Objectives
As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Analyze the threat to world peace posed by dictators in the 1930s and how the Western democracies responded.
- Describe how the Spanish Civil War was a "dress rehearsal" for World War II.
- Summarize the ways in which continuing Nazi aggression led Europe to war.

Prepare to Read

Build Background Knowledge
Ask students to recall the rise of dictators during the early 1930s. Based on their previous reading, have them predict what they think the dictators will do next.

Set a Purpose
- Prepare to Read: Witness History Read the selection aloud or play the audio.

Witness History Audio CD, A Desperate Peace
Ask What is the main idea of Chamberlain’s speech? (He believes he has achieved an agreement that means lasting peace with Germany.) Ask students to predict how long the peace will last.

Focus Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 1 Assessment answers.)

Preview Have students preview the Section Objectives and the list of Terms, People, and Places.

Reading Skill Have students use the Reading Strategy: Recognize Sequence worksheet.

Note Taking As students read, have them fill in the table sequencing the events that led to World War II.

Step-by-Step Instruction

SECTION 1

From Appeasement to War

Objectives
- Analyze the threat to world peace posed by dictators in the 1930s and how the Western democracies responded.
- Describe how the Spanish Civil War was a "dress rehearsal" for World War II.
- Summarize the ways in which continuing Nazi aggression led Europe to war.

Terms, People, and Places
- appeasement
- pacifism
- Neutrality Acts
- Sudetenland
- Axis powers
- Nazi-Soviet Pact

Note Taking
Reading Skill: Recognize Sequence As you read, keep track of the sequence of events. Put these events in order: Munich Pact, Austria, Czechoslovakia, Sudetenland, Poland, and finally World War II.

Acts of Aggression

<table>
<thead>
<tr>
<th>Country</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>annexed Austria and Czechoslovakia, invaded Poland</td>
</tr>
<tr>
<td>Italy</td>
<td>invaded Austria and Ethiopia, invaded Albania</td>
</tr>
<tr>
<td>Japan</td>
<td>invaded Manchuria, China, and Indonesia</td>
</tr>
<tr>
<td>Axis powers</td>
<td>invaded Soviet Union, Yugoslavia, Greece, and North Africa</td>
</tr>
</tbody>
</table>

Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

High-Use Words
- penalties
- sanctions

Definitions and Sample Sentences
- Too many traffic tickets could result in sanctions, such as the loss of your license.
- Scientific advancements applied to practical purposes now make it possible for astronauts to walk on the moon.
Finally, widespread pacifism, or opposition to all war, and disgust with the destruction from the previous war pushed many governments to seek peace at any price.

The Western policy of appeasement developed for a number of reasons. France was demoralized, suffering from political divisions at home. It could not take on Hitler without British support. The British, however, had no desire to confront the German dictator.

Hitler Remilitarizes Germany
Hitler rebuilt the German military during the 1930s in defiance of the Treaty of Versailles. The government's investment in armaments also helped pull Germany out of the Great Depression. Here, German police march in goose step as Hitler salutes in the background. How did remilitarization affect the rest of Germany?

Germans hated the Versailles treaty, and Hitler's successful challenge against a worse evil—the spread of Soviet communism. Additionally, the Great Depression sapped the energies of the Western democracies.

In Italy, Mussolini decided to act on his own. Imperialist ambitions. Italy's defeat by the Ethiopians at the battle of Adowa in 1896 still rankled. In 1935, Italy invaded Ethiopia, located in northeastern Africa. Although the Ethiopians resisted bravely, their outdated weapons were no match for Mussolini's tanks, machine guns, poison gas, and airplanes. The Ethiopian king Haile Selassie (HY luh suh lah SEE) appealed to the League of Nations for help. The League voted sanctions against Italy for violating international law. But the League had no power to enforce the sanctions, and by early 1936, Italy had conquered Ethiopia.

Hitler Goes Against the Treaty of Versailles
By then, Hitler, too, had tested the will of the Western democracies and found it weak. First, he built up the German military in defiance of the treaty that had ended World War I. Then, in 1936, he sent troops into the "demilitarized" Rhineland bordering France—another treaty violation.

The British appealed to the Versailles treaty, and Hitler's successful challenge made him more popular at home. The Western democracies denounced his moves but took no real action. Instead, they adopted a policy of appeasement, or giving in to the demands of an aggressor in order to keep the peace.

