has no time really to do anything but just sit and be big."

"Then you don't think there will be any more permanent world heroes?"

"Yes—in history—not in life. Carlyle<sup>6</sup> would

have difficulty getting material for a new chapter on "The Hero as a Big Man."

"Go on. I'm a good listener to-day."

"People try so hard to believe in leaders now, pitifully hard. But we no sooner get a popular reformer or politician or soldier or writer or philosopher—a Roosevelt, a Tolstoi, a Wood, a Shaw, a Nietzsche, than the cross-currents of criticism wash him away. My Lord, no man can stand prominence these days. It's the surest path to obscurity. People get sick of hearing the same name over and over."

"Then you blame it on the press?"

"Absolutely. Look at you; you're on The New Democracy, considered the most brilliant weekly in the country, read by the men who do things and all that. What's your business? Why, to be as clever, as interesting, and as brilliantly cynical as possible about every man, doctrine, book, or policy that is assigned you to deal with. The more strong lights, the more spiritual scandal you can throw on the matter, the more money they pay you, the more the people buy the issue. You, Tom d'Invilliers, a blighted Shelley", changing, shifting, clever, unscrupulous, represent the critical consciousness of the race.

#### **Footnotes**

- 1. Kerensky: Russian revolutionary.
- 2. Foch: World War I Commander in Chief.
- 3. Stonewall Jackson: U.S. Civil War general.
- 4. Sergeant York: American World War I hero.
- 5. Pershing: commander of U.S. forces during World War I.
- 6. Carlyle: British historian and essayist.
- 7. Shelley: English romantic poet.

## Discussion Questions

Clarifying

- 1. What is Amory Blaine's opinion about how World War I affected his generation?
- 2. What dreams did Amory have before the war?
- 3. *Making Inferences* Amory insists that the war did not have a great effect on him. Do you agree? Why or why not?





# LITERATURE SELECTION POEMS by Bertolt Brecht

Bertolt Brecht (1898–1956) was a German playwright and poet in the years between the wars. Like other postwar writers, he was disillusioned by the violence and destruction caused by World War I. He strongly opposed the Nazis. Brecht wrote his poems and plays to criticize corruption, hypocrisy, and the abuse of power. What do the following poems say about the political climate of Germany during the crisis years?

## Germany, You Blond Pale Creature

Germany, you blond pale creature With wild clouds and a gentle brow What happened in your silent skies? You have become the carrion pit of Europe.

Vultures over you!
Beasts tear your good body
The dying smear you with their filth
And their water
Wets your fields. Fields!

How gentle your rivers once Now poisoned by purple anilin<sup>1</sup> With their bare teeth children root Your cereals up, they're Hungry.

But the harvest floats into the Stinking water.
Germany, you blond pale creature Neverneverland. Full of Departed souls. Full of dead people. Nevermore nevermore will it beat—Your heart, which has gone Mouldy, which you have sold Pickled in chili saltpetre<sup>2</sup> In exchange For flags.

Oh carrion land, misery hole!
Shame strangles the remembrance of you
And in the young men whom
You have not ruined
America awakens.

## Song of the S.A. Man<sup>1</sup>

My hunger made me fall asleep With a belly ache. Then I heard voices crying Hey, Germany awake!

Then I saw crowds of men marching: To the Third Reich, I heard them say. I thought as I'd nothing to live for I might as well march their way.

And as I marched, there marched beside me The fattest of that crew And when I shouted 'We want bread and work' The fat man shouted too.

The chief of staff wore boots My feet meanwhile were wet But both of us were marching Wholeheartedly in step.

I thought that the left road led forward He told me that I was wrong. I went the way that he ordered And blindly tagged along.

And those who were weak from hunger Kept marching, pale and taut Together with the well-fed To some Third Reich of a sort.

They told me which enemy to shoot at So I took their gun and aimed And, when I had shot, saw my brother Was the enemy they had named.

Now I know: over there stands my brother It's hunger that makes us one While I march with the enemy My brother's and my own.

