

**UNIT 6 CRISES and ACHIEVEMENTS (1900 – 1945)**

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.

**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.

**Key Themes and Concepts**

1. SCIENCE and TECHNOLOGY
  - How did the scientific discoveries of the late 1800s and early 1900s change the way people lived?
2. CULTURE and INTELLECTUAL LIFE
  - How did the new theories affect the ways in which people thought about their world?
3. CHANGE
  - How did medical advances in the late 1800s affect life expectancy and population growth?

**Key Terms and People**

Louis Pasteur  
Germ Theory  
Antibiotics

Dynamo  
Thomas Edison  
Marie Curie

Radioactivity  
Albert Einstein  
Sigmund Freud

**The BIG Idea**

In the late 1800's and early 1900s :

1)

2)

3)

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.

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.

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

2. Describe the effects that new inventions had on peoples daily lives.

### 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

3. How did new inventions help business and industry?

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

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

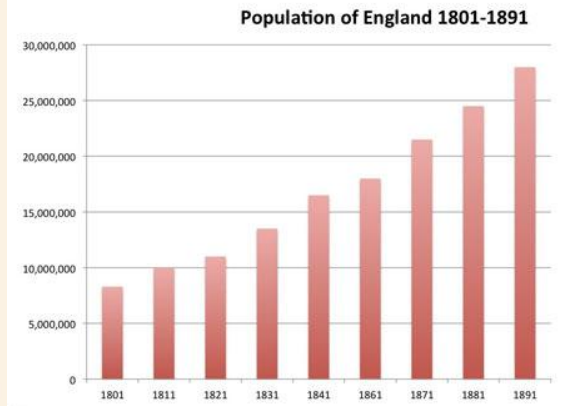
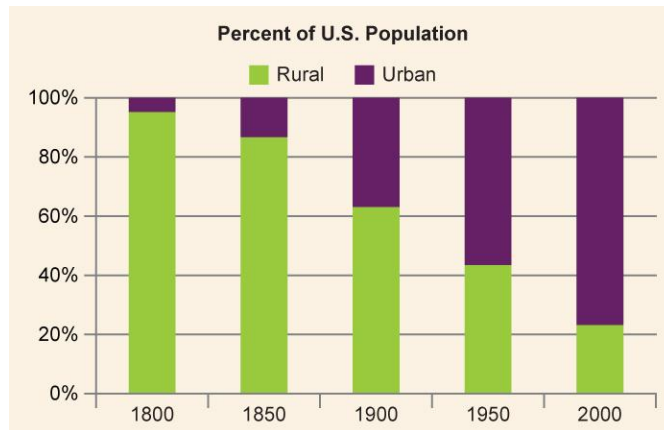
So how far have we come in terms of educational change in ten years? You could rate each on a scale of 0-not done at all to 10 – done pervasively in a district to help you determine how much change has taken place.

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

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

### III. Population Explosion



### IV. New Scientific Theories

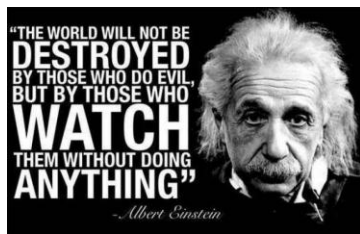
#### A. The Curies and Radioactivity

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.

## **SUMMARY (Unit 6 Section 1)**

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### **1. SCIENCE and TECHNOLOGY**

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

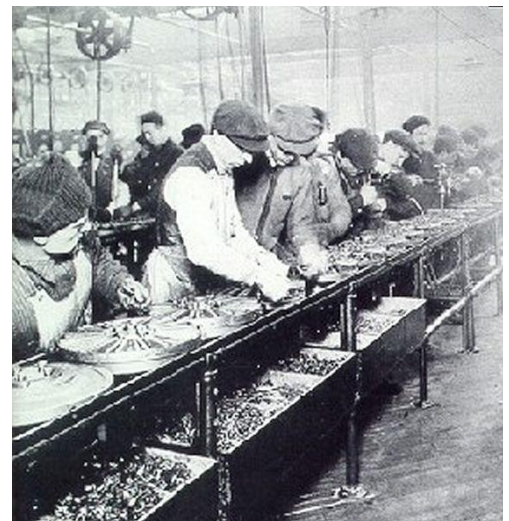
### **2. CULTURE and INTELLECTUAL LIFE**

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

### **3. CHANGE**

- How did medical advances in the late 1800s affect life expectancy and population growth

### **4. PARAPHRASE THIS SECTION**



1. What are the M.A.I.N. causes of World War I?

**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.

**Key Themes and Concepts**

**1. SCIENCE and TECHNOLOGY**

- What impact did innovations in science and technology have on World War I?

**2. NATIONALISM and IMPERIALISM**

- What role did nationalism and imperialism play in causing World War I?

**3. DIVERSITY**

- How did ethnic diversity in the Balkans contribute to starting the war?

**Key Terms and People**

Militarism Bosnia Archduke Francis Ferdinand Trench Warfare	Central Powers Allied Powers Total War Propaganda	Neutral Armistice Reparations
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**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.

