The Western Democracies Stumble

Objectives
- Summarize the domestic and foreign policy issues Europe faced after World War I.
- Compare the postwar economic situations in Britain, France, and the United States.
- Describe how the Great Depression began and spread and how Britain, France, and the United States tried to address it.

Terms, People, and Places
- # New Deal
- # Franklin D. Roosevelt
- # Great Depression
- # Federal Reserve
- # finance
- # Politics
- # Foreign Policy
- # Economics

Politics in the Postwar World
At first, the postwar 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 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 Liberal 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 most of the 1920s. After a massive strike of over three million workers in 1926, Conservatives passed legislation limiting the power of workers to strike.

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.

Economic problems fed social unrest and made radical ideas more popular. Economic problems fed social unrest and made radical ideas more popular. Economic problems fed social unrest and made radical ideas more popular. Economic problems fed social unrest and made radical ideas more popular. Economic problems fed social unrest and made radical ideas more popular. Economic problems fed social unrest and made radical ideas more popular.
Teach
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 look at the image on this page. Have them compare unrest in Britain, France, and the United States in the 1920s. Ask What problems did each face after World War I? France 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.

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.

“The Red Scare” and Isolationism in the United States
In contrast, the United States emerged from World War I in good shape. A late entrant into the war, it had suffered relatively few casualties and little loss of property. However, the United States did experience some domestic unrest. Fear of radicals and the Bolshevik Revolution in Russia set off a “Red Scare” in 1919 and 1920. Police rounded up suspected foreign-born radicals, and a number were expelled from the United States.

The “Red Scare” led growing demands to limit immigration. Millions of immigrants from southern and eastern Europe had poured into the United States between 1890 and 1914. Some native-born Americans sought to exclude these newcomers, whose culture differed from those of earlier settlers from northern Europe. In response, Congress passed laws limiting immigration from Europe. Earlier laws had already excluded or limited Chinese and Japanese immigration.

Checkpoint
What political issues did each of the three democracies face after World War I?

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, 190A

Distribute
Solutions for All Learners

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.

English Language Learners
Translated
Linguistic conflict. When the war ended, the United States faced questions about how much the government should involve itself in the economy. To the right are Conservatives, who oppose a free market economy and prefer the greatest amount of government involvement in economics. Explain how the labels left and right are used for these political positions.

Special Needs
Less Proficient Readers
To help students understand the contemporary definitions of socialism, liberalism, and conservatism, draw a line on the board to illustrate a spectrum. From left to right, place the words Socialist, Liberal, Moderate (in the middle), and Conservative. Explain that this spectrum measures each group’s beliefs in the appropriate amount of government involvement in the economy. To the right are Conservatives, who want very little or no government involvement in economics. To the left are Socialists, who oppose a free market economy and prefer the greatest amount of government involvement in economics. Explain how the labels left and right are used for these political positions.
Postwar Foreign Policy
In addition to problems at home, the three demarcation 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 (so named by the local Alsatian peasants who were the intended victims of French aggression). The Maginot Line was the largest military project since Napoleon and included 130 miles of underground fortifications. It cost France more than a billion dollars.

The Kellogg-Briand Pact
In the early twenties, the search for peace continued. In 1928, France, the United States, Britain, Japan, and other nations signed the Kellogg-Briand Pact. It promised to outlaw war, the carrot to end war. But not everyone was so optimistic, as this 1928 American cartoon shows.

An End to War? The Kellogg-Briand Pact raised hopes for an end to war. But not everyone was so optimistic, as this 1928 American cartoon shows.

- The Maginot Line was a major obstacle to a German invasion.
- The League of Nations was powerless to stop aggression.
- The Kellogg-Briand Pact promised to outlaw war, but the cartoonist feels that a fire insurance policy is enough to prevent a fire.

Analyzing Political Cartoons
1. How do the cartoonists present their views on the Kellogg-Briand Pact? What point do you think the cartoonist is making about the Kellogg-Briand Pact?

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

History Background
Maginot Line Most of the Maginot Line, a master-piece of engineering, was built underground with con-nected tunnels that stretched for miles. Main forts, placed strategically to protect river crossings and crossroads, were located every three to five miles. These forts contained barracks, kitchens, infirmaries, storage areas, telephone systems, electrical generation sys-tems, 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 pre-vent a German invasion. In 1940 German troops sim-ply bypassed the Maginot Line and marched into France through the Ardennes forest.

Postwar Foreign Policy
Instruct
- Introduce: Remind students that diplo-mats wanted to ensure a lasting peace. Have students speculate on poli-cies that European nations might implement to guarantee peace.
- Teach: Ask students to list the steps the Western powers took to prevent another war. Why did Britain and France disagree on how to enforce the Versailles Treaty? (France wanted a strict enforcement to prevent a weak Germany, which would pose a threat. Britain wanted a loose enforcement to prevent a weak Ger-many and the threat of a strong France.)
- Summarize: What was the flaw in the disarma-ment agreements? (They agreed to reduce the size of the navies, but not their armies.)
- Review: Why did Britain and France disagree on how to enforce the Versailles Treaty? (France wanted a strict enforcement to prevent a weak Germany, which would pose a threat. Britain wanted a loose enforcement to prevent a weak Ger-many and the threat of a strong France.)

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

Independent Practice
Have students write a paragraph explain-ing 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, cir-culate to ensure they are expressing their opinions clearly and supporting them with evidence.
**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 economic interdependence. Using the Idea Wave strategy (TR. p. 73), ask groups to share their lists with the class.

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

**Answer**
- The cycle of war debt and reparations made Europe’s economic recovery shaky, while the United States boomed.

532 The Rise of Totalitarianism
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. As a result, 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. 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 United States and spread to the rest of the world, leaving almost no corner untouched.

The Great Depression

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.)

• Quick Activity. Show students The Great Depression and American Farmers from the Witness History Discovery School™ video program. Ask them: Why were American farmers hit hard by the depression? (They had not shared equally in the wealth generated by the boom in the 1920s.)

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. 171

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, 1908

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

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.

The Great Depression

Unemployment, 1928–1938

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<th>Year</th>
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<th>1929</th>
<th>1930</th>
<th>1931</th>
<th>1932</th>
<th>1933</th>
<th>1934</th>
<th>1935</th>
<th>1936</th>
<th>1937</th>
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</thead>
<tbody>
<tr>
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<td>12.8</td>
<td>13.5</td>
<td>16.2</td>
<td>24.9</td>
<td>24.7</td>
<td>25.2</td>
<td>25.2</td>
<td>25.0</td>
<td>23.1</td>
<td>20.7</td>
</tr>
<tr>
<td>Great Britain</td>
<td>13.0</td>
<td>13.6</td>
<td>14.0</td>
<td>14.1</td>
<td>14.3</td>
<td>14.4</td>
<td>14.5</td>
<td>14.5</td>
<td>14.6</td>
<td>14.7</td>
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</tr>
<tr>
<td>Germany</td>
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<td>16.6</td>
<td>16.9</td>
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</tbody>
</table>

SOURCES:
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