

## WORLD HISTORY STUDY GUIDE

# UNIT 6: CRISES and ACHIEVEMENTS

Science and technology brought many benefits to society in the late 1800s and early 1900s. In most industrialized countries, life expectancy increased and standards of living rose.

People became hopeful, for they had experienced peace for many years. However, the forces of nationalism, militarism, imperialism were moving the world toward war.

By the time World War I was over, people understood how science and technology could change their lives in negative ways. The war caused new social and economic problems.

In Russia, a communist revolution produced a totalitarian state. Perhaps worst of all, the problems that had led to World War I remained unresolved. A second global conflict erupted in 1939, resulting in even greater destruction than the first.

### STANDARDS

**WH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.**

Concept(s): Historical Thinking, Creation, Development

**Human Legacy** pages H6-H49

**WH.H.7 Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era.**

Concept(s): Turning Point, Competition, Nationalism, Imperialism, Conflict, War, Power, Change

**Human Legacy** Chapters 23, 24, 25, 26 27, 28

### READING

### CONSTRUCTIVE RESPONSE QUESTIONS

1. Was the alliance between the US and Soviet Union based on political ideologies or a common enemy?
2. If the Treaty of Versailles were enforced, could it have prevented World War II?
3. Which of the following causes (Militarism, Alliances, Nationalism, Imperialism, and Assassination) had the greatest impact on WWI?
4. How did the nature of conflict change as a result of advances in technology?

**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES



1. How did reforms of the late 1800s and early 1900s affect the average quality of people's lives?

## SECTION 1 U6: Scientific and Technological Achievements

### Section overview

In the late 1800's and early 1900's, advances in science and technology led to dramatic changes in daily life. Medical discoveries and better sanitation allowed people to live longer, contributing to a population explosion. New inventions revolutionized energy production, communications, and transportation. Scientific discoveries led to new knowledge about the universe and the workings of the human mind.

- I. **Advances in Medicine:** greatly improved health care and increased human life expectancy.

#### A. The Germ Theory and Disease

- i. Anton van Leeuwenhoek: 1600s, Dutch scientist who discovered the existence of microbes (germs) by using a microscope.
  1. Did not understand their role in disease
- ii. Louis Pasteur: 1870, French scientist made two important discoveries
  1. The link between germs and disease
  2. Killing certain germs stops the spread of certain diseases
- iii. Robert Koch: 1880s, German physician discovered the bacteria that caused tuberculosis.
  1. Germ Theory: established by Pasteur and Koch; the idea that many diseases are caused by the action of microorganisms. People washed more often and made other lifestyle changes to limit the spread of disease.

#### B. Joseph Lister and Antiseptics

- i. Pre-1850, minor surgery might be followed by infection or death
- ii. Lister was convinced that germs cause this dilemma and that doctors needed to use antiseptics (substances that destroy or inhibit the growth of germs).

#### C. Antibiotics

- i. 1928 (Major Turning Point), Alexander Fleming discovered that a mold called Penicillium killed germs.
- ii. This discovery led to the development of a class of drugs called antibiotics that attacked or weakened the bacteria that caused many diseases.
- iii. Antibiotics were not widely developed and used, however, until the 1940s.



2. Describe the effects that new inventions had on people's daily lives.

3. How did new inventions help business and industry?

## II. Improved Standard of Living

### A. Better Wages and Working Conditions

- i. Late 1800s, Labor Unions became legal in many countries of Europe.
- ii. Reforms laws regulated working conditions and provided social benefits to the elderly and unemployed.

### B. Better Housing

- i. Late 1800s-early 1900s, City governments paved their streets, making cities better places to live.
- ii. Housing improved. Architects began to use steel to construct stronger, taller buildings.

### C. Improved Sanitation

- i. Underground sewage systems, introduced first in London and Paris, made cities healthier places to live.
  1. Waste no longer ran through the streets, spreading disease and polluting sources of drinking water.

### D. New Inventions

- i. Early 1800s, Use of Electricity
  1. Alessandro Volta and Michael Faraday
    - a. Discovered how to produce small amounts of electricity
  2. Development of the dynamo enabled the generation of large amounts of electricity and made electricity a useful source of power.
- ii. The Telephone
  1. 1876, Alexander Graham Bell patented the telephone
    - a. Dependent on wires
    - b. Transformed long-distance communication
- iii. The Radio
  1. 1895, Guglielmo Marconi.
    - a. Sent radio signals directly through the air.
    - b. The first radios transmitted Morse code signals.
  2. 1906, First voice broadcast over radio.

#### a. **The First Broadcast - Christmas Eve 1906**

- b. For their entire careers, the **"Sparks", the ship wireless operators** for the United Fruit Company, along with the US Navy, had only heard Morse code "dit - dahs" coming through their headphones. They had been alerted a few days earlier for a special message to come at 9 PM Eastern Time on Christmas Eve. Suddenly they heard something that made some think they were dreaming, a human voice coming from those headphones. Then they heard singing. There was a violin solo. Then a man made a speech. Some called their captain and ship's officers to come and listen.

The genius responsible was Reginald Fessenden. He had succeeded in transmitting voice and music over the air. Fessenden himself played a violin solo of **"O Holy Night"** accompanying himself as he sang the last verse (below). He also read the Biblical account of the birth of Christ from Luke chapter 2 over the air. The text of the angels' song **"Glory to God in the Highest - and on Earth - Peace to Men of Goodwill "** was heard as if by miracle.

At the conclusion, Fessenden wished all a Merry Christmas and invited the Sparks to write him at Brant Rock, Massachusetts with reception reports. Reports were received from ships along the Atlantic northeast coast and from shore stations as far south as Norfolk, Virginia. A repeat broadcast on New Year's Eve was heard as far south as the West Indies.

iv. The Automobile

1. 1870s, Nikolaus Otto – gasoline-powered internal combustion engine
2. 1880s, Gottlieb Daimler used Otto's engine to power the first automobile.
3. 1900s, Henry Ford's assembly line for the mass production of automobiles made the U.S. prominent in the auto industry.

v. The Airplane

1. 1903, Orville and Wilbur Wright; first powered flight.

Date	Inventor	Process or Machine
1830s	Samuel F. B. Morse	Telegraph (1835) Morse code (1838)
1850s	Henry Bessemer William Kelly	Bessemer process
1853	Elisha Otis	Mechanized passenger elevator
1867	Christopher Sholes	Typewriter
1876	Alexander Graham Bell	Telephone
1877	Thomas Alva Edison	Phonograph
1879	Edison and Lewis Latimer	Lightbulb
1869	George Westinghouse	Compressed-air brake
1886	Westinghouse and Nikola Tesla	High-voltage alternating electric current (AC)
1893	Charles and Frank Duryea	First practical motorcar in the United States
1903	Wilbur and Orville Wright	First powered piloted plane flight

4. Do you think that science and technology bring more problems or more benefits into people's lives?

<b>From Industrial Age</b>	<b>To Information Age</b>
Teacher delivers content	Teacher as learner /coach / student as teacher
Learner as passive consumer	Student as producer
Discrete information (facts)	Integrated learning
Rote memorization	Critical Thinking
Finite information	More than infinite information available
Prepare for factory work	Prepare for information age
One job in 30 years	Many careers in diverse fields
Competitive individual	Cooperative individual
Work in isolation	Collaborative
Taking orders	Deciding what needs to be done
School as place for learning	Learning everywhere
School for academic	School for academic and social
Hierarchical learning	Cooperative administration (SDM)
Parochial outlook	Global outlook
Bell (time) driven	Block or interest driven
Colleges = highest education	Businesses needing highest education
Nuclear family	Family diversity
Stability	Rapid changes/ unpredictable

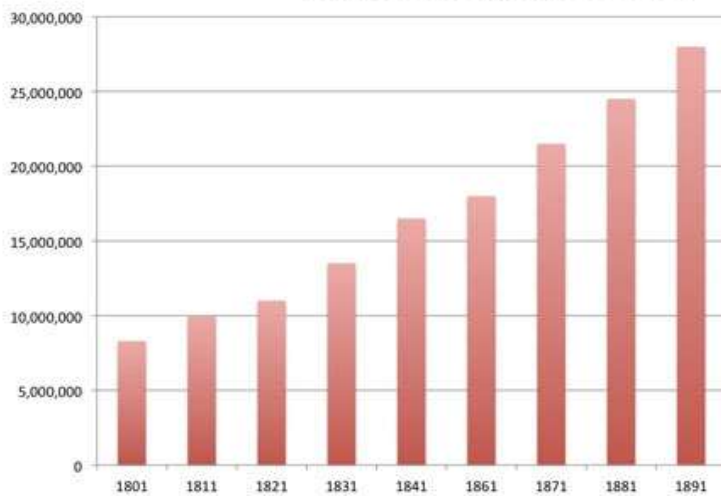
So how far have we come in terms of educational change in ten years? You could rate each on a scale of 0-not done at all to 10 – done pervasively in a district to help you determine how much change has taken place.

How has technology helped students be prepared for the Information Age or which ever name you want to use for this time? How has technology helped students be successful in the Information Age?

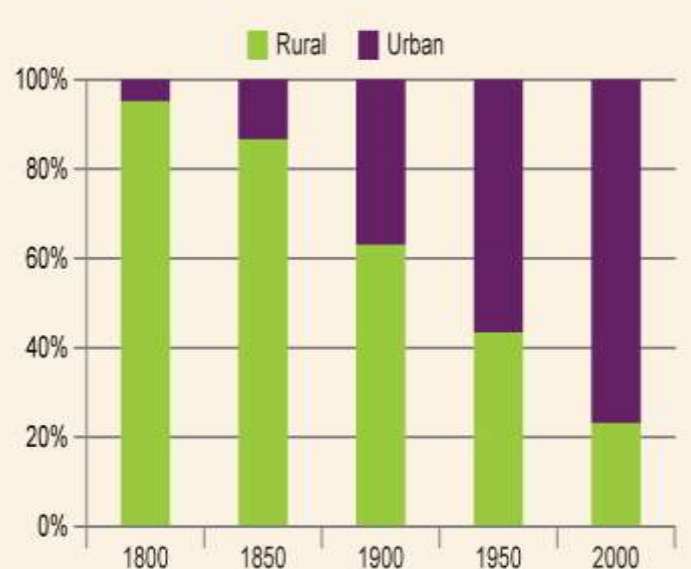
Chart from “Restructuring Education with Technology,” *NYSC&TE Restructuring and Technology Newsletter* Vol 4 No. 2 (Nov. 1995) 4-5

### III. Population Explosion

Population of England 1801-1891



Percent of U.S. Population



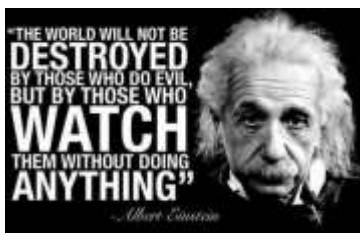
**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

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## IV. New Scientific Theories

### A. The Curies and Radioactivity

- i. French Scientist Marie and Pierre Curie, discovered two new radioactive elements; radium and polonium.
  1. Had enormous effects on fields such as energy production, medicine, and military technology.
- ii. Einstein and Relativity
  1. 1905, German-born physicist Albert Einstein announced his theory of relativity.



