Unit 2: World War II

**Unit 2 Lesson 1: World War II**

**Unit Summary:** In this unit, you will learn how World War II transformed society in the twentieth century.

World War II shaped the state of the world, and the societies in it, for many years. These changes included the following:

* the shifting of global political alliances and the development of new, postwar political orders
* the development of new technological advances
* the birth of new forms of new nations

**Unit Timeline:** This timeline provides *some* events included in this unit’s learning. The goal is to assist understanding chronologically.

* 1848: Communist Manifesto published
* 1914-1918: World War I
* 1917: Bolsheviks seize power in Russia
* 1918-1922: Red Terror
* 1919: May Fourth Movement
* 1920: Nazi party formed
* 1921: Chinese Communist Party founded; Italian Nationalist Fascist Party formed.
* 1923: Mussolini takes leadership of Italy (totalitarian government)
* 1929: Stalin becomes leader of Soviet Union
* 1930’s: Great Depression
* 1932: President Roosevelt takes office
* 1933: Hitler appointed chancellor (one year later he became dictator of Germany)
* 1935: Nuremberg Laws
* 1938: Munich Agreement
* 1939-1945: World War II
* 1941: Pearl Harbor (US joins WWII)
* 1941: Tripartite Pact
* 1945: Yalta Conference

**Unit 2 Lesson 2: Growing Unrest**

**Objective 1**: In this section, you will describe the rise of communism and socialism, as a response to capitalism, in Europe and Asia.

**Essential Question 1:** How did capitalism lead to the rise of communist and socialist political movements in Europe and Asia in the years immediately before and after World War II?

**Big Ideas:** During the mid-nineteenth century, socialism and communism began as ideas to help fix the unequal distribution of wealth resulting from capitalism in Europe. To end poverty, some economic and political thinkers believed the people needed to own the means of production. World War I damaged the economies of European nations. The gap between the rich industrialists and the working class expanded. Communists and socialists made demands to participate in European governments to allow the proletariat to control production. The Chinese communist movement was established in response to capitalist practices used by Western nations and Japan on the Chinese population.

**Key Terms:**

* **capitalism**– an economic system in which businesses are privately owned and the business owner seeks to make a profit from the business
* **communism**– a movement to create a socioeconomic system structured around common ownership of the means of production and the abolition of the social class and the state
* **fascism**– a far-right, authoritarian political belief that places the worth of some lives above others through violence
* **Marxist**– a supporter of the theory that workers should overthrow capitalism and gain control of a nation’s labor, productivity, and economic development
* **World** **War** **II**– a global conflict that was fought between 1939 and 1945

**Objective 2**: In this section, you will evaluate the origins, philosophy, main goals, and practices of fascism, including its causes and consequences.

**Essential Question 2:** How did the rise of fascism in Europe lead to the beginning of World War II?

**Big Ideas:** Fascism first developed in Italy after World War I ended. The war left Europe in economic ruin. Many Europeans believed that national unity and strong leadership could help them recover from the war. Inspired by the ideas of communism, peasants and industrial workers threatened the power of landowners and industrialists with violent strikes and land seizures. The rise of fascism in Italy and Germany was a major cause of World War II.

**Key Terms:**

* **authoritarian**– a strict, centralized government system with power held by one ruler or a small group
* **capitalism**– an economic system in which businesses are privately owned and the business owner seeks to make a profit from the business
* **civil** **war**– a war between citizens of the same nation or empire
* **communism**– a movement to create a socioeconomic system structured around common ownership of the means of production and the abolition of the social class and the state
* **dictator**– a political leader who has absolute power in their government
* **fascism**– a far-right, authoritarian political belief that places the worth of some lives above others through violence
* **socialist**– a person or group whose political ideology advocates for the working class controlling wealth
* **totalitarian** **government**– a form of government in which the central government has absolute power and existence in the society requires subservience to the state

**Objective 3**: In this section, you will assess the consequences the global depression had on governments and politics in North America and Europe.

**Essential Question 3:** How did the Great Depression lead to global economic depression in North America and Europe?

**Big Ideas:** In October 1929, the United States Stock Market Crash caused a global economic depression. The global depression placed great stress on governments as they tried to address mass unemployment and financial strain. This, in turn, led to extreme politics and violence in the streets, especially between left- and right-wing groups such as communists and fascists.

**Key Terms:**

* **Great** **Depression**– the result of the 1929 Stock Market Crash that had one of the worst economic impacts in modern history
* **League** **of** **Nations**– an international organization created after World War I to prevent future wars
* **Nazi** **Party**– a political party in Germany associated with Adolf Hitler, which gained influence in the 1920s and brought Hitler to power in Germany in the1930s
* **tariff**– a tax imposed by a nation on goods imported from another nation

**Objective 4**: In this section, you will identify the causes of Japanese aggression that led to the Nanjing Massacre in China and contributed to the outbreak of World War II.

**Essential Question 4:** What impact did Nanjing have on China?

**Big Ideas:** Previously, Japan only allowed foreign trade in the city of Nagasaki. But, during the 1850s, the United States forced trade with the Japanese. The U.S. force made Japan realize that the Western military and technology were better than theirs. This inspired Japan to modernize and use Western practices in what became known as the Meiji Restoration. Japan’s adoption of Western practices allowed it to win several battles and claim many colonies. Japan's aggressive approach led to the Nanjing Massacre and contributed to the beginning of World War II.

**Key Terms:**

* **League of Nations**– an international organization created after World War I to prevent future wars
* **Manchurian Incident**– an event during which Japan staged a railroad attack to seize Manchuria in China

**Quick Check:**

1. Which of these statements **best** describes the relationship that European communists and socialists had with their capitalist governments during World War II?

* European communist and socialist parties were legally recognized by capitalist governments that were fighting against fascist and Nazi forces.
* European communists and socialists supported fascist and Nazi forces in order to defeat capitalist governments.
* European communists and socialists publicly cooperated with fascist and Nazi forces rather than joining resistance movements to fight them.
* **European communists and socialists set up uneasy alliances with capitalists to defeat fascist and Nazi forces.**

*Use the excerpt to answer the question.*

“War alone brings up to its highest tension all human energy and puts the stamp of nobility upon the peoples who have courage to meet it. All other trials are substitutes, which never really put men into the position where they have to make the great decision . . . ”

—Benito Mussolini, “What is Fascism?” *The Italian Encyclopedia*, 1932

1. Which of these statements **best** evaluates fascist philosophy that developed during the 1920s and 1930s in Europe?

* A fascist state gains glory by restricting military service to the upper class.
* **A fascist nation gains power by defeating its enemies through warfare.**
* A fascist state gains honor by using warfare as a last resort.
* A fascist state gains respect by using diplomacy rather than warfare.

1. How did Mussolini apply imperialism to promote fascism in Italy during the 1930s?

* Italian forces invaded the Soviet Union in an attempt to eliminate communism.
* Italian forces gained control of Morocco in North Africa after defeating Franco’s forces.
* Italian forces conquered Japan after it joined the Axis alliance.
* **Italian forces conquered the northeastern African nation of Ethiopia.**

1. *Use the phrase to answer the question.*

The Great Depression led to many significant consequences, but with regard to the issue of territorial expansion, the League of Nations was a major contributor to tensions between nations and states.   
   
Which of the following assesses the credibility of the League of Nations during the 1930s as a result?

* **The League of Nations was unable to stop Japanese, Italian, or German international aggressions.**
* The League of Nations granted Austria and Czechoslovakia to German Allied powers.
* The League of Nations was unable to stop internal disputes between Britain and France.
* The League of Nations used the U.S. as the primary arbiter of international disputes.

1. Which of the following timelines identifies the cause of aggression and conflicts that led to the Nanjing in China and contributed to the beginning of World War II?

|  |  |
| --- | --- |
| **Date** | **Aggression and Conflicts** |
| 1850s | China uses gunboat diplomacy to force trade with the Japanese. |
| 1931 | Japan retaliates and seizes Manchuria from China. |
| 1937 | Japan invades the mainland of China, claiming Beijing and Shanghai. |

|  |  |
| --- | --- |
| **Date** | **Aggression and Conflicts** |
| **1850s** | **United States uses gunboat diplomacy to force trade with the Japanese.** |
| **1931** | **Japan seizes Manchuria from China.** |
| **1937** | **Japan invades the mainland of China, claiming Beijing and Shanghai.** |

|  |  |
| --- | --- |
| **Date** | **Aggression and Conflicts** |
| 1850s | Japan invades the mainland of China, claiming Beijing and Shanghai. |
| 1931 | China uses gunboat diplomacy to force trade with the Japanese. |
| 1937 | Japan invades the mainland of China, claiming Manchuria. |

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| **Date** | **Aggression and Conflicts** |
| 1850s | Japan uses gunboat diplomacy to force trade with the Chinese. |
| 1931 | Japan seizes Nanjing from China. |
| 1937 | Japan invades the mainland of China, claiming Manchuria. |

**Unit 2 Lesson 3: The Road to War**

**Objective 1**: In this section, you will identify the causes of aggression and conflicts that contributed to the beginning of World War II.

**Essential Question 1:** How did the Treaty of Versailles ultimately lead to World War II?

**Big Ideas:** The Treaty of Versailles was an agreement among the Allied Powers that shaped the postwar world. The countries that lost World War I were forced to sign it, but they were not included in the negotiations. The Germans were forced to accept the blame for the war. The Treaty of Versailles focused on punishing Germany rather than recovering from World War I. The resentment Germany had toward the Treaty of Versailles, along with economic depression, contributed to the rise of fascism in Germany. The country would break the Treaty of Versailles multiple times under the leadership of Adolf Hitler. This led to the rise of the Third Reich and the beginning of World War II.

**Key Terms:**

* **fascism**– a political ideology that focuses on one political party, one leader, and the concept of nationalism above individualism
* **Mein** **Kampf**– a book written by Adolf Hitler in prison that formed the ideology behind how Hitler would operate his government
* **Nazi**– a political party in Germany associated with Adolf Hitler, which gained influence in the 1920s and brought Hitler to power in Germany in the 1930s
* **propaganda**– the biased or misleading information that is promoted by a particular political ideology with the intent to persuade
* **Third** **Reich**– the German government of Adolf Hitler

**Objective 2**: In this section, you will describe what the drive for power looked like in Germany, Italy, and Japan leading up to World War II, and how it affected targeted populations.

**Essential Question 2:** What actions did Germany, Italy, and Japan take to rise to power after World War I and the Great Depression?

**Big Ideas:**

**Italy-** Benito Mussolini created the first fascist political party in Italy. Racism was common in fascist Italy, which believed that Italian culture was superior to the Slavic populations. The country also targeted Jewish populations. Mussolini set the standard of indoctrinating, or influencing, children through their education. He rigged elections in his party’s favor and controlled the media through censorship and propaganda.