Keeping the Peace
The Western policy of appeasement developed for a number of reasons. France was demoralized, suffering from political divisions at home. It could not take on Hitler without British support. The British, however, had no desire to confront the German dictator. Some even thought that Hitler's actions constituted a justifiable response to the terms of the Treaty of Versailles, which they believed had been too harsh on Germany.

In both Britain and France, many saw Hitler and fascism as a defense against a worse evil—the spread of Soviet communism. Additionally, the Great Depression sapped the energies of the Western democracies.

Italians invaded Ethiopia in 1935, which was a violation of the Treaty of Versailles. The League of Nations imposed sanctions on Italy, but these sanctions were not enforced.

Hitler rebuilt the German military during the 1930s in defiance of the Treaty of Versailles. The government's investment in armaments also helped pull Germany out of the Great Depression. Here, German police march in goose step as Hitler salutes in the background. How did remilitarization affect the rest of Germany?

Vocabulary Builder
Penalty (sangk shunz)—a fine or punishment
Sanction (sang kuhn shun)—a penalty

Aggression Goes Unchecked

Instruct
Introduce: Vocabulary Builder
Have students read the Vocabulary Builder terms and definition. Use the Idea Web strategy (TE, p. T22) and ask What is an example of a sanction that a school might use to penalize disruptive students? (Sample: detention, suspension, removal from a sports team)

Teach
Trace Japanese, Italian, and German aggression during the 1930s.

Ask Why were these countries aggressors during this time? (They each wanted to fulfill imperialist ambitions.) Why didn't the Western democracies stop this aggression? (France was struggling with divisions at home; the British did not want to confront the dictators; some people thought Hitler's actions were justified in light of the Versailles Treaty; many saw fascism as preferable to communism; pacifism was widespread.)

Quick Activity
Point out that during the 1930s, many pacifists were working to avoid war at all costs. Have students, in small groups, discuss the following questions: What is pacifism and could it be a wise policy? Would students have supported pacifist goals if they had lived in the 1930s?

Independent Practice
Ask students to take the role of a French political leader during the 1930s and choose an act of aggression by one of the Axis powers. Have students write a brief speech outlining what they think the act of aggression shows about the country undertaking it, how they think their country should respond, and why that is the best response.

Monitor Progress
As students complete their tables, circulate to make sure they understand the growing aggression of the dictatorships. For a completed version of the table, see Note Taking Transparencies, 184A

Answer
Caption: helped its economy, raised morale, increased Hitler's popularity.

Chapter 17 Section 1 563
Spain Collapses Into Civil War

Instruct

■ Introduce Have students read the red heading Spain Collapses Into Civil War. Ask them to predict the impact that this war will have on the rest of Europe. Then have them read to find out whether their predictions were accurate.

■ Teach Discuss the effects of the Spanish Civil War. Ask: How was the Spanish Civil War another step in the march toward world war? (The Nazis were able to experiment with their new weapons; it produced open conflict between fascist and anti-fascist forces; it probably increased fears of spreading fascism.)

Independent Practice

Break students into small groups and assign each group one of the following countries: Germany, Italy, the Soviet Union, Britain, France, or the United States. Have each group identify which side its country took in the Spanish Civil War (or whether it took no side at all) and find reasons for that choice. Then have the groups report their findings to the class.

Monitor Progress

Point out the Faces of Aggression photos. To help students review the section so far, ask them to briefly explain the significance of each of the leaders pictured.

Answers

Japan seized Manchuria in 1931 and invaded eastern China in 1937. Italy invaded Ethiopia in 1935 and conquered it the following year. Hitler built up the German military and sent troops into the Rhineland.

Hitler and Mussolini sent arms and forces to help the fascist Franco; Stalin sent troops to fight against him; people from other countries who opposed fascism volunteered to fight on one side of the Layola.

564 World War II and Its Aftermath

As war clouds gathered in Europe in the mid-1930s, the United States Congress passed a series of Neutrality Acts. One law forbade the sale of arms to any nation at war. Others outlawed loans to warring nations and prohibited Americans from traveling on ships of warring powers. The fundamental goal of American policy, however, was to avoid involvement in a European war, not to prevent such a conflict.

Rome-Berlin-Tokyo Axis In the face of the apparent weakness of Britain, France, and the United States, Germany, Italy, and Japan formed what became known as the Rome-Berlin-Tokyo Axis. Known as the Axis powers, the three nations agreed to fight Soviet communism. They also agreed not to interfere with one another’s plans for territorial expansion. The agreement cleared the way for those anti-democratic aggressor powers to take even bolder steps.

