**Prepare to Read**

**Build Background Knowledge**
Remind students that the German attack on Poland signaled the outbreak of the war. Ask them to preview the section and predict what will happen next.

**Set a Purpose**

- **WITNESS HISTORY** Read the selection. Ask How does Janina describe the German attack on Poland? (Sample: loud, destructive, confusing, horrifying)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 2 Assessment answers.)

- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.

- **Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T20). As they read, have students fill in the flowchart sequencing events in World War II.

**Reading and Note Taking** Study Guide, p. 265

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**The Axis Advances**

Diplomacy and compromise had not satisfied the Axis powers’ hunger for empire. Western democracies had hoped that appeasement would help establish a peaceful world order. But Nazi Germany, Fascist Italy, and imperial Japan plunged ahead with their plans for conquest.

**The Axis Attacks**

On September 1, 1939, Nazi forces stormed into Poland, revealing the enormous power of Hitler’s blitzkrieg, or “lightning war.” The blitzkrieg utilized improved tank and airpower technology to strike a devastating blow against the enemy. First, the Luftwaffe, or German air force, bombed airfields, factories, towns, and cities, and screaming dive bombers fired on troops and civilians. Then, fast-moving tanks and troop transports pushed their way into the defending Polish army, encircling whole divisions of troops and forcing them to surrender.

While Germany attacked from the west, Stalin’s forces invaded from the east, grabbing lands promised to them under the Nazi-Soviet Pact. Within a month, Poland ceased to exist. Because of Poland’s location and the speed of the attacks, Britain and France could do nothing to help beyond declaring war on Germany.

Hitler passed the winter without much further action. Stalin’s armies, however, forced the Baltic states of Estonia, Latvia, and...
Lithuania to agree to host bases for the Soviet military. Soviet forces also seized part of Finland, which put up stiff but unsuccessful resistance.

The Miracle of Dunkirk During that first winter, the French hunkered down behind the Maginot Line. Britain sent troops to wait with them. Some reporters referred to this quiet time as the “phony war.” Then, in April 1940, Hitler launched a blitzkrieg against Norway and Denmark, both of which soon fell. Next, his forces slammed into the Netherlands and Belgium.

In May, German forces surprised the French and British by attacking through the Ardennes Forest in Belgium, an area that was considered invasion proof. Bypassing the Maginot Line, German troops poured into France. Retreatting British forces were soon trapped between the Nazi army and the English Channel. In a desperate gamble, the British sent all available naval vessels, merchant ships, and even fishing and pleasure boats across the channel to pluck stranded troops off the beach of Dunkirk. Despite German air attacks, the improvised armada ferried more than 300,000 troops to safety in Britain. This heroic rescue raised British morale.

France Falls Meanwhile, German forces headed south toward Paris. Italy declared war on France and attacked from the south. Overrun and demoralized, France surrendered. On June 22, 1940, Hitler forced the French to sign the surrender documents in the same railroad car in which Germany had signed the armistice ending World War I. Following the surrender, Germany occupied northern France. In the south, the Germans set up a “puppet state,” with its capital at Vichy (VEE shoe).

Some French officers escaped to England and set up a government-in-exile. Led by Charles de Gaulle, these “free French” worked to liberate their homeland. Within France, resistance fighters used guerrilla tactics against German forces.

Operation Sea Lion With the fall of France, Britain stood alone in Western Europe. Hitler was sure that the British would sue for peace. But Winston Churchill, who had replaced Neville Chamberlain as prime minister, had other plans. Faced with this defiance, Hitler made plans for Operation Sea Lion—the invasion of Britain. In preparation for the invasion, he launched massive air strikes against the island nation.

Beginning in August 1940, German bombers began a daily bombardment of England’s southern coast. For a month, Britain’s Royal Air Force valiantly battled the Luftwaffe. Then, the Germans changed their tactics. Instead of bombing military targets in the south, they began to bomb London and other cities.