- a. It proposed that space and time measurements are not absolute but are determined by many factors, some of which are not known.
- b. Caused people to question the common view of the universe as a machine that worked by easily understood laws.

### iii. Freud and the Human Mind

1. Austrian physician Sigmund Freud, questioned basic ideas about the human mind.
  - a. Believed that a part of the mind, which he called the unconscious, drives much of human behavior.
  - b. Tension between the drives of the unconscious mind and the demands of civilized society caused psychological and physical illness.
  - c. Pioneered psychoanalysis, a new way of thinking about and treating the mental illness.



### OVERALL:

Scientific and technological advances brought many changes in the late 1800s and early 1900s.

Improvements in medicine and sanitation led to a higher life expectancy, which caused an increase in population. People's lives were made easier by inventions such as electrical appliances, the telephone, and automobiles. In other areas of science, theories about the universe and the human mind shook ideas that had once been commonly accepted.



CORNELL NOTES



Topic/Objective:

UNIT 6 Section 1

Scientific and Technological Achievements

Name:

Class/Period:

Date:

**ESSENTIAL QUESTION:**

Questions/Main Ideas/Annotations:

**ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS**

**SCIENCE and TECHNOLOGY**

1. How did the scientific discoveries of the late 1800s and early 1900s change the way people lived?

**CULTURE and INTELLECTUAL LIFE**

2. How did the new theories affect the ways in which people thought about their world?

**CHANGE**

3. How did medical advances in the late 1800s affect life expectancy and population growth?

UNIT 6 Section 1	DEFINE THE FOLLOWING VOCABULARY
<b>4. Louis Pasteur</b>	(1822-1895) French scientist who discovered the link between germs and disease. He also showed that killing germs, often prevented the spread of certain diseases.
<b>5. Germ Theory</b>	
<b>6. Antibiotics</b>	
<b>7. Dynamo</b>	
<b>8. Thomas Edison</b>	(1847-1931) American inventor. He is best known for the electric light bulb, the phonograph, and the motion picture camera.
<b>9. Marie Curie</b>	(1867-1934) French scientist. She is best known for his work with her husband Pierre in the field of radioactivity.
<b>10. Radioactivity</b>	
<b>11. Albert Einstein</b>	
<b>12. Sigmund Freud</b>	



## SECTION 2 U6: World War I

### Section overview

World War I (1914-1918):

- Was caused by nationalism, militarism, imperialism, and alliance systems.
- Was sparked in the Balkans and blossomed into Global war.
- Was fought with highly destructive weapons, made possible by modern technology.
- Resulted in enormous human and economic losses.

### I. Causes

A) World War I was a global military conflict that was fought mainly in Europe.

B) Causes of (reasons for) World War I- The war took place for several important reasons. **NOTE:** You can remember the causes by just thinking of the word (**M.A.I.N.**):

1) **M**ilitarism- Countries in Europe (especially Germany and Britain were fierce rivals) built up their armies and their supply of weapons in the late 1800s.

2) **A**lliances- Countries in Europe divided themselves into two military alliances (the Triple Alliance and Triple Entente) in order to prepare for war. This alliance system increased tension in Europe.

- Triple Alliance: Germany, Austria-Hungary, and Italy
- Triple Entente: Great Britain, France, and Russia

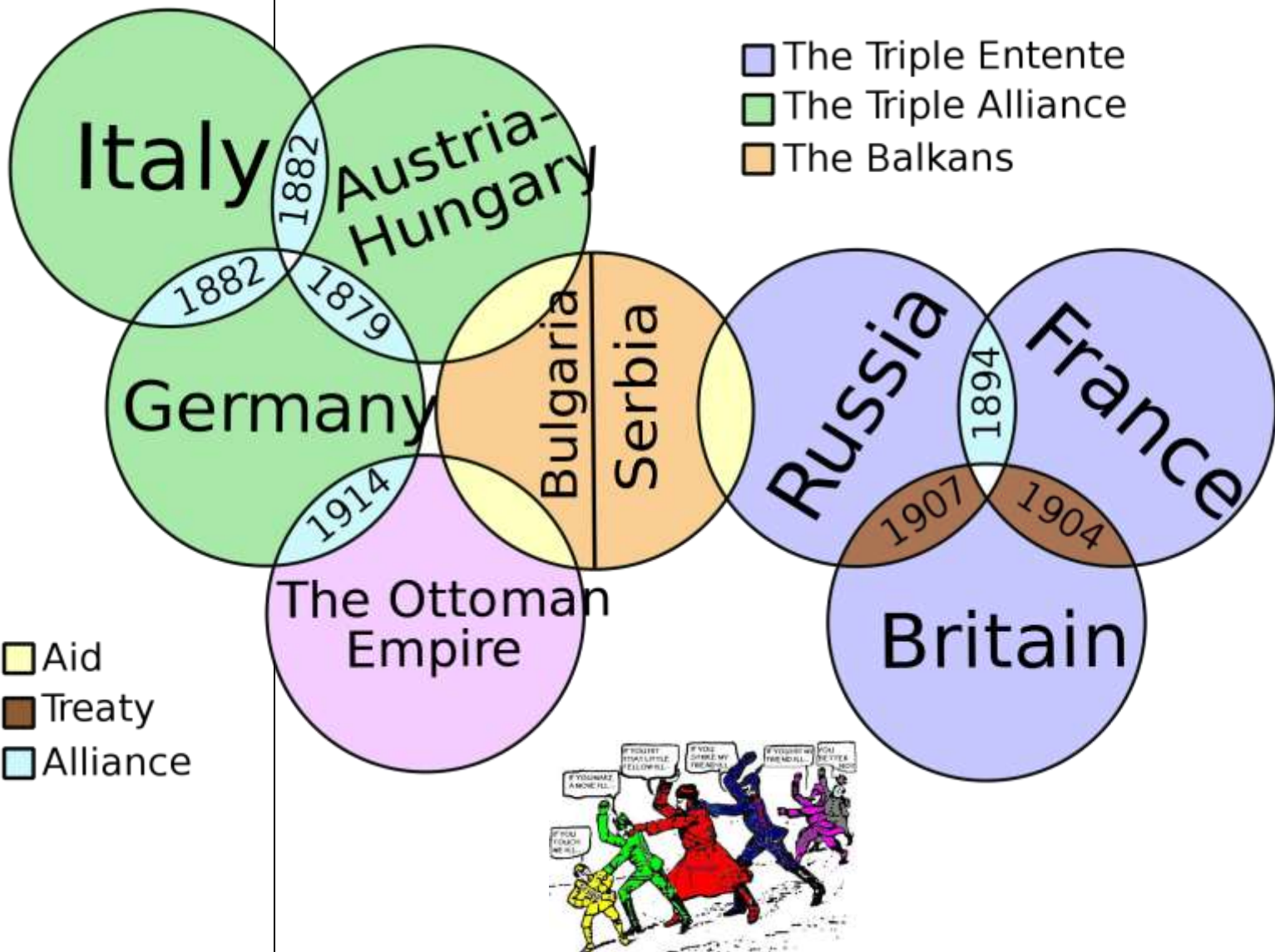
3) **I**mperialism- Countries in Europe competed with each other to take over lands in Africa, Asia, and the Balkans (Southeastern Europe). This competition increased tension.

4) **N**ationalism- Ethnic groups in the Balkans (Southeastern Europe) wanted to gain independence (self-government) from Austria-Hungary and they were willing to fight for it.

- Pan-Slavism: Russia encouraged this form of nationalism in Eastern Europe; tried to draw all Slavic people together.
- The multinational nation of Austria-Hungary opposed Slavic national movements.

5) Decline of the Ottoman Empire

- a. Had become weak
- b. Great and Russia signed an agreement
- c. Germany had interest in establish a good relationship with the Ottoman Empire.
- d. The Armenian Massacres
- e. The Balkan Powder Keg (of Europe)
  - 1. Ottoman control over Balkans weakened
  - 2. Serbia declared its independence in 1878
  - 3. Austria opposed Serbian ambitions
    - i. Feared spread of nationalism