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



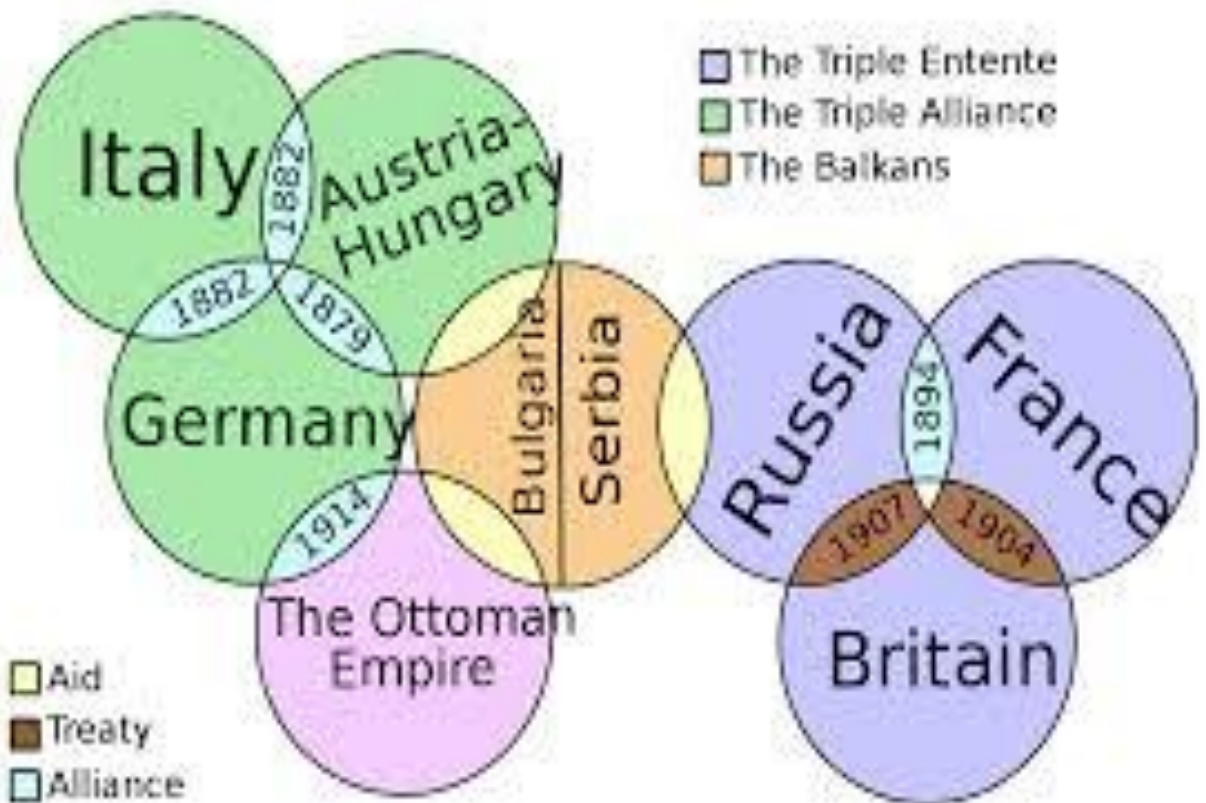
3) **I**mperialism- Countries in Europe competed with each other to take over lands in Africa, Asia, and the Balkans (Southeastern Europe). This competition increased tension.

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.

- a. Pan-Slavism: Russia encouraged this form of nationalism in Eastern Europe; tried to draw all Slavic people together.
- b. 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)
  - a. Ottoman control over Balkans weakened
  - b. Serbia declared its independence in 1878
  - c. Austria opposed Serbian ambitions
    - i. Feared spread of nationalism



2. How did Austria-Hungary react to the murder of the archduke??

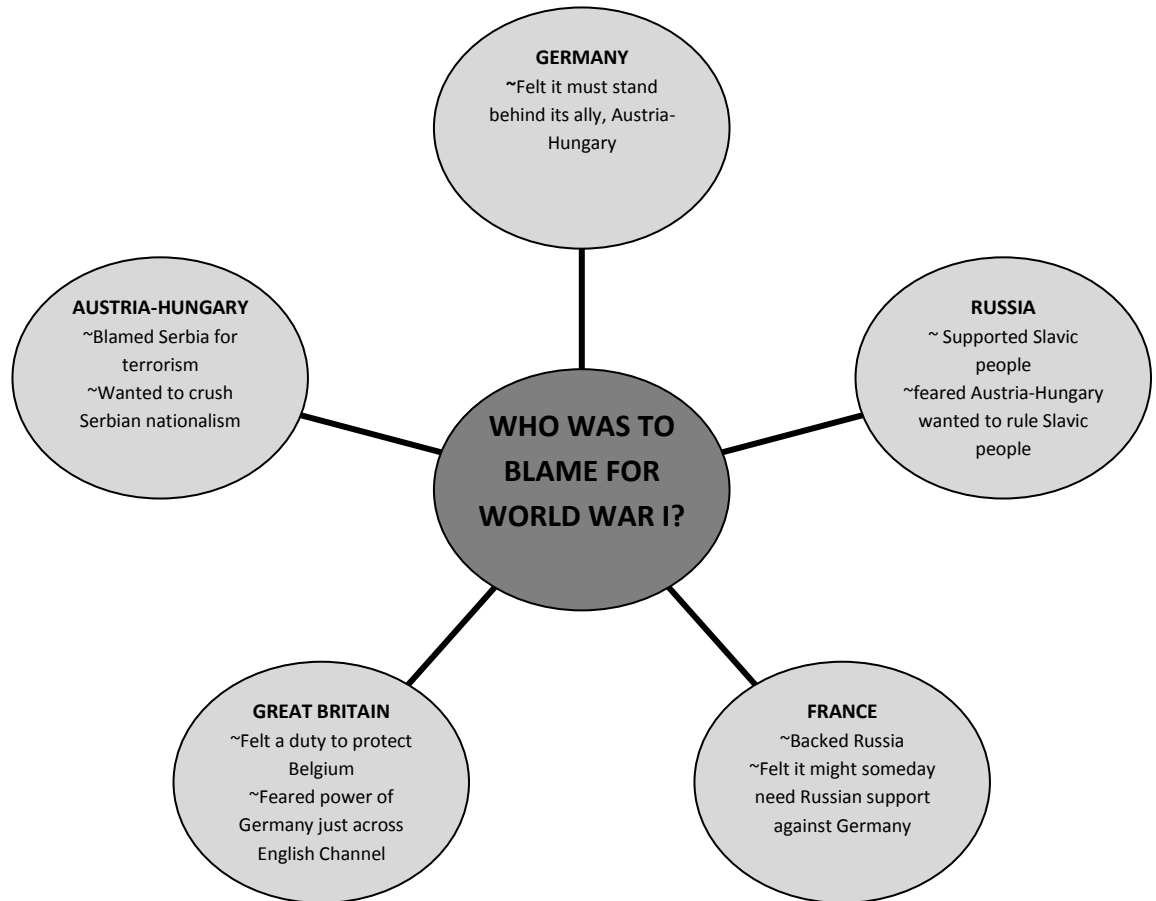
3. Study the graphic organizer and review the chain of events that occurred in 1914. Which nation or group do you think was to blame for World War I? Explain.