**Germany-** Adolf Hitler became involved with the German Workers’ Party in 1919, which was be renamed the National Socialist German Workers’ Party (the Nazi Party). This group used terror and violence against their political enemies through paramilitary groups such as the brownshirts. Despite being against communism, Nazi Germany signed a pact with Soviet Russia, which was also a totalitarian government. Part of this agreement stated that neither Russia nor Germany would attack the other. In the face of an upcoming war, Nazi Germany no longer had to worry about Russia interfering with them as they invaded nearby countries.

**Japan**- As Japan became Asia’s major industrial power, military rule took over. Militaristic prime ministers were continually appointed after 1936 until the end of World War II. By uniting all Asian people, Japan believed they could protect themselves from Western imperialism. Japan forcibly acted to create this ideal under Japanese supremacy by invading neighboring countries.

**Key Terms:**

* **anti-Semitism**– a hostility or prejudice against the Jewish people
* **fascism**– a political ideology that focuses on one political party, one leader, and the concept of nationalism above individualism
* **Nazism**– a form of fascism created by Adolf Hitler and the Nazi Party that opposes liberal democracy and promotes anti-Semitism, anti-communism, and scientific racism
* **scapegoat**– a person blamed for the problems faced by others
* **totalitarianism**– a form of government in which the central government has absolute power and existence in the society requires subservience to the state

**Objective 3**: In this section, you will explain how economic conditions, specifically the German economic collapse and the Great Depression, caused World War II.

**Essential Question 3:** How did economic factors, including the collapse of the German economy and the Great Depression, lead to World War II?

**Big Ideas:** The Treaty of Versailles punished Germany for its war crimes. Germany was required to pay reparations for starting World War I. This, along with the Great Depression, led to a rise in Germany's unemployment rate. Social and economic upheaval led to the rise of extreme political parties. As conditions worsened, Hitler’s policies appealed to larger numbers of Germans from all economic classes. He promised to end reparations, create more jobs, and defy the Treaty of Versailles by rearming Germany. Hitler took advantage of the fear and uncertainty caused by the Great Depression to gain support as the German population blamed the U.S. and its European allies for the economic crisis.

**Key Terms:**

* **extremist**– a person who holds beliefs that most people think are unreasonable or unacceptable
* **fascism**– a far-right, authoritarian political belief that places the worth of some lives above others through violence
* **Great** **Depression**– a global economic crisis that began in 1929 and lasted for a decade
* **nationalism**– an ideology that promotes loyalty to a specific nation or power's interests at the exclusion of other nations or powers’ interests
* **Nazi**– a political party in Germany associated with Adolf Hitler, which gained influence in the 1920s and brought Hitler to power in Germany in the 1930s
* **reparation**– the compensation for a wrongdoing, often through monetary payment
* **Treaty of Versailles**– the peace agreement that ended World War I in 1918

**Objective 4**: In this section, you will evaluate the significance of domestic distractions and isolationism in the period preceding World War II in the United States and Europe

**Essential Question 4:** How did domestic problems and isolationist policies in the United States and Europe lead to World War II?

**Big Ideas:**  The Treaty of Versailles that Germany was forced to sign was unpopular in the U.S. This along with the Great Depression led to the rise of isolationism after World War I. As Western democracies focused on solving their own problems, right-wing extremists set up totalitarian governments in Italy, Germany, and Spain. Their actions led to the beginning of World War II.

**Key Terms:**

**isolationism**– a policy of avoiding political alliances with other nations

**League** **of** **Nations**– an international organization created after World War I to prevent future wars

**profiteering**– the practice of making an excessive amount of money through illegal means

**racket**– a form of organized crime used to collect an illegal profit

**right-wing extremist**– a person who is part of a political group that supports authoritarian, nationalistic rule to keep order and uses methods of oppression against others

**Soviet** **Union**– the one-party communist state that was in control of Russia from 1922 to 1991

**totalitarian** **government**– a form of government in which the central government has absolute power and existence in the society requires subservience to the state

**treatise**– a written work dealing formally with a specific subject

**Treaty of Versailles**– the peace agreement that ended World War I in 1918

**Quick Check**

1. Why did Nazi Germany sign a nonaggression pact with the Soviet Union?

* to go to war against Britain and France
* **to split up Poland**
* to further spread socialist ideas
* to benefit both of their economies

1. Describe what caused Germany’s economy to suffer after World War I.

* **wartime reparations and hyperinflation**
* disarmament
* the Great Depression
* the rise of the Nazi Party

1. Which of these statements **best** explains how the Treaty of Versailles contributed to the economic crisis in Germany during the 1920s?

* The treaty required that Germany raise tariffs on imported and exported goods to secure funding for war reparations.
* The treaty required that Germany print worthless paper money to cover war reparations.
* The treaty required that Germany pay all war reparations in gold.
* **The treaty required that Germany make expensive reparation payments to the Allied nations.**

1. Which of these statements **best** evaluates President Franklin Roosevelt’s strategies for persuading more Americans to abandon isolationist policies after the beginning of World War II in Europe?

* Roosevelt warned Americans that the only way to prevent communism from reaching the U.S. was to arm European democracies.
* Roosevelt convinced Americans that U.S. involvement in the war was necessary after the surprise attack on Pearl Harbor by Japanese forces.
* Roosevelt reminded Americans that the U.S. was obligated to defend other members of the League of Nations that were attacked by hostile enemies.
* **Roosevelt assured Americans that sending weapons to European nations attacked by Germany would prevent further advancement of Nazi aggression.**

1. Why did isolationists in the U.S. Senate vote against ratification of the Treaty of Versailles at the end of World War I?

* Isolationist senators opposed President Wilson’s attempts to compromise with congressional Republicans on Article 10 of the treaty.
* **Isolationist senators were concerned that the treaty would require U.S. involvement in future military conflicts.**
* Isolationist senators were upset that President Wilson’s demands for "peace without victory” were not included in the treaty.
* Isolationist senators rejected President Wilson’s decision to exclude Democratic congressional leaders in the peace conference.

**Unit 2 Lesson 4: Political Ideologies**

**Objective 1**: In this section, you will examine the competing ideas and systems that dominated political life between the World Wars.

**Essential Question 1:** What political ideas and systems dominated public life between the World Wars?

**Big Ideas:** Between World War I and World War II, a mix of political ideas and systems developed. Each offered a different view of how countries should develop and how they should interact with each other. Examples of these systems are:

***Liberalism***: believed in individual liberty, equality before the law, and free-market economic policies.

***Socialists***: sought to unite workers in a movement that would reorganize society to allow real freedom and equality. All would have equal access to wealth, giving them control over their own lives.

***Totalitarianism***: wanted to bring together all classes: workers and farmers, rich and poor. At the same time, the government would strictly control every aspect of life, making sure that people served the common good.

**Key Terms:**

* **Fascist** **Party**– those who seek to unite their country and expand abroad under a dictatorship that controls every aspect of life
* **liberalism**– a political and economic ideology that emphasized individual freedom, equal treatment under the law, and free-market economic policies
* **self**-**determination**– the idea that each ethnic group should have its own country and government
* **socialist**– a person or group whose political ideology believes that the working-class should control wealth. Most see government control of the economy as the means to this end.
* **totalitarianism**– a form of government in which the central government has absolute power and existence in the society requires subservience to the state

**Objective 2**: In this section, you will analyze the ideas and polices of Adolf Hitler and his Nazi Party.

**Essential Question 2:** What ideas guided Adolf Hitler and his Nazi Party and how did they implement these ideas once they gained power?

**Big Ideas:** When Adolf Hitler took power, he had big ideas on how he wanted to rule Germany. First, he would centralize power around himself and his Nazi Party. Second, he would purify the German people, whom he believed had special qualities that made them fit to rule others. Finally, he would secure living space for the Germans that were conquering new lands to settle.

Hitler secured power by appointed himself the leader of not only the Nazi party but also the country of Germany. He got rid of individual liberties and freedom of the press. He passed the Enabling Act which allowed him to make his own laws. He created concentration camps for those who opposed him.

Hitler attempted to purify the German people enacting the **Nuremberg Laws** and the **Final** **Solution**.

Hitler tried to forcibly take land in Europe. Attempting to take land from Poland and the Soviet Union sparked the beginning of World War II.

**Key Terms:**

* **anti-Semitism**– a hostility or prejudice against the Jewish people
* **concentration** **camps**– the camps used by Nazi Germany to hold prisoners for forced labor and eventual execution
* **Enabling** **Act**– a measure enacted in 1933 that allowed Adolf Hitler to issue laws on his own authority
* **Final Solution**– the Nazi’s plan to kill all Europe’s Jews
* **Holocaust**– the name given to the genocide of European Jews by the Nazis during World War II
* **Nazi Party**– the political party in Germany associated with Adolf Hitler, which gained influence in the 1920s and brought Hitler to power in Germany in the1930s
* **Nuremberg Laws**– measures enacted by the German government to restrict the rights of Jews and others whom it considered inferior
* **propaganda**– the biased or misleading information that is promoted by a particular political ideology with the intent to persuade

**Objective 3**: In this section, you will explain the economic, social, and political policies pursued by Japan in the 1930s and early 1940s, and the role of Hideki Tojo.

**Essential Question 3:** What economic, social, and political policies did Japan pursue in the 1930s under the Emperor Hirohito, and why did it adopt them?

**Big Ideas:** During the Great Depression, Japan suffered as it was not able to import necessary materials like coal, oil, cotton, and rice. The collapse of international trade hit Japan very hard.In the 1930s, Japan slowly adopted policies much like those of Germany and Italy. It restricted personal freedom such as freedom of speech, became very authoritarian and militaristic, and extended the government’s control over the economy. Japan also set out to conquer more land in China. The hope was to increase the power of Japan and the value of the goods they would be able to export.

**Key Terms:**

**fascist** –a far-right proponent of a country that is a single race, with a rigid social hierarchy, male dominance, and violence toward those seen as outsiders

**Genro**– a group of Japanese statesmen who dominated its government from the1880s through the 1920s

**Great Depression**– the massive, worldwide economic contraction that began with the 1929 Wall Street crash and continued until World War II

**Greater East Asian Co**-Prosperity Sphere– the Japanese program to unite the economies of East Asia around itself. Other countries would provide raw materials for and buy manufactured goods from Japan

**Manchukuo**– the puppet state created by the Japanese to rule the Chinese province of Manchuria

**Manchurian** **Incident**– a bombing staged by Japanese authorities to justify seizing control of the Chinese province of Manchuria

**Objective 4**: In this section, you will analyze the ideas and policies of Joseph Stalin as the leader of the Soviet Union using multiple and diverse accounts of historical events.