So now my brother is dying
By my own hand he fell
Yet I know that if he's defeated
I shall be lost as well.



## Report From Germany

We learn that in Germany In the days of the brown plague On the roof of an engineering works suddenly A red flag fluttered in the November wind The outlawed flag of freedom! In the grey mid-November from the sky Fell rain mixed with snow It was the 7th, though: day of the Revolution!1

And look! the red flag!

The workers stand in the yards Shield their eyes with their hands and stare At the roof through the flurries of icy rain.

Then lorries<sup>2</sup> roll up filled with stormtroopers And they drive to the wall any who wear work clothes

And with cords bind any fists that are calloused And from the sheds after their interrogation Stumble the beaten and bloody Not one of whom has named the man Who was on the roof. So they drive away those who kept silent And the rest have had enough. But next day there waves again The red flag of the proletariat On the engineering works roof. Again Thuds through the dead-still town The stormtroopers' tread. In the yards There are no men to be seen now. Only women Stand with stony faces; hands shielding their eyes, they gaze

At the roof through the flurries of icy rain.

And the beatings begin once more. Under interrogation

The women testify: that flag Is a bedsheet in which

We bore away one who died yesterday. You can't blame us for the colour it is.

It is red with the murdered man's blood, you should know.

from John Willett and Ralph Manheim, eds., Bertolt Brecht Poems 1913-1956 (New York; Methuen, 1976), 57-58; 191-192, and 245-246.

#### Footnotes:

#### Germany, You Blond Pale Creature:

- 1. anilin: oily, poisonous liquid used in manufacturing.
- 2. saltpetre: salt used in making gunpowder.

#### Song of the S.A. Man:

1. S.A. Man: member of the brown-shirted Nazi militia.

#### Report From Germany:

- 1. the Revolution: the Bolshevik Revolution in Russia.
- 2. lorries: trucks.

## **Activity Options**

- 1. Drawing Conclusions With a group of your classmates, take turns reading these poems aloud. Then discuss the picture of postwar Germany that Brecht creates.
- 2. Developing Historical Pespective Pretend you are Brecht. Write a letter to a friend in which you express your opinions about Germany after World War I. Share your letter with classmates.





# HISTORYMAKERS Sigmund Freud

Investigator of the Unconscious

"I am actually not a man of science at all . . . ! am nothing but a [conqueror] by temperament, an adventurer."—Sigmund Freud, to a friend

Whether a man of science or adventurer, Sigmund Freud was a revolutionary. He did not originate the idea of the unconscious mind, but he showed that people were influenced by inner drives. He pointed both trained professionals and ordinary people to examine the human mind to understand their behavior.

Born in 1856, Freud enjoyed material comfort but had to contend with his father's emotional distance. While Freud was young, the family moved to Vienna, Austria. He grew up facing the anti-Semitism of society there. However, the barriers placed in the path of Jewish academics may have made it easier for him to branch out into new areas. Despite these troubles, he remained in Vienna almost all his life.

Freud studied medicine and focused on the mind. In his 30s, he became friends with another doctor. That physician was using a technique similar to hypnosis to help a troubled woman talk about her past and thus find some release for her emotional problems. Freud began similar work. The two doctors published a book in which Freud first used the term *psychoanalysis* to describe his method.

In 1896, Freud reached a personal crisis brought on by his father's death. He felt strong emotions, which he realized had long been repressed. To understand these feelings, he studied his own dreams. In 1899, he published his first major work, The Interpretation of Dreams. Aware that he was breaking new ground, he dated the book 1900. He argued that dreams are used by the mind to attain desires that are not met in conscious life. In order to understand the unconscious mind, a person's dreams must be deciphered.

As Freud treated patients with severe emotional problems, he refined his theory. He believed that many of these patients had difficulties related to their sexuality. This aspect of his theory came under violent attack from others.

