Set a Purpose

Ask students to recall the terms of the peace treaty forced on Germany after World War I. Ask students to speculate about those terms.

Build Background Knowledge

Have students preview the section using the Guided Questioning strategy (TE, p. T20). As they read, tell students to refer to this question as they read. (Answer appears with Section 5 Assessment answers.)

Preview

Have students preview the Reading Skill: Identify Main Ideas. As you read, summarize the section’s main ideas in a flowchart like the one below.

Note Taking

Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the flowchart identifying main ideas about Germany after World War I.

Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

High-Use Words

Definitions and Sample Sentences

passive, p. 449

adj., not active, nonviolent

regime, p. 452

n., a government in power

Totalitarianism

The Nazis in Control of Germany

In November 1923, a German army veteran and leader of an extremist party, Adolf Hitler, tried to follow Mussolini’s example by staging a small-scale coup in Munich. The coup failed, and Hitler was soon behind bars. But Hitler proved to be a force that could not be ignored. Within a decade, he made a new bid for power. This time, he succeeded by legal means.

Hitler’s rise to power raises disturbing questions that we still debate today. Why did Germany, which had a democratic government in the 1920s, become a totalitarian state in the 1930s? How could a ruthless, hate-filled dictator gain the enthusiastic support of many Germans?

The Weimar Republic’s Rise and Fall

As World War I drew to a close, Germany tottered on the brink of chaos. Under the threat of a socialist revolution, the kaiser abdicated. Moderate leaders signed the armistice and later, under protest, the Versailles treaty. By staging a small-scale coup in Munich. The coup failed, and Hitler was soon behind bars. But Hitler proved to be a force that could not be ignored. Within a decade, he made a new bid for power. This time, he succeeded by legal means.

The Nazis in Control of Germany

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In 1919, German leaders drafted a constitution in the city of Weimar (VY mar). It created a democratic government known as the Weimar Republic. The constitution set up a parliamentary system led by a chancellor, or prime minister. It gave women the vote and included a bill of rights.
Germany’s former greatness. Adolf Hitler, who promised to solve the economic crisis and restore the miseries of 1923. Germans turned to an energetic leader. Many began to prosper. Then, the Great Depression hit, reviving memories of the Ruhr, and American loans helped the German economy recover. Germany did bring inflation under control. In 1924, the United States and other parts of Europe in the 1920s.

Many blamed German Jews for economic and political problems. strong leader like Bismarck. Germans of all classes blamed the Weimar government for the hated Versailles treaty. Bitter, they looked for scapegoats. Many blamed German Jews for economic and political problems. Politically, it was weak because Germany, like France, had many small parties. The chancellor had to form coalitions that easily fell apart.

Economic disaster fed unrest. In 1923, when Germany fell behind in reparations payments, France occupied the coal-rich Ruhr Valley. German workers in the Ruhr protested using passive resistance and refused to work. To support the workers, the government continued to pay them, and printed huge quantities of paper money to do so. Inflation soared out of control spewing mazur and despair. The German mark became almost worthless. An item that cost 100 marks in July 1922 cost 944,000 marks by August 1923. Inflation rose by billions of marks, but they still could not keep up with skyrocketing prices. Many middle-class families saw their savings wiped out.

Recovery and Collapse With help from the Western powers, the government did bring inflation under control. In 1924, the United States gained British and French approval for a plan to reduce German reparations payments. Under the Dawes Plan, France withdrew its forces from the Ruhr, and American loans helped the German economy recover. Germany began to prosper. Then, the Great Depression hit, reviving memories of the mistakes of 1923. Germans turned to an energetic leader, Adolf Hitler, who promised to solve the economic crisis and restore Germany’s former greatness.

Weimar Culture Culture flourished in the Weimar Republic even so the government struggled. Three times after it took tumul- to speak out or depict the unrest and bitterness engendered by the republic’s many problems.) Independent Practice Ask students to work in small groups and decide what factor may have been the most significant in Hitler’s coming to power and explain their choice. (Sample: Artists may have felt inspired to speak out or depict the unrest and bitterness engendered by the republic’s many problems.)