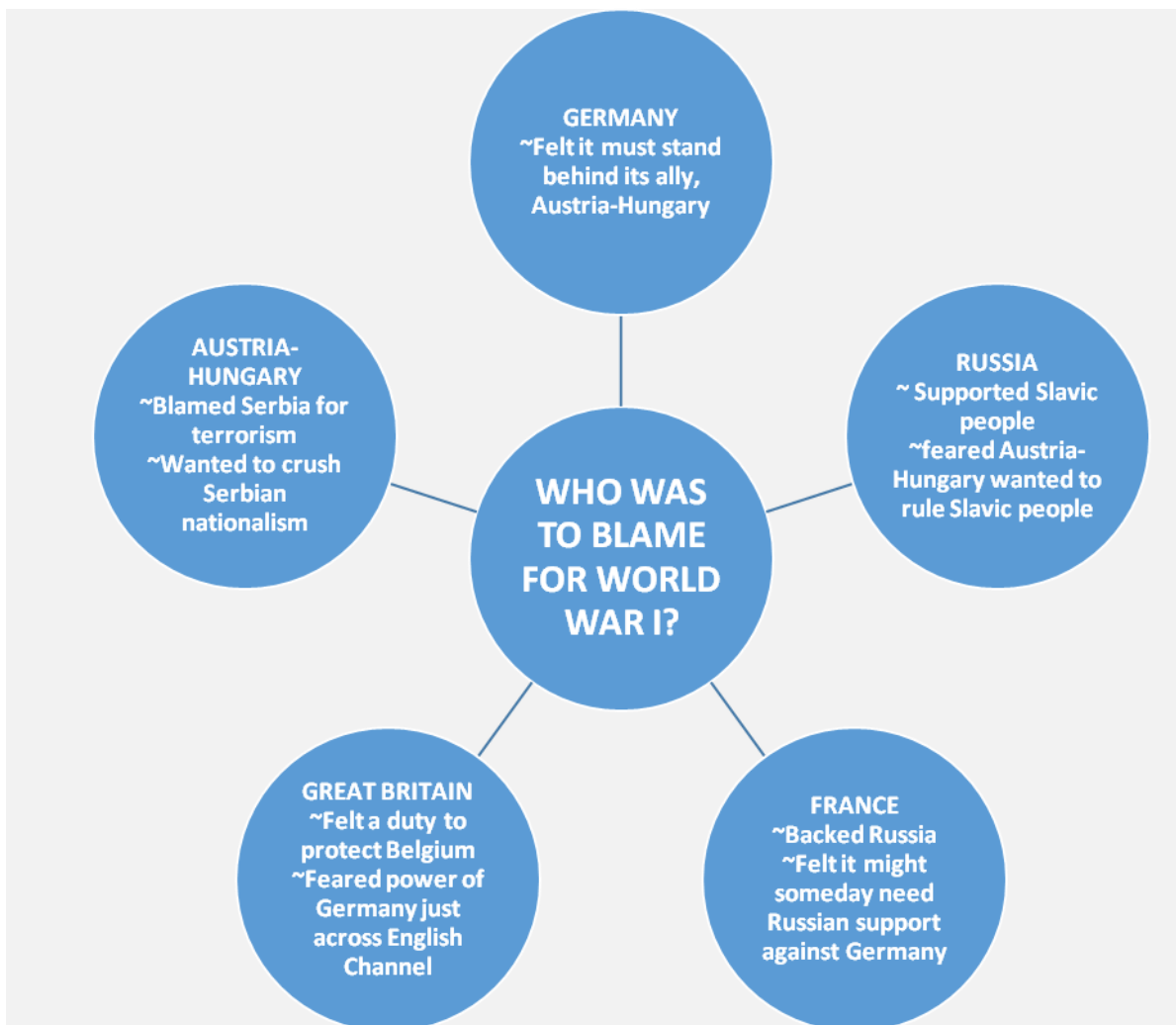


## II. The War Begins

- A) June 28, 1914; Archduke Ferdinand (the heir to the throne of Austria-Hungary) and his wife was assassinated by Gavrilo Princip, a member of a radical Slavic nationalistic group (Black Hand) that opposed Austrian rule in the Balkans.

### THE OUTBREAK of WAR

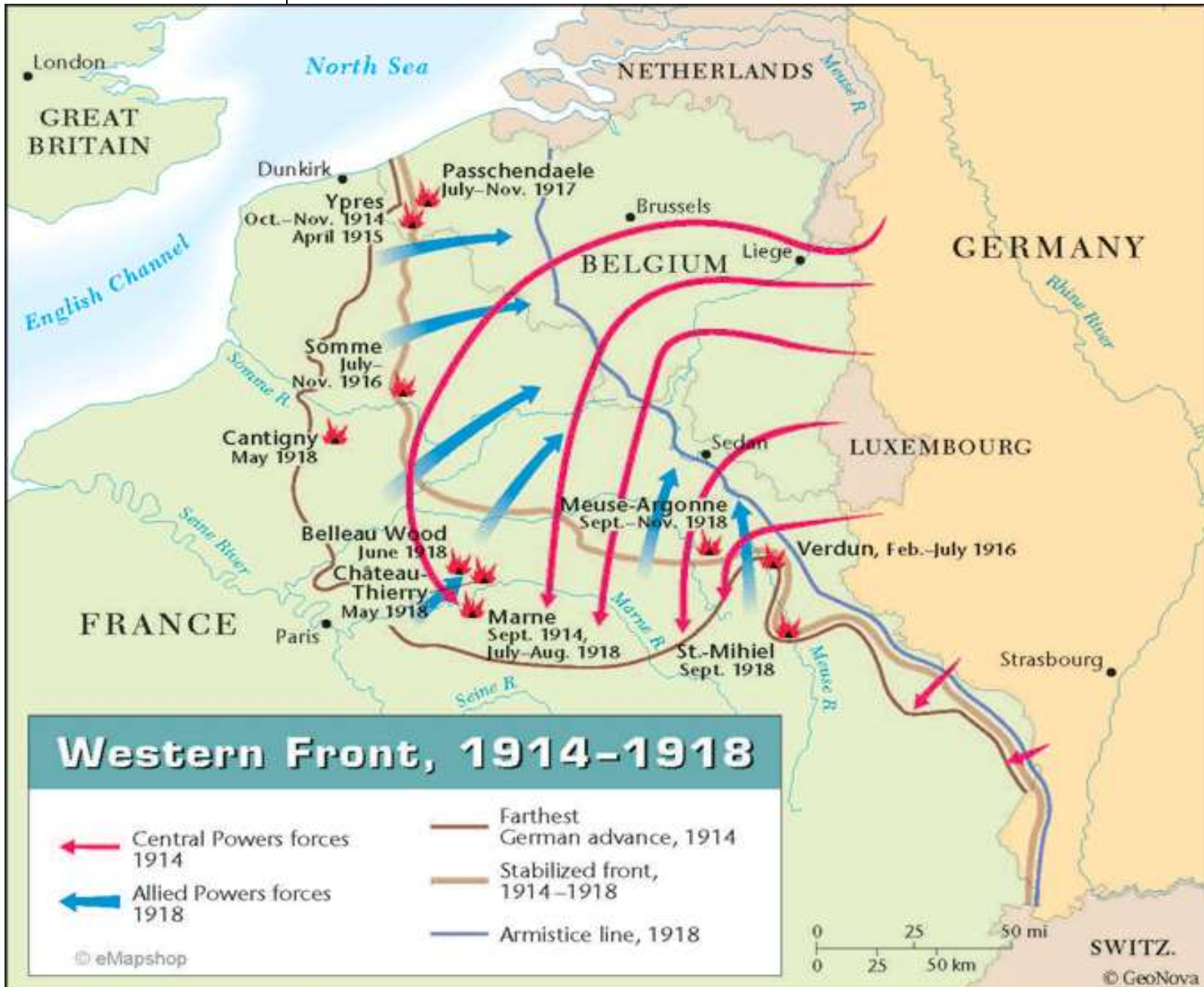
1. Austria-Hungary blamed Serbia for the murders of the archduke and his wife and made harsh demands in Serbia.
2. Serbia refused to comply with any of the demands.
3. Austria-Hungary declared war on Serbia on July 28.
4. Russia, a Slavic nation and a friend of Serbia, mobilized its forces in preparation for war.
5. Germany, an ally of Austria-Hungary, declared war on Russia.
6. Germany declared war on France, an ally of Russia.
7. Germany invaded Belgium on August 3, 1914, so that German forces could enter France more easily.
8. Great Britain declared war on Germany.



## B) Central Powers and Allied Powers

1. Central Powers: Germany, Austria-Hungary, and the Ottoman empire (later joined by Bulgaria)
2. Allied Powers: Great Britain, France, and Russia
3. Neutral
  - i. Italy and the United States, also joined the Allies later.
4. Three Major Fronts in Europe where fighting occurred.
  - i. Fighting also took place in Africa and the Middle East.

**The Western Front** (extended across Belgium and northeastern France to the border of Switzerland.)



**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**  
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**The Eastern Front** (ran from the Baltic Sea to the Black Sea.)



HIGHLIGHT - UNDERLINE - CIRCLE VOCABULARY - CHUNKING - \*ASTERISKS / STARS\* - QUESTION MARKS???

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### III. An Industrialized War

- A. 1867, Alfred Nobel Swedish chemist invented dynamite. Used in mining and construction, became important in weaponry.
- B. Trench Warfare
  - i. Soldiers fought, lived and died in ditches, called trenches, on two fronts
    - a. Eastern Front – Russia
    - b. Western Front - France
- C. **New Technologies:** *New weapons( machine gun, grenades, flame thrower, tank, poison gas) were very effective against old style strategies*

#### Technology Changes Warfare

INVENTION	DESCRIPTION	USE in WORLD WAR I
<b>Automatic Machine Gun</b>	Mounted gun that fires a rapid, continuous stream of bullets	Made it possible for a few gunners to mow down waves of soldiers
<b>Tank</b>	Armored vehicle that travels on a track and can cross many kinds of land	Protected advancing troops as they broke through enemy defenses; Early tanks were slow and clumsy
<b>Submarine</b>	Underwater ship that can launch torpedoes, or guided underwater bombs	Used by Germany to destroy Allied ships; submarine attacks helped bring the United States into war
<b>Airplane</b>	One – or two-seat propeller plane equipped with machine gun or bombs	At first, mainly used for observation; later, flying “aces” engaged in combat
<b>Poison gas; gas mask</b>	Gases that cause choking, blinding, or severe skin blisters; gas masks can protect soldiers from poison gas	Lobbed into enemy trenches, killing or disabling troops; gas masks lessened the importance of poison gas

### IV. Civilian Life and Total War

The war was fought at home as well as on the battlefield. A war fought in this way is called a total war. In a total war, all of a nation’s resources go into the war effort.

- Governments drafted men to fight in the war.
- Governments raised taxes and borrowed money to pay for the war.
- Governments rationed, or limited the supply of, goods at home so that the military could be provided for.
- Governments used the press to print *propaganda*, the spreading of ideas to promote a cause or to damage an opposing cause.
- Women at home took jobs that the soldiers had left behind. Some women joined the armed services. Other women went to the fronts as nurses.



## V. Major Turning Points of the War

### A. Entry of The United States

- i. U.S. tried to remain neutral
- ii. 1917, Germany used unrestricted submarine warfare
- iii. The sinking of the Lusitania (had American passengers aboard)



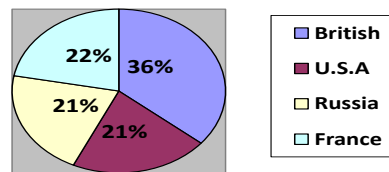
### B. Russian Withdrawal

- i. Low morale contributed to a revolution in 1917.
- ii. 1918, Russia signed a treaty with Germany that took Russia out of the war.

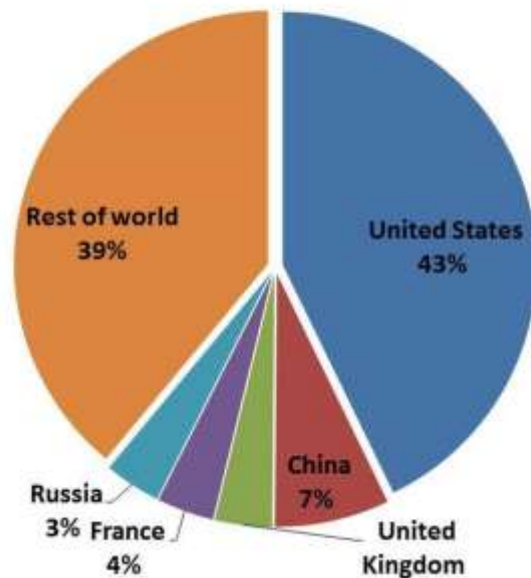
## VI. Costs of the War

- A. November 11, 1918, an armistice, or an agreement to end the fighting, was declared.
- B. Human Casualties
  - i. > 8.5 million deaths
  - ii. > 17 million wounded
  - iii. Famine threatened many regions
  - iv. Disease was widespread in many regions
- C. Economic Losses
  - i. There economic and political losses all over the world.
  - ii. Factories, farms, and homes had been destroyed
  - iii. Nations had huge war debts to repay
  - iv. The Allies, bitter at the destruction, insisted that the Central Powers make *reparations*

### PERCENTAGE of MONEY SPENT by ALLIES




### Percent of global military expenditure



## OVERALL:

Nationalism, militarism, imperialism, and political rivalries led to WWI. In the Balkans, what began as a local incident blossomed into a global war. Industrialization and new technology made the weapons of WWI much more destructive than any that had been used before. The war caused great human and economic losses.

