

The Rise of Totalitarianism, the Start of World War II and the US Response

Overview

Students will gain an understanding of the conditions that allowed totalitarian regimes to come to power throughout the world following World War I. Through a study of four nations (Russia, Italy, Germany, and Japan) students will gain insight into how the regimes came to power and how they maintained that power. Students will then be responsible for conveying what they have learned about their assigned regime by participating in a jigsaw activity. The lesson culminates with a debate between “isolationists” and “interventionists” analyzing the United States’ responses to the rise of Totalitarian regimes.

Grade

11

NC Essential Standards for American History II

- AH2.H.2.2: Evaluate key turning points since the end of Reconstruction in terms of their lasting impact
- AH2.H.6.2: Explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs
- AH2.H.7.1: Explain the impact of wars on American politics since Reconstruction

Materials

- Election Ballots (attached)
- “Rise of Totalitarianism Jigsaw” handout (attached)
- “Rise of Totalitarianism in Russia, Italy, Germany, and Japan” handouts (attached)
- “Rise of Totalitarianism” Viewing Guide (attached)
- “Totalitarian Aggression and the Start of World War II” Power Point, available in PDF format at the Consortium’s Database of K-12 Resources
 - To view this PDF as a projectable presentation, save the file, click “View” in the top menu bar of the file, and select “Full Screen Mode”
 - To request an editable PPT version of this presentation, send a request to CarolinaK12@unc.edu
- “Totalitarian Aggression and the Start of World War II” Guided Notes (attached)
- Isolationists v. Interventionist Debates Note Sheet
- Isolationist/Interventionist Documents (attached)
- Books about World War II

Essential Questions:

- How did totalitarian regimes in Russia, Italy, Germany, and Japan come to power after World War I?
- What were the characteristics of totalitarian regimes after World War I?
- What was the US response to the rise of Totalitarian governments?

Duration

1½ - 2 block periods

Teacher Preparation

Consult with the schools Media Coordinator and reserve books concerning World War II.

Student Preparation

For homework the night before, have students define the following words:

- Totalitarianism
- Propaganda
- Dictator
- Dictatorship
- Fascism

Day One Procedure

Warm Up: Electing a Glorious Leader

1. As students walk into class, tell them that the class is going to hold a special election to determine a class leader. Explain to students that the winner of the election will have complete control over everything that happens in class. If they want to abolish homework, they can do it. If they want someone removed from class, they can do it. The winner of the election will be addressed as “Il Supremo.”
2. Pass out the attached sample ballot with the teacher’s name as the only candidate. If the students ask questions, tell them “there shall be no questioning of ‘Il Supremo’”. If a student continues to question, have them removed from the class by your “security forces” (these “forces” should be arranged prior to class by letting two student volunteers know what to do ahead of time.) Collect the votes and choose one student to read them aloud and choose another student to record a tally on the board.
3. Once the election has been completed, proclaim the teacher the winner in a landslide. Make a short victory speech regarding your election win.
4. After reveling in your victory, debrief:
 - Was that election democratic? Why or why not? (Note that it was transparent and that all votes were counted.)
 - What type of government do you think holds similar types of election?
 - What is the leader in a totalitarian government usually called?
 - Can you give examples of totalitarian governments in the world today?
 - Can you give examples of totalitarian governments from the past?
 - What makes these governments totalitarian?
 - How do you think propaganda relates to totalitarianism?
 - Why do you think that totalitarian regimes come to power?

Rise of Dictators Jigsaw

5. Before starting the group activity, explain to students that despite the horrors of World War I and the uncertainty of the era, people still held out hope for a new age of democracy. Ask them to think about the era following WWI. Read the following passage from *World War II: A Short History* by Michael J. Lyons to give students a sense of how some people felt about a post-World War I world:
 - In the aftermath of World War I, many observers believed that a new age of democratic government had dawned. All of the new states of Central and Eastern Europe became democracies. Even Germany, a former bastion of authoritarian rule, had adopted a democratic government. In East Asia, Japan also appeared to be making the transition to democracy. But during the 1920’s the democratic flame began to flicker, and in the 1930’s it threatened to die out almost completely. Instead of an age of democracy, the interwar years, to a large extent, became an era of dictatorship.

– Michael J. Lyons, *World War II: A Short History*

Inform students that they are going to complete a project where they find out why the nations of Russia, Germany, Italy and Japan rejected democracy and embraced totalitarianism during the 1920’s and 30’s.

6. Divide students into four to eight – depending on the size of the class -- “expert” groups: the Rise of Russian Totalitarianism, the Rise of Italian Totalitarianism, the Rise of German Totalitarianism, and the Rise of Japanese Totalitarianism. Distribute the attached *Rise of Totalitarianism Guide* and the corresponding handouts for each group. Review the instructions before allowing groups to work independently.

7. Students should spend approximately 10 minutes gaining a common understanding of the information and answering questions from their assigned handout. Encourage groups to highlight important words, concepts, and ideas that they want to share with their classmates.
8. Give constant reminders of the remaining time to encourage students to work efficiently. If possible, project a timer onto the board; a free countdown timer is available online at: <http://www.online-stopwatch.com/large-stopwatch/>. Circulate throughout the room to ensure students are on task and to answer any questions they may have.
9. After the allotted time, divide students into “teaching” groups and ensure that each group contains one “expert” on each totalitarian regime. Allow 15 – 20 minutes for students to work in their groups teaching their group members about their assigned regime. Remind students to complete their *Rise of Totalitarianism Guide* while in their “teaching” groups.
10. Once all the “teaching” groups have completed their presentations debrief the entire class by asking the following questions:
 - What were the similarities among the totalitarian regimes?
 - What were the differences among the totalitarian regimes? What was unique about Japan’s regime as compared to the other three?
 - *Japan did not have a party or a leader that controlled the regime; the military lead the government.*
 - What is the difference between Italy’s Fascism and Germany’s Nazism?
 - *Intense racial and ethnic hatred was a major feature of Nazism.*
 - Why do you think so many people supported these regimes even after it became apparent that these regimes were killing its own citizens?
 - Do you think a totalitarian state could arise in the United States? Why or why not?

