

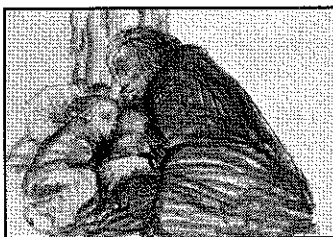
December 8, 1941. As students listen to the recording, tell them to imagine that they are members of Congress listening to the speech. Have them write answers to the questions listed in the **Teacher's Guide**. Then, have several students share their answers, and hold a brief discussion about the speech.

6. For those slides that ask students to create a brief act-it out, ask for three to five volunteers to step in front of the slide. Set the scene for them by reading the description in the slide script, and give them a minute or two to plan a 30-second vignette. You will see this symbol when it is suggested that students create an act-it-out:



7. After students have discussed all the slides, pass out **Student Handout 1.2A: Creating a Visual Metaphor for World War II**. Tell students that an analogy for the relationship between Germany and the Allies leading up to World War II is that it was like that between a permissive father and his spoiled daughter. Tell students to label, add to, and embellish the drawing on the handout to represent the Allies' appeasement of the Axis powers. For example, students might label the child as the Axis powers, the father as the Allies, the candy in the child's hand as territory taken by Hitler, and the child's angry expression as Germany's militarism. Have students use their notes to write at least eight annotations on the handout. Then, have them write three aspects of the relationship between the Axis and the Allies that are not accurately reflected in the drawing. You may want to have students present their completed visual metaphors to the class.

Teacher's Guide



1.2A: Germany Faces Economic Collapse

What do you see in this slide? What words would you use to describe the emotional state of the people in this picture? What do you think has caused them to feel this way? Why might they be living in poverty? How do you think they feel about their government?

- ☐ **In this slide** we see *Town Shelter*, a lithograph by Kathe Kollwitz that graphically depicts the misery of the poor in Germany following the economic collapse of 1923.

Events

- **A Troubled Germany** After World War I, Germany was in a state of economic despair and political instability. The Treaty of Versailles, which was signed in 1919, assigned complete responsibility for the war to Germany. Germany was forced to make territorial concessions, limit the size of its military, and pay 32 billion dollars in reparations to

France and England for the cost of the war. Germany's money supply was already low due to the costs of fighting war. Germany had spent 37 billion dollars during the war, yet collected only 1.5 billion dollars in tax revenues. With the high cost of reparations, the country faced an economic crisis.

- To relieve the problem, Germany simply printed more money, which led to incredible inflation. In 1914 it took 4.2 German marks to buy one U.S. dollar; by the fall of 1923 one dollar was worth one billion marks. The same year, a glass of beer cost 2 million marks and a loaf of bread 4 million. The middle class, who suffered unemployment on top of the ever-increasing prices, was most hurt by the rising inflation. Inflation left the currency and life savings of Germans virtually worthless.
- Economic distress brought on by the war plagued not only Germany, but also much of Europe. Several nations were on the verge of bankruptcy. A spirit of revenge dominated the capitals of the winning European countries after the war, and they were unwilling to alter the treaty to make it more just. In many countries there was unequal distribution of resources and capital. Italy matched Germany with widespread unemployment and runaway inflation. The economic unrest further led to political instability.
- Germany's post-World War I government, the Weimar Republic, was unable to deal with the problems that resulted from the treaty. From the start, the Weimar Republic was discredited in the eyes of many Germans because its representatives had signed the hated Versailles treaty. German generals claimed that Germany had not been defeated after all, but had been betrayed by communists, Jews, and liberals in the Weimar government. Although these accusations were untrue, many people were looking for someone to blame for the German defeat in World War I.

U.S. Response

- **U.S. Isolationism** The Treaty of Versailles established the League of Nations, which was created in an attempt to ensure collective security for world powers. Unlike Germany and other western European nations, the United States decided not to join the League of Nations. Though many Americans had rallied behind President Woodrow Wilson's call to make "the world safe for democracy," during World War I, many now regarded the U.S. involvement in the war as a mistake. Therefore, American leaders favored isolationism and were determined to cut the United States off from European affairs.
- **U.S. Insistence on the War Debt Repayment** Despite the shift to isolationism, the United States was not completely insensitive to the plight of the German people after World War I. In the first few years after the war, American relief agencies delivered over half a billion dollars in foodstuffs to war-torn Europe, including Germany. However, the United States also doggedly pursued the repayment of debts that U.S. allies had amassed during the war. U.S. leaders pushed for full repayment to all parties because they knew

that if Germany did not pay reparations to countries like France and Great Britain, they in turn would not be able to repay their debts to the United States. When it was suggested that European nations might not be in a position to pay these debts, Calvin Coolidge, president from 1923–29, retorted, “They hired the money, didn’t they?” In 1924 U.S. insistence on repayment concluded in the creation of the Dawes Plan, a rather dubious effort to reclaim the borrowed funds. The plan called for the United States to loan Germany funds to pay reparations to debtor nations who would, in turn, make payments to the United States. In essence, the United States was paying itself back. In the end, the war debts went unpaid by all but one European nation.



1.2B: The Rise of Adolph Hitler

What do you see here? How is the man in the center dressed? What is he standing in? What do you think he is doing? Why might people have come to see him? This man is Adolph Hitler. What do you think he has done to appeal to the people?

