### THE INTERWAR YEARS



#### Unit V- The Inter War Years- Enduring Understandings:

- 1. International conflict often leads to domestic changes.
- 2. Twentieth Century economic depression was global in scope and helped to fuel worldwide tensions.
- 3. In times of crisis, people often turn to strong leaders in search of stability.
- 4. Aggression will typically continue until it is stopped by force or the threat of force.
- 5. Conflicts of the 20<sup>th</sup> Century were rooted in political and ideological differences around the world.

1.	What is the goal of socialism and communism?
2.	When have the themes at the basis for the goals of these two shown up in the past?
3.	Why did the modern ideas of socialism and communism occur?
4.	What were the positive results of capitalism?
5.	Who benefitted from capitalism?
6.	What were the negative results of capitalism? Who was most hurt by capitalism?
7.	Describe Marx's view of capitalism?
8.	What solutions were promoted by the socialists?
9.	What are the goals of communism? And how would they be produced?
10.	Where can we find the ideas of Marx and Engels written down?
11.	How will the proletariat achieve the goals of communism?
12.	What were the achievements of the European socialist parties?
13.	How did the socialist parties' achievements weaken the possibility for Marxist Revolutions?
14.	Explain the conclusions that many socialist/workers drew from the achievements of the socialist parties.

The origins and Ideas of Capitalism, Communism and Socialism – video clip.

Name	<del></del>
Class	



# Chapter 28

#### Russia in Revolution

#### THE PLIGHT OF THE RUSSIAN PEASANT

♦ Section 1

The harsh conditions under which Russian peasants lived led to hundreds of small uprisings in the years preceding the revolution of 1917. Russian historian Pavel Nikolaevich Miliukov described those conditions during a tour of the United States in the early 1900's.

Prior to the emancipation of the peasants, forty years ago, economic life in Russia still preserved its medieval character. It was based on home production for home consumption—at least so far as peasant life was concerned. The outlay for food, lodging, clothing, fuel, and light—in short, for all the chief items of the family budget-was practically naught. A man paid nothing for his own hovel; he fed on the products of his own field and garden; he was amply supplied with homespun clothing.... Now, however, all this had changed. Wooden chips have given way to a kerosene smoker [lamp]; homespun linen has been superseded by calicoes, while woolen stuffs have disappeared without a substitute; fuel has become very scarce and expensive. Food—which consists of vegetable products alone—is insufficiently supplied; too often it has to be bought by the grain-producers themselves; ...

Why have the conditions of life thus changed? In Russia you may sometimes hear the explanation, on the part of the former landlords, that it is because the Russian peasant has become lazy; that he is now a spendthrift, since nobody is there to take care of him. This is adduced as a reason why the peasant prefers factory products

to those of his own making. The fact is that the peasant now is too poor to utilize his and his family's work for himself; and, at the same time. he has no more raw material for his home industry. He can no longer have his clothes prepared by the women of his own family, because he has no more wool or linen to spare. His new expenses for the factory calico are certainly not inspired by any taste for fancy articles, but by mere necessity; and his purchases are generally cheap and of inferior quality. He can hardly be accused of lavishness on the ground that he has to buy some food in the market, since the fact is that on an average his yearly consumption is still below the necessary minimum. . . . To be sure, he will not be found buying meat, because on the average he eats meat only four times a year. ...

If the Russian peasant has no time to work for himself, if he is fatally underfed and underclothed, if he needs money badly, it is, first and foremost, because he is compelled to perform his functions as a taxpayer. He does his best to pay his taxes, and if, in spite of all his exertions, he accumulated arrears upon arrears, it is not because he will not, but because he cannot, pay.

How	had conditions changed in the 40	years since emancipation?

Name		D-2+A	
Mame		Date	





#### GUIDED READING Revolutions in Russia

**A.** Perceiving Cause and Effect As you read this section, take notes to answer questions about some factors in Russia that helped lead to revolution.

	ovioustelly o	រញ្ញាចែលកញ្ញៀម	sedlerevoloti	017			
1. Policies of the czars	e e e e e e e e e e e e e e e e e e e		,				<u> </u>
2. Industrialization and economic growth		<u> </u>				<u> </u>	
3. The Russo-Japanese War							
4. "Bloody Sunday"		<u> </u>	<del>-</del>	_		· .	
5. World War I		<del></del>	<del></del>	<del></del>	<del>- ,</del>		
6. The March Revolution				-		*	

lowoolerd, orthelet	evangalejet	in Bosini	file gem :	ານຢູ່ໃນປ	ti politii	ealeonii	oli?		. <b>.</b>	
7. November 1917 Revolution	· .									
8. Civil war between the Red and White armies				_				v.	3	
9. Organization of Russia into republics			·							

-Winapole (tidendico) (t	i@ <b>idli</b> owij	iedayindic	- Russian Revolution		
10. Karl Marx					
11. V. I. Lenin	-		· · · · · · · · · · · · · · · · · · ·		
12. Leon Trotsky	,	<del></del>		<u> </u>	<u> </u>

B. Recognizing Facts and Details On the back of this paper, identify each of the following:
 pogrom Trans-Siberian Railway Duma Rasputin soviet

Name	Date
------	------



#### SKILLBUILDER PRACTICE Analyzing Causes

Historians analyze causes to understand why events in the past happened. Historical events such as strikes and revolutions often have multiple causes. As you read the excerpts below, try to identify the reasons for the local protest that exploded into the March Revolution of 1917. Then fill in the chart. (See Skillbuilder Handbook.)

#### Passage A

The fact is that the . . . revolution was begun from below, overcoming the resistance of its own revolutionary organizations, the initiative being taken of their own accord by the most oppressed and downtrodden . . . women textile workers. . . . The overgrown bread lines had provided the last stimulus. About 90,000 workers, men and women, were on strike that day. . . . Throughout the entire [next] day, crowds of people poured from one part of the city to another. . . . Along with shouts of "Down with the police!" was heard oftener and oftener a "Hurrah" addressed to the Cossacks. . . . The soldiers show indifference, at times hostility to the police. It spreads excitedly through the crowd that when the police opened fire by the Alexander III monument, the Cossacks let go a volley at the horse [police].

Leon Trotsky, History of the Russian Revolution

#### Passage B

The rising cost of living and the food crisis could not but serve as revolutionary factors among the masses. . . . Gradually the minor issues of food, the price of bread, and the lack of goods turned into political discussions concerning the entire system of the social order. In this atmosphere political movements grew feverishly and matured quickly. . . .

Peter I. Lyashchenko, History of the National Economy of Russia to the 1917 Revolution

#### Passage C

Those nameless, austere statesmen of the factory and streets did not fall out of the sky: they had to be educated. . . . To the question, Who led the . . . revolution? we can then answer definitely enough: Conscious and tempered workers educated for the most part by the party of Lenin. . . .