**Essential Question 4:** What policies did the Communist Party of the Soviet Union pursue under the leadership of Joseph Stalin?

**Big Ideas:** By 1929, Joseph Stalin had emerged as the successor to Vladimir Lenin as the head of the Soviet Union. Over the next ten years, he relentlessly sought to increase both the power of the Soviet Union and his control over it. This included building up industry and the **collectivization of agriculture**. At the same time, Stalin eliminated all possible opposition within the country in the- **Great Terror**. Stalin’s slogan was “Socialism in One Country”.

**Key Terms:**

**collectivization of agriculture**– a program to combine small farms in the Soviet Union into large collective farms that the government would control

**communist**– a system of government in which the government controls property (land, factories, companies) and wealth to create a classless society where each person enjoys the benefits of labor

**Cult of Personality**– a practice in dictatorships of attributing superhuman qualities to the dictator

**Five-Year Plan**-- a plan implemented by Joseph Stalin in the USSR that intended to improve the economy through state-controlled industrialization

**Great Terror**– Stalin’s campaign to eliminate all possible opposition to him

**socialism in one country**– Joseph Stalin’s plan to build up industry in the Soviet Union under government control

**Quick Check:**

1. What would an observer examining the development of self-determination in Eastern Europe between the World Wars conclude?

* that it promoted peace between nations
* that it promoted national unity
* **that practical concerns made it difficult to implement**
* that it encouraged socialism

1. Why did socialists split after World War I?

* National rivalries (such as between the French and Germans) divided them.
* Some hoped to forge political alliances with fascists, while others did not.
* Some sought to expand the role of government in society, while others sought to limit it.
* **Some believed in revolutionary change while others believed in democratic reform.**

1. What did the “leadership principle” mean?

* Germany should recruit leaders from its elite—the wealthy and well-educated.
* **Every organization should have an absolute leader.**
* Leaders should adhere to a carefully drawn code of conduct.
* Leaders should consult with those they led on a regular basis.

1. Summarize how the Great Depression affected Japan.

* It forced the Japanese government to borrow heavily from foreign governments.
* It led the government to launch a host of programs to assist the unemployed and the poor in general.
* It brought in a flood of immigrants desperate for work.
* **It severely damaged foreign trade, on which Japan depended heavily, creating great economic hardship.**

1. Analyze why peasants resisted collectivization.

* They feared the government would obstruct their plans to modernize their farms.
* They preferred work in factories to taking jobs on collectives.
* They were working with foreign powers opposed to the Soviet Union.
* **They wanted to keep control of their land and did not want to work for the government in collective farms.**

**Unit 2 Lesson 5: Aggression and Response**

**Objective 1**: In this section, you will evaluate the policy of appeasement prior to World War II and the U.S. policies toward Europe prior to entering the war.

**Essential Question 1:** How did political policies of Europe and the United States influence the start of WWII?

**Big Ideas:** Europe did not want to engage in another war after World War I. They hoped to create peace through the Treaty of Versailles and League of Nations. Europe hoped the policy of appeasement would give Hitler back some of his demands and prevent war. Many had been sympathetic, believing that Germany was unfairly punished in the war. They hoped that if they appeased Hitler to make peace, Germany would be satisfied.

America’s response to World War I was a political policy of **isolationism**. The U.S. would stay out of European issues and not be dragged into another war.

However, Hitler did not follow the Treaty. It soon became clear Hitler was not going to stop on his own, leading Europe and eventually the US into World War II.

**Key Terms:**

* ***Anschluss***– a German word meaning “union”; first used to represent the political union of Austria and Germany
* **appeasement** – an attempt by European leaders to avoid war by allowing the German annexation of Czechoslovakia
* **communism** – a totalitarian system of government in which a single authoritarian party is in charge
* **fascism** – a political ideology that focuses on one political party, one leader, and the concept of nationalism above individualism
* **isolationism** – a policy of avoiding political alliances with other nations
* **Nazism** – a form of fascism created by Adolf Hitler and the Nazi Party that opposes liberal democracy and promotes anti-Semitism, anti-communism, and scientific racism
* **reparation** – the compensation for a wrongdoing, often through monetary payment

**Objective 2**: In this section, you will identify the significance of Adolf Hitler's *Mein Kampf*.

**Essential Question 2:** What is the significance of Hitler’s *Mein Kampf*?

**Big Ideas:** Adolph Hitler rose to power as the leader of Germany before and during World War II. He represented a new political ideology called National Socialism or Nazism. Hitler’s ideas were captured in his book Mein Kampf. The purpose in writing *Mein Kampf* was to outline his perspective on Germany’s problems and offer his solutions to those problems. Hitler blamed the weak Weimer Republic and the Jews for Germany’s problems. *Mein Kampf* outlines Hitler’s **anti-Semitic** views

As the Nazi party grew in popularity so did sales of *Mein Kampf*. *Mein Kampf* had been translated into 11 languages, including braille. It became required reading for all Germans. The government even gave copies as gifts to newlyweds.

**Key Terms:**

* **anti-Semitic** – a hostility or prejudice against the Jewish people
* **Aryan** – an idealized race of people used by the Nazis to establish racial superiority
* **lebensraum (living space)** – the idea that the German people needed more land to settle
* **reparation** – the compensation for a wrongdoing, often through monetary payment

**Objective 3**: In this section, you will compare the Japanese invasion of China to the Nazi invasion of Poland during the late 1930s.

**Essential Question 3:** How were the invasions of China and Poland during the late 1930s similar?

**Big Ideas:** Both China and Poland were invaded by other countries just prior to World War II. These attacks were the product of unchecked aggression of countries who wanted to regain the power they lost after the first World War.

Japan’s invasion of China and Germany’s invasion of Poland were each another step in their already established pattern of invading other lands. China and Poland received little help from other countries during this time.

**Key Terms:**

* **blitzkrieg** – the German military strategy of winning battle quickly, overpowering the opposition before they even had a chance to react
* **Nanjing Atrocities** – a period from late 1937 to early 1938 where the Japanese Army murdered and assaulted Chinese civilians and soldiers

**Objective 4**: In this section, you will critique the international response to aggression by the Axis Powers, including the role of Benito Mussolini, leading up to World War II.

**Essential Question 4:** How did the Allied nations fail to fight Axis aggression prior to World War II?

**Big Ideas:** The time just before World War II was marked by acts of aggression, such as invasions. The League of Nations failed to prevent or resolve these events.

After Adolf Hitler came to power in Germany, he declared his country would no longer follow the Treaty of Versailles. Nazi Germany began rebuilding its army and invading other countries. To avoid war, Great Britain took an approach of appeasement towards Germany. The policy of appeasement was created to avoid conflict. However, this policy did not work. It allowed Nazi Germany to get away with their aggression without consequences.

Benito Mussolini ordered Italian military troops to invade the country of Ethiopia. This was part of his plan to expand Italian land holdings. The League of Nations would not take direct action to protect Ethiopia. Like appeasement, the League of Nations could not protect its members.

**Key Terms:**

**League of Nations** – an international organization proposed by President Wilson to prevent war from breaking out again; the U.S. did not join, and the unsuccessful organization was gone within a few decades

**Munich** **Agreement** – a deal created by Great Britain, France, Italy, and Germany in 1938 that allowed Germany to take over the Sudetenland, an area in the western part of Czechoslovakia

**Treaty of Versailles** – the peace agreement that ended World War I in 1918

**Quick Check:**

1. Which statement best evaluates the effectiveness of appeasement?

* Appeasement allowed the U.S. to stay out of the war.
* Appeasement helped create the Munich Agreement, which limited Hitler.
* Appeasement created the breakup of the Allies after World War I.
* **Appeasement allowed Hitler to continue his expansion in Europe**.

1. Which statement best evaluates why domestic issues in Europe contributed to World War II?

* Italy became too powerful after Mussolini invaded Ethiopia.
* The Tripartite Pact broke up and created unrest.
* **Poor economic conditions allowed the rise of Hitler and other aggressive leaders.**
* Alliances with France and Germany disrupted the Allies.

1. Which sentence best identifies why Hitler wrote Mein Kampf?

* **He wanted to explain his ideas on the problems and solutions for Germany.**
* He wanted to outline how peaceful protests could create change in Germany.
* He wanted to use proceeds from the book to fix the economy.
* He wanted to gain popularity to negotiate the Treaty of Versailles.

1. Compare the situations leading up to the invasions of China and Poland.

* China and Poland received foreign aid against potential invasion.
* **Japan and Germany invaded other countries before invading China and Poland.**
* China and Poland were prepared to fight their invaders.
* Japan and Germany were at war with China and Poland.

1. Which statement best describes historians’ critique of Great Britain’s policy of appeasement?

* Responses
* Appeasement further enforced the Treaty of Versailles.
* Appeasement was too harsh.
* Appeasement was not a permanent solution.
* **Appeasement was ineffective.**

**Unit 2 Lesson 6: Axis and Allies**

**Objective 1**: In this section, you will identify the Axis and Allied powers along with major puppet states and their locations during World War II.

**Essential Question 1:** Why do countries form alliances?

**Big Ideas:** Countires form alliances to help protect themselves from enemies and to help achieve common goals.

AxisPowers: Germany, Italy, and Japan

Allied Powers: France, the Soviet Union, the United Kingdom, and the United States.

Example Puppet States Created by Axis Powers:

|  |  |  |
| --- | --- | --- |
| Year Established | Puppet State | Axis Power in Control |
| 1939 | Albania | Italy |
| 1941 | Serbia | Germany |
| 1945 | Cambodia | Japan |

Example Puppet States Created by Allied Powers :

|  |  |  |
| --- | --- | --- |
| Year Established | Puppet State | Axis Power in Control |
| 1940 | Estonia | Soviet Union |
| 1941 | Iraq | United Kingdom |

**Key Terms**:

**Allied** **powers**– an alliance formed during World War II that included France, the Soviet Union, the United Kingdom, and the United States; also known as the Allies

**Anti**-**Comintern** Pact– an agreement between Germany, Italy, and Japan to ally with one another due to their similar interests

**Axis** **powers**– an alliance formed during World War II that included Germany, Italy, and Japan

**Lend-Lease Act**– a law in the United States that allowed the government to send aid to other countries during World War II

**puppet** **state**– a country that appears sovereign but is controlled by a foreign power

**Objective 2**: In this section, you will compare propaganda and mass media used by Allied and Axis forces during World War II.

**Essential Question 2:** How was propaganda and mass media used by the Allied and Axis powers the same and different from each other?

**Big Ideas:** Political leaders on opposite sides set up agencies to promote propaganda campaigns that showed their enemies as beasts and killers. These same agencies used mass media to encourage civilians to support national war efforts. By the time World War II began in 1939, the Allied and Axis powers used propaganda campaigns to communicate their military goals and uphold civilian morale to win the war.