Checkpoint Describe the German, Italian, and Japanese drives for empire.

Spain Collapses Into Civil War

In 1936, a local struggle in Spain polarized public opinion throughout Europe. Troops in Spain started in 1931, when popular unrest against the old order forced the king to leave Spain. A republic was set up with a new, more liberal constitution. The government passed a series of controversial reforms, taking land and privileges away from the Church and old ruling classes. Still, leftists demanded more radical reforms. Conservative policies, called Nationalists, rallied to back Franco. Supporters of the republic, known as Loyalists, included Communists, Socialists, and those who wanted democracy.

People from other nations soon jumped in to support both sides. Hitler and Mussolini sent arms and forces to help Franco. The Soviet Union sent soldiers to fight against fascism alongside the Spanish Loyalists. Although the governments of Britain, France, and the United States remained neutral, individuals from those countries, as well as other countries, also fought with the Loyalists. Anti-Nazi Germans and anti-Fascist Italians joined the Loyalists as well.

Both sides committed horrible atrocities. The ruined struggle took more than 500,000 lives. One of the worst horrors was a German air raid on Guernica, a small Spanish market town, in April 1937. German planes dropped their load of bombs, and then swooped low to machine-gun anyone who had survived the bombs. Nearly 1,000 innocent civilians were killed. To Nazi leaders, the attack on Guernica was an experiment to identify what their new planes could do. To the rest of the world, it was a grim warning of the destructive power of modern warfare.

By 1939, Franco had triumphed. Once in power, he created a fascist dictatorship similar to the dictatorships of Hitler and Mussolini. He rolled back earlier reforms, killed or jailed enemies, and used terror to promote order.

Checkpoint How did the Spanish Civil War involve combatants from other countries?

Link to Humanities

Picasso’s Guernica In 1937, the Spanish republican government commissioned Pablo Picasso to paint a memorial to the destruction of Guernica. His painting, titled simply Guernica, is filled with fragmented structures and broken human bodies, in a scene of overwhelming anguish and suffering, a wailing mother holds her dead child; a distraught woman nurses from a building; and other people appear with arms and heads extended in the pain of death.

Picasso also made extensive use of symbolism in this work. A horse may stand for Spain under attack; a bull, familiar from Spanish bullfighting and folk tales, could represent human irrationality. An electric light may symbolize the destructive power of modern technology, while an oil lamp might show humanity’s resistance to war’s atrocities. In Guernica, Picasso shows how war’s destructive power and irrational nature can unleash terror and torment on humankind.
German Aggression Continues

In the meantime, Hitler pursued his goal of bringing all German-speaking people into the Third Reich. He also took steps to gain “living space” for Germans in Eastern Europe. Hitler, who believed in the superiority of the German people, thought that Germany had a right to conquer the inferior Slavs in the east. Hitler claimed, “I have the right to remove millions of an inferior race that breeds like vermin.”

Hitler’s aggressive plans also served economic purposes. Production of military equipment would benefit German industry, which would also gain new raw materials and markets in the east.

Austria Annexed

By March, 1938, Hitler was ready to engineer the Anschluss (AHN shloos), or union of Austria and Germany. When Austria’s chancellor refused to agree to Hitler’s demands, Hitler sent in the German army to “preserve order.” To indicate his new role as ruler of Austria, Hitler made a speech from the Hofburg Palace, the former residence of the Hapsburg emperors.

The Anschluss violated the Versailles treaty and created a brief war scare. Some Austrians favored annexation. Hitler quickly silenced any Austrians who opposed it. And since the Western democracies took no action, Hitler easily had his way.

The Czech Crisis

Germany turned next to Czechoslovakia. At first, Hitler insisted that the three million Germans in the Sudetenland—a region of western Czechoslovakia—be given autonomy. Germany turned next to Czechoslovakia. At first, Hitler insisted that the three million Germans in the Sudetenland (see DAY tun land)—a region of western Czechoslovakia—be given autonomy. Czechoslovakia was one of only two remaining democracies in Eastern Europe. (Finland was the other.) Still, Britain and France were not willing to go to war to save it. As British and French leaders searched for a peaceful solution, Hitler increased his demands. The Sudetenland, he said, must be annexed to Germany.

A German Aggression

Reading Skill: Recognize Sequence

Complete this timetable of German aggression as you read.

- September 1938
- September 1939
- March 1939

History Background

Aryan or Not?