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CORNELL NOTES 	<b>Topic/Objective:</b>  UNIT 6 Section 2  World War I	<b>Name:</b>  <hr/> <b>Class/Period:</b>  <hr/> <b>Date:</b>
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**ESSENTIAL QUESTION:**

<b>Questions/Main Ideas/Annotations:</b>	<b>ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS</b>
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<p><b>SCIENCE and TECHNOLOGY</b></p> <p><b>1.</b> What impact did innovations in science and technology have on World War I?</p>	
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<p><b>NATIONALISM and IMPERIALISM</b></p> <p><b>2.</b> What role did nationalism and imperialism play in causing World War I?</p>	
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<p><b>DIVERSITY</b></p> <p><b>3.</b> How did ethnic diversity in the Balkans contribute to starting the war?</p>	
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UNIT 6 Section 2	DEFINE THE FOLLOWING VOCABULARY
<b>4. Militarism</b>	Political policy that is dominated by the military and the competitive buildup of arms.
<b>5. Bosnia</b>	
<b>6. Archduke Francis Ferdinand</b>	
<b>7. Trench Warfare</b>	A form of combat where armies fight each other from opposing fortified positions, usually consisting of long, dugout holes or trenches.
<b>8. Central Powers</b>	
<b>9. Allied Powers</b>	
<b>10. Total War</b>	
<b>11. Propaganda</b>	
<b>12. Neutral</b>	
<b>13. Armistice</b>	A truce during wartime.
<b>14. Reparations</b>	Monetary compensation to correct something that was done wrong.

**HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

<b>Topic/Objective: Unit 6 Section 2</b>  <b>World War I Quiz</b>	<b>Name:</b>
	<b>Class/Period:</b>
	<b>Date:</b>

**DIRECTIONS:** Read each question carefully before you select your final response. Double check test when complete.

**MULTIPLE CHOICE:** (80 pts)

**1. A major cause of World War I was**

- a. A decline in the policy of imperialism
- b. The existence of opposing alliances
- c. An increase in acts of aggression by England
- d. The spread of communism throughout Europe

**2. What was the immediate cause of World War I in Europe?**

- a. Start of the civil war in Russia
- b. Sinking of the British liner, *Lusitania*
- c. Assassination of the heir to the throne of the Austro-Hungarian Empire
- d. Attack on Poland by the German army

**3. The technology developed during World War I resulted in**

- a. Smaller nations becoming part of larger empires after the war
- b. A smaller number of refugees during the war
- c. Increased military casualties in battles fought during the war
- d. A slowdown in transportation improvements after the war

**Use the chart below to answer question #4.**

**4. Which statement is best supported by the data contained in the table?**

- a. Austria-Hungary could not afford a large military expenditure in 1880.
- b. France spent the greatest amount of money on defense in 1900.
- c. Germany rapidly increased its military spending after 1890.
- d. Great Britain attempted to prepare for a long ground war.

**Defense Estimates of the Great Powers, 1870–1914**  
(in millions of pounds)

	1870	1880	1890	1900	1910	1914
Germany	10.8	20.4	28.8	41.0	64.0	110.8
Austria-Hungary	8.2	13.2	12.8	13.6	17.4	36.4
France	22.0	31.4	37.4	42.4	52.4	57.4
Great Britain	23.4	25.2	31.4	116.0	68.0	76.8
Italy	7.8	10.0	14.8	14.6	24.4	28.2
Russia	22.0	29.6	29.0	40.8	63.4	88.2

**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**  
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Use the excerpt below to answer questions #5 and #6.

*“The Allied...governments...affirm, and Germany accepts, the responsibility...for causing all the loss and damage to which the Allied...governments and their nationals have been subjected as a consequence of the war imposed on them by the aggression of Germany.”*

5. This passage is taken from which historical document?
- United Nations Charter
  - Treaty of Portsmouth
  - Atlantic Charter
  - Treaty of Versailles
6. What was a result of the provisions of this document?
- Allied governments helped rebuild the German economy
  - Resentments about these provisions contributed to the growth of Nazism in Germany
  - The ideas in these provisions served as the basis for the European Union
  - The provisions became a blueprint for lasting peace in Germany

Use the maps below to answer question #7



Source: *Regional Extensions*, 1999

7. Which nation lost the most territory as a result of World War I?
- Belgium
  - France
  - Austria-Hungary
  - Germany



Use the map below to answer question #8.



8. Which time period in German history is most accurately represented in this map?
- After World War I
  - Just after the Berlin conference
  - Immediately after the Congress of Vienna
  - During unification under Bismarck

**CONSTRUCTIVE RESPONSE QUESTION:** (20 pts) Complete on separate sheet of paper

Which of the following causes (Militarism, Alliances, Nationalism, Imperialism, and Assassination) had the greatest impact on WWI?

1. How did revolution change Russia?

## SECTION 3 U6: Revolution in Russia: Causes and Impacts

### Section overview

Revolution brought major changes to Russia. In the early 1900s:

- Dissatisfaction with czarist rule, peasant unrest, and economic problems led to revolution.
- Bolsheviks under Lenin took control of the Russian government during World War I.
- Stalin created a communist dictatorship that controlled every aspect of its citizens' lives.
- Stalin's economic policies brought industrialization and widespread starvation to Russia.

**I. The Russian Revolution of 1905:** The "Bloody Sunday" killings were a turning point for the Russian people. It destroyed their faith and trust in the Czar.

CAUSES	RESULTS
1. Low spirits after defeat in 1904 war with Japan	1. The "October Manifesto" – Czar Nicholas
2. Poverty and bad working conditions	2. Nicholas II sets up the Duma, which must approve all laws
3. Corrupt government	3. Nicholas II dissolves the first Duma when its leaders criticize the gov't
4. Persecution of minority groups	4. Pogroms continue
5. Bloody Sunday Killings	5. New voting laws limit powers of later Dumas

## II. The Russian Revolution (also called the Bolshevik Revolution) of 1917

A) The Russian Revolution was an event where the people of Russia overthrew their Czar (king) and created a new government.

B) Causes of (reasons for) the Russian Revolution- Like all political (government) revolutions, the Russian Revolution took place because the people of Russia were unhappy with their government. People were unhappy for several reasons:

1) World War I- Russia suffered many casualties (injuries and death) in the war. World War I also created food shortages at home (people were starving).

2) Czar Nicholas II- He was the ruler of Russia at the time. People thought that he abused his power by denying (taking away) the rights of the people.

Lenin and the Bolsheviks gained power by promising "Peace, Land, and Bread." The people tired of Russia's involvement in the world war. Peasants wanted and reform. Everyone wanted shortages of food and other goods to end.

2. How is communist gov't different from democratic gov't?

C) Bolsheviks

- 1) This was the radical (extreme) group that was leading the Russian Revolution.
- 2) The leader of the Bolsheviks was a man named Vladimir Lenin.
- 3) Lenin and the Bolsheviks gained the support of the Russian people by promising to provide them with "Peace, Land, and Bread." This slogan meant that they would take Russia out of WWI, give land to peasants, and feed everyone.

D) Effects (results) of the Russian/Bolshevik Revolution:

- 1) Czar Nicholas II was executed.
- 2) Lenin and the Bolsheviks came to power in Russia.
- 3) Russia became a Communist nation.

**LIFE IN A TOTALITARIAN STATE**

ECONOMICS	POLITICS	ARTS
<ul style="list-style-type: none"> <li>• Growth of industry</li> <li>• Growth of military</li> <li>• Low standard of living</li> <li>• Shortage of foods and consumer goods</li> </ul>	<ul style="list-style-type: none"> <li>• One-party dictatorship</li> <li>• Total gov't control of citizens</li> <li>• Total gov't control of industry and agriculture</li> <li>• Use of propaganda to win gov't support</li> </ul>	<ul style="list-style-type: none"> <li>• Censorship of books, music, art</li> <li>• Purpose of all art to praise communism</li> <li>• Observation of artists, writers, and musicians by secret police</li> </ul>

3. What were two goals or practices that Lenin and Stalin held in common?

RELIGION	SOCIETY
<ul style="list-style-type: none"> <li>• Gov't war on religion</li> <li>• Takeover of houses of worship</li> <li>• Secret police control religious worship</li> <li>• Communist ideals replace religious ideals</li> </ul>	<ul style="list-style-type: none"> <li>• Fear of secret police</li> <li>• An upper class of Communist Party members</li> <li>• Free education and health care</li> <li>• Public transportation and recreation</li> <li>• Jobs for women</li> </ul>

4. How did Stalin's chief goal differ from Lenin's?



Source: Kima, O'Donnell and Osborne, World Studies: Global Issues and Assessments, N & N Publishing





"Comrade Lenin cleans the Earth from scum", 1920

FIRST LEADERS of the SOVIET UNION

OVERALL:

In the late 1800s and early 1900s, autocratic rule and poor economic conditions caused many Russians to demand political and social reforms. In 1917, this discontent led to a revolution that ended Czarist rule in Russia. Bolshevik leader Vladimir Lenin gained power by promising better economic conditions and an end to Russian involvement in WWI. He then set up a Communist gov't. After Lenin's death, Joseph Stalin took over and established a totalitarian state, in which every aspect of life was controlled. Stalin's five-year plans boosted industry but did little to improve the life of the average worker. His collectivization of agriculture angered peasants, whose resistance resulted in mass starvation.