Allied and Axis powers produced large amounts of propaganda posters during World War II.

Allied and Axis nations used propaganda to engage civilian populations.

Each nation manipulated photographs taken during the war to make themselves look better than their enemy.

Movies and TV were another avenue for delivering propaganda.

**Key Terms:**

**Allied powers**– an alliance formed during World War II that included France, the Soviet Union, the United Kingdom, and the United States; also known as the Allies

**anti-Semitism**– a hostility or prejudice against the Jewish people

**Axis powers**– an alliance formed during World War II that included Germany, Italy, and Japan

**internment camp**– a prison or facility to house political prisoners or enemies of war

**mass media**– diverse communication technologies used to reach large numbers of people

**propaganda**– the biased or misleading information that is promoted by a particular political ideology with the intent to persuade

**Objective 3**: In this section, you will describe the leadership strategies of Allied leaders, particularly Roosevelt and Churchill, during World War II.

**Essential Question 3:** What was the leadership strategy of Allied leaders during World War II?

**Big Ideas:** British Prime Minister Winston Churchill and United States President Franklin D. Roosevelt were important leaders during World War II. Their working relationship helped plan for a successful Allied victory; however, both men took a different approach to leading in the war while developing their partnership.

Winston Churchill: coalition government, Churchill also used the tactic of staying visible to the people.

**Key Terms:**

**coalition government**– a type of government created when leaders from two or more political parties agree to form one national government

**French Indochina**– a territory in southeast Asia that consisted of modern-day Laos, Cambodia, and Vietnam

**isolationism**– a policy of avoiding political alliances with other nations

**Lend-Lease Act**– a law in the United States that allowed the government to send aid to other countries during World War II

**Objective 4**: In this section, you will identify the outcomes of key political agreements during World War II.

**Essential Question 3:** How did key political meetings change the outcome of World War II?

**Big Ideas:** In a world war, countries need good political leadership, allies, and strategies to win. Key political meetings such as the Atlantic and Yalta Conferences helped arrange turning points of the war.

**Atlantic Conference (1941**):

\*Attendees: President Franklin Roosevelt of the U.S. and Prime Minister Winston Churchill of Great Britain.

\*Agreements made: At this conference, they did not sign a treaty but pledged loyalty to each other and worked on goals for during and after World War II. The Atlantic Charter was created and eventually signed by 26 other nations.

**Yalta Conference (1945):**

\*Attendees: Britain, the U.S., and the U.S.S.R.

\*Agreements made:

-The Allies had to allow a Soviet sphere of influence in Eastern Europe and Poland.

-Germany would be split into four zones among the Allies

-Germany would also be demilitarized.

**Potsdam Conference (1945):**

\*Attendees: Britain, the U.S., and the U.S.S.R.

\*Agreements made: Specifics of how to rebuild Germany

- Britain, the U.S., France, and the U.S.S.R. would each take a section of Germany

-Germany’s capital, Berlin, would be split in four, even though it was in the Soviet zone.

**Key Terms:**

* **Allied powers**– a name given to the countries that fought against Nazi Germany, Japan, and Italy during World War II. The Allies included Great Britain, France, the Soviet Union, and the United States
* **Atlantic Charter**– a joint statement released by Great Britain and the United States in 1941 outlining their goals in fighting World War II, including the preservation of self-determination for oppressed people
* **Axis powers**– an alliance formed during World War II that included Germany, Italy, and Japan
* **Potsdam Conference**– the last major Allied conference of World War II, which divided Germany into occupation zones and laid the foundation for the United Nations to be created
* **Yalta Conference**– a meeting between Allied powers during World War II to discuss postwar Europe after the defeat of Germany and Soviet entry into the war against Japan

**Quick Check:**

1. Which of the following identifies the members of the Axis powers alliance during World War II?

* Germany, Poland, and Japan
* **Germany, Italy, and Japan**
* Germany, Soviet Union, and Japan
* Germany, France, and Japan

1. Which of these statements **best** compares the work done by Leni Riefenstahl and Frank Capra to promote propaganda campaigns in their respective nations?

* Riefenstahl and Capra created propaganda posters that encouraged women in Germany and the U.S. to join the workforce.
* Riefenstahl and Capra delivered radio broadcasts that persuaded civilians in Germany and the U.S. to follow rationing laws.
* **Riefenstahl and Capra directed documentaries that supported the war effort in Germany and the U.S**.
* Riefenstahl and Capra were in charge of the national propaganda agencies in Germany and the U.S.

1. How were Soviet propaganda posters different from those used by other members of the Allied and Axis powers?

* **Soviet posters were often printed in many languages.**
* Soviet posters were more critical of their nation’s leadership during the war.
* Soviet posters were less sophisticated due to the scarcity of experienced artists.
* Soviet posters depicted women as being less equal than men.

1. Describe Roosevelt’s leadership strategy with Japan prior to World War II.

* He created an alliance with Newfoundland and provided oil.
* **He froze Japanese assets and created an oil embargo**.
* He dropped the atomic bomb on Japan and brought an end to World War II.
* He withdrew U.S. troops from D-Day and sent them to aid the Japanese in battle.

1. Which of the following identifies the meeting that decided the outcome for Germany after World War II?

* the Tripartite Pact
* the Atlantic Conference
* **the Potsdam Conference**
* the United Nations

**Unit 2 Lesson 7: The War**

**Objective 1**: In this section, you will explain the response to and the significance of the British loss at Dunkirk and the bombing of Pearl Harbor as critical points in the war.

**Essential Question 1:** How were the **Allied powers** able to turn the tide of the war?

**Big Ideas:**

Dunkirk: The Dunkirk evacuation saved Allied soldiers in France from the Germans. Lives were lost and this was seen as a retreat. However, hundreds of thousands were able to safely escape France unharmed. This boosted the morale of the Bristish soldiers which was critical to keep them going to win the war.

Pearl Harbor: The attack at Pearl Harbor, by the Japanese, allowed the U.S. government to justify its entry into the war. Millions of Americans considered it a point of pride and revenge to join the war. The U.S. entered the war on the side of the Allied powers, by declaring war on Germany, Italy, and Japan.

**Key Words:**

* **Allied powers** – an alliance formed during World War II that included France, the Soviet Union, the United Kingdom, and the United States; also known as the Allies
* **Axis powers** – an alliance formed during World War II that included Germany, Italy, and Japan

**Objective 2**: In this section, you will critique political decisions made by Allied and Axis powers in mobilizing populations for the war effort during World War II.

**Essential Question 2:** How do nations prepare for war?

**Big Ideas:** To prepare for WWII, nations on both Allied and Axis sides made similar political decisions:

* Both sides implemented propaganda to convince soldiers to enlist.
* Both sides used propaganda to convince citizens to contribute to the war effort.
* Axis and Allied nations instituted military drafts.
* Women around the world began entering the war industries. This helped build up each country’s military capacity.
* Nations mobilized tens of millions of troops to fight effectively.

**Key Words:**

* **Allied powers** – an alliance formed during World War II that included France, the Soviet Union, the United Kingdom, and the United States; also known as the Allies
* **Axis powers** – an alliance formed during World War II that included Germany, Italy, and Japan
* **mobilization** – preparing and moving military troops and supplies for war
* **propaganda** – biased or misleading information, promoted by a particular political ideology, with the intent to persuade
* **Allied powers** – an alliance formed during World War II that included France, the Soviet Union, the United Kingdom, and the United States; also known as the Allies
* **Axis powers** – an alliance formed during World War II that included Germany, Italy, and Japan
* **mobilization** – preparing and moving military troops and supplies for war
* **propaganda** – biased or misleading information, promoted by a particular political ideology, with the intent to persuade

**Objective 3**: In this section, you will analyze the contributions of European colonial possessions in World War II.

**Essential Question 3:** How did European colonial possessions contribute to World War II?

**Big Ideas:**

**African Contributions-**

Africans were forced to contribute to the war effort. Some were forced against their will or without understanding why they were fighting. African civilians were also involved in the war. Many companies in Africa pushed their African workers to harness more supplies for the war, while living in poor working and living conditions. Africans living in the colonies were also subjected to additional taxes to raise money for the war.

**Indian Contributions-**

India contributed the largest number of soldiers, about 2.5 million troops (about twice the population of Hawaii), to the war efforts. They fought in all **theaters** in the war. Indians also contributed to the war effort by providing supplies and resources to Africa. India supplied food for troops during the war.

**Caribbean Contributions-**

Caribbean ports were important supply and fueling stops. Caribbean members enlisted, guarded the ports, and made additional items needed for the war. The islands also became prisoner of war (POW) camps. People in the Caribbean colonies built and guarded those camps. People from the Caribbean left home to join the war effort. About 520 Caribbean men worked in factories in Europe or served as technicians and engineers. Approximately 16,000 fought with the British.

**Key Words:**

* **Allied powers** – an alliance formed during World War II that included France, the Soviet Union, the United Kingdom, and the United States; also known as the Allies
* **Axis powers** – an alliance formed during World War II that included Germany, Italy, and Japan
* **British Raj** – the government of India from 1858 until their independence in 1947
* **caste system** – a class structure determined by birth and occupation
* **theater** – the area where military events are occurring or progressing; includes land, airspace, and sea

**Objective 4**: In this section, you will describe the relationship between D-Day and Allied victory in Europe and the significance of the Race to Berlin and V-E Day.

**Essential Question 4:**

**Big Ideas:** The Battle of Normandy lasted three months, from D-Day on June 6, 1944, to August 30, 1944. Eventually, the Allied troops freed all of northern France. Then they began to march toward Germany. The Battle of Normandy marked the beginning of the end of war in Europe.

The goal of the Allies was to capture Berlin. Both the U.S. and Britain, as well as the Soviet Union wanted to get to Berlin first. Taking Berlin would mark the end of the war and the seizing of Hitler’s government. The Soviets eventually won the race. Hitler’s top command fled Berlin and Hitler ended his own life.

May 8, 1945, became known as Victory in Europe or V-E Day. It signified Germany’s surrender to the Allies.

**Key Words:**

Atlantic Wall – a system of defenses and fortifications built by Nazi Germany on the cliffs of Normandy

Reichstag – a legislative building; German house of parliament

**Quick Check:**

1. Which statement explains the significance of the British loss at Dunkirk?

* It led to Germany invading the Soviet Union.
* It led to the Soviet Union declaring war on Germany.
* **It led to improved morale of British people and troops.**
* It led to the United States supplying weapons to the British.

1. Which statement best critiques the Allied powers’ political decisions in mobilizing their populations?

* Japan’s decision to draft a quarter of its population made it difficult for enemies to identify civilians.
* The decision to allow women to work in the war industries without training led to a decline in the industries’ productivity.
* **The Soviet Union allowing women to join the army as aviators led to many successful military missions.**
* People of color were barred from working in U.S. war industries.

