



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **BETWEEN THE WORLD WARS: 1919-1939**

The Treaty of Versailles had a great influence on the course that European history took after World War I. Unfortunately, when the Allies wrote the treaty, they did not focus sufficiently on making terms that would keep peace in Europe. They were more interested in punishing and weakening Germany and in enlarging their own empires.

### **League of Nations**

The Allies did, it is true, establish the League of Nations. They intended to use the league as a forum. In it, nations could discuss their differences and resolve them without resorting to war. The nations that belonged to the league were supposed to work together to prevent aggression. They were to submit disputes to a neutral group to resolve and to abide by that decision. If disputing nations went to war, the other members of the league were supposed to stop trading with the warring nations. The league, however, had no power to enforce these requirements. Many members ignored them when it suited their national aims. Japan and Italy, for instance, violated league principles by aggression in Asia and Africa.

One of the League of Nations' weaknesses was its indirect support of imperialism. It gave France, Great Britain, and a few other nations mandates over the territories of the Ottoman Empire and over Germany's old colonies. It was understood that the nations that had received these territories would help the inhabitants develop their own governments. Because it allowed the "protector" nations to assume control of the process, the league, in effect, legalized the colonization of the territories.

**Directions: Answer the following questions below based upon the reading above.**

1. Describe the League's purpose?
2. How was the League's purpose to be carried out?
3. What steps were taken to resolve a dispute?
4. Did the process actually work?

## The Westernization of a Secular Turkey

Ataturk. After Mustafa Kemal took over Turkey in 1923, he was called "Ataturk," meaning "father of the Turks." Although Ataturk called himself the president of Turkey and proclaimed it a republic, he was actually a dictator. He set up a one-party system and made reforms without putting them to the vote. He refused to allow such ethnic minorities as the Kurds and the Armenians to set up their own states.

**New Government.** Nonetheless, Ataturk established a solid framework for a future democratic-style government. He achieved this by separating religion and the state. This meant that the legal system was based on European rather than on Islamic law. The state took over the schools and allowed them to teach the same subjects that were taught in modern European schools. Women no longer had to stay in the seclusion imposed on them by Islamic law. They could now vote. European civil law rather than the Islamic code governed marriage. Men could have only one wife. Women could sue for divorce.

**Cultural Changes.** Ataturk also brought Turkey nearer to the West in other ways. He ordered his people to wear Western-style clothes. Instead of the Arabic script, he introduced a new Turkish alphabet based on Roman letters. Most important, his government sponsored industrialization, which brought higher employment, larger cities, and a new spirit of progress and independence to Turkey.



**Kemal Atatürk ("Father of the Turks"), introducing language reform**

**Opposition.** Not all Turks approved of Ataturk's efforts to secularize Turkey (or reduce the influence of religion on daily life there). Many Muslims wanted their country to be ruled by Islamic tradition and law. They formed the Islamic party and worked against secularization.

Directions; Answer the following questions based on the reading.

1. List the accomplishments Ataturk made in Turkey.
2. How difficult was it for the people of Turkey to learn a new Alphabet?
3. How do you think the average citizen of Turkey might have reacted to the reforms?
4. Why do some Turks regard Mustafa Kemal as a great leader, while others do not?

# What is Fascism and where did it begin?

## *Mussolini's Italy*

At first, Fascists held only a few cabinet posts. By 1925, though, Mussolini had assumed more power and taken the title *Il Duce* (EEL Doo chay), "The Leader." He suppressed rival parties, muzzled the press, limited the number of voters, and rigged elections. In provinces and towns, he replaced elected officials with Fascist supporters.

In theory, Italy remained a parliamentary monarchy. In fact, it was a dictatorship upheld by Fascist violence and terror. Critics were thrown into prison, forced into exile, or murdered outright. Secret police and propaganda bolstered the regime.

**Economic policy.** To encourage economic growth and end conflicts between owners and workers, Mussolini brought the economy under state control. Unlike socialists, though, he preserved capitalism. Under Mussolini's "corporate state," representatives of business, labor, government and the Fascist party controlled industry, agriculture, and trade. This policy did help business, and production increased. This success came, though, at the expense of workers, who were forbidden to strike and whose wages lagged.

**Social policies.** To Fascists, the individual was unimportant except as a member of the state. Men, women, and children were bombarded with slogans glorifying the state and Mussolini. "Believe! Obey! Fight!" loudspeakers blared and posters proclaimed. Men were urged to be ruthless, selfless warriors for the glory of Italy. "A minute on the battlefield," they were told, "is worth a lifetime of peace."