<p><b>Vladimir Lenin</b> Soviet Leader 1917-1924</p>	  <p><b>THINGS IN COMMON</b></p>	<p><b>Joseph Stalin</b> Soviet Leader 1924-1953</p>
<ul style="list-style-type: none"> <li>• <b>Chief Goal:</b> to create a classless society with production in the hands of the people.</li> <li>• Allowed some private business; let some peasants hold land</li> <li>• Standard of living rose for many workers and peasants</li> <li>• Believed that only revolution could bring needed changes to Russia</li> </ul>	<ul style="list-style-type: none"> <li>• Spent time in Siberian exile before 1917 revolution</li> <li>• Became Communist Party Leader</li> <li>• Used secret police to enforce Communist will</li> <li>• Wanted to bring about a worldwide Communist revolution</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chief Goal:</b> to make the Soviet Union into a modern industrial power with all production under gov't control</li> <li>• Created a command economy</li> <li>• Brought all agriculture under government control; forced peasants to live on group farms</li> <li>• Standard of living fell for most workers and peasants</li> </ul>

CORNELL NOTES



Topic/Objective:

UNIT 6 Section 3

Revolution in Russia

Name:

Class/Period:

Date:

**ESSENTIAL QUESTION:**

Questions/Main Ideas/Annotations:

**ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS**

**CHANGE**

1. Why did the Russian people demand change in 1917?

**POWER**

2. How did the Bolsheviks take control of the Russian government from the czar?

**HUMAN RIGHTS**

3. What was life like in Stalin's totalitarian state?

**ECONOMIC SYSTEMS**

4. How did Stalin's command economy affect the Soviet Union's industry and agriculture?

UNIT 6 Section 3	DEFINE THE FOLLOWING VOCABULARY
<b>1. Soviets</b>	
<b>2. Vladimir Lenin</b>	(1870-1924) Russian revolutionary leader and political theorist. He was the first leader of the new communist government of Soviet Russia. Later, he was also the first leader of the Soviet Union, which was composed of most of the republics of the former Russian Empire.
<b>3. Bolsheviks</b>	
<b>4. New Economic Policy</b>	An economic policy of Vladimir Lenin's in the Soviet Union where government controlled most banks and industry, but did allow some private ownership.
<b>5. Joseph Stalin</b>	
<b>6. Great Purge</b>	The widespread arrests and executions of over a million people by Josef Stalin between 1936 and 1938. Stalin was attempting to eliminate all opposition to his rule of the Soviet Union.
<b>7. Totalitarian State</b>	
<b>8. Command Economy</b>	
<b>9. Five-Year Plans</b>	
<b>10. Collectives</b>	

**HIGHLIGHT** – UNDERLINE - *CIRCLE VOCABULARY* – *CHUNKING* – \**ASTERISKS / STARS\** – *QUESTION MARKS???*

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Topic/Objective: Unit 6 Section 3

Revolution in Russia Quiz

Name:

Class/Period:

Date:

**DIRECTIONS:** Read each question carefully before you select your final response. Double check test when complete.**MULTIPLE CHOICE:** (80 pts)

- One of the major causes of the Russian Revolution of 1917 was the**
  - Abuse of political power by Czar Nicholas II
  - Government's refusal to enter World War I
  - Rapid expansion of the right to vote
  - Failure of communism
- Lenin's promise of "Peace, Land, and Bread" during the Bolshevik Revolution of 1917 was made in an effort to**
  - End France's occupation of Russia
  - Gain popular support to overthrow the government
  - Restore Czar Nicholas II to power
  - Resolve conflicts between farmers of diverse ethnic backgrounds

**Use the excerpt below to answer question #11.**

*"...The replacement of the bourgeois by the proletarian state is impossible without a violent revolution. The abolition of the proletarian state, i.e., of all states, is only possible through withering away."*

-V.I. Lenin, *State and Revolution*, 1917

- This quotation is associated with the principles of**
  - Imperialism
  - Capitalism
  - Militarism
  - Communism
- Which statement describes a similarity between the French Revolution and the Bolshevik Revolution in Russia?**
  - The leaders in power before the revolutions favored changing the political system in their country
  - Both revolutions were the result of government denial of basic human rights and stressful economic conditions
  - Most of the revolutionary support was provided by radicals from other countries
  - The new democracies created by the revolutions gave people greater representation
- The Bolshevik Revolution of 1917 was a major turning point in history because**
  - Russia became the first nation with a communist economic system
  - It was the last revolution in the 20<sup>th</sup> century
  - Russia ceased to be an important force in world affairs
  - The royal family was exiled to Mexico

**CONSTRUCTIVE RESPONSE QUESTION:** (20 pts) Complete on separate sheet of paper**To what extent was the Russian Revolution a turning point in world history?**

**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**  
 NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

1. How did the League of Nations plan to deal with international conflict in the future?

## SECTION 4 U6: Between the Wars

### Section overview

After World War I:

- The Treaty of Versailles severely punished Germany
- New nations formed and old empires collapsed
- Nationalist movements struggled to throw off foreign domination
- Women gained the right to vote in many countries
- The global economy experienced a severe downturn
- Fascist powers took control in Italy and Germany
- Militarists took power in Japan

### I. Treaty of Versailles

A) This was the Treaty that ended World War I.

B) The Big Three (Paris Peace Conference)

1. U.S. President Woodrow Wilson: stressed self-determination
2. Prime Minister David Lloyd George of Great Britain
3. George Clemenceau

C) The Treaty formed the League of Nations; a group of more than 40 countries that hoped to settle problems through negotiation and not war.

1. President Wilson's Concept (14 Points Plan) but the U.S. never joined

### EUROPE AFTER WORLD WAR I



**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES



**NOTE:** The key thing to remember is that the treaty severely punished Germany in a number of ways:

- 1) Germany was forced to accept blame (guilt) for causing World War I.
- 2) Germany was forced to pay 30 billion dollars in war reparations (money for damages caused during the war).
- 3) Germany had to reduce (decrease) the size of its military.
- 4) Germany was forced to give up some of its lands.
- 5) **NOTE:** The Treaty of Versailles was so harsh on Germany that it eventually helped bring Hitler (and the Nazis) to power and it helped cause World War II.

## II. Key effects (results) of World War I

1) In order to provide the people of Eastern Europe with self-determination (the right of ethnic groups to create their own governments), Austria-Hungary and the Ottoman Empire were broken apart and much of the land was used to create new nations in Eastern Europe (such as Czechoslovakia and Yugoslavia).

2) Armenian Massacre- During World War I, the Turks of the Ottoman Empire attempted to kill all of the Armenians that lived in their territory.

**NOTE:** This event is an example of genocide- the attempted extermination of an entire ethnic group. Genocide is considered to be the ultimate violation of human rights.

3) Women in Europe eventually gained suffrage (the right to vote) since they had helped out during World War I by working in factories.

## III. Unfulfilled National Goals

- Germany was horrified by the terms of the Treaty
- Italy had hoped to gain more land than it received. It had made a secret treaty that was unfulfilled
- Japan was angry because the Allies did not recognize its claims in China
- China was angry that Japan had been given control over former German possessions in China
- Russia was angry over the reestablishment of Poland and the creation of independent Estonia, Latvia, and Lithuania on lands that had been part of the Russian empire.

2. What are the similarities among Pan-Slavism, Pan-Arabism, and Zionism? What are some differences?

## IV. Nationalism Between World Wars (1919-1939)

### A) Turkey

1) After World War I, the Ottoman Empire was broken apart. All that remained of Ottoman lands was the country of Turkey.

2) Kemal Ataturk- He was the first president of Turkey. He is considered a nationalist because he made many changes in order to strengthen Turkey:

a) Westernization- He imitated the customs and traditions of European countries (for example, people in Turkey were required to dress like Europeans).

b) Democracy- He helped establish democracy in Turkey by giving people a voice in government (even women were given the right to vote).

c) **NOTE:** Many Muslims resented Kemal Ataturk since he eliminated Islamic laws and created secular (non-religious) laws.

B) Iranian Nationalism : In Iran, the British and the Russians had carved out spheres of influence. In 1925, Reza Khan, an army officer, overthrew the ruler of Iran, called the Shah. He set up his own dynasty. He quickly tried to modernize and westernize Iran and make it fully independent. Factories, roads, and railroads were built. The army was strengthened. The western alphabet and western dress were adopted, and secular schools were set up. Islamic law was replaced with secular law, and women were encouraged to take part in public life.

C) Arab Nationalism: During WWI, many Arabs had helped the Allies. In return they had been promised independence. After the war, however, Great Britain and France divided up the Ottoman lands between themselves. They set up mandates, territories administered by European powers. France (Syria, Lebanon) Great Britain (Palestine, Iraq)

Arab nationalism led to the rise of Pan-Arabism; This movement sought to unify all Arab peoples based on their shared heritage.

### D) Zionism

1) Zionism is the name for the nationalist movement of Jews.

2) Since Jews did not yet have their own country, the goal of Zionists after World War I was to create an official nation for Jews in the Holy Land (a region of the Middle East that includes the sacred city of Jerusalem).

3) **NOTE:** Jews and Palestinians (Arab Muslims) were fighting for the same territory.

## E) India

1) By the time World War I ended in 1919, India had been a colony of Great Britain (England) for almost 200 years. After World War I, India began to increase its demands for independence (self-government); nearly 1 million Indians had served the Allied cause and died during WWI but had few rights at home.

2) The Amritsar Massacre: A Turning Point came in 1919. There were riots and attacks on British citizens in the city of Amritsar. In response, public meetings were banned. When a large group of Indians assembled on April 13, British troops fired on them without warning, killing about 400 people and wounding about 1,2200 more. The incident convinced many Indians that British rule must be ended.

## 3) Mohandas Gandhi

a) He is the famous nationalist leader of India who fought for independence from Britain using only non-violent methods (also called civil disobedience or passive resistance).

b) Salt March- Famous event where Gandhi protested British taxes on salt by leading a peaceful march to the sea to make his own salt.

c) Boycott- Gandhi encouraged the people of India to boycott (stop buying) British products (like clothing) that were sold in India.



F) Chinese Nationalism: Chinese civilization was in great disorder during and after WWI. After Sun Yixian (Sun Yat-sen), founder of the Chinese Republic, stepped down, rival warlords fought for power. The economy collapsed; and during this time, foreign powers- especially Japan- increased their influence in China.

Rival Groups in China: After the death of Sun Yixian in 1925, an army officer named Jiang Jieshi (aka Chiang Kai-shek) took over the Kuomintang Jiang's government, supported by middle class businessmen, did little to help the peasants. As a result the peasants were attracted to Mao Zedong and his Communist Party.

Civil War: At First, the Nationalists and the Communists had worked together to unite China. Over time, however, Jiang Jieshi began to see the Communists as a threat. A Civil war began between the Nationalists and the Communists that would last for 22 years.

#### IV. Literature and Arts: The Lost Generation

WWI had produced disquiet in social as well as political arenas. The war had shaken many people's long-held beliefs. Scientific discoveries- such as those of the Curies, Einstein, and Freud- had brought new understanding, but they had also cast doubt on the ideas of the past.