Freud also further developed his methods for treatment and psychoanalysis. He began using a technique called free association in which he asked people to say whatever came to their minds. He thought this would reveal important inner conflicts. He also devised a new setting for analysis. He thought patients could develop a strong attachment to their doctor, which could interfere with treatment. To prevent this, he had the patient lie on a couch without looking directly at the analyst. That person sat to the side and played the role of an objective listener.

In the early 1900s, Freud gathered a circle of followers, but many of them eventually broke with him to develop their own theories. Freud's views, though, dominated psychology for many years. He wrote books that showed how the secrets of the mind were revealed in slips of the tongue, in lapses of memory, in jokes, and in cultural institutions. He gave lectures that popularized his ideas. One of the first was a 1909 speech in Worcester, Massachusetts, which brought his psychology to the United States.

In the 1920s, Freud sharpened his thinking about the dynamics of the mind by identifying three forces that shaped behavior. First, the "id" is the infant's desire for pleasure, which requires immediate satisfaction. Second, the "ego" eventually develops and is a restraining force that tries to adapt the impulses of the id to the needs of reality. The third force is the "superego." This is the mind's adoption of society's moral standards.

In 1938, Nazi Germany seized Austria, and the aged Freud and his family were put under house arrest. Many of his writings were burned. However, several influential people managed to win his release. After signing a document stating that he had been treated well by the Nazis, he added in his own handwriting, "I can most warmly recommend the Gestapo [Nazis] to anyone."

## Questions

- 1. Clarifying What is meant by anti-Semitism?
- 2. Making Inferences Why do you think Freud put the date of 1900 on The Interpretation of Dreams?
- 3. Following Chronological Order Outline the development of Freud's career.



## HISTORYMAKERS Francisco Franco

#### Cautious Dictator

"You know how a thing will start, but not how it will end."—Franco, to a journalist

Francisco Franco led a winning army, a successful revolt, and a long-lasting government. Yet he was a cautious man who avoided taking chances.

Franco was born in northwestern Spain. Four generations of Francos had served in the navy, but budget cutbacks prevented his enrollment. As a result, he entered the academy for the infantry and graduated as an officer at age 17.

In 1912, the 19-year-old Franco volunteered to fight rebels in Spanish Morocco because combat brought extra pay and a chance for promotion. He proved an able leader who was respected for his professionalism. When others went to town seeking entertainment, one officer recalled, "he used to stay in the barracks or in his tent with books and plans."

Franco's hard work and ability won advancement. He became the army's youngest captain in 1915 and, after receiving a near-fatal wound, a major in 1916. He returned to Morocco in 1920 as second-in-command of the Spanish Foreign Legion. Three years later, he became its full commander and led that elite unit to a victory that put an end to the Moroccan revolt. In 1926, at age 33, he returned to Spain a hero and the youngest general in Europe.

Franco's career was then caught in the turmoil of Spanish politics. In 1931, rebels, later known as Republicans, overthrew the Spanish king and proclaimed a republic. Franco was placed on inactive duty but did nothing to undermine the new government. When conservatives took control in 1933, he was placed on active duty again.

Republicans, supporters of the Spanish republic, and Nationalists, a more conservative movement, bitterly opposed each other. Their disagreements often produced street violence. When elections in early 1936 brought the Republicans to power, the chaos increased. Peasants seized crops or land from wealthy landowners, and workers struck. Franco asked the leaders to declare a state of emergency. He was ignored.

Other generals talked about taking control of the government, but Franco did not commit himself. His ability to command Spain's best fighting force made him strategically important, and his good reputation and fame were essential in winning the support of the Spanish people. Finally, on July 18, 1936, Franco issued a manifesto that proclaimed a revolt. He flew to Morocco and brought the army to Spain. In September, Franco was named as the overall commander and the head of the Nationalists.

The war took three long years. Both sides committed atrocities, and both sides used foreign aid. Franco won assistance from Germany and Italy. The Republicans received help from the Soviet Union. Franco accepted the support of the Spanish Fascists, but he made it clear that his government would remain in control. He won the war in 1939.