☐ In this slide we see Adolph Hitler, Nazi leader of Germany.

Events

- **Hitler’s Early Years** Adolph Hitler was born in Austria in 1889, the son of a customs official. He dropped out of high school and tried unsuccessfully to become an artist. When World War I broke out, Hitler enlisted in the German army, and he emerged from the war an extreme nationalist. He believed that Germany had been sold out by the Weimar Republic when it signed the Treaty of Versailles. Hitler settled in Munich, where his skill in public speaking made him popular among extreme nationalists.
- **Hitler and the Nazi Party** Hitler became involved with the National Socialist German Workers’ Party (the Nazi Party) in 1921, at which time it was only a small force in German politics. In wildly emotional speeches, Hitler attacked the Weimar Republic and denounced the Treaty of Versailles. In 1923 he led an uprising in Munich that was quickly crushed by the army. For that action, Hitler was put in prison for a year. While in prison, he wrote *Mein Kampf* (“My Struggle”), a book in which he detailed his political ideas for Germany. Hitler claimed the German people belonged to a superior “Aryan” race that was destined to control inferior races and rule the world. Hitler considered Jews an inferior race and blamed them for Germany’s economic troubles and Germany’s defeat in World War I. He also attacked the Soviet Union, which he considered as an obstacle to German expansion.

- **Hitler Becomes Dictator** After his release from prison, Hitler worked hard to rebuild the Nazi Party. He promised benefits to peasants, workers, and the middle class, and the membership of the party grew dramatically. Between 1928 and 1932 the Nazis were voted into more and more seats in the *Reichstag*, the German legislature. By 1932 the Nazis had become the largest single party in the Reichstag, and the German president, Paul von Hindenburg, asked Hitler to become chancellor. Swiftly, Hitler formed a coalition government and increased his power. Hitler called for elections, hoping to increase Nazi strength in the Reichstag. The S.S., or storm troopers, staged the burning of part of the Reichstag building, and Hitler used the event as a pretext for suspending all constitutional rights.
- On August 2, 1934, Hindenburg died and Hitler combined the offices of chancellor and president and declared himself *Führer* ("leader"). He proclaimed the birth of the Third Reich, the successor to the Holy Roman Empire and the German Empire. The next day, he had all members of the army take an oath to obey him. Hitler then took control of all aspects of government, outlawed his organized political opposition, and censored dissent from the German media. Within just one year of gaining control of Germany, Hitler had established a fascist state.
- **Anti-Semitic Policies** Hitler also moved ruthlessly against German Jews. Jews were expelled from all government jobs and from teaching positions. Soon afterward, Jews were forbidden to practice law and medicine. The Nuremberg Laws of 1935 deprived German Jews of their citizenship and banned marriages between Jews and non-Jews. All Jews had to register with the government and wear yellow Stars of David on their clothing so they could be easily identified. Though the majority of German Jews did not want to leave the country of their birth, many emigrated to other countries in Europe and around the world.
- **Kristallnacht** One of the most savage and most carefully orchestrated acts against Jews was an event that became known as *Kristallnacht*, or the night of broken glass. Supposedly in retaliation for the assassination of a German embassy official in Paris by a Jewish student, thousands of S.S. storm troopers and non-Jewish sympathizers armed with hammers, axes, crowbars, and firebombs went on an anti-Jewish rampage. In 15 hours, over 200 synagogues were destroyed by fire, 7,500 Jewish-owned stores were looted, and over 100 Jews were killed. 30,000 more were arrested and interned in prison camps.
- **Hitler's Policies** Hitler's appeal grew among the German public despite the atrocities. He promised economic recovery and territorial expansion for Germany, and focused on building both foreign policy and domestic strength. Hitler saw a military buildup as the handmaiden to economic recovery, renewed national pride, and the coming of the Third Reich. He used his belief in the "Aryan master race" to convince people that Germany had the right to expand eastward and win more territory. Claiming that Germany had to

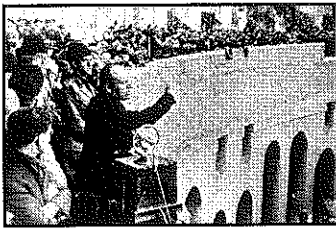
defend itself against the Soviet Union, he ignored the Treaty of Versailles and began rebuilding the German military, employing thousands of workers. He also built housing, highways, and sports arenas. To pay for his programs, Hitler increased taxes and controlled wages and prices. By the mid 1930s Hitler had made German strength and determination clear to the world.