The war itself had left scars on those who survived it. Writers, artists, and musicians throughout the 1920s and 1930s expressed a loss of hope, rejecting former rules and moral values. They became known as the "Lost Generation."

How would you illustrate the world you see today through literature and Art?

Writers such as Ernest Hemingway expressed a loss of faith in western civilization. Poet T.S. Eliot portrayed the modern world as spiritually empty and barren. Some painters stopped trying to reproduce the real world. In an attempt to express their feelings of loss of meaning, they experimented with color and distorted shapes.

### V. Women’s Suffrage Movement

In the mid-1800s in western democracies, women had begun to demand greater rights. This included property rights and suffrage, or the right to vote.

- New Zealand: 1893, the first country in which women won the right to vote
- Great Britain: 1918, women over 30
- Great Britain: By 1928, women over 21
- United States: 19<sup>th</sup> Amendment proposed in 1918 and adopted in 1920
- Early 1900s: Canada, Finland, Germany, and Sweden

### VI. WORLDWIDE DEPRESSION

After WWI, economic problems emerged in Europe. Soldiers, returning from the war, needed jobs. Nations had to pay war debts and rebuild cities.

**Causes of the Depression:** Weaknesses in the economies of the United States and other nations around the world led to the Great Depression.

**Impact of the Depression:** The collapse of the American economy had a ripple effect around the world. American investors pulled their money out of Europe, and placed high tariffs on imported goods. Nations that depended on American loans and investments or on exporting their goods to the United States, saw their economies collapse. Unemployment soared in many countries.

Some people lost faith in democracy and capitalism. Extreme ideas of many types arose. Communists celebrated what they saw as the failure of capitalism. Strong leaders supported intense nationalism, Militarism, and a return to authoritarian rule.



Effects of the Depression



The Great Depression changed life for most American families.



## VII. Introduction to Totalitarian Dictatorships

A) Totalitarian dictatorships are governments where one ruler has complete control over ALL aspects of life within a country. They control the political, social, and economic features of a nation.

B) After World War I, totalitarian dictatorships were established in 3 countries under 3 men:

- 1) The Soviet Union under Joseph Stalin.
- 2) Italy under Benito Mussolini.
- 3) Germany under Adolf Hitler.

C) All 3 totalitarian dictatorships had a number of characteristics (traits) in common:

- 1) Censorship- They ended freedom of speech in their countries. The governments strictly controlled the media (i.e.- newspapers, radio, and television) of their nation.
- 2) One political party- Only the political party of the dictators was allowed to exist. Stalin's political party was called the Communists. Mussolini's political party was called the Fascists. Hitler's political party was called the Nazis.
- 3) People were expected to put the needs of the state (their country) before their own needs.
- 4) They eliminated opposition (people against them) by using a secret police force.
- 5) They used propaganda- Messages that were meant to influence the way people thought.

3. How did war and economic depression lead to the rise of fascism?

4. Why did certain conditions contribute to the Nazi party gaining power in Germany?

5. What economic problems led to the rise of militarism in Japan?

**THE FASCIST STATE**



D) **NOTE:** know that both Hitler and Mussolini were able to come to power because Germany and Italy were facing severe economic problems such as inflation (rising prices) and unemployment (many people had no job). The people of Germany and Italy believed that Hitler and Mussolini could solve these problems.



**LEADERSHIP**

- Use of terror and force
- Idea of a super race
- Shift of blame to minority groups

**The Rise of the Nazi Party**



1918-1933-1939-1941-1942-1944-1945-2001

6. What were the political effects of the rise of militarism in Japan?

### TOTALITARIANISM in NAZI GERMANY

PROPAGANDA	LACK of CIVIL LIBERTIES
The gov't controlled all sources of information- newspapers, radio, movies, and books. Schools taught Nazi ideas and children joined the Hitler Youth. Forbidden books were burned.	Only the Nazi Party was allowed and rival political parties were outlawed. The Gestapo (secret police) arrested and executed people without a trial.
ANTI-SEMITISM	ECONOMIC CONTROLS
Jews lost their property and citizenship. Their shops and synagogues were destroyed. They were forced to wear the yellow Star of David on their clothing. They were moved to ghettos and concentration camps.	Agricultural and industrial production was controlled. Labor unions and strikes were outlawed. Germans were put to work building highways and weapons factories and drafted into the military.

### V. Japan: Militarism and Expansion

CAUSES	EFFECTS
<ul style="list-style-type: none"> <li>• Unhappiness over loss of traditions</li> <li>• Loss of foreign markets due to Great Depression</li> <li>• Unemployment</li> <li>• Poverty among peasants</li> <li>• Feelings of nationalism</li> <li>• Demand for expansion of Japanese empire</li> </ul>	<ul style="list-style-type: none"> <li>• 1931 attack on Chinese province of Manchuria</li> <li>• Withdrawal from League of Nations</li> <li>• Anti-western feelings</li> <li>• End of many democratic freedoms</li> <li>• Renewed practice of traditions</li> <li>• Increased honor for emperor</li> <li>• Renewed expansion and efforts to control China</li> </ul>


### VI. Totalitarianism under Joseph Stalin

A) Joseph Stalin was the totalitarian dictator of the Soviet Union (Russia). The Regents wants you to know the following about him:

- 1) He established a Command (or Communist) economy- This is an economic system where the government (instead of individuals) owns businesses, makes business decisions, and sets prices.
- 2) Five-Year Plans- Stalin tried to modernize (update) the industry (factories) and agriculture (farms) of the Soviet Union by setting economic goals every five years.
- 3) Collectivization- Stalin took over the individual farms that people owned and forced people to live on large government farms (called collective farms) that were owned by the government.
- 4) **NOTE:** Stalin took away food from the people of the Ukraine (an area of the Soviet Union) when they resisted (fought against) his program of collectivization. Millions of peasants in the Ukraine died of forced starvation.

### OVERALL:

After WWI, conflict and turmoil continued. The Treaty of Versailles gave some nations self-determination, punished Germany severely, and created the League of Nations. New nations formed and old empires collapsed. Change occurred as nationalist groups struggled to overthrow foreign domination. Society and culture changed after the war, and people lost faith in old ideas. In 1929, the global economy plunged into a terrible depression. Fascism in Italy and Germany threatened the peace in Europe, while aggressive militarism by Japan caused tension in Asia.

CORNELL NOTES  	<b>Topic/Objective:</b>  UNIT 6 Section 4  Between the Wars	<b>Name:</b>  <hr/> <b>Class/Period:</b>  <hr/> <b>Date:</b>
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**ESSENTIAL QUESTION:**

Questions/Main Ideas/Annotations:	<b>ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS</b>
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<p style="text-align: center;"><b>INTERDEPENDENCE</b></p> <p><b>1.</b> How did the major powers try to resolve troublesome issues after World War I?</p>	
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<p style="text-align: center;"><b>NATIONALISM</b></p> <p><b>2.</b> What factors led to the nationalist movements of the 1920s and 1930s?</p>	
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<p style="text-align: center;"><b>HUMAN RIGHTS</b></p> <p><b>3.</b> What rights did women gain after World War I?</p>	
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<p style="text-align: center;"><b>ECONOMIC SYSTEMS</b></p> <p><b>4.</b> What were the causes and effects of the world economic crisis of the 1930s?</p>	
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<p style="text-align: center;"><b>POLITICAL SYSTEMS</b></p> <p><b>5.</b> What are the main characteristics of fascism?</p>	
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**HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**  
 NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES



UNIT 6 Section 4	DEFINE THE FOLLOWING VOCABULARY
<b>6. Treaty of Versailles</b>	Treaty ending World War I. It was extremely unfair to Germany, forcing them to accept all of the blame for the war. It is a major cause of World War II.
<b>7. League of Nations</b>	A multinational peace keeping organization which began as an idea of United States President Woodrow Wilson following the first World War. The Treaty of Versailles created a League with over 40 different countries joining. The United States was not one of them. The League of Nations was to be an international body that would settle future problems through negotiations instead of warfare. The member nations were to work cooperatively through economic and military means to enforce its decisions. However, since the United States did not join, the League never achieved its intentions. While the League did attempt to halt the aggressiveness of Hitler's Germany, their inherent weakness prevented them from stopping World War II.
<b>8. Kemal Ataturk</b>	(1881-1938) Nationalist leader of Turkey who is responsible for modernizing and westernizing his country after World War I. This enabled Turkey to resist imperialist attempts at takeover by various European powers.
<b>9. Reza Khan</b>	
<b>10. Pan-Arabism</b>	
<b>11. Mohandas Gandhi</b>	
<b>12. Civil Disobedience</b>	The purposeful breaking of laws to protest actions by the government.
<b>13. Kuomintang</b>	Nationalist Party in China led by Jiang Jieshi, which began a war against the Communist Party led by Mao Zedong. Both fought for control of China, with Mao and the Communists ultimately winning in 1949.
<b>14. Great Depression</b>	
<b>15. Fascism</b>	
<b>16. Benito Mussolini</b>	
<b>17. Adolf Hitler</b>	
<b>18. Third Reich</b>	

Topic/Objective: Unit 6 Section 4

Between the Wars Quiz

Name:

Class/Period:

Date:

**DIRECTIONS:** Read each question carefully before you select your final response. Double check test when complete.**MULTIPLE CHOICE:** (80 pts)**1. A totalitarian society is one in which**

- The government controls most aspects of life
- Religious beliefs are supported by the government
- The state is considered a servant of the citizens
- Citizens can publicly criticize the actions of the leaders

**2. Which situation is characteristic of a totalitarian society?**

- Artists and musicians experience artistic freedom
- Individualism is encouraged
- The freedoms of speech, press, and religion are denied
- Judges and the courts are independent of central government control

**3. Totalitarian countries are characterized by**

- Free and open discussions of ideas
- A multiparty system with several candidates for each office
- Government control of newspapers, radio, and television
- Government protection of people's civil liberties

**4. Joseph Stalin's rule in the Soviet Union was characterized by the**

- Introduction of democratic political institutions
- Encouragement of religious beliefs
- Development of a market economy
- Establishment of a totalitarian dictatorship

**5. Under communism in the former Soviet Union, people were required to**

- Reject modern technology
- Limit the size of their families
- Honor their ancestors and religious traditions
- Put the interests of the state before individual gain

6. **Under Joseph Stalin, peasants in the Soviet Union were forced to**
  - a. Become members of the ruling party
  - b. Support the Russian Orthodox Church
  - c. Join collective farms
  - d. Move to large cities
  
7. **Nazi Germany , Fascist Italy, and Communist Russia were similar in that each**
  - a. Protected individual rights
  - b. Elected their leaders through popular vote
  - c. Supported market-based economies
  - d. Established totalitarian governments
  
8. **During the mid-1930's, which characteristic was common to Fascist Italy, Nazi Germany, and Communist Russia?**
  - a. Government ownership of the means of production and distribution
  - b. One-party system that denied basic human rights
  - c. Encouragement of individual freedom of expression in the arts
  - d. Emphasis on consumer goods rather than on weapons
  
9. **During the 1930's and 1940's, Nazis in Germany and Fascists in Italy promoted policies that emphasized**
  - a. National and racial supremacy
  - b. Worldwide Communist revolutions
  - c. International peacekeeping efforts
  - d. Economic cooperation in Europe

**CONSTRUCTIVE RESPONSE QUESTION:** (20 pts) Complete on separate sheet of paper

**How did war and economic depression lead to the rise of fascism?**

1. List five acts of aggression that led to WWII.

## SECTION 5 U6: World War II

### Section overview

World War II:

- Began when aggressive empire building by Germany, Italy, and Japan was opposed by Great Britain and France.
- Was very destructive because of the technological power of new weaponry.
- Was a total war that involved civilians as well as the military.
- Created political and geographical divisions within Europe
- Affected global politics and culture for many years.

