Quick Study Guide

Have students use the Quick Study Guide to prepare for this chapter’s test. Students may wish to refer to the following pages as they review:

Causative and Effects of the Great Depression
Section 2. pp. 532–535; Section 4, pp. 536–537; Section 4, pp. 542–543; Section 5, pp. 551–552

Three Totalitarian States: Italy, the Soviet Union, and Germany
Section 3, pp. 538–540; Section 4, pp. 536–538; Section 5, pp. 552–554

Some Cultural Figures of the Post World War I Era
Section 1, pp. 522–528

Key Events in Europe and the United States, 1919–1939
Section 2, pp. 529–534; Section 3, pp. 536–537; Section 4, pp. 542–544; Section 5, pp. 550–554

For additional review, remind students to refer to the

Reading and Note Taking Study Guide
Note Taking Study Guide, pp. 169, 171, 173, 175, 177
Section Summaries, pp. 170, 172, 174, 176, 178

Have students access Web Code nbp-2861 for this chapter’s timeline, which includes expanded entries and additional events.

If students need more instruction on analyzing timelines, have them read the Skills Handbook, p. SH32.

When students have completed their study of the chapter, distribute Chapter Tests A and B.

For Progress Monitoring Online, refer students to the Self-test with vocabulary practice at Web Code nba-2861.
Cumulative Review

Record the answers to the questions below on your Concept Connector worksheets. In addition, record information from this chapter about the following concept:

- Dictatorship: Mussolini and Hitler

1. Dictatorship

Stalin was in no sense the first ruler to attempt to maintain absolute control over Russia. Compare and contrast Stalin with the following leaders:
- Ivan the Terrible
- Nicholas II
- Peter the Great
- Catherine the Great

2. Political Systems

Mussolini, Hitler, and Stalin all ruled over totalitarian states. In a totalitarian state, the government tries to control all aspects of the people’s lives. In direct contrast, the people control democratic governments. Read more about Enlightenment ideas about democracy, and then make a table contrasting these ideas with the ideas of totalitarianism. Consider the following:
- Sources of power
- Role of government in the economy
- Role of leaders

3. Science

Einstein’s theories of relativity changed the way many people looked at the universe. His theories challenged Newton’s theories, which developed during the Scientific Revolution in the late 1600s. Learn more about the theories of Newton. Then write a brief paragraph contrasting Newton’s theories with Einstein’s theories.

Connections To Today

1. Dictatorship: North Korea’s Kim Jong Il

Dictatorship as a form of government still exists today. Kim Jong Il (below), head of a communist totalitarian regime in North Korea, is considered among the most dangerous of the present day dictators. In fact, Kim has been described as “Stalin-like.” Kim took over as dictator from his father, Kim II-Sung, in 1994. Since then, he has violated the civil liberties of his own people, and he has destabilized international relations in the region with claims that North Korea possesses nuclear weapons. Research Kim Jong Il’s record in North Korea and write two paragraphs comparing his regime to Stalin’s in Russia.

2. Political Systems: The Former Soviet Union

The Soviet Union came to an end in 1991. Its collapse produced 14 new republics, besides the Russian Federation, as each of the former SSRs became independent. The transition was not easy. Choose one of the following countries and then research and write a brief report on its transition from SSR to independent state:
- Armenia
- Azerbaijan
- Belarus
- Estonia
- Georgia
- Kazakhstan
- Kyrgyzstan
- Latvia
- Lithuania
- Moldova
- Tajikistan
- Turkmenistan
- Ukraine
- Uzbekistan

Tell students that the main concepts for this chapter are Dictatorship, Political Systems, and Science, and then ask them to answer the Cumulative Review questions on this page. Discuss the Connections to Today topics and ask students to answer the questions that follow.

Cumulative Review

1. Responses should note similarities and differences between Stalin and the other leaders listed and include specific information about their policies, attitude toward the people, and means of maintaining control. For example, both Stalin and Ivan the Terrible used terror and violence to maintain leadership.

2. Tables should show an understanding of differences between totalitarianism and democracy and include the sources of power, role of leaders, and role of government in the economy, such as the democratic idea of laissez-faire versus the totalitarian idea of state-controlled industry.

3. Responses should accurately contrast their theories, noting, for example, how Einstein’s theory of relativity differs from Newton’s ideas about uniform laws of nature.

Connections to Today

1. Paragraphs should include accurate information about North Korea as well as the Soviet Union’s totalitarian regime and include both similarities and differences.

2. Reports should focus on a former SSR and include information on its transition to independence, such as the type of government, the ethnic background of its people, and the role of Communist influence.

For additional review of this chapter’s core concepts, remind students to refer to the Reading and Note Taking Study Guide, Concept Connector, pp. 253, 284, 290

Differentiated Instruction Solutions for All Learners

- Less Proficient Readers
  - Use the following study guide resources to help students acquire basic skills:
  - Adapted Reading and Note Taking Study Guide
  - Spanish Concept Connector, pp. 260, 299, 309

- English Language Learners
  - Use the following study guide resources to help Spanish-speaking students:
  - Spanish Concept Connector, pp. 299, 309
Chapter Assessment

Terms, People, and Places

1. flapper
2. Benito Mussolini
3. disarmament
4. totalitarian state
5. Franklin Delano Roosevelt
6. Harlem
7. Renaissance
8. Ruhr Valley
9. command economy
10. Gulag
11. Third Reich
12. Locarno treaties
13. Third Reich
14. League of Nations
15. totalitarian state
16. Benito Mussolini
17. Ruhr Valley
18. African American cultural movement in the 1920s and 1930s
19. president of the United States who established the New Deal
20. president of the United States who established the New Deal
21. Benito Mussolini

