

Answer Key

A History of the Twentieth Century by Martin Gilbert

Lesson 49

3. i. The author focuses mainly on the individual–individual actions and the securing of individual rights and liberties. Students should determine why this might be. In any case, Gilbert is a self-proclaimed classical liberal thinker. It may be an interesting exercise to return to this thought at the end of this book to see if he holds true to his aim.
- ii. A couple of general patterns of internal strife include
 - ethnic conflict among the majority and minority groups, as in Austria, Hungary, Finland, and Ottoman Macedonia,
 - and general agitation and organization among workers, as in Georgia, Russia, and Great Britain.
- iii. Marxism is named for one of the chief authors of *The Communist Manifesto*, Karl Marx. It has come to signify the belief in the ongoing struggle between workers, or “proletarians,” and those who own or manage capital or private property, who Marx names the “bourgeoisie.” Marx writes that this struggle means endless class conflict, until workers overthrow the owners and managers and establish a “dictatorship of the proletariat.”
- iv. *Bolsheviki* means “majority-ites” and refers to the majority this group holds in control of the Russian Social Democratic newspaper publication. They also desire to have a small group of people control the Party, but are unable to accomplish this.
- v. Two Jewish pogroms, one at Kishinev and another at Gomel, cause a mass Russian-Jewish emigration. The Tsar’s government blames Jewish labor for much of the political and labor strife. When the first pogrom at Kishinev takes place, Jewish leaders petition Plehve, the Minister, for justice, yet he blames the supposed Jewish revolutionary activity for the persecution. When Russian Jews realize that they are not going to receive protection from the Tsar’s government, they begin to emigrate en masse.

Lesson 50

5. i. Though the author mentions that the Turks are much more violent in suppressing dissenters among the provinces of the Ottoman Empire, it does seem rather insincere for the Austro-Hungarian government to call for reforms in Macedonia, when it has its own history of suppression.
 - ii. President Theodore Roosevelt establishes the first woodland service, the Forest Service, in 1905. Some questions for students to consider: does the Constitution expressly call for such a service? are there any services or departments not specifically outlined in the Constitution that exist today? should these continue to exist? if the government was not involved in protecting wildlife, would anyone else take this responsibility?
 - iii. These nations hand over control of Korea to Japan in order to end the hostilities between Japan and Russia. The second question is speculative. What evidence from the text shows why these three nations think they have this authority?
 - iv. The Tsar hopes to appease the protestors by opening a new legislative body, the “Duma.” However, this body has very limited authority and its decisions and recommendations are still subject to the Tsar’s ultimate approval. The Tsar seems to live up to his word, but in reality the original franchise only includes property owners, industrial owners, and peasants. As such, in St. Petersburg, a total population of 1,500,000 produces only 9,500 voters.
- Final Question: Students should recount how the powerful nations treat the weaker nations. As for whether “might makes right”, guiding questions include, “Has it ever been different?” and “If ‘might does not make right,’ what does?”

Lesson 51

5. i. European autocrats and their representatives deal with public dissent by silencing their elected legislatures or portions thereof. In 1906, the Russian Tsar and the German Chancellor both dissolve their respective parliaments, the Duma and the Reichstag. In 1907, the Prime Minister of Russia, Stolypin, refuses to assent to the propositions for which the Duma voted and then arrests Social Democratic Party members for engaging in alleged revolutionary activity. The parliament of Austria-Hungary effectively silences ethnic minorities by adhering to parliamentary language requirements.

The one imperial parliament that seems to be the exception to the rule is the Turkish parliament of the Ottoman Empire. The Sultan accedes to the demands of parliamentary groups at odds with him.

ii. Students should use their knowledge from the reading thus far about whether every colonial power treats its colonies in these ways.

iii. Do students believe the criminal and terrorist violence in Russia is not carried out in cold blood?

iv. On this day, Austria-Hungary annexes Bosnia-Herzegovina. Austria-Hungary does this because its rulers are afraid that Bosnia-Herzegovina, which lies under Turkish suzerainty, will seek representation in the newly-tolerant Turkish parliament. There, Bosnia-Herzegovina could seek grievances against the harsh rule of the Austrians.

Final Question: The two Liberal principles in conflict are equality and non-interference in colonial legislatures. Students may refer to these Liberal principles as evidence against the inevitability of the atrocities that Socialists believe colonization causes. What makes these principles inherently liberal is their emphasis on the preservation of individual rights and equality. For instance, the colonists supposedly elect colonial legislatures. To interfere in this process is to deny the colonists their right to vote.

Lesson 52

5. i. There are a couple of patterns in 1910 and 1911. First, labor and industrial protests are on the rise in countries around the globe. Further, nationalists in colonial lands tend to rise up and use violence to make their voices heard. Typically, the colonial powers meet these uprisings with larger shows of force. Finally, Germany upsets both France and Great Britain with aggressive speech and maneuvers and seems to challenge the colonial power and military might of both.

ii. Have students debate the purpose of a constitution and whether it must correspond to the expectations of the country. Do the U.S. constitution and its framers claim to do this?

iii. Sun Yat-sen is the only leader from the early revolutionary period to be considered a hero to both the People's Republic of China (Communist government) and the Republic of China (Taiwan). Look for students to explain the reason for this. Students should also give important information such as his upbringing, education, conversion to Christianity, relationship to the Manchu-Qing dynasty, political philosophy, as well as any other interesting information the students may find.

Lesson 53

5. i. The nations of Bulgaria, Serbia, Montenegro, and Greece—after 500 years of infighting—unite to form the Balkan League against Turkey. The Bulgarians and Serbs in the province of Turkish-controlled Macedonia want those nations to drive out the Turks from their province. As a result, the Bulgarians and Serbs advance on Albania and Macedonia in what is known as the First Balkan War. The Bulgarians and Serbs gain much territory after this two-month conflict with Turkey. Turkey thus loses a great majority of its land holdings in Europe.

ii. The only way to end inequality, according to the Social Democrats, is revolution. They define this as armed conflict, as well as the right to strike, which authorities deny them.

iii. There are several technological advances to choose from: the submarine, air mail, the exploration of the South Pole, the electronic timing of races. Students may find others! There are several political advances to choose from here, as well: a national health insurance program, employer-offered accident insurance, the treaty ending the First Balkan War, the treaty ending the Second Balkan War, and the stealthy taking of the Dodecanese islands by Italy amidst the Second Balkan War.

iv. Students may or may not agree, but the point here is to draw out the reasoning that backs up their assertions.

Final Question: Students may point out the alliances built, the claims made and taken by nations (or from them), and the increase in violence and accumulation of weapons of war.

Lesson 55

2. i. General von Moltke thinks that the issue in a coming European war will be one of Germandom versus Slavdom. This proves true, as a Serbian assassinates a Austrian-German archduke, and Austria and Germany then take up arms against Russia and other Slavic nations. However, allies enter the fray on both sides, and one could make an argument that the war is as much an issue of German naval power versus British naval power as it is Germandom versus Slavdom.

ii. There are several sources of discontent in South Africa. There is discontent on the part of white people regarding labor conditions in Johannesburg. A labor strike ensues, and when the the cavalry arrives it charges and kills twenty strikers.

There is also Indian discontent. In the Transvaal, the government introduces legislation that prevents Indians from trading, farming, or owning houses—a deathblow to Indian hopes of a decent living.

Finally, there is discontent among blacks because of constitutional restrictions on land ownership.

iii. The Kaiser lays the groundwork for the war as he urges Archduke Franz Ferdinand to do something about Serbian revolutionary activity before anti-Austrian feeling in Serbia worsens.

After Princip assassinates Ferdinand, the Kaiser notes in a telegram from his ambassador in Austria that the Serbs must be eliminated. He later refuses to entertain the idea of a mild punishment of Serbia.

Finally, the Kaiser tells the Austrian ambassador that Germany would be on Austria's side in the case of war between Russia and Austria-Hungary, which eventually stokes the Austrians to action. His firm stance drives the Austrian government and military to war against Serbia.

iv. The Tsar cancels Russia's war mobilization order. However, the generals fear that if they do not mobilize, the Germans will annex Russia's Polish provinces.

In the end, Russia mobilizes and rejects the German ultimatum to cease all war measures.

v. France joins the war because of an alliance with Russia. The Germans ask France to state that they will remain neutral in the event of war with Russia. France refuses and mobilizes.

When Germany demands that Belgium allow German troops through their borders in order to attack France, Belgium refuses. This being a violation of Belgium's sovereignty, and as a result of an 1830 treaty, Britain may declare war on Germany because of its act of aggression against Belgium.

Lesson 58

5. i. Germany is the first to use chemical weapons in combat. The Germans use chlorine gas, which affects the respiratory system and, at high dosages, can cause it to shut down.

ii. The Dardanelles are an important objective to the Allies for several reasons. First, the Allies want to defeat the Central Powers outside of trench warfare. Thus, they attack Turkey at this crucial link between the Mediterranean and Black Seas.

Second, if the Allies are successful in taking the Dardanelles, neutral Greece, Romania, and Belgium may join the Allied cause.

Finally, control of this location will give British ships access to the Danube, an important river in the midst of the Central Powers.

At the end of a long battle, the British repel a Turkish counter-attack on a critical hillcrest. Yet, the British navy mistakenly drives its land-based comrades off the hill with friendly shell fire. Thus, the Dardanelles remain in Turkish hands.

iii. The Turkish soldiers slaughter around 1,000,000 Armenian Christians.

iv. Many consider the sinking of the *Lusitania* critical in turning the U.S. towards war.

Lesson 59

6. i. The war continues for two main reasons.

First, the Kaiser believes that German territorial gains have only just begun and thus wants to continue the war.

Second, most of the Austro-Hungarian leaders are too enamored with the fact that they conquer Serbia, Montenegro, and Albania and drive Russian forces off Austrian soil to stop the fighting. They do not realize that these are only temporary victories.

ii. The Newfoundland battalion is all but wiped out in the Battle of the Somme. Students can use outside sources to investigate this sobering topic.

iii. Students should use their knowledge of *All Quiet*, the Civil War books, and general knowledge to back up their opinion of Hankey's description of war.

iv. The Central Powers assent to the German generals' takeover because the Powers recognize the superiority of German military skill and decision-making. After all, Ludendorff is the hero of Tannenberg, who skillfully maneuvers his troops to resist the seemingly unstoppable Russian advance in 1914.

v. The European powers have various causes for rejecting the Peace Note.

The Germans and the Russians reject Wilson's desire to protect smaller countries from invasion and annexation. The Germans want the coast of Flanders at the end of hostilities and the Russians desire the Dardanelles and Constantinople.

David Lloyd George will not sign a treaty because he does not trust the Central Powers.

Finally, the Austrian emperor wants to continue the war to show the world that it is impossible to defeat his kingdom.

Lesson 61

5. i. The Allies begin the convoy system in which warships cross the Atlantic together with merchant ships. They lose only one ship in the initial convoy, and then none throughout all of July, 1917. Also, over a million American Doughboys cross the Atlantic at a loss of only 637 men.

ii. The Bolsheviks take advantage of a massive strike and urge the garrison of 155,000 Russian soldiers at Petrograd not to go to the front. Though the Provisional Government seizes the Bolshevik printing presses, cuts the telephone lines to their headquarters at Smolny Institute, and raises bridges to prevent Bolshevik forces from crossing, the Bolsheviks strike back. They undo all of the Provisional Government's work, and then they seize two telegraph centers. They occupy all of the major buildings in Petrograd, and Lenin declares that the Provisional Government has been deposed. The Provisional Government disagrees at first, but when 14,000 soldiers and sailors march in support of the Bolsheviks, they capitulate.

iii. Many of Wilson's Fourteen Points come to fruition as a result of the terms of the Treaty of Versailles. By reading these points, students will learn much about the twentieth century.

iv. Initial German peace terms are to detach Poland from Russia, and to claim Lithuania and southern Latvia. When the Russians initially reject these terms, the Germans resume hostilities. German peace terms become more bold when the Russians sue for peace once more. Germany demands control of

Poland, the Baltic States, and parts of Ukraine. Lenin accepts these terms, which will provide a backdrop to the hostility between the two nations during WWII.

Lesson 62

4. i. In May of 1921, several ethnic groups within the Austrian Army mutiny. The Slovenes mutiny and demand an independent Slovakian state. A Ruthenian and a Serbian unit both demand independent states and an end to the war. Czechs mutiny and demand an end to the war. This may seriously weaken the Central Powers, as the earlier mutinies in the Russian Army lead to the Russian Revolution and her exit from war.

ii. Colonel Douglas MacArthur names the “Rainbow Division” for the way the Division was formed with units from many states, like a rainbow, stretching across the whole country.

iii. The Allies reject the first German request for an armistice because German conditions demand retention of all their pre-war territory. President Wilson reiterates that the first condition for an armistice is that Germany give up all occupied lands.

iv. Eleven German cities are in the hands of Communist revolutionaries, including Aachen, the nearest city in which to enter Germany; so Kaiser Wilhelm II would be stuck there, and in danger.

Lesson 65

5. i. In early 1919 in both Berlin, the capital, and Bavaria, the largest German state, Communist Party members declare Soviet Republics. Communist efforts in Bavaria prove particularly persistent. The army, loyal to the Social Democrat-controlled parliamentary government, exerts massive effort to crush the rebellion in Bavaria. After the Treaty of Versailles, Communists gather revolutionary forces (also called Spartacists) and try to take advantage of the demilitarization of *das Ruhrgebiet* (the Ruhr Valley). The new Chancellor, Herman Müller, dispatches troops, in violation of the Treaty, and eventually crushes the revolutionaries. These efforts all fail because of the army’s loyalty to the Social Democratic parliamentary government.

ii. Germany resents Article 231 as it casts full responsibility of the war on Germany.

Students can point to many conditions which the Germans believe are unjust:

- demilitarization of the Rhineland, Germany’s main industrial region,
- the loss of Posen to Poland and the port city of Danzig to the League of Nations, which accounts for a loss of sixteen percent of pre-war coal production and forty-eight percent of pre-war steel production,
- transfer of the coal mining region of Saarland to France,
- the ban of military and naval privileges and the military reduction to no more than 100,000 troops,
- the War Guilt clause, that forces German reparation payments to France, Britain, Italy, Belgium, and Serbia,
- and German surrender of all warships to the Allies.

Students should consider which of these conditions cripples Germany the most. Ensure that students support their opinions with well-reasoned arguments.

iii. Students should consider the following factors as to why anti-Bolshevik forces are toppled:

- George’s fear of a pro-Communist uprising in Britain, which causes him to withdraws most of the British troops left in Russia,
- the lack of unity among anti-Bolshevik forces,
- the mutiny of Makhno-led Ukrainian forces, and other smaller forces such as Cossacks and Daghestanis, against General Denikin,
- and a secret treaty between Lenin and the Poles, which ends hostilities and allows the Poles to advance against Denikin.

iv. The essential question for the Senate is whether the United States should give up some or all of its sovereignty over its own affairs to a supranational organization in exchange for any benefits that she might receive from such an organization.

Lesson 66

5. i. Gandhi declares the Moplahs “brave, God-fearing Moplahs, fighting for what they consider as religion, and in a manner which they consider as religious” (129).

Ask students whether they believe the violence with which Moplahs force Hindus to convert is truly brave. Is fighting for what someone considers religion, and in a manner that someone considers religious, always to be praised? If not, when is such action not to be praised? Current or recent examples students may draw from include ISIS/ISIL, Boko Haram, or the Tamil Tigers.

ii. The key similarity is that these dictators build paramilitary organizations to impose their goals. Force, rather than rational debate, is the primary method by which these men take control of state affairs. All three speak publicly and openly of using force to achieve their aims—Mussolini and Lenin in public speeches, and Hitler in the SA publication.

Also, all three men use inner circle organizations that direct the paramilitary organization.

Mussolini and Hitler use similar methods in building up their organizations, both being large military movements from the beginning. Only later does Lenin build the “Red Guards,” his own paramilitary organization, which is much smaller than either Hitler’s or Mussolini’s before they seize power in their respective nations.

Also, Hitler and Mussolini rely on the current power structure to seize control. Hitler is elected Chancellor and Mussolini is “requested” by the King to form a government as Prime Minister. Lenin destroys the old power structure before he even begins to seize power.

iii. This is a current issue, as there are repressive governments to whom the United States sends aid, or has sent aid in the past (Somalia, Iran, etc.). Some questions to start the discussion include, “Do you think that this aid reaches those for whom it is intended? In the case of Soviet Russia, and many repressive governments, is it right to let innocent people suffer who have nothing to do with setting up and preserving the repressive government? Or, is sending aid simply preserving the repressive government in that it gains money and material resources that keep it in power?”

Ensure that students weigh each perspective.

iv. Michael Collins takes over for Eamon de Valera. In his earlier negotiations with the British as Minister of Home Affairs and Finance, Collins offers Britain permanent Irish neutrality in the event of hostilities between Britain and another nation. This seems to begin the process that launches Ireland on its path to statehood.

v. President Harding sets up this Commission in 1921 after a series of lynchings and burnings of black Americans. This detestable racial violence includes mutilation, branding with acid, flogging, tar-and-feathering, and kidnapping.

vi. German nationalists cite Rathenau’s ethnicity as a Jew as grounds for his assassination. This, despite the fact that Rathenau negotiates an agreement with the Allied Powers that not only delays Germany’s reparation payments, but also gives Germany a loan in order to do so.

Lesson 67

5. i. To Hitler, the Berlin government is Germany’s enemy, which he alleges is financed and supported by Jewish financiers and Marxist subversives. He claims these enemies to be the same as those Germans whom he alleges capitulated to the armistice of 1918. Hitler is able to say these things because of the firepower at his disposal, including Ludendorff’s leadership of his fighting forces, and also because of the massive inflation and financial hardship brought on by the Treaty of Versailles.

Students should also relate the events in the Bürgerbräukeller in München on November 8, 1923, and the march on the streets on November 9 (an important day in German history, also known as *der Schicksalstag*, or “fateful day,” as we will come to learn throughout the rest of this work).

ii. These questions are not easy to answer. Perhaps France believes it is owed money from those it defeats, but does not expect an ally to call for repayment of debts arising from fighting a common enemy. This may also be Britain’s viewpoint. In any case, is it fair or responsible? Ensure that students consider each perspective.

iii. There are two sides to this issue. If all nations follow this protocol, it should be successful. Yet, when one government desires to conquer other nations to spread its ideology, is it wise to entrust your nation to the vote of its representatives in an international body?

iv. Students can cite several reforms including,

-asserting a dictatorship,

-abolishing the Caliphate,

-separating religious and government elements,

-drafting a republican constitution,

-striving for a literate society,

-westernizing dress,

-promoting women’s rights,

-and replacing the Ottoman Arabic alphabet with Latin characters.

Ensure that students assert which reform they believe to be most beneficial to Turkey.

v. The two terms Hitler co-opts are “Aryan” and “Semitic.” They are originally linguistic terms that denote a certain language group. However, he changes their meanings so that “Aryan” becomes a symbol of “purity,” and “Semitic” becomes a symbol of “impurity” (158-159).

Lesson 69

5. i. In Italian mayoral elections, the people submit a list of candidates to the government, which choose the winners. This is opposite from the democratic process.

ii. The Soviet Union, and Stalin specifically, sees Germany, the industrial powerhouse, as the key to helping it industrialize and build advanced military equipment, as well as the gateway to taking the rest of Europe.

iii. The focus here should be on students’ reasoning. Is economic success sufficient reason to cancel debtors’ repayments? Or, do debts remain valid until paid in full? Why or why not? These questions should help stimulate the students’ discussion.

iv. Knowing that the end goal of Communism is Communism’s triumph throughout the world, does it make sense that the Chinese Communists care only about the Chinese Revolution and helping the Kuomintang to victory?

Lesson 70

5. i. *Anschluss* is the desire of many Austrians, even moderates, to unite with Germany. The Austrian Fascist Heimwehr is most outspoken in its desire to unite with Germany.

ii. There are some interesting parallels between the Croat conflict with the Serbs and the Serbian conflict with Austria-Hungary in the previous decade. As the Croats desire independence from the Serbian majority in the Kingdom of Serbs, Croats, and Slovenes, so the Serbians desire independence from Austria-Hungary. Violence also characterizes both conflicts. Of course, the Serbian violence reaches one of the highest leaders of Austria-Hungary, whereas Croat violence does not reach that level with the Serbs.

Students will probably find other important comparisons and contrasts, as well.

- iii. Mussolini's Grand Council is the final blow to individual liberties in Italy. Council members are exempt from arrest, Mussolini alone summons them, and its meetings are held in secret. Finally, it must approve all changes to the constitution that Parliament passes. In essence, it is a supra-parliamentary organization that has final authority on important legislative matters, and its deliberations are not public.
- iv. Mao understands that he must use long-term guerrilla tactics against the Kuomintang, who are vastly superior in both numbers and training. This is different from Lenin's strategy, as Lenin uses a large section of the nation's army and his own Bolshevik forces to overthrow the Provisional Government.
- v. Students have the option earlier in the study to answer whether nations can expect mutual disarmament when self-preservation is a primary concern. Further, study may help to reshape, or firm up, their thoughts. Whatever the students' thoughts, they must give solid reasons for them. After all, this question endures to this day: can the United States trust other nations, including those hostile or unfriendly to her (e.g., Russia, Iran), to disarm if she does so?
- vi. While Indians are much more numerous than their British counterparts, do they truly have the military knowledge, organization, and capabilities of the British Army to defend India? Recall that Indian units fight in World War I. However, are there as many Indian units as British units (including Australian, New Zealander, and Canadian units) overall? This may require some further outside research.

Lesson 71

- 5. i. It seems that violence begins to prevail in India as the path to reform. The main reason is probably because it secures the Indian nationalists more favorable terms, i.e., Britain accepts that Indians will be responsible for legislative- and provincial-level government.
- ii. The Social Democrats stop their opposition to the Enabling Act because they see the success of the NSDAP in the election that Dr. Brüning calls for. The share of seats for the nationalistic parties, the NSDAP (Nazi) and the Nationalist Party, is five more than for the Social Democrats. The Social Democrats see a coalition with the Center Party, whose leader rules by emergency decree, as a better option than allowing the nationalistic parties to create a majority and control the government.
- iii. The *Tribune* finds Kellogg's award ironic, because though Kellogg may have helped outlaw war, some nations show they believe he cannot prevent war. For instance, in 1930, Belgium prepares to defend itself against Germany, France fortifies its borders with Germany and Italy, and Mussolini preaches war.
- iv. When it comes to persuasion, Mussolini values force over rhetoric.
- v. Churchill's logic for allowing this Union to stand is that if successful, it will give Dr. Brüning and his government greater legitimacy than Hitler and the NSDAP. France rejects this Union and withdraws its deposits from the Austrian *Creditanstalt* bank. This causes the bank to collapse and leads to a banking crisis in Austria. Banking crises tend to popularize extremist groups messages. France causes its own downfall by allowing conditions which favor such groups, especially around elections.
- vi. Nazis deliberately attack Jews returning from synagogue on one of the holiest days of the Jewish calendar, the Jewish New Year.

Lesson 72

- 5. i. The Japanese pretext for invading Manchuria is to protect Japanese citizens' rights. Hitler later uses this same pretext to reacquire areas Germany loses through the Versailles Treaty.
- ii. In word, von Papen wants to rule independently rather than as a party member. In effect, he dissolves the Reichstag because he realizes that he will not command a majority in this manner. At the same time, he allows the Nazi Brown Shirts free reign, which almost causes civil war.
- iii. Hitler builds a large political party base that uses force to terrorize. Then, when his party wins large percentages of the vote, he gives the terms upon which he will join a coalition. Essentially, these terms are that he leads the coalition and that the Nazi Party is the only party in the coalition that has actual power.

In particular, he asks Hindenburg to rule without the Reichstag by forming a Cabinet made of members he chooses, on the President's orders.

Hindenburg surely refuses these terms because he recognizes how dangerous Hitler and his party are. He sees the terror they carry out and the policies that they would enact.

iv. Students must decide whether Roosevelt's statement is logical. Does having a "right to life" mean having a "right to a comfortable living"? Why or why not?

v. If students believe that Valéry's statement resonates today, then ask for examples. Students can agree or disagree, so long as they use examples to support their assertions.

Lesson 78

5. i. The Reichstag might support legalizing arbitrary imprisonment because the threat that inspires Hitler to demand these rules is a fire inside its meeting place. Also, as seen from the 9/11 terror attacks, legislatures are wont to pass immediate legislation in the wake of an attack on public symbols that may favor "security" at the expense of certain individual liberties. For instance, see the USA PATRIOT Act.

ii. Both Hitler and Roosevelt depend on military and defense expenditure, as well as public works projects, to help give people work and pay.

iii. The measures abolish child labor, reduce adult working hours without reducing wages, and enforce companies to maintain and exceed a set minimum wage. These should serve to decrease the unemployment rate according to a specific definition of unemployment, such as adults in a certain age range who work a certain minimum number of hours per week. However, they eliminate an entire workforce and increase employers costs while at the same time decreasing productivity. For instance, does it make sense to force an employer to pay a person the same rate for higher production as for lesser production?

iv. Many of the German Jewish refugees are professionals whom Hitler expels from civil service in 1933. Thus, they fulfill a great need for the Turks, who desire a first-rate secular education to advance their own lives, and thus, the nation.

Lesson 79

5. i. The aftermath of this event includes a number of notable occurrences, for instance,

-Stalin accuses the assassin of being part of a non-existent secret terrorist organization, sponsored by Stalin's opponents for leadership,

-the Communist Party leadership issues a decree to swiftly execute anyone involved in such terrorist activity,

-the secret police expands, as do their activities,

-the Party Leadership warns the public of unidentified enemies,

-the Party Congress membership turns almost completely over, with only a little over a hundred members left of the original twelve hundred,

-and though the Party Leadership elevates Kirov to a national hero, the police kill anyone close to Kirov.

These are all remarkable happenings that should cause students to ask, "Why?"

ii. The Nürnberg Laws make German citizenship dependent on one's "German blood," a theoretical concept based loosely on the ethnicity of one's ancestry (232). At the same time, the Laws define those of both "German blood" and "not of German blood." These laws create two classes: one class who retains full citizenship rights (insofar as Germans under Nazi rule had any), and another class that has no rights. Under Nazi rule, Jews belong in the latter class.

iii. Look for students to mention the Roosevelt administration's publicity and advertising efforts. It is important to note here that Adolf Hitler and Josef Stalin use this same technique. When people can see a

policy's achievements, they are more likely to believe in the appropriateness of such policies, or will at least be less likely to question them.

iv. This is a watershed moment because it violates a key portion of the Versailles Treaty meant to ensure no German aggression against France. The fact that Hitler disregards the disarmament and demilitarization of the Rhineland shows that he disregards the Treaty itself.

Lesson 80

5. i. Do students see a minimum wage law, which sets the lowest standard wage that an employer may pay his or her employees, as a violation of an employer's property rights? Students should include definitions of "minimum wage" and "property rights" that help support their answers.

ii. In order to answer this question, students must decide if the legislation that Roosevelt desires to pass is so important that it should allow him to eliminate the judiciary's power to check the executive branch, as established in the Constitution.

iii. In order to answer the message that Picasso sends students find a copy of his painting and try to find headlines and stories from the time period. The painting is widely known for its depiction of the Nazi bomber destruction of this Basque town.

iv. Harand authors a title that counters Hitler's notions of racial and national supremacy and the Jews as outlined in *Mein Kampf*. Students will find the life and work of this devout Roman Catholic interesting.

Lesson 81

5. i. Chamberlain desires to appease Hitler quickly because he hopes to prevent war. He believes that by allowing Hitler to get what he wants now it will prevent Hitler from fighting in the future.

ii. In light of current barbaric groups such as Mexican drug cartels, ISIS/ISIL, and Boko Haram, Al-Qaeda, FARC, among others, students should see that Churchill's quote applies today.

iii. In light of modern refugee crises—Central America, Syria and Europe in the 2010s, Rwanda in mid 1990s and Ethiopia in the early 1990s—this question persists to this day. Do border states of stricken countries hold a responsibility for the well-being of refugees.

iv. The infighting in the Republican forces destroys their effectiveness and seems to pave the way for Franco's victory in Spain. It also seals the doom of Soviet Communists in the Republican forces that return defeated to Stalin.

Lesson 96

5. i. The League of Nations expels the Soviet Union after two major breaches of conduct. First, Stalin's forces occupy Poland in September, 1939. Not long after, Stalin launches an attack on Finland by sea, land, and air. This second attack causes a four-day debate in Geneva that finally expels the Soviet Union from the League. Why the decision requires four days after the Soviet Union's second breach of another nation's sovereignty is puzzling.

ii. The Vichy government is a Nazi puppet administration headed by Marshal Pétain. Ensure that students support with facts their opinions of this government.

iii. Is the Royal Navy's action important to prevent German use of French ships to invade Britain? Or, is it an unnecessary waste of matériel, which the British might have been able to confiscate?

iv. The three Allied powers aim "to ensure life, liberty, independence, and religious freedom, and to preserve the rights of man and justice" (281). Do students find these aims incongruous?

Lesson 97

5. i. Hitler's blunders do not allow his generals to retreat to safer positions. When Rommel, in North Africa, and Paulus, in Stalingrad, are surrounded and request to break through their respective traps to a position of safety, Hitler refuses. Hitler's forces are on the cusp of taking Stalingrad, but they divert significant aircraft power and troops to help Rommel in North Africa. Yet, Rommel has already asked to leave North Africa for a more secure position. Hitler's forces go from a relative position of strength to a position of weakness in Stalingrad, and lose North Africa anyway.
- ii. Students must decide whether this bombing is necessary for winning the war. Ensure that students use evidence to support their points.
- iii. The main motivations for these officers are either that they fear defeat, or that they hate the Nazi and Gestapo system, or both.
- iv. According to the author of *Stalin*, Stalin desires to conquer Europe for Communism. If the Home Army wins in Poland, the Communist People's Army that Stalin supports will not become the post-war government, which would halt his efforts to remake Europe.

Lesson 98

6. i. Churchill travels to Greece to persuade the Greek Communists to join an All-Party government coalition, in order to prevent a Greek Communist seizure of power. Is this a wise move by Churchill, considering that Communists, according to Stalin, generally would rather take power in bloody conflict than share it?
- ii. Far from giving Germany an advantage, the use of the V-2 rocket strengthens anti-German sentiment and gives more weight to the Allied belief that they are engaged in a just war against Germany.
- iii. The Potsdam Conference causes millions of Europeans to lose their homes and property. Yet, we know that many of these same people voted Hitler into power, or urged him to invade the countries in which their homes lie. Do these people bear responsibility for the war, and does this punishment fit the crime?

Lesson 104

2. i. Do students believe that Americans are "the fortunate children of fate" (321)? Where does this leave those Americans who have spent their lives toiling in order to better their existences, and those of their posterity? Or, do successful people simply benefit from the hard work and good fortune of their ancestors? Student should determine which perspective holds more value, that which rewards personal industry or that which rewards one for being disadvantaged according to a particular definition. Students should analyze Congressman Johnson's statement in view of statements from the Founding Fathers, who tend to use the terms "Providence" and "Creator" rather than fortune and fate.
- ii. Students will have already touched on the topic of "reparations" from their studies of Reconstruction and World War I. Are the Allies justified in claiming German industries and capital for themselves? The three Western Allies change their stance and begin to build up their respective zones in Germany because they know that they must be a bulwark against Communism's westward march.
- iii. There are several tactics the Soviets use that become a pattern for consolidating control in Eastern Europe:
 - large-scale arrests, intimidation, and execution of opposition members and voters, as in Poland, Bulgaria, and Estonia,
 - enforced voting, particularly in favor of candidates one does not support, as in Poland,
 - forced labor for dissidents, such as in the Czech Republic, Hungary, and the U.S.S.R.,
 - establishment of COMECON and the resulting Communist economic imperialism that drains its satellites economies,

-suppression of religion and its adherents, such as in Lithuania, Byelorussia, the Central Asian Republics, and in the case of Jews in the U.S.S.R.,
-encouraging denunciations by neighbors,
-and effective abolition of trial by jury and denunciations of suspects in court as being “agents of Western imperialism,” as in Poland (341).

Many more examples exist for students to discover.

iv. India and Pakistan most likely vote against such a proposal because they understand what happens when two religious entities separate into two different states. After all, their separation and partition leads to hundreds of thousands killed only months earlier.

When the British withdraw, Arab countries attack the new Jewish state.

v. Students who research the Berlin Airlift will find it extremely fascinating how successful the operation was in retaining control of Western Allied sectors of Berlin.

Final Question: Should President Truman declare war on China for its aggression, allow General MacArthur to blockade and bomb the Chinese coast, and accept Chiang Kai-Shek’s 600,000 troops on the U.N. side? Or, is President Truman wise to take steps to limit the fighting to prevent provoking the U.S.S.R. into another world war?

MacArthur desires to use atomic weapons and waste, which may begin a nuclear war with the U.S.S.R. However, he is most likely able to bring more forces against China to change the course of the conflict without necessarily sparking a full-scale war.

Lesson 105

3. i. Dr. Mayo’s description of life in North Korean internment camps reads similarly to Zamperini’s experiences in Japanese internment camps.

ii. Dr. Malan creates legislation that effectively turns South African Parliament into a High Court, thus usurping the functions of the judicial branch. There are several examples of similar conduct in this study. For instance, when the U.S. Supreme Court declares some of President Roosevelt’s signed legislation to be unconstitutional, Roosevelt threatens to increase the amount of seats on the Court and pack these seats with supporters. His threat works, and the Supreme Court challenges his programs less.

Also, we see leaders such as Lenin, Stalin, and Hitler turn legislatures and courts into puppet arms of their office.

All of this is in opposition to the rule of law, which dictates that those in control of the organs of government submit to the procedures set forth by the voters or their representatives.

iii. Based on student experiences, they will likely recognize that this is no incentive, but rather, a punishment. To work more for the same wage benefits the state, not workers.

iv. Nuclear energy improves many lives by providing them a long-term, relatively inexpensive form of energy. Yet, the relatively recent experiences of Fukushima, and several decades ago, Chernobyl, show how dangerous this power can be.

As for nuclear weapons, they certainly deter enemy aggression. However, if modern nuclear weapons are used, it could signal mankind’s end.

Ensure that students define the security that nuclear energy can provide, and have students identify potential risks. From these, they can build a reasoned case for or against nuclear power’s worth. Students can use evidence from pages 387–388.

v. Is violence to bring about political change ever justified?

Final Question: This quote specifically revolves around talks among Soviet, Western European, and North American delegates over the future of divided and occupied Germany and Austria. Essentially, should the people of nations such as Austria and Germany, who only two decades prior commit some of the greatest modern atrocities, be able to make decisions that affect their own sovereignty?

Lesson 106

2. i. The Little Rock Nine is a group of nine black students who desire entrance into a formerly white-only school, Central High School. At first, the National Guard of Arkansas bars their entrance. However, President Eisenhower eventually sends members of the 101st Airborne Division to force integration on the Little Rock school.

This is a fascinating story, and there are many more details for students to discover and report. Students may also comment on their opinion of Federally forced integration.

ii. The Great Leap Forward is a nationwide program that Mao begins in order to increase irrigation and control of water resources, with the aim of increasing agricultural productivity. The consequences prove disastrous to Chinese peasants.

iii. As many Communist leaders do after a coup, Castro imposes swift measures on the former ruling class and transfers a large portion of private wealth to the public. Students should find out more about how Castro takes power and what responsibility lies with former President and dictator Batista, for creating an environment ripe for revolution.

iv. Yevgeny Yevtushenko writes about the massacre at Babi Yar, which Albert Marrin narrates in *Hitler*. In this atrocity, Nazis shoot thousands of Jews, whose bodies fall into a ravine. The Soviet Union does not mention after the war that these victims are Jews, but simply “Soviet citizens.” Thus, Yevtushenko protests this Soviet stance with his poem. Students should explain that this is a protest poem, and they should mention how Soviet authorities expel the poet from important literary and artistic organizations because he published it.

v. The Cuban Missile Crisis, which almost precipitates a third world war, should fascinate students. It is a tale of secret diplomacy and power maneuvers by the two most powerful men in the world at the time—U.S. President John Kennedy and Soviet Premier Khrushchev. Students should mention how successful they think President Kennedy is in negotiating this crisis.

Lesson 110

5. i. Students should find it interesting to note that Governor Wallace gives one of the most fiery speeches in support of segregation in the history of the United States, yet before he becomes governor he is not necessarily an ardent segregationist. Nonetheless, Governor Wallace appallingly chooses to become a segregationist, and thus he fights a losing battle against integration.

ii. The Civil Rights Bill confirms equality for non-white Americans. It protects the right to service from a variety of public and private businesses, without refusal based on racial grounds. It also guarantees against discrimination in any program that receives Federal funding or any business or union with one hundred or more employees (439–440).

iii. Khrushchev resigns because there is great opposition to his authority within the Central Committee. His opposition seizes the opportunity to depose him when Khrushchev is on vacation. It later gives twenty-nine reasons for its opposition.

Lesson 111

4. i. Edward Brooke is the first popularly-elected black American Senator. He is a World War II veteran, lawyer, and Republican from Massachusetts.

ii. Students may be fascinated to know that Nkrumah spends time at the University of Pennsylvania. He also leads the people of the Gold Coast, which later becomes Ghana. Nkrumah begins visionary public works projects as President that nonetheless cripple the economy with foreign debt. As the Ghanaian economy falls Nkrumah consolidates his control by increasing security forces and declaring Ghana a one-party state. The military stages a coup against him while he is in China in 1966.

- iii. The main thrust of Communist repression is against intellectual independence of thought, religious freedom, and freedom of travel. Students can find many examples to demonstrate this. Or, they may have another argument, as long as they can support it with evidence
- iv. Do students believe that Israel is justified in preemptively striking Egyptian targets? Do they believe that after the war is over Israel is justified in occupying Sinai, the West Bank, and the Golan Heights, and putting troops and patrol ships on or nearby Egyptian territory?

Lesson 113

- 6. i. What are some of the benefits of the Apollo space program and the moon landings? What is the total cost? Are there any intangible benefits the program provides that should factor into this analysis?
- ii. Some *samizdat* literature greatly influences the West, but does it affect the Eastern bloc in the same way? For instance, Solzhenitsyn originally publishes *Gulag Archipelago* as *samizdat* literature. Russian for “self-publish,” *samizdat* publishers distribute state-censored works using typewriters and handwritten manuscripts on carbon copies or tissue paper. Often the content of these publications is less important than possession of them. In this way they greatly influence a culture of subversion in the Eastern bloc.
- iii. The controversy over the publication of the Pentagon Papers during the Vietnam War harkens back to the issue of wartime censorship students considered in *Virginia’s General*.
- iv. These wars significantly change the balance of power in the Middle East in the late 1960s and early 1970s. In fact, the ramifications of these two wars are still being felt today on the Sinai peninsula, the Gaza Strip, the West Bank, and the Golan Heights.

Lesson 117

- 2. i. Yitzhak Rabin is born in 1922 in Jerusalem and later becomes a general in the Israeli Defense Forces, a minister under Golda Meir’s government, and a two-time Israeli Prime Minister. He shares the 1994 Nobel Peace Prize with fellow Israeli Shimon Peres and Yasser Arafat.
- ii. The daughter of prominent Indian politician Jawaharlal Nehru, Indira Gandhi is the first female Prime Minister of India. Students can liken her “arrest of more than six hundred opposition leaders, [imposing] press censorship and [declaring] a state of emergency” to using dictatorial powers (509).
- iii. Pol Pot is infamous for his Khmer Rouge regime in Cambodia that forces those in urban environments into collective farms, and that brutally murders a full quarter of Cambodia’s population—around two million people. In terms of proportional destruction, compare to those of Hitler and Stalin.
- iv. Students should understand that the sheer number of demonstrators in Iran in favor of the return of exiled Ayatollah Khomeini would likely mean that any U.S. intervention would spark a bloody war.

Lesson 118

- 2. i. Dictator of Iraq, Saddam Hussein, invades Iran in 1980 to control the Shatt al Arab waterway and keep Iran from having access to the Tigris and Euphrates rivers. Though Iraq gains this control at one point, Iran accepts a final cease-fire in 1988 which restores Iran’s control of the waterway.
- ii. Lech Walesa founds the Solidarnosc (Solidarity) trade union in Poland and leads the fight for greater freedoms there. Soviet and Polish authorities oppress and imprison both him and other members of Solidarity, but eventually they recognize the legality of the group. Walesa and his trade union have a drastic effect on political change in Poland. Students may also find it interesting that there are some who accuse Walesa of being a Soviet spy in the 1970s, though it is simply that: an accusation.
- iii. Brandt proposes “a large-scale transfer of resources to developing countries” (549). Students should determine whether this measure would enrich developing countries without draining developed countries. Is this humanitarianism or Socialism?

- iv. Students should argue here whether Jaruzelski intends to prevent a Soviet invasion or to prevent reform, or both. Whichever position they decide to argue, ensure that students build a case with evidence from *A History* and any other appropriate text.
- v. Milton Obote is a Socialist who helps Uganda break from British colonial management and goes on to serve a term as her Prime Minister and two as her President. Students will find that he pushes a new constitution as Prime Minister that eliminates the federal system and gives him the office of President. Idi Amin deposes him but Obote retakes the office. His second term is marred by the fact that he does little to prevent extreme military violence against his former opposition.
- vi. Students should provide an overall assessment of President Reagan's two terms using these criteria. Answers may vary.

Lesson 120

- 4. i. The Maronite Christians are concerned that with "Muslim political dominance would come their own political and physical demise" (568). The Maronite Christians have a long and rich history in what is today Lebanon. Throughout the centuries after Christ, they survive several attacks by outsiders and neighbors, including Muslims. Students should determine whether Muslim political dominance tends to oppress non-Muslims.
- ii. The Tamil Tigers come into existence in Sri Lanka when the Sri Lankan government makes Sinhalese and Buddhism the official language and religion of the state. Tamils, primarily from the southern Indian state of Tamil Nadu, make up twenty percent of the Sri Lankan population. They are Hindu and speak their own language, and thus, rebel against the state support of a language and religion different from their own. Do students believe that this is a legitimate cause? The Tigers are known for inventing the suicide vest and using extreme violence to fight for their cause. Are these legitimate means of protest?
- iii. The Ethiopian Civil War begins in 1974 and ends in 1991. It involves several different groups and their varying causes and coincides with a devastating famine. Students should find at least three of these groups and their respective causes. Students will be horrified by the Soviets' complicity in the continuation of fighting.
- iv. "Perestroika" means "restructuring," and it aims to expose and eliminate bribery, corruption, and wastefulness in government leadership (577). It results in the sacking of hundreds of party officials and the execution of a few of these. "Glasnost" means "openness," and it aims to reduce public officials' abuse of power by making governmental operations open to the public (582). Students may refer to the Soviet government's lack of openness during the first several days after the Chernobyl disaster as a failure to adhere to "glasnost." Students should give their opinion, not only on these ideas themselves, but on the actual effects of these policies.

Lesson 121

- 4. i. According to globalsecurity.org, the Mujaheddin is a group of Islamic militias that vary widely in their denomination of Islam and area of control in Afghanistan. Nonetheless they fight very effectively against Soviet forces in Afghanistan in the 1970s and 1980s. The U.S. and other Western countries supply them at various points with weapons for this fight. Is this a suitable action by the U.S. government?
- ii. The divisions between Soviet bloc states and the Supreme Soviet can be roughly characterized as caused by religious, political, and ethnic differences. Primarily in Yugoslavia, Armenia and Azerbaijan, deep division escalates because of religious differences. In Estonia, Czechoslovakia, Poland, Hungary, and Georgia political division boils. Finally, ethnic divisions also play a part in unrest in Armenia and Azerbaijan and Yugoslavia. Students may also point to other sources of division, as long as the text supports their ideas.

iii. According to the website of the Kurdish Institute of Paris, Kurds trace their heritage to Iranians and the Median empire, founded around 612 B.C. At one point, they have their own territory called Kurdistan. They make an alliance with an Ottoman ruler to guard their border with Iran in exchange for rights to self-rule in the sixteenth century. In the twentieth century, Kurdistan is divided amongst Turkey, Iran, Iraq, and Syria. In the current conflict in Iraq, Kurdish fighters have generally been allies of the United States.

Is there much to separate dictator Saddam Hussein and Ayatollah Khomeini as far as repression during the Iraq-Iran War?

iv. Students will find the events that lead to the fall of the Berlin Wall fascinating, especially with the speed at which the events occur.

Lesson 122

5. i. In order to answer this question, students must do some outside research on Iraqi war atrocities. The related link cites a *Los Angeles Times* article that outlines some of these. Then, students should use information from Marrin's *Hitler* as a comparison. Does President Bush make a valid comparison?

ii. Though it is a compassionate gesture, students must decide if it is wise and effective to send food to a starving country controlled by fighting warlords. The author notes many examples of why it might be unwise to do so, and should students decide that this is their opinion, they should use these examples. However, if they do believe it to be wise, they must also explain their reasoning with examples.

iii. Students can learn more about NAFTA by visiting the "For" and "Against" links provided. In the end, they need to produce an argument for or against using evidence for its effectiveness and justifiability.

iv. Boris Yeltsin is the first President of post-Soviet Russia and leads Russia through almost its full first decade after the dissolution of the Soviet Union. His rise to prominence coincides with that of Mikhail Gorbachev, though they have a complex and combative relationship, especially beginning in the mid-1980s. Students will be fascinated that he plays a part in denouncing the coup against Gorbachev in 1991, and that some in his Russian government attempt a coup against him later in the 1990s.

Lesson 123

5. i. The Intifada is an uprising in the West Bank and the Gaza Strip among young Palestinians. It draws together Muslim fundamentalists and Palestinian nationalists in attacks on members of the Israeli military and Israeli citizens alike. It carries on for several years and is a large part of the reason Rabin begins talks with Yasser Arafat and the PLO in the early 1990s.

ii. Is it wise for Israeli and Western leaders to sign peace accords with Yasser Arafat and supply his new Palestinian Authority with aid? Although some Western nations and Israel consider Arafat a terrorist and his Palestinian Liberation Organization (PLO) a terrorist group, they engage him in peace talks. Students should keep in mind that talks with one of the leading Palestinian leaders is a good first step to peace, yet at the same time, certain Palestinian suicide bombers refuse to compromise with Israel and kill almost fifty Israelis in three suicide bombings in 1996 (649). Also, students may find it fascinating that the PLO still references its goal to destroy Israel in its charter two years after coming to an agreement with Israel (650).

iii. Benjamin Netanyahu is a former Israeli Special Forces commando and four-time Prime Minister of Israel as head of the Likud Party (as of the publication of this guide). He is American-educated, graduating with bachelor's and master's degrees from MIT. Students will find the details of his life both thrilling and tragic, considering the loss of his brother in the raid on Entebbe.

iv. Students should use the related links to learn more about the majority Hutu and the ruling minority Tutsi and the conflict between them in the mid-1990s.

Lesson 124

5. i. Hong Kong is a part of the British Empire as a result of Opium Wars in the nineteenth century. In 1984, Great Britain consents to hand over the province to Communist China in 1997. Students will find the details, as well as the ceremony of handover, quite fascinating. Students should determine whether Britain's action is wise.

ii. The World Wide Web connects people via computers from any two or more spots on the globe. The communication possibilities grow exponentially with it, as well as with email. Though the author claims that the advent of email eliminates "the need for pen, ink, stamps, post offices and, most important of all, the passage of time," is this entirely true (662)? It certainly eliminates the long wait times to receive official documents and written responses. Yet, even to the current day, there is still some need for original post and mail via pen, ink, and paper. However, rather than an American having to wait for a document from another country, or vice versa, one has access to around-the-clock communication because of the Web.

iii. Communist China uses Soviet-style sleight of hand to suppress dissent. It garners positive press in the West by releasing a Chinese human rights activist on President Clinton's list of persecuted individuals. Then, the following day, it metes out harsh prison sentences for several other political prisoners. Students should see the irony in these actions.

iv. Students must determine for themselves what they think of the acquittal of President Clinton on the charges of perjury and obstruction of justice arising from his relationship with a female White House intern.