

The Rise of Totalitarianism (1919-1939)

Name: _____

Period: _____

Due Date: _____

Rise of Totalitarianism

Key Terms

Anti-Semitism

Autarky

Black shirts

Collectives

Command economy

Dictator

Fascism

Five-year plans

Gestapo

Great Depression

Gulag

Kristallnacht

League of Nations

Nuremberg laws

Reparations

Russification

Socialism

Third Reich

Totalitarian State

Ultrationalists

The Rise of Dictators

After World War I the League of Nations hoped to act as a peace-keeper. World War I had been costly in lives and in money. No one was anxious for another war. Yet only 20 years after World War I ended, another war began.

The 20 years between World War I and World War II were troubled years. In the early 1930s, nations struggled through depressions. Businesses went broke and millions of workers were out of jobs. Farmers could not sell crops to unemployed people and many banks closed. Poverty spread throughout the world. Historians would call the 1930s the "Great Depression."

There were other troubles, too. In India, people were fighting for freedom from British rule. Civil wars were raging in China and Spain. And Japan was attacking China as part of its plan to build a large empire.

The years between World War I and World War II brought new governments to several nations. They were governments ruled by dictators. The Great Depression created a perfect climate for the rise of dictators. Hungry, hopeless people want to see changes. They are often ready to turn to a strong leader who promises a better future. Most of the dictators, however, were evil men who wanted power and control.

Dictators in this unit:

- Joseph Stalin (Russia)
- Benito Mussolini (Italy)
- Adolf Hitler (Germany)
- Francisco Franco (Spain)
- Hideki Tojo (Japan)

Life in a Totalitarian State

Economics	Politics	Arts	Religion	Society

Socialism

A political system where the means of production are controlled by the workers and all things are shared evenly. Socialist policies provide for government funding of many basic needs such as food, shelter, and medical care.

Early socialists wanted to create self-sufficient communities where everyone owned everything together, and where no one was left in need of anything. In other words, **all property and work was shared** for the benefit of the entire community. Socialists believed that if there was no money and everyone's needs were met, war and fighting would stop.

Implemented in Russia (USSR) by Lenin and later continued by Josef Stalin.

Principles of Socialism

1. One-party, one-government
2. Terror and secret police
3. Everything is shared
4. No social classes

Joseph Stalin



“Man of Steel”

I. Stalin takes power

- A. Born Joseph Djughashvili (joo guhsh vee lee) to a poor Russian family
- B. Good student who attended _____ school
- C. Joined the Bolsheviks and became general secretary of the party in the 1920s

II. Stalin vs. Trotsky

- A. _____ doubted Stalin’s ability as a leader
- B. Stalin + Trotsky fight for position
- C. _____ = Marxist, supported worldwide revolution against capitalism
- D. _____ = Stalinist, concentrated on building socialism at home
- E. _____ was murdered while in exile in Mexico

III. The Five Year Plans

- A. The 1st of several five year plans
- B. Focus was to make Russia a modern _____ power
 - 1. Heavy industry
 - 2. Improving transportation
 - 3. Increasing farm output - _____
- C. _____

IV. Totalitarian State

- A. Russia is transformed politically, socially, and economically.
 - 1. Secret police
 - 2. Censorship
 - 3. _____ - Targeted old Bolsheviks, army heroes, writers, and ordinary citizens.
 - 4. Put on trial for crimes against the government
 - 5. Sent to _____ - forced labor camp
 - 6. Exiled or executed

Joseph Stalin

Joseph Stalin was born in 1879 in what is now the Soviet republic of Georgia. He was educated in a religious school. His mother wanted him to become a priest. Then Joseph Stalin read the works of Karl Marx. "There is no God!" he announced at age 13. When he grew up, he became a revolutionary and then a leader in the Communist party.



Stalin's real name was Dzhugashvili. But in 1913, he adopted the name "Stalin," which means "man of iron" in Russian. Stalin took power after Lenin's death. He ruled the Soviet Union from 1924 until his death in 1953. He built up Russia's economy and industry. Stalin saw to the building of new factories and more heavy machinery. The peasants were forced to work on collective farms. He insisted that farmers use the new government machines. But he did not teach the farmers how to operate them. Farm production went down. There were food shortages again.

Stalin made himself strong by destroying anyone who opposed him. Suspected enemies were shot or exiled to Siberia. People learned to be loyal to the Communist party and to Stalin.

Many people were unhappy living under such a tyrant. Stalin made life especially hard for Russian Jews. There were food shortages throughout the country. And certain goods, like clothing, were also hard to come by.

Joseph Stalin

Russian newspapers and radio programs told nothing of the country's problems. Sources of news said only what Stalin wanted them to say. And Stalin would censor any news that came in from the rest of the world. Stalin did not allow Russians to travel outside the Soviet Union. For this reason, the Soviet Union was said to be surrounded by an "iron curtain."

Stalin had statues of himself put up all over Russia. He insisted that the statues be built to make him look taller and more handsome than he really was. Stalin actually rewrote Russian history. He tried to make it sound as if the Russian people had actually chosen him to be their leader.

Russia has a long history of being ruled by tyrants. Ivan the Terrible, Peter the Great, and many other czars were ruthless dictators. But many people think that Stalin was the most destructive and tyrannical dictator of all.

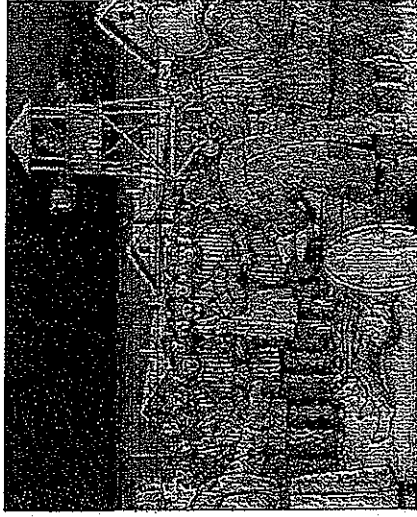
THE GULAG

The Soviet system of forced labor camps was first established in 1919 under the Cheka, but it was not until the early 1930s that the camp population reached significant numbers. By 1934 the Gulag, or Main Directorate for Corrective Labor Camps, then under the Cheka's successor organization the NKVD, had several million inmates. Prisoners included murderers, thieves, and other common criminals--along with political and religious dissenters. The Gulag, whose camps were located mainly in remote regions of Siberia and the Far North, made significant contributions to the Soviet economy in the period of Joseph Stalin. Gulag prisoners constructed the White Sea-Baltic Canal, the Moscow-Volga Canal, the Baikal-Amur main railroad line, numerous hydroelectric stations, and strategic roads and industrial enterprises in remote regions. GULAG manpower was also used for much of the country's lumbering and for the mining of coal, copper, and gold.

Stalin constantly increased the number of projects assigned to the NKVD, which led to an increasing reliance on its labor. The Gulag also served as a source of workers for economic projects independent of the NKVD, which contracted its prisoners out to various economic enterprises.

Conditions in the camps were extremely harsh. Prisoners received inadequate food rations and insufficient clothing, which made it difficult to endure the severe weather and the long working hours; sometimes the inmates were physically abused by camp guards. As a result, the death rate from exhaustion and disease in the camps was high. After Stalin died in 1953, the Gulag population was reduced significantly, and conditions for inmates somewhat improved. Forced labor camps continued to exist, although on a small scale, into the Gorbachev period, and the government even opened some camps to scrutiny by journalists and human rights activists. With the advance of democratization, political prisoners and prisoners of conscience all but disappeared from the camps.

Source: <http://www.loc.gov/exhibits/archives/gula.html>



THE RISE OF TOTALITARIANISM

Link to Literature

A glimpse of life in Stalinist Russia comes from a 1930s novel by Hungarian-born writer Arthur Koestler. *Darkness at Noon* tells the story of Rubashov, a longtime Bolshevik revolutionary, who is unjustly accused of crimes against the Soviet state during the "show trials." In this excerpt, Rubashov has just been arrested and taken to his first interrogation. ♦ *As you read, think about how totalitarian governments use power to enforce order. Then, on a separate sheet of paper, answer the questions that follow.*

From *Darkness at Noon* by Arthur Koestler

Rubashov saw a desk; behind it sat his old college friend and former battalion commander, Ivanov; he was looking at him smilingly while putting back the receiver. "So here we are again," said Ivanov.

Rubashov still stood at the door. "What a pleasant surprise," he said

"I do not want you to be shot," [Ivanov] said slowly. . . .

"Touching of you," said Rubashov. "Why exactly do you people intend to have me shot?"

Ivanov let a few seconds go by. He smoked and drew figures with his pencil on the blotting paper. He seemed to be looking for the exact words.

"Listen, Rubashov," he said finally.

"There is one thing I would like to point out to you. You have now repeatedly said 'you'—meaning State and Party, as opposed to 'I'—that is Nicolas Salmanovitch Rubashov. For the public, one needs, of course, a trial and legal justification. For us, what I have just said should be enough."

Rubashov thought this over. . . . All he had believed in, fought for, and preached during the last forty years swept over his mind in an irresistible wave. The individual

was nothing, the Party was all; the branch which broke from the tree must wither. . . .

"But who is this 'we' in whose name you speak to-day? It needs re-defining. That is the point."

"Entirely my own opinion," said Ivanov. "I am glad that we have reached the heart of the matter so soon. In other words: you are convinced that 'we'—that is to say the Party, the State and the masses behind it—no longer represent the interests of the Revolution."

"I should leave the masses out of it," said Rubashov.

"Since when have you [had] this supreme contempt for the plebs [masses]?" asked Ivanov. "Has that, too, a connection with the grammatical change to the first person singular?"

. . . "For how long have you belonged to the organized opposition?"

. . . "You know as well as I do," said Rubashov, "that I never joined an oppositional organization."

"As you like," said Ivanov. "You put me in the painful position of having to act the bureaucrat." He put a hand in a drawer and pulled out a bundle of files.

Source: *Darkness at Noon*, by Arthur Koestler, trans. Daphne Hardy (New York: Macmillan, 1941).

Questions to Think About

1. How does Rubashov know Ivanov?
2. What does Rubashov say that Ivanov believes is "enough" to have him executed?
3. **Draw Inferences** What do you think is in the files Ivanov pulls out of the drawer?
4. **Predict Consequences** What do you think is going to happen to Rubashov? Why?

1. How many people died under Stalin's rule?
2. What other two geographic areas could fit inside Russia?
3. How many out of ten Russians lived in villages?
4. What did Stalin's dad do for a living?
5. What physical deformities did Stalin have?
6. Why did Lenin admire Stalin?
7. What does Stalin mean?
8. How many Russians were killed, wounded, or missing after the first year of WWI?
9. How did the peasant soldier vote for a revolution?
10. What role did Stalin play in the October revolution?
11. What group of people does Stalin become the head of?
12. What solves all problems?
13. What happened to religion and churches when the Bolsheviks took control?
14. What job was Stalin given in 1922?
15. What did Lenin say about Stalin?
16. What did Stalin do to Trotsky in 1927?
17. What did peasants do when they were forced onto collective farms?
18. What was the price for stealing?
19. How many died in the Ukraine from the famine?
20. Why did directors/account managers fake their figures?

21. What is the Gulag?
22. What did Orson Wells say about Stalin?
23. What was the new soviet religion?
24. What did Stalin do to the educated class?
25. Why was Trotsky the only one who could speak out?
26. What eventually happened to him?
27. What does the individual mean to Stalin?
28. What happened to Stalin's wife?
29. What other world leader does Stalin admire?
30. What happened on June 22, 1941?
31. What happened to the son from his first marriage Yakof?
32. What helped to end the German invasion of Soviet Union?
33. What did Churchill give Stalin to honor him?
34. How many Soviets died during WWII?
35. Why were soldiers sent to labor camps when they returned from the war?
36. What group did Stalin attack after the soldiers?
37. What happened in 1953?
38. What did Khrushchev say about Stalin?

Fascism

Fascism is a form of totalitarianism or total control. It is not identical to communism because fascism develops in nations that have already begun to industrialize. Although there may be government regulations with prices, fascism allows private ownership. Communism does not.

Fascism developed in Italy, Spain, Germany and Japan in the 1920's and 1930's.

It developed in Italy due to a weak economy and an unstable government. Benito Mussolini was Italy's fascist leader. His group was called the Black Shirts.

Principles of Fascism

1. one leader, one party, one state
2. censorship and terror
3. extreme nationalism
4. militarism
5. imperialism

Benito Mussolini



"Il Duce"

I. Rise to Power

A. _____ had been a socialist in his youth then changed his beliefs to support intense nationalism as he grew older.

1. A fiery speaker who spoke of _____ greatness.

2. He promised to end corruption and promised to replace turmoil with _____.

B. Organized the _____, who took their name from Latin word.

1. _____ -A bundle of sticks wrapped around an ax, which was a symbol of authority in ancient Rome.

II. Seizing Power

A. _____ - Combat squads formed by Mussolini who rejected democracy in favor of violent action. They used terror and intimidation to influence.

B. In 1922 _____ gave into Mussolini's pressure after a huge march by the Fascists to the capital.

1. Emmanuel III asked Mussolini to form a government as _____.

III. Mussolini's Rule

A. Set up a fascist government upheld by terror

B. Italy became a _____

1. "_____ " - economy controlled by Fascist party

2. Propaganda

3. _____, exile or murder

4. Pushed women out of jobs and encouraged them to have many children.

THE RISE OF TOTALITARIANISM

Link to Literature

In Siena in the 1930s, Italian writer Arturo Vivante (born in 1923) encountered fascism during his school days. In this excerpt from his short story "The Sound of the Cicadas," Vivante shows how fascism affected every aspect of life in Italy under Mussolini's rule. ♦ *As you read, think about how fascism influenced school life for the young Arturo. Then, on a separate sheet of paper, answer the questions that follow.*

"The Sound of the Cicadas" by Arturo Vivante

The government was trying to turn Italians into warlike people, and soon military training was added to our education, already burdened by two periods of gymnastics. As though this weren't enough, the authorities tried to ingratiate themselves and at the same time indoctrinate us by getting us out of classes right in the middle of a lesson. We might be translating a passage of Italian into Latin when suddenly the bell would ring, the class would be dismissed, and we would hurriedly assemble in the halls. There the head boys would arrange us in threes and march us out of the school, with the professor of gymnastics, who by now had become very important, in the lead. . . . We never knew where we would be led. If we were lucky, we would just march down the main street, march back, and be disbanded. More often, though, there was some surprise—like a speech broadcast from Rome. Then, in a square in which not just our school but all the schools of Siena had assembled, after a long wait, we would have to listen to a mixture of voice and static carried at an incredible volume over the loudspeakers. Packed so tight we weren't able to sit, we would wait the end with aching feet. . . .



Italian fascist youth

At the beginning of my third year at the school, the professor of gymnastics, holding a large scroll under his arm, lined us up and told us there was something new in the program—calisthenics. He unrolled the scroll, stretched it out, and showed it to us. From where we were, we saw a series of little stick figures. "An exercise in sixty movements," he said rather nervously. "You have the whole year to learn it. In June there'll be a big rally, and I want you to know it perfectly by then."

. . . As the drill continued into May, my mistakes became less and less frequent. I wasn't proud of this. Sometimes I would see myself, one of a crowd, performing like the rest, indistinguishable from them, and be disgusted.

. . . I hated gymnastics also because they spelled Fascism and the Fascists to me. How could I have let them get such a hold on me that they could twist my body this way and that according to their schemes—that the movements of my feet and knees and hands, backward or forward, up or down, should be dictated by them, for the benefit of a Fascist mayor and a noisy official come from Rome?

Source: "The Sound of the Cicadas," by Arturo Vivante, in *The French Girls of Killini* (Little, Brown, 1967).

Questions to Think About

1. Why did students undergo military training?
2. How did political teachings interrupt the school day?
3. **Demonstrate Reasoned Judgment** How does the author show that losing one's identity is one of the dangers of fascism?
4. **Draw Inferences** Why might dictatorial governments want to control schools? Explain.

Name _____

A & E Biography Video:

Mussolini

After watching the video on Mussolini's rise and fall from power, answer the following questions to the best of your ability.

1. What is ironic about Mussolini becoming a fascist?
2. How and why did Mussolini use the media?
3. By 1919, what political, social and economic problems existed in Italy?
4. What were Mussolini's followers called?
5. What was the March on Rome?
6. How did Mussolini really come to power?
7. What sort of men were appointed to his cabinet?
8. How did Mussolini ensure that people obeyed his government?
9. What did Hitler think of Mussolini initially?

10. **What was Mussolini's initial impression of Hitler?**

11. **What country did Italy invade despite objections from the League of Nations? Was this an easy victory for the Italians? Explain.**

12. **After Mussolini traveled to Germany in 1937, what views did he form of Hitler?**

13. **What was the immediate cause of World War II?**

14. **What happened to Mussolini after the Allied landing in Italy?**

15. **Toward the end of the war, how did Italians react to Mussolini and his government? What was Mussolini's fate?**

Adolf Hitler and the Rise of Nazi Germany



I. The _____ 1919

A. Created after _____ abdicated the throne.

1. Democratic government
2. The _____ set up a parliamentary form of government led by a prime minister or chancellor.
3. It contained a bill of rights and gave both _____ the right to vote.

B. Unrest in the German Republic

1. Politically weak – many small parties formed.
2. Many people thought democracy meant _____.
3. Germans of all classes blamed the German government for the hated _____.

C. Inflation and Recovery

1. Germany fell behind in _____.
2. German workers in Ruhr valley stopped working (_____)
3. German gov't printed large amounts of money
Ex. An item cost 100 marks in July 1922
Same item cost 944,000 marks in Aug 1923
4. _____ - United States plan to reduce German reparation payments by giving them loans.

II. Rise of Adolf Hitler

A. _____ - Born in Austria in 1889

1. Hitler was turned down at an art school in Vienna
2. Fought in _____ for Germany, despised Weimar Republic.
3. In 1919 he joined a small group of right-wing extremist.
4. He became the leader of the National Socialist German Workers, or _____.

B. _____ - Book that Hitler wrote in 1923 while in prison. (My Struggle)

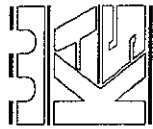
1. Nazi goals + ideology
2. Germans belonged to a " _____ " of Aryans or light skinned Europeans.
3. Hitler viewed Jews as a separate race - _____
4. _____ - Living as a separate for his people.

C. Nazi membership grows

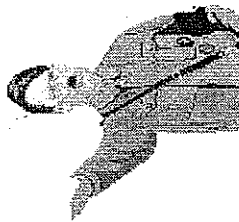
1. After Hitler was released from prison, he renewed his speeches and gained even more enthusiastic followers.
2. Hitler's programs appealed to Nazi workers.
3. He promised to end reparations, _____, and _____ Germany

D. Hitler's _____

1. In 1933 Hitler became _____, and said the German master race would dominate Europe for 1,000 years.
2. Transformed Germany into a _____
3. He used his _____ or secret police, to root out opposition.
4. Hitler launched huge public works programs and began rearming Germany, in violation of the Versailles Treaty.



How did Hitler come to power in 1933?

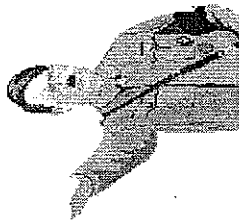


Hitler promised **strong government**.

Hitler, like many other groups believed that the Weimar Republic was **weak**.

Hitler promised to get rid of the **Treaty of Versailles** by taking back land and re-arming.

Hitler's propaganda made people believe that the Weimar politicians had **stabbed Germany in the back** in 1918.



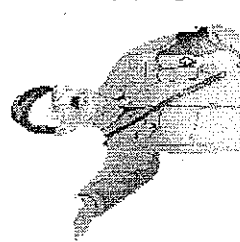
Hitler appealed to all classes:

JUNKERS (aristocrats) - feared Communism and wanted re-armament. Hitler promised both.

MIDDLE CLASS - wanted law and order and feared communism.

WORKING CLASS - wanted jobs. Hitler promised to end unemployment.

CHURCH - supported Hitler because Communists were atheist.

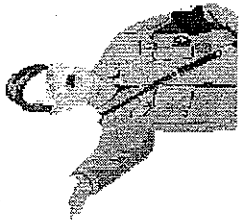


Hitler began his rise to power in 1923 when he attempted the **Munich Putsch**.

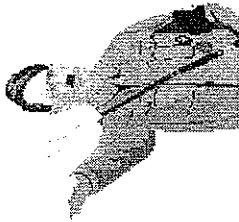
Although his attempt failed he used his trial to gain **publicity**.

In prison he wrote **Mein Kampf** setting out his ideas.

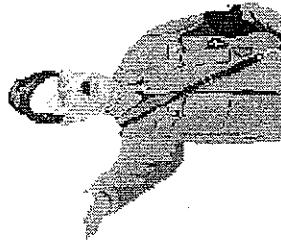
More importantly, he changed his ideas about how to gain power. He decided to take power legally, using the democratic system, which he then planned to destroy.



Between 1924 and 1928 Hitler re-organised the Nazi Party. Branches of the party were set up all over Germany. Some of the socialist elements of the 25 Point Programme were dropped. The Nazi Propaganda machine became more effective under Dr Goebbels. However, in the election of 1928 the Nazis only won 12 seats in the Reichstag.



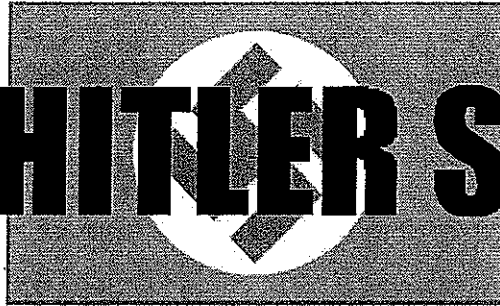
1929 - The Wall Street Crash caused a world-wide economic depression. Hitler began to campaign across Germany using a plane. Huge Nazi rallies spread the message. The Nazi share of the vote began to rise. Steel barons Krupp and Thyssen gave the Nazis huge amounts of money. The SA became more violent, breaking up Communist and other party meetings.



In 1932 Hitler challenged Hindenburg for the Presidency. Hindenburg won, but Hitler came a close second!
From 1930 Chancellor Brüning failed to solve the problems caused by the depression. Article 48 was used more and more frequently.
Chancellor Von Papen and Schleicher did not have the support of the Reichstag.
Von Papen persuaded Hindenburg to appoint Hitler Chancellor to keep Schleicher out.
Von Papen told Hindenburg that Hitler could be controlled. This was a serious error.

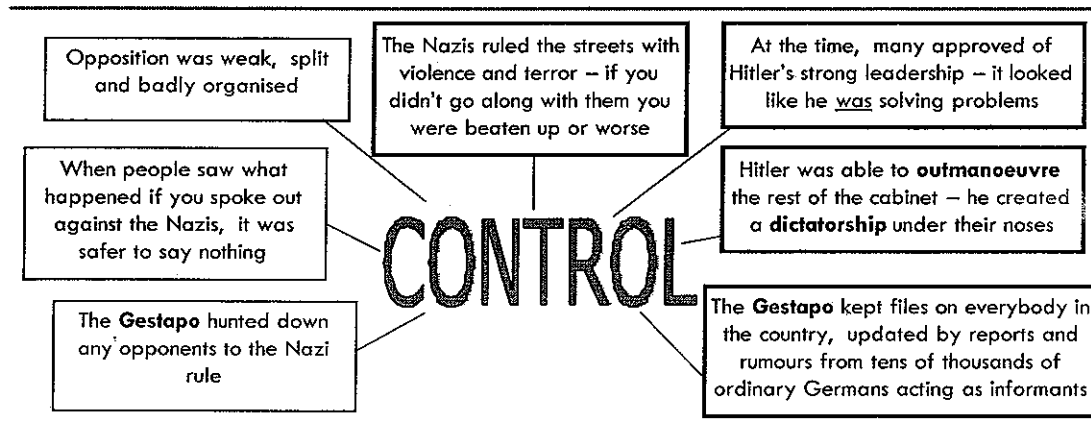
On 30th January 1933 Hitler became Chancellor of Germany.

THE HITLER STATE



The Nazis gained enormous popularity due to the terrible conditions in Germany, effective propaganda, and their promises to solve all Germany's problems. However, they were never supported by a majority of German voters between 1930 and 1933....

Once Adolf Hitler had been appointed Chancellor (1933), he managed to take total control of Germany:



WHY WAS IT SO DIFFICULT TO RESIST HITLER?

Individual Accounts

Otto Bauer, a 56 year old business man, said on a train in June 1942 that Germans only had two alternatives: to kill Hitler or be killed by him. He was overheard by a married couple who reported him. He was beheaded on 16 September 1943 for causing discontent and unrest.

Erich Deibel: on 29 August 1940 he drew a Communist symbol on the wall of a lavatory in his factory, adding the words "Hail Freedom!" and "Workers! Help Russia! Strike! Up with the Communist Party!". Accused of sabotage and treason, he was executed on 15 August 1942.



GLOSSARY

Outmanoeuvre – to use skill and cunning to get advantage.
Dictatorship – a state ruled by a leader without any restrictions.
Gestapo – Hitler's secret police.
Interrogation – asking questions under pressure.

Criticism of Hitler and the Nazi state was banned, and those who broke this ban faced **interrogation**, torture, prison and sometimes death. Germans snoop on each other, informing the Gestapo of any suspicious people. If suspected, your family and friends could also expect investigation – not just you.

Using this policy of fear, the Nazis managed to stop freedom of speech and expression. Everyone had to go along with Nazi policy – or face the consequences.

Nazi Germany

Document Based Questions

Document 1

... On the night of May 10, 1933, thousands of Nazi students, along with many professors, stormed universities, libraries, and bookstores in thirty cities throughout Germany. They removed hundreds of thousands of books and cast them onto bonfires. In Berlin alone, more than twenty thousand books were burned. The book burnings were part of a calculated effort to “purify” German culture. Since April 12, the Nazi German Student Association had been purging libraries, working from lists of books deemed “un-German.” The authors of some of the books were Jews, but most were not. . . .

Source: Michael Berenbaum, *The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum*, Little, Brown and Co.

According to Michael Berenbaum, what was *one* way the Nazi Party attempted to control the thoughts of the German people? [1]

Document 2

... The Hitler Youth movement was formed for the express purpose of creating loyal subjects to the state. By 1935, over three million boys and girls aged 10 and older were enrolled. “We were born to die for Germany” was one of their popular slogans. In addition to a strenuous physical fitness program, they received training in the use of weapons and heard lectures on Nazi ideology.

Source: Chartock and Spencer eds., *Can It Happen Again?*, Black Dog & Leventhal

According to the editors of *Can It Happen Again?*, what was *one* method used by the Nazi Party to influence the thinking of the young people of Germany? [1]

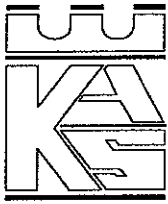
Document 3

In this excerpt Horst Krüger, a German author and prisoner of war, describes his reaction to reading a newspaper account of Hitler’s death. He is reflecting on the state of the press while Hitler was in power.

... When I first began to read the newspapers, he was already in power. I knew nothing but a subservient [obedient], bellicose [hostile], boastful press. I always felt it was a proven fact that Hitler had also conquered and occupied the German language, and my parents had always told me, “What you read in the papers isn’t true, but you musn’t say so. Outside, you must always act as if you believe everything.” The German language and lies had become one and the same thing to me. Home was the only place where you could speak the truth. What you read in the papers was always a lie, but you weren’t allowed to say so. And now I was holding a newspaper that was in German and that did not lie. How was it possible? How could language and truth coincide? How did it happen that you could believe something you saw in print? It was the first free German paper of my life. . . .

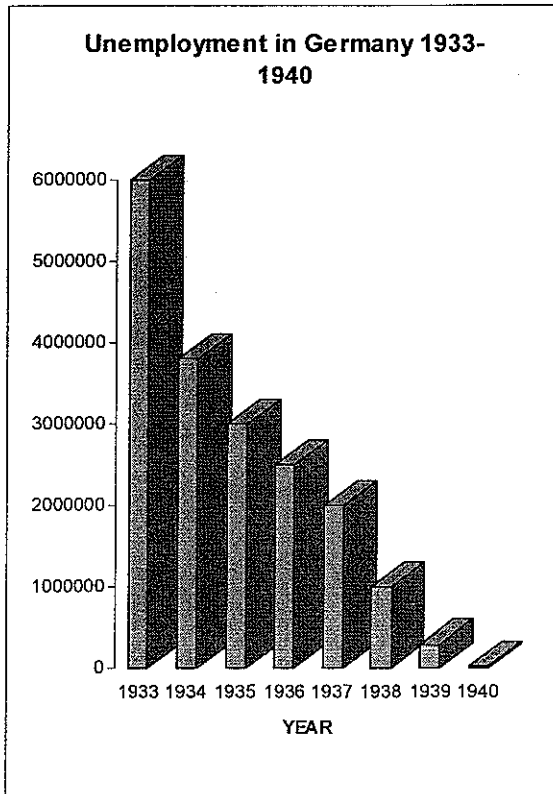
Source: Horst Krüger, *A Crack in The Wall: Growing Up Under Hitler*, Ruth Hein, tr., From International Publishing Corporation

According to Horst Krüger, what was *one* impact of the Nazi government on German society? [1]



How did Hitler tackle unemployment?

Before he became Chancellor Hitler had promised 'brot und arbeit' (bread and work). This was a promise that he could not afford to break.



The graph shows that Hitler was successful in solving the unemployment problem, but how did he do it?

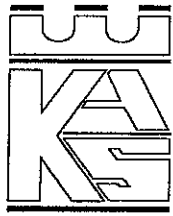
- 1. Reparations** - He stopped paying reparations. The money saved was invested to create more jobs.
- 2. Government spending** - Jobs were created by spending money on creating work schemes. For example - the motorways (autobahns). Once they were built it speeded up the transport of goods. Also, huge buildings were constructed - Berlin Olympic Stadium. The car industry was helped by government money = creation of the Volkswagen.
- 3. Wage and price controls** - Hitler banned trade unions so he was able to keep wages low. Rich industrialists got much richer and so kept on supporting Hitler.
- 4. Rearmament** - From 1936 more jobs were created in the army and weapons factories.

BUT, DO NOT ALWAYS TRUST FIGURES UNLESS YOU HAVE ALL THE FACTS. CONSIDER THESE POINTS:

- The figures do not include Jews dismissed from their Jobs.
- Unmarried men under 25 who were forced into the National Labour Schemes.
- Women dismissed from their jobs.
- Women who accepted government loans to give up their jobs and get married.
- Opponents of the Nazis who were in concentration camps.
- Part time workers were counted as full workers.
- Conscription from 1935 took thousands of young men into military service.

TASKS

1. Draw a spider diagram to show how Hitler reduced unemployment in Germany.
2. Write a paragraph to explain why the Nazi figures do not tell the whole story.



AUTARKY

By Mr Ellis
www.SchoolHistory.co.uk

HITLER WANTED TO ACHIEVE AUTARKY.

What is autarky?

Autarky means economic self sufficiency. This means that a country produces enough goods of its own so that it doesn't have to import goods (especially raw materials - coal, oil, iron ore) from other countries. Hitler wanted to achieve autarky so that if war came Germany would not be dependent on imports.

Hitler also wanted to build up the strength of the German armed forces. This would require enormous quantities of raw materials. This need for raw materials is linked to Hitler's foreign policy. The army would have to invade and occupy countries in the east to capture 'living space' which would add raw materials to Hitler's empire.

THE ECONOMY UNDER SCHACHT

Schacht was not a Nazi. He had worked for the Weimar Republic and helped Stresemann negotiate the Dawes Plan and the Young Plan.

Did he improve Germany's level of raw materials?

He made trade deals with less developed countries. In return for their raw materials they received German manufactured goods.

His policies enabled Germany to pay for rearmament and helped German industry to grow.

BUT, Germany became MORE dependent on imported raw materials.

THE ECONOMY UNDER GORING

Schacht resigned in 1937. Herman Goring became responsible for the economy. He wanted Germany to achieve autarky.

1. Experiments began to try to produce artificial replacements for vital raw materials.

E.g. The chemical company I. G. Farben tried to extract oil from coal!

Attempts were made to make artificial rubber.

2. The experiments created jobs but did not reduce the amount of imported goods.

AGRICULTURE [FARMING]

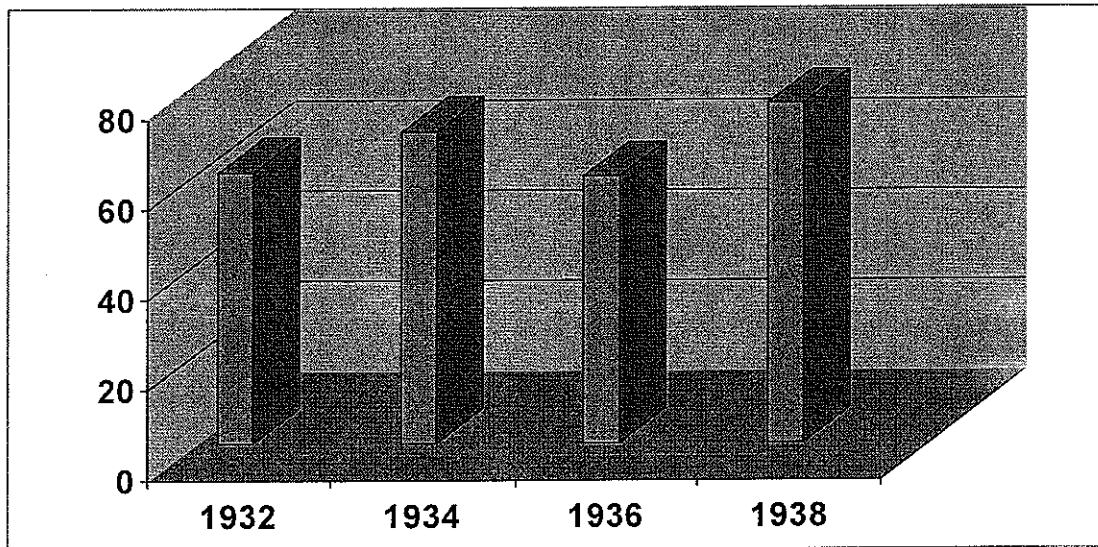
Many farmers had voted for the Nazis. Hitler wanted to make sure that the farmers were rewarded.

1. Taxes for farmers were cut.
2. The amount of land farmed was reduced = a cut in overproduction of food.
3. This caused food prices to rise.

BUT THIS MEANT THAT MORE FOOD HAD TO BE IMPORTED. THIS DID NOT HELP TO CREATE AUTARKY.

This graph shows that Hitler's attempts to achieve autarky failed miserably.

The graph is a comparison with German trade in 1913. The figures for 1913 are given a value of 100. So a figure of 50 in the import column would mean that Germany was importing half as much produce as they had been in 1913.



Possible Exam Questions:

1. What is autarky? [4]
2. Why did Hitler want to achieve autarky? [6]
3. How successfully did Hitler tackle Germany's economic problems? [10]

Question 3 would involve a discussion of all Hitler's economic policies, not just the attempts to achieve autarky.

THE RISE OF TOTALITARIANISM

Viewpoints

A powerful propaganda machine helped Adolf Hitler take over Germany. In the first excerpt, Joseph Goebbels, director of the Nazi propaganda machine, keeps track of the election campaign. In the second, American news correspondent William Shirer reacts to what he has seen in Germany ♦ As you read, think about the use of propaganda in modern politics. Then, on a separate sheet of paper, answer the questions that follow.

Hitler's Propaganda Machine

From *My Part in Germany's Fight* by Joseph Goebbels

[Feb. 29] Our propaganda is working at high pressure. The clerical work is finished. Now the technical side of the fight begins. What enormous preparations are necessary to organize such a vast distribution!

Reported to the Leader [Hitler] at noon. I gave him details as to the measures we are taking. The election campaign is chiefly to be fought by means of placards and addresses [speeches]. . . . Fifty thousand gramophone records have been made, which are so small they can be slipped into an ordinary envelope. The supporters of the Government will be astonished when they place these miniature records on the gramophone!

In Berlin everything is going well. A film [of me] is being made. . . . It is to be shown in all public gardens and squares in the larger cities. . . .

[March 18] A critical innovation: the Leader will conduct this next campaign by plane. By this means he will be able to speak three or four times a day at various places . . . and address about one and a half millions of people in spite of the time being so short.

From *Berlin Diary* by William L. Shirer

I'm beginning to comprehend, I think, some of the reasons for Hitler's astounding success. . . . he is restoring pageantry and color and mysticism to the drab lives of twentieth-



1930s Nazi poster

century Germans. This morning's opening meeting . . . was more than a gorgeous show. . . . The hall was a sea of brightly colored flags. Even Hitler's arrival was made dramatic. The band stopped playing. . . . Hitler appeared in the back of the auditorium, and followed by his aides, . . . he strode slowly down the long center aisle while 30,000 hands were raised in salute.

It is a ritual, the old-timers say, which is always followed. Then an immense symphony orchestra played Beethoven's *Egmont Overture*. Great klieg lights played on the stage. . . .

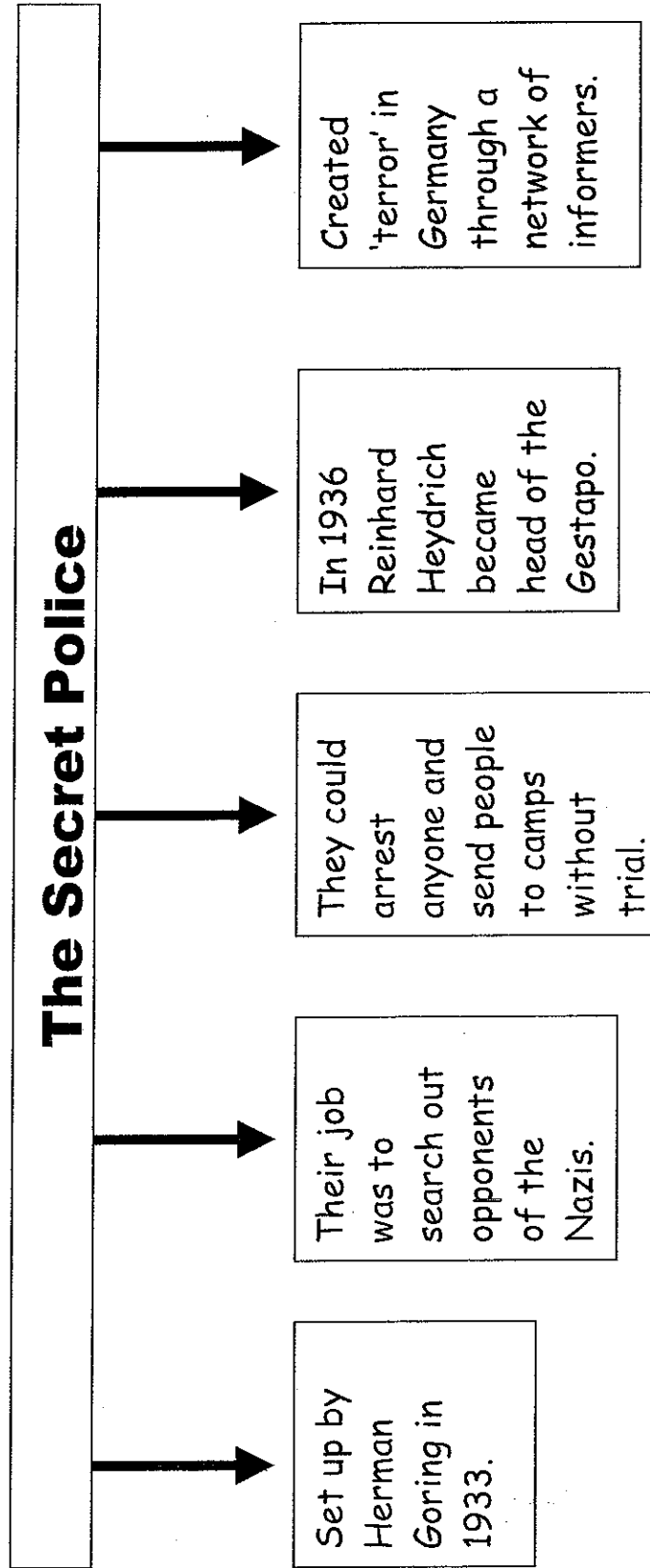
In such an atmosphere no wonder, then, that every word dropped by Hitler seemed like an inspired Word from on high. Man's—or at least the German's—critical faculty is swept away at such moments, and every lie pronounced is accepted as high truth itself.

Sources: (1) *My Part in Germany's Fight*, by Joseph Goebbels, trans. Kurt Fielder (Howard Fertig, 1979); (2) *Berlin Diary*, by William L. Shirer. Copyright the William L. Shirer Literary Trust.

Questions to Think About

1. How did the Nazis use what was then new technology?
2. What is Shirer's explanation for the effectiveness of Hitler's giant rallies?
3. **Demonstrate Reasoned Judgment** Why do you think Nazi propaganda techniques worked so well?

The Gestapo



Set up by Herman Goring in 1933.

Their job was to search out opponents of the Nazis.

They could arrest anyone and send people to camps without trial.

In 1936 Reinhard Heydrich became head of the Gestapo.

Created 'terror' in Germany through a network of informers.

Hitler and Stalin: Roots of Evil

History Channel Video

1. Name three things Hitler and Stalin had in common?
2. What was Hitler's sacred mission?
3. Stalin's mother nicknamed him "So-so" and promised to do what?
4. How did Stalin's father treat him?
5. What were Stalin's physical characteristics that made him feel inferior?
6. What didn't Hitler like about his physical characteristics?
7. What did Stalin's mom want him to become?
8. Where was Hitler born April 20, 1889?
9. What was Hitler's original last name?
10. What happened to Hitler at the age of 10 when he ran away and then his father caught him?
11. As a boy, what did Hitler want to be?
12. Hitler's paternal grandfather might have been what?
13. When in elementary school, what did Hitler want to become?
14. Stalin also had an artistic side, what did he do?
15. What does Stalin mean in Russian?
16. Why does Hitler move to Vienna in 1907?
17. What effect did Hitler's mother's death have on him?
18. Why did Hitler believe he didn't get into the school of fine arts?
19. What did Hitler join that made him feel like he belonged?
20. What did Hitler pledge to do after Germany signed the armistice to end WWI?
21. What person did Lenin warn the party to beware of?
22. How did Stalin get rid of his rivals for power?
23. How did Stalin treat his wife Nadia?
24. How did Nadia die?

25. How did Hitler treat women?
26. How did Hitler's niece Geli die?
27. Eva Brown wanted to marry Hitler and have children with him, what were his feelings toward this?
28. Who did Hitler say he was married to?
29. What was Hitler's secret police called?
30. Why was Sergey Kirov assassinated?
31. How many people did Stalin kill as enemies of the people?
32. What did Stalin have done to people that were killed under his regime?
33. What did Hitler do to the city where his father was born?
34. What did Hitler do in June of 1939? Signed
35. What effect did Hitler's invasion of Russia have on Stalin?
36. When Stalin's son was captured by the Germans, what was his reaction?
37. What disease did Hitler begin to show signs of near the end of the war?
38. What group did Stalin begin to attack after defeating Germany?
39. How did Stalin die?
40. What three things are synonymous with Hitler and Stalin?

CHAPTER
31

HISTORYMAKERS

Francisco Franco

Cautious Dictator

Section 4

"You know how a thing will start, but not how it will end."—Franco, to a journalist

Francisco Franco led a winning army, a successful revolt, and a long-lasting government. Yet he was a cautious man who avoided taking chances.

Franco was born in northwestern Spain. Four generations of Francos had served in the navy, but budget cutbacks prevented his enrollment. As a result, he entered the academy for the infantry and graduated as an officer at age 17.

In 1912, the 19-year-old Franco volunteered to fight rebels in Spanish Morocco because combat brought extra pay and a chance for promotion. He proved an able leader who was respected for his professionalism. When others went to town seeking entertainment, one officer recalled, "he used to stay in the barracks or in his tent with books and plans."

Franco's hard work and ability won advancement. He became the army's youngest captain in 1915 and, after receiving a near-fatal wound, a major in 1916. He returned to Morocco in 1920 as second-in-command of the Spanish Foreign Legion. Three years later, he became its full commander and led that elite unit to a victory that put an end to the Moroccan revolt. In 1926, at age 33, he returned to Spain a hero and the youngest general in Europe.

Franco's career was then caught in the turmoil of Spanish politics. In 1931, rebels, later known as Republicans, overthrew the Spanish king and proclaimed a republic. Franco was placed on inactive duty but did nothing to undermine the new government. When conservatives took control in 1933, he was placed on active duty again.

Republicans, supporters of the Spanish republic, and Nationalists, a more conservative movement, bitterly opposed each other. Their disagreements often produced street violence. When elections in early 1936 brought the Republicans to power, the chaos increased. Peasants seized crops or land from wealthy landowners, and workers struck. Franco asked the leaders to declare a state of emergency. He was ignored.

Other generals talked about taking control of the government, but Franco did not commit him-

self. His ability to command Spain's best fighting force made him strategically important, and his good reputation and fame were essential in winning the support of the Spanish people. Finally, on July 18, 1936, Franco issued a manifesto that proclaimed a revolt. He flew to Morocco and brought the army to Spain. In September, Franco was named as the overall commander and the head of the Nationalists.

The war took three long years. Both sides committed atrocities, and both sides used foreign aid. Franco won assistance from Germany and Italy. The Republicans received help from the Soviet Union. Franco accepted the support of the Spanish Fascists, but he made it clear that his government would remain in control. He won the war in 1939.

Franco soon faced a diplomatic challenge. His country was torn and weak from its long civil war, but Germany and Italy had now plunged into World War II. When Germany appeared to be winning, he almost joined on its side. However, he chose to keep Spain neutral. In 1943, as the tide turned, he broke diplomatic relations with Germany and Italy.

Nevertheless, the victorious allies were hostile to Spain after the war. Franco then moved to oust Spanish Fascists from power. The development of the Cold War between the United States and the Soviet Union also helped his position. He was now viewed as a valuable anti-Communist, and relations warmed between Spain and western Europe.

Franco ruled Spain until his death. In 1947, he declared Spain a monarchy, but he still ran the government. He officially named Juan Carlos, a member of the royal family, as his successor. When Franco died in 1975, Juan Carlos became king.

Questions

- Identifying Supporting Ideas** What details support the idea that Franco was cautious?
- Making Inferences** How does the quotation explain Franco's caution?
- Drawing Conclusions** How would you characterize Franco's relationship with the Fascist party?

Hideki Tojo

In Japan, General Hideki Tojo arose as a dictator.



He wanted to build an empire in Asia. Under the leadership of Tojo and other generals, Japanese forces invaded the Chinese province of Manchuria in 1931. When the League of Nations protested, Japan left the League. By 1932

Japan had claimed Manchuria. Japan invaded China again in 1937, taking over miles of coastal lands. By 1938 Japan controlled all of China's major ports and industrial centers. During the 1930s Japanese military officers began taking over their own government. Anyone who got in their way or protested was either jailed or assassinated. By 1940 Tojo had become Minister of War. And in 1941 he became Premier. Japan still had an emperor. But the emperor had no real power.

Hideki Tojo takes control of Japan while Japan turns to Militarism during the 1930's and 40's.

Causes

Rise of Militarists in Japan

Effects

Retirement a luxury not often available to world's

By ROBERT H. REID
The Associated Press

Some ended up in prison, others were butchered at the hands of their own people. A lucky few lived out their days in comfortable exile or in positions of privilege in the lands they ruled.

India's independence leader Mohandas K. Gandhi said dictators "can seem invincible, but in the end they always fall."

That hasn't always proved true. Russia's Josef Stalin, North Korea's Kim Il-Sung, China's Mao Zedong, Spain's Francisco Franco and Syria's Hafez Assad all died in power. Enver Hoxha of Albania and Augusto Pinochet of Chile arranged comfortable retirements before handing over power.

The global record of bringing tyrants to justice has been mixed.

Former Yugoslav President Slobodan Milosevic stood before an international tribunal to answer for his regime, but he died before a verdict could be rendered.

Liberia's Charles Taylor has been indicted for war crimes in neighboring Sierra Leone and awaits trial.

Panamanian strongman Manuel Noriega is serving a 40-year term in a federal prison in Miami for racketeering, drug trafficking and money-laundering after U.S. troops entered his country and arrested him in 1989.

But history's master tyrant, Adolf Hitler, escaped retirement by committing suicide in Berlin before Soviet troops

could capture him in 1945.

Pol Pot, whose Khmer Rouge regime was responsible for the deaths of up to 2 million Cambodians, died in the jungle in 1998 as remnants of his vanquished movement were preparing to hand him over to an international court.

For dictators, great power entails great risk. The price for years spent firmly in the saddle can be high.

For nearly 25 years, Nicolae Ceausescu wielded vast powers as the Communist boss of Romania. Ceausescu and his wife, Elena, were executed by a firing squad on Christmas Day 1989 after revolutionaries toppled his regime.

That seemed like a merciful end compared with that of Samuel Doe, the shy, soft-spoken master sergeant who

overthrew Liberian President William Tubert in 1980.

Power and corruption soon got the best of him and after 10 years of dictatorial rule, Doe was himself overthrown — tortured, mutilated and brutally slain.

More fortunate are those who can call on a foreign leader for a haven once their regime is on the rocks.

Idi Amin, who as president of Uganda ordered the massacre of thousands of his countrymen and impoverished his people, managed to get away to Libya after neighboring Tanzania overthrew his regime in 1979. Amin later settled in Saudi Arabia, where he died in 2003.

Ethiopia's Col. Mengistu Haile Mariam escaped to Zimbabwe in 1991 as rebels led by ethnic minority Tigrayans

closed in on his capital, ending a 17-year dictatorship notorious for its bloody purges.

Mengistu has a luxury villa, bodyguards and a pension — payback for having provided Zimbabwean President Robert Mugabe with arms, money and training facilities during the 1972-80 war to end white rule in former Rhodesia.

Jean-Claude "Baby Doc" Duvalier of Haiti used his family's longtime ties to France to escape retribution when the Haitian military ousted his regime in 1986.

"Baby Doc" was named president for life at age 19 following the 1971 death of his father, Francois, "Papa Doc," who had ruled with the help of the notorious paramilitary Tonton Macoutes.

Jean-Bedel Bokassa of the

tyrants

Central African Republic, one of Africa's most ruthless dictators, was ousted in a French-backed coup in 1979 after a bizarre 18-year rule that included proclaiming himself Emperor Bokassa I.

Bokassa was accused of killing and eating those who dared criticize him. His purported crimes included the 1979 massacre of 100 children who complained about school uniforms they were required to buy from his factory.

After seven years in luxurious exile in Ivory Coast and France, Bokassa returned to Central African Republic in 1987 expecting to be welcomed. Instead, he became the first deposed African chief of state to be publicly tried on charges of murder, torture and cannibalism.

Rise of Dictators Vocabulary Review

USSR	Italy	Germany
Black Shirts	Vladimir Lenin	The State
propaganda	“Man of Steel”	King Victor Emmanuel
collectivization	secret police	Autarky
Il Duce	Mein Kampf	command economy
Communism	Trotsky	Aryan
Treaty of Versailles	Fascist Party	Gulag
Third Reich	Nazism	Lebensraum
5 Year Plans	Bolsheviks	Great Purges
March on Rome	Weimar Republic	Totalitarian State
Gestapo	Concentration Camps	

Stalin

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- Total=13

Mussolini

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- Total =10

Hitler

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- Total=14

Review

After World War I

Learning New Words and Terms

The following words are used in this chapter. Think about the meaning of each one.

capitalism: an economic system in which private individuals own businesses; they hope to gain a profit after all the expenses of running the business have been met

dictatorship: a situation in which one person or one party rules the government

fascism: a political idea that glorifies one nation; in a fascist state, the power is held by a dictator

socialism: a system in which society as a whole owns all property and runs all businesses

totalitarian: a system of government that has total power over the lives of the people

inflation: an increase in prices and a decline in the value of money

economic depression: a time when many people are out of work and business is poor

collective security: a plan of defense in which members agree to act together if any one is attacked

isolationism: a policy of avoiding relations with other nations

Think As You Read

1. What were the main problems in Europe after World War I?
2. What caused the weakness of the German republic in the 1920s and 1930s?
3. What effect did the economic depression have on Europe?
4. Why did the League of Nations fail?

A.D.	A.D. 1917 Bolsheviks gain power in Russia	1927 Civil war breaks out in China	1932 Hitler heads the German government
1915	1920	1925	1930
1918 A republic is set up in Germany	1922 Mussolini comes to power in Italy	1929 Worldwide depression begins	1935

Europe in 1918

Europe was almost crushed by economic and political problems after World War I. It was a time of great worry and tensions. In many countries different political groups fought for power. Economic life came to a stop. Billions of dollars in damage had been done to homes, farms, and factories. Roads, bridges, and railways had been destroyed or were in poor shape. Millions of people had no food or shelter. The war had left a torn and broken society. In several countries, new political groups came into power because of these problems.

A New Government in Russia

In November 1917 a revolution in Russia had brought the Bolsheviks to power. The Bolsheviks brought communism to Russia. Many Europeans were in favor of the Communists' ideas. Commu-

nist parties were formed in most European countries and in other parts of the world, too. Strikes and demonstrations by supporters of communism led to fear among many Europeans. These were the industrialists and politicians. Many middle-class people also feared communism. They saw it as a threat to **capitalism**. They saw it as a threat to democracy.

The government set up by the Bolsheviks in the Soviet Union was a **dictatorship**. The Communists called the government a dictatorship of the proletariat. This is another name for workers. The first Soviet Communist leader was Lenin. Lenin wanted to change the Soviet Union into a communist state. This meant that the government would take over all businesses and farms. No private person could own the means of making goods. No

private person could make profits. There would be no rich or poor classes of people. Lenin believed that the state would eventually disappear. Everyone would share in the wealth. This was the ideal communist state. That is not quite the way it turned out in the Soviet Union, however.

Fascism

Dictatorships existed in many other parts of the world after 1918. There were fascist dictatorships in Italy and Germany. **Fascism** is a political idea that glorifies one nation. Fascism also places power in the hands of one person and one party. This person is a dictator.

Fascism in Italy

Several revolutionary groups formed in Italy after World War I. One group was the Fascists. They were led by Benito Mussolini. Mussolini had once believed in **socialism**. He turned to other ideas, however. In 1919, Mussolini formed the Fascist party. Mussolini knew how to take advantage of the problems and unrest in Italy. He promised everything to everybody. He promised to end unemployment. He promised to make Italy strong and to get more land. He also promised to fight communism. Mussolini organized his own group of followers. They were called Black Shirts.

Mussolini and his followers came to power in Italy in 1922. He put an end to free elections, freedom of the press, and freedom of speech. Those who were not in favor of the Fascists were jailed or forced to leave Italy. The armed forces were made stronger. Mussolini often spoke of using force to win greatness for Italy. Under Mussolini's rule, Italy was militaristic, imperialistic, and antidemocratic. Italy became a **totalitarian** state.

Germany After the War

After the war, Germany was a troubled country. The economy was weak. The political situation was unstable. The German monarch, the kaiser, had been overthrown in 1918. A German republic had been set up. From the start the German republic lacked the trust of the German people. Most Germans felt that France and the Allied powers had treated Germany unfairly. German national pride was hurt by the terms of the Treaty of Versailles. That peace treaty took away Germany's colonies. It also made Germany pay dam-

ages to the Allies. Worst of all, it made Germany accept full guilt for the war.

Anger and shame led many Germans to dream of revenge. German nationalism, which was strong, became stronger. By 1923, Germany was in crisis. The economy was ruined. German pride was at a low point. Germans were ready for someone to solve their problems.



Germany, 1923. This was the worst year of inflation in Germany. This woman is burning money in her stove. It was cheaper to start fires with the almost worthless German money than to buy wood with it.

The Rise of Nazism

A new political party began in Germany in the 1920s. This was the National Socialist Workers' Party. They were also called the Nazis.

The Nazis were led by Adolf Hitler. He was an Austrian ex-soldier whose life was marked by one failure after another. Hitler thought of himself as German and had many ideas for Germany. He wanted to make Germany a powerful military state. He wanted to expand its territory. Hitler said that Germans were a superior race. He also felt that Germany should ignore the Treaty of Versailles.

Many Germans were in favor of Hitler's ideas. They felt that Hitler would give Germans back their self-respect. Hitler spoke of a super-nationalism. He also hated Jews. Hitler blamed the Jews for most of Germany's problems.

The Nazi party grew slowly. But by 1932, the Nazis had gained many followers. In 1933 Hitler was appointed chancellor, or prime minister, of Germany. This made him the head of the government. The Nazis began to take over Germany. They began to set up a dictatorship. All political parties except the Nazis were outlawed. People who were against Hitler were jailed or killed. Freedom of speech and the press was gone. Hitler's word was law.

Economies Decline

Europe's political situation was changing after World War I. Europe also faced serious economic problems. There was not enough food after 1918. Many people went hungry. Not enough food resulted in sharp rises in the price of food. **Inflation** was a big problem. Prices of goods rose as the value of money fell. Paper money had little value because most governments had no gold to back their paper. By 1923, the paper money in Germany was almost worthless. In that year a German newspaper cost 100 billion marks. People had to carry money around in wheelbarrows or carts to buy eggs or bread.

In the 1920s, Europe's economic life got somewhat better. The years from 1926–1929 were, on the whole, good ones. Inflation had slowed down. Goods were made in greater numbers. Trade started up again. Much of the world's economic well-being depended on the United States.

World Depression

Disaster struck in October 1929. The American stock market crashed. What followed was a great **economic depression**. Factories closed down. Millions of people had no jobs. Farmers could not pay their debts. They lost their farms. The economic depression in the United States was felt all over the world. Trade between nations grew less. Each nation raised taxes on imports. They did this to protect their own industries. The world economic system broke down. World trade came to a near stop.

The world economic depression in the 1930s

caused much suffering. Even worse, it shook the confidence of many people in their governments. It was a turning point in Europe. Many people turned toward strong governments. They wanted greater economic security. They thought stronger governments could give them this security. The economic depression and the rise of dictatorships were closely tied together. Growing nationalism also made new tensions between countries. The world stage was being set for another conflict.



Adolf Hitler, left, and Benito Mussolini, right.

Problems of International Peace

The League of Nations had been set up after World War I. It was part of the Treaty of Versailles. The purpose of the League was to settle international disputes peacefully. The League's goal was to prevent future wars. The League of Nations lasted 20 years. It was not successful in preventing wars between nations. It was also not successful in preventing another world war.

The idea behind the League was **collective security**. All the member nations agreed to act together if any attack was made on any of them. The League of Nations never had a fair chance of

success. The U.S. Senate would not agree to the Treaty of Versailles or join the League of Nations. Many people in the United States wanted the country to stay out of world affairs. They favored a policy of **isolationism**.

The failure of the United States to join the League left the organization weak. For a system of collective security to work, nations must be members of the system. Besides the United States, the League lost other important members. In 1931, Japan invaded Manchuria. When the League spoke out against the invasion, Japan withdrew from the organization. Italy invaded Ethiopia in 1935. The League tried to put pressure on Italy. Italy then withdrew. Germany withdrew in 1933. Russia was forced out in 1940 for attacking Finland. The League of Nations was a failure. This failure made the possibility of a future war a real danger.

Other Nations in the Postwar World

The years after the war saw changes throughout the world. One nation that underwent great change was China. A revolution in China in 1911 had overthrown the emperor. A republic was set up. There was, however, very little unity among the new leaders of China. The country had no

order. Sun Yat-sen saw the need for a strong central government. He formed a nationalist party. It was called the Kuomintang. One of the goals of the Kuomintang or Nationalists was to bring China together. Dr. Sun first asked the United States to aid his country. When it refused, Sun Yat-sen turned to the Soviet Union. The Soviet Union sent money, equipment, and advisors. In return Sun Yat-sen let members of a small Chinese Communist party take part in his government.

Sun Yat-sen died in 1925 before China could be united. After his death, General Chiang Kai-shek became leader of the Kuomintang. He tried to place all of China under Nationalist rule. The Communists became alarmed at Chiang's growing power. Before long the Communists and Nationalists did not trust each other. Chiang Kai-shek decided to destroy communism in China. In April 1927, he began a long and bloody civil war between the two groups.

Ten years of civil war followed. The Communists were weakened. But they were not defeated. In 1937 the Nationalist-Communist struggle was temporarily stopped when Japan invaded China. The two Chinese groups stopped fighting each other. They joined to fight the Japanese. The civil war had been postponed, but not ended.

Mao Zedong, center, led the Communist forces during China's civil war. In 1934, Mao led his forces north and west in a "Long March." They finally reached Yanan. There, they set up a base of operations.



Section Review Questions

(answer questions on next page)

1. What were the main problems in Europe after WWI?
2. What type of government was setup in Russia after the revolution?
3. What is Fascism?
4. What freedoms did Mussolini end when he came to power in 1922?
5. What problems faced Germany after WWI?
6. Who led the Nazi party?
7. What were Hitler's goals for Germany?
8. What is inflation?
9. What left the League of Nations weak?
10. What happened in China after WWI?

The Rise of Dictators

Review Sheet

After WWI

- Treaty of Versailles imposed harsh conditions on Germany – laid foundation for Fascism
- Greatest obstacle to national unity in many nation-states was ethnic diversity
- National interests took priority over international interests
- Political confusion, instability led to the emergence of totalitarian regimes in some European countries

Totalitarian Government

- Biggest factor in rise of totalitarian governments was the worsening economic conditions
- Even though they are at separate ends of the ideological spectrum, Fascism and Communism are similar in that each suppressed the views of the opposition, government controlled the media
- Main purpose of art and literature was to reinforce ideas of those in power

Fascism

- Totalitarianism that glorified the state above the individual
- Offered simple solutions to complex problems (appealed to the people)
- Fascist regimes in Germany, Italy & Japan were similar in emphasizing imperialism as a foreign policy
- Fascist governments in Italy & Germany came to power as a result of political and economic difficulties

Communism

- Government planners made all economic decisions in the command economy

Mussolini – Italy, Fascism

- Promoted policies that emphasized national and racial supremacy (similar to Nazi Germany)

Hitler – Germany, Fascism

- Used Germany's post WWI economic problems to help his rise to power
- Nazi Party promised to improve Germany's economy
- Hitler's election helped by people's dissatisfaction with poor economic conditions (people were willing to give up liberty in exchange for economic security)
- Authoritarian rule with a strong sense of nationalism
- Nuremberg Laws put racist theories in public policy, contributed to the occurrence of the Holocaust
- Used warfare as an instrument of national policy

Stalin – Soviet Union, Communism

- Stalin takes control after a power struggle with Communist Party leaders (Trotsky)
- Forced communism (Five-Year Plans, collectives) in effort to modernize Russian economy
- Five-Year plans set production goals for industry, agriculture
- Collectivization of agriculture led to food shortage and starvation
- Used purges, public trials to eliminate opposition
- Political dissenters were persecuted
- Period of censorship and terror

Japan

- Since industrialization in the 1860's Japan has needed to acquire sufficient raw materials for its industries from other nations
- Foreign policy in the 1930's was based on territorial expansion (wanted to obtain food, raw materials)
- Tried to solve economic problems by expanding influence in Asia
- Japan was eventually ruled by a military leader named Hideki Tojo