High School Social Studies

Grade 10

World History

2019 - 2020

Extended Spring Break

Instructional Packet

WEEK 1



SKILLBUILDER PRACTICE Summarizing

When you summarize, you condense information and restate the main ideas and key facts in your own words. Read about American reaction to the outbreak of war in Europe in the passage below. Then write a summary of the passage in the space provided. (See Skillbuilder Handbook)

Opposition to the War Millions of naturalized U.S. citizens followed the war closely because they still had ties to the nations from which they had emigrated. For example, many Americans of German descent sympathized with Germany. Americans of Irish descent remembered the centuries of British oppression in Ireland and saw the war as a chance for Ireland to gain its independence. Socialists criticized the war as an imperialistic struggle between German and English businessmen to control raw materials and markets in China, Africa, and the Middle East, Pacifists believed that war was evil and that the United States should set an example of peace to the world. Many Americans simply did not want their sons to experience the horrors of warfare.

Sympathy for the Allies Despite the widespread opposition to the war, a general feeling of sympathy for Great Britain and France emerged. Many Americans felt close to England because of a common ancestry, language, and literature, as well as similar democratic institutions and legal systems. More important, America's economic ties with the Allies were far stronger than those with the Triple Alliance powers. Before the war began, America traded with Great Britain and France more than twice as much as it did with Germany. During the first two years of the war, America's transatlantic trade became even more lopsided as the Allies flooded American manufacturers with orders for all sorts of war supplies.

Vrite your summary of the passage here.				

Name Date



PRIMARY SOURCE The Murder of Archduke Franz **Ferdinand**

by Borijove Jevtic

On June 28, 1914, Austria-Hungary's Archduke Franz Ferdinand was assassinated by Gavrilo Princip in Sarajevo, the capital of Bosnia. This excerpt from an eyewitness account by a fellow conspirator in the assassination plot explains why the attack took place, what happened during the attack, and how Princip, the 19year-old Serbian assassin, was captured. Why did the Archduke's plan to visit Sarajevo on June 28 prompt such a violent response?

T he little clipping . . . declared that the Austrian Archduke Franz Ferdinand would visit Sarajevo, the capital of Bosnia, June 28, to direct army maneuvers in the neighbouring mountains. . . .

How dared Franz Ferdinand, not only the representative of the oppressor but in his own person an arrogant tyrant, enter Sarajevo on that day? Such an entry was a studied insult.

June 28 is a date engraved deeply in the heart of every Serb. . . . It is the day on which the old Serbian kingdom was conquered by the Turks at the Battle of Amselfelde in 1389. It is also the day on which in the second Balkan War the Serbian arms took glorious revenge on the Turk for his old victory and for the years of enslavement.

That was no day for Franz Ferdinand, the new oppressor, to venture to the very doors of Serbia for a display of the force of arms which kept us beneath his heel.

Our decision was taken almost immediately. Death to the tyrant!

Then came the matter of arranging it. . . . But here Gavrilo Princip intervened. Princip is destined to go down in Serbian history as one of her greatest

The fateful morning dawned. . . .

When Franz Ferdinand and his retinue . . . passed Gabrinovic . . . he threw his grenade. It hit the side of the car, but Franz Ferdinand with presence of mind threw himself back and was uninjured. Several officers riding in his attendance were injured.

The cars sped to the town hall. . . . After the reception in the town hall General Potiorek, the Austrian commander, pleaded with Franz Ferdinand to leave the city, as it was seething with rebellion. The archduke was persuaded to drive the shortest way out of the city and to go quickly.

The road to the maneuvers was shaped like the letter V, making a sharp turn at the bridge over the River Nilgacka. Franz Ferdinand's car . . . was forced to slow down for the turn. Here Princip had taken his stand.

As the car came abreast he stepped forward from the curb, drew his automatic pistol from his coat and fired two shots. The first struck the wife of the archduke, the Archduchess Sofia, in the abdomen. She was an expectant mother. She died instantly.

The second bullet struck the archduke close to the heart.

He uttered only one word; 'Sofia'—a call to his stricken wife. Then his head fell back and he collapsed. He died almost instantly.

The officers seized Princip. They beat him over the head with the flat of their swords. They knocked him down, they kicked him, scraped the skin from his neck with the edges of their swords, tortured him, all but killed him.

from Borijove Jevtic, "The Murder of Archduke Franz Ferdinand at Sarajevo, 28 June 1914" in the New York World, 29 June 1924. Reprinted in John Carey, ed., Eyewitness to History (New York: Avon, 1987), 441–443.

Activity Options

- 1. **Recognizing Point of View** Draw an editorial cartoon about the Archduke's assassination from the point of view of a Serbian nationalist or a citizen of Austria-Hungary. Display your cartoon in the classroom.
- 2. Writing for a Specific Purpose Write a newspaper headline about the assassination of Archduke Franz Ferdinand and share it with your classmates.

Name _____ Date ____



LITERATURE SELECTION from All Quiet on the Western Front

by Erich Maria Remarque

Erich Maria Remarque was a German novelist who fought in World War I. His novel All Quiet on the Western Front provides a vivid description of the fighting as seen through the eyes of a 19-year-old German soldier named Paul Bäumer. In the following passage, Bäumer and Stanislaus Katczinsky or "Kat," the 40-year-old leader of the group, face intense shelling and artillery fire near the front line. What impressions of fighting in World War I does this passage convey?

M ist and the smoke of guns lie breast-high over the fields. The moon is shining. Along the road troops file. Their helmets gleam softly in the moonlight. The heads and the rifles stand out above the white mist, nodding heads, rocking carriers of guns.

Farther on the mist ends. Here the heads become figures; coats, trousers, and boots appear out of the mist as from a milky pool. They become a column. The column marches on, straight ahead, the figures resolve themselves into a block, individuals are no longer recognizable, the dark wedge presses onward, fantastically topped by the heads and weapons floating off on the milky pool. A column—not men at all.

Guns and munition wagons are moving along a cross-road. The backs of the horses shine in the moonlight, their movements are beautiful, they toss their heads, and their eyes gleam. The guns and the wagons float before the dim background of the moonlit landscape, the riders in their steel helmets resemble knights of a forgotten time; it is strangely beautiful and arresting.

We push on to the pioneer dump. Some of us load our shoulders with pointed and twisted iron stakes; others thrust smooth iron rods through rolls of wire and go off with them. The burdens are awkward and heavy.

The ground becomes more broken. From ahead come warnings: "Look out, deep shell-hole on the left"— "Mind, trenches"—

Our eyes peer out, our feet and our sticks feel in front of us before they take the weight of the body. Suddenly the line halts; I bump my face against the roll of wire carried by the man in front and curse.

There are some shell-smashed lorries [trucks] in the road. Another order: "Cigarettes and pipes out." We are getting near the line. In the meantime it has become pitch dark. We skirt a small wood and then have the front line immediately before us.

An uncertain, red glow spreads along the sky line from one end to the other. It is in perpetual movement, punctuated with the bursts of flame from the muzzles of the batteries. Balls of light rise up high above it, silver and red spheres which explode and rain down in showers of red, white, and green stars. French rockets go up, which unfold a silk parachute to the air and drift slowly down. They light up everything as bright as day, their light shines on us and we see our shadows sharply outlined on the ground. They hover for the space of a minute before they burn out. Immediately fresh ones shoot up to the sky, and again green, red, and blue stars.

"Bombardment," says Kat.

The thunder of the guns swells to a single heavy roar and then breaks up again into separate explosions. The dry bursts of the machine-guns rattle. Above us the air teems with invisible swift movement, with howls, pipings, and hisses. They are the smaller shells;—and amongst them, booming through the night like an organ, go the great coalboxes and the heavies. They have a hoarse, distant bellow . . . and make their way high above the howl and whistle of the smaller shells. It reminds me of flocks of wild geese when I hear them. Last autumn the wild geese flew day after day across the path of the shells

The searchlights begin to sweep the dark sky. They slide along it like gigantic tapering rulers. One of them pauses, and quivers a little. Immediately a second is beside him, a black insect is caught between them and trys to escape—the airman. He hesitates, is blinded and falls.

At regular intervals we ram in the iron stakes. Two men hold a roll and the others spool off the

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barbed wire. It is that awful stuff with close-set, long spikes. I am not used to unrolling it and tear my hand.

After a few hours it is done. But there is still some time before the lorries come. Most of us lie down and sleep. I try also, but it has turned too chilly. Near to the sea one is constantly waked by the cold.

Once I fall fast asleep. Then waking suddenly with a start I do not know where I am. I see the stars, I see the rockets, and for a moment have the impression that I have fallen asleep at a garden fête. I don't know whether it is morning or evening, I lie in the

pale cradle of the twilight, and listen for soft words which will come, soft and near—am I crying? I put my hand to my eyes, it is so fantastic, am I a child? Smooth skin;—it lasts only a second, then I recognize the silhouette of Katczinsky. The old veteran, he sits quietly and smokes his pipe—a covered pipe of course. When he sees I am awake, he says:

"That gave you a fright. It was only a nose-cap, it landed in the bushes over there."

I sit up, I feel myself strangely alone. It's good Kat is there. He gazes thoughtfully at the front and says:

"Mighty fine fire-works if they weren't so dangerous."

One lands behind us. Two recruits jump up terrified. A couple of minutes later another comes over, nearer this time. Kat knocks out his pipe. "It makes a glow."

Then it begins in earnest. We crawl away as well as we can in our haste. The next lands fair among us. Two fellows cry out. Green rockets shoot up on the sky-line. Barrage. The mud flies high, fragments whizz past. The crack of the guns is heard long after the roar of the explosions.

Beside us lies a fair-headed recruit in utter terror. He has buried his face in his hands, his helmet has fallen off. I fish hold of it and try to put it back on his head. He looks up, pushes the helmet off and like a child creeps under my arm, his head close to my breast. The little shoulders heave. Shoulders just like Kemmerich's [a fellow soldier who is in the hospital]. I let him be. So that the helmet should be of some use I stick it on his behind;—not for a jest, but out of consideration, since that is his highest part. And though there is plenty of meat there, a shot in it can be damned painful. Besides, a man

has to lie a whole month on his belly in the hospital, and afterwards he would be almost sure to have a limp.

It's got someone pretty badly. Cries are heard between the explosions.

At last it grows quiet. The fire has lifted over us and is now dropping on the reserves. We risk a

look. Red rockets shoot up to the sky. Apparently there's an attack coming.

Where we are it is still quiet. I sit up and shake the recruit by the shoulder. "All over, kid! It's all right this time."

Activity Options

"Mighty fine fire-

works if they

weren't so

dangerous."

- Recognizing Facts and Details Make a chart to note sensory details—ones that appeal to the five senses—that bring Bäumer's experiences alive. Share your chart with a group of classmates.
- 2. **Recognizing Point of View** Pretend that you are Paul Bäumer. Write a letter home to your family, describing your war experiences and your state of mind. Share your letter with classmates.

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Industrial Technology Creates Poison Gas

Many new technologies introduced during World War I were developed with military uses in mind. However, some new weapons were developed from peacetime industrial discoveries.

Poison gas in Germany during World War I was manufactured using a variation of the process that had originally been developed to produce fertilizer for farmers. Fritz Haber, a German chemist, invented this method of using nitrogen from the air in 1909. He was awarded the Nobel Prize for Chemistry in 1918 for this discovery.

Nitrogen makes up over 78 percent of our atmosphere and is the basis of fertilizers. Prior to the 20th century, nitrogen to make fertilizers had been taken from either minerals or other materials. However, there was not enough nitrogen available from these sources to satisfy the increasing demand from farms and factories.

Haber thought of tapping the virtually endless supply of nitrogen in the air. His idea was to cap-



Chemical warfare was used by both sides during World War I. Here, two British soldiers advance during a German poison gas attack.

ture it as a gas by combining it with hydrogen to form ammonia. Three parts hydrogen would combine with one part nitrogen (NH_3) . The problem he came across was that high temperatures, around 1200 degrees Fahrenheit, were needed to make this process work. Unfortunately, these high temperatures slowed down the production of the ammonia he was attempting to manufacture.

The solution to Haber's problem was to use a catalyst. A catalyst is a substance that speeds up a chemical reaction but is not part of the reaction itself. The hydrogen and nitrogen were combined at high pressure, more than 200 times normal atmospheric pressure. This mixture of gases was placed in contact with a catalyst, mainly composed of iron, which then produced ammonia gas in large quantities. Nitrogen, in the form of ammonia, could then be combined with other chemicals to produce fertilizer and other materials.

During World War I, Germany was cut off from its mineral supplies of nitrogen, making this discovery extremely important to its war effort. Carl Bosch, another German chemist, refined Haber's process to make it easier to manage on an industrial scale. The Haber-Bosch process was used by Germany to manufacture both fertilizers and, with alterations, poison gas. The Haber-Bosch process underlies the method of production in almost every ammonia factory in the world today.

Questions

- 1. *Clarifying* What process did Fritz Haber invent?
- 2. Analyzing Causes and Recognizing Effects
 What impact did a catalyst have on Haber's
 creation?
- 3. **Drawing Conclusions** Why was the Haber-Bosch process so important to Germany's war effort?



PRIMARY SOURCE The Zimmermann Note

Berlin, January 19, 1917

On January 19, 1917, Arthur Zimmermann, the German foreign secretary, sent the following coded telegram to the German ambassador in Mexico. British intelligence agents decoded the telegram and passed it on to the U.S. government. How do you think Americans reacted when this telegram was published on March 1?

On the first of February we [Germany] intend to begin submarine warfare unrestricted. In spite of this it is our intention to keep neutral the United States of America.

If this attempt is not successful we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left for your settlement.

You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain there will be an outbreak of war with the United States, and we suggest that the President of Mexico on his own initiative should communicate with Japan suggesting adherence at once to this plan; at the same time offer to mediate between Germany and Japan.

Please call to the attention of the President of Mexico that the employment of ruthless submarine warfare now promises to compel England to make peace in a few months.

Zimmermann.

from Henry Steele Commager, ed., Documents of American History, vol. II, (New York: Crofts, 1947), 308.

Discussion Questions

Analyzing Issues

- 1. According to this telegram, what did the German government decide to begin on February 1, 1917?
- 2. What did Zimmermann propose if the United States went to war with Germany during World War I?
- 3. *Making Predictions* If this telegram had not been intercepted by British agents, what do you think might have happened? Cite evidence from your textbook to support your opinion.



PRIMARY SOURCE Signing the Treaty of Versailles by Harold Nicolson

The Treaty of Versailles, a 200-page peace treaty between Germany and the Allied powers, was signed on June 28, 1919, in the Great Hall of Mirrors at the French palace of Versailles. Harold Nicolson (1886–1968), a British diplomat and writer, observed the proceedings. As you read this passage from Nicolson's eyewitness account, think about his impressions of the treaty signing.

We enter the Galerie des Glaces. . . . In the middle there is a horseshoe table for the plenipotentiaries [diplomatic agents]. In front of that, like a guillotine, is the table for the signatures. . . . There must be seats for over a thousand persons. This robs the ceremony of all privilege and therefore of all dignity. . . .

People step over the Aubusson benches and escabeaux [stools] to talk to friends. Meanwhile the delegates arrive in little bunches and push up the central aisle slowly. . . . The table is at last full. Clemenceau glances to right and left. . . . Clemenceau makes a sign to the ushers. They say 'Ssh! Ssh!' . . . The officials of the Protocol of the Foreign Office move up the aisle and say, "Ssh! Ssh!' again. There is then an absolute hush, followed by a sharp military order. The Gardes Républicains at the doorway flash their swords into their scabbards with a loud click. 'Faîtes entrer les Allemands [Let the Germans come in],' says Clemenceau in the ensuing silence. His voice is distant but harshly penetrating. A hush follows.

Through the door at the end appear two huissiers [ushers] with silver chains. They march in single file. After them come four officers of France, Great Britain, America, and Italy. And then, isolated and pitiable, come the two German delegates. Dr Müller, Dr Bell. The silence is terrifying. Their feet upon a strip of parquet between the savonnerie carpets echo hollow and duplicate. They keep their eyes fixed away from those two thousand staring eyes, fixed upon the ceiling. They are deathly pale. They do not appear as representatives of a brutal militarism. . . .

They are conducted to their chairs. Clemenceau at once breaks the silence. 'Messieurs,' he rasps, 'la séance est ouverte [Gentlemen, the meeting is open].' He adds a few ill-chosen words. 'We are here to sign a Treaty of Peace.' . . . Then St. Quentin

advances towards the Germans and with the utmost dignity leads them to the little table on which the Treaty is expanded. There is general tension. They sign. There is a general relaxation. Conversation hums again in an undertone. The delegates stand up one by one and pass onwards to the queue [line] which waits by the signature table. Meanwhile people buzz round the main table getting autographs. . . .

Suddenly from outside comes the crash of guns thundering a salute. It announces to Paris that the second Treaty of Versailles has been signed by Dr Müller and Dr Bell. . . .

We had been warned it [the signing] might last three hours. Yet almost at once it seemed that the queue was getting thin. . . . The huissiers began again their 'Ssh! Ssh!' cutting suddenly short the wide murmur which had again begun. There was a final hush. 'La séance est levée [The meeting is closed],' rasped Clemenceau. Not a word more or less.

We kept our seats while the Germans were conducted like prisoners from the dock, their eyes still fixed upon some distant point of the horizon.

from Harold Nicholson, *Peacemaking*, 1919 (Constable, 1933). Reprinted in John Carey, ed., *Eyewitness to History* (New York: Avon, 1987), 490–492.

Discussion Questions

- 1. *Clarifying* Who opened and closed the meeting to sign the peace treaty?
- 2. **Summarizing** What words or phrases would you use to describe the mood at the signing according to Nicolson's account?
- 3. *Using Visual Stimuli* Compare Nicolson's written account with the visual representation in the painting on page 741 of your textbook. What are some of the similarities? What are some of the differences?

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WEEK 2



SKILLBUILDER PRACTICE Analyzing Causes

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

Passage A

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

Leon Trotsky, History of the Russian Revolution

Passage B

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

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

Passage C

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

Leon Trotsky, History of the Russian Revolution

What were three causes of the March Revolution?			
Economic			
Political/Social			
Other			
Other			



HISTORYMAKERS Vladimir Lenin

Russian Revolutionary

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

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

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

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

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

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

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

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

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

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

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

Questions

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

Name Date



PRIMARY SOURCE The Need for Progress

Speech by Joseph Stalin

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

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

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

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

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

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

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

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

Discussion Questions

- 1. **Determining Main Ideas** What is the meaning of the slogan in the beginning of the speech?
- 2. **Drawing Conclusions** How does Stalin define "the jungle law of capitalism"?
- 3. **Making Inferences** How does Stalin attempt to motivate the industrial managers in this speech?



GEOGRAPHY APPLICATION: MOVEMENT

Nationalists Battle Warlords and Communists

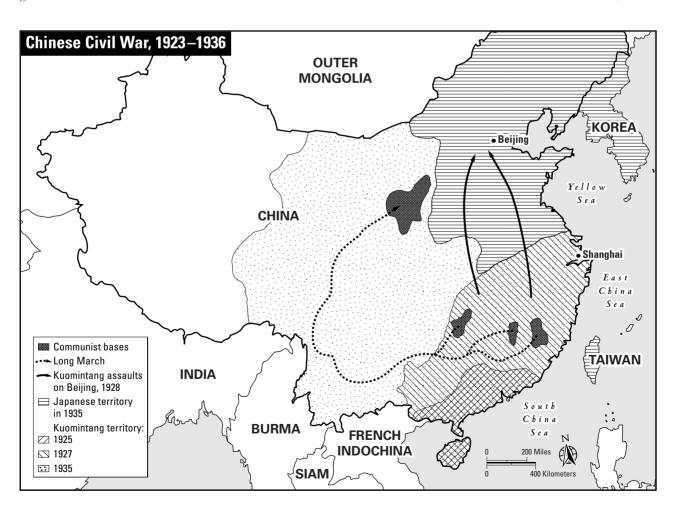
Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

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

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

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

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



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Interpreting Text and Visuals

Name _

1.	What two Chinese groups made up the Kuomintang?
2.	What was the intent of the Northern Expedition?
3.	Whom were the Nationalists fighting in 1927?
	Beijing was freed from warlord control in 1928. Using the map key, determine how long, at the most, Beijing's freedom lasted and why.
5.	Describe the route of the Long March.
6.	Why do you suppose that the Nationalists and Communists in 1936 became allies once again? Use both text and map to answer this question.
7.	If the Japanese had not invaded China, what can you infer from the map would have been the Communists' ultimate fate in a final confrontation with the Nationalists? Why?

PRIMARY SOURCE from The Peasants of Hunan by Mao Zedong

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

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

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

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

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

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

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

Discussion Questions

Determining Main Ideas

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



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

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

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

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

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

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

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

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

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

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

Research Option

Using Research in Writing

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