## 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.

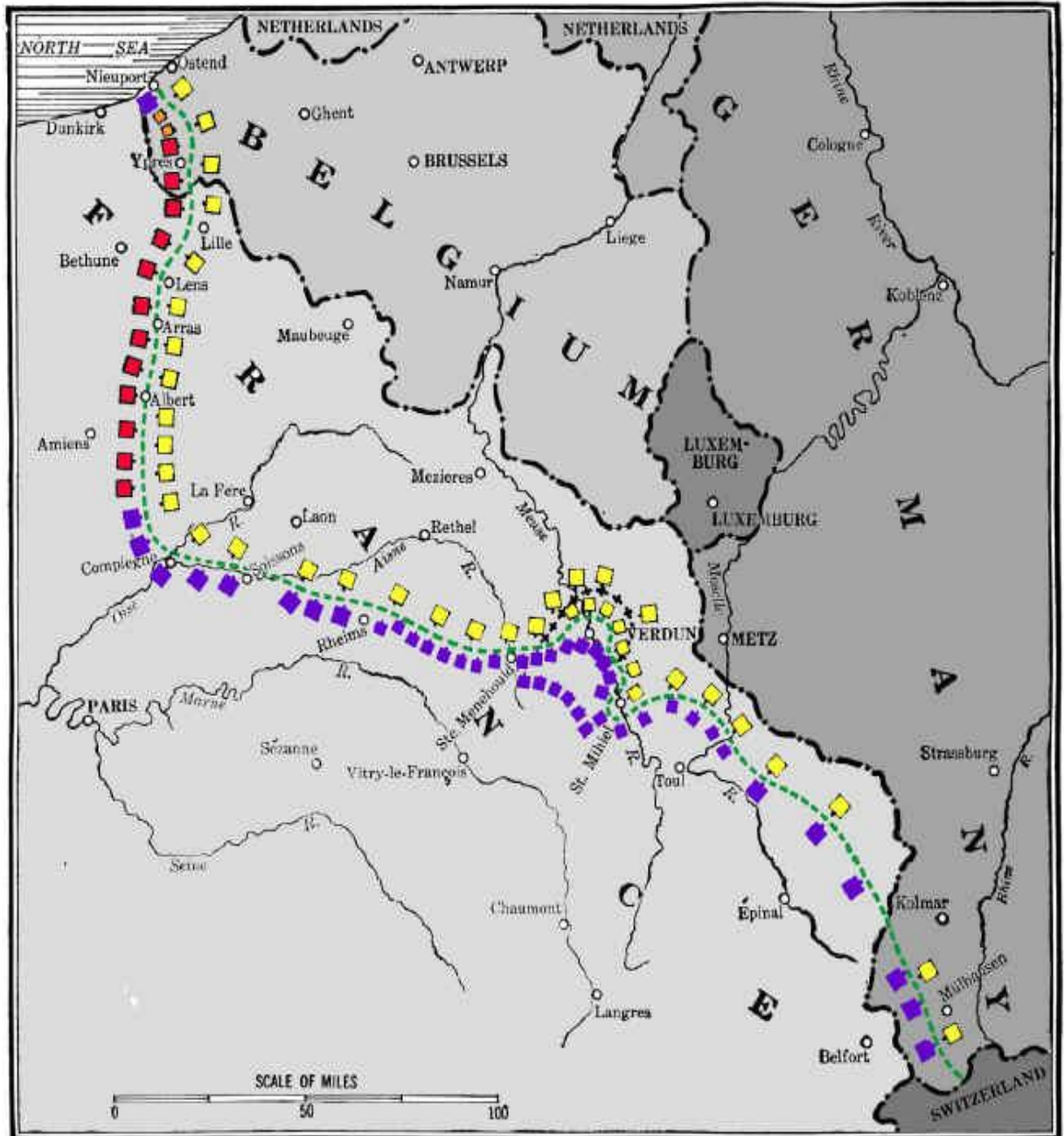
### THE OUTBREAK of WAR

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.