Answers

Caption: They would go through their savings very fast.
The Weimar Republic was torn apart by extreme competing parties and conflict with France over the Versailles treaty. Economically, the republic was troubled by runaway inflation in the 1920s and depression in the 1930s.
The Nazi Party’s Rise to Power

**Instruct**
- Introduce: Display Color Transparency 82: Hitler at Nuremberg Stadium. Based on class in the photograph of Hitler giving a speech at Nuremberg Stadium, have students predict what kind of leader he would be.
- Transparency, 82
- Teach: Ask students to briefly describe Hitler’s life, after reading the text and the biography on this page. Then ask: What actions and promises enabled Hitler to become dictator of Germany? (He made use of the frustrations brought on by the depression and fear of communists to gain the support of many Germans. After his election as chancellor, he suppressed all opposition.) What ideas did Hitler put forward in Mein Kampf? (his brand of extreme nationalism, racism, and anti-Semitism)

**Independent Practice**
Have students make a timeline, charting Hitler’s life, after reading the text and the biography on this page. Then ask: Why do you think historians study the Fortunes of the Young Hitler? (He made use of the frustrations brought on by the depression and fear of communists to gain the support of many Germans. After his election as chancellor, he suppressed all opposition.) What ideas did Hitler put forward in Mein Kampf? (his brand of extreme nationalism, racism, and anti-Semitism)

**Monitor Progress**
As students create their timelines, circulate to ensure they understand the conditions that paved the way to Hitler’s rise to power.

**History Background**
**The Fortunes of the Young Hitler**

As a boy, Adolf Hitler (1889–1945) became obsessed with Germany’s 1871 victory in the Franco-Prussian War. “The great historic struggle would become my greatest spiritual experience,” he later wrote. “I became more and more enthusiastic about everything... connected with war.”

In school, young Hitler was known as a ringleader. One of his teachers recalled, “he demanded of his fellow pupils their unquestioned obedience.”

After Hitler came to power, he used his elite guard of storm troopers to terrorize his opponents. But when he felt his power threatened, Hitler had leaders of the storm troopers murdered during the “Night of the Long Knives” on June 30, 1934.

Adolf Hitler

As a young man, Hitler moved to Vienna from the Austrian countryside to try to become an artist. Although he had some talent, the Academy of Fine Arts denied him entry twice. He remained in Vienna, living in poverty. However, he soon found his niche— as a soldier in the German army during World War I. He served bravely and received an unusual number of awards. He was wounded in the Battle of the Somme in 1916, and again when he was gassed in 1918. After the war, Hitler finally gained financial security with the publication of his manifesto, Mein Kampf, in 1925. When he became chancellor of Germany in 1933, sales skyrocketed, making him a millionaire.

**Answers**

**BIOGRAPHY**

To understand how events from his upbringing would have affected his later actions

The Nazi party’s ideology was based on anti-Semitism, pride in Germany’s past, and revenge for the Treaty of Versailles. Hitler planned to deny the Versailles treaty, create jobs, and bring Germany back to greatness.

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Made up just one of many ethnic groups in Vienna. Yet they felt superior to Jews, Serbs, Poles, and other groups. While living in Vienna, Hitler developed the fascistical anti-Semitism, or prejudice against Jewish people, that would later play a major role in his rise to power.

Hitler went to Germany and fought in the German army during World War I. In 1919, he joined a small group of right-wing extremists. Like many ex-soldiers, he despised the Weimar government, which he now saw as weak. Within a year, he was the unquestioned leader of the National Socialist German Workers, or Nazi, party. Like Mussolini, Hitler organized his supporters into fighting squads. Nazi “storm troopers’ fought in the streets against their political enemies.

Hitler’s Manifesto in 1923, as you have read, Hitler made a failed attempt to seize power in Munich. He was arrested and found guilty of treason. But in prison, Hitler wrote Mein Kampf (“My Struggle”). His ideas were rooted in a long tradition of anti-Semitism.

Racism, and anti-Semitism. Germans, he said, belonged to a superior “master race” of Aryans, or light-skinned Europeans, whose greatest enemies were the Jews. Hitler’s ideas were rooted in a long tradition of anti-Semitism. In the Middle Ages, Christians persecuted Jews because of their different beliefs. The rise of nationalism in the 1800s caused people to identify Jews as ethnic outsiders. Hitler viewed Jews not as members of a religion but as a separate race. (He defined a Jew as anyone with one Jewish grandparent.) Echoing a familiar right-wing theme, he blamed Germany’s defeat in World War I on a conspiracy of Marxists, Jews, corrupt politicians, and business leaders.

In his recipe for revival, Hitler urged Germans everywhere to unite into one great nation. Germany must expand, he said, to gain Lebensraum (“life space”), or living space, for its people. Slavs and other inferior races must bow to Aryan needs. To achieve its greatness, Germany needed a strong leader, or Führer (“leader”). Hitler was determined to become that leader.