Germany Launches the Blitz German bombers first appeared over London late on September 7, 1940. All through the night, relays of aircraft showered high explosives and firebombs on the sprawling capital. The bombing continued for 57 nights in a row and then sporadically until the next May. These bombing attacks are known as “the blitz.” Much of London was destroyed, and thousands of people lost their lives.

The Trick of the Hitler Two-Step After the surrender of France, the Western Allies saw news reels and photographs that seemingly showed a delighted Hitler doing a victory dance on the very spot where Germany had surrendered at the close of World War I. This humiliating image was continually shown in movie theaters and newspapers across Britain, the United States and Canada. It enraged viewers. However, the footage was really a clever editing trick by propagandist John Grierson, then the managing director of Canada’s Wartime Information Board. When he received footage of Hitler stamping his foot once, he edited the frames and looped them to show Hitler doing a dance. The Allies then continuously aired the fake footage to rally the public to join the war effort.

Vocabulary Builder available (uh VAYL. uh buh adj. ready for use; at hand)
Independent Practice
Have students write a series of six to eight newspaper headlines that summarize the course of the war from the invasion of Poland to the German decision to break off the Battle of Britain. Encourage them to include not only battles but also important speeches by leaders involved in the war. Remind them that newspaper headlines should be short but informative.

Monitor Progress
- As students fill in their flowcharts, circulate to make sure they are sequencing the events in Europe and in Africa correctly. For a completed version of the flowchart, see Note Taking Transparencies, 185A.
- To review each country’s status in 1941, ask students to create a three-column chart with the headings Free of German Control, Axis Power, and Conquered by Axis.

The Role of Radar
Britain’s Royal Air Force (RAF) was greatly outnumbered during the Battle of Britain, but it managed to fend off German attacks with remarkable success. One reason for this success was a new technology: radar (short for radio detecting and ranging), in which high frequency radio waves were emitted from stations. When those waves hit an object—a German plane—they bounced off it and were sent back to the transmitter. A signal then appeared on a screen showing the object’s distance, direction, and, over time, speed. Britain had 21 long-range radar stations that could detect an enemy plane at a distance of 140 miles (225 kilometers). Reports from radar stations were fed to an information clearing-house near London. There, experts tracked the movements of enemy planes and telephoned information to RAF headquarters, which could order planes into the air to meet each attack.

INFOPHOTO
Fearing poisonous gas attacks, the British government issued gas masks to its citizens. However, gas was never used against British civilians.

INFOGRAPHIC
Surviving the Blitz
From 1940 to 1941, Germany tried to pummel Britain into submission during a months-long bombing campaign known as “the blitz.” From September through May, German pilots targeted London with night after night of bombing, but other cities such as Liverpool, Glasgow, and Belfast became targets, too. These nighttime raids sent ordinary civilians scrambling for safety—in crowded public shelters, in homemade shelters, or even in the London Underground. During the Blitz, German bombers killed more than 40,000 British civilians and damaged millions of homes.

London did not break under the blitz. Defiantly, Parliament continued to meet. Citizens carried on their daily lives, seeking protection in shelters and then emerging to resume their routines when the all-clear sounded. Even the British king and queen chose to support Londoners by joining them in bomb shelters rather than fleeing to the countryside.

Hitler Fails to Take Britain
German planes continued to bomb London and other cities off and on until May 1941. But contrary to Hitler’s hopes, the Luftwaffe could not gain air superiority over Britain, and British morale was not destroyed. In fact, the bombing only made the British more determined to turn back the enemy. Operation Sea Lion was a failure.

Africa and the Balkans
Axis armies also pushed into North Africa and the Balkans. In September 1940, Mussolini ordered forces from Italy’s North African colony of Libya into Egypt. When the British army repulsed these invaders, Hitler sent one of his most brilliant commanders, General Erwin Rommel, to North Africa. The “Desert Fox,” as he was called, chalked up a string of successes in 1941 and 1942. He pushed the British back across the desert toward Cairo, Egypt.