Leon Trotsky, History of the Russian Revolution

What we does to	nsædhelleo	i Ceyolutoni		
Economic				
			,	
Political/Social				<u> </u>
Other				
,		·		 ·

# CHAPTER 1

#### HISTORYMAKERS Vladimir Lenin

#### Russian Revolutionary

"There is no other man who is absorbed by the revolution twenty-four hours a day, who has no other thoughts but the thought of revolution, and who even when he sleeps, dreams of nothing but revolution."—another Communist, speaking of Lenin

Vladimir Lenin was one of the century's most important leaders. Unhappy and disillusioned with the Russian monarchy, he led a group called the Bolsheviks in a revolution that gave him control of the largest nation in the world.

Born in 1870, Lenin was raised by two educated parents in a happy family. He showed intelligence and skill with classical languages. While in his teens, two shocks jolted his world. First, his father was threatened with losing his job by the government. Second, Lenin's older brother was hanged for conspiring against the czar. Within two years, Lenin had read the work of Karl Marx and believed that Russia needed a Communist revolution.

Lenin then began to write and to recruit new followers. He was arrested and served 15 months in prison followed by three years of exile in Siberia. When that ended in 1900, he traveled abroad, where he spent much of the next 17 years. During this time, he sharpened his ideas about Marxism.

Marxism said that industrial workers, called the proletariat, were in a struggle against capitalists, the people that owned businesses. Eventually, Marx said, the workers would overthrow the capitalists and form a new society called communism. However, Russia consisted mainly of peasants and only had a small number of industrial workers. Marxists wondered how a workers' revolution could occur.

Lenin saw the role of the party as essential, and his group became known as the Bolsheviks. The Bolsheviks, he said, would lead the people to the revolution they needed. However, many Marxists found it difficult to accept Lenin's iron rule. In 1912, he forced those who disagreed with him out of the party.

World War I brought another crisis. Communists all over Europe ignored class loyalty and chose to fight for their country instead. They joined their nations' armies to fight each other—not the capitalists. Lenin said that the war would help capitalists profit while workers suffered. He urged that Communists "transform the imperialist war into a civil war."

As the war continued, the Russian people suffered terribly. In March 1917, hungry, angry workers and soldiers overthrew the czar. Lenin and his supporters won permission from Germany to travel through German lands back to Russia.

Lenin accepted the new temporary government but said that it was not revolutionary enough. He urged that power go to the soviets, which were councils of workers set up in many cities. His position grew dangerous. He was branded a German agent and was forced to live in hiding in Finland. From that base, he issued a stream of writings urging immediate Russian withdrawal from the war and for the government to give land and bread to the people. These cries gained popularity. In late October, he returned to Russia, disguised for his safety. He persuaded the party's leaders that it was time to overthrow the provisional government but watched with alarm as no steps were taken. Finally, on November 7, 1917, the Bolsheviks overthrew the temporary government. The soviets chose the 47-year-old Lenin as their leader.

Lenin quickly made peace with Germany, giving up large chunks of Russian territory. A civil war, though, still raged in Russia between the Bolsheviks and their opponents. However, Lenin's leadership ensured that the new government would survive.

With peace came the question of how to rule the new state. The country was named the Union of Soviet Socialist Republics, and the Bolsheviks renamed themselves the Communist Party. In Lenin's last years, he struggled to prevent Stalin from gaining power. Lenin became ill and died in 1924.

#### **Questions**

- 1. Drawing Conclusions What is the danger of Lenin's idea of party leadership?
- 2. **Making Inferences** Why did the Germans allow Lenin and his associates to return to Russia?
- 3. **Recognizing Facts and Details** What obstacles did Lenin have to overcome to achieve his revolution?

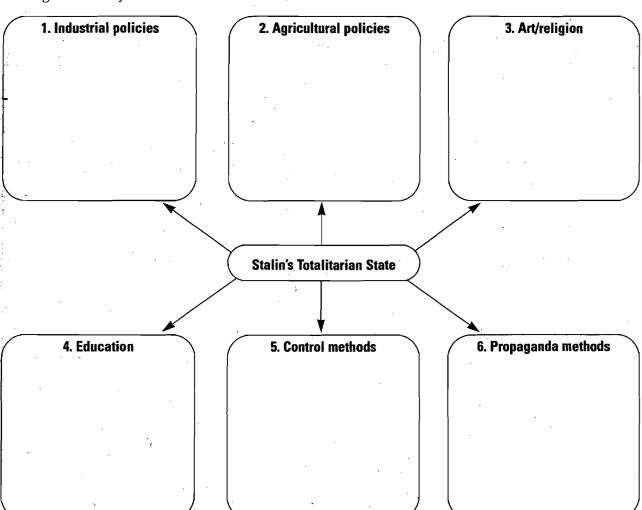




# GUIDED READING Patterns of Change: Totalitarianism



**A.** Recognizing Facts and Details As you read this section, fill in the web diagram with key characteristics of Stalinist Russia.



B. Using Context Clues Define or identify each of the following terms:

totalitarianism

command economy

collective farm

kulak

# LITERATURE SELECTION from 1984 by George Orwell

Born in India, the British author George Orwell (1903–1950) wrote literary and political commentary for British magazines and newspapers. In 1948, he published his cautionary novel 1984, a depiction of the horrors of living under an unnamed totalitarian regime. As you read this excerpt from 1984, consider the role that the government plays in the daily life of the main character, Winston Smith.

It was a bright cold day in April, and the clocks were striking thirteen. Winston Smith, his chin nuzzled into his breast in an effort to escape the vile wind, slipped quickly through the glass doors of Victory Mansions, though not quickly enough to prevent a swirl of gritty dust from entering along with him.

The hallway smelt of boiled cabbage and old rag mats. At one end of it a colored poster, too large for indoor display, had been tacked to the wall. It depicted simply an enormous face, more than a meter wide: the face of a man of about forty-five, with a heavy black mustache and ruggedly handsome features. Winston made for the stairs. It was no use trying the lift [elevator]. Even at the best of times it was seldom working, and at present the electric current was cut off during daylight hours. It was part of the economy drive in preparation for Hate Week. The flat [apartment] was seven flights up, and Winston, who was thirty-nine and had a varicose ulcer above his right ankle, went slowly, resting several times on the way. On each landing, opposite the lift shaft, the poster with the enormous face gazed from the wall. It was one of those pictures which are so contrived that the eyes follow you about when you move. Big Brother Is Watching You, the caption beneath it ran.