Hitler Comes to Power

After less than a year, Hitler was released from prison. He soon renewed his table-thumping speeches. The Great Depression played into Hitler’s hands. As unemployment rose, Nazi membership grew to almost a million. Hitler’s program appealed to veterans, workers, the lower middle classes, small-town Germans, and business people alike. He promised to end reparations, create jobs, and dethrone the Versailles treaty by rearming Germany.

With the government paralyzed by divisions, both Nazis and Communists won more seats in the Reichstag, or lower house of the legislature. Fearing the growth of communist political power, conservative politicians turned to Hitler. Although they despised him, they believed they could control him. Thus, with conservative support, Hitler was elected chancellor in 1933 through legal means under the Weimar constitution.

Within a year, Hitler was dictator of Germany. He and his supporters suspended civil rights, destroyed the socialist and communist, and disbanded other political parties. Germany became a one-party state. Like Stalin in Russia, Hitler purged his own party, brutally executing Nazis he felt were disloyal. Nazi learned that Hitler demanded unquestioning obedience.

**Standards Check**

Describe the Nazi party’s ideology and Hitler’s plans for ruling Germany. H-S5 10.3.3
The Third Reich Controls Germany

Once in power, Hitler and the Nazis moved to build a new Germany. Like Mussolini, Hitler appealed to nationalism by recalling past glories. Germany’s First Reich, or empire, was the medieval Holy Roman Empire. The Second Reich was the empire forged by Bismarck in 1871. Under Hitler’s new Third Reich, he boasted, the German master race would dominate Europe for a thousand years.

To combat the Great Depression, Hitler launched large public works programs (as did Britain and the United States). Tens of thousands of people were put to work building highways and housing or replanting forests. Hitler also began a crash program to rearm Germany and schemed to unite Germany and Austria. Both measures were a strong repudiation, or rejection, of the hated Versailles treaty.

Germany Becomes a Totalitarian State

To achieve his goals, Hitler organized an efficient but brutal system of terror, repression, and totalitarian rule. Nazis controlled all areas of German life—from government to religion to education. Elite, black-uniformed SS troops enforced the Führer’s will. His secret police, the Gestapo (Guh STAH poh), rooted out opposition. The masses, relieved by belief in the Nazis’ promises, cheered Hitler’s accomplishments in ending unemployment and reviving German power. Those who worried about Hitler’s terror apparatus quickly became its victims or were coerced into silence in fear for their own safety.

The Campaign Against the Jews Begins

In his fanatical anti-Semitism, Hitler set out to drive Jews from Germany. In 1935, the Nazis passed the Nuremberg Laws which deprived Jews of German citizenship and placed severe restrictions on them. They were prohibited from marrying non-Jews, attending or teaching at German schools or universities, holding government jobs, practicing law or medicine, or publishing.

Hitler’s Popularity

Hitler promised Germany an economic recovery—and he delivered it. As most of the world was gripped by the Great Depression, Hitler launched a massive public works program. Millions of Germans were employed constructing superhighways, office buildings, sports arenas, public housing, and military materials. As a result, unemployment dropped from six million in 1932 to one million in 1936. By 1938, there was a shortage of workers and women began taking jobs outside the home. Between 1932 and 1938, the standard of living for employed Germans rose by more than 20 percent. For the masses of ordinary Germans, those who were not Jews, Slavs, Gypsies, communists, or other persecuted minorities, Hitler had produced an economic miracle.

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“Night of Broken Glass”

On the night of November 9, 1938 and into the next day, German mobs smashed the windows of Jewish homes and business, looted Jewish shops, and burned synagogues. Many Jewish people were dragged from their homes and beaten in the streets. Not only did the Nazi government authorize these attacks, it made the Jewish victims pay for the damage.

Instruct

■ Introduce: Key Terms
Ask students to find the key terms Gestapo and Nuremberg Laws (in blue) in the text and explain their meanings. Ask students to write a sentence that relates these two terms to each other and describes their significance to Nazi Germany.

■ Teach
Ask: What did Hitler do in defiance of the Versailles treaty? (built up Germany’s military and schemed to unite Austria and Germany)
How did Hitler expand his control over the German people? (He brought business and labor under his control; he indoctrinated young people with Nazi ideology; he limited women’s roles; he organized a system of terror and repression of opposition; he placed severe restrictions on Jews; he demanded that education and the arts reflect Nazi values; and he sought to replace religion with his racial creed.)

Quick Activity
As students look at the images on this page and the next page. Read the captions and discuss the visuals as a class. Ask students to use the visuals to describe what life was like in the Third Reich.