Power Point Mini-Lecture: Totalitarian Aggression and the Start of World War II

11. Tell students that they are going to review the actions of totalitarian governments that led to the start World War II. Pass out the attached guided notes sheets that accompany the Power Point, which will help students who have difficulty taking notes and will also streamline the note taking process in a class with limited time. Instruct students to follow along and pose questions as they have them. While students will be taking notes throughout the PPT, it is important teachers use this as a conversational piece rather than simply lecture. This mini-lecture is intended as a review of material learned in World History and to provide historical context for the debate activity.

Debate: Isolationists v. Interventionists

12. Explain to students that before the United States entered World War II there was a debate between two ideologies: isolationists, or citizens who did not want to get involved in the war, and interventionists, citizens who felt that the United States should intervene in the war to fight the Axis powers. Inform students that they will be participating in a mock debate between interventionists and isolationists that takes place in November 1941 – a month before the Japanese attack on Pearl Harbor.
13. Divide students into two mixed ability groups – isolationists and interventionists – and choose one or two student(s) to act as the debate moderator(s). The moderators should be able to speak clearly and keep everyone on task in a respectful manner during the debate. Distribute the following attached handouts to each group and the moderators:
 - Isolationist v. Interventionist Debate Notes Sheet
 - Isolationist Documents to Isolationist Group and Moderator(s)
 - Interventionist Documents to Interventionist Group and Moderator(s)

- Should the United States Enter World War II? Cheat Sheet (optional - can be given to students with special needs to help frame their arguments)
14. Review the debate prep instructions on slides 17 & 18. Allow students the remainder of class to complete their debate prep. Debate prep instructions include:
- **Debater Instructions:** A debate is a discussion in which participants articulate, justify, and clarify their positions on an issue. Begin by brainstorming answers to the question – Should the United States enter World War II? -- with your group. After compiling a list of answers, use the supplied documents, your textbook, power point notes and any additional resources, complete the *Debate Notes Sheet* by gathering facts that support your assigned position.
 - Once your group has created a list of arguments, write a one minute **opening statement** and a one minute **closing statement** that summarizes your group's position. At the end of the debate, **all group members** should turn in their *Debate Notes Sheets*.
 - **Moderator(s) Instructions:** The moderator(s) should research both positions using the supplied documents, textbook, power point notes, and any additional resources. While completing your research, write down questions to ask the debate participants. After compiling a list of questions, create a "master list" of questions to turn in at the end of the debate.

Day Two

15. If possible, arrange the room so that the opposing groups face one another with the moderator(s) in the middle. If limited by time and/or space constraints, divide the room into two sides and have the moderator(s) sit at the front of the room.
16. Forego a warm up activity, and direct students to meet with their assigned debate groups. Allow groups approximately five to ten minutes to review their opening/closing statements and arguments.
17. While groups are finalizing their arguments, explain to the moderators that they are leading the debate. The teacher will be available to move the discussion along or handle any extraordinary circumstances that may arise, but the moderator(s) are in charge. It is their job to call the debate to order, provide a summary of the debate topic, keep track of each group's presentation time, ask questions, and to ensure that everyone gets an opportunity to speak.
- **Teacher note:** a free countdown timer is available online at: <http://www.online-stopwatch.com/large-stopwatch/>.
18. After the allotted time, distribute 4" x 6" index cards to each student and instruct students to write their name and their assigned position – interventionist or isolationist – on one side of the card. Raising the card will indicate the student's request to speak. Students will track their participation by making a large "X" on the blank side of the card. To ensure equitable participation, instruct moderators to choose cards without an "X" until all students have had a chance to voice their opinion.
19. Once both groups are ready to present, instruct the moderator to formally introduce the debate topic, review behavior expectations on slide 19 and to review the debate rules on slide 20, which include:
- Expectations:**
- Be polite and courteous
 - Listen attentively
 - Be respectful and supportive of peers
 - Speak only when recognized by the moderator
 - Allow others to express their opinions; do not monopolize the debate
 - Use grammatically correct language

- Speak clearly, slowly, and loud enough to be heard by the audience

Debate Rules

- The interventionists will issue their one minute opening statement first.
- The isolationists will issue their one minute opening statement second.
- Each group will have 3 minutes to present their arguments, starting with the interventionists.
- The presenter should stand when they are sharing their argument.
- After the three minutes have expired, the presenter must stop talking.
- Following each argument, a two minute question session will begin. The moderator(s) may ask the questions they have prepared or they can defer to the opposing viewpoint to ask questions. Anyone from the group can answer a question if they raise their card and are recognized by the moderator(s).
- After speaking, they should mark an "X" on their card to indicate their participation.
- At the conclusion of the debate, the moderator(s) should ask for each group's one minute closing statement, starting with the interventionists.

20. Once the debate has been concluded, collect the participation cards, prepared statements, and every student's *Debate Notes Sheet*. Debrief the simulation by discussing the following questions:

- Why do you think many Americans wanted to stay out of World War II?
- Why do you think that President Roosevelt strongly supported the Allies?
- What event prompted the United States to enter World War II?
- What do you think happened to the isolationist movement during World War II?
- Today, would you describe the United States as "isolationist" or "interventionist"? Why?