Franco soon faced a diplomatic challenge. His country was torn and weak from its long civil war, but Germany and Italy had now plunged into World War II. When Germany appeared to be winning, he almost joined on its side. However, he chose to keep Spain neutral. In 1943, as the tide turned, he broke diplomatic relations with Germany and Italy.

Nevertheless, the victorious allies were hostile to Spain after the war. Franco then moved to oust Spanish Fascists from power. The development of the Cold War between the United States and the Soviet Union also helped his position. He was now viewed as a valuable anti-Communist, and relations warmed between Spain and western Europe.

Franco ruled Spain until his death. In 1947, he declared Spain a monarchy, but he still ran the government. He officially named Juan Carlos, a member of the royal family, as his successor. When Franco died in 1975, Juan Carlos became king.

## Questions

- 1. **Clarifying** What details support the idea that Franco was cautious?
- 2. *Making Inferences* How does the quotation explain Franco's caution?
- 3. **Drawing Conclusions** How would you characterize Franco's relationship with the Fascist party?



# connections across time and cultures $Absolutism\ and\ Fascism$



Beginning in the 17th century, kings and queens sought to rule as absolute monarchs in Europe. In the 20th century, Fascist leaders assumed dictatorial powers in Italy and Germany. How do the Fascist dictators Mussolini and Hitler compare with Louis XIV, Peter the Great, and other absolute monarchs? Use the information in Chapters 21 and 31 to answer the questions.

1. The 17th century was a period of great upheaval in Europe. The decline of feudalism,
constant religious and territorial conflicts, and rebellions of overtaxed peasants led
monarchs to seek absolute power. What political and social crises led to the rise of
fascism in the 1920s and 1930s?
2. Rulers can increase their own power by limiting the power of other institutions in society—
the Church, representative government, the nobility, and political opponents. Absolute
monarchs consolidated their power by limiting the power of the nobility, establishing
royal bureaucracies and taking personal control of the central government, and bringing
the Church under state control. How did Fascist leaders increase their own power?
3. Absolute monarchs sought to control economic affairs by giving tax benefits to expand
trade and manufacturing and by creating new bureaucracies to control economic life.
How did Fascist leaders take command of their countries' economies?
How the Pascist leaders take command of their countries comment.
4. In an effort to control every aspect of society and the lives of citizens, absolute monarchs
regulated religious worship, social gatherings, and other aspects of daily life. What steps
did Fascist leaders take to control the lives of their citizens?
did Fascist leaders take to control the lives of their citizens:
The state of lines gove them outhority to rule
5. Absolute monarchs believed that the divine right of kings gave them authority to rule
with unlimited power. What beliefs or principles did Fascist leaders use to justify
their unlimited power?



# RETEACHING ACTIVITY Postwar Uncertainty

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer(s) in the blank.

	7			1 Te
	1.	Scientist who developed the theory of relativity		A. existentialism
	2.	Austrian physician whose theories of the unconscious mind weakened people's faith in reason	-	B. Albert Einstein
	3.	Irish poet whose poem "The Second Coming" conveyed		C. Igor Stravinsky
		a sense of future struggles		D. Charles Lindbergh
	4.	Belief that there is no universal meaning to life and that each person creates his or her own meaning through		E. surrealism
		choices	`	F. Charlie Chaplin
	5.	German philosopher who urged a return to values of pride, assertiveness, and strength, and who had a great		G. Sigmund Freud
		impact on politics in Italy and Germany		H. jazz
•	6.	Inspired by Freud's theories, art movement that sought to link the world of dreams with real life		I. Friedrich Nietzsche
	7.	Type of music with a lively, loose beat, developed in the United States mainly by African Americans		J. William Butler Yeats
·	8.	Russian composer who moved away from traditional styles and used irregular rhythms and dissonances in his music		K. impressionism
	9.	American pilot who flew solo from New York to Paris in 1927		
	10.	English-born star of the silent screen whose little tramp character conveyed his comic genius		

D-1-			
Date			



# reteaching activity $A\ Worldwide\ Depression$

**Determining Main Ideas** The following questions deal with the depression that began in the United States and spread throughout the world. Answer them in the space provided.