U.S. Response

- **Focus on Domestic Concerns** Franklin Delano Roosevelt, a Democrat, assumed the presidency in the same year that Hitler became dictator of Germany. Like Hitler, Roosevelt was faced with trying to revive a failing economy. Unlike Hitler, the president considered foreign-policy issues secondary to more pressing domestic needs. Roosevelt's mandate was to solve the economic crisis then facing the country, not to stop the growth of German fascism. Massive funds were spent on Roosevelt's New Deal programs. Military spending was a very low priority. In fact, the army that Roosevelt controlled as commander in chief in the early and mid 1930s was about the fifteenth largest in the world, approximately the size of Sweden's.
- **Security Through Disarmament** While the emergence of Adolph Hitler as the dictator of Germany raised some concerns in the United States, the vast majority of Americans were loathe to get militarily involved in European affairs. Instead, policymakers hoped that disarmament, arms control, and international agreements would maintain world peace and security. In late 1921 and early 1922 the United States and eight other nations—including France, Great Britain, Japan, and Italy—negotiated a treaty that placed limits on the number of ships each country could build. Though the treaty did not place limits on submarines, destroyers, or cruisers, it was seen as a major step toward arms control. In 1928 the United States joined 62 nations in signing the Kellogg-Briand Pact. Each nation agreed to “condemn recourse to war for the solution of international controversies, and renounce it as an instrument of national policy.” Supporters of the treaty argued that it was a first step in outlawing war. Critics countered that the treaty would amount to no more than a meaningless piece of paper since it contained no provisions for enforcement.



Have one student volunteer come forward and stand in front of the slide, assuming Hitler's posture. Ask eight other students to crowd around him and shout out their feelings when his “motorcade” passed. Ask the remainder of the class to assume the role of Americans in the 1930s. Playing the role of roving reporter, roam around the room asking the Americans how they feel about Hitler's popularity in Germany.



1.2C: Fascism in Italy

What do you see here? What do you think is happening? Describe the man in the foreground. Why might so many people have gathered to listen to him? What do you think he is telling the people?

- ☐ **In this slide** we see Benito Mussolini addressing his Fascist followers in the Roman Colosseum.

Events

- **Turmoil in Italy** Like Germany, Italy faced severe political and economic problems in the years immediately following World War I. Though the Italian government had promised social change and land reform during the war, it did not live up to its promises. In addition, Italy did not gain all the territory it wanted in the Treaty of Versailles. Peasants and workers joined Italian nationalists in denouncing the government for its weaknesses. The Socialist Party, which promised relief to the workers and peasants, was gaining power in the parliament at this time but seemed unable to prevent worker revolts or preserve order in the countryside. This turmoil was used by an ambitious politician, Benito Mussolini, to gain power.
- **Mussolini and Fascism** As a young man, Mussolini had been a socialist. When World War I broke out, he became an enthusiastic nationalist, fighting for Italy. After the war, Mussolini organized many war veterans into the Fascist Party. Mussolini's goal was to unite Italians using reminders of the glory of ancient Rome to inspire patriotism and obedience to authority. Fascists condemned democracy, which Mussolini felt destroyed the unity of the state. They despised socialism and communism and defended a form of capitalism that was to be regulated by the government. Elements of fascism included aggressive nationalism and glorification of military sacrifice.
- Fascism appealed to many Italians. They applauded the idea of reviving the glories of ancient Rome. They were impatient with Italy's slow parliamentary government and wanted a strong leader who would establish order. World War I veterans liked the fascist emphasis on militarism, feeling that they had been cheated by the Treaty of Versailles. Many Italians liked the Fascists' ideas about private property and feared the rise of communism.
- **Mussolini's Rise to Power** In 1922 Mussolini led a "March on Rome" to defend the capital from a supposed Communist revolution. As was hoped, the march succeeded in frightening the government into surrender. King Victor Emmanuel III refused to use the army against the Fascist groups, and a few days later, he named Mussolini prime minister.

In the next few years, Mussolini moved to increase his power. Outwardly, the government remained a monarchy with an elected parliament. Internally, however, Mussolini had the right to make laws on his own. Under his leadership, Fascists controlled elections and outlawed all opposition. Party members held all important jobs in the army and police. Mussolini imposed government censorship, and Fascists bought the Italian newspapers and wrote articles full of praise for him.

- To improve the Italian economy, Mussolini introduced a new type of economic organization, the corporative system. In the system, employers and employees in each industry joined a government-sponsored corporation that controlled wages and prices in the industry. Mussolini succeeded in reducing unemployment and promoting public-works programs. He modernized agriculture and industry, and he improved transportation and education systems.
- **Italian Imperialism** Since many of Italy's economic problems were not solved by Fascist policies, Mussolini blamed the remaining troubles on world economic conditions. He sought to distract the people by establishing an aggressive foreign policy. Mussolini dreamed of building an Italian empire. In 1924 he negotiated a treaty with Yugoslavia that gave Italy the city of Fiume, which had been denied Italy in the Versailles treaty. Three years later Mussolini formed a protectorate over Albania. Then he turned his attention toward Africa.
- Italians felt resentment toward Ethiopia, which had defeated Italy in 1896 when Italy had tried unsuccessfully to make Ethiopia a colony. Mussolini took advantage of these feelings, using the excuse of a border clash between Ethiopia and the Italian colony of Somaliland to make territorial demands on Ethiopia. Although Ethiopia appealed to the League of Nations for protection against Italy, the league delayed taking action, and Italy easily invaded Ethiopia in October 1935. Ethiopia's outdated rifles were no match for Italian planes, tanks, and artillery, and Ethiopia was subdued in 1936. The League of Nations imposed sanctions against Italy forbidding the sale of arms and the lending of money to Italy. However, they did not cut off oil supplies to Italy, which might have slowed the invasion. Following the fall of Ethiopia, the league took no steps to rescue it and later voted to end the sanctions against Italy.