21. As a review, assign students the following terms for homework and instruct students to define the term and to write a sentence about how it relates to US interventionism or isolationism:

- Neutrality Acts of 1935, 1936, 1937, 1939
- Quarantine Speech
- Four Freedoms Speech
- Lend-Lease Act
- Kellogg-Briand Pact

Additional Activities

- If there is additional time remaining, see the Consortium's lesson, "Decoding World War II Propaganda," for supplemental activities.
- Have students research 21st century totalitarian regimes and write a paper comparing them to regimes of the 1920's and 30's.

Resources

- Internet Resources Dealing With the Rise of Totalitarianism in the 1920's and 30's:
 - <http://www.historesearch.com/totalitarian.html> (not working anymore)
 - <http://fresno.k12.ca.us/divdept/sscience/history/totalitarianism.htm> (not working)
- History Learning Site
 - Life in Fascist Italy:
 - http://www.historylearningsite.co.uk/life_in_fascist_italy.htm
 - The Nazi Police State:
 - http://www.historylearningsite.co.uk/nazi_police_state.htm
 - Life in Stalinist Russia:
 - <http://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/russia-1900-to-1939/life-in-ussr-under-stalin/>

Election Ballot

Directions: Cast your vote for the candidate you feel is most qualified to run the class by checking the box next to their name.

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Name _____

Rise of Totalitarianism Jigsaw

In the aftermath of World War I, many observers believed that a new age of democratic government had dawned. All of the new states of Central and Eastern Europe became democracies. Even Germany, a former bastion of authoritarian rule, had adopted a democratic government. In East Asia, Japan also appeared to be making the transition to democracy. But during the 1920's the democratic flame began to flicker, and in the 1930's it threatened to die out almost completely. Instead of an age of democracy, the interwar years, to a large extent, became an era of dictatorship. – Michael J. Lyons, *World War II: A Short History*



Directions: The purpose of this assignment is to study the post-World War I rise of totalitarianism in one of the following nations -- Russia, Germany, Japan, or Italy -- and to teach your classmates about your totalitarian regime.

Step 1: Once you have received your assigned reading, review the reading silently.

Step 2: Reread the assigned reading out loud as a group. Be sure that every group member reads at least one paragraph aloud. Answer the following questions below when you have finished reading:

- Who is the leader of the totalitarian regime?
- What is the name of the party?
- What are the party's/leader's major beliefs?
- Why did citizens support these regimes?
- What tactics did they use to gain power?
- What tactics did they use to maintain power?



The Rise of Russian Totalitarianism

During WWI the Russian Monarchy was overthrown and a communist government was installed. After a civil war, the *Vladimir Illyich Lenin* and his *Bolsheviks* (Russian Communists) reorganized Russia as a federation of republics – the Union of Soviet Socialist Republics or USSR. The Bolsheviks then established an elaborate government hierarchy where power rested with the Communist Party. It was the only political party, and it was viewed as an elite group. An important party organization was the secret police. Its duty was to hunt down and eliminate enemies of the party

and the state.

After Lenin's death in 1924, a power struggle erupted between Communist leaders. The two principal figures were *Leon Trotsky* and *Josef Stalin*. Trotsky believed that communism should spread from Russia to other parts of the world, and to help facilitate this goal, he created *Communist International (Commintern)*. Stalin was much less dedicated to the world wide revolution; he felt that the Communists had enough to do in Russia itself. Stalin managed to emerge victorious because of his ability to outmaneuver his political rivals and his positions within the party that allowed him to control the party machinery. By 1928 Stalin had succeeded in purging all of his rivals and had emerged as the undisputed leader of the party and country.

Stalin wanted to transform the USSR from an agricultural state into a first rate industrial power. He brought the entire economy under state control and abolished all private ownership of land in favor of a system of collectivization. To accomplish this, he set up a system of five-year plans which set increased production goals for industry and agriculture.

To protest these new reforms, many people revolted. Stalin responded ruthlessly by using the secret police to kill large numbers of protesters and shipping many more off to *gulags* (prison camps) in frozen Siberia. Many of his reforms led to famine and the deaths of approximately 10 million people.

Stalin also consolidated his own personal power and his ruthless tactics increased opposition within his own party, as well as the army. In the 1930's, he had many of his enemies arrested on trumped up or false charges and claimed that they were enemies of the state. Some fled, including Trotsky, who was eventually murdered with an ice axe in Mexico by Stalin's agents. Other lesser leaders were shot or imprisoned in Siberian prison camps. In all, perhaps 800,000 party members died in the purges which decimated large parts of the army. He replaced the purged officials with people he trusted.



Despite Stalin's ruthless policies and the dictatorial nature of his system, by the late 1930s a new generation had grown up under the Communist regime. Its members had no ties to the pre-Communist era of Russia and they were proud of the achievements of the Soviet Union. The third of Stalin's "five year plans" began to show results for industrialization. Wages and the standard of living remained low, but many people found jobs in industry and were better off than they were before. Many women also secured employment and they were able to supplement their family's income. Others had received technical, administrative, or scientific training and had found attractive jobs in industry, the government, the party, and other professions. This new intellectual elite felt a great loyalty to the Soviet system.

The dictatorship of Communist Party under Stalin's iron leadership had become permanent. Using ruthless tactics to eliminate any opposition or challenges to his power, Stalin had transformed the Soviet Union into the industrial giant he had envisioned.

Adapted and Edited by the North Carolina Civic Education Consortium

Source: Lyons, Michael J. *World War II : A Short History*. Upper Saddle River, N.J.: Pearson/Prentice Hall, c2004. Print.



The Rise of Italian Totalitarianism

The speed at which Italian fascism triumphed in Italy was astounding. The fascist movement began in 1919 without a cohesive organization or ideology. In 1921 it became a formal political party. By October of 1922, Benito Mussolini, the Fascist leader, had become premier of Italy and within a few years he had created a totalitarian state. A multitude of problems that affected Italy in the immediate postwar period contributed greatly to this remarkable success story.