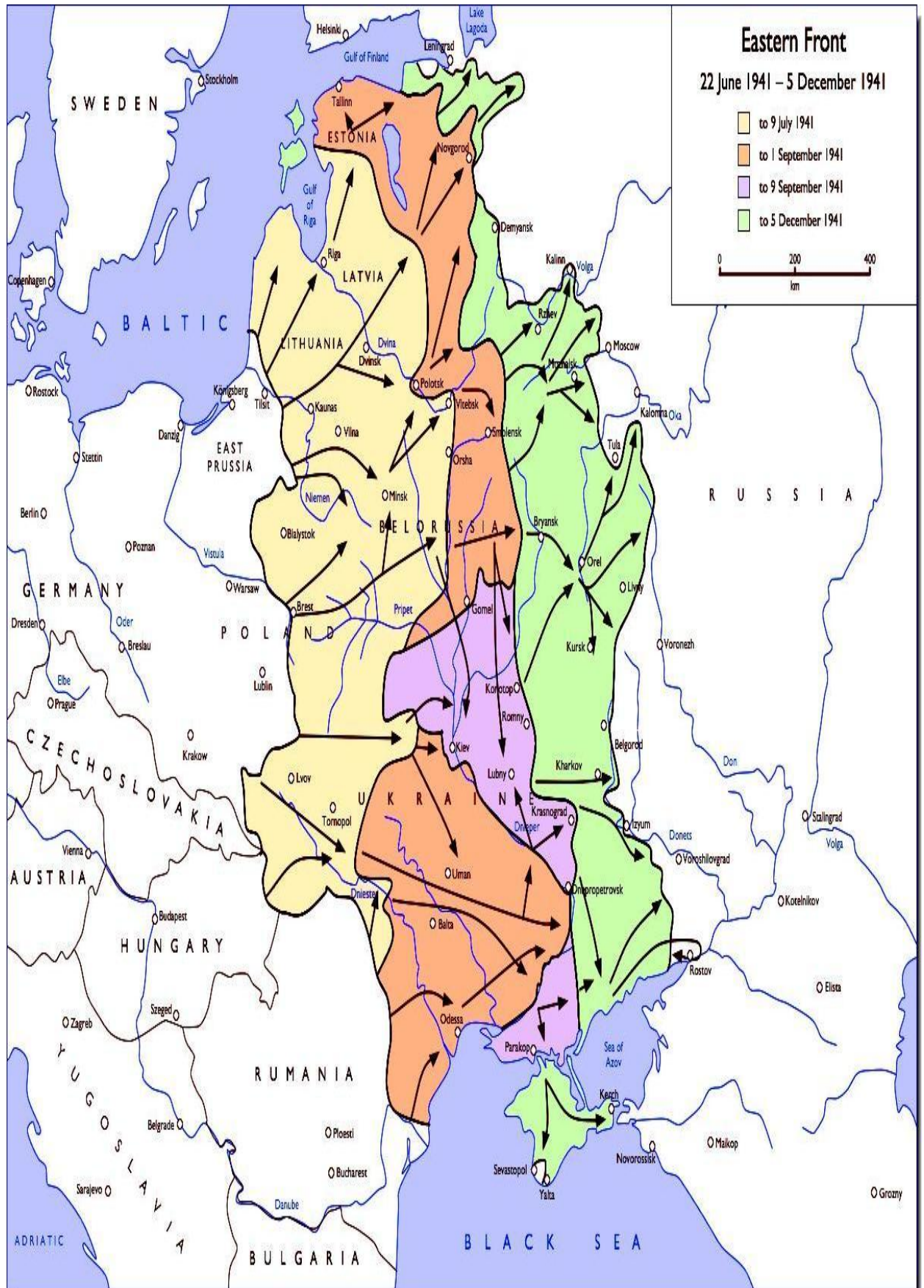


## B) Central Powers and Allied Powers

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.)


**The Eastern Front** (ran from the Baltic Sea to the Black Sea.)



## The Southern Front (ran between Italy and Austria-Hungary.)



4. What made World War I extremely destructive? Explain.

### 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*

5. What role did technology play in World War I?

**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

6. Why did the United States enter World War I? How was the entry of the U.S. a turning point?

**IV. Civilian Life and Total War**

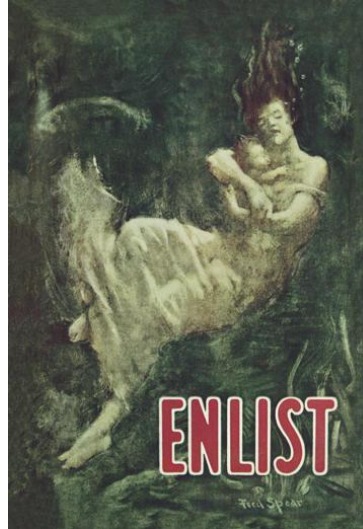
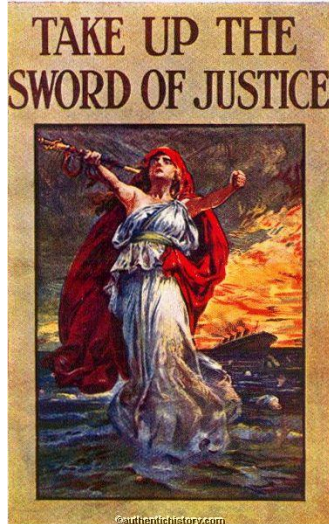
The war was fought at home as well as on the battlefield. A war fought in this way is called a total war. In a total war, all of a nation’s resources go into the war effort.

- 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)

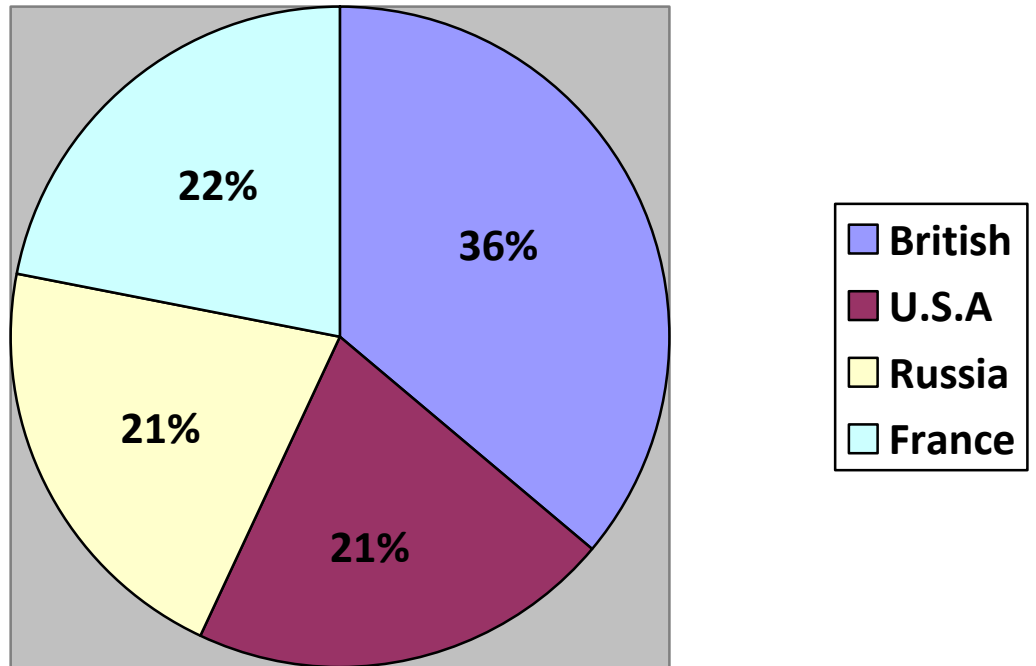


- B. Russian Withdrawal
  - i. Low morale contributed to a revolution in 1917.
  - ii. 1918, Russia signed a treaty with Germany that took Russia out of the war.