Independent Practice
Viewpoints
To help students better understand the propaganda techniques used by Hitler, have them read the selection Hitler’s Propaganda Machine and complete the worksheet.

Teaching Resources, Unit 3, p. 55

Monitor Progress
Have students reread the black headings and summarize the content under each one. Ensure that students understand that Hitler’s regime was based on totalitarian control of the German state and people.
Answer

The Nazi party maintained power by keeping some of Hitler’s promises and brutally cracking down on dissidents.

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Authoritarian Rule in Eastern Europe

Instruct

■ Introduce Remind students that the entire world faced economic problems from 1919 to 1939. Ask them to recall how Britain, France, Italy, and Germany responded to this challenge and then have them predict how the nations in Eastern Europe would react to the same challenge.

■ Teach Ask What problems did the new nations in Eastern Europe face in the postwar years? Lack of capital to develop industry, social inequalities, little experience in democracy, and religious tensions. Where did dictators use these problems to gain power? Every Eastern European country except Czechoslovakia and Finland. How were these dictators similar to Hitler? (They promised order and won the support of the military and the wealthy, and they used Jews as scapegoats for many problems.)

■ Quick Activity Display Color Transparency 83: Ethnic Groups of Eastern Europe, 1939. Use the lesson suggested in the transparency book to guide a discussion on how these ethnic groups were a source of conflict after World War I.

Independent Practice

Have students fill in the Outline Map Fascist Governments in Europe, 1939, and label the areas taken over by fascist dictators.

Teaching Resources, Unit 3, p. 56

Monitor Progress

■ Circulate to make sure students are filling in their Outline Maps accurately. Administer the Geography Quiz.

Teaching Resources, Unit 3, p. 58

■ Check Reading and Note Taking Study Guide entries for student understanding.

Vocabulary Builder

regime—(ruh IHM) n. a government in power

Nazi Book Burnings

Nazi burned books of which they disapproved, such as All Quiet on the Western Front, in huge, organized public bonfires. The Nazis viewed Remarque’s novel as anti-German and destroyed copies of the novel.

Night of Broken Glass

On November 7, 1938, a young Jew, whose parents had been murdered in Germany, shot and wounded a German diplomat in Paris. Hitler used the incident as an excuse to stage an attack on all Jews. Kristallnacht (krih STAHL nahkt), or the “Night of Broken Glass,” took place on November 9 and 10. Nazi-led mobs attacked Jewish communities all over Germany. Before long, Hitler and his henchmen were making even more sinister plans for what they called the “final solution”—the extermination of all Jews.

Nazis in Eastern Europe

Like Fascists in Italy, Nazis sought to limit women’s roles. Women were dismissed from upper-level jobs and turned away from universities. To reduce the birthrate, Nazis offered “pure-blooded Aryans” women rewards for having more children. Still, Hitler’s goal to keep women in the home and out of the workforce applied mainly to the privileged. As German industry expanded, women factory workers were needed.

Purging German Culture

The Nazis also sought to purge, or purify, German culture. They denounced modern art, saying that it was corrupted by Jewish influences. They condemned jazz because of its African roots. Instead, the Nazis glorified old German myths such as those rooted in Germanic and Nordic roots. Unlike Fascists in Italy, Nazis called for “true” German culture. They denounced modern art, saying that it was corrupt

Authoritarian Rule in Eastern Europe

Like Germany, most new nations in Eastern Europe slid from democratic to authoritarian rule in the postwar era. In 1929, a dozen countries were carved out of the old Russian, Austro-Hungarian, Ottoman and German empires. Although they differed from one another in important ways, they faced some common problems. They were small countries whose rural agricultural economies lacked capital to develop industry. Social and economic inequalities separated these nations, as they are in many modern developing nations. Large tracts of land (every Eastern European country except Czechoslovakia and Finland) were a source of conflict after World War I. The war era. In 1

Quick Activity

Display Transparency 83: Ethnic Groups of Eastern Europe, 1939. Use the lesson suggested in the transparency book to guide a discussion on how these ethnic groups were a source of conflict after World War I.
poor peasants from wealthy landlords. None had much experience with the democratic process. Further complicating the situation, tensions lowered from World War I hindered economic cooperation between countries. Each country in the region tried to be independent of the neighbors, which hurt all of them. The region was hit hard by the Great Depression.