In the aftermath of World War I, Italy had gained little save for 500,000 dead and a growing sense of dissatisfaction with the democratic government. Not only did the government fail to gain promised territory during peace negotiations, they provided no solutions to persistent economic problems, and failed to adopt land reforms that would have helped the country's peasants. As a result of these failed reforms, many peasants took matters into their own hands and seized land from large landlords. Unfulfilled promises of reforms for the working classes led to strikes in cities.

The peasant revolts coupled with a series of strikes, inspired by the Socialist Party, convinced many property owning Italians that the government was going to fall to Socialism. It was against this chaotic background that Benito Mussolini rose to power. Mussolini was a former Socialist who was thrown out of the party during WWI because he supported Italian entry into the war. He joined the army and was wounded during the war after being hit with grenade fragments.



After returning home, Mussolini organized groups of disgruntled veterans and Italian nationalists who were disillusioned with the government for failing to gain anything from post-war negotiations. These people formed the core of the Fascist Party. Mussolini took his party's name from the *fasces*, a symbol of authority during the Roman Empire, consisting of a bundle of rods surrounding an ax. These groups were eventually organized into the *Black Shirts*, a paramilitary force that was used to intimidate opponents.

Initially the Fascist Party was only adept at fighting Socialists and not winning elections; capturing no parliamentary seats in 1919 and only 35 in 1921. As they became more ambitious, they became bolder. The Black Shirts, using violence, forced many Socialists out of local governments. Although illegal, the Italian government refused to take action because they saw Fascists as a bulwark against a socialist takeover. Considerable support for the Fascists also existed in both the army and in the court of King Victor Emmanuel III. The lack of government response and outside support convinced Mussolini to send his Black Shirts to march on Rome in October 1922. The government resigned and the king asked Mussolini to become premier to avoid a civil war and because Mussolini said he would support the continuation of the monarchy.

Technically, Mussolini came to power constitutionally, but the threat of force paved the way for his appointment. Once in power, he slowly and cautiously turned Italy into a totalitarian state. He agreed to preside over a coalition government of various political parties in exchange for full government powers for a year. During this year he appointed Fascists to key local and national administrative positions and turned the Black Shirts into a national militia. He used this national militia to intimidate voters in the 1924 elections and all the candidates backed by Mussolini won 65 percent of the vote.

Now armed with a massive two-thirds majority, the Fascists applied pressure to other political parties and the press. After murdering an outspoken critic of Fascism, many members of the parliament walked out in protest. They hoped their action might force the king to dismiss Mussolini, but he took no action. This protest actually benefited Mussolini because now he faced no opposition in government.



1925 and 1926, he forced non-Fascists out of government, dissolved all other parties, and imposed tight censorship on the press. He banned trade unions and secured his total control over local governments. To enforce his one party dictatorship, he created a secret police to remove any enemies of the state. To ensure his power, he rigged elections and used intimidation and violence to inspire fear. He also took to calling himself “il Duce,” or *the Leader*. The Italian people were constantly bombarded with slogans glorifying Mussolini. On the surface, little had changed about the Italian government; the parliament was still functional and the King Emmanuel was technically superior to Mussolini, but in reality they followed Mussolini’s orders.



The Fascist Party philosophy remained unchanged throughout its tenure. They denounced democracy as inefficient and pacifism as a cowardly doctrine. They emphasized discipline, sacrifice, nationalism, militarism, and a return to the former glory of the Roman Empire.

By the 1930’s, Mussolini’s government gained general acceptance. The emphasis on order and discipline was a welcome relief from the previous government’s instability. Despite being a new dictatorship, much of the old order was preserved. The monarchy, Catholic Church, and large landowners enjoyed certain measures of independence. Adapted and Edited by the North Carolina Civic Education Consortium Source: Lyons, Michael J. *World War II : A Short History*. Upper Saddle River, N.J.: Pearson/Prentice Hall, c2004. Print.

The Rise of German Totalitarianism

Adolf Hitler rose from modest origins in Braunau, Austria. A poor student, he dreamed of becoming an artist. After being rejected from art school, he wandered the streets of Vienna, Austria and Munich Germany without a purpose. The outbreak of World War I instilled a sense of purpose in him and he joined the German army. In the army Hitler flourished earning five decorations, including an Iron Cross; a rare award for common soldiers.

While in the hospital recovering from a poison gas attack, Hitler learned of Germany’s surrender. He was filled with a deep sense of shame and felt that Germany had been “stabbed-in-the-back” by internal enemies. After leaving the hospital, he joined the German Workers’ Party, one of the many small extremist political groups that hatched in the aftermath of Germany’s defeat.

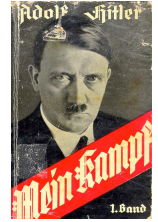
He quickly proved himself a gifted organizer and mesmerizing speaker and in 1921 became leader of the newly named National Socialist German Workers’ Party (Nazi Party). This Nazi party was made up of manual laborers, former soldiers, adventurers, and misfits. They were characterized by their violent nationalism, anti-Semitism, and opposition to democratic government. They organized a paramilitary force called the SA to help intimidate those who they saw as enemies.

At this point, the Nazi’s main enemy was Germany’s democratic government, the Weimar Republic. From the beginning, the Weimar government was plagued with problems. Internally, the multitude of parties made it difficult for the government to agree on anything. Externally, communists wanted a Soviet style government and ultraconservatives wanted a return to a monarchy. Many Germans blamed the Weimar Government for signing the Treaty of Versailles. The treaty unfairly forced Germany to accept guilt for starting WWI and imposed harsh military and economic restrictions upon Germany. During the first few years, many groups tried to overthrow the Weimar Government; the Nazi’s being one of them.