1. Analyze why North Africa was a key location for the British to defend.

* The Allies needed to protect the Cape of Good Hope from invasion.
* **The Allies needed to maintain shipping lanes through Egypt.**
* The Allies wanted to protect the cotton production in North Africa.
* The Axis powers wanted to gain control of oil fields in Iraq.

1. Analyze how civilians contributed to the war effort in India and Africa.

* Civilians managed the medical units on the battlefields.
* Most civilians moved to Europe to aid in manufacturing efforts.
* **Civilians grew food and made other items needed for the war.**
* All Indian workers moved to Europe to work.

1. Describe why Stalin wanted to get to Berlin ahead of the other Allies.

* He wanted to capture German artillery in Normandy.
* He wanted to prevent the dropping of the atomic bomb.
* **He wanted to secure the city and control its rebuilding.**
* He wanted to set up for the Yalta Conference.

**Unit 2 Lesson 8: Persecutions & Atrocities**

**Objective 1**: In this section, you will identify Nazi-era policies and beliefs that contributed to the persecution of Jewish people.

**Essential Question 1:** How did Nazi racial policies promote Jewish persecution?

**Big Ideas:** After Hitler and the Nazi Party took power, they began to pass laws targeting Jews and promoting Hitler’s racist policies. These Nuremberg Laws focused on racial purity by banning intermarriage between Germans and Jews to ensure that they would not have children. They also sought to “protect” German women from Jews by forbidding young women from working in households if they were under the age of 45. This was followed by boycotts of Jewish businesses and banning Jews from certain jobs such as teaching or participating in the government. These laws further separated German citizens from Jews, making it easier to persecute them later.

**Key Words:**

* **annexation**– a formal act whereby a state proclaims its sovereignty over territory hitherto outside its domain
* **anti**-**Semitism**– a hostility or prejudice against the Jewish people
* **concentration** **camps**– camps used by Nazi Germany to hold prisoners for forced labor and eventual execution
* **diaspora**– a mass migration of people from their homeland
* **ghetto**– a segregated area of a city used to isolate minority groups
* **Holocaust**– the name given to the genocide of European Jews by the Nazis during World War II
* **Nazi Party**– a political party in Germany associated with Adolf Hitler, which gained influence in the 1920s and brought Hitler to power in Germany in the1930s
* **pogrom**– the organized persecution or massacre of an ethnic group
* **propaganda**– biased or misleading information, promoted by a particular political ideology, with the intent to persuade
* **reparations**– compensation for a wrongdoing, often through monetary payment
* **usury**– the practice of lending money and charging interest

**Objective 2**: In this section, you will describe the persecution of non-Jewish peoples by Nazi Germany.

**Essential Question 2:** How did Nazi Germany persecute minority groups beyond Jewish populations?

**Big Ideas:** As Nazi Germany expanded its power and conquered neighboring countries, it used ethnic, racial, sexual, and social policies to limit the rights of different minority groups. Each of these policies were used to ensure the superiority of the German people over those they believed were inferior or a threat to their values. The result was the attempted extermination of millions of people in the 1940s.

Examples of persecuted minority groups include: the Romani people from northern India, Poles from Poland, LGBTQ+ community, political groups such as communists, and religious minorities such as Jehovah’s Witnesses.

**Key Words:**

* **anti-Semitism**– a hostility or prejudice against the Jewish people
* **Aryan**– an idealized race of people used by the Nazis to establish racial superiority
* **eugenics**– the pseudoscientific belief that humanity can be improved through the selective breeding of those with superior traits
* **ghetto**– a segregated area of a city used to isolate minority groups
* **Holocaust**– the name given to the genocide of European Jews by the Nazis during World War II
* **Jehovah’s Witnesses**– a Christian denomination that believes the end of world is imminent and only God’s chosen few will survive; members renounce any loyalty to the state or military service as part of their faith
* **Romani**– a migratory population originally from northern India living in small, diasporic communities throughout Europe
* **scientific** **racism**– the use of pseudoscientific ideas to support racism
* **Social** **Darwinism**– the misapplication of Charles Darwin’s ideas to people and societies

**Objective 3**: In this section, you will identify instances of state-sponsored atrocities committed by the Soviet Union.

**Essential Question 3:** How did the Soviet Union use violence and persecution to control its population?

**Big Ideas:** After the Russian Revolution, the newly created Soviet Union began to consolidate power by attacking political opponents and reorganizing every part of Russian society.

* The **collectivization** policies created mass hunger and the persecution of ethnic groups.
* Soviet leaders sent enemies to forced labor camps called **gulags**.

**Key Words:**

* **Bolshevik**– a group of Russians who supported Karl Marx’s ideas and wanted to see the country embrace them
* **bourgeoisie**– the upper-middle class members of society who benefitted from the growth of industry in the eighteenth and nineteenth centuries; according to Karl Marx, this class grew in power due to its exploitation of the proletariat
* **collectivization**– the placement of a country’s economic production under government control
* **Cossacks**– the people who lived along the Volga River in what is now Russia; known for their military capabilities and often used as soldiers by Russian rulers
* **genocide**– the killing of many people from the same ethnicity or culture in order to exterminate the group
* **gulag**– a system of forced labor camps used by the Soviet Union
* **Holocaust**– the name given to the genocide of European Jews by the Nazis during World War II
* **Holodomor**– an intentional mass famine in Ukraine between 1932 and 1933 by the Soviet Union killing approximately 3.5 million people (about twice the population of Nebraska)
* **kulaks**– the peasants who owned large plots of land at the end of the Russian Empire

**Objective 4**: In this section, you will compare atrocities committed by Nazi Germany and Japan during World War II.

**Essential Question 4:** Why did fascist governments in Japan and Germany commit atrocities during their expansion?

**Big Ideas:** The period between World War I and World War II saw the rise of new governments in both Japan and Germany.

**Germany**: Led by Adolf Hitler, the Nazi government expanded throughout Europe. Believed in Eugenics. Sent those they considered inferior to concentration camps where they were treated inhumanely, used for forced labor and subject to human experimentation. A great many people died.

**Japan**: Led by Emperor Hirohito, a militaristic government expanded throughout East and Southeast Asia. Like the Germans, the Japanese also felt they were racial superior. Massacres of both military and civilian populations were common. Captured men and woman were treated inhumanely, used for forced labor and subject to human experimentation. A great many people died.

**Key Words:**

* **anti-Semitism**– a hostility or prejudice against the Jewish people
* **concentration camps**– the camps used by Nazi Germany to hold prisoners for forced labor and eventual execution
* **Eugenics**- the pseudoscientific belief that the human race can be improved through the selective breeding of those with superior traits
* **Holocaust**– the name given to the genocide of European Jews by the Nazis during World War II
* **Meiji Restoration**– a political event that restored imperial rule in Japan to the Emperor Meiji and was characterized by rapid industrialization and the adoption of Western ideas and methods of production
* **Nazi Party–** a political party in Germany associated with Adolf Hitler, which gained influence in the 1920s and brought Hitler to power in Germany in the 1930s
* **Nuremberg Code**– a set of principles regarding medical ethics and human experimentation established after World War II
* **Romani**– a migratory population originally from northern India living in small, diasporic communities throughout Europe
* **Shinto**– Japan’s Indigenous religion

**Quick Check:**

1. Which Nazi-era policy identified the need for greater living space for Germans in Europe as a goal of Aryan superiority?

* the Nuremberg Laws
* Kristallnacht
* pogroms
* **Lebensraum**

1. Which policy was supported by the Nuremberg Laws?

* **The Nuremberg Laws forbade intermarriage between Jews and Germans.**
* The Nuremberg Laws legalized the printing of *Mein Kampf*.
* The Nuremberg Laws established the Hitler Youth.
* The Nuremberg Laws created ghettos for Jewish people.

1. Which statement **best** describes the role of scientific racism in Nazi persecution?

* **Scientific racism was used to construct a theoretically superior Aryan race and to justify racism against other supposedly inferior races.**
* Scientific racism combined Social Darwinism and eugenics to exclusively attack Jewish peoples.
* Scientific racism proposed that the Aryans were an inferior race and the only way for Germans to advance was to destroy them.
* Scientific racism was common at the time but was not a factor in Nazi persecution or their policies.

1. Which of the following identifies atrocities committed by the Soviet Union that targeted Ukrainians?

* attacks on Cossacks
* Red Terror
* kulaks
* Holodomor

1. Which statement correctly compares atrocities committed by Nazi Germany and Imperial Japan during WWII?

* **Both the Nazis and Japanese used racial superiority as a justification for the imprisonment and extermination of groups of people.**
* Both the Nazis and Japanese sought to exterminate Jews, Romani, and Poles.
* Both the Nazis and Japanese used religion as justification for the imprisonment and torture of tens of thousands of people.
* Both the Nazis and Japanese used biological warfare against civilian populations.

**Unit 2 Lesson 9: Warfighting Strategies**

**Objective 1**: In this section, you will investigate how technological advances changed warfighting strategies during World War II.

**Essential Question 1:** How did technological advances, such as radar, aircraft carriers, and the atomic bomb, change warfare during World War II?

**Big Ideas:** Technologies developed during World War II, including radar, aircraft carriers, and the atomic bomb, changed how wars were fought.

-German submarines known as U-boats were deadly and hard to detect. Therefore, countries started to use radar to track wartime activity. Radar for tracking planes and ships was extremely helpful for the Allies in WWII.

-The development of aircraft carriers allowed the U.S. to attack the mainland of Japan.

-The atomic bomb caused mass destruction like never seen in human history. One bomb instantly caused the death of over 80,000 people (about the seating capacity of the Los Angeles Memorial Coliseum). Thousands more later died due to radiation exposure. The dropping of the second atomic bomb on Japan ended WWII.

**Key Words:**

**Allies**– the name given to the alliance of France, Great Britain, the Soviet Union, and the United States during World War II

**Manhattan** **Project**– the American research project in the 1940s, with British and Canadian help, that developed the first nuclear weapons

**U-boat**– the name given to German submarines

**Objective 2**: In this section, you will differentiate between key military strategies used in the European theater versus the Pacific theater by Allied and Axis powers using historians' differing points of view.

**Essential Question 2:** How did the military strategies used by Allied and Axis powers in the European theater versus the Pacific theater differ?

**Big Ideas:**

* European Theater: ***Axis Powers*** utilized “lightning warfare” which used troops, tanks, and planes to swiftly attack their opponents. ***Allied Powers*** relied on strong, unmovable defenses.
* Pacific Theater: ***Axis Powers*** used their superior technology of aircraft and aircraft carriers. ***Allied Powers*** used radar to prevent surprise attacks along with aircraft and aircraft carriers to defeat the enemy.