Nineteenth-century Europeans believed that around 1500 B.C., a group called Aryans had swept into South Asia, conquered the people already living there, and imposed their culture upon them. The Aryans were thought to have been behind civilization’s most brilliant advances. One theory held the Aryans were descended from northern Europeans, and that Germanic or Nordic peoples were the purest and most advanced of all the Aryans, and therefore superior to people of other origins. In recent years, most scholars have rejected the idea that the Aryans originated in Europe or invaded South Asia. Instead, they believe that the group known as Aryans developed in South Asia and drew heavily on the existing culture of that region. Thus, the theories that Hitler based his government upon were not only morally wrong, but untrue as well.

German Aggression Continues

Instruct

- Introduce: Key Terms
  - Direct students’ attention to the key term Anschluss (in blue). Explain that it comes from the German language. Have them use the phonetic guide to practice the pronunciation. Then ask: Name a few other political unifications that have involved Germany. (Sample: the unification of different German states in 1871; the unification of East and West Germany after the Cold War)

- Teach
  - Review Hitler’s invasion path. Discuss why Hitler thought he had a right to invade these regions. Read aloud the quotation at the end of the first paragraph on this page (“I have the right . . . breeds like vermin.”) and discuss students’ responses.

- Quick Activity
  - Remind students of Chamberlain’s assertion that he had achieved “peace for our time.” Ask: What were the responses of other leaders to Chamberlain’s claim? (Neither Daladier nor Churchill agreed.) Have students engage in a brief debate between those who would have favored appeasement and those who would have opposed it.

Independent Practice

As students fill in their timetables, circulate to make sure they list the demands Hitler made at the Munich Conference. For a completed version of the timetable, see Note Taking Transparencies, 1848.
Europe Plunges Toward War

Instruct

- Introduce: Vocabulary Builder Have students read the Vocabulary Builder term and definition. Ask students to speculate on why the use of technology in World War I would make Europe hesitant to start another war. (Sample: World War I was so destructive because of advances in technology, and weapons had advanced even further since that time.)

- Teach Explain that, as Churchill predicted, appeasement failed, and Europe was plunged into war. Ask: What event made the democracies willing to fight? (Hitler’s invasion of the rest of Czechoslovakia)


Independent Practice

Have students access Web Code nbp-2911 to take the Geography Interactive Audio Guided Tour and then answer the map skills questions in the text.

Monitor Progress

- Check Reading and Note Taking Study Guide entries for student understanding.
- Check the answers to map skills questions.

Answers

- He wanted to bring all German-speaking people into the Third Reich.

Map Skills

1. Review locations with students.
2. It is a narrow strip of land separating East Prussia from the rest of Germany.
3. Sample: Denmark, the Netherlands, Belgium, France, Poland, Switzerland, Yugoslavia; because those were the countries that bordered Germany and Italy.

At the Munich Conference in September 1938, British and French leaders again chose appeasement. They caved in to Hitler’s demands and then persuaded the Czechs to surrender the Sudetenland without a fight. In exchange, Hitler assured Britain and France that he had no further plans to expand his territory.

“Peace for Our Time” Returning from Munich, British Prime Minister Neville Chamberlain told cheering crowds that he had achieved “peace for our time.” He told Parliament that the Munich Pact had “saved Czechoslovakia from destruction and Europe from Armageddon.” French leader Edouard Daladier (dah luh day) reacted differently to the joyous crowds that greeted him in Paris. “The fools, why are they cheering?” he asked. British politician Winston Churchill, who had long warned of the Nazi threat, judged the diplomats harshly: “They had to choose between war and dishonor. They chose dishonor; they will have war.”

Checkpoint Why did Hitler feel justified in taking over Austria and the Sudetenland?

Connect to Our World

Connections to Today When the British and French leaders returned from the Munich Conference in 1938, the people of their nations cheered. The French leader Edouard Daladier, however, expressed concern about whether the agreement would prove wise. Daladier was correct, of course, in that the agreement did not satisfy Hitler’s appetite for conquest. In late 1939, another aggressive dictator, Saddam Hussein of Iraq, took over a small, neighboring country—the oil-rich nation of Kuwait. This time, world leaders chose to form a coalition, sanctioned by the United Nations and led by the United States, to force the dictator to retreat from Kuwait. After brief military operations, the coalition freed Kuwait. However, the coalition did not drive Saddam from power in Iraq—a step many predicted that the coalition members would regret.
Europe Plunges Toward War

Just as Churchill predicted, Europe plunged rapidly toward war. In March 1939, Hitler broke his promises and pushed up the rest of Czechoslovakia. The democracies finally accepted the fact that appeasement had failed. At last thoroughly alarmed, they promised to protect Poland, most likely the next target of Hitler’s expansion.