In October 1940, Italian forces invaded Greece. They encountered stiff resistance, and in 1941 German troops once again provided reinforcements. Both Greece and Yugoslavia were added to the growing Axis empire. Even after the Axis triumph, however, Greek and Yugoslav
Germany Invades the Soviet Union

Instruct

- **Introduce:** Vocabulary Builder
  Have students read the Vocabulary Builder term and definition. Ask: How did Hitler’s invasion of the Soviet Union nullify the Nazi-Soviet Pact? (Hitler had promised that Germany would not fight the Soviet Union.)

- **Teach**
  - Ask: Why did Hitler want to conquer the Soviet Union? (He wanted its resources and he wanted to crush communism in Europe and break Stalin’s power.)
  - How far did German troops advance in the first few months? (They reached deep into the Soviet Union and were about to capture Moscow and Stalingrad.)
  - What prevented the Germans from gaining victory? (Stout defenses of those cities and Leningrad; the winter weather)
  - How did Hitler’s invasion of the Soviet Union work against him? (It led to cooperation between the Soviet Union and Britain and tied up troops and supplies with a fierce new enemy.)

**Answers**

- Poland, Norway, Denmark, the Netherlands, Belgium, France, parts of the region of North Africa, Greece, and Yugoslavia. In addition, Bulgaria and Hungary joined the Axis.

Thinking Critically

1. **Sample:** To be resourceful, to be defiant

2. **Sample:** The bombings angered the British people and rallied their support for their country.
Independent Practice
Tell students to take the role of someone living in Leningrad in 1942, during the German siege. Have them write a journal entry describing what life was like within the city, including the shelling from German artillery, the physical destruction, and the difficulties of finding food and water. Encourage them to describe how they feel about the hardships they face. Invite volunteers to share their journal entries with the class.

Monitor Progress
To review this section, ask What role did the climate of the Soviet Union play in its battle to halt the German invasion? (The extreme winter weather stalled the German advance.)

Answer
It was stalled by Soviet resistance, the difficulty of the harsh winter and by Stalin’s tactics of destroying equipment and burning crops to keep resources and food out of German hands.

Advanced Readers
By November 1941, the Nazis had cut off Leningrad’s supply lines and had nearly surrounded the city. The city had already mobilized all its citizens who were able to fight. The siege would last 872 days.

Gifted and Talented
Ask students to take the role of a German general at Leningrad in the winter of 1941, in the early days of the siege. Have students, using outside research, develop an assessment of the situation and a German plan of action. Should they withdraw or launch a new offensive? When should the troops move? Have students include the relative positions of both armies, their numbers, their equipment, and the morale of their officers and fighting men. Have students offer reasons for their recommendation.

Germany’s Siege of Leningrad
The Soviets, meanwhile, suffered appalling hardships. In September 1941, the two-and-a-half-year siege of Leningrad began. Food was rationed to two pieces of bread a day. Desperate Leningraders ate almost anything. For example, they boiled wallpaper scraped off walls because its paste was said to contain potato flour.

Although more than a million Leningraders died during the siege, the city did not fall to the Germans. Hoping to gain some relief for his exhausted people, Stalin urged Britain to open a second front in Western Europe. Although Churchill could not offer much real help, the two powers did agree to work together.

Checkpoint
What caused Hitler’s invasion of the Soviet Union to stall?
Life Under Nazi and Japanese Occupation

While Nazi forces rampaged across Europe, the Japanese military conquered an empire in Asia and the Pacific. Each set out to build a “new order” in the occupied lands.

Hitler’s “New Order” Hitler’s new order grew out of his racial obsessions. As his forces conquered most of Europe, Hitler set up puppet governments in Western European countries that were peopled by Aryans, or light-skinned Europeans, whom Hitler and his followers believed to be a “master race.” The Slavs of Eastern Europe were considered to be an inferior “race.” They were shoved aside to provide more “living space” for Germans, the strongest of the Aryans.

