In 1919, the three Western democracies—Britain, France, and the United States—appeared powerful. They had ruled the Paris Peace Conference and boosted hopes for democracy among the new nations of Eastern Europe. Beneath the surface, however, postwar Europe faced grave problems. To make matters worse, many members of the younger generation who might have become the next great leaders had been killed in the war.

Politics in the Postwar World

At first, the most pressing issues were finding jobs for returning veterans and rebuilding war-ravaged lands. Economic problems fed social unrest and made radical ideas more popular.

Party Struggles in Britain

In Britain during the 1920s, the Labour party surpassed the Liberal party in strength. The Labour party gained support among workers by promoting a gradual move toward socialism. The Liberal party passed some social legislation, but it traditionally represented middle-class business interests. As the Labour party faltered, the middle class began to back the Conservative party, joining the upper class, professionals, and farmers. With this support, the Conservative party held power during much of the 1920s. After a massive strike of over three million workers in 1926, Conservatives passed legislation limiting the power of workers to strike.
Britain still faced the "Irish question." In contrast, France emerged from World War I both a victor and a loser. Political divisions and financial scandals plagued the government of the Third Republic. Several parties—from conservatives to communists—competed for power. The parties differed on many issues, including how to get reparations payments from Germany. A series of quickly changing coalition governments ruled France.

**France’s Troubled Peace** Like Britain, France emerged from World War I both a victor and a loser. Political divisions and financial scandals plagued the government of the Third Republic. Several parties—from conservatives to communists—competed for power. The parties differed on many issues, including how to get reparations payments from Germany. A series of quickly changing coalition governments ruled France.

**Irish Independence at Last** Britain still faced the "Irish question." In 1914, Parliament passed a home-rule bill that was shelved when the war began. On Easter 1916, a small group of militant Irish nationalists launched a revolt against British rule. Although the Easter Rising was quickly suppressed, it stirred wider support for the Irish cause. When Parliament again failed to grant home rule in 1919, members of the Irish Republican Army (IRA) began a guerrilla war against British forces and their supporters. In 1922, moderates in Ireland and Britain reached an agreement. Most of Ireland became the self-governing Irish Free State. The largely Protestant northern counties remained under British rule. However, the IRA and others fought for decades against the division.

**Politics in the Postwar World**

**Instruct**

- **Introduce:** Vocabulary Builder
  - Have students read the Vocabulary Builder term and definition. Then have them look at the image on this page. Ask them to predict what group would be **suppressed** by the British. *(the Irish)*
  
- **Teach** Compare unrest in Britain, France, and the United States in the 1920s. Ask **What problems did France and Britain share?** *(disagreements between parties)* What caused unrest in the United States? *(Fear of radicals led to the Red Scare.)*

- **Quick Activity** Have students reread the first sentence after the heading France’s Troubled Peace: “Like Britain, France emerged from World War I both a victor and a loser.” Ask them to explain the meaning of this sentence.

**Independent Practice**

**Viewpoints** To help students better understand the ongoing debate between national security and civil liberties, have them read the selection **The Red Scare** and complete the worksheet.

**Monitor Progress**

As students fill in their tables, circulate to make sure they understand the issues that faced Britain, France, and the United States after the war. For a completed version of the table, see **Note Taking Transparencies, 180A**

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**Teach**

**Politics in the Postwar World**

**Instruct**

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**Answer**

- Great Britain faced political division and the demands of the Irish for self-government. France was plagued by political divisions and financial scandals. The United States had to deal with the fear of radicalism and growing demands for limits on immigration.

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**Politics in the Postwar World**

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Postwar Foreign Policy

In addition to problems at home, the three democracies faced a difficult international situation. The peace settlements caused friction, especially in Germany and among some ethnic groups in Eastern Europe.