U.S. Response

- **Neutrality Acts** The United States' continuing policy of isolationism muted its response to the rise of Mussolini and Italy's invasion of Ethiopia. In 1935, 90 percent of the American population described themselves as isolationist. Only five weeks prior to the invasion, the U.S. Congress passed the first of three Neutrality Acts. Taken together, the acts passed in 1935, 1936, and 1937 forbade the sale of arms to militarily aggressive

nations, prohibited Americans from traveling on ships of countries at war, and disallowed loans to countries at war. When Italy invaded Ethiopia, Congress invoked the first of the three acts, prohibiting arms sales to either country. This curtailed any arms support the United States might have given to Ethiopia.

- **Moral Embargo** In an attempt to respond economically to Italy's aggression, Roosevelt called for a "moral embargo" on essential goods to Italy. Appealing to the sense of morality among U.S. businesses, the president asked them to consider withholding sales of goods that would provide help to the aggressor. In spite of this, U.S. sales of oil, copper, and scrap metal rose sharply as Italy's war industry produced the war products that the U.S. munitions factories could not sell. When asked about the "moral embargo," a Dow Chemical Company officer replied, "We do not inquire into the uses of the products. We are interested in selling them."



1.2D: The Spanish Civil War

What features can you identify in this piece of art? What do you think is happening in this painting? Why do you think the artist depicted the events the way he did? Who might be responsible for the violence in this picture? What would you risk to stop acts of violence like those depicted in this painting?

- **In this slide** we see Pablo Picasso's *Guernica*, painted in 1937, which shows the brutality of the bombing and the human suffering of the victims during the Spanish civil war. In the middle of the canvas is a dying horse, surrounded by images of a bull, crying faces, a person collapsed and dying, and another person running to escape.

Events

- **The Spanish Civil War** During the 1930s Francisco Franco and the Nationalist Party were fighting the Republicans in an attempt to destroy socialism and communism and set up a fascist state in Spain. The League of Nations tried to enforce neutrality and noninterference in the conflict by setting up a border patrol to keep outside supplies from reaching either side. However, Mussolini and Hitler managed to intervene on the side of the Nationalists, using the war as a testing ground for new German and Italian tanks and weapons. Mussolini sent troops to reinforce the Nationalist forces, while Hitler dispatched the German air force to bomb cities.
- **Rome-Berlin Axis** The Spanish civil war ended in 1939 with victory for the Nationalists. Franco then imposed a fascist dictatorship on Spain. Cooperation between Italy and Germany in Spain led to the creation of a military alliance in October 1936,

known as the Rome-Berlin Axis. Since Britain, France, and the United States had done little to prevent Axis intervention in Spain, Hitler and Mussolini felt encouraged to interfere in other countries.

U.S. Response

- **Neutrality Put to the Test** American neutrality was being put to the test during the Spanish civil war. As the war reached a climax and Franco's forces—who were well supplied by Hitler and Mussolini—achieved the upper hand, the embargo on arms sales grew increasingly unpopular in the United States. About 3,000 American volunteers known as the Lincoln Battalion joined the fight on the side of the Spanish Republicans. Nevertheless, Roosevelt persisted in steering a neutral course and was joined by appeasers in France and England. While sympathetic to the Republican government in Spain, he was convinced that American neutrality should be strictly observed. Roosevelt did not want to raise the ire of the American isolationist lobby. In addition, he was concerned that lifting the embargo would anger the American Catholic community, which largely supported the embargo. And finally, Roosevelt feared, as did appeasement advocates in France and England, that if the United States supplied arms to the Republican forces fighting Franco, the war would move beyond Spain and become a larger conflict. The United States took no action as Franco took power.



1.2E: The Rise of Militarism in Japan

What do you see here? Based on the soldiers' facial expressions, what do you think their attitudes are about what they are doing? What might explain their attitudes? How do you think the soldiers' enemies might feel? What do you think it would take to stop these men from accomplishing their goals?

- ❑ **In this slide** we see Japanese troops marching into the Chinese port city of Ningpo, 100 miles south of Shanghai, on May 14, 1941, after capturing the city in an effort to block China's supply lines.

Events

- **Militarism in Japan** In addition to those in Spain, German, and Italy, a dictatorship arose in Japan in the years prior to World War II. While Japan's economy had not been adversely affected after World War I, it was so dependent on world markets that the Great Depression of the 1930s caused economic disaster. Also, the Japanese were dissatisfied with the instability of their country and resented their reputation as a second-rate power. This enabled a group of military leaders to rise to power. These leaders built up Japan's

military and sought to expand its control in Asia. Within Japan, the military-controlled government imposed censorship, arrested government critics, and dismissed liberal professors from the universities. A secret police was set up to punish enemies of the state. The press and the schools preached total obedience to the emperor. Nationalist groups glorified war and the empire.

- **Japanese Imperialism** Seeking to expand Japanese territory, in 1931 the Japanese army attacked Manchuria, a region of northeastern China rich in coal and iron. Arguing that Japan's 65 million people could hardly be expected to remain within its tiny and crowded confines, one Japanese politician stated, "We are only seeking room that will let us breathe." Japan also sought support from other fascist powers, and in 1936 signed a military agreement with Italy and Germany, forming the Rome-Berlin-Tokyo Axis. Hitler contemplated using Japan to attack Russian and British possessions in Asia. Japan continued to prepare for continued aggression in Asia.