Women were called on to "win the battle of motherhood." Those who bore more than 14 children were given a medal by *Il Duce* himself. Women were valued as wives and mothers but not as workers. "Machines and women," declared Mussolini, "are the two major causes of unemployment." Under the Fascists, women were pushed out of paid jobs or earned much less than men for the same work.

Still, Mussolini expected women to make sacrifices for the nation. He once asked them to donate their gold wedding bands to the treasury, handing out iron ones in exchange. The iron symbolized their contribution to a stronger nation.

**Fascist Youth-** Shaping the young was a major Fascist goal. Fascist youth groups toughened children and taught them to obey strict military discipline. Boys and girls learned about the glories of ancient Rome. Young Fascists marched in torchlight parades, singing patriotic hymns and chanting "Mussolini is always right." By the 1930s, a generation of young soldiers stood ready to back *Il Duce's* drive to expand Italian power.

## *What Is Fascism?*

Historians still debate the real nature of fascist ideology. Mussolini coined the term, but

fascists had no single unifying set of beliefs, as Marxists did. Today, we gener-

ally use the term to describe any authoritarian government that is not communist. In the 1920s and 1930s, though, fascism meant different things in different countries.

All forms of fascism, however, shared some basic features. It was rooted in extreme nationalism. Fascists glorified action, violence, discipline, and, above all, blind loyalty to the state. According to Mussolini:

"Fascism conceives of the State as an absolute, in comparison with which all individuals or groups are relative, only to be conceived of in their relation to the State."



Fascists were antidemocratic. They rejected the Enlightenment emphasis on reason and the concepts of equality and liberty spread by the French Revolution. To them, democracy led to greed, corruption, and weakness. They claimed it put individual or class interests above national goals and destroyed feelings of community. Instead, fascists emphasized emotion and the need for the citizen to serve the state.

Fascists also pursued aggressive foreign expansion. Their ideas were linked to Social Darwinism, with its notion of "survival of the fittest." (See page 571.) Fascist leaders glorified warfare as a necessary and noble struggle for survival. "War alone," said Mussolini, "brings up to its highest tension all human energy and puts the stamp of nobility upon peoples who have the courage to face it."

## How Did Fascism Reshape Life In Italy?

1. Who was Il Duce? \_\_\_\_\_

2. Explain why no other political parties challenged Mussolini's rule. \_\_\_\_\_

3. How was life in a democratic nation different from life under Mussolini's rule? \_\_\_\_\_

4. Explain why workers opposed Mussolini but business owners didn't. \_\_\_\_\_

5. What role in society did Mussolini want for men? \_\_\_\_\_

6. According to Mussolini, what was a woman's most important job? \_\_\_\_\_

7. How did Mussolini "brainwash" the youth of Italy? \_\_\_\_\_

8. According to all fascists, what was the most important duty of all people? \_\_\_\_\_

9. Why did fascists oppose democracy? \_\_\_\_\_

10. (Examine the photo of Mussolini) What fascist ideas are illustrated in this picture? \_\_\_\_\_

A powerful propaganda machine helped Adolf Hitler take over Germany. In the first excerpt, Joseph Goebbels, director of the Nazi propaganda machine, keeps track of the election campaign. In the second, American news correspondent William Shirer reacts to what he has seen in Germany ♦ *As you read, think about the use of propaganda in modern politics. Then, on a separate sheet of paper, answer the questions that follow.*

## Hitler's Propaganda Machine

### From *My Part in Germany's Fight* by Joseph Goebbels

[Feb. 29] Our propaganda is working at high pressure. The clerical work is finished. Now the technical side of the fight begins. What enormous preparations are necessary to organize such a vast distribution!

Reported to the Leader [Hitler] at noon. I gave him details as to the measures we are taking. The election campaign is chiefly to be fought by means of placards and addresses [speeches]. . . . Fifty thousand gramophone records have been made, which are so small they can be slipped into an ordinary envelope. The supporters of the Government will be astonished when they place these miniature records on the gramophone!

In Berlin everything is going well. A film [of me] is being made. . . . It is to be shown in all public gardens and squares in the larger cities. . . .

[March 18] A critical innovation: the Leader will conduct this next campaign by plane. By this means he will be able to speak three or four times a day at various places . . . and address about one and a half millions of people in spite of the time being so short.



1930s Nazi poster

### From *Berlin Diary* by William L. Shirer

I'm beginning to comprehend, I think, some of the reasons for Hitler's astounding success. . . . he is restoring pageantry and color and mysticism to the drab lives of twentieth-

century Germans. This morning's opening meeting . . . was more than a gorgeous show. . . . The hall was a sea of brightly colored flags. Even Hitler's arrival was made dramatic. The band stopped playing. . . . Hitler appeared in the back of the auditorium, and followed by his aides, . . . he strode slowly down the long center aisle while 30,000 hands were raised in salute.