To the Nazis, occupied lands were an economic resource to be plundered and looted. The Nazis systematically stripped conquered nations of their works of art, factories, and other resources. To counter resistance movements that emerged in occupied countries, the Nazis took savage revenge, shooting hostages and torturing prisoners.

But the Nazis’ most sinister plans centered on the people of the occupied countries. During the 1930s, the Nazis had sent thousands of Jewish people and political opponents to concentration camps, detention centers for civilians considered enemies of the state. Over the course of the war, the Nazis forced these people, along with millions of Polish and Soviet Slavs and people from other parts of Europe, to work as slave laborers. Prisoners were poorly fed and often worked to death.

Thinking Critically
1. Map Skills Where were the death camps located? How did this location reflect the goal of the “Final Solution”?
2. Graph Skills How does the graph show the horror of the Holocaust?

Connections to Today Along with other valuables, the Nazis often took works of art as plunder. At the end of the war, the Soviet army seized art as reparations, while it occupied Germany. The government returned some of the art to Germany. Other artworks remained in Russia, hidden or forgotten.

In 1991, the director of the Hermitage Museum in St. Petersburg stumbled across more than 70 works of art by various masters taken from German museums and private collectors. The Hermitage exhibited these works in March 1995. Although the museum agreed to return some of the art to the heirs of the original collectors, the Russian government blocked the move. It still regarded the art taken from Germany as reparations for the great damage done to the Soviet Union during World War II.

Thinking Critically
1. in Poland near the work camps; it shows that all detainees might eventually be moved from work camps to death camps and reveals the Nazis’ ruthless policies towards Slavs and Central European Jews
2. It depicts the dramatic drop in the Jewish population of Europe.

Chapter 29 Section 2 749
Independent Practice

- **Note Taking** Have students fill in the concept web with details on how the Nazis and the Japanese military treated people under their occupation.

- **Primary Source** To further explore the life of Jewish people in occupied Europe, have students read the excerpt from *The Diary of A Young Girl* by Anne Frank and complete the worksheet.

- **Link to Literature** To help students develop a deeper understanding of the gruesome reality of the Final Solution, have students read the excerpt from Elie Wiesel’s *Night* and complete the worksheet.

Monitor Progress

As students complete their concept webs, circulate to make sure they understand how the Nazi and Japanese forces treated people under their power during World War II. For a completed version of the concept web, see **Note Taking Transparencies, 1858**

The Nazis Commit Genocide

At the same time, Hitler pursued a vicious program to kill all people he judged “racially inferior,” particularly Europe’s Jews. The Nazis also targeted other groups who did not meet the Aryan racial ideal, including Slavs, Romas (Gypsies), homosexuals, and the disabled. Political and religious leaders who spoke out against Nazism also suffered abuse. Starting in 1939, the Nazis forced Jews in Poland and other countries to live in ghettos, or sections of cities where Jewish people were confined. Many died from starvation, disease, overwork, and the harsh elements. By 1941, however, German leaders had devised plans for the “Final Solution of the Jewish problem”—the genocide of all European Jews.

To accomplish this goal, Hitler had six special “death camps” built in Poland. The Nazis shipped “undesirables” from all over occupied Europe to the camps. There, Nazi engineers designed the most efficient means of killing millions of men, women, and children.

As the prisoners reached the camps, they were stripped of their clothes and valuables. Their heads were shaved. Guards separated men from women and children from their parents. The young, elderly, and sick were targeted for immediate killing. Within a few days, they were herded into “shower rooms” and gassed. The Nazis worked others to death or used them for perverse “medical” experiments. By 1945, the Nazis had massacred some six million Jews in what became known as the Holocaust. Nearly six million other people were killed as well.

Jewish people resisted the Nazis even though they knew their efforts could not succeed. In July 1942, the Nazis began sending Polish Jews from the Warsaw ghetto to the Treblinka death camp at a rate of about 5,000 per day. In the spring of 1943, knowing that their situation was hopeless, the Jews took over the ghetto and used a small collection of guns and homemade bombs to damage the Nazi forces as much as possible. On May 16, the Nazis regained control of the ghetto and eliminated the remaining Warsaw Jews. Still, their courage has inspired many over the years.

