Guided Reading Activity 11-1

Directions: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. The Rise of Dictators
   A. Where was the first major European dictatorship? ____________________________
   B. Who was the new dictator, and what did he believe was needed? ____________________
   C. What were the elements of fascism? ____________________________
   D. Why did many Italians welcome Mussolini’s leadership? ____________________________
   E. Who supported Mussolini in his rise to power? ____________________________
   F. How did the Communists establish control in the new Union of Soviet Socialist Republics (USSR)? ____________________________
   G. What were the characteristics of the Nazi Party? ____________________________
   H. What did Japanese military leaders and civilian nationalists believe was the only way for Japan to get the resources it needed? ____________________________

II. America Turns to Neutrality
   A. Why were Americans discouraged by the rise of dictatorships in Europe and Asia? ____________________________
   B. What was isolationism? ____________________________
   C. Why did isolationist ideas become even stronger in the United States in the 1930s? ____________________________
   D. What were the purposes of the neutrality acts passed by Congress between 1935 and 1937? ____________________________
   E. What was internationalism? ____________________________
DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. Hitler sent troops into Austria in March 1938, and announced the ____________, or ____________, of Austria and Germany.

2. ____________ is the policy of giving concessions in exchange for peace.

3. At the ____________, Czechoslovakia’s leaders were informed that they must give up the ____________ or fight Germany on their own.

4. Hitler’s demands on Poland convinced the ____________ and ____________ that appeasement had failed.

5. When German officials proposed a ____________ to the Soviets, Stalin agreed.

6. The Germans used a new type of warfare called ____________, or lightning war.

7. After World War I, the French had built a line of concrete bunkers and fortifications called the ____________ along the German border.

8. After the fall of Poland, Hitler and his generals decided to attack ____________ and ____________ before attacking France.

9. To get around the Maginot Line, the Germans would have to invade the ____________, ____________, and ____________ first—which is what they did.

10. When the evacuation at Dunkirk ended, an estimated ____________ British and French troops had been saved.

11. Even though thousands of troops were saved from Dunkirk, almost all of the British army’s ____________ remained there.

12. Hitler fully expected the British to negotiate peace after France surrendered, but he had not anticipated the bravery of the British people or the spirit of their new leader, ____________.

13. When Hitler decided to invade Britain, he found getting across the ____________ a major challenge.

14. In order to invade Britain, Germany first had to defeat the ____________.

15. Although the Royal Air Force was greatly outnumbered, the British had one major advantage: They had developed a new technology called ____________.
Guided Reading Activity 11-3

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. Nazi Persecution of the Jews

A. For the Nazis, all people who were ethnically _________ were evil no matter what their religion, occupation, or education.

B. In September 1935, the ____________ took citizenship away from Jewish Germans and banned marriages between Jews and other Germans.

C. The killing of a German diplomat by a Jewish refugee in Paris provoked German attacks against Jews, beginning the night of November 9, 1938—a night known as _____________.

D. Following that night of violence, the ____________, the government’s secret police, arrested at least ____________ wealthy Jews, releasing them only if they agreed to emigrate and surrender all their possessions.

E. One factor limiting Jewish immigration to the United States was that Nazi orders prohibited Jews from taking more than about ____________ out of Germany.

F. In the United States, laws restricted granting a visa to anyone ____________, and American customs officials assumed this applied to Jews since Germany had forced them to _____________.

II. The Final Solution

A. On January 20, 1942, 15 Nazi leaders met at the ____________, held in a Berlin suburb, to determine the _____________.

B. The Nazis planned to move Jews from the vast areas of ____________ and take them to detention centers known as _____________.

C. There, healthy individuals would work as ____________ until they dropped dead of exhaustion, disease, or malnutrition.

D. Most others, including the elderly, the infirm, and young children, were sent to ____________, to be executed in massive _____________.

E. The gas chambers at the extermination camp ____________ sometimes gassed ____________ people in a day.

F. Most historians cite a number of factors as to why and how the Holocaust could have occurred, including _____________.


DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What were the elements of the weaker version of the Neutrality Act passed by Congress in 1939?