**Key Words:**

* **Allied powers**– an alliance formed during World War II that included France, the Soviet Union, the United Kingdom, and the United States; also known as the Allies
* **atomic bomb**– a nuclear weapon first developed by Americans during World War II; atomic bombs have only been used twice in history and both were dropped by the Americans onto the Japanese cities of Nagasaki and Hiroshima in August 1945
* **Axis powers**– an alliance formed during World War II that included Germany, Italy, and Japan
* **Blitz**– the term use by Great Britain to describe the bombing attacks by Germany from September 1940 to May 1941
* **blitzkrieg**– a German military strategy used to win a battle quickly by overpowering an opponent before they have a chance to react, also known as "lightning war”
* **D-Day**– the invasion of German-occupied France by Allied forces led by Supreme Commander Dwight Eisenhower
* **deductive reasoning**– a method used to draw specific conclusions based on broad generalizations
* **inductive** **reasoning**– the process of making broad generalizations about atopic from specific observations
* **Operation** **Barbarossa**– the code name German used to attack the Soviet Union during World War II
* **Operation** **Sea** **Lion**– the code name German used to attack Great Britain during World War II

**Unit 2 Lesson 10: Warfighting Strategies 2**

**Objective 1:** In this section, you will compare the war-fighting strategies of World War I and World War II.

**Essential Question 1:** What were the similarities and differences of the military strategies in World War I and World War II?

**Big Ideas:**

Similarities: The following military strategies were used in WWI and WWII: chemical warfare, aerial warfare, and aircraft carriers.

Differences**: WWI** was fought mostly in one continent (Europe) while WWII was more global. The use of the atomic bomb.

**Key Words:**

* **blitzkrieg**– German military strategy of winning battle quickly, overpowering the opposition before they had a chance to react
* **Operation** **Barbarossa**– the German strategy for attacking the Soviet Union during World War II
* **Schlieffen** **Plan**– a German military plan developed World War I that called for Germany to deliver a quick defeat of France before turning to Russia, in hopes of avoiding a two-front war

**Objective 2:** In this section, you will investigate the similarities and differences between the military strategies of the Axis and Allied military leaders.

**Essential Question 2:** What were the similarities and differences of the military strategies used by the Axis and Allied military leaders during World War II?

**Big Ideas:**

Axis Powers: One of Japan’s primary war fighting strategies during World War II was the use of aircraft carriers and airplanes. These tools were used to **quickly defeat enemies**. One of Germany’s primary war fighting strategies during World War II was the blitzkrieg. This warfare concept used machine guns, tanks, and planes to **quickly defeat their opponents**.

Allies Powers: Used delaying strategy & amphibious assaults.

**Key Words:**

* **amphibious assaults**– using a combination of the army and navy to attack land areas
* **blitzkrieg**– a German military strategy used to win a battle quickly by overpowering an opponent before they have a chance to react, also known as "lightning war”
* **delaying strategy**– when a small force fights an invading army in hopes that the larger part of the army can escape
* **North** **Atlantic** **Treaty** **Organization**– the defense alliance of European and North American states across the Atlantic Ocean

**Unit 2 Lesson 11: US Decisions**

**Objective 1:** In this section, you will investigate primary source documents from Japanese Americans and United States government officials regarding internment policies.

**Essential Question 1:** How did racism and suspicions about Japan impact the federal government's decision to illegally intern people of Japanese descent living in the United States during World War II?

**Big Ideas:** Racism toward people of Japanese ancestry had been common in California and other west coast states since the mid-nineteenth century because local White Americans often viewed them as potential threats to their economic stability**.** The bombing of Pearl Harbor by Japan quickly escalated the hostility toward people of Japanese descent living in the United States. The US government feared many remained loyal to the Japanese Empire and used national security as a reason to spy on, arrest and place people of Japanese ancestry into internment camps.

**Key Words:**

* **lien**– a foreigner, especially one who is not a naturalized citizen of the country where they are living
* **contraband**– goods that have been imported or exported illegally
* executive order– a rule issued by the president to manage operations of the federal government
* **Executive** **Order** **8972**– President Roosevelt’s 1941 order authorizing the secretaries of war and of the navy to maintain military guards and patrols to protect national defense materials and sites from destruction by enemy agents
* **Executive** **Order** **9066**– President Roosevelt’s 1942 order authorizing the secretary of war to declare specific parts of the U.S. as secured military zones
* **habeas** **corpus**– a legal right in which a prisoner can report an unlawful detention or imprisonment to a court and request to be brought forth to trial
* **incarcerate**– to imprison or confine
* **internment** **camp**– a prison or facility to house political prisoners or enemies of war
* **Issei**– an immigrant to North or South America who was born in Japan
* **Kibei**– a U.S.-born Japanese American who returned to the U.S. after receiving their formal education in Japan
* **Nisei**– a person born in North or South America to Japanese emigrants
* **primary source**– a historical record created by a person who experienced something firsthand Public
* **Proclamation** No. 4– General John DeWitt’s 1942 announcement that authorized the forced evacuation and detention of Japanese American Pacific Coast residents
* **reparation**– the compensation for wrongdoing, especially through monetary payment
* **sabotage**– to deliberately destroy, damage, or obstruct something, especially for military or political advantage
* **saboteur**– a person who deliberately damages or destroys items that weaken apolitical or military enemy
* **Sansei**– a person born in North or South America whose grandparents were Japanese immigrants
* **surveillance**– close observation, especially of a suspected spy or criminal
* **War Relocation Authority**– a civilian organization established to oversee the removal and relocation of Japanese Americans from the Pacific coast during World War II

**Objective 2:** In this section, you will evaluate the treatment of Japanese Americans by the United States during World War II.

**Essential Question 2:** How did the United States government and members of the public treat people of Japanese ancestry living in the U.S. during World War II?

**Big Ideas:**  The public viewed Japanese Americans as potential enemy agents.

* FBI began conducting surveillance on Japanese Americans living on the Pacific coast.
* The government froze the financial assets of the **Issei**
* Many began calling for the removal of all Americans of Japanese ancestry from Pacific coastal areas.
* Owners of Japanese descent living on the Pacific coast had their shops vandalized
* Forced relocation to internment camps
* Forced to sell their lands at prices lower than those belonging to White landowners

**Key Words:**

* **barrack**– a building used to house soldiers
* **espionage**– the practice of spying or using spies, typically by governments to obtain political or military information
* **Executive Order 9066**– President Roosevelt’s 1942 order authorizing the secretary of war to declare specific parts of the U.S. as secured military zones
* **incarcerate**– to imprison or confine
* **internment** **camp**– a prison or facility to house political prisoners or enemies of war
* **Issei**– an immigrant to North or South America who was born in Japan
* **naturalization**– the process someone who is born outside of the United States uses to voluntarily become a citizen of the United States
* **Nisei**– a person born in North or South America to Japanese emigrants
* **“no-no” resident**– a Nisei detainee who refused to reject allegiance to the Japanese emperor and was unwilling to serve in the U.S. military
* **saboteur**– a person who deliberately damages or destroys items that weaken apolitical or military enemy
* **Sansei**– a person born in North or South America whose grandparents were Japanese immigrants
* **War Relocation Authority**– a civilian organization established to oversee the removal and relocation of Japanese Americans from the Pacific coast during World War II

**Objective 3:** In this section, you will analyze how warfighting at Iwo Jima and Okinawa affected the decision to drop the atomic bomb on Japan.

**Essential Question 3:** Why did Allied actions against Japan lead to the controversial decision to use the atomic bomb to end World War II in the Pacific region?

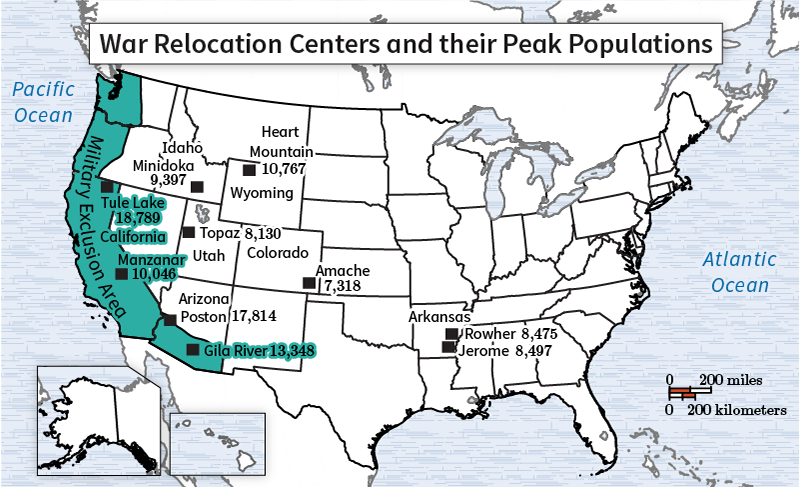
**Big Ideas:** The Allies faced difficulties as they advanced from one island to another. Amphibious assaults were very deadly. Large parts of the Pacific remained unmapped, and several landings relied on guesswork provided by Pacific Islanders. Once ashore, Allied troops faced skilled Japanese soldiers who were willing to follow ancient customs of dying to the last person. Forces of nature, including poisonous insects and reptiles, hot temperatures, and tropical diseases, created challenges in fighting on these islands. Japanese use of hiding in caves and bunkers on islands and kamikaze attacks at sea made it difficult for Allied forces to capture Iwo Jima and Okinawa. These two battles produced some of the heaviest casualties on both sides during the war in the Pacific. As U.S. casualty numbers grew, the U.S. realized another method to defeat Japan was necessary. This resulted in the decision to use the atomic bomb.

**Key Words:**

* **Allied powers**– an alliance formed during World War II that included France, the Soviet Union, the United Kingdom, and the United States; also known as the Allies
* **amphibious**– related to forces landing from the sea
* **atomic bomb**– a nuclear weapon first developed by Americans during World War II; atomic bombs have only been used twice in history and both were dropped by the Americans onto the Japanese cities of Nagasaki and Hiroshimain August 1945
* **island** **hopping**– U.S. strategy of using natural barriers in the Pacific Ocean to breach the defense perimeter of Japan in World War II
* **kamikaze**– select Japanese air force fliers who were tasked with flying suicide missions to make direct hits on valuable Allied military assets such as battleships and aircraft carriers
* **Manhattan** **Project**– the American research project in the 1940s, with British and Canadian help, that developed the first nuclear weapons
* **Operation** **Downfall**– the U.S. military plan to launch an amphibious invasion of Japan that would end World War II
* **Operation** **Iceberg**– the U.S. military plan to capture the island of Okinawa and then use that site to launch an invasion of Japan
* **United** **States** **Office** **of** **War** Information– the federal agency responsible for the creation and distribution of propaganda related to U.S. involvement in World War II

**Quick Check:**

1. *Use the image to answer the question.*



What conclusion about Japanese internment policies can be made after investigating the information on this map?

