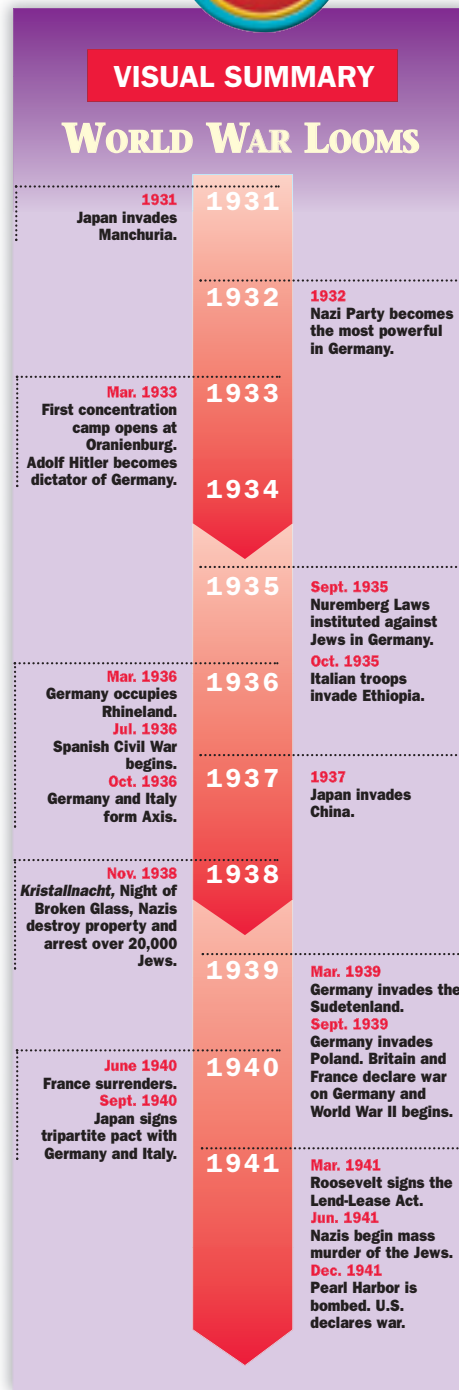


**TERMS & NAMES**

1. fascism, p. 736
2. Adolf Hitler, p. 737
3. Nazism, p. 737
4. Winston Churchill, p. 744
5. appeasement, p. 744
6. Charles de Gaulle, p. 746
7. Holocaust, p. 748
8. genocide, p. 750
9. Axis powers, p. 757
10. Allies, p. 760

**MAIN IDEAS**

1. To make the Soviet Union socialist by ending private enterprise; to transform it into a great industrial power by building state-owned factories and power plants.
2. Hitler and Mussolini's military support helped Franco take power in Spain.
3. It surprised the enemy and then crushed it with overwhelming force.
4. German occupation of northern France and the establishment of a Nazi-controlled puppet government in southern France; de Gaulle fled to England and set up a government-in-exile.
5. Jews, gypsies, homosexuals, people with mental or physical disabilities, Poles, Ukrainians, and Russians.
6. Some people risked death by hiding Jews in their homes or helping them to escape to neutral countries.
7. Increased defense spending, peacetime draft, Lend-Lease Act, and an end to the ban against arming merchant ships.
8. Because the Japanese bombed Pearl Harbor.



**TERMS & NAMES**

For each term or name below, write a sentence explaining its significance in U.S. foreign affairs between 1931 and 1941.

1. fascism
2. Adolf Hitler
3. Nazism
4. Winston Churchill
5. appeasement
6. Charles de Gaulle
7. Holocaust
8. genocide
9. Axis powers
10. Allies

**MAIN IDEAS**

Use your notes and the information in the chapter to answer the following questions about the early years of World War II.

**Dictators Threaten World Peace** (pages 734–741)

1. What were Stalin's goals and what steps did he take to achieve them?
2. How did Germany's and Italy's involvement affect the outcome of the Spanish Civil War?

**War in Europe** (pages 742–747)

3. Why was the blitzkrieg effective?
4. What terms of surrender did Hitler demand of the French after the fall of France in 1940? What was General Charles de Gaulle's reaction?

**The Holocaust** (pages 748–755)

5. What groups did Nazis deem unfit to belong to the Aryan "master race"?
6. How did some Europeans show their resistance to Nazi persecution of the Jews?

**America Moves Toward War** (pages 756–763)

7. What congressional measures paved the way for the U.S. entry into World War II?
8. Why did the United States enter World War II?

**CRITICAL THINKING**

1. **USING YOUR NOTES** In a chart like the one shown, identify the effects of each of these early events of World War II.