It is a ritual, the old-timers say, which is always followed. Then an immense symphony orchestra played Beethoven's *Egmont Overture*. Great klieg lights played on the stage. . . .

In such an atmosphere no wonder, then, that every word dropped by Hitler seemed like an inspired Word from on high. Man's—or at least the German's—critical faculty is swept away at such moments, and every lie pronounced is accepted as high truth itself.

Sources: (1) *My Part in Germany's Fight*, by Joseph Goebbels, trans. Kurt Fielder (Howard Fertig, 1979); (2) *Berlin Diary*, by William L. Shirer. Copyright the William L. Shirer Literary Trust.

### Questions:

1. How did the Nazis use what was then new technology?
2. What's Shirer's explanation for the effectiveness of Hitler's giant rallies?
3. Why do you think (explain) Nazi propaganda techniques worked so well?

## DBQ: Why did the Nazi Party and Nazism Appeal to the German People?

### Document 1:

The rising price of bread in post-war Germany.



1918	1922	Jan 1923	July 1923	Sept 1923	Nov 1923
0.63 marks	163.15 marks	250 marks	3,456 marks	1,512,000 marks	201,000,000 marks

1. How much (in DM) did a loaf of bread cost in 1918? \_\_\_\_\_
2. How much more did a loaf of bread cost in November 1923? \_\_\_\_\_
3. What effect would the price increase have on the German people? \_\_\_\_\_

### Document 2: German Voting Data 1928-1932

Year	Number of Unemployed Germans	Number of votes for the Nazi Party	Percent of All Votes cast for Nazi Party
1928	650,000	800,000	2.5%
1930	8,000,000	6,500,000	20%
1932	12,000,000	13,700,000	42%

4. What year did the Nazi Party receive the highest number of votes? \_\_\_\_\_
5. What year did the Nazi Party receive the lowest number of votes? \_\_\_\_\_
6. Did a majority of Germans ever support the Nazi Party? \_\_\_\_\_
7. What relationship is there between German unemployment and votes for the Nazi Party?

### Document 3

“As Germany headed for complete and total economic collapse in 1932, the streets of most major cities were filled with running street battles, complete with gunfire, between members of the Nazi Party and the German Communist Party. Cleverly realizing that German people wanted order rather than freedom or democracy, Hitler promised the people that only by voting for the Nazi party could the Communists be defeated and order restored to Germany”

8. Why would many Germans vote for the Nazi party in 1932?



**Document 4:** Inflation of 1923-24

9. Why is this woman burning money in her stove?

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*(HINT: review document 1)*



**Document 5:** "Work and Bread"  
[Nazi election campaign poster, 1932]

10. What is being given to the people in this poster?

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11. Why would this poster appeal to the German people?

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*(HINT: review document 2)*



**Document 6** "Germany Awake!" [Nazi poster, 1932]

12. This poster says "Germany Awake!" What values or ideas does the eagle stand for?

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13. Why would this poster appeal to the German people?

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## THE RISE OF THE NAZIS IN GERMANY

**Vocabulary:** republic, inflation, unemployment, disappeared.

Read the questions and answers below about the rise of Adolph Hitler and the Nazis in Germany. Then answer the questions at the end of the reading.

**Q.** What was the Weimar **REPUBLIC**?

**A.** Near the end of World War I, the German people overthrew the Kaiser and set up a democratic government. That government was called the Weimar Republic.

**Q.** Why did the Weimar Republic have problems?

**A.** The Weimar Republic had many problems. First, most German people were upset with it because it signed the hated Treaty of Versailles which ended World War I. Second, the Weimar Republic could not solve many of the economic problems facing the country. Two of the most important problems were **INFLATION and UNEMPLOYMENT**.

**Q.** Why did many people in Germany fear that it might become a communist country in the 1930's?

**A.** Since there were so many economic problems, the German communist party was growing larger. Communists started to get important jobs in the government.

**Q.** Why did the German people look to the Nazi Party to solve the problems in Germany?

**A.** The Nazis believed that a totalitarian fascist dictatorship should be set up in Germany in order to stop the communists. Nazis also believed that the Weimar Republic never should have signed the Treaty of Versailles. The leader of the Nazis, Adolph Hitler, promised to break the Treaty of Versailles when he became the leader of Germany.

**Q.** Why did Hitler and the Nazis hate the Jews?

**A.** Hitler needed a **SCAPEGOAT**. This means that he had to blame somebody for Germany's problems. He decided to blame everything on the Jews.