U.S. Response

- **Words Without Deeds** The United States responded with displeasure to the invasion of Manchuria in a moral lecture called the Stimson Doctrine, but took no action. The Stimson Doctrine contained no economic or military sanctions and was shrugged off by the Japanese. Heartened by the tepid response from the West, Japanese aggression in China continued throughout the 1930s, as they attempted to build a Japanese empire in Asia. In 1937 Japan bombed innocent civilians in Shanghai, killing tens of thousands of people. In response, the United States cancelled its commercial treaty with Japan, but did not take further action. One historian writes that "The democracies...uttered bold, brave words against the Japanese, but were afraid to act. They preferred to let Japan enslave Asian millions rather than risk war themselves."
- **Quarantine Speech** Following the attacks in 1937, Roosevelt became increasingly concerned with the increase in fascist aggression in Europe and Asia. He had also begun to sense a shift in the public opinion, and sought to lead the country toward a more active approach. In 1937 Roosevelt delivered his so-called "Quarantine Speech" in Chicago, a hotbed of isolationist sentiment. He argued persuasively for containing, or quarantining, fascist aggression—presumably through the use of economic embargoes: "The epidemic of world lawlessness is spreading. When an epidemic of physical disease starts to spread, the community approves and joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease.... There must be positive endeavors to preserve peace. America hates war. America hopes for peace. Therefore, America actively engages in the search for peace." Roosevelt's speech was met by a barrage of isolationist criticism. Many Americans believed that the road down which the president was traveling would lead to American military involvement. Hemmed in by public opinion, Roosevelt promoted no action to accompany his strong words.



1.2F: Violation and Appeasement

What do you see here? How do the men appear to be feeling? Who are they? What countries do they represent? Why might a British leader want to meet with Hitler in 1938? What might Hitler hope to accomplish through negotiation?

- ☐ **In this slide** we see German chancellor Adolph Hitler and British prime minister Neville Chamberlain shaking hands.

Events

- **Hitler Violates the Treaty of Versailles** With support from both Italy and Japan, Hitler began to execute his plan to expand German borders. In 1936 he violated the Treaty of Versailles by rearming Germany and reoccupying the Rhineland, territory on France's border that had been given to France in the treaty. Next, Hitler moved into Austria in 1938, declaring it a part of Germany. Hitler met minimal resistance to his violations of the treaty. Britain and France condemned his moves but took no action. With memories of the huge battlefield losses in World War I still vivid in both Britain and France, pacifism was widespread. Furthermore, many British people thought that the Germans had a right to occupy the Rhineland since it was German territory. France, which had formed an anti-German alliance with the Soviet Union, favored a military response, but France could not act without British support. British prime minister Neville Chamberlain believed that resistance to Hitler might destroy the possibility of future negotiations and lead to another war. Therefore, his approach toward Hitler was one of appeasement, making concessions to preserve peace.
- **Hitler Demands the Sudetenland** After his successes taking over the Rhineland and Austria, Hitler turned to Czechoslovakia. Three million Germans lived in the Sudetenland, the western border region of Czechoslovakia. Hitler encouraged them to demand self-government within Czechoslovakia. In the fall of 1938, after the Czech government rejected these demands, Hitler gave a speech describing the unbearable conditions of the Sudeten Germans and promising to come to their aid. When a German invasion seemed likely, Chamberlain stepped in with hopes of resolving the crisis. He again used his approach of appeasement and convinced the Czechs to agree to self-government for the Sudetenland. Hitler, seeing how easy it was to get his way, followed up by demanding that Czechoslovakia surrender the region to Germany.
- **The Munich Agreement** Hitler's aggressive demand caused fear and a change of opinion in Czechoslovakia, France, and England. With the rearmament of the Rhineland, the occupation of Austria, and the spectre of the Nazi war machine, many began to

support war against Germany. On September 28, 1938, Hitler and Chamberlain met in Munich to discuss the tense circumstances in Czechoslovakia. Neither Czechoslovakia nor its ally, the Soviet Union, was invited to attend. After some discussion, Great Britain decided to appease Hitler—Germany was given the Sudetenland. In exchange, Hitler guaranteed the independence of the rest of Czechoslovakia and announced that he had no further interest in expanding Germany's territorial claims in Europe. While Czechoslovakia mourned the loss of territory, Chamberlain stepped off the plane at Heathrow Airport in London and proclaimed that the Munich Agreement guaranteed "peace in our time."

U.S. Response

- **Negotiation and Appeasement** As tensions rose in Europe, President Roosevelt sent a telegram to Chamberlain urging him to reach a peaceful solution through further negotiations with Hitler. Shortly thereafter, Roosevelt sent a personal message to Hitler calling for a new conference of European leaders. Ever aware of maintaining American neutrality, Roosevelt wrote that "The government of the United States has no political involvements in Europe, and will assume no obligations in the conduct of the present negotiations." After getting the news that Chamberlain had agreed to meet with Hitler in Munich to discuss the Czech crisis, Roosevelt cabled a two-word telegram to Chamberlain: "Good man." After the Munich Agreement was made, the United States continued to stay neutral in European affairs.