* Japanese Americans lived in internment camps that held approximately the same number of detainees.
* Japanese Americans were generally relocated to internment camps that were close to their homes on the Pacific coast.
* Japanese Americans were forcibly moved to internment camps located in isolated areas outside of the military exclusion area.
* **Japanese Americans were forcibly moved to isolated internment camps that were in areas located west of the Mississippi River.**

1. *Use the excerpt to answer the question.*

“By . . . the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby . . . direct the Secretary of War, and the Military Commanders whom he may . . . designate . . . to [recommend] military areas in such places . . . from which any or all persons may be excluded.”  
 —Franklin D. Roosevelt, Executive Order 9066, February 19, 1942

What did Executive Order 9066 indicate about concerns over national security?

* People of Japanese ancestry were to be excluded from designated military areas on the Pacific coast.
* **Suspected war enemies were to be excluded from secure military areas on the Pacific coast.**
* The designation of secure military areas on the Pacific coast was to be determined by local civilian officials.
* The designation of secure military areas on the Pacific coast was to prevent an immediate attack by Nazi Germany.

1. Which of these statements **best** evaluates why President Franklin D. Roosevelt issued Executive Order 9066?

* **Roosevelt wanted to create a secure military area along the Pacific coast that was safe from enemy sabotage and attack.**
* Roosevelt wanted to incarcerate people of Japanese ancestry living on the Pacific coast.
* Roosevelt wanted to exchange Japanese American citizens for American prisoners of war held by Germany and Japan.
* Roosevelt wanted to protect the economic interests of Japanese Americans living along the Pacific coast.

1. Which of these statements **best** analyzes why President Truman decided to abandon the plan to launch an amphibious invasion of Japan in 1945?

* **Truman realized that the invasion would cost too much money and American lives.**
* Truman realized that an invasion of Japan was not possible after U.S. defeats at Iwo Jima and Okinawa.
* Truman was assured that using atomic bombs would result in minimal loss of Japanese civilian lives.
* Truman was more concerned about ending the war in Europe before invading Japan.

1. Which of the following statements is correct about the decision to drop the atomic bombs?

* Truman was worried that Japan would drop atomic bombs first.
* **Truman wanted to save as many lives as possible and end the war quickly.**
* Truman thought if he bombed Japan, it would agree to become a territory of the U.S.
* Truman was hoping Germany would surrender once it saw the destruction of Japan.

**Unit 2 Lesson 12: The End of the War**

**Objective 1:** In this section, you will analyze how the outcome of World War II was impacted by the political ideologies of Allied and Axis powers.

**Essential Question 1:** How did the political ideologies of the Allied and Axis powers impact the outcome of World War II?

**Big Ideas:**

Axis Powers believed in authoritarian governments run by dictators. They thought they were unstoppable. Their need for domination of other lands and control of their people led to their defeat.

Allied Powers (except the Soviet Union) believed in democracy. US and Britain needed the Soviet Union’s manpower and resources to help defeat the Axis Powers.

**Key Words:**

* Allied powers– an alliance formed during World War II that included France, the Soviet Union, the United Kingdom, and the United States; also known as the Allies
* appeasement– the act of giving into an opposing side to avoid conflict
* Axis powers– an alliance formed during World War II that included Germany, Italy, and Japan
* Cold War– a war of ideologies between the United States and its allies and the Soviet Union and its allies
* Communism– a system of government in which the government controls property (land, factories, companies) and wealth to create a classless society in which each person enjoys the benefit of labor
* fascism– an authoritarian government run by dictators promoting extreme nationalism
* non-aggression pact– a treaty between two or more countries that agree not to fight each other
* political ideologies– the ideals and principles of how a society should work
* Potsdam Conference– the last major Allied conference of World War II, which divided Germany into occupation zones and laid the foundation for the United Nations to be created
* Yalta Conference– a meeting between Allied powers during World War II to discuss postwar Europe after the defeat of Germany and Soviet entry into the war against Japan

**Objective 2:** In this section, you will compare the civilian and military tolls on Allied and Axis Powers during World War II.

**Essential Question 2:** Why is it difficult to keep track of casualties in war?

**Big Ideas:** World War II is the deadliest conflict the world has ever seen. It was hard to keep track of how many died. Some countries, such as the United States and Britain, did their best to keep track, others did not, and those who were lost went unrecorded. The fog of war also created chaos and confusion, making it hard to keep accurate numbers

Allied Power:

|  |  |  |  |
| --- | --- | --- | --- |
| **Country** | **Military Deaths** | **Civilian Deaths** | **Total** |
| U.S.S.R. | 8,000,000–10,000,000 | 14,000,000 | 24,000,000 |
| China | 3,000,000–4,000,000 | 16,000,000 | 20,000,000 |
| United States | 416,800 | 1,700 | 418,500 |
| Great Britian | 383,600 | 67,100 | 450,700 |

Axis Power:

|  |  |  |  |
| --- | --- | --- | --- |
| **Country** | **Military Deaths** | **Civilian Deaths** | **Total** |
| Germany | 5,533,000 | 3,267,000 | 6,600,000–8,800,000 |
| Italy | 301,400 | 155,600 | 457,000 |
| Japan | 2,120,000 | 980,000 | 2,600,000–3,100,000 |

**Key Words:**

* **Allied Powers**– an alliance formed during World War II that included France, the Soviet Union, the United Kingdom, and the United States; also known as the Allies
* **Axis Powers**– an alliance formed during World War II that included Germany, Italy, and Japan
* the Blitz– an eight-month bombing campaign on key cities in Great Britain by the German Luftwaffe
* **civilian**– a term to describe nonmilitary personnel
* **Luftwaffe**– the German air force

**Objective 3:** In this section, you will compare the international community’s response to the Holocaust with other instances of state-sponsored violence.

**Essential Question 3:** How has the international community’s response to instances of genocide varied during the twentieth century?

**Big Ideas:** After the Holocaust, the international community agreed that genocide should never be allowed to happen again. International laws ban the persecution of people based on their race, religion, ethnicity, or nationality. Despite this, instances of genocide and state-sponsored violence have continued to occur. The international response to these tragic events has varied widely.

|  |  |  |
| --- | --- | --- |
| Reactions Unique to the Holocaust | Similarities Between the Genocides | Reactions Unique to the Cambodian Genocide |
| * Survivors received reparations * Perpetrators were executed and sentenced to jail * New country created after the genocide took place | * Both genocides occurred during other wars * Trials held against the perpetrators | * Reparations have been approved but nothing has been given out * No perpetrators were executed |

**Key Words:**

* **Cold War**– a war of ideologies between the United States and its allies and the Soviet Union and its allies
* **decolonization**– the action or process of a state withdrawing from a former colony, leaving it independent
* **ethnic** **cleansing**– the forced removal of a group of people from an area based on their race, religion, or ethnicity
* **genocide**– the killing of a large number of people from the same ethnicity or culture in order to exterminate the group
* **Holocaust**– the name given to the genocide of European Jews by the Nazis during World War II
* **International** **Criminal** **Court**– a permanent court established to prosecute war crimes and genocide
* **Khmer** **Rouge**– the communist party of Cambodia between 1975 and 1979 that is responsible for the genocide of 1.5 to 2 million people
* **NATO**– North Atlantic Treaty Organization; formed by a pledge among 12nations to defend one another if someone was attacked and out of concern for the growing Soviet bloc Nuremberg
* **Trials**– the first international war crimes trials intended to prosecute high ranking Nazi officials for war crimes
* **proxy war–** a conflict between two or more parties on behalf of other parties not directly involved in the conflict
* **reparations**– compensation for a wrongdoing, often through monetary payment
* **United Nations (UN**)– an international organization developed to help maintain peace and security throughout the world
* **Zionism**– the movement to establish a Jewish homeland

**Objective 4:** In this section, you will analyze how changes in Allied leadership at the end of World War II affected warfighting and postwar decision-making.

**Essential Question 4:** How did changes in leadership affect the end of World War II?

**Big Ideas: -** New leadership in Great Britain and the death of a U.S. president affected warfighting decisions. Different leadership affected decisions that were made. New leadership also laid the foundation for the Cold War.

Great Britain- By the end of the war in Europe, Churchill was replaced by Clemente Attlee as Prime Minister. Attlee wanted to improve relations with Stalin. That was a choice he later regretted. Under Attlee, British people saw a better standard of living and growth in the economy. Also, the British alliance with the U.S. got stronger.

U.S.- Roosevelt died just after the Yalta conference. Harry S. Truman became President. Truman was the one who gave the order to use the atomic bomb. Post-war, Trumans goal was to stop the spread of communism throughout the world. This led to the U.S. getting involved in anti-communist conflicts in Korea, Vietnam, Cuba, and many other countries.

**Key Words:**

* **Allied powers**– a name given to the countries that fought against Nazi Germany, Japan, and Italy during World War II; the Allies included Great Britain, France, the Soviet Union, and the United States
* **appeasement**– an attempt by European leaders to avoid war by allowing the German annexation of Czechoslovakia
* **atomic bomb**– a nuclear weapon first developed by Americans during World War II; atomic bombs have only been used twice in history and both were dropped by the Americans on to the Japanese cities of Nagasaki and Hiroshima in August 1945
* **Cold War**– a war of ideologies between the United States and its allies and the Soviet Union and its allies
* **D-Day–** the invasion of German-occupied France by Allied forces led by Supreme Commander Dwight Eisenhower
* **NATO**– North Atlantic Treaty Organization; formed by a pledge among 12nations to defend one another if someone was attacked and out of concern for the growing Soviet Bloc
* **Potsdam** **Conference**– the last major Allied conference of World War II, which divided Germany into occupation zones and laid the foundation for the United Nations to be created
* **Tehran** **Conference**– the first meeting of the “Big Three” Allied Powers where they decided to launch an invasion of Nazi-occupied France
* **United** **Nations** (**UN**)– an international organization developed to help maintain peace and security throughout the world
* **Yalta** **Conference**– a meeting between Allied powers during World War II to discuss postwar Europe after the defeat of Germany and Soviet entry into the war against Japan

**Quick Check:**

1. Which of the following statements is a correct analysis of why the Axis powers lost the war?

* The Axis powers teamed up with the Soviet Union even though they did not like communism.
* The Axis powers’ belief in democracy led to their arrogance and downfall.
* The Axis powers had a smaller army, but better aircraft carriers than the U.S.
* **The Axis powers thought Britain was weak and America would not get involved in the war.**

1. Why did Germany think Britain was weak?

* due to the non-aggression pact Britain signed with the Soviet Union
* due to Britain's belief in communism
* **due to Britain's land size and appeasement**
* due to Britain's belief in fascism

1. Which of the following correctly compares the number of civilian deaths of the Allied powers with those of the Axis powers during World War II?