2. When did the United States face its first test in remaining neutral?

3. How did Roosevelt manage to give Churchill the destroyers he requested?

4. What did Churchill give Roosevelt instead of cash for the destroyers?

5. When did public opinion about the destroyers-for-bases deal begin to shift?

6. What did the Fight for Freedom Committee promote?

7. Who were members of the America First Committee?

8. What was a major reason that Roosevelt was reelected in 1940?

9. What were the "Four Freedoms" for which both the United States and Britain stood?

10. How did Roosevelt get around the cash-and-carry requirement of the Neutrality Act when Britain could no longer meet those terms?

11. What was the purpose of the hemispheric defense zone?

12. What was the text of the Atlantic Charter?

13. What was the Export Control Act?

14. What was the Japanese response to the Export Control Act?

15. Why did Roosevelt extend lend-lease aid to China?

16. Why did the Japanese decide to attack Pearl Harbor?
To Enter or Not to Enter World War II

The war in Europe in the late 1930s created conflict among Americans over the proper role and response of the United States to the fighting. As the war grew worse for the Allies, President Roosevelt increasingly felt it necessary to involve the United States. Other influential Americans held differing views.

DIRECTIONS: On January 6, 1941, President Roosevelt delivered a speech to Congress in which he outlined the four freedoms for which the Allies were fighting, and called for Congress’s support. Two weeks later, University of Chicago president Robert M. Hutchins, in a national radio address, responded to Roosevelt’s speech. Read the excerpts below from both speeches, and then answer the questions that follow.

Roosevelt:

... 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—which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

The fourth is freedom from fear—which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.

That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation. That kind of world is the very antithesis of the so-called new order of tyranny, which the dictators seek to create with the crash of a bomb. ...

Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights or keep them. Our strength is in our unity of purpose.

Hutchins:

With the President’s desire to see freedom of speech, freedom of worship, freedom from want, and freedom from fear flourish everywhere we must all agree. ... The question is whether entrance into this war is likely to bring us closer to this goal.

... The reason why we have no chance to help humanity if we go into this war is that we are not prepared. I do not mean, primarily, that we are unprepared in the military sense. I mean that we are morally and intellectually unprepared to execute the moral mission to which the President calls us. ...

Have we freedom of speech and freedom of worship in this country? We do have freedom to say what everybody else is saying and freedom of worship if we do not take our religion too seriously. But teachers who do not conform to the established cannons of social thought lose their jobs. People who are called "radicals" have mysterious difficulties in renting halls.

... [We] know that millions of men and women are disfranchised in this country because of their race, color, or condition of economic servitude.
. . . The aims of a democratic community are moral. United by devotion to law, equality, and justice, the democratic community works together for the happiness of all the citizens. I leave to you the decision whether we have yet achieved a democratic community in the United States.

What, then, should our policy be? Instead of doing everything we can to get into the war, we should do everything we can to stay at peace. Our policy should be peace.

. . . But most important of all, we should take up with new vigor the long struggle for moral, intellectual, and spiritual preparedness. If we would change the face of the earth, we must first change our own hearts.

By Robert M. Hutchins, from an address given January 23, 1941, on the National Broadcasting Company.

Questions to Consider

1. What were the four freedoms that Roosevelt supported?

2. On what points did the president and Dr. Hutchins agree?

3. On what points did the president and Dr. Hutchins disagree?

4. What did Dr. Hutchins mean when he said, “If we would change the face of the earth, we must first change our own hearts”?

5. GO A STEP FURTHER ➤ If the United States faced a similar world situation today, and these two arguments were presented, which one would you support and why? Be able to defend your answer.
**Mein Kampf**

*About the Selection*

Hitler wrote *Mein Kampf*—his combination manifesto and autobiography—while in prison in 1924. In English the title means "My Struggle" or "My Battle." Typical of Hitler, the title and book paint him as a suffering hero of history. After World War II, many people said that Germany's course under Hitler surprised them. Reading *Mein Kampf* would have alerted them—in it the essential irrationality, racism, anti-Semitism, and hatred in the Nazi ideology are there for all to see.

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**GUIDED READING**

As you read, note Hitler's basic ideas of the Nazi (folkish) state. Then answer the questions that follow.

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The result of all racial crossing is therefore in brief always the following:

(a) Lowering of the level of the higher race;
(b) Physical and intellectual regression.

To bring about such a development is, then, nothing else but to sin against the will of the eternal creator.