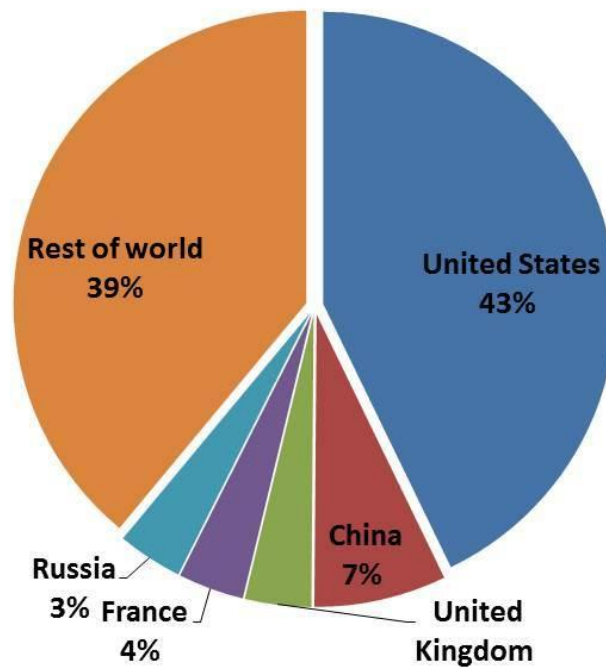
## VI. Costs of the War

- 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**



**2011 Percent of global military expenditure**





## **SUMMARY (Unit 6 Section 2)**

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### **1. SCIENCE and TECHNOLOGY**

- What impact did innovations in science and technology have on World War I?

### **2. NATIONALISM and IMPERIALISM**

- What role did nationalism and imperialism play in causing World War I?

### **3. DIVERSITY**

- How did ethnic diversity in the Balkans contribute to starting the war?

### **4. In what ways was World War I a turning point in global history?**

### **5. PARAPHRASE THIS SECTION**



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.

**Key Themes and Concepts**

**1. CHANGE**

- Why did the Russian people demand change in 1917?

**2. POWER**

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

**3. HUMAN RIGHTS**

- What was life like in Stalin’s totalitarian state?

**4. ECONOMIC SYSTEMS**

- How did Stalin’s command economy affect the Soviet Union’s industry and agriculture?

**Key Terms and People**

Soviets  
Vladimir Lenin  
Bolsheviks  
New Economic Policy

Joseph Stalin  
Great Purge  
Totalitarian State  
Command Economy

Five-Year Plans  
Collectives

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

CAUSES	RESULTS
<b>1. Low spirits after defeat in 1904 war with Japan</b>	1. The “October Manifesto” – Czar Nicholas
<b>2. Poverty and bad working conditions</b>	2. Nicholas II sets up the Duma, which must approve all laws
<b>3. Corrupt government</b>	3. Nicholas II dissolves the first Duma when its leaders criticize the gov’t
<b>4. Persecution of minority groups</b>	4. Pogroms continue
<b>5. Bloody Sunday Killings</b>	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.

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**

<b>ECONOMICS</b>	<b>POLITICS</b>	<b>ARTS</b>
<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>

<b>RELIGION</b>	<b>SOCIETY</b>
<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>

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?

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





Source: Kimo, 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**

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

<p><b>Vladimir Lenin</b> Soviet Leader 1917-1924</p>	<div style="display: flex; justify-content: space-around;">   </div> <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>

## **SUMMARY (Unit 6 Section 3)**

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### **1. CHANGE**

- Why did the Russian people demand change in 1917??

### **2. POWER**

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

### **3. HUMAN RIGHTS**

- What was life like in Stalin's totalitarian state?

### **4. ECONOMIC SYSTEM**

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

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

**Key Themes and Concepts**

**1. INTERDEPENDENCE**

- How did the major powers try to resolve troublesome issues after World War I?

**2. NATIONALISM**

- What factors led to the nationalist movements of the 1920s and 1930s?

**3. HUMAN RIGHTS**

- What rights did women gain after World War I?

**4. ECONOMIC SYSTEMS**

- What were the causes and effects of the world economic crisis of the 1930s?

**5. POLITICAL SYSTEMS**

- What are the main characteristics of facism?

**Key Terms and People**

Treaty of Versailles  
League of Nations  
Kemal Ataturk  
Reza Khan

Pan-Arabism  
Mohandas Gandhi  
Civil Disobedience  
Kuomintang  
Great Depression

Fascism  
Benito Mussolini  
Adolf Hitler  
Third Reich

**I. Treay of Versailles**

A) Treaty of Versailles- This was the Treaty that ended World War I. **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.