Cause	Effect
First blitzkrieg	
Allies stranded at Dunkirk	
British radar detects German aircraft	
Lend-Lease Act	

2. **COMPARING** Compare the ways in which Hitler, Churchill, and Roosevelt used their powers as gifted speakers to accomplish their political aims during World War II. Use details from the chapter text.
3. **INTERPRETING MAPS** Look at the map of German advances on page 744. How might Poland's location have influenced the secret pact that Germany and the Soviet Union signed on August 23, 1939?

**CRITICAL THINKING**

1. **Using Your Notes** Blitzkrieg: the fall of Poland; Dunkirk: 338,000 soldiers saved. British forces leave Western Europe; Radar: the British able to hold off German occupation; Lend-Lease Act: U.S. supplied Allies with war goods, U.S. decision to favor the Allies.
2. **Comparing** All three motivated their audiences to embrace certain beliefs and fostered national unity. Hitler spread a message of hate and nationalism. Churchill aroused and united the British to defeat the Nazis. Roosevelt informed Americans about the policies and underscored his beliefs in democratic ideals.
3. **Interpreting Maps** After Hitler's troops invaded Poland from the west, the north, and the south, Stalin was afraid that the Soviet Union would soon become Hitler's next target.

## Standardized Test Practice

Use the cartoon and your knowledge of U.S. history to answer questions 1 and 2.



1. All of the following are true of F.D.R.'s neutrality policy *except* —
- A Roosevelt found it hard to keep the United States neutral.
  - B Roosevelt did not always enforce the Neutrality Acts.
  - C Roosevelt promoted the Neutrality Policy of the United States throughout the war.
  - D Roosevelt spoke out against isolationism.

2. President Wilson's image rises above President Roosevelt to wish him luck for —
- F helping to pass the bill he is signing.
  - G keeping the United States out of a war.
  - H winning the next presidential election.
  - J gaining greater revenues from Europe.

Use the quotation and your knowledge of U.S. history to answer question 3.

“In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression. —everywhere in the world. The second is freedom of every person to worship God in his own way. —everywhere in the world. The third is freedom from want. . . . The fourth is freedom from fear.”

—Franklin Roosevelt, Address to Congress, 1941

3. The “four freedoms” speech helped gain widespread support in the United States for —
- A increasing aid to the Allies.
  - B decreasing immigration.
  - C a military and arms buildup.
  - D a presidential election.

ADDITIONAL TEST PRACTICE, pages S1–S33.



## ALTERNATIVE ASSESSMENT

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 733:

*Why might the United States try to remain neutral?*

As a political cartoonist for a major newspaper, your work is seen by millions of Americans. Draw a political cartoon that supports or opposes the policy of neutrality.

2. **VIDEO LEARNING FROM MEDIA** View the *American Stories* video, “Escaping the Final Solution: Kurt Klein and Gerda Weissmann Klein Remember the Holocaust.”

- What conditions that Gerda faced would be most difficult for you to endure?

**Cooperative Learning Activity** It has been said, “Those who cannot remember the past are condemned to repeat it.”

As a group, collect quotations and historical data about the Holocaust. Then write a book introduction about the Holocaust that incorporates quotations and the importance of the first-person accounts of survivors, such as the Kleins.

## Standardized Test Practice

1. The correct answer is letter C. Following Japan's attack on Pearl Harbor, the United States declared war. Letter A is not correct because FDR did find it hard to keep U.S. neutrality. Letter B is not correct because FDR did not always enforce the Neutrality Acts. Letter D is not correct because FDR often publicly disagreed with the isolationists.
2. The correct answer is letter G. Wilson was president during WWI and is hoping FDR can keep the country out of another war. Letter F is not correct because Wilson did not try to pass a neutrality bill. Letter H is not correct because FDR is not running for reelection. Letter J is not correct because FDR is not attempting to gain revenues from Europe.
3. The correct answer is letter C. Roosevelt's address to Congress in 1941 was a call to declare war. Letter A is not correct because FDR was not seeking to send aid to the Allies. Letter B is not correct because immigration was not the issue of the day. Letter D is not correct because FDR was not preparing for an election.

UNIT

PROJECT

## DEBATE

## Tips for Teaching

- Have students draft their proposition.
- Give students suggested Internet links or key words to find information on their issue.

The Unit Project is introduced on page 730 of the student text.



Formal Assessment

- Chapter Test, Forms A, B, and C, pp. 429–440

## ALTERNATIVE ASSESSMENT

## 1. INTERACT WITH HISTORY

## Rubric

A political cartoon should . . .

- clearly present a concept with the use of conventional images
- demonstrate an understanding of the policy of neutrality
- support or oppose neutrality

## 2. LEARNING FROM MEDIA

## Rubric

A book introduction should . . .

- include the quote and background on the Kleins
- note the importance of first-person accounts as primary sources of information
- use an interesting style to engage the reader and to educate on the topic