* China had the lowest number of deaths compared to the Axis powers.
* The U.S. had the most civilian deaths during the war.
* Great Britain had more civilian deaths than Germany.
* **The U.S.S.R. had more civilian deaths than Germany.**

1. Which statement correctly compares the international community’s reaction to the Holocaust with reactions to later genocides?

* The Holocaust set the standard and all victims of genocide have since received reparations as part of their justice.
* **The Holocaust laid the foundation for the use of international law to prosecute perpetrators of genocide.**
* All genocides have been shown an equal response by the international community.
* Only the Holocaust has not been memorialized compared to other genocides.

1. Which statement **best** analyzes the foreign policy of Clemente Attlee compared to that of Winston Churchill?

* Attlee continued the policies of Churchill from WWII into the Cold War.
* Attlee refused to establish the United Nations, which had been a key objective of Churchill.
* **Attlee was more willing to trust the Soviet Union than Churchill after WWII.**
* Attlee pushed for the development of atomic weapons to use against Japan, whereas Churchill opposed them.

**Unit 2 Lesson 13: New World Order**

**Objective 1:** In this section, you will be able to describe the division of Germany and the occupation of Japan after World War II.

**Essential Question 1:** What did the rebuilding of Germany and Japan look like after WWII?

**Big Ideas:** After the war, the hope was if the Allied powers helped rebuild the former Axis Powers, another war could be prevented. The occupation of Japan led by the United States was far more successful than the occupation of Germany. By 1951, Japan was allowed to lead its people without occupation. Germany did not fare as well. The original division of Germany into four zones ultimately led to a communist - capitalist division that would last throughout the Cold War.

**Germany**:

Occupation initially split into four zones among all the Allies. Eventually led to division of East Germany (U.S.S.R controlled) and West Germany (self-controlled). Germany would also be demilitarized.

**Japan**:

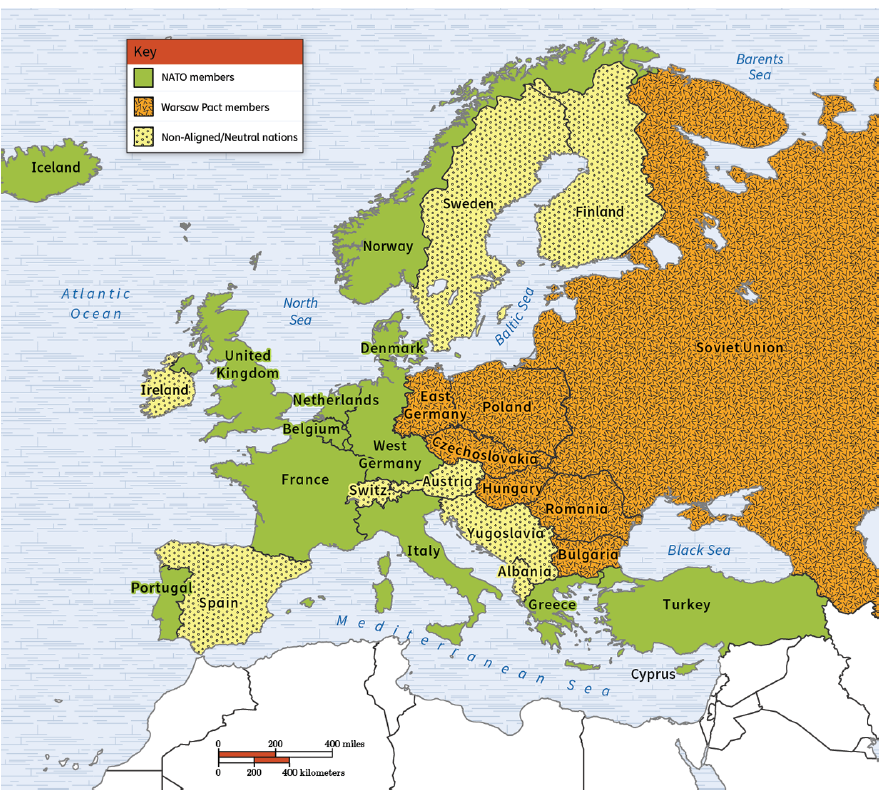
Occupied mostly by U.S. , Japanese Army was disbanded, Military officers were banned from taking part in the new government, A new parliament would be elected, and it would control the government, thus allowing the people to rule the country.

**Key Words:**

* **Allied powers**– an alliance formed during World War II that included France, the Soviet Union, the United Kingdom, and the United States; also known as the Allies
* **Axis powers**– an alliance formed during World War II that included Germany, Italy, and Japan
* **Potsdam Conference**– the last major Allied conference of World War II, which divided Germany into occupation zones and laid the foundation for the United Nations to be created
* **Yalta Conference**– a meeting between Allied Powers during World War II to discuss postwar Europe after the defeat of Germany and Soviet entry into the war against Japan

**Objective 2:** In this section, you will identify new nations created after World War II.

**Essential Question 2:** What effect did World War II have on newly created nations?

**Big Ideas:** With the defeat of Axis powers during World War II, the world had to be rebuilt. Soldiers returned home. Economies shifted from wartime production back to consumer goods. One important feature of this shift was the recreation of nation-states. Some states had been occupied during the war and had their sovereignty returned. Other nations were newly created, reflecting the impending Cold War. Finally, a new process of decolonization emerged as former imperial powers gave up control of colonies in Africa, Asia, and the Americas.

**Key Words:**

* **38 parallel**– the line of latitude that divides North and South Korea
* Cold War a war of ideologies between the United States and its allies and the Soviet Union and its allies
* **decolonization**– the action or process of a state withdrawing from a former colony, leaving it independent
* **NATO**– North Atlantic Treaty Organization; formed by a pledge among 12nations to defend one another if someone was attacked and out of concern for the growing Soviet bloc
* **Potsdam** **Conference**– Last major Allied conference of World War II. Divided Germany into occupation zones and laid the foundation for the United Nations to be created.
* **satellite** **state**– an independent nation that is politically, economically, or militarily influenced by a foreign nation
* **Warsaw Pact**– the Soviet Response to NATO and created due to West Germany joining NATO in 1955

**Objective 3:** In this section, you will describe the post-WWII international order and the development of international organizations.

**Essential Question 3:** How did World War II affect the development of international institutions during the last half of the twentieth century?

**Big Ideas:** After WWII, the international community had to react to new political and economic events. To prevent future fighting, institutions were created that wanted to prevent a third world war. These new organizations addressed many issues like economics, politics, diplomacy, and human rights.

After WWII, the winning nations proposed the creation of the **United Nations** to provide for international peace and stability. This represented a change to international political order. At the UN, all nations would be treated as equals. The organization would provide a place for nations to discuss issues before the outbreak of war.

After WWII, one way the international economic order changed was through the Bretton Woods Conference. This allowed for an international effort to rebuild after the war through the creation of the International Monetary Fund, rather than just having each nation being responsible for their own rebuilding.

**Key Words:**

* **Allied Powers**– an alliance formed during World War II that included France, the Soviet Union, the United Kingdom, and the United States; also known as the Allies
* **Cold War**– a war of ideologies between the United States and its allies and the Soviet Union and its allies
* **decolonization**– the action or process of a state withdrawing from a former Colony, leaving it independent
* **International Monetary Fund (IMF)**– an international financial institution that works to promote global economic cooperation and financial security
* **League of Nations**– an international organization proposed by President Wilson to prevent war from breaking out again; the U.S. did not join, and the largely ineffectual organization was gone within a few decades
* **Marshall Plan**– an aid program to rebuild Western Europe
* **NATO**– North Atlantic Treaty Organization; formed by a pledge among 12nations to defend one another if someone was attacked and out of concern for the growing Soviet bloc
* **Security Council**– the governing body of the United Nations comprised of 15members, with five having veto power over the General Assembly
* **Universal Declaration of Human Rights**– the United Nations international agreement that outlines the fundamental freedoms and rights of all people
* **United Nations (UN)**– an international organization developed to help maintain peace and security throughout the world
* **United Nations Educational, Scientific and Cultural Organization (UNESCO)**– an agency within the United Nations used to promote international cooperation on educational, scientific, and cultural issues
* **Warsaw Pact**– the Soviet Response to NATO and created due to West Germany joining NATO in 1955

**Objective 4:** In this section, you will explain the role of the Bretton Woods Conference in establishing a postwar international monetary and financial system.

**Essential Question 4:** How did the Bretton Woods Conference help the postwar world?

**Big Ideas:** At the Bretton Woods Conference, representatives came together to discuss new ways for countries that need help to get a loan. They came up with the **Monetary Fund** and the **World Bank**. These do not prevent depressions, but rather provide a lifeboat for countries that need it. Today, nearly every country takes part in these financial institutions.

**Key Words:**

* **Atlantic Charter**– a joint statement released by Great Britain and the United States in 1941 outlining their goals in fighting World War II, including the preservation of self-determination for oppressed people
* **exchange rate**– a term that describes how much one country’s currency is worth compared to another
* **Great Depression**– a global economic crisis that began in late 1929 and lasted for a decade
* **International Monetary Fund (IMF)**– an international financial institution that works to promote global economic cooperation and financial security
* **self-determination**– the right of all peoples to create and govern their own nation-states
* **World Bank**– an international organization that provides loans and grants to low- and middle-income governments for capital projects and has a goal of reducing poverty

**Quick Check:**

1. Which of the following statements accurately describes the division of Germany after World War II?

* Germany was left alone to rebuild after the war.
* **Germany was split into four zones occupied by the Allied powers.**
* The U.S. was the main player in Germany’s occupation.
* Only the capital city of Berlin was occupied.

1. Why were the Allies so intent on occupying Germany after the war?

* They wanted to control precious mines in Germany and pocket the profits.
* They learned that Germany was secretly planning a takeover of all its lost colonies.
* They wanted to make sure Germany repaid its reparations this time.
* **They learned from their mistakes in the Treaty of Versailles.**

1. Which of the following lists identifies **new** nations created after WWII?

* Yugoslavia, Poland, and Czechoslovakia
* **North Korea, East Pakistan, and West Germany**
* East Germany, China, and India
* France, the United States, and the Soviet Union

1. Which statement **best** describes the international order after WWII?

* It was defined by competition between the League of Nations and the United Nations.
* It was defined by competition between the Warsaw Pact and the United Nations.
* It was defined by competition between the International Monetary Fund and the Marshall Plan.
* **It was defined by competition between capitalism and communism.**

5. Which of the following explains why delegates met in Bretton Woods in 1944?

* **to create a financial institution that would provide economic stability**
* to defeat communist countries
* to defeat the Nazis
* to create a world bank that anyone could borrow from