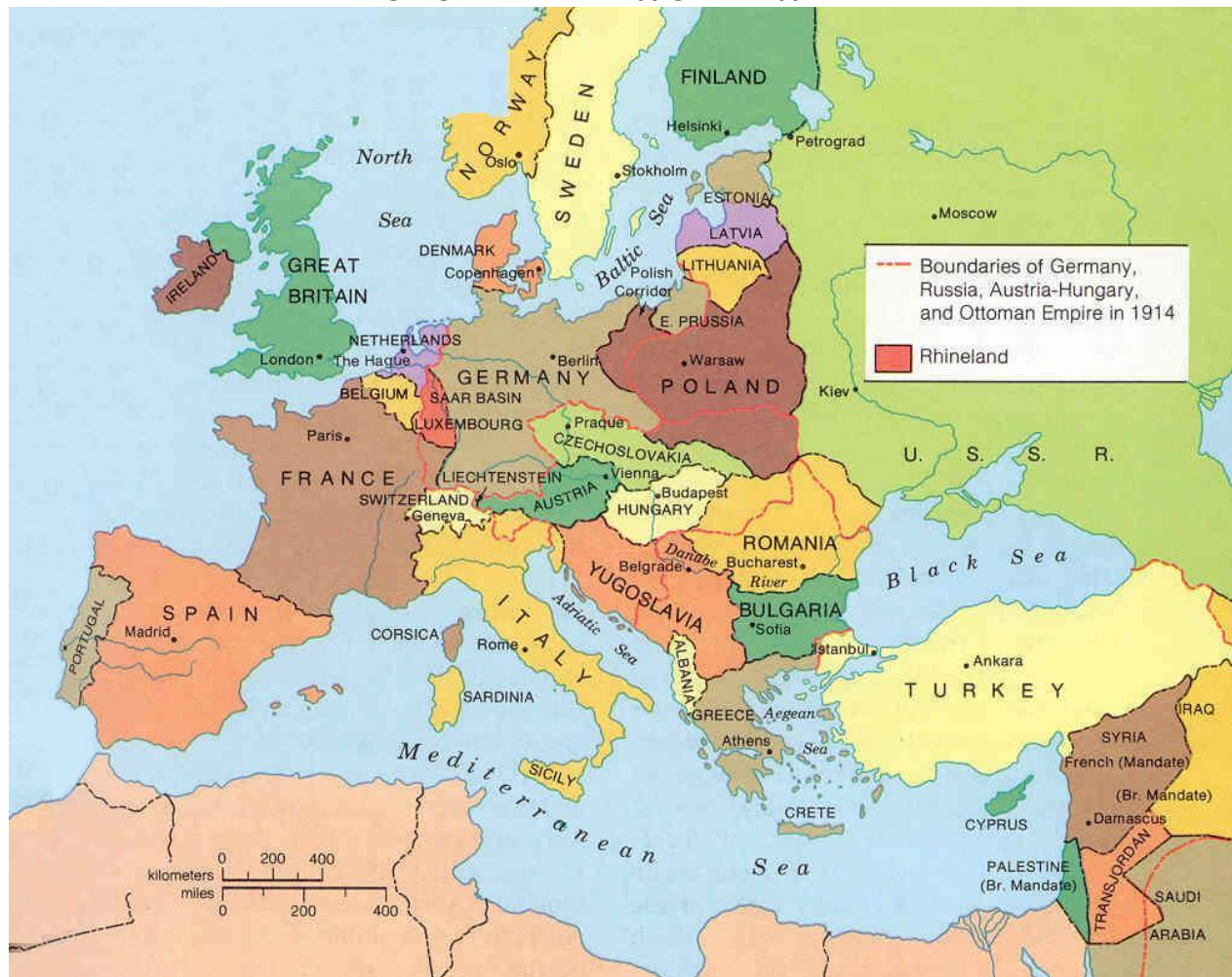
## II. Key effects (results) of World War I

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.

### EUROPE AFTER WORLD WAR I



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

### III. 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) 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.



#### C) 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).
- 2) 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.

### IV. 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?

**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.

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



**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

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

**TOTALITARIANISM in NAZI GERMANY**

<b>PROPAGANDA</b>	<b>LACK of CIVIL LIBERTIES</b>
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.
<b>ANTI-SEMITISM</b>	<b>ECONOMIC CONTROLS</b>
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.

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

**V. Japan: Militarism and Expansion**

<b>CAUSES</b>	<b>EFFECTS</b>
<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.

## **SUMMARY (Unit 6 Section 4)**

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### **1. INTERDEPENDENCE**

- How did the major powers try to resolve troublesome issues after World War I?

### **2. NATIONALISM**

- What factors led to the nationalist movements of the 1920s and 1930s?

### **3. HUMAN RIGHTS**

- What rights did women gain after World War I?

### **4. ECONOMIC SYSTEMS**

- What were the causes and effects of the world economic crisis of the 1930s?

### **5. POLITICAL SYSTEMS**

- What are the main characteristics of facism?

**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.

**Key Themes and Concepts****1. POWER**

- What events led up to World War II?

**2. SCIENCE and TECHNOLOGY**

- How did new weapons technology affect the course of the war?

**3. CITIZENSHIP**

- How were the lives of individuals affected by the war?

**4. CHANGE**

- What were the major turning points of the war that helped determine its outcome?

**Key Terms and People**

Appeasement  
Munich Conference  
Franklin Roosevelt  
Pearl Harbor  
Stalingrad

D-Day  
Hiroshima  
Blitz  
Winston Churchill  
Genocide

Concentration camps  
Holocaust  
Bataan Death March  
United Nations

**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.

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

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

a. Entry of the United States

b. Battle of Stalingrad

c. Invasion of Normandy

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) 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.