Main Ideas

Chapter Focus Question

14. How did Mussolini’s fascist regime rule Italy?

Chapter Assessment

Terms, People, and Places

Main Ideas

1. World War I ended the sense of optimism that had grown in the West since the Enlightenment. Some disillusioned young people rejected traditional values and standards for newer attitudes. The work of many writers and artists reflected these changes.
2. The Locarno treaties settled Germany’s disputed borders and became the symbol of a new era of peace. In the Kellogg-Briand Pact almost all nations agreed not to use war as a method of national policy. The League of Nations sought to get nations to commit to the end of war. With no way of enforcing a ban on war, all these efforts failed to halt aggression.
3. The Great Depression caused misery and hard times throughout the world and helped lead to the rise of Nazism in Germany.
4. Fascism is an ideology that glorifies the state over the individual and demands blind loyalty to a national leader. It rejects the concepts of democracy and human rights.
5. The Fascists brought the Italian economy under state rule, glorified the state, and indoctrinated the Italian youth with nationalist ideas.
6. The government imposed control over industry and agriculture and also over people’s lives. Secret police used violent methods to enforce compliance. Many political prisoners were sent to forced labor camps.
7. After being elected chancellor in 1933, Hitler imposed a system of repression and glorification of the state.

Chapter Focus Question

15. Challenging the aftermath of World War I and suffering brought on by the Great Depression, reactions some countries worked within their democractic structure to solve problems, others turned to strong leaders and totalitarian governments.

Critical Thinking

16. Some writers’ work reflected an aversion to war and the moral breakdown of Western civilization. Many artists turned away from trying to reproduce reality.
17. More goods were being produced than consumers could afford to buy. Also, wealth in the United States was unevenly distributed.
18. Fascism promised a strong, stable government and tried to revive national pride.
19. Under communism the state controls all economic activity, while fascism preserves capitalism, though under the control of a dictatorship. Both communism and fascism glorify the state over the individual and do not respect human rights.
20. It helped totalitarian leaders control and indoctrinate people with their ideology.
21. Responses should list similar totalitarian features and differences between communism and Nazi ideology.

Writing About History

Writing a Compare-and-Contrast Essay

The period between World War I and World War II was a time of rapid change with some serious crisis of its own. Write a compare-and-contrast essay on one of the following pairs of ideas: society before and after World War I; solutions to alleviate the Great Depression in the United States and in Germany; fascism compared to democracy in the 1920s and 1930s; or a topic of your own choosing.

Presenting

• Choose a valid topic for your essay by choosing a topic that interests you and that you think you could write about well.
• Develop a thesis that introduces the items you are comparing and contrasting, a body, and a conclusion that restates your main points.

Revising

• Use the guidelines for revising your essay on page 512 of the Writing Handbook.
Document-Based Assessment

Hitler's Rise to Power

In 1919, Hitler joined the National Socialist German Workers Party, later known as the Nazi party. It was a marginal party that only received one million votes in 1924. By 1932, however, the Nazi party, with Hitler at its helm, was Germany's largest party. Many factors contributed to Hitler's surprising rise to power, as the documents below illustrate.

Document A

This poster, displayed in Berlin in 1932, tells voters: "We want work and bread! Elect Hitler!"

Analyzing Documents

Use your knowledge of the rise of Nazism in Germany and the documents below to answer questions 1–4.

1. Document A focuses on which factor that aided Hitler's rise to power?
   A anger over World War I
   B social considerations
   C the economy
   D racial and religious prejudice

2. According to Document C, the Nazis persecuted the Jews because
   A most Germans hated them.
   B they wanted to keep attention from other problems.
   C they had already achieved their other goals.
   D their opponents were all Jews.

3. According to Document D, the Nazis' main goal was to
   A dominate Europe.
   B get revenge for the Treaty of Versailles.
   C stop communism.
   D end democracy.

4. Explain why Germany was fertile soil for the Nazis following World War I. Give your reasons, using these documents and information from the chapter.

Answers

1. A
2. C
3. A
4. Sample: After their loss in World War I, Germans had been forced to accept the humiliating and economically debilitating terms of the Versailles treaty. The Great Depression made economic conditions worse, so Hitler's promises to restore national honor and economic strength won over many Germans. Additionally, his persecution of the Jews met with approval because people were looking for scapegoats.

Document-Based Assessment

To help students understand the documents on this page, give them the following TIP: Consider how each document relates to the other documents. Ask yourself whether these documents tell about different aspects or different views of a topic.

To provide students with further practice in answering Document-Based Assessment Questions, go to Document-Based Assessment, pp. 80–94.

If students need more instruction on synthesizing information, have them read the Skills Handbook, p. SH35.

Writing About History

As students begin the assignment, refer them to p. SH10 of the Writing Handbook for help in writing a compare-and-contrast essay. Remind them of the steps they should take to complete their assignment, including prewriting, drafting, and revising. For help in revising, remind them to use the guidelines on p. SH12 of the Writing Handbook. Students' compare-and-contrast essays should have a clear thesis that introduces the subjects to be compared and the main point to be made. They should include details that reveal the similarities and differences between the subjects and use transitions to make the relationships clear. The essays should also contain an introduction, a body, and a conclusion and be free of grammatical and spelling errors. For scoring rubrics for writing assignments, see Assessment Rubrics, p. 8.