Arguing Allies France’s chief concern after the war was securing its borders against Germany. The French remembered the German invasions of 1870 and 1914. To prevent a third invasion, France built massive fortifications called the Maginot Line (ma zhee NOH) along its border with Germany. However, the line would not be enough to stop another German invasion in 1940.

In its quest for security, France also strengthened its military and sought alliances with other countries, including the Soviet Union. It insisted on strict enforcement of the Versailles treaty and complete payment of reparations. France’s goal was to keep the German economy weak.

Britain disagreed with this aim. Almost from the signing of the Treaty of Versailles, British leaders wanted to relax the treaty’s harsh treatment of Germany. They feared that if Germany became too weak, the Soviet Union and France would become too powerful.

The Search for Peace Despite disagreements, many people worked for peace in the 1920s. Hopes soared in 1925 when representatives from seven European nations signed a series of treaties at Locarno, Switzerland. These treaties settled Germany’s disputed borders with France, Belgium, Czechoslovakia, and Poland. The Locarno treaties became the symbol of a new era of peace.

The Kellogg-Briand Pact, which was sponsored by the United States in 1928, echoed the hopeful “spirit of Locarno.” Almost every independent nation signed this agreement, promising to “renounce war as an instrument of national policy.” In this optimistic spirit, the great powers tried to get members to make a commitment to stop aggression. In 1926, after signing the Locarno agreements, Germany joined the League. Later, the Soviet Union was also admitted.

The League’s Weakness The peace was fragile. Although the Kellogg-Briand Pact outlawed war, it provided no way of enforcing the ban. The League of Nations, too, was powerless to stop aggression. In 1931, the League vigorously condemned Japan’s invasion of Manchuria, but did not take military action to stop it. Ambitious dictators in Europe noted the League’s weakness and began to pursue aggressive foreign policies.

Checkpoint How did the Treaty of Versailles affect the relationship between France and Britain?

Analyzing Political Cartoons

An End to War? The Kellogg-Briand Pact raised hopes for an end to war. But not everyone was so optimistic, as this 1929 American cartoon shows.

A. Kellogg-Briand Pact framed as a fire insurance policy
B. Adequate navy as a fire extinguisher
C. Uncle Sam looking at both

1. Do you think that the cartoonist feels that a fire insurance policy is enough to prevent a fire?
2. What point do you think the cartoonist is making about the Kellogg-Briand Pact?

History Background

Maginot Line Most of the Maginot Line, a masterpiece of engineering, was built underground with connecting tunnels that stretched for miles. Main forts, placed strategically to protect river crossings and crossroads, were located about every three to five miles. These were self-contained underground structures more than 20 feet beneath the surface. Large enough to accommodate about 1,200 men, the forts contained barracks, kitchens, infirmaries, storage areas, telephone systems, electrical generation systems, and railways to move supplies. All that could be seen above ground were the barrels of the huge guns and gun placements. In the end, the line failed to prevent a German invasion. In 1940 German troops simply bypassed the Maginot Line and marched into France through the Ardennes forest.

Postwar Foreign Policy

Instruct

■ Introduce Remind students that diplomats wanted to ensure a lasting peace. Have students speculate on policies that European nations might implement to guarantee peace.

■ Teach Ask students to list the steps the Western powers took to prevent another war. Ask Why did Britain and France disagree on how to enforce the Versailles Treaty? (France wanted a strict enforcement to ensure a weak Germany, which wouldn’t pose a threat; Britain wanted a loose enforcement to prevent a weak Germany and the threat of a strong France.) What was the flaw in the disarmament agreements? (They agreed to reduce the size of the navies, but not their armies.)

■ Analyzing the Visuals Remind students that the Kellogg-Briand Pact raised hopes for an end to war, but not everyone was optimistic about its success. Have students work in pairs and summarize the main idea of the cartoon. (Although the Kellogg-Briand Pact promised to outlaw war, the cartoonist feels that nations should still prepare for war by building up their armed forces.) Have pairs create a political cartoon that takes the opposite viewpoint.

Independent Practice

Have students write a paragraph explaining whether a treaty such as the Kellogg-Briand Pact of 1928 could ever bring an end to war. Remind them to explain the provisions of that pact.

Monitor Progress

As students work on their responses, circulate to ensure they are expressing their opinions clearly and supporting them with evidence.

Answers

Analyzing Political Cartoons

1. No, otherwise there would be no need for a fire extinguisher
2. that a signed agreement needs to be backed by military power
Postwar Economics

Instruct

■ Introduce: Vocabulary Builder
Have students read the Vocabulary Builder term and definition. Based on their previous reading, have them predict which postwar nation(s) would be the most affluent and which would face economic problems.

■ Teach On the board, draw a three-column chart with the title “Postwar Economics.” Label the columns Britain, France, and United States. Ask students to supply the information about the economic condition of each nation after World War I, and write their answers on the board. (Britain: lost overseas trade, was deep in debt, had outdated factories, and suffered severe unemployment, worker unrest and strikes. France: helped by German reparations and territories gained from Germany, but suffered economic swings. U.S.: became world’s leading economic power; experienced boom years, produced many consumer goods, and contributed loans and investments to aid European recovery.)

Independent Practice
Have students reread the paragraph under The United States Booms. In pairs, have them create a list of the pros and cons of the United States. In pairs, have students reread the paragraph under The United States Booms. In pairs, have them create a list of the pros and cons of the United States.

Monitor Progress
To review the section so far, have students summarize the economic situation of each Western power.

Vocabulary Builder
affluent—(AP 10 units) adj. rich, wealthy

Postwar Economics
The war affected economies all over the world, hurting some and helping others. Britain and France both owed huge war debts to the United States. Both relied on reparation payments from Germany to pay back their loans. Meanwhile, the crushing reparations and other conditions hurt Germany’s economy.

Britain and France Recover
Britain faced serious economic problems in the 1920s. It was deeply in debt, and its factories were out of date. Unemployment was severe. Wages remained low, leading to worker unrest and frequent strikes. In 1926, a general strike, or strike by workers in many different industries at the same time, lasted nine days and involved some three million workers.

In comparison, the French economy recovered fairly rapidly. Financial reparations and territories gained from Germany helped. Still, economic swings did occur, adding to an unstable political scene. Despite these problems, Europe made a shaky recovery during the 1920s. Economies returned to peacetime manufacturing and trade. Veterans gradually found jobs, although unemployment never ceased to be a problem. Middle-class families enjoyed a rising standard of living.

The United States Booms
In contrast, the United States emerged from the war as the world’s leading economic power. In the affluent 1920s, middle-class Americans enjoyed the benefits of capitalism. American loans and investments backed the recovery in Europe. As long as the American economy prospered, the global economy remained stable.

Checkpoint How did the war and its peace treaties affect the international economy?

Differentiated Instruction

Advanced Readers
Draw this “vicious cycle” graphic organizer on the board for students to analyze: People are not buying goods. → There is too much supply. → Companies lay off workers to save money. → Fewer people have extra money. → People are not buying goods. Ask students to work in groups and answer the following questions: (1) Where should a government intervene if it were to try to interrupt this cycle? For instance, should a government focus on buying up a company’s excess supply? Should it give its citizens money to buy goods? (2) How did the United States, France, and Britain address this issue during the 1930s?
The Great Depression

This prosperity did not last. At the end of the 1920s, an economic crisis began in the United States and spread to the rest of the world, leaving almost no corner untouched.

Falling Demand and Overproduction The wealth created during the 1920s in the United States was not shared evenly. Farmers and unskilled workers were on the losing end. Though demand for raw materials and agricultural products had skyrocketed during the war, demand dwindled and prices fell after the war. Farmers, miners and other suppliers of raw materials suffered. Because they earned less, they bought less. At the same time, better technology allowed factories to make more products faster. This led to overproduction, a condition in which the production of goods exceeds the demand for them. As demand slowed, factories cut back on production and workers lost their jobs.

Crash and Collapse Meanwhile, a crisis in finance—the management of money matters, including the circulation of money, loans, investments, and banking—was brewing. Few saw the danger. Prices on the New York Stock Exchange were at an all-time high. Eager investors acquired stocks through risky methods. To slow the run on the stock market, the Federal Reserve, the central banking system of the United States, which regulates banks, raised interest rates in 1928 and again in 1929. It didn't work. Instead, the higher interest rates made people nervous about borrowing money and investing, thereby hurting demand. In the autumn of 1929, jitters about the economy caused many people to sell their stocks at once. Financial panic set in. Stock prices crashed, wiping out the fortunes of many investors. The Great Depression, a painful time of global economic collapse, had begun quietly in the

Thinking Critically

1. Synthesize Information How did world payments help cause the Great Depression to spread from the United States to Europe?

2. Analyze Visuals Based on the line graph, which country had the highest percentage of unemployed people in 1927? in 1938?

Instruct

- **Introduce: Key Terms** Have students find the key term Great Depression (in blue) in the text and explain its meaning. Have students preview the Infographic on this page. Then ask Based on the definition and clues in the Infographic, what do you think are the characteristics of a depression? (unemployment, a major slump in business activity, and hard times)

- **Teach** Discuss how the economic crisis developed in the United States. Ask What are three causes of the Great Depression? (less demand for raw materials, overproduction of manufactured goods, the crash of the stock market) How did the beginning of the depression in the United States affect world markets? (The U.S. economy was part of an international network of trade and finance; as its economy faltered, the economies that relied on it faltered, too.)

Independent Practice

- **Note Taking** Have students begin to fill in the chart identifying the causes and effects of the Great Depression.

**Reading and Note Taking**

**Study Guide, p. 255**

Monitor Progress

- As students fill in their charts, circulate to make sure they understand the downward spiral set in motion by the American economic crisis in the 1920s. For a completed version of the chart, see **Note Taking Transparencies, 1808**

**Link to Economics**

**An Interesting Theory** During the Great Depression, one in four Americans was jobless. From 1928 to 1930, the unemployment rate in Great Britain doubled. Many people began to doubt that the economy could correct itself. During these uncertain times, British economist John Maynard Keynes put out a revolutionary economic theory. In his 1936 work, The General Theory of Employment, Interest, and Money, he showed how government actions might push the economy out of its depressed state. With this, he provided an economic basis for the creation of a government jobs program to reduce high unemployment. Many governments, looking to justify their decisions to increase spending, readily agreed with Keynes’s conclusions. Keynes’s work would influence economic policy for much of the twentieth century.

**Answers**

**Thinking Critically**

1. Because European countries were dependent on American loans and investment, they were hit hard when the American economy failed.

2. Germany; the United States
The Democracies React to the Depression

Instruct

■ Introduce: Key Terms Have students find the key term New Deal (in blue) in the text and explain its meaning. Ask students to predict the ways in which the New Deal would affect the depression.

■ Teach Discuss the programs the three Western powers each adopted in an effort to lift the Depression. Ask Was the New Deal successful? (Partially; though it was not able to end the Great Depression, it did ease its effects on millions of Americans.) Ask students to propose other ways nations might have dealt with the problem.

■ Quick Activity Display Color Transparency 160: WPA Mural. Use the lesson suggested in the transparency book to guide a discussion on how the New Deal supported artists and provided work, as can be seen in this mural funded by the New Deal.

Independent Practice

Tell students that FDR’s New Deal programs expanded the government’s role in the daily lives of Americans. Many Americans disliked this trend. In groups, have students stage a debate on this question, with one side defending the New Deal and the other criticizing it.

Monitor Progress

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

■ Point out the diagram on the next page. To review this section so far, ask students to explain how the New Deal illustrates John Maynard Keynes’s ideas on economic recovery.

Answers

The policies made people less likely to invest, which further hurt demand and eventually contributed to the closure of many banks and businesses.

Caption Drought and erosion allowed windstorms to pick up and carry topsoil away across the plains.

Differentiated Instruction Solutions for All Learners

Gifted and Talented

Historians still debate whether Roosevelt’s New Deal helped the U.S. economy recover from the Great Depression, and whether the New Deal was worth the increase in government spending. To examine these questions, have student groups conduct a cost-benefit analysis of government spending during this period. Each group should determine whether U.S. government spending had benefits equal to or greater than the cost. First have groups gather data on government spending and gross domestic product from 1929 to 1940. Then ask them to consider: Did government spending raise gross domestic product during this period? What other factors might account for any increase in gross domestic product? Was the increase in government spending justified? For background and historical sources, go to PearsonSchool.com/WorldHist.
Roosevelt Offers the United States a New Deal  Meanwhile, in the United States, President Herbert Hoover firmly believed that the government should not intervene in private business matters. Even so, he did try a variety of limited measures to solve the crisis. Nothing seemed to work. In 1932, Americans elected a new President, Franklin D. Roosevelt. “FDR” argued that the government had to take an active role in combating the Great Depression. He introduced the New Deal, a massive package of economic and social programs.

Under the New Deal, the federal government became more directly involved in people’s everyday lives than ever before. New laws regulated the stock market and protected bank deposits. Government programs created jobs and gave aid to farmers. A new Social Security system provided pensions for the elderly and other benefits.

As the New Deal programs were being put into effect, a natural disaster in 1934 hit several central states. After years of drought and over-farming, huge winds blew across the plains. The winds picked up and carried away the topsoil exposed by erosion, creating the Dust Bowl. The storms destroyed crops, land, and equipment. Thousands of farmers lost their land. Many migrated to the cities of the West Coast in search of work and a new life.

The New Deal failed to end the Great Depression, although it did ease the suffering for many. Still, some critics fiercely condemned FDR’s expansion of the role of government. The debate about the size and role of the federal government continues to this day.

Loss of Faith in Democracy  As the Depression wore on, many people lost faith in the ability of democracies to solve the problems of the modern world. Postwar disillusionment, soothed by the few good years of the 1920s, turned into despair in Europe. Misery and hopelessness created fertile ground for extremists who promised radical solutions.

Checkpoint  How did the government of the United States react to the Depression?

Section 2 Assessment

Terms, People, and Places
1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking
2. Reading Skill: Identify Main Ideas  Use your completed table and chart to answer the Focus Question: What political and economic challenges did the leading democracies face in the 1920s and 1930s?

Comprehension and Critical Thinking
3. Synthesize Information  How did Britain and France emerge from World War I as both victors and losers?

Writing About History
Quick Write: Make a Venn Diagram  A useful way to gather details for a compare-and-contrast essay is to use a Venn diagram. Place similarities between two ideas in the overlapping part of the circles; place differences in the parts that don’t overlap. Create a Venn diagram for an essay on the following thesis statement: The United States was in better shape than Britain and France after World War I.

Progress Monitoring Online  For: Self quizzes with vocabulary practice, PearsonSchool.com/WorldHist

Assess and Reteach

Assess Progress
- Have students complete the Section Assessment.
- Administer the Section Quiz.

Extend
- Tell students that the Great Depression started in the United States and Europe, but its effects spread all over the world. Ask them to look into how the Depression affected one of the following regions: Southeast Asia, Latin America, Africa south of the Sahara.

Answers

Diagram Skills to provide additional spending during a depression
- At first, by providing only minimal assistance but under Roosevelt’s New Deal, jobs were created, farmers received aid, Social Security was introduced, and the stock market regulated.

For additional assessment, have students access Progress Monitoring Online at PearsonSchool.com/WorldHist.