### III. Key Events of World War II

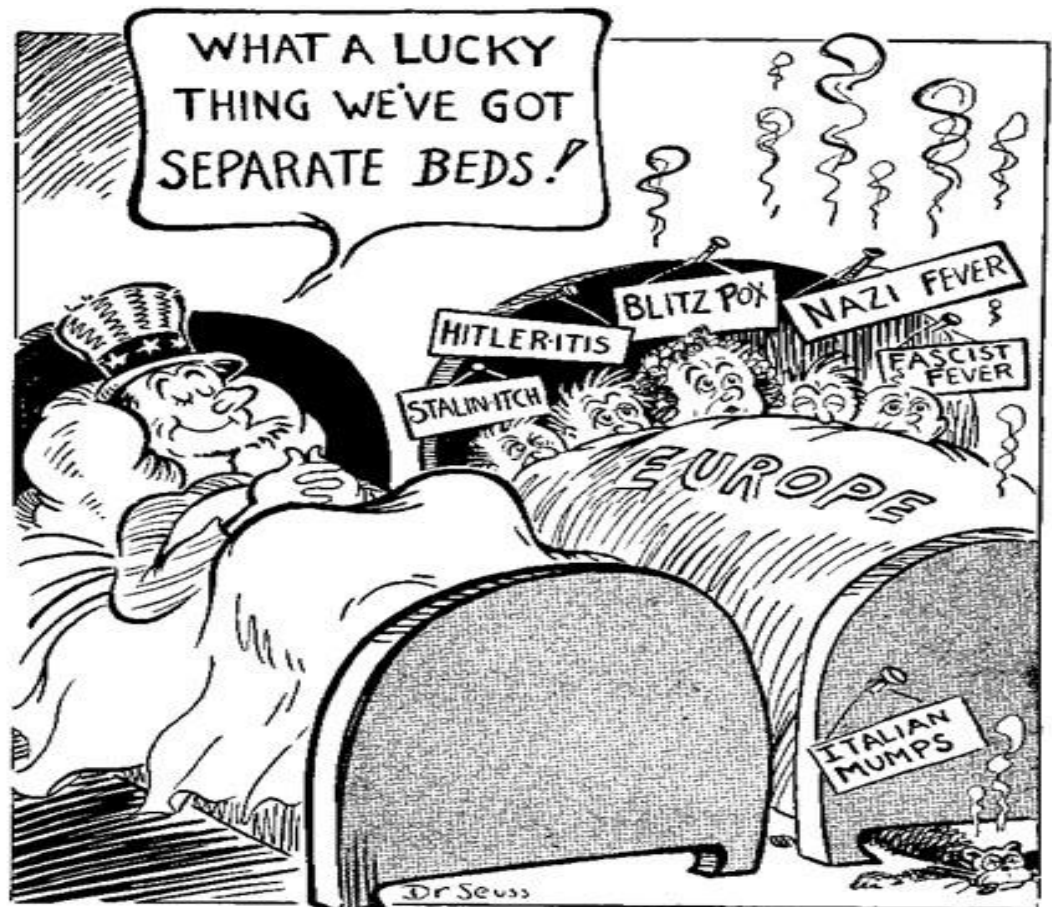
A) Invasion of Poland- This event started WWII. Poland was quickly defeated by Germany because Poland lacks natural boundaries (i.e.- it has very flat plains that were easy to conquer).

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

C) **NOTE:** The Regents wants you to know that 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 and Nagasaki- This was the final event of World War II. The U.S. dropped two atomic bombs on Japan. Japan surrendered soon after.



Ho Hum! No chance of contagion.

By Dr. Seuss

F) 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.

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

a. Hitler

b. Mussolini

c. Stalin

d. Churchill

e. Roosevelt

## 4. List five effects of WWII.

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.

#### IV. 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) Nuremberg Trials

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).

3) **NOTE:** The Nuremberg Trials are important because they demonstrated that individuals in government could be held accountable (responsible) for their actions.

## **SUMMARY (Unit 6 Section 5)**

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### **1. POWER**

- What events led up to World War II?

### **2. SCIENCE and TECHNOLOGY**

- How did new weapons technology affect the course of the war?

### **3. CITIZENSHIP**

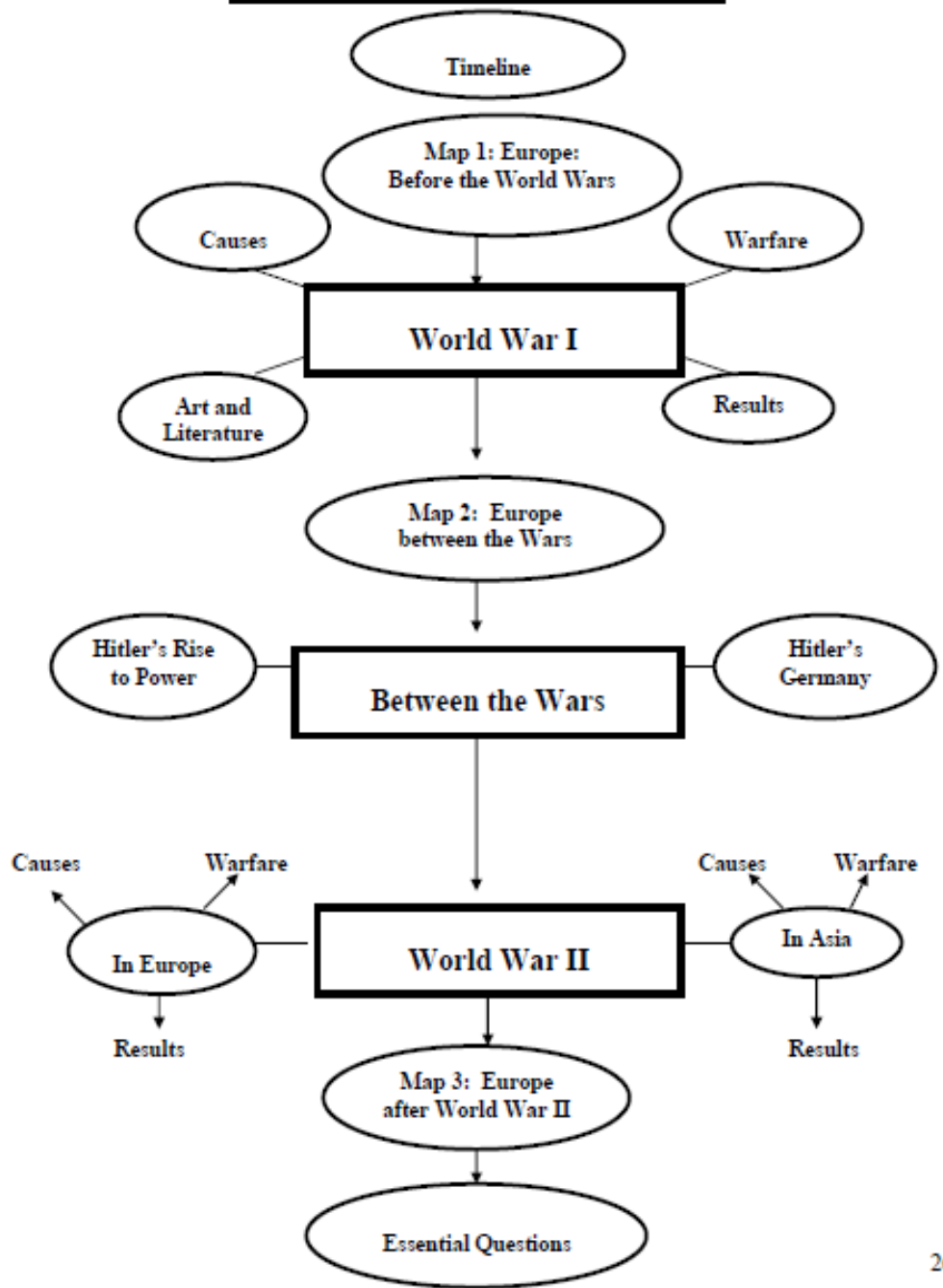
- How were the lives of individuals affected by the war?