In some cases, friends, neighbors, or strangers protected Jews. Italian peasants hid Jews in their villages. Denmark and Bulgaria saved almost...
Japan Attacks the United States

Instruct

- **Introduce** Ask students to recall that when the war began in 1939, the United States was officially neutral. Using the Idea Wave strategy (TE, p. T22), ask students to think of ways that the president or citizens in the United States could have shown support for the Allied powers.

- **Teach** Review how the United States became more involved in the war.

  *Lend-Lease Act, Atlantic Charter, Pearl Harbor attack* Ask How was Japan’s attack on the U.S. naval base at Pearl Harbor similar to the German invasion of Poland? *Both were surprise attacks, done before any declaration of war.* Do you think the United States could have stayed out of the war? *Sample: no, because Japan’s attack was a direct attack on the country.*

- **Analyzing the Visuals** Display Color Transparency 175: Pearl Harbor. Use the lesson suggested in the transparency book to guide a discussion of the size and strategy of the Japanese attack and the damage that it caused to the U.S. base.

- **Color Transparencies, 175**

**Independent Practice**

Explain that many Americans were reluctant to enter World War II until the attack on Pearl Harbor. That event spurred near-unanimous support for war, not only against Japan but also against Germany. Have students write a short essay explaining why the attack changed American attitudes so sharply.

**Monitor Progress**

- Have students prepare a brief outline of the subsection that shows the steps that led to greater American involvement in the war and, eventually, to a declaration of war.
- Check Reading and Note Taking Study Guide entries for student understanding.

**Answer**

- Sample: Hitler considered non-Germans to be inferior, meaning that they had no right to respect, fair treatment, or even life.
Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- To further assess student understanding, use Progress Monitoring Transparencies, 124

Reteach

If students need more instruction, have them read the section summary.
- Reading and Note Taking Study Guide, p. 266
- Adapted Reading and Note Taking Study Guide, p. 266
- Spanish Reading and Note Taking Study Guide, p. 266

Extend

See this chapter’s Professional Development pages for the Extend Online activity on the KinderTransport.

SS.912.W.7.7
SS.912.W.7.8

Answers

Caption The direct attack on the United States caused the United States to end its isolationist policies and enter the war.

The United States banned the sale of war materials to Japan. This hampered Japanese expansion efforts in Southeast Asia and threatened the Japanese economy.

Section 2 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Germany and Italy controlled most of Europe and some of North Africa. Japan attacked China and Southeast Asia and many islands in the Pacific. Both Germany and Japan treated the civilians they encountered with brutality.
3. Blitzkrieg tactics used advanced technology to overwhelm enemy forces. First, airplanes bombed a region, then fast-moving ground troops moved in to surround the enemy forces.
4. The RAF, although relatively small, was able to protect Britain.
5. Sample: By perpetuating prejudice and cruelty, such hatreds cause conflict and may eventually lead to the loss of valuable members of society.

Comprehension and Critical Thinking

1. Terms, People, and Places
   - For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.
2. Reading Skill: Recognize Sequence
   - Use your completed flowchart and concept web to answer the Focus Question: Which regions were attacked and occupied by the Axis powers, and what was life like under their occupation?
3. Summarize Describe Hitler’s blitzkrieg tactics.
4. Recognize Effects Refer to the Battle of Britain in 1940. Winston Churchill said “Never in the field of human conflict was so much owed by so many to so few.” What did he mean?
5. Recognize Ideologies Hitler translated his hatred into a program of genocide. How do ethnic, racial, and religious hatreds weaken society?

Writing About History

Quick Write: Gather Information Use the library and reliable Internet sources to find information about Pearl Harbor. Create a source card for each book or Web site you use. Then create note cards to record and organize at least three pieces of information.

Writing About History

Source cards should contain basic publica- tion information for the source. The three note cards should each contain information and should cite the source card.

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