### I. Introduction to World War II (1939-1945)

A) World War II was the second major global conflict of the twentieth century. It was fought mainly in Europe and on the islands of the Pacific Ocean.

### II. Events leading up to World War II

A) Japanese Aggression

- 1) Japan took over Korea, Manchuria (northeastern China), and much of Southeast Asia in order to gain natural resources/raw materials (like coal and iron).
- 2) Rape of Nanking- Brutal event in which the Japanese raped and killed Chinese civilians (non-soldiers) in the city of Nanking. It was a major human rights violation.

B) Italian Aggression- Benito Mussolini of Italy invaded and took over Ethiopia (country in Africa).

C) German Aggression- Adolf Hitler violated the Treaty of Versailles in a number of ways:

- 1) Hitler built up the German military and drafted soldiers into the army.
- 2) Hitler placed soldiers in the Rhineland (an area between Germany and France).
- 3) Hitler took over the neighboring country of Austria.
- 4) Hitler took over the neighboring country of Czechoslovakia.

D) **NOTE:** World War II took place mainly because very little was done early on to stop Hitler, Mussolini, or Japan. For example:

- 1) The League of Nations was an international organization created after World War I in order to prevent war. It failed to stop Hitler, Mussolini, or Japan from being aggressive.



2. Describe the importance of each of the following turning points of the war:

a. Entry of the United States

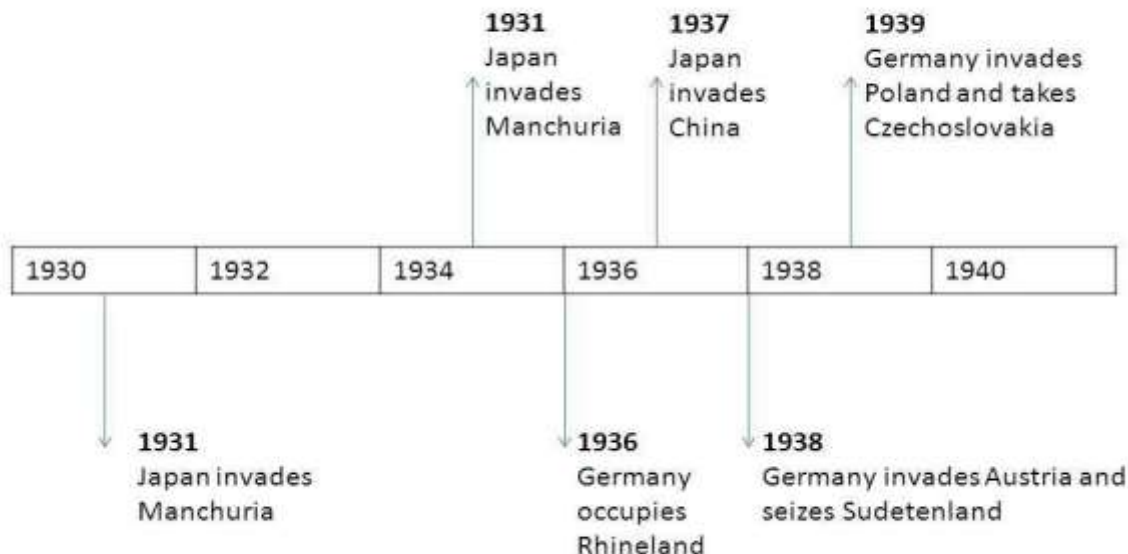
2) Appeasement- This is a policy where an aggressive nation is given what they want by other nations in order to avoid war. At the Munich Conference in Germany, Great Britain appeased Hitler by giving him control over Czechoslovakia. This led Hitler to demand even more land.

E) **NOTE:** World War II started when Hitler invaded Poland in 1939. Three days later, Britain and France declared war on Germany.

b. Battle of Stalingrad

c. Invasion of Normandy

## Military Aggression Leading to World War II



### III. Key Events of World War II

A) Invasion of Poland- This event started WWII. Poland was quickly defeated by Germany because Poland lacks natural boundaries (i.e.- it has very flat plains that were easy to conquer).

B) Pearl Harbor- Japan launched a surprise attack against the United States. This event brought us into World War II.

C) **NOTE:** Hitler failed to conquer Russia (the Soviet Union) at the Battle of Stalingrad because of the harsh climate (severe winter) and large size of the nation. The same was true of Napoleon Bonaparte 130 years earlier. Geography has always been Russia’s best defense.

D) D-Day Invasion- This was the beginning of the final Allied push against Germany. It resulted in the eventual defeat of Germany.

E) Atomic bombing of Hiroshima(Aug.8, 1945): killed 70,000 and Nagasaki: killed 40,000 - This was the final event of World War II. The U.S. dropped two atomic bombs on Japan. Japan surrendered soon after.

F) Yalta Conference- In February 1945, Roosevelt, Churchill, and Stalin met at a Soviet resort called Yalta. They knew then that the war was close to an end. The three leaders decided that at war’s end, they would divide Germany temporarily. British, French, American, and Soviet forces would each control a zone of Germany. They agreed that Stalin would oversee the creation of new governments in Eastern Europe.

3. Describe the significance of each of the following leaders:

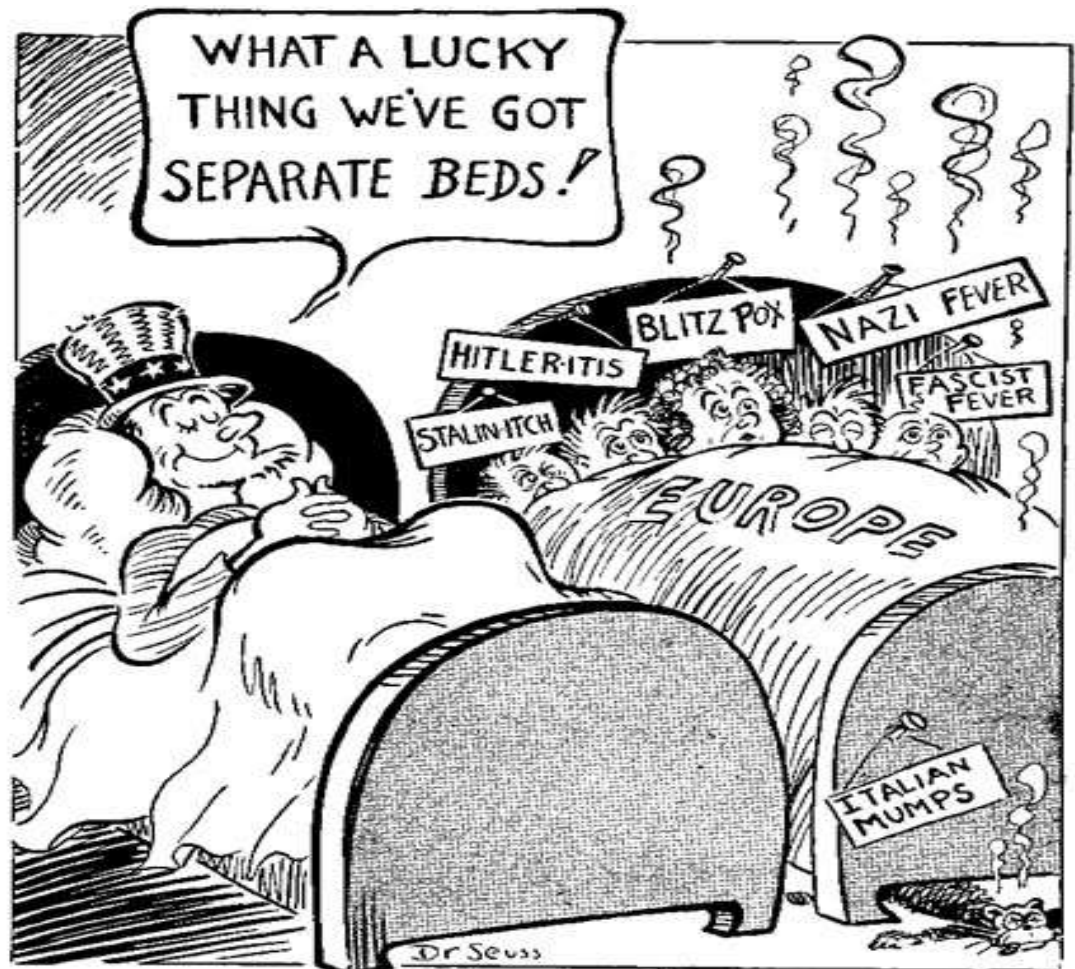
a. Hitler

b. Mussolini

c. Stalin

d. Churchill

e. Roosevelt



Ho Hum! No chance of contagion.

By Dr. Seuss

## G) The Holocaust

- 1) This was the event during World War II in which Hitler and the Nazis tried to kill all Jews in Europe. 6 million Jews and 6 million non-Jews were killed during this event.
- 2) The Holocaust is an example of genocide- the attempt to exterminate (kill off) an entire group of people. All genocides are considered human rights violations.

## H) Other Wartime Atrocities

- 1) Bataan Death March: In the Philippines, Japanese soldiers forced American and Filipino prisoners of war on a march up the Bataan peninsula. Along the way, prisoners were beaten, stabbed, and shot.
- 2) The Japanese invasion of Nanjing in 1937 involved mass shootings and terrible brutality. Around 250,000 Chinese were killed
- 3) In Poland, Soviet troops subjected thousands of Poles to imprisonment, torture, and execution.