### **4. CHANGE**

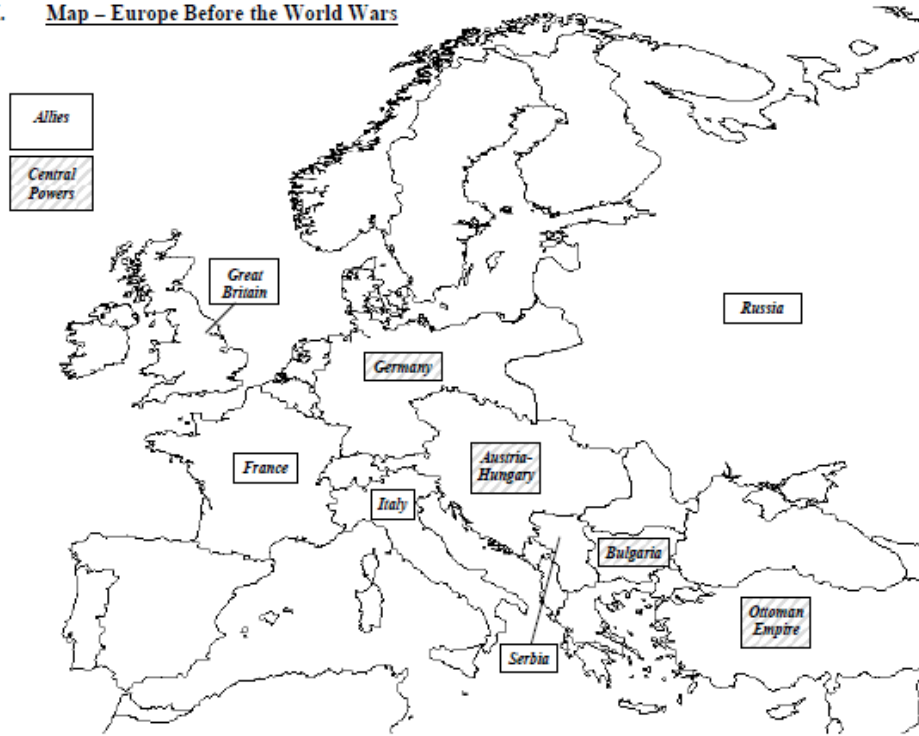
- What were the major turning points of the war that helped determine its outcome?



# The World Wars

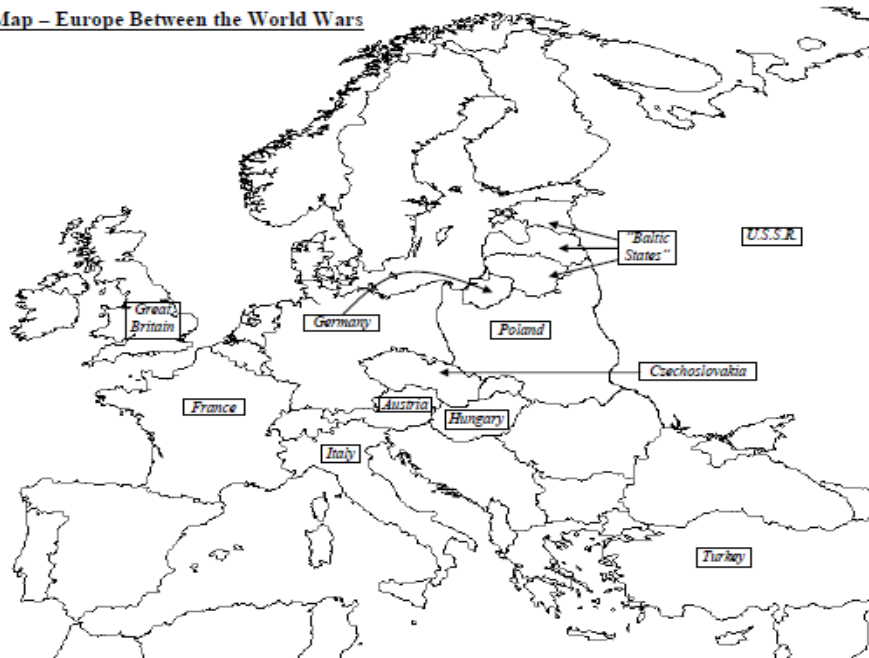


I. Map – Europe Before the World Wars



27

II. Map – Europe Between the World Wars



28

III. Map – Europe After the World Wars



IV. Timeline – The World Wars