	How did the unstable new democracies created after World War I contribute
	to economic insecurity?
2.	What was a coalition government?
3.	What were the weaknesses of Germany's Weimar Republic?
4.	How did Germany recover from the inflation of 1923?
5.	What were the conditions of the Kellogg-Briand pact?
6.	What conditions contributed to the end of America's economic prosperity in the late 1920s
7.	What role did the stock market crash play in the collapse of the economy?
8.	What were the global effects of the U.S. depression?
9	. What steps did Great Britain take to deal with the economic crisis?
10	. What programs did FDR institute to help the United States recover?

Date	



# RETEACHING ACTIVITY Fascism Rises in Europe

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

	Adolf Hitler	Gestapo	fascism	
	Benito Mussolini	Nazi party	propaganda	_
	anti-Semitism	Mein Kampf	Czechoslovakia	
	Great Depression	Kristallnacht	Il Duce	
1.	The economic crisis called the	eca	used millions of people to lose	
	faith in democratic governme	nts.		
9	. was a new	w militant political mov	variant that amphasized levelty	
2 was a new, militant political movement that emphasized l			cinent that emphasized loyalty	
	to the state and obedience to	its leader.		
2	The leader of the Fascist Part	rain Italyayaa		
J.	The leader of the Pascist Part	y III Italy was		
4.	After gaining control of the go	overnment, Mussolini t	rook the title of	
5.	Another name for the Nationa	al Socialist German Wo	orkers' Party was	
6.	was the N	Vazi leader in Germany	7.	
7	Hitler's book,	sets forth his heli	efs that the Cermans were	
١.			ers that the Germans were	
	a "master race" and that non-	Aryans were interior.		
8.	. The Nazi secret police were known as the			
9.	Hitler turned the press, radio	, literature, painting, a	nd film into tools of	
.0	Hatred of Jews, or	, was an impo	ortant part of Nazi thinking.	
1.			he rampage of Nazi mobs against	
	German Jews in November 1	938.		
0	In 1935, only one democracy,		omained in Furance	
LZ,	in 1909, omy one democracy,	,, r	ешашей ш тапоре.	



# RETEACHING ACTIVITY Aggressors Invade Nations

Multiple Choice Choose the best answer for each item. Write the letter of your answer in the blank.			
1. The 1928 agreement among nations to avoid war was called	5. Giving in to an aggressor in order to keep the peace is called		
a. the disarmament agreement.	a. containment.		
b. League of Nations.	b. appeasement.		
c. the Kellogg-Briand Pact.	c. accommodation.		
d. appeasement.	d. negotiation.		
<ul> <li>2. Japan turned to a militaristic government and kept as its head</li> <li>a. Jiang Jieshi.</li> <li>b. a coalition of advisers.</li> <li>c. Emperor Hirohito.</li> <li>d. a prominent general.</li> </ul>	<ul> <li>6. The alliance of Germany, Italy, and Japan came to be called</li> <li>a. the Central Powers.</li> <li>b. the Axis Powers.</li> <li>c. the Allies.</li> <li>d. the Triple Entente.</li> </ul>		
3. All of the following countries posed a	7. Spain's Fascist dictator was		
threat to the League of Nations except	a. Adolf Hitler.		
a. Great Britain.	b. Benito Mussolini.		
b. Germany.	c. Francisco Franco.		
e. Japan.	d. Joseph Stalin.		
d. Italy.  4. As part of his dream of building an empire in Africa, in 1935 Mussolini ordered a massive invasion of a. Somalia. b. Eritrea.	<ul> <li>8. The belief that political ties to other countries should be avoided is called a. nationalism.</li> <li>b. nonaggression.</li> <li>c. appeasement.</li> <li>d. isolationism.</li> </ul>		
c. Libya.			
d. Ethiopia.	9. Another name for the German empire under the Fascists was the		
	a. Third Reich.		
	b. Nazi Party.		
	c. Second Reich.		
	d. Communist Party.		
•			