## 4. List five effects of WWII.

**IV. Turning Points of the War**

- A. **The Entry of the United States (1941):** Although the U.S. had declared its neutrality in the war, President FDR met with England's prime minister, Winston Churchill, in August 1941, and they declared their common desire to end Nazi tyranny. Roosevelt continued to supply arms to the Allies. To stop Japanese aggression, the U.S. banned the sale of war materials to Japan. Angered by the ban, Japan launched a surprise attack on American military bases at Pearl Harbor, Hawaii, on December 7, 1941. More than 2,400 people were killed, and many ships and planes were destroyed.
- B. **Battle of Stalingrad (1942-1943):** The Germans invaded the Soviet Union in 1941. After steadily advancing, they became stalled outside Moscow and Leningrad. Hitler turned south in 1942 to try to take Stalingrad. Russian troops and a freezing winter caused the German invaders to surrender in 1943. The Red Army drove the Germans out of the Soviet Union. Soon Soviet troops were advancing toward Germany.
- C. **Invasion of Normandy (1944):** The Allies invaded France on June 6, 1944, also known as D-Day. Allied troops were ferried across the English Channel, landing on the beaches of Normandy. They broke through German defenses to advance toward Paris and freed France from German control. The Allies then moved from France to Germany.

**V. Effects (Results) of World War II****A) Formation of the United Nations**

- 1) The United Nations is the organization that was created after World War II in order to solve international problems (like poverty and disease) and prevent future wars.
- 2) 191 nations (almost the entire world) currently belong to the United Nations.
- 3) The United Nations is made of 6 main bodies. 4 of them are:
  - a) The Security Council- Keeps peace between nations.
  - b) International Court of Justice- Settles disputes between countries.
  - c) General Assembly- Votes on key policies of the United Nations.
  - d) Secretariat- Responsible for day-to-day administration of the United Nations.
- 4) *Declaration of Human Rights*- This was a document created by the United Nations that lists the rights that ALL people should have within their nations. This includes the right to freedom of speech, the right to life, and the right to participate in government.



**B) War Crime Trials (Nuremberg Trials) :** trials held in Germany from November 1945 through September 1946

- 1) This is the court case where the surviving Nazis who helped Hitler carry out the Holocaust were put on trial.
- 2) 19 Nazi leaders were executed or sentenced to imprisonment as a result of "crimes against humanity" (i.e.- genocide).
- 4) **NOTE:** The Nuremberg Trials are important because they demonstrated that individuals in government could be held accountable (responsible) for their actions.

**C) Human Losses:** WWII had killed as many as 75 million people.

- a. European countries: 38 million
- b. Soviets: Suffered the heaviest losses, 22 million people dead
- c. Holocaust

**D) Economic Losses:** Throughout Europe and Asia, cities were in ruin; took many years to recover


**E) Occupied Nations:** In order to prevent another world war and to promote democracy, western nations occupied West Germany and Japan. They built new governments with democratic constitutions, which protected individual rights and liberties.

However, Soviet forces occupied East Germany and most of Eastern Europe. They established communist governments in these nations. Thus, Europe was divided in two- between democracy in the West and communism in the East.

### OVERALL:

Germany, Italy, and Japan tried in the 1930s to build world empires. When Germany invaded Poland in 1939, WWII began, and the world faced the most devastating conflict in human history. During WWII, new weapons with massive power caused the loss of millions of lives. Civilians were greatly affected by the war, facing rationing, military attacks, and sometimes severe repression. The conflict continued until 1945. World War II resulted in millions of deaths, heavy economic losses, and brutality on a scale such as the world had not seen before. After 1945, the world became divided between communist and democratic forms of government.



CORNELL NOTES  	<b>Topic/Objective:</b>  UNIT 6 Section 5  World War II	<b>Name:</b>  <hr/>
		<b>Class/Period:</b>  <hr/>
		<b>Date:</b>  <hr/>

**ESSENTIAL QUESTION:**

<b>Questions/Main Ideas/Annotations:</b>	<b>ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS</b>
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<p style="text-align: center;"><b>POWER</b></p> <p><b>1.</b> What events led up to World War II?</p>	
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<p style="text-align: center;"><b>SCIENCE and TECHNOLOGY</b></p> <p><b>2.</b> How did new weapons technology affect the course of the war?</p>	
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<p style="text-align: center;"><b>CITIZENSHIP</b></p> <p><b>3.</b> How were the lives of individuals affected by the war?</p>	
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<p style="text-align: center;"><b>CHANGE</b></p> <p><b>4.</b> What were the major turning points of the war that helped determine its outcome?</p>	
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UNIT 6 Section 5	DEFINE THE FOLLOWING VOCABULARY
<b>5. Appeasement</b>	The policy of pacifying an aggressive nation in the hopes of avoiding further conflict.
<b>6. Munich Conference</b>	
<b>7. Franklin Roosevelt</b>	
<b>8. Pearl Harbor</b>	
<b>9. Stalingrad</b>	
<b>10. D-Day</b>	
<b>11. Hiroshima</b>	Japanese city devastated during World War II when the United States dropped the first atomic bomb on Aug 6th, 1945.
<b>12. Blitz</b>	
<b>13. Winston Churchill</b>	
<b>14. Genocide</b>	The killing of all the people from a ethnic group, religious group, or people from a specific nation.
<b>15. Concentration camps</b>	A prison camp used to hold Jews during World War II and the Holocaust.
<b>16. Holocaust</b>	The attempted genocide of European Jews, Gypsies, mentally retarded, homosexuals, and others by Nazi Germany during the Second World War.
<b>17. Bataan Death March</b>	
<b>18. United Nations</b>	An international body composed of many countries that seeks to promote peace, prosperity, and cooperation around the world. It was formed in 1945 at the end of World War II.

Topic/Objective: Unit 6 Section 4

Between the Wars Quiz

Name:

Class/Period:

Date:

**DIRECTIONS:** Read each question carefully before you select your final response. Double check test when complete.**MULTIPLE CHOICE:** (80 pts)**1. Which series of events is arranged in the correct chronological order?**

- The Treaty of Versailles is signed > Adolf Hitler becomes Chancellor of Germany > German troops invade Poland
- German troops invade Poland > The Treaty of Versailles is signed > Adolf Hitler becomes Chancellor of Germany
- Adolf Hitler becomes Chancellor of Germany > The Treaty of Versailles is signed > German troops invade Poland
- The Treaty of Versailles is signed > German troops invade Poland > Adolf Hitler becomes Chancellor of Germany

**2. Many historians believe that the harsh terms found in the Treaty of Versailles helped lead to**

- Italy's unification
- Revolutions in Russia
- Turkey's modernization
- World War II

**3. Which event is most closely associated with the start of World War II in Europe?**

- Invasion of Poland by Nazi forces
- Signing of the Munich agreement
- Building of the Berlin Wall
- Assassination of the Archduke Franz Ferdinand

**4. Which action illustrates the concept of genocide?**

- The British negotiating peace with Adolf Hitler during the 1938 Munich Conference
- Adolf Hitler and Joseph Stalin signing a nonaggression pact in 1939
- The Nazi armies eliminating the Jews and other groups as part of Adolf Hitler's Final Solution
- German generals plotting against Adolf Hitler

**5. During World War II, which event occurred last?**

- German invasion of Poland
- The invasion of Normandy by the Allies (D-Day)
- United States bombing of Hiroshima and Nagasaki
- Japanese invasion of Manchuria

**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

**6. A major result of the Nuremberg trials after World War II was that**

- a. Germany was divided into four zones of occupation
- b. The United Nations was formed to prevent future acts of genocide
- c. The North Atlantic Treaty Organization (NATO) was established to stop the spread of communism
- d. Nazi political and military leaders were held accountable for their actions

**Use the excerpt below to answer question #7**

*“But this trial has shown that under the stress of a national crisis, ordinary men – even able and extraordinary men – can delude [fool] themselves into the commission of crimes and atrocities so vast and heinous [terrible] that they beggar [shock] the imagination.”*

*-Judgment at Nuremberg*

**7. This quotation is referring to the**

- a. Dropping of the atomic bomb on Hiroshima
- b. Actions taken against Jews and others in the Holocaust
- c. Allied bombing of German cities during World War II
- d. German invasion of Poland

**8. The United Nations was created primarily to**

- a. Prosecute persons accused of war crimes
- b. Contain the spread of communism
- c. Channel relief aid to war-torn nations
- d. Provide a means of solving international problems

**CONSTRUCTIVE RESPONSE QUESTION:** (20 pts) Complete on separate sheet of paper

**Describe the importance of each of the following turning points of WWII.**

- A. Entry of the United States
- B. Battle of Stalingrad
- C. Invasion of Normandy









4.

**Document 1**

. . . In 1948, the fledgling UN General Assembly adopted an international Convention on the Prevention and Punishment of the Crime of Genocide, which came into force in 1951. That convention defines genocide as “acts committed with intent to destroy, in whole or in part, a national ethnic, racial or religious group,” including inflicting conditions calculated to lead to a group’s destruction. . . .

After the horrors of the Holocaust were revealed, the mantra [slogan] of the time became “never again.” But it would take four decades, with the creation of the International Criminal Tribunal for the former Yugoslavia in 1994, before the international community would finally come together to prosecute the crime of genocide again.

Why did it take so long, despite atrocities and mass killings in Cambodia, East Timor, and elsewhere? . . .

Source: Irina Lagunina, “World: What Constitutes Genocide Under International Law, and How Are Prosecutions Evolving?,” Radio Free Europe/Radio Liberty, 9/10/2004

**According to Irina Lagunina, what was one criticism of the international community’s response to genocide?**

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**Document 2**

. . . Undeniably, there have been terrible human rights failures—in Cambodia, Bosnia, and Rwanda. There, and elsewhere, national constitutions and international norms failed to deter; international institutions and powerful governments failed to respond promptly and adequately. (The expectation that they would fail to respond no doubt contributed to their failure to deter.) But international human rights may be credited with whatever responses there have been, however inadequate, however delayed; and international human rights inspired all subsequent and continuing efforts to address the terrible violations. The major powers have sometimes declared gross violations of human rights to be “threats to international peace and security” and made them the responsibility of the UN Security Council, leading to international sanctions (and even to military intervention, as in Kosovo in 1999). International tribunals are sitting to bring gross violators to trial; a permanent international criminal tribunal to adjudicate [judge] crimes of genocide, war crimes, and crimes against humanity is being created. Various governments have moved to support international human rights and made their bilateral and multilateral influence an established force in international relations. . . .

Henkin, “Human Rights: Ideology and Aspiration, Reality and Prospect,” *Realizing Human Rights*, St. Martin’s Press, 2000

**Based on this document, state one attempt made to address the problem of genocide.**

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Score	Criteria
2	Proficient, identifies 1 criticism to the community’s response to genocide and 1 attempt to address the problem of genocide
1	Insufficient, fulfills only 1 of 2 requirements
0	Inadequate, no response or the response does not address the prompt

**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES



