Chapter 27

The Deepening of the European Crisis: World War II

Learning Objectives

In this chapter, students will focus on:

- Hitler’s foreign policy goals, and how he achieved them between 1933 and 1939
- Japan’s policies and their contribution to war in Asia
- The main events of World War II in Europe and Asia, and why the allies were victorious
- The organization of the Nazi Empire
- The Holocaust, and the role it played in Nazi policy
- The conditions on the home front for the major western nations, and Japan
- The Allies’ different visions of postwar Europe, and the emergence of the Cold War
- The relationship between World War I and World War II, and how each war was fought

Lecture Outline

I. Prelude to War
   A. The Role of Hitler
      1. World War II began in the mind of Adolf Hitler
      2. Hitler believed that the Russian Revolution created the conditions for German expansion
      3. Conservative German elites shared Hitler’s dream of world domination
   B. The “Diplomatic Revolution” (1933-1937)
      1. Hitler becomes chancellor, January 30, 1933
      2. Slow rearmament
      4. Troops into the demilitarized Rhineland, March 7, 1936
      5. New Alliances
         a. Rome-Berlin Axis, October 1936
         b. Anti-Comintern Pact between Germany and Japan, November 1936

II. The Path to War (1938-1939)
A. German Rearmament
   1. Blitzkrieg
B. Annexation of Austria, March 13, 1938
C. Hitler demands the cession of the Sudetenland, September 15, 1938
D. Munich Conference, September 29, 1938
E. Neville Chamberlain (1869-1940)
   1. Appeasement
F. German dismemberment of Czechoslovakia
G. Hitler demands Danzig
   1. British offer to protect Poland
H. Non-aggression pact with the Soviet Union, August 23, 1939
I. Invasion of Poland, September 1, 1939
J. Britain and France declare war on Germany, September 3, 1939

III. The Path to War in Asia
A. Japan’s Rise to World Power Status
   1. Defeat of China (1895) and Russia (1905)
   2. By 1933, Japanese Empire included: Korea, Formosa, Manchuria, and
      the Marshall, Caroline, and Mariana Islands
B. Internal Tensions
   1. Population growth
   2. Impact of trade barriers
   3. Rise of militarist government
C. Japanese Goals in East Asia
   1. September 1931: Japanese conquest of Manchuria
   2. Japan targeted China first
   3. Rape of Nanjing
   4. Cooperation with Germany
   5. Shift of attention to Southeast Asia in the late 1930s

IV. The Course to World War II
A. Victory and Stalemate
   1. Blitzkrieg (lightening war)
   2. Poland divided on September 28, 1939
   3. “Phony War”, winter 1939-1940
   4. Germany resumes offensive, April 9, 1939, against Denmark and
      Norway
   5. Attack on Netherlands, Belgium, and France, May 10, 1940
   6. Evacuation of Dunkirk
   7. Surrender of France, June 22, 1940
   6. Vichy France
      a. Marshal Henri Pétain (1856-1951)
B. Battle of Britain, August-September 1940
   1. Winston Churchill (1874-1965)
   2. German Luftwaffe
C. German Mediterranean strategy
D. Germany invades the Soviet Union, June 22, 1941
V. War in Asia
   A. Japanese Empire
   B. Attack on Pearl Harbor, December 7, 1941
   C. Greater East Asia Co-Prosperity Sphere

VI. Turning Point of the War (1942-1943)
   A. Entry of United States into the war critical to Allied victory
   B. The Grand Alliance
      1. Defeat of Germany the first priority
      2. Military aid to Russia and Britain
      3. Allies ignore political differences
      4. Agree on unconditional surrender
   C. The Course of the War (1942-1943)
      1. German success in 1942 in Africa and Soviet Union
      2. Allies invade North Africa, November 1942, victory in May 1943
      3. Battle of Stalingrad, November 1942-February 1943
      4. Battle of Midway, June 4, 1942

VII. The Last Years of the War
   A. Invasion of Sicily, 1943
   B. Invasion of Italy, September 1943
   C. Rome falls June 4, 1944
   D. D-Day invasion of France, June 6, 1944
      1. Five assault divisions landed on Normandy beaches
      2. Within three months, two million men landed
   E. German surrender at Stalingrad, February 2, 1943
   F. Tank Battle of Kursk, Soviet Union, July 5-12, 1943
   G. Russians enter Berlin, April 1945
   H. Hitler’s suicide, April 30, 1945
   I. Surrender of Germany, May 7, 1945
   J. Death of President Franklin Roosevelt, April 12, 1945
   K. Difficulty of invading the Japanese homeland
   L. New President Harry Truman makes decision to use the atomic bomb
   M. Surrender of Japan, August 14, 1945
   N. Human losses in the war: 17 million military dead, 18 million civilians dead

VII. The New Order
   A. The Nazi Empire
      1. Nazi occupies Europe was organized in two ways
         a. Some areas annexed and made into German provinces
         b. Most areas were occupied and administered by Germans
      2. Racial considerations
      3. Resettlement plans of the East
         a. Poles were uprooted and moved
         b. 2 million ethnic Germans settled Poland, 1942
      4. Need for labor
   B. Resistance Movements
      1. Resistance movements in Nazi-occupied Europe
a. Resistance in all parts of Europe
b. Communists assumed leadership roles
c. Women participated in resistance

2. Resistance in Germany
   a. Limited resistance: White Rose
   b. Plots against Hitler

VIII. The Holocaust
   A. First focused on emigration
   B. The Final Solution
      1. Reinhard Heydrich (1904-1942)
      2. Einsatzgrupen
   C. Death Camps
      1. In operation by the spring of 1942
      2. Shipments of Jews from Poland, France, Belgium, and the Netherlands in 1942
      3. Shipments from Berlin, Vienna, Prague, Greece, southern France, Italy, and Denmark
      4. Zyklon B (hydrogen cyanide)
      5. Auschwitz
      6. Death of 2 out of 3 European Jews
   D. The Other Holocaust
      1. Death of 9 - 10 million people beyond the 5 - 6 million Jews
      2. 40 percent of European Gypsies

IX. The New Order in Asia
   A. “Asia for Asians”
   B. Power in the hands of Japanese military
   C. Little respect for local populations

X. The Mobilization of Peoples
   A. Great Britain
      1. More complete mobilization than its allies or Germany
      2. Efforts to solve food shortage
      3. Planned economy
   B. The Soviet Union
      1. Enormous losses, 2 of every 5 killed in World War II were Russians
      2. Siege of Leningrad
      3. Factories moved to the interior
   C. The United States
      1. Slow mobilization until mid-1943
      2. Social problems
         a. African-Americans
         b. Detroit, June 1943
      3. Japanese Americans
   D. Germany
      1. Continued production of consumer goods first two years of the war
      2. Blitzkrieg and then plunder conquered countries
3. Albert Speer and armaments production
4. Total mobilization of the economy, 1944

E. Japan
1. Highly mobilized society
2. Code of bushido
3. Demands on women

XI. Frontline Civilians: The Bombing of Cities
A. Bombing Civilians
B. Luftwaffe begin the Blitz in Britain
C. Allies begin bombing raids on German cities under Arthur Harris
   1. Cologne, Germany
D. American daytime bombing raids
E. Hamburg; Dresden
F. Success or failure of bombing raids
G. Atomic bomb
   1. Hiroshima, August 6, 1945
   2. Nagasaki, August 9, 1945

XII. Aftermath of the War
A. Costs of World War II
   1. The numbers: causalies and “displaced persons”
   2. Physical destruction
B. The Conferences at Teheran and Yalta
   1. Conference at Tehran, November 1943
      a. Future course of the war, invasion of the continent for 1944
      b. Agreement for the partition of postwar Germany
   2. Conference at Yalta, February 1945
      a. “Declaration on Liberated Europe”
      b. Soviet military assistance for the war against Japan
      c. Creation of a United Nations
      d. German unconditional surrender
      e. Free elections in Eastern Europe
C. Intensifying Differences
   1. Conference at Potsdam, July 1945
   2. Truman replaces Roosevelt
   3. Growing problems between the Allies
D. The Emergence of the Cold War
   1. Mutual mistrust
   2. Ideological conflict

Lesson Plan

AP Standards
1. Intellectual and Cultural History
   • Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, and nationalism
• Developments in elite and popular culture: religion, family, work, and ritual

2. Political and Diplomatic History
• The rise and functioning of the modern state
• The extension and limitation of rights, liberties, and political persecutions
• Forms of political protest, reform, and revolution
• Relationship between domestic and foreign policies
• Efforts to restrain conflict: treaties, diplomacy, international organizations
• War and conflict: origins, developments, technology, and consequences

3. Social and Economic History
• Changing definitions and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
• Changes in demographic structure of Europe: causes and consequences
• Gender roles and their influence on work, social, and family structure
• Development of racial and ethnic group identities

Suggested Time
3 traditional classes or 2 blocks — The entire chapter covers AP material.

Assessment
See Tutorial Quiz for Chapter 27 at www.academic.cengage.com/history/spielvogel.

Glossary

**Appeasement:** the policy, followed by the European nations in the 1930s, of accepting Hitler’s annexation of Austria and Czechoslovakia in the belief that meeting his demands would assure peace and stability.

**Blitzkrieg:** “lightning war.” A war conducted with great speed and force, as in Germany’s advance at the beginning of World War II.

**Cold War:** the ideological conflict between the Soviet Union and the United States after World War II.

**Einsatzgruppen:** special strike forces responsible for rounding up and executing Jews.

**Final Solution:** the physical extermination of the Jewish people by the Nazis during World War II.

**Holocaust:** the mass slaughter of European Jews by the Nazis during World War II.
**Isolationism:** a foreign policy in which a nation refrains from making alliances or engaging actively in international affairs.

**Lebensraum:** “living space.” The doctrine, adopted by Hitler, that a nation’s power depends on the amount of land it occupies; thus, a nation must expand to be strong.

**Nazi New Order:** the Nazis’ plan for their conquered territories; included the extermination of Jews and others considered inferior, ruthless exploitation of resources, German colonization in the east, and the use of Poles, Russians, and Ukrainians as slave labor.

**Unconditional surrender:** complete, unqualified surrender of a belligerent nation.

See interactive Flashcards for Chapter 27 at [www.academic.cengage.com/history/spielvogel](http://www.academic.cengage.com/history/spielvogel).

**Lecture and Discussion Topics**

1. The Role of Hitler in World War II
2. The Nazi New Order: What Did It Mean for Europe?
3. The Destructiveness of Two World Wars and the Crisis of Twentieth-Century Western Civilization.

**Group Work Suggestions and Possible Projects**

1. Both Hitler and Churchill were excellent public speakers in their own ways. Have students write a paper comparing and contrasting their oratorical styles using their speeches as primary sources.

2. Have students do a short biographical essay on a great general of World War II, such as Patton, Rommel, Montgomery, Eisenhower, or Marshall.
3. Have students do research to determine the advantages and disadvantages of both sides in World War II.

4. Have students do an essay on the various ways that countries dealt with the war on the home front; for example, victory gardens, rationing, scrap metal drives, war bond drives, etc.

5. Have students report on D-Day – its strategic role, the careful planning (and what went awry), the military consequences of the invasion, and the impact on the lives of people who participated as combatants and as civilians.

6. Suggest students view “Saving Private Ryan” and discuss to what degree the movie is an accurate representation of the events of the Normandy invasion.

7. Suggest students view one of the movies about the “final solution” and the holocaust such as “Schindler’s List” or the “Pianist,” and have them discuss the adequacy or inadequacy of film in portraying the events of history.

8. Have students research the Free French Army and the French Resistance. Compare and contrast the tactics of these two movements with those of the armies of the Axis and Allied powers. Argue for or against the position that the FFA and the French Resistance were significant in changing the outcome of the European war.

9. Much recent controversy has been generated over the role of ordinary Germans in the conduct of the Holocaust, especially by Christopher Browning's Ordinary Men and Daniel Goldhagen's controversial Hitler’s Willing Executioners. Have students read some or all of these texts along with scholarly and popular critiques of these works and then ask them to evaluate in a paper the accuracy and persuasive power of the arguments made regarding the capacity of many ordinary Germans to engage in atrocities.

10. In a debate or general discussion, have students compare the significance and influence of World War II with that of World War I as to which war had the great impact on the world’s future.

See online simulations and At the Movies activities in the Western Civilization Resource Center at www.wadsworth.com/history.

Media Menu

See Resource Integration Guide for Chapter 27.
Test Bank

For an online Test Bank, see Chapter 27 in Instructor Resources at www.academic.cengage.com/history/spielvogel.

Suggested Readings

See comprehensive list of suggested readings at the end of Chapter 27.

Web Exercises

See Internet Exercises for Chapter 27 at www.academic.cengage.com/history/spielvogel.

Document Based Questions

Definitions: The following question is based on the listed documents, available on the corresponding pages in your textbook. Some of the documents have been edited or excerpted. You will be graded based upon the Advanced Placement European History standards for Document Based Questions (DBQs). According to the College Board, DBQs are designed to test your ability to:

…understand some of the principal themes in modern European history, analyze historical evidence and historical interpretation, and express historical understanding in writing.

Part A: Answer the questions that pertain to each document. The questions are designed to help build your understanding of the documents and develop your ability to analyze documents during the beginning of the course. Some of the questions ask you to utilize knowledge outside of the documents. Although you are not required to use outside knowledge on the exam, outside historical context may earn you a higher score. The Advanced Placement examination and DBQs in later chapters will not contain these questions.

Part B: The Advanced Placement examination will require you to write an essay based on a series of documents. You will see the following instructions on the examination:

Write an essay that:
Part A Questions

A. Document: Hitler’s Foreign Policy Goals
   - What three possible goals does Hitler reject and why does he reject them?
   - What goal does Hitler support and how does he propose to pursue this aim?
   - How does he believe the other European nations will respond to this policy goal?

B. Document: The Munich Conference
   - What were the opposing views of Churchill and Chamberlain regarding the Munich Conference?
   - Why was Chamberlain so eager to avoid war?

C. Map 27.1: Changes in Central Europe, 1936-1939
   - What territories are annexed by Italy and what is Italy’s justification for doing so?
   - What territories are annexed by Germany and what is Germany’s justification for doing so?
   - What aspects of Czechoslovakia’s location would have made it difficult for France and Britain to come directly to its aid in 1938?

D. Map 24.1: World War II in Europe and North Africa
• On what two fronts was the Axis fighting?
• Why did Hitler open a two-front war?
• Why might Hitler have opened the African front?
• What was the furthest line of the Axis advance?

E. Document: A German Soldier at Stalingrad
• What is the soldier’s outlook at the beginning of the battle?
• How is the soldier’s morale at the end of this selection?
• What has happened to change his morale?
• Why did Germany believe it would have a quick victory?
• Why is the battle for Stalingrad considered a major turning point in World War II?

F. Document: Hitler’s Plans for a New Order in the East
• What were Hitler’s plans for the conquered Eastern territories and the people who inhabited these lands?
• Which civilization does Hitler claim he is supporting?
• To whom does he compare the East Europeans?
• Why does Hitler say the Germans should fell no remorse at their actions?

G. Map 27.4: The Holocaust
• Why did Hitler establish concentration camps?
• Which region lost the largest number of Jews in the camps, and what helps explain this?

H. Document: The Holocaust: The Commandant and the Camp Victims
• How does the Nazi official describe the murders?
• How does the French doctor describe the murders?
• How did the persecution of the Jewish people fit into Hitler’s master plan?

I. Document: The Bombing of Civilians
• How did the London family cope with the bombing?
• What effect did the bombings have in Hamburg and Hiroshima?
• Why did armed forces hit civilian targets?
• Did these attacks have the desired effects?