Ethnic Conflict Old rivalries between ethnic and religious groups created severe tensions. In Czechoslovakia, Czechs and Slovaks were unwilling partners. Serbs dominated the new state of Yugoslavia, but restlessness among various ethnic groups also turned to anti-Semitism, using Jewish people as scapegoats for many problems. Fueled by disbanding all other political parties and using a system of terrorism and repression, dictators promised order and won the backing of the military and wealthy. They emerged in every Eastern European country except Czechoslovakia and Finland. Like Hitler, these dictators believed in the greatness of the country and using Jewish people as scapegoats for their nation’s ills. Economic problems and ethnic tensions contributed to instability, which in turn helped fascist rulers gain power. In Hungary, military strongman Nicholas Horthy (HAWR tay) overthrew a coalition government, interference from the Ruhr, and runaway inflation helped fascist rulers gain power in much of Eastern Europe. Eventually, right-wing dictators emerged in every Eastern European country except Czechoslovakia and Finland. Like Hitler, these dictators promised order and won the backing of the military and wealthy. They also turned to anti-Semitism, using Jewish people as scapegoats for many national problems. Meanwhile, strong, aggressive neighbors eyed these small, weak states of Eastern Europe as tempting targets.

Standards Check Why did authoritarian states rise in Eastern Europe after World War I?
1. Economic problems and ethnic tensions contributed to instability, which in turn helped fascist rulers gain power.
2. Right-wing dictators emerged in every Eastern European country except Czechoslovakia and Finland. Like Hitler, these dictators promised order and won the backing of the military and wealthy. They also turned to anti-Semitism, using Jewish people as scapegoats for many national problems.
3. Economic problems and ethnic tensions contributed to instability, which in turn helped fascist rulers gain power.

H-SS 10.5.3

Notable Jewish Figures of Central Europe, Early 1900s

<table>
<thead>
<tr>
<th>Person</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marc Chagall</td>
<td>Painter, sculptor, and sculptor</td>
</tr>
<tr>
<td>Gustav Mahler</td>
<td>Composed symphonies and conducted many major orchestras</td>
</tr>
<tr>
<td>Arnold Schoenberg</td>
<td>Developed new styles of music for classical music</td>
</tr>
<tr>
<td>Franz Kafka</td>
<td>Influential figure in modernist writing</td>
</tr>
<tr>
<td>Albert Einstein</td>
<td>Important scientist</td>
</tr>
<tr>
<td>Sigmund Freud</td>
<td>Founder of psychoanalysis</td>
</tr>
<tr>
<td>Edmund Husserl</td>
<td>Founder of phenomenology movement</td>
</tr>
<tr>
<td>Rudolph Lipshitz</td>
<td>Worked on number theory and potential theory</td>
</tr>
</tbody>
</table>

The table above lists a few of the notable Jewish people whose exceptional talents flourished in the face of Hitler’s regimes. Many of these people fled Central Europe in the face of the Nazi regime. Chart Skills: Describe how some of these thinkers might have influenced Nazi Germany.

E-LA W 2.3

Web Code: mza-2851

For additional assessment, have students access Standards Monitoring Online at Web Code mza-2851.

Trends, People, and Places

1. Name each of the terms listed at the beginning of the section into one of the following: categories, people, culture, or economy. Write a sentence explaining your choice.

Writing About History

Quick Write: Use Compare-and-Contrast Transitions: Use strong transitions to help readers navigate your compare-and-contrast essays. Words such as however, but, nevertheless, yet, whereas, similarly, and instead signal comparisons and contrast relationships. Add one of these words to the statements below to clarify their meanings.

“Hitler’s rise was based on hate. He was a popular leader.”

Hitler was a popular leader. Many of the countries of Eastern Europe became fascist states.

8. Sample: scapegoating deflects the blame away from dictators.

Assess and Reteach

Assess Progress

• Have students complete the Section Assessment.

• Administer the Section Quiz.

Student Teaching Resources, Unit 3, p. 48

Further assess student understanding, use Progress Monitoring Transparencies, 56

Reteach

If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide, p. 120

Adapted Reading and Note Taking Study Guide, p. 120

Spanish Reading and Note Taking Study Guide, p. 120

Extend

Ask students if they think a leader like Adolf Hitler could gain support and take over the government in any present-day European country. Ask them to write a paragraph expressing their opinion and giving reasons for it.

Answers

Chart Skills: They were responsible for revolutionary and world-changing ideas in their fields, which would have been valuable to Germany.

Economic problems, ethnic tensions, and inexperience in democracy fostered the rise of authoritarian states in Eastern Europe.

Web Code: mza-2851

For additional assessment, have students access Standards Monitoring Online at Web Code mza-2851.

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