Inside the flat a fruity voice was reading out a list of figures which had something to do with the production of pig iron. The voice came from an oblong metal plaque like a dulled mirror which formed part of the surface of the right-hand wall. Winston turned a switch and the voice sank somewhat, though the words were still distinguishable. The instrument (the telescreen, it was called) could be dimmed, but there was no way of shutting it off completely. He moved over to the window: a smallish, frail figure, the meagerness of his body merely emphasized by the blue overalls which were the uniform of the Party. His hair was very fair, his face

naturally sanguine, his skin roughened by coarse soap and blunt razor blades and the cold of the winter that had just ended.

Outside, even through the shut window pane, the world looked cold. Down in the street little eddies of wind were whirling dust and torn paper into spirals, and though the sun was shining and the sky a harsh blue, there seemed to be no color in anything except the posters that were plastered everywhere. The black-mustachio'd face gazed down from every commanding corner. There was one on the house front immediately opposite. Big Brother Is Watching You, the caption said, while the dark eyes looked deep into Winston's own. Down at street level another poster, torn at one corner, flapped fitfully in the wind, alternately covering and uncovering the single word INGSOC. In the far distance a helicopter skimmed down between the roofs, hovered for an instant like a bluebottle, and darted away again with a curving flight. It was the Police Patrol, snooping into people's windows. The patrols did not matter, however. Only the Thought Police mattered.

Behind Winston's back the voice from the telescreen was still babbling away about pig iron and the overfulfillment of the Ninth Three-Year Plan. The telescreen received and transmitted simultaneously. Any sound that Winston made, above the level of a very low whisper, would be picked up by it; moreover, so long as he remained within the field of vision which the metal plaque commanded, he could be seen as well as heard. There was of course no way of knowing whether you were being watched at any given moment. How often, or on what system, the Thought Police plugged in on any individual wire was guesswork. It was even conceivable that they watched everybody all the time. But at any rate they could plug in your wire whenever they wanted to. You had to live—did live, from habit that became instinct—in the assumption that every sound you made was overheard, and, except



in darkness, every movement scrutinized.

Winston kept his back turned to the telescreen. It was safer; though, as he well knew, even a back can be revealing. A kilometer away the Ministry of Truth, his place of work, towered vast and white above the grimy landscape. This, he thought with a sort of vague distaste—this was London, chief city of Airstrip One, itself the third most populous of the provinces of Oceania. He tried to squeeze out some childhood memory that should tell him whether London had always been quite like this. Were there always these vistas of rotting nineteenth-century

houses, their sides shored up with balks of timber, their windows patched with cardboard and their roofs with corrugated iron, their crazy garden walls sagging in all directions? And the bombed sites where the plaster dust swirled in the air and the willow herb straggled over the heaps of rubble; and the places where the bombs had cleared a larger patch and there had sprung up sordid colonies of wooden dwellings like chicken houses? But it was no use, he could not remember: nothing remained of his childhood except a series of bright-

lit tableaux [striking scenes], occurring against no

background and mostly unintelligible.

The Ministry of Truth—Minitrue, in Newspeak [the official language of Oceania]—was startlingly different from any other object in sight. It was an enormous pyramidal structure of glittering white concrete, soaring up, terrace after terrace, three hundred meters into the air. From where Winston stood it was just possible to read, picked out on its white face in elegant lettering the three slogans of the Party:

#### WAR IS PEACE FREEDOM IS SLAVERY IGNORANCE IS STRENGTH.

The Ministry of Truth contained, it was said, three thousand rooms above ground level, and corresponding ramifications [branches] below.

Scattered about London there were just three other buildings of similar appearance and sizé. So completely did they dwarf the surrounding architecture that from the roof of Victory Mansions you could see all four of them simultaneously. They were the homes of the four Ministries between which the entire apparatus of government was divided: the Ministry of Truth, which concerned itself with news, entertainment, education, and the fine arts; the Ministry of Peace, which concerned itself with war; the Ministry of Love, which maintained law and order; and the Ministry of Plenty,

> which was responsible for economic affairs. Their names, in Newspeak: Minitrue, Minipax, Miniluv, and Miniplenty.

The Ministry of Love was the really frightening one. There were no windows in it at all. Winston had never been inside the Ministry of Love, nor within half a kilometer of it. It was a place impossible to enter except on official business, and then only by penetrating through a maze of barbed-wire entanglements, steel doors, and hidden machine-gun nests. Even the streets leading up

to its outer barriers were roamed by gorilla-faced guards in black uniforms, armed with jointed truncheons [short sticks carried by police].

#### **Activity Options**

It was just possible

to read . . . the

three slogans of

the Party:

WAR IS PEACE

FREEDOM IS

**SLAVERY** 

*IGNORANCE IS* 

STRENGTH.

- 1. Using Visual Stimuli Design a book jacket for 1984. Use colors and images that capture what life is like under a totalitarian regime. Display your book jacket in the classroom.
- 2. Analyzing Information With a small group of classmates, create a chart with these headings: Police Terror, Indoctrination, Propaganda, and Censorship. Then complete the chart by adding specific examples of methods used by the unnamed regime in 1984 to control and dominate its people. Share your group's findings with the class.

#### Chapter 28

#### Primary Source Activity

The contemporary poet and novelist Yevgeny Yevtushenko grew up in Siberia during the 1930s, at the height of Stalin's power. His family, formerly from Ukraine, was patriotic and believed in the ideals of the Revolution, despite the brutality of Stalin's regime. In this excerpt, Yevtushenko recalls his feelings when he was five. As you read, think about what life is like in a dictatorship. Then, on a separate sheet of paper, answer the questions that follow.

Chapter 11 MODERN ERA EDITION

#### Growing Up in Stalin's Russia

Tnever saw my grandfather again. My mother told Ime he had gone away for a long trip. I didn't know that on that very night he had been arrested on a charge of high treason. I didn't know that my mother stood night after night in that street with the beautiful name, Marine Silence Street, among thousands of other women who were also trying to find out whether their fathers, husbands, brothers, sons were still alive. I was to learn all

this later....

But at this time I knew nothing. I went with my father and mother to watch the holiday parades, organized worker's demonstrations, and I would beg my father to lift me up a little higher.

I wanted to catch sight of Stalin. And as I waved my small red flag, riding high in my father's arms above that sea of heads, I had the feeling that Stalin was looking right at me.

I was filled with a terrible envy of those children my age lucky enough to be chosen to hand bouquets of flowers to Stalin and whom he gently patted on the head, smiling his famous smile into his famous mustache.

To explain away the cult of Stalin's personality by saying simply that it was imposed by force is, to say the least, rather naive. There is no doubt that Stalin exercised a sort of hypnotic charm.

Many genuine Bolsheviks who were arrested at that time utterly refused to believe that this had happened with his knowledge, still less on his personal instructions. Some of them, after being tor-

tured, traced the words "Long live Stalin" in their own blood on the walls of their prison.

Did the Russian people understand what was really happening? I think the broad masses did not. They sensed intuitively that something was wrong, but no one wanted to believe what he guessed at in his heart. It would have been too terrible.

The Russian people preferred to work rather than to think and to analyze. . . . They worked in a furi-

ous desperation, drowning with the thunder of machines, tractors, and bulldozers the cries that might have reached them across the barbed wire of Siberian concentration camps.

Source: "A Precocious Autobiography," trans. Andrew R. MacAndrew, in Yevtushenko's Reader (E. P. Dutton, 1972).

#### Think About

. no one want-

ed to believe what

he guessed at in his

heart. It would have

been too terrible. "?

- 1. As a small boy, how did the author regard
- 2. What evidence of Stalin's brutality does Yevtushenko mention in this excerpt?
- 3. Identifying Central Issues According to Yevtushenko, what did ordinary Russian people think about Stalin's rule? How did they avoid acknowledging reality?
- 4. Activity Stalin's government, like other totalitarian regimes, tried to recruit young people. Research and report on some of the programs aimed at young people in the Soviet Union in this period, such as the Young Pioneers. How were they organized? What did their members do?

Name	C6 auton	<b>.</b>
Class	Chapter	Section 4



#### COLLECTIVIZATION

Part of Stalin's master plan to modernize the Soviet Union was the collectivization of agriculture. In the excerpt below, opponent Victor Serge speaks out against this program.

The real policy had been outlined by Molotov . the development of collective agricultural cultivation. . . . A slow development was envisaged, spread over many years, since collective agriculture could only replace piecemeal cultivation stage by stage as the State supplied the farms with the equipment that was indispensable to mechanized cultivation. But, as it was, war had been declared on the peasantry through the requisitioning. If the State confiscates the grain, what is the use of sowing? In the following spring, statistics will show that the area under wheat has shrunk: a peasants' strike. There is only one way of forcing them: compulsory cooperatives, administered by the Communists. Will persuasion succeed? The independent farmer who has resisted the ... coercion turns out to be freer and better fed than his fellows. The Government draws the conclusion that collectivization must be total and abrupt. However, the folk of the soil are putting up a bitter defense. How can their resistance be broken? By expropriation and mass deportation of the rich peasants or kulaks and of any that may be classified as kulaks. This is what is called "the liquidation of the kulaks as a class."

Will it ever be known how terrible was the disorganization of agriculture that resulted? Rather than hand over their livestock... the peasants slaughter the beasts, sell the meat... and make boots out of the leather. Through this destruction, the country passes from poverty to famine.

The women came to deliver the cattle confiscated by the [State], but made a rampart of their own bodies around the beasts: "Go on, bandits shoot!" And why should these rebels not be shot at? In a Kuban market-town whose entire population was deported, the women undressed in their houses, thinking that no one would dare make them go out naked, they were driven out as they were to the cattle-trucks, beaten with rifle-butts.

Trainloads of deported peasants left for the icy North, the forests, the steppes, the deserts. These were whole populations, denuded of everything, the old folk starved to death in mid-journey, new-born babies were buried on the banks of the roadside, and each wilderness had its crops of little crosses of boughs or white wood. Other populations, dragging all their mean possessions on wagons, rushed towards the frontiers of Poland, Rumania, and China and crossed them . . . in spite of the machine guns. . . .

1.	(a) How was the process of collectivization originally envisioned?  (b) How has the process actually been implemented?						
2.	In the beginning, the government tried to persuade Russian farmers to collectivize. [a] How did many farmers respond?						
	(b) How did those who resisted fare?						
3.	The author describes methods of resistance. How does his choice of examples show the desperation and determination of the resistors?						



# The Need for Progress Speech by Joseph Stalin

Joseph Stalin (1879–1953) ruled the Communist Party in the Soviet Union from 1928 until his death. One of his aims as the Soviet premiere was to tap the country's vast economic potential. His economic plans achieved success but at an immense human cost. Historians estimate that he caused the deaths of between 8 and 13 million people. In this speech in 1931, he invoked Russian nationalism in an attempt to motivate a group of industrial managers.

bout ten years ago a slogan was issued: "Since **C**Communists do not yet properly understand the technique of production, since they have yet to learn the art of management, let the old technicians and engineers—the experts—carry on production, and you, Communists, do not interfere with the technique of the business; but, while not interfering, study technique, study the art of management tirelessly, in order later on, together with the experts who are loyal to us, to become true managers of production, true masters of the business." Such was the slogan. But what actually happened? The second part of this formula was cast aside, for it is harder to study than to sign papers; and the first part of the formula was vulgarised: non-interference was interpreted to mean refraining from studying the technique of production. The result has been nonsense, harmful and dangerous nonsense, which the sooner we discard the better. . . .

It is time, high time that we turned towards technique. . . .

This, of course, is no easy matter; but it can certainly be accomplished. Science, technical experience, knowledge, are all things that can be acquired. We may not have them today, but tomorrow we shall. The main thing is to have the passionate Bolshevik desire to master technique, to master the science of production. . . .

You remember the words of the pre-revolutionary poet: "You are poor and abundant, mighty and impotent, Mother Russia." Those gentlemen were quite familiar with the verses of the old poet. They beat her, saying: "You are abundant," so one can enrich oneself at your expense. They beat her, saying: "You are poor and impotent," so you can be beaten and plundered with impunity. Such is the law of the exploiters—to beat the backward and the weak. It is the jungle law of capitalism. You are backward, you are weak—therefore you are wrong; hence you can be beaten and enslaved. You are mighty—therefore you are right; hence we must be wary of you.

That is why we must no longer lag behind. In the past we had no fatherland, nor could we have had one. But now that we have overthrown capitalism and power is in our hands, in the hands of the people, we have a fatherland, and we will uphold its independence. Do you want our socialist fatherland to be beaten and to lose its independence? If you do not want this, you must put an end to its backwardness in the shortest possible time and develop a genuine Bolshevik tempo in building up its socialist economy. There is no other way. That is why Lenin said on the eve of the October

Revolution: "Either perish, or overtake and outstrip

We are fifty or a hundred years behind the advanced countries. We must make good this distance in ten years. Either we do it, or we shall go under. . . .

from J. V. Stalin, Works, Vol. XIII (Moscow: Foreign Languages Publishing House, 1955), 38–51, 43–44. Reprinted in Peter N. Stearns, ed., Documents in World History (New York: Harper Collins, 1988), 128–129.

#### **Discussion Questions**

the advanced capitalist countries."

- 1. Recognizing Facts and Details What is the meaning of the slogan in the beginning of the speech?
- 2. **Drawing Conclusions** How does Stalin define "the jungle law of capitalism?"
- 3. Inferring Main Idea How does Stalin attempt to motivate the industrial managers in this speech?

Name	_	
N31170		
Class		
Date	<del></del>	
~ 1 /		
1. 1		

#### iinking Worksheet 28

French and Russian Revolutions kill: Comparing and Contrasting

By comparing and contrasting the way revolutions occur in different times and places, historians are able to identify phases that revolutions have in common. In the left column below are a number of statements about events in the French Revolution. Fill in the right column by identifying comparable events in the Russian Revolution and explaining how they are alike or different.

, French Revolution	Russian Revolution
1. In 1789, the French Revolution got underway with the summoning of the French Estates General. This gathering put an end to the Old Regime.	
2. Lack of funds forced the French king to call the Estates General.	
3. In France, although the peasants were the most deprived social class, it was the bourgeoisie who initiated the revolution.	
4. Initially the goals of the French Revolution were to gain more individual rights and freedoms and to create a constitutional monarchy.	
5. As leaders of the different factions struggled for power, Robespierre gathered control into his own hands.	
6. After the confusion and extremism of the Reign of Terror, public opinion was ready for a firm, conservative government and granted full powers to Napoleon.	•

Name	_	Date
Name	•	Date

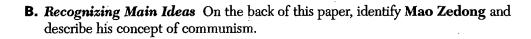




#### GUIDED READING Collapse of Chinese Imperial Rule

**A.** Perceiving Cause and Effect As you read this section, note some of the cause-and-effect relationships in the struggle between nationalist and communist movements in China.

(Paneris	Autore/come	!Sicas
	Sun's Revolutionary Alliance overthrows the Qing Dynasty.	
	Sun turns presidency over to Yuan Shikai.	
	3. The May Fourth Movement begins.	
	4. Nationalist forces move into Shanghai.	
	5. Communists begin the Long March.	
	· · · · · · · · · · · · · · · · · · ·	
	6. Japan invades Manchuria.	





#### **GEOGRAPHY APPLICATION: MOVEMENT**

#### Nationalists Battle Warlords and Communists

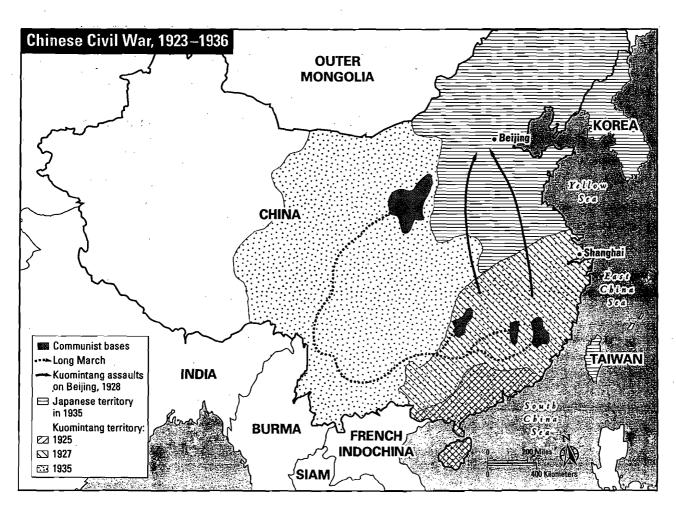
Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

From 1923 through 1936, China's Nationalists waged successive wars while trying to achieve national unity. At first, they battled territorial rulers—warlords—and later they fought local Communists.

At one time, both Nationalists and Communists were united in the Kuomintang, the Nationalist People's Party. From 1923 to 1927, the party battled to end warlord rule in the provinces. By 1925 the Kuomintang had driven the warlords out of extreme southern China in 1925 and then launched a campaign called the Northern Expedition. Its goal was to conquer the remaining warlords to the north, free Beijing, and bring China under one government.

At this time, however, the Nationalists came to fear the political goals of their Communist allies. As a result, the Nationalists, while fighting in northern China in 1927, began an anti-Communist drive in their own ranks. Nationalists attacked Communist strongholds in Shanghai and other large cities. They drove them into scattered bases in the hills of south-central China. Finally, in 1934, the Communists under Mao Zedong embarked on the year-long, life-and-death Long March into the protective caves of northern China.

A final confrontation between Nationalists and Communists in the north never took place, however. In 1936, the threat of a Japanese takeover of China forced the enemies into unified action once again.





•
$\overline{}$
*
w
~
_
œ
ŝ
æ
-
Ç
=
_
$\Box$
ے.
-
_
-3
◂
-
-:
2
_
_
_
=
o
+
=
. 1
_
=
æ
7
Υ,
$\supset$
a
_
$\Box$
(2
~
>
_
€
(U)
_

l. What two Ch	inese groups made up the Kuomintang?	
2. What was the	e intent of the Northern Expedition?	·
3. Whom were	the Nationalists fighting in 1927?	
	reed from warlord control in 1928. Using the map	
the most, bei	Jing's freedom lasted and why.	
	<del></del>	<del></del>
	<del></del>	•
C Danasha tha	us to afth a Laura March	•
o. Describe the	route of the Long March.	
	<del></del>	
<del></del>	<del></del>	· · ·
. xx/ J	and the Marian distance of Communications	10001
	uppose that the Nationalists and Communists in	
Ose bour text	and map to answer this question.	
	<del></del>	<del></del>
	<del></del>	<u> </u>
٠		
	se had not invaded China, what can you infer fron	-
Communists'	ultimate fate in a final confrontation with the Nat	tionalists? Why?
<del></del> _		<u> </u>



#### PRIMARY SOURCE from The Peasants of Hunan by Mao Zedong

Mao Zedong (1891–1976), the son of a Hunan peasant, was one of the founders of the Chinese Communist Party in 1921. He believed that he could bring economic and political change to improve the lives of China's rural peasants. According to the following passage written in 1927, what was Mao Zedong's vision of the Communist revolutionary movement in China?

uring my recent visit to Hunan I conducted an investigation on the spot into the conditions in the five countries of Siangtan, Siangsiang, Hengshan, Liling, and Changsha. In the thirty-two days from January 4 to February 5, in villages and in county towns, I called together for fact-finding conferences experienced peasants and comrades working for the peasant movement, listened attentively to their reports and collected a lot of material. . . .

All kinds of arguments against the peasant movement must be speedily set right. The erroneous measures taken by the revolutionary authorities concerning the peasant movement must be speedily changed. Only thus can any good be done for the future of the revolution. For the rise of the present peasant movement is a colossal event. In a very short time, in China's central, southern and northern provinces, several hundred million peasants will rise like a tornado or tempest, a force so extraordinarily swift and violent that no power, however great, will be able to suppress it. They will break all trammels [restraints] that now bind them and rush forward along the road to liberation. They will send all imperialists, warlords, corrupt officials, local bullies and bad gentry [members of the upper or ruling class] to their graves. All revolutionary parties and all revolutionary comrades will stand before them to be tested, and to be accepted or rejected as they decide.

To march at their head and lead them? Or to follow at their rear, gesticulating at them and criticising them? Or to face them as opponents?

Every Chinese is free to choose among the three alternatives, but circumstances demand that a quick choice be made. . . .

A revolution is not the same as inviting people to dinner, or writing an essay, or painting a picture, or doing fancy needlework; it cannot be anything so refined, so calm and gentle, or so mild, kind, courteous, restrained and magnanimous [generous in forgiving]. A revolution is an uprising, an act of violence whereby one class overthrows another. A rural revolution is a revolution by which the peasantry overthrows the authority of the feudal landlord class. If the peasants do not use the maximum of their strength, they can never overthrow the authority of the landlords which has been deeply rooted for thousands of years. In the rural areas, there must be a great, fervent revolutionary upsurge, which alone can arouse hundreds and thousands of people to form a great force. . . .

from Mao Tse-tung, Selected Works, Vol. I (New York: International Publishers, 1954), 21-22, 27. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins, 1988), 137.

#### Discussion Questions

Recognizing Facts and Details

- 1. How many Chinese peasants did Mao Zedong predict would join the Communist revolutionary movement?
- 2. According to Mao Zedong, what three choices did Chinese Communist revolutionaries face in view of the growing peasant movement?
- 3. Perceiving Cause and Effect According to Mao Zedong, what was the purpose of the rural revolution in China?

Name	Date
Name	Date



# GUIDED READING Nationalism in India and Southwest Asia



**A.** Recognizing Facts and Details As you read this section, take notes to answer questions about nationalistic activity after World War I.

How did each of the following	និសារជាប្រព្រំទេ (១)	ម្រាប់ នៅមួយ (គឺ) ប្រជាព្រះប្រជាព្រះ	រៅ វិល មករមៀវទេ	otaQ	
Formation of Congress Party and Muslim League		<del>-</del>			 ,
2. World War I.					
3. Rowlatt Act					:
4. Massacre at Amritsar				,	·
5. Campaign of civil disobedience					
6. Salt March					

How did अल्ला बनाताहरू '. Turkey	<u>A Series (Series (Series )</u>				
		,			·
. Persia					 
. Saudi Arabia			 	·- ·	 

**B.** Drawing Conclusions On the back of this paper, describe the legacies of Mohandas K. Gandhi and Mustafa Kemal.





#### PRIMARY SOURCE from Hind Swaraj (Indian Home Rule) by Mohandas K. Gandhi

Mohandas K. Gandhi (1869-1948) led India's movement for independence from the British. Gandhi and his followers wanted a greater voice in government and ultimately hoped to gain self-rule. To achieve these goals, Gandhi developed the principle of passive resistance or civil disobedience. The following excerpt, taken from Gandhi's 1909 booklet Hind Swaraj, was written in the form of a dialogue between an editor (Gandhi himself) and an imagined reader. What was Gandhi's passive resistance and how was it used?

ditor: Passive resistance is a method of securing rights by personal suffering; it is the reverse of resistance by arms. When I refuse to do a thing that is repugnant to my conscience, I use soulforce. For instance, the government of the day has passed a law which is applicable to me. I do not like it. If by using violence I force the government to repeal the law, I am employing what may be termed body-force. If I do not obey the law and accept the penalty for its breach, I use soul-force. It involves sacrifice of self.

Everybody admits that sacrifice of self is infinitely superior to sacrifice of others. Moreover, if this kind of force is used in a cause that is unjust, only the person using it suffers. He does not make others suffer for his mistakes. Men have before now done many things which were subsequently. found to have been wrong. No man can claim that he is absolutely in the right or that a particular thing is wrong because he thinks so, but it is wrong for him so long as that is his deliberate judgment. It is therefore meet [necessary] that he should not do that which he knows to be wrong, and suffer the consequence whatever it may be. This is the key to the use of soul-force. . . .

Whether I go beyond . . . [the laws] or whether I do not is a matter of no consequence. . . . We simply want to find out what is right and to act accordingly. The real meaning of the statement that we are a law-abiding nation is that we are passive resisters. When we do not like certain laws, we do not break the heads of law-givers but we suffer and do not submit to the laws. That we should obey laws whether good or bad is a new-fangled notion. There was no such thing in former days. The people disregarded those laws they did not like and suffered the penalties for their breach. It is contrary to our manhood if we obey laws repugnant to our conscience. Such teaching is opposed to religion and means slavery. If the government were to

ask us to go about without any clothing, should we do so? If I were a passive resister, I would say to them that I would have nothing to do with their law. But we have so forgotten ourselves and become so compliant that we do not mind any degrading laws.

A man who has realized his manhood, who fears only God, will fear no one else. Man-made laws are not necessarily binding on him. Even the government does not expect any such thing from us. They do not say: "You must do such and such a thing," but they say: "If you do not do it, we will punish you." We are sunk so low that we fancy that it is our duty and our religion to do what the law lays down. If man will only realize that it is unmanly to obey laws that are unjust, no man's tyranny will enslave him. This is the key to self-rule or homerule. . . .

Passive resistance is an all-sided sword, it can be used anyhow; it blesses him who uses it and him against whom it is used. Without drawing a drop of blood it produces far-reaching results....

Passive resistance cannot proceed a step without fearlessness. Those alone can follow the path of passive resistance who are free from fear, whether as to their possessions, false honor, their relatives, the government, bodily injuries or death. . . .

from M. K. Gandhi, The Collected Works of Mahatma Gandhi, Vol. X (Ahmedabad: Navijivan Press, 1963), 18-21, 36–38, 48–49, 51–53. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins, 1988), 154-156.

#### Research Option

#### Using Research in Writing

Research the career of Dr. Martin Luther King, Jr., the African-American civil rights leader whose ideas about nonviolent protest were influenced by Candhi. What was Dr. King trying to achieve? Write a summary to report your findings to the class.



ate		
יםנפ		



#### guided reading $An\ Age\ of\ Uncertainty$

**A.** Summarizing Written Texts As you read this section, take notes to answer questions about new ideas and lifestyles that developed during the 1920s.

. Theory of relativity	2. Freudian psychology	3. Existentialism	4. Dada movement	5. Surrealism
	poyonology			
	·	.		

6. Functionalism	7. Jazz		8. Flappers and feminists
			The second second second second
			· · · · · · · · · · · · · · · · · · ·
		•	

gelingeversofte?		
10. Airplanes	11. Radio	12. Movies
	·	
	<u>in 18 de la companya da la companya</u>	

B. Recognizing Facts and Details On the back of this paper, identify each of the following:

**Albert Einstein** 

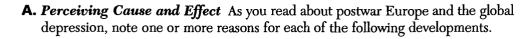
Sigmund Freud

Friedrich Nietzsche

**Charles Lindbergh** 



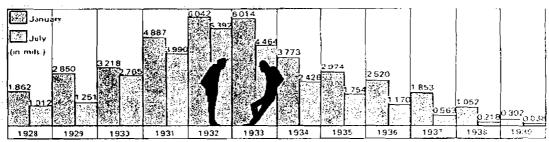
#### GUIDED READING A Global Depression



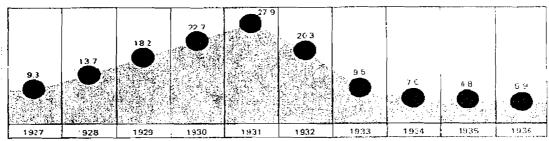
- 1. In new postwar democracies, there were frequent changes in government.
- 2. In Germany, the Weimar Republic was weak from the start.
- 3. Postwar Germany suffered from severe economic inflation.
- 4. The United States had a flawed economy.
- 5. On October 29, 1929, the U.S. stock market crashed.
- 6. A long depression followed the crash in the United States.
- 7. Collapse of the U.S. economy affected countries worldwide.
- 8. In Britain, the National Government rescued the economy.
- 9. In France, the Popular Front was formed as a coalition government.
- 10. Socialist governments in Scandinavian countries dealt with the economic crisis successfully.
- **B.** Making Generalizations On the back of this paper, explain how Franklin D. Roosevelt and his New Deal reformed the American economic system.

$\overline{}$	_ :						
	Э,	$r \alpha$					
u	u	te	٠				

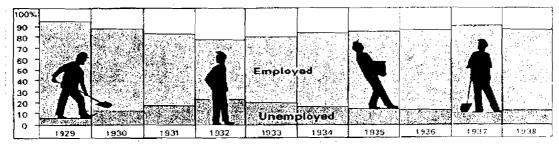
#### **Great Depression**



The development of unemployment in Germany, 1918-39



Bankruptcies and voluntary liquidations in Germany (in thousancs)



Observations – what do these charts show?	Analysis – Why do these data look this way?	Impact – So what? Why does this matter?

	Ge	rmany	Japan		
Year	Number	Percentage	Number	Percentage	
1930	3,075,580		369,408	5.3%	
1931	4,519,704	23.7%	422,755	6.1	
1932	5,575,492	30.1	485,681	. 6.8	
1933	4,804,428	25.8	408,710	5.6	
1934	2,718,309	14.5	372,941	5.0	
1935	2,151,039	11.6	356,044	4.6	
1936	1,592,655	8.1	338,365	4.3	
1937	912,312	4.5	295,443	3.7	
1938 (June)	429,475	2.0	230,262	2.9	
	Great	t Britain	United States		
Year	Number	Percentage	Number	Percentage	
1930	1,464,347	11.8%	4,340,000	8.7%	
1931	2,129,359	16.7	8,020,000	15.9	
1932	2,254,857	17.6	12,060,000	23.6	
1933	2,110,090	16.4	12,830,000	24.9	
1934	1,801,913	13.9	11,340,000	21.7	
1935	1,714,844	13.1	10,610,000	20.1	
1936	1,497,587	11.2	9,030,000	16.9	
1937	1,277,928	9.4	7,700,000	14.3	
1938 (Nov.)	1,529,133	10.8	10,390,000	19.0	

Observations – what does this chart show?	Analysis – Why do these data look this way?	Impact – So what? Why does this matter?

#### While watching the video clips, answer the following

- 1. What is globalization?
- 2. Describe the characteristics of a free market.
- 3. How is communism/ command economy different from the free market?
- 4. Why did the German economy have so many problems after WWI?
- 5. How did different governments respond to the Great Depression?
- 6. Describe Keynes' beliefs about the proper role of government in the economy.

Name	Date	



#### GUIDED READING Fascism Rises in Europe

**A.** Perceiving Cause and Effect As you read about Fascist policies, note some of the causes and effects of the event identified.

Causes 2	Event Process	Effects see
	1. Mussolini gains popularity.	
	2. King Victor Emmanuel III puts Mussolini in charge of the government.	
		·
	3. Hitler is chosen leader of the Nazi party.	
	· .	
	4. Hitler is tried for treason and sentenced to prison.	
	5. President Paul von Hindenburg names Hitler chancellor in 1933.	
	6. Hitler has books burned in huge bonfires.	
	·	, · ·
	7. Nazis pass laws depriving Jews of their rights.	

**B.** Recognizing Facts and Details On the back of this paper, identify or define each of the following:

fascism

Nazism

Mein Kampf

lebensraum

(21)
USING
HISTORICAL
SOURCES

Name	•	Date	

#### Chapter 30 National Socialism

National Socialism, or Nazism, was the official ideology of the German state under Adolf Hitler. The selection below comes from a study of that ideology by the United States Department of State in the early 1940s. Read it and answer the questions that follow.

The National Socialist state rests on three basic concepts, the Volk or people, the Führer, and the . . . party. With reference to the first element, the Volk, [Nazis argue] that the democracies develop their concept of the people from the wrong approach: They start with the concept of the state and its functions and consider the people as being made up of all the elements which fall within the borders or under the jurisdiction of the state. National Socialism, on the other hand, starts with the concept of the people, which forms a political unity, and builds the state upon this foundation.

Point 4 of the program of the Nazi party . . . reads as follows: "None but members of the nation [Volk] may be citizens of the State. None but those of German blood, whatever their creed, 'may be members of the nation. No Jew, therefore, may be a member of the nation." After the Nazis came to power, this concept was made the basis of the German citizenship law of September 15, 1935....

The second pillar of the Nazi state is the Führer, the infallible leader, to whom his followers owe absolute obedience....

The nature of the plebiscites which are held from time to time in a National Socialist state cannot be understood from a democratic standpoint. Their purpose is not to give the people an opportunity to decide some Issue but rather to express their unity behind a decision which the Führer, in his capacity as the bearer of the people's will, has already made....

Great emphasis is placed by the Nazi leaders on the infallibility of the Führer and the duty of obedience of the German people. In a speech on June 12, 1935, Robert Ley, director of the party organization, said, "Germany must obey like a well-trained soldier: the Führer, Adolf Hitler, is always right." In a later article, Ley wrote, "The National Socialist Party is Hitler, and Hitler is the party. The National Socialists believe in Hitler. who embodies their will. Therefore our conscience is clearly and exactly defined. Only what Adolf Hitler, our Führer, commands, allows, or does not allow is our conscience....

These ideas of the Führer's infallibility and the duty of obedience are so fundamental in fact that they are incorporated as the first two commandments for party members: "The Führer is always right!" and "Never go against discipline!"

The third pillar of the Nazi state, the link between Volk and Führer, is the Nazi Party. According to Nazi Ideology, all authority within the nation is derived from the people, but it is the party through which the people expresses itself....

The educational tasks of the party stress that the Volk can be divided into three main groups, "a supporting, a leading, and a creative class." It is the duty of the leading class, that is, the party, from which the creative class of leaders is drawn. to provide for the education of the supporting

Adapted from National Socialism (Washington: U.S. Government Printing Office, 1943).

Vocabulary	Use a dictionary to find the meanings of the following words:	
jurisdiction		
creed		
pillar	<u> </u>	
infallible		
plebiscite		

# McDougal Littell Inc. All rights reserved.



# PRIMARY SOURCE Kristallnacht by Eric Lucas

On November 9, 1938, Nazis violently attacked Jewish homes, businesses, and synagogues in Germany and killed about 100 Jews. Michael Lucas, a butcher in the small community of Hoengen, witnessed the destruction of a synagogue. In this account, Lucas's nephew Eric recounts the desecration that his uncle observed. How did Michael Lucas react to the violent attack?

After a while, the stormtroopers were joined by people who were not in uniform; and suddenly, with one loud cry of "Down with the Jews," the gathering outside produced axes and heavy sledge-hammers. They advanced towards the little synagogue which stood in Michael's own meadow, opposite his house. They burst the door open, and the whole crowd, by now shouting and laughing, stormed into the little house of God.

Michael, standing behind the tightly drawn curtains, saw how the crowd tore the Holy Ark wide open; and three men who had smashed the Ark threw the Scrolls of the Law of Moses out. He threw them—these Scrolls, which had stood in their quiet dignity, draped in blue or wine-red velvet, with their little crowns of silver covering the tops of the shafts by which the Scroll was held during the service—to the screaming and shouting mass of people which had filled the little synagogue.

The people caught the Scrolls as if they were amusing themselves with a ball-game—tossing them up in the air again, while other people flung them further back until they reached the street outside. Women tore away the red and blue velvet and everybody tried to snatch some of the silver adorning the Scrolls.

Naked and open, the Scrolls lay in the muddy autumn lane; children stepped on them and others tore pieces from the fine parchment on which the Law was written—the same Law which the people who tore it apart had, in vain, tried to absorb for over a thousand years.

When the first Scroll was thrown out of the synagogue, Michael made a dash for the door. . . . The stormtroopers, who still stood outside the house watching with stern faces over the tumultuous crowd which obeyed their commands without really knowing it, would have shot the man, quietly, in an

almost matter of fact way. Michael's wife, sensing the deadly danger, clung to him, imploring him and begging him not to go outside. Michael tried to fling her aside, but only her tenacious resistance brought him back to his senses. He stood there, in the small hall behind the front door, looking around him for a second, as if he did not know where he was. Suddenly, he leaned against the wall, tears streaming from his eyes, like those of a little child.

After a while, he heard the sound of many heavy hammers outside. With trembling legs he got up from his chair and looked outside once more. Men had climbed on to the roof of the synagogue, and were hurling the tiles down, others were cutting the cross beams as soon as they were bare of cover. It did not take long before the first heavy grey stones came tumbling down, and the children of the village amused themselves flinging stones into the multi-coloured windows.

When the first rays of a cold and pale November sun penetrated the heavy dark clouds, the little synagogue was but a heap of stone, broken glass and smashed-up woodwork.

Eric Lucas, "The Sovereigns," quoted in Martin Gilbert *The Holocaust* (New York: Collins, 1986). Reprinted in Anthony Read and David Fisher, *Kristallnacht: The Nazi Night of Terror* (New York: Random House, 1989), 106–107.

#### **Discussion Questions**

#### Recognizing Facts and Details

- 1. According to Michael Lucas, who took part in the destruction of the synagogue?
- 2. What did the crowd of people do inside the synagogue?
- 3. **Making Inferences** What was the mood of the Germans who took part in the destruction of the synagogue?

Name	Γ



THEMATIC CONNECTION: **POWER AND AUTHORITY** 



Absolutism and Fascism Beginning in the 17th century, kings and queens sought to rule as absolute monarchs in Europe. In the 20th century, Fascist leaders assumed dictatorial powers in Italy and Germany. How do the Fascist dictators Mussolini and Hitler compare with Louis XIV, Peter the Great, and other absolute monarchs? Use the informa-

tion in Chapters 5 and 15 to answer the questions.

**CONNECTIONS ACROSS TIME AND CULTURES** 

1. The 17th Century was a period of great upheaval in Europe. The decline of feudalism, constant religious and territorial conflicts, and rebellions of overtaxed peasants led monarchs to seek absolute power. What political and social crises led to the rise of Fascism in the 1920s and 1930s?	
	<del>.</del> ,,
2. Rulers can increase their own power by limiting the power of other institutions in societ	v—
the Church, representative government, the nobility, and political opponents. Absolute	
monarchs consolidated their power by limiting the power of the nobility, establishing	
royal bureaucracies and taking personal control of the central government, and bringing	r
the Church under state control. How did Fascist leaders increase their own power?	<b>?</b> ,
	<del> </del>
	· · · · · · · · · · · · · · · · · · ·
3. Absolute monarchs sought to control economic affairs by giving tax benefits to expand	
trade and manufacturing and by creating new bureaucracies to control economic life.	
How did Fascist leaders take command of the economics of their countries?	<u></u>
4. In an effort to control every aspect of society and the lives of citizens, absolute monarch	s
regulated religious worship, social gatherings, and other aspects of daily life. What steps	•
did Fascist leaders take to control the lives of their citizens?	
<del></del>	
5. Absolute monarchs believed that the divine right of kings gave them authority to rule	
with unlimited power. What beliefs or principles did Fascist leaders use to justify	
their unlimited power?	
	1, 1 1



Name	 •	
Class		
Ď-4-		

#### Basic Skills Worksheet 29



**Topic:** The Japanese Invasion of Manchuria **Skill:** Interpreting a Cartoon

The cartoon below was published in 1931. Study the cartoon and then answer the questions that follow.



Courtesy of Jerry Doyle, The Philadelphia Record

1.	What country is firing the cannon?	•	
2.	What country is being attacked? What	ıt symbols helped	
	you identify this country?		
3.	According to the cartoonist, how many agreements were broken by the aggressor?		
4.	What does the phrase "L of N Covenant" stand for?		
5.	What would be an appropriate title for this cartoon?		