Ask two student volunteers to come forward and step in front of the slide, one student assuming the position of Chamberlain and the other assuming the position of Hitler. Ask them to shake hands and to carry out a short dialogue following these prompts:

Chamberlain: We in Britain agree to give you a part of Czechoslovakia. Will that satisfy you?

Hitler: We only want what is justly ours. We will not take any more land.

Chamberlain: If we allow you to occupy part of Czechoslovakia, will you promise peace?

Hitler: Britain and France have nothing to worry about. I will never attack you.

Chamberlain: The people of Britain are behind me in my quest for peace.

Hitler: The people of Germany are behind me. You have made the right decision. You will not regret it!

Chamberlain: Can I trust you?

Hitler: I give you my word.



1.2G: The Invasion of Czechoslovakia

What do you see here? The banner reads, “Hail to our German borders!” Where might this be? Who created the banner? Who do you think is in the tank? How well did the policy of appeasement work with Hitler? How should Britain and France respond to this?

- ☐ In this slide we see German tanks rolling through a Sudeten street in Czechoslovakia. The banner reads, “Hail to our German borders!”

Events

- **Hitler Invades Czechoslovakia** Hitler left Munich convinced that France and Britain were too weak to oppose his aggressive expansion. In March 1939, six months later, German troops overran the rest of Czechoslovakia. Next, Hitler started making demands in Poland. He wanted the return of the city of Danzig and the Polish Corridor, both made part of Poland by the Treaty of Versailles. Chamberlain was shocked by the violation of the agreement made in Munich. He realized that the policy of appeasement had rested on the false assumption that Hitler could be trusted. He promised that Britain would aid Poland if Poland were attacked. France also pledged to support Poland.
- **Nazi-Soviet Pact** Josef Stalin, the leader of the Soviet Union, was opposed to any German advance, and was greatly concerned about the Munich Agreement. The Soviets were further alarmed by the Polish crisis, as the two countries shared a long border. Stalin initiated a military alliance with France and Britain, but the British and French hesitated. They did not support Soviet communism, disagreed with Stalin’s demands to dominate Eastern Europe, and questioned the weakness of the Soviet army.
- Seeing Britain and France’s hesitation, Stalin was convinced that they had made the Munich Agreement only to save their own countries by diverting Hitler eastward. Therefore, he felt it was time to act independently. Although Hitler also detested communism, he was desperate for Stalin’s assurance that the Soviet Union would not interfere with his plan to invade Poland. To the world’s astonishment and dismay, on August 23, 1939, it was announced that Hitler and Stalin had signed the Nazi-Soviet Pact, pledging not to attack each other. Secret clauses provided for the future division of Poland and other parts of Eastern Europe between the two powers.
- **Plans to Invade Poland** The Nazi-Soviet Pact cemented Hitler’s plans to invade Poland. In a statement to his generals, Hitler called the leadership of France and Britain “little worms,” too weak to intervene. He went on to say, “I shall give a good propaganda reason

for starting the war, whether plausible or not. The victor will not be asked, later on, whether he told the truth or not. In starting and making war it is not right, but victory, that matters." Upon hearing this, Herman Goering, head of the Nazi air force, "jumped upon the table and offered bloodthirsty thanks while he danced like a savage."

U.S. Response

- **Pressing for Peace** The Nazi-Soviet Pact encouraged Franklin Roosevelt to attempt to salvage what was left of world peace. On August 23, 1939, Roosevelt sent a message to King Emmanuel of Italy, requesting that he use his position and influence to make entreaties on behalf of an American peace proposal. Emmanuel, having little influence in Mussolini's fascist state, replied that he and his government were doing everything in their power to forestall the outbreak of a larger European conflict. Roosevelt also sent messages to Hitler and President Ignacy Moscicki of Poland, pleading with both to reach a settlement through negotiation, conciliation, or mediation. One top official remarked that these "messages will have about the same effect as a valentine sent to somebody's mother-in-law out of season." Indeed, the messages were considered naive and were largely ignored. As events continued to unfold, Roosevelt and the State Department prepared declarations of neutrality and industrial mobilization and waited anxiously should the war begin.



1.2H: World War II Begins

What do you see here? What symbols do you see? What do they represent? The caption says, "Next!" What do you think that means? Why would Hitler risk war with France and England by invading Poland?

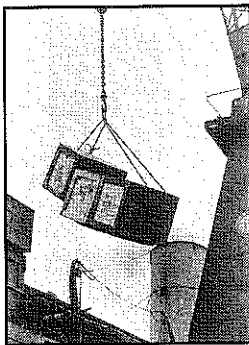
- ☐ **In this slide** we see a huge swastika representing Germany rolling into Poland. This shows the continuing aggression of the Nazis following their invasion of Czechoslovakia.

Events

- **World War II Begins** Despite Britain and France's warnings, Hitler, with Soviet support, invaded Poland on September 1, 1939. Keeping their pledge to support Poland, Great Britain and France immediately declared war on Germany, beginning World War II. The encounter in Poland was brief, and the Polish armies were defeated in less than three weeks. The Polish government fled to Romania. For the next six months the war proceeded slowly, with occasional submarine warfare, aerial raids on naval bases, and battles between naval vessels.

U.S. Response

- **Neutrality Questioned** Roosevelt recognized that the military strength of France and Britain was critical if Hitler was to be stopped and the United States prevented from entering the conflict. After World War II began he quickly proposed that Congress move to lift the arms embargo required by the Neutrality Acts. This proposal brought about a vigorous debate in the United States. The America First Committee, a collection of isolationist and peace groups, was established in part to defeat the proposal. Its leading spokesman, famed aviator Charles Lindbergh, and other members led a campaign arguing for continued support for all of the Neutrality Acts, including the ban on arms sales. They asserted that the United States was protected by the Atlantic, was ill-prepared to fight, and had no business meddling in Europe's affairs.
- **Cash and Carry** Roosevelt argued that the only hope for continued neutrality was to assist the European nations opposing Hitler, since the fall of Britain and France into German hands would pose a direct threat to the United States. Roosevelt's arguments carried the day. Congress passed "cash and carry" legislation, which stated that the United States would help Britain and France as long as they purchased American arms in cash and transported them across the risky German-patrolled Atlantic.
- **American Public** The invasion of Poland and the outbreak of war in Europe alarmed the American people. Many wondered if the United States could maintain its neutral position. They worried that young Americans would once again be sent to Europe to fight and die. Still, Roosevelt's increasing call for a more active approach appealed to many Americans, although they wanted him to stop far short of U.S. entry into the war. As late as September, 1941, 80 percent of Americans opposed entry into the war. However, 70 percent believed it was more important to defeat Hitler than to stay out of the war. In the weeks and months after Britain and France declared war, Americans were divided and concerned.



1.2I: U.S. Support of Britain

What do you see in this slide? These crates are being delivered to Great Britain. What might be in them? Who do you think sent them? Why might Britain have shortages in supplies? What does this tell you about U.S. involvement in the war in early 1941?

- ☐ **In this slide** we see crates from the United States being unloaded in England as part of the Lend-Lease Act.

Events

- **Britain Isolated** The battles in Europe intensified, with Hitler steadily gaining power and territory. By late 1940 Hitler was in control of much of Eastern Europe, Norway, Sweden, Belgium, the Netherlands, and France. Britain was isolated as the lone power capable of forestalling Hitler's conquest of all of Western Europe. The Battle of Britain raged in the skies over England. The fate of Europe lay in the hands of the Royal Air Force and the British people.
- **Atlantic Charter** In August 1941, Prime Minister Winston Churchill of Britain, who had replaced Neville Chamberlain in May 1940, met with Roosevelt on a warship off the coast of Newfoundland. Together, they drew up a statement of war aims known as the Atlantic Charter. Among their pledges, they promised to seek no gains in territory and to support the right of all peoples to choose their own form of government.

U.S. Response

- **Lend-Lease Act** Isolationist feelings declined sharply after France fell victim to Nazi aggression. As Britain waged the war against Hitler alone, it became evident that cash-and-carry could not supply the British with all the war material it required. Britain was out of cash. In response, Roosevelt argued that the United States must become the "arsenal of democracy" and remove the cash requirements. On December 17, 1940, Roosevelt proposed the Lend-Lease Act, which would allow for the lend-lease, or transfer, of military equipment to nations whose defense was considered vital to the United States. He argued, "Suppose the house of the president's neighbor catches fire and he has a length of garden hose, 400 or 500 feet. If he can take the hose and connect it to the neighbor's hydrant, he may be able to put out the fire. He does not say his hose cost \$15; pay me \$15. He doesn't want \$15, but his hose back when the fire is over."
- **German Attacks on American Destroyers** Despite some continuing isolationist resistance, in the spring of 1941, the U.S. Congress passed the Lend-Lease Act. Eventually, the passage of the Lend-Lease Act was followed by the decision to provide convoys to protect American ships carrying war goods at least as far as Iceland. However, this decision did put Americans at risk. In October 1941, over a hundred seamen were lost when two American destroyers, the *Kearney* and the *Reuben James* were sunk by German submarines. Just over 40 men survived the sinking of the *Reuben James* in the cold Atlantic waters. Despite these German provocations American isolationism remained strong. Franklin Roosevelt pressured Congress to revise Lend-Lease legislation to provide for the arming of American merchant ships and to allow such ships to sail into British harbors. Even after the loss of American naval personnel, Congress passed these revisions by very narrow margins.



Play Recording 1: “Sinking of the Reuben James,” a song sung by Woody Guthrie on *That’s Why We’re Marching: World War II and the American Folk Song Movement*. The song was written by Woody Guthrie and the Almanac Singers as a tribute to the sailors who died when the *Reuben James* was sunk by a German U-boat, and was first recorded in April 1944. Guthrie originally wanted to include in the song lyrics all the names of seamen who died, but ultimately decided to use the phrase “What were their names?” instead. Have students write answers to the questions below. Then hold a brief discussion about the song.

What is the mood of this song? What happened to the men of the *Reuben James*? Why? What is the significance of the lines to the song that read, “What was their names? Tell me, what was their names? Did you have friend on that good *Reuben James*?” What response do you think Woody Guthrie, the writer and performer of this song, wanted to encourage by writing this song?



1.2J: Bombing of Pearl Harbor

What do you see here? Who do you think is responsible for this attack? Why might the Japanese have attacked Hawaii? Why wasn’t the United States better prepared to defend against such an attack? If you were the U.S. president, how would you respond to this attack? Why?

- ☐ **In this slide** we see the explosion of the destroyer USS *Shaw* during the Japanese attack on Pearl Harbor, Hawaii, on December 7, 1941.

Events

- **Japanese Aggression** As the war raged on in Europe, Japan continued to seek aggressive expansion in Asia. Japan expanded its control in the Pacific to French Indochina, threatening U.S. supplies of natural resources in British Malaya and the Dutch East Indies. In October 1941, General Hideki Tojo, an outspoken expansionist, became prime minister of Japan. The next month, Tojo’s government sent representatives to Washington, D.C., to negotiate with American officials. The Japanese offered to withdraw their troops from southern Indochina if the Americans would resume economic relations with Japan. Japan insisted that it be allowed to occupy China.
- However, even while these negotiations were underway, a decision to attack the United States had been made in Tokyo. Japan had decided several months earlier that war with the United States was inevitable. Japan desperately needed the oil, rubber, and extensive food resources of the Netherlands Indies, Malay Peninsula, and Indochina to successfully

wage its war in China. By crushing the American naval and air power in the Pacific, Japan would be assured of no interference in its efforts to control Asia.

- **Japanese Attack Pearl Harbor** In November 1941 the Japanese attack fleet set sail in secrecy for Hawaii under the leadership of General Tojo. Pearl Harbor, a military base in Hawaii, was devastated by a Japanese air attack on December 7, 1941. In the attack, the Japanese sank or badly damaged 8 American battleships, damaged 10 other ships, destroyed 188 planes, and killed over 2,300 Americans. Fortunately, the three aircraft carriers happened to be outside the harbor.

U.S. Response

- **Strained Japan-U.S. Relations** Diplomatic relations between Japan and the United States had virtually ended when Japan joined the Rome-Berlin-Tokyo Axis in 1940. American leaders were greatly concerned about Japanese aggression in Asia, and when Japan attacked China in 1937, the United States had cancelled its commercial treaty with Japan. Tensions continued to rise as Japan expanded its control in the Pacific, and the United States stopped exporting gasoline and scrap metal to Japan. Early in 1941, it moved the American Pacific fleet from the west coast to Pearl Harbor in Hawaii to demonstrate military readiness. They also met Prime Minister Tojo's negotiators with suspicion. Although both Japan and the United States were eager to reestablish their relationship, the United States feared appeasement, which had only encouraged the Axis powers in the past. As a result, the United States rejected Japan's proposals.
- **United States Declares War** The Japanese attack was not unexpected. However, the United States believed that the Japanese would strike the first blow at the Philippines and the Dutch East Indies. Not one high-ranking authority in Washington seems to have believed that the Japanese were strong enough or bold enough to attack Hawaii. The day following the bombing of Pearl Harbor, the president came before Congress to ask for a declaration of war. Roosevelt's war message to Congress began with these famous words: "Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the empire of Japan." He asked Congress to take the pledge that "No matter how long it may take us to overcome this premeditated invasion, the American people, in their righteous might, will win through to absolute victory."
- Within a few hours of Roosevelt's speech, Congress had declared war on Japan. Only one vote was cast against the declaration of war. Germany and Italy, Japan's allies in the Axis powers, declared war on the United States a couple of days later. The United States formally accepted this challenge with a unanimous vote by Congress declaring war on them. This action made official the alliance of the United States, Great Britain, and France as the Allied powers.

- **End of Isolationism** The sneak attack by Japan aroused and united America as almost nothing else could have done. Up to the very day of the attack, a strong majority of Americans still wanted to keep out of the war. Following the attack, a leading isolationist of the 1930s, Senator Arthur Vandenberg of Michigan, wrote: "In my own mind, my convictions regarding international cooperation and collective security for peace took firm hold on the afternoon of the Pearl Harbor attack. That day ended isolationism for any realist." The United States was no longer isolated from the consequences of aggression elsewhere and could not afford to retreat from international responsibility, if for no other reason than national security.



Play Recording 2: "Declaration of War Speech" which was delivered by President Franklin D. Roosevelt on December 8, 1941. Tell students to imagine that they are members of Congress listening to the speech. Ask them to write answers to the questions below. Then hold a brief discussion about the speech.

What reasons does Roosevelt give for declaring war? How would you vote on the president's request? How would you explain your vote to your constituents?

Text of President Roosevelt's Declaration of War speech

Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the empire of Japan. The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced bombing in the American Island of Oahu the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And, while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday, the Japanese Government also launched an attack against Malaya. Last night Japanese forces attacked Hong Kong. Last night Japanese forces attacked Guam. Last night Japanese forces attacked the Philippine Islands. Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island. Japan has therefore undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves.

The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation. As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense. But always will our whole nation remember the character of the onslaught against us. No matter how long it may take us to overcome this premeditated invasion, the American people, in their righteous might, will win through to absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us. Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger. With confidence in our armed forces, with the unbounding determination of our people we will gain the inevitable triumph. So help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese Empire.