The folkish state... must set race in the center of all life. It must take care to keep it pure. *There is only one holiest human right, and this right is at the same time the holiest obligation, to wit: to see to it that the blood is preserved pure and, by preserving the best humanity, to create the possibility of a nobler development of these beings.*

... the Jew of all times has lived in the states of other peoples... He regards commerce as well as all financial transactions as his own special privilege which he ruthlessly exploits. Finance and commerce have become his complete monopoly... People begin to look at the foreigner more and more closely and discover more and more repulsive traits and characteristics in him until the cleft becomes unbridgeable.

... Finally the Jewish influence on economic affairs grows with terrifying speed through the stock exchange... Thus, Freemasonry is joined by a second weapon in the service of the Jews: the press. With all his perseverance and dexterity he seizes possession of it. With it he slowly begins to grip and ensnare, to guide and to push all public life... He uses all the knowledge he acquires in the schools of other peoples, exclusively for the benefit of his race... He poisons the blood of others, but preserves his own. The Jew almost never marries a Christian woman; it is the Christian who marries a Jewess. The [children] take after the Jewish side.

(continued)
The folkish philosophy is basically distinguished from the Marxist [and democratic] philosophy by the fact that it not only recognizes the value of race, but with it the importance of the personality [individual leaders], which it therefore makes one of the pillars of its entire edifice. Marxism also had a goal, and it too has a constructive activity (even if it is only to erect a despotism of international Jewish world finance). . . .

The principle which made the Prussian army in its time into the most wonderful instrument of the German people must some day, in a transferred sense, become the principle of the construction of our whole state conception: authority of every leader downward and responsibility upward.


**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. According to Hitler, what does the Nazi state place at the center of all life?

   __________________________________________________________
   __________________________________________________________

2. What is the basic Nazi principle for building the state?

   __________________________________________________________
   __________________________________________________________

3. What does Hitler believe is the highest human right and obligation?

   __________________________________________________________
   __________________________________________________________

4. **Critical Thinking** Write a one-paragraph rebuttal of Hitler’s blatant racism.

   __________________________________________________________
   __________________________________________________________
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Radar

**THEN**
A fledgling technology helped save Britain from disaster in World War II. Radar, named for radio detection and ranging, can locate moving or fixed objects, even in bad weather or darkness. It bounces radio waves off the object and receives the reflected waves, called echoes. By measuring the time it takes for the echoes to return, it determines the object's range—how far away it is. The direction from which the echoes return gives the object's location. Radar can also measure the speed at which the object is traveling.

The radar stations along the coast of Britain in 1940 were far from perfected, but they were sufficient to help the Royal Air Force locate incoming enemy planes and intercept them. British and American researchers worked together during the war to improve radar's reliability and sensitivity.

Radar was an offensive weapon as well. It helped direct gunfire to the target. Bombers used it to find targets unseen in the dark.

Because the Germans also had radar, the Allies worked to develop methods to escape detection. In one method, planes on bombing runs filled the air with metal foil strips called chaff. The foil reflected radio waves, making it difficult for enemy radar to distinguish between the echoes from chaff and those from its real targets. In another effective defense, planes and ships used high-powered radio transmitters to interfere with the echoes reflected from their vessels.

**NOW**
Today's military uses advanced forms of radar for a wide range of purposes, including air defense, early warning of attack, weapon fire control, and intelligence gathering. However, we also rely on radar for a variety of non-military tasks.

Air traffic controllers use radar to direct pilots around other aircraft in the sky and help them land safely in poor visibility. Inside the airplane, a kind of radar called an altimeter measures how high the plane is flying, helping the pilot maintain the proper altitude.

At sea, radar guides ships through fog safely to port. Radar can "see" through darkness and storms to measure the distance to possible hazards, such as other ships and icebergs. It can also identify the coastlines and landmarks that lead the captain to port.

Police radar guns measure the speed of motor vehicles to enforce traffic laws. They can detect speeding up to a half-mile away.

Weather radar can detect echoes reflected off raindrops and ice particles in clouds to determine the speed and direction of an approaching storm. Scientists use radar to map planets and study wildlife migrations.

Researchers are currently working on new uses for radar. They are developing pocket-sized units to aid blind people and to serve as collision-warning devices in cars. One day radar in a satellite may be able to track ships and planes all over the earth.

**CRITICAL THINKING**

**Directions:** Answer the questions below on a separate sheet of paper.

1. **Analyzing Information** Based on how radar works, what can be done to escape detection?

2. **Synthesizing Information** How could a pocket radar help blind people?

3. **Predicting Consequences** Do you think the use of radar in space is a good idea? Explain your position.