Nazi-Soviet Pact

In August 1939, Hitler stunned the world by announcing a nonaggression pact with his great enemy—Joseph Stalin, the Soviet dictator. Publicly, the Nazi-Soviet Pact bound Hitler and Stalin to peaceful relations. Secretly, the two agreed not to fight if the other went to war and to divide up Poland and other parts of Eastern Europe between them. The pact was based on an understanding or respect but on mutual need. Hitler feared communism as Stalin feared fascism. But Hitler wanted a foothold in Poland. Also, he did not want to fight a war with the Western democracies and the Soviet Union at the same time. For his part, Stalin had sought allies among the Western democracies against the Nazi menace. Mutual suspicions, however, kept them apart. By joining with Hitler, Stalin tried to protect the Soviet Union. For his part, Stalin had sought allies among the Western democracies against the Nazi menace. Mutual suspicions, however, kept them apart. By joining with Hitler, Stalin tried to protect the Soviet Union. For his part, Stalin had sought allies among the Western democracies against the Nazi menace. Mutual suspicions, however, kept them apart. By joining with Hitler, Stalin tried to protect the Soviet Union.

Invasion of Poland

On September 1, 1939, Hitler broke his promises and invaded Poland. Two days later, Britain and France declared war on Germany. World War II had begun.

The devastation of World War I and the awareness of the destructive power of modern technology made the idea of more fighting unbearable. Unfortunately, the war proved to be even more horrendous than anyone had imagined.

Checkpoint

What convinced Britain and France to end their policy of appeasement? Why?

Why the West Appeased Hitler

1. Top of the destructive power of modern technology
2. Widespread pacifism following World War I
3. Hitler’s appeasement as a response to the harsh terms of Versailles
4. Widespread economic depression
5. Hitler’s desire to make a move against the Soviet Union
6. Fear of aggression and appeasement
7. Incorrect estimations of Hitler’s intentions

Chart Skills: Agree or disagree with the following statement: “World War II was in large part a continuation of World War I.” Provide evidence from the chart and your knowledge of history to support your view.

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.
2. Note Taking: Recognition Sequence (Use your completed tables to answer the Focus Question. What events occurred in the period leading up to the outbreak of World War I?)

Comprehension and Critical Thinking

1. Identify Central Issues: How did Western democracies respond to the aggression of the Axis powers during the 1930s?
2. Synthesize Information: Why did Germany and Italy become involved in the Spanish Civil War?
3. Recognize Cause and Effect: How was the Munich Conference a turning point in the road toward world war?
4. Analyze Information: Why do you think some historians call the period between 1919 and 1939 the “20-year truce?”

Section 1 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Germany invaded the rest of Czechoslovakia. Hitler announced a nonaggression pact with the Soviet Union. Hitler invaded Poland.
3. They followed a policy of appeasement in an effort to keep the peace.
4. Germany and Italy supported Spain’s fascist leader.
5. Once Hitler broke the promises he had made at the Munich Conference, the democracies knew they would have to fight him to stop him.
6. Sample because that period was full of tension between the same nations that had fought in World War I, and when war did break out again in 1939, the two sides were largely the same.

Vocabulary Builder

Science—technology (tek NAWL uh jee)
—science advances applied to practical purposes

Progress Monitoring Online
For additional assessment, have students access Progress Monitoring Online at Web Code nba-2911.

Assess and Reteach

Assess Progress

1. Have students complete the Section Assessment.
2. Administer the Section Quiz.
3. To further assess student understanding, use Progress Monitoring Transparencies, 123.

Reteach

If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide, p. 180
Adapted Reading and Note Taking Study Guide, p. 180
Spanish Reading and Note Taking Study Guide, p. 180

Extend

Have students choose one event described in the chapter and write a news report about that event. Remind them that news stories include information to answer the following questions: who, what, where, when, how, and why.

Answers

Chart Skills: Sample: Agree; the harsh terms of the Versailles Treaty led to resentment, and the widespread pacifism that resulted from World War I made people unwilling to stand up against aggression even when it was too late.

When Hitler broke his promise and seized the rest of Czechoslovakia, they realized he would not stop trying to take over more territory.

Writing About History

Responses should show how questions can be used to direct research on a specific topic.

For additional assessment, have students access Progress Monitoring Online at Web Code nba-2011.