**Q.** How did Hitler get control of Germany?

**A.** Hitler and the Nazis used the democratic ideas in the Weimar Republic to get power. In the 1920's and the 1930's Nazis were elected to the Reichstag (the German legislature where laws were made). In 1932, The Nazis became the largest political party in Germany. They received 37% of the vote. This was enough for Hitler to become Chancellor (leader). As soon as he Hitler became the leader of Germany he arrested communists and everyone else who he did not like. By using his secret police, the GESTAPO, Hitler ended democracy in Germany and he became a totalitarian dictator.

**Q.** Why did the German people choose Hitler to be their leader?

**A.** Actually, they never did. You read that Hitler never received more than 37% of the vote. That means that 63% of the people voted against him. The Nazis were the largest party in Germany, but they were not the majority. After Hitler became Chancellor, all the people who opposed him **DISAPPEARED** or were murdered. In this way, Hitler became a dictator. The Nazi party became the only party allowed in Germany.

**Directions: On a separate piece of paper, answer the following questions in detail.**

**1. Explain how Hitler came to power in Germany?**

**2. Why is it true to say that Hitler used democracy to destroy democracy?**



**3. List three things Hitler, Stalin, and Mussolini did that were the same.**

# Why Didn't the German People Try to Stop Hitler?

## Document # 1

“As the Nazi Party and Hitler began to take absolute control over Germany, a long series of laws were passed to help control the German people. One law made it mandatory for German youths to join Hitler Youth, a Nazi version of the Boy Scouts / Girl Scouts. Other laws made it mandatory for all high ranking officials, politicians, and businessmen to become members of the Nazi Party. The Nuremberg Laws were laws designed to persecute and eliminate the "Jewish problem of the German nation." These laws prevented Jews from going to German schools, from working in German companies, from owning land or businesses, from living in Germany, and finally from life itself.”

How did life in Nazi Germany differ from life in a democracy? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Document #2

**Background:** It was the summer of 1938. Andre was twelve years old and lived with his parents in a small town in northern Germany. One evening he came home from his Hitler Youth meeting.

**Andre :** Daddy, we were told at the meeting that tomorrow we are supposed to throw stones at the Jewish shops in town. Should I take part?

*Dad:* What do you think?

**Andre :** I don't know. I have nothing against the Jews. I hardly know them, but everyone is going there to throw stones. So what should I do?

*Dad:* Well, I think you should examine the consequences of your actions. For instance, what will happen if you do not throw stones at the stores?

**Andre :** Everyone will say, ‘Andre son of Mr. X did not take part, he refused to throw stones!’ Then they will turn against me and then against you. The townspeople will refuse to buy goods at our store. We will lose everything that we have. Perhaps even the Gestapo (German secret police) will arrive and question us.

*Dad:* And what will happen if you do throw stones?

**Andre :** It will be a terrible hateful thing to do against people who have done me no wrong. I will feel like a bully and a coward.

*Dad:* And what does your conscience tell you to do?

**Andre :** I am trying not to listen to my conscience because if I do, then I will not throw stones. Then our family will be the ones to suffer.

Mom: Well, your father and I have discussed this already. We decided that if your decision is not to throw stones, then we will immediately leave Germany.

**And that is what they did. The following day, Andre's family left Germany.**

1. What did Andre's family lose by leaving Germany? \_\_\_\_\_  
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2. What did Andre's family gain by leaving Germany? \_\_\_\_\_  
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3. Why doesn't Andre's family protest to the government about this problem? \_\_\_\_\_

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4. "Running from a problem instead of fixing it is a sign of a coward" In the case of Andre and family, is this true?

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5. If you were Andre, what decision would you have made? (BE HONEST!)

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### Document #3

The following quote is from Father Niemoller, a German Lutheran Protestant priest who was sent to a concentration camp for publicly speaking out against the Nazis. He later died in the prison camp of Auschwitz.

When they came for the Gypsies, I did not speak up.  
When they came for the homosexuals, I did not speak up.  
When they came for the Jews, I did not speak up.  
When they came for the Communists, I did not speak up.  
When they came for the Catholics, I did not speak up.  
When they finally came for me, there was no one left to speak up for me.

What is the moral of Father Niemoller's message ? \_\_\_\_\_

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# Francisco Franco

## *Cautious Dictator*

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

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

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

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

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

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

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

Other generals talked about taking control of the government, but Franco did not commit him-

self. His ability to command Spain's best fighting force made him strategically important, and his good reputation and fame were essential in winning the support of the Spanish people. Finally, on July 18, 1936, Franco issued a manifesto that proclaimed a revolt. He flew to Morocco and brought the army to Spain. In September, Franco was named as the overall commander and the head of the Nationalists.

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

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

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

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

### Questions

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