In 1923, Hitler and the Nazis attempted to take over the government by kidnapping government officials in a Munich Beer Hall and then marching on Berlin. This attempt, which became known as the *Beer Hall Putsch*, failed miserably.

Hitler and other Nazis were arrested and tried for treason. Hitler used his trial to gain attention to his cause and many German's were sympathetic to his strong nationalist message. He only served nine months in jail.

While in prison, Hitler wrote his infamous book, *Mein Kampf* (My Struggle). In this poorly written, bizarre and self-serving book Hitler expressed most of his view which included the superiority of the German Aryan race, his hatred of all things Jewish, his disgust for democracy, the need for *lebensraum* (living room) for the German people, and a call to return to the greatness of the old German Empire. It was also during this time that Hitler realized the Nazis must come to power legally through elections. To do this, he realized that the Nazis must appeal to the entire German nation through nationwide organization and skillful use of propaganda to attack the Weimar Republic and offer an alternative.



Propaganda was an important part of the Nazi rise to power. Under the leadership of Joseph Goebbels, the Nazi propaganda machine was one of the most effective in all of history. Both Hitler and Goebbels shared a low regard for the intellect of the masses and believed that most people would respond to emotional appeals, particularly to their hatreds. Despite their effective use of propaganda, the Nazis were only able to gain a small number of seats in parliament in the 1928 elections. Hitler remained patient throughout these trying years, confident that his chance would come.

The start of the Great Depression in 1929, proved to be the chance Hitler was looking for. All the slow economic recovery Germany made throughout the 1920's was wiped away by the Depression. German production declined sharply, businesses failed, and unemployment rose alarmingly. It was under these conditions that the Nazis rose to prominence. In the election of 1930, the Nazis gained 107 seats in the parliament making them the second largest party in the government. While Hitler focused on traditional campaigning, the paramilitary SA, engaged in a struggle for "control of the streets." They battled Communists and other political opponents and resorted to acts of terrorism.

After a series of political power plays, Hitler was finally appointed chancellor of Germany in January of 1933. Ironically, he was appointed because his rivals felt that he could be easily controlled. Once in power, Hitler took steps to limit the freedom of the press. Although no one is sure who committed arson, the burning of the *Reichstag* (parliament building) in February of 1933, provided the pretext for Hitler to persecute Communist enemies and to limit civil rights as a way to keep Germans safe from their enemies. He used the SA to intimidate members of parliament into voting for a bill that would allow him to rule by decree, effectively making him a dictator.

Once the bill was passed, Hitler set about consolidating his power. He eliminated all opposing political parties, removed all "unacceptable" members of government, and merged labor unions into a Nazi directed labor front that was unable to strike. The parliament remained, but it was only to give the appearance of democracy. Soon after coming to power, the Nazis took control of the schools and allowed only Nazi approved ideas to be taught. They also absorbed all of the youth organizations into one; *Hitler Youth*. This youth movement fostered a love of Hitler, obedience to party and state, and the cheering of warlike virtues.

As soon as they gained power, the Nazi began to move against the Jews and political opponents. They purged Jews from civil service and universities and subjected them to discrimination and violence. As Hitler became more powerful, these attacks became more systematic and restrictive in nature. A secret police organization, *the Gestapo*, was created and used to hunt down enemies of the state. In 1933, the first of many concentration camps were created to warehouse these accused enemies.

By 1934, Hitler had almost completed his takeover of Germany. Only two sources of opposition remained – the army and the SA. Military leaders were pleased with Hitler's ideas about expanding and modernizing the army, but they feared that the SA would become too powerful and replace the official army. Hitler shared the army's views and felt that SA leaders might try to seize power for themselves, so in June of 1934 Hitler purged leaders of the SA and had them executed without trials. This "*Knight of Long Knives*," as it came to be called, convinced the army's leaders that they should throw their full support behind Hitler and his Nazi government.

Now as the unquestioned *Führer*, or leader, of Germany, Hitler could set about achieving the goals he laid out in *Mein Kampf*.

Adapted and Edited by the North Carolina Civic Education Consortium

Source: Lyons, Michael J. *World War II : A Short History*. Upper Saddle River, N.J.: Pearson/Prentice Hall, c2004. Print.



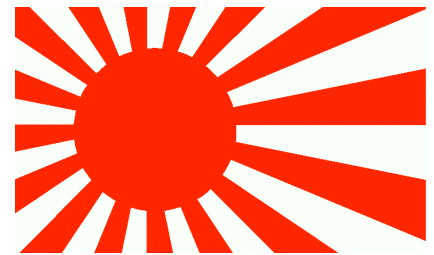
The Rise of Japanese Totalitarianism

In East Asia, dictatorship also came to Japan, but the form of oppression and the manner in which it developed differed from the models of Russia, Italy, and Germany. The driving force behind this transformation was not a political party or a single leader but the army. Japan has long possessed an ancient military tradition that dates back to the 1500's. For centuries a feudal system governed Japan where the landowning class, supported by Samurai, dominated the peasant and merchant classes. At the top of this system was an emperor who played a minor role in political matters and served more as a figurehead.

As Western influence grew in Eastern Asia, the Japanese realized that they would be subjugated by Western nations if they did not turn to Western technology and organizational methods. An intense form of Japanese nationalism arose and the thought of Japan being second rate was unacceptable. A new regime created a modern army, patterned after Prussia's military, and transformed the Samurai class into a modern officer class. A naval, modeled after the vaunted British navy, was created sometime later. By the early 20th century, Japan had resisted European domination and became an important world power.

Despite this startling transformation, Japan's traditional social structure continued largely unchanged. Landlords retained their importance and control over the peasants. A few great industrial families dominated the economy and subordinated the working class. The one major change was the government's policy towards the Buddhist religion; it wanted to repress it in favor of another religion, Shintoism. This state sponsored form of Shintoism stressed ancestor worship, complete obedience to the emperor and the state.

Although the Emperor headed Japan's new government, he served as more of a figure head than a day to day ruler. These duties fell to a premier, *Diet* (Japanese Parliament), and cabinet ministers. Due to Japan's military tradition, the army and navy ministers held enormous amounts of power. During the 1920's this began to change, and a movement towards lessening the influence of the military in government began. The lessening of the military's influence was reversed in 1929 with the start of the Great Depression.



Like most nations during the Great Depression, Japan suffered economically and this helped to discredit the government because they were unable to stop the effects of the Depression. Army leaders took this opportunity to reassert control over the government. The military insisted that the way out of the economic dilemma was an aggressive campaign of imperial expansion. By gaining more colonies for Japan, they would lessen the problems of the Great Depression.

Japan's military leaders encroached steadily on the government during the 1930's. Japan gradually took on the characteristics of a military dictatorship. But in many respects, the transition was more subtle than in Italy or Germany. There was no mass political movement, no charismatic leader, no revision or suspension of the constitution. However, there was a steady erosion of civil liberties, encroachment on freedom of the press and other forms of expression, and imprisonment of critics of the regime.

Adapted and Edited by the North Carolina Civic Education Consortium

Source: Lyons, Michael J. *World War II : A Short History*. Upper Saddle River, N.J.: Pearson/Prentice Hall, c2004. Print.

Name _____

Rise of Totalitarianism Guide

Rise of Totalitarianism in Russia

Party Leader and Party Beliefs

How Did the Party Gain and Keep Power?

Rise of Totalitarianism in Italy

Party Leader and Party Beliefs

How Did the Party Gain and Keep Power?

Rise of Totalitarianism in Germany	
<u>Party Leader and Party Beliefs</u>	<u>How Did the Party Gain and Keep Power?</u>

Rise of Totalitarianism in Japan	
<u>Party Leader and Party Beliefs</u>	<u>How Did the Party Gain and Keep Power?</u>

Name _____

Totalitarian Aggression and the Start of World War II Notes

I) Aggressive Expansion

- Once the totalitarian governments of Japan, Italy, and Germany secured control of their nations, they began to look toward controlling other nations.

II) Japanese Expansion

- Began, in 1931 with the seizure of _____ – a province in Northern China.
- Through a puppet government, they controlled its vast natural resources.
- In 1937, Japan expanded its control over China's major railroads and coastal cities.
- In the then capital of _____, Japanese soldiers acted with extreme brutality by murdering and raping many of the city's residents. This incident has been dubbed the "_____".

III) Italian Expansion

- In 1935, Italy invaded _____ in order to expand their colonial empire.
- Ethiopia appealed to the _____ for help, but the League did almost nothing and Ethiopia was conquered.

IV) German Expansion

- From _____, Hitler rebuilt Germany's _____ in violation of the Versailles Treaty.
- In _____, he sent German troops to the _____.
- In _____, German troops moved into Austria to unite it with Germany. This is called the _____ or "link up"

V) Munich Pact and Appeasement

- In the Summer and Fall of 1938, Hitler announced his intentions to annex the _____ – the border areas of Czechoslovakia inhabited by many ethnic Germans.
- In order to avoid war, a conference was convened to determine the Sudetenland's fate.
- The result was the _____ – an agreement between Germany, France, and Britain to give the Sudetenland to Hitler in _____.

VI) Appeasement

- France and Britain's strategy was called _____ – _____

- Many European leaders were _____ and they felt that Hitler would stop his expansion after obtaining the Sudetenland.
- After the Munich Conference, _____ – the British Prime Minister – announced that this agreement had secured a “_____”.
- It was a short lived peace, WWII started 11 months later

VII) Nazi-Soviet Nonaggression Pact

- August 23, 1939
- An agreement under which Germany and the USSR pledged to _____.
- _____, they agreed to invade and divide up _____.
- Germany’s _____ was now secure from a Soviet attack.

VIII) Start of World War II

- On _____ Germany invaded Poland; this made it clear that Hitler was not going to stop his aggressive expansion.
- Britain and France responded by _____ on Germany – starting World War II.

IX) Germany & Poland

- Using _____ – _____ – Germany quickly defeated Poland in a few weeks
- This new style of warfare emphasized speed and firepower by using advanced communications to coordinate attacks using planes and tanks, followed by infantry and motorized vehicles.
- Next Germany turned its eyes West – towards France

X) France Falls

- In May 1940, Germany invaded the Low Countries – Belgium, Netherlands, and Luxembourg – and quickly defeated them.
- Germany then focused their attention on France and – to the world’s surprise – _____.

XI) Miracle at Dunkirk

- Almost cut off from escape by the German Army, over _____

_____ were evacuated across the English Channel using any sailing vessel available.

- Had these soldiers been captured, it is unlikely that Britain could have stayed in the war.

XII) Battle of Britain

- To invade British, Germany needed to control the _____.
- Throughout the _____, the German Luftwaffe and the British Royal Air Force battled for control of the skies.
- German planes also bombed British cities, most notably London during “_____”.
- Britain was able to hold on and _____ a British invasion indefinitely in the fall of 1940

XIII) Operation Barbarossa

- In June 1941, Hitler violated the Nazi-Soviet Nonaggression Pact by _____.
- The Germans were successful at first, but fierce Soviet _____ and the _____ stopped the German advance.

Name _____
Isolationists v. Interventionists Debate Notes Sheet



Assigned Position: _____

	<u>Interventionist Position:</u> The United States Should Intervene in World War II <u>Isolationist Position:</u> The United States Should Intervene in World War II
Source #1	
Facts from Source #1	
Source #2	
Facts from Source #2	
Source #3	
Facts from Source #3	
Source #4	
Facts from Source #4	

Should the United States Enter World War II? Cheat Sheet

Isolationist Viewpoint	Interventionist Viewpoints
<ul style="list-style-type: none">• The United States should avoid alliances with other nations• Americans should focus on issues at home, such as the Great Depression• Complete neutrality was the way to keep the United States safe• Intervention in a foreign war would be a mistake, just as World War I was.• The rise of fascism rendered the sacrifices of World War I pointless.	<ul style="list-style-type: none">• The United States should work with other nations to promote collective security• Axis aggressions were wrong and threatened American interests• The United States should aid the Allies, who were fighting for democracy and freedom• The United States should put pressure on the Allies and prepare for war

Source: *United States History*. Boston, MA: Prentice Hall, 2009. 653. Print



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Nye Committee

The **Nye Committee**, officially known as the **Special Committee on Investigation of the Munitions Industry**, was a committee in the United States Senate which studied the causes of United States' involvement in World War I. There were seven members of the committee, which met between 1934 and 1936. Led by Senator Gerald Nye, the committee also included Senators Homer T. Bone, James P. Pope, Bennett Champ Clark, Walter F. George (D-GA), W. Warren Barbour (R-NJ), and Arthur. Alger Hiss served as a temporary legal assistant to the staff of the committee. In total, the Nye Committee conducted 93 hearings and questioned more than 200 witnesses.

The committee reported that between 1915 and January 1917, the United States loaned Germany 27 million dollars. In the same period, the US loaned the United Kingdom and its allies 2.3 billion dollars, or about 85 times as much. From this data, some have concluded that the US entered the war because it was in American commercial interest for the United Kingdom not to lose.

During the 1920s and 1930s, dozens of books and articles appeared which argued that arms manufacturers had tricked the United States into entering World War I. In 1934, Senator Gerald P. Nye of North Dakota held hearings to investigate the country's involvement in World War I. The Nye Committee documented the huge profits that arms factories had made during the war, documenting a possible connection between these businesses' interests and the United States' decision to go to war.

Source: http://en.wikipedia.org/wiki/Nye_Committee



America First Committee

The America First Committee launched a petition aimed at enforcing the 1939 Neutrality Act and forcing President Franklin D. Roosevelt to keep his pledge to keep America out of the war. They strongly distrusted Roosevelt, arguing that he was lying to the American people.

America First staunchly opposed the convoying of ships, the Atlantic Charter, and the placing of economic pressure on Japan. In order to achieve the defeat of lend-lease and the perpetuation of American neutrality, the AFC advocated four basic principles:

- The United States must build an impregnable defense for America.
- No foreign power, nor group of powers, can successfully attack a prepared America.
- American democracy can be preserved only by keeping out of the European war.
- "Aid short of war" weakens national defense at home and threatens to involve America in war abroad.

Despite the onset of war in Europe, an overwhelming majority of the American people wanted to stay out of the new war if they could. The AFC tapped into this widespread anti-war feeling in the years leading up to the attack on Pearl Harbor and the U.S. entry into the war.

Charles Lindbergh had been actively involved in questioning the motives of the Roosevelt administration well before the formation of the AFC. Lindbergh adopted an anti-war stance even before the Battle of Britain and before the advent of the lend-lease bill. Lindbergh urged listeners to look beyond the speeches and propaganda they were being fed and instead look at who was writing the speeches and reports, who owned the papers and who influenced the speakers.

On June 20, 1940 Lindbergh spoke to a rally in Los Angeles billed as "Peace and Preparedness Mass Meeting". In his speech of that day, Lindbergh criticized those movements he perceived as leading America into the war. He proclaimed that the United States was in a position that made it virtually impregnable and he pointed out that when interventionists said "the defense of England" they really meant "defeat of Germany."

Nothing did more to escalate the tensions than the speech he delivered to a rally in Des Moines, Iowa on September 11, 1941. In that speech he identified the forces pulling America into the war as the British, the Roosevelt administration,

and the Jews. While he expressed sympathy for the plight of the Jews in Germany, he argued that America's entry into the war would serve them little better. He said in part:

"It is not difficult to understand why Jewish people desire the overthrow of Nazi Germany. The persecution they suffered in Germany would be sufficient to make bitter enemies of any race. No person with a sense of the dignity of mankind can condone the persecution the Jewish race suffered in Germany. But no person of honesty and vision can look on their pro-war policy here today without seeing the dangers involved in such a policy, both for us and for them.

Instead of agitating for war the Jewish groups in this country should be opposing it in every possible way, for they will be among the first to feel its consequences. Tolerance is a virtue that depends upon peace and strength. History shows that it cannot survive war and devastation. A few farsighted Jewish people realize this and stand opposed to intervention. But the majority still do not. Their greatest danger to this country lies in their large ownership and influence in our motion pictures, our press, our radio, and our government.^[4]"

Source: http://en.wikipedia.org/wiki/America_First_Committee Adapted and Edited by the NC Civic Education Consortium

Isolationist Documents

Neutrality Acts of the 1930's

The **Neutrality Acts** were laws that were passed by the United States Congress in the 1930s, in response to the growing turmoil in Europe and Asia that eventually led to World War II. They were spurred by the growth in isolationism and non-interventionism in the US following its costly involvement in World War I, and sought to ensure that the US would not become entangled again in foreign conflicts.

Neutrality Act of 1935: Imposed a general embargo on trading in arms and war materials with all parties in a war.

Neutrality Act of 1936: Reinforced the Neutrality Act of 1935 and also forbade all loans or credits to countries engaged in war.

Neutrality Acts of 1937: Reinforced earlier Neutrality Acts. Further, U.S. ships were prohibited from transporting *any passengers or articles* to belligerents, and U.S. citizens were forbidden from traveling on ships of belligerent nations. This act included a "cash and carry" provision: the President could permit the sale of materials and supplies to belligerents in Europe as long as the recipients arranged for the transport and paid immediately in cash, with the argument that this would not draw the U.S. into the conflict.

Source: http://en.wikipedia.org/wiki/Neutrality_Acts_of_1930s
Edited by the NC Civic Education Consortium

Adapted and



Kellogg-Briand Pact

The **Kellogg-Briand Pact** (also called the **Pact of Paris**, formal name: General Treaty for the Renunciation of War) was signed on August 27, 1928 by the USA, France, Britain, Germany, Italy, Japan and a number of other states. The pact renounced aggressive war, prohibiting the use of war as "an instrument of national policy" except in matters of self-defence.^[1] It made no provisions for sanctions. The pact was the result of a determined American effort to avoid involvement in the European alliance system. It was registered in *League of Nations Treaty Series* on September 4, 1929.

In its original form, the Kellogg-Briand was a renunciation of war between only France and the United States of America. However, Frank B. Kellogg, then U.S. Secretary of State, wanted to retain American freedom of action; he thus responded with a proposal for a multilateral pact against war open for all nations to become signatories.

The Kellogg-Briand Pact is named after its authors: Frank B. Kellogg and French foreign minister Aristide Briand.



Isolationist Political Cartoon

What happened to democracy in Europe?
How can the US save democracy?



Source: *United States History*. Boston, MA: Prentice Hall, 2009. 655.

Interventionist Documents

Quarantine Speech

The **Quarantine Speech** was given by U.S. President [Franklin Delano Roosevelt](#) on October 5, 1937, in [Chicago](#), calling for an international "quarantine of the aggressor nations" as an alternative to the political climate of American neutrality and isolationism that was prevalent at the time. The speech intensified America's isolationist mood, causing protest by isolationists and foes to intervention. No countries were directly mentioned in the speech, but it was interpreted as referring to [Japan](#), [Italy](#), and [Germany](#).^[1] Roosevelt suggested the use of economic pressure, a forceful response, but less direct than outright aggression.

Public response to the speech was mixed. It was heavily criticized by [Hearst-owned](#) newspapers and [Robert R. McCormick](#) of the [Chicago Tribune](#), but several subsequent compendia of editorials showed overall approval in US media.^[2]

Source; http://en.wikipedia.org/wiki/Quarantine_Speech
Edited by the NC Civic Education Consortium

Adapted and



Four Freedoms Speech

In his State of the Union address to Congress on January 6, 1941, President Roosevelt stressed the danger that aggressive fascist powers presented to the United States. He urged the American people to support those "who are resisting aggression and are thereby keeping war away from our hemisphere" – namely the Allies. Congress passed the Lend-Lease Act three months later to do just that. Finally, Roosevelt set out the ideals that he believed Americans should fight for: the Four Freedoms.

"The first is freedom of speech and expression – everywhere in the world. The second is freedom of everyone 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 peace time life for its inhabitants – everywhere in the world. The fourth is freedom from fear – which, translated into world terms, means a worldwide reduction of armaments to such a point and in such a fashion that no nation will be in a position to commit an act of physical aggression against any neighbor – anywhere in the world."

Source: *United States History*. Boston, MA: Prentice Hall, 2009. 655. Print.
Edited by the NC Civic Education Consortium

Adapted and



Lend Lease Act

Lend-Lease was the name of the program under which the United States of America supplied the United Kingdom, the Soviet Union, China, France and other Allied nations with vast amounts of war material between 1941 and 1945. It was signed into law on 11 March 1941, over 18 months after the outbreak of the European war in September 1939, but before the U.S. entrance into the war in December 1941. It was called An Act Further to Promote the Defense of the United States. This act also ended the pretense of the neutrality of the United States. Hitler recognized this and consequently had submarines attack US ships such as the SS Robin Moor, an unarmed merchant steamship destroyed by a German U-boat on 21 May 1941 outside of the war zone.

Source: http://en.wikipedia.org/wiki/Lend_lease
Edited by the NC Civic Education Consortium

Adapted and



Neutrality Act of 1939

After Germany had invaded Poland and Great Britain and France had subsequently declared war on Germany, Roosevelt invoked the provisions of the Neutrality Act but came before Congress and lamented that the Neutrality Acts may give passive aid to an aggressor, meaning by doing nothing to help the Allies, they were helping the Nazis.

On November 4 the Neutrality Act of 1939 was passed, allowing for arms trade with belligerent nations on a cash and carry basis, thus in effect ending the arms embargo. Furthermore, the Neutrality Acts of 1935 and 1937 were repealed, American citizens and ships were barred from entering war zones designated by the President, and the National Munitions Control Board (which had been created by the 1935 Neutrality Act) was charged with issuing licenses for all arms imports and exports. Arms trade without a license carries a penalty of up to two years in prison.

Source: http://en.wikipedia.org/wiki/Neutrality_Acts_of_1930s

Adapted and Edited by the NC Civic Education Consortium

Interventionist Documents

Selective Training and Service Act of 1940

Signed into law by Franklin Roosevelt in 1940, the Act established the first peace-time draft in United States history.^[4] Under the Selective Training and Service Act, all American males between twenty-one and thirty-five years of age registered for the draft. The government selected men through a lottery system. If drafted, a man served for twelve months. According to the Selective Training and Service Act's provisions, drafted soldiers had to remain in the Western Hemisphere or in United States possessions or territories located in other parts of the world. The act provided that not more than 900,000 men were to be in training at any one time, and it limited service to 12 months.

Source: http://en.wikipedia.org/wiki/Selective_Training_and_Service_Act_of_1940



Norman Rockwell's "Four Freedoms" Paintings



Source: <http://www.underconsideration.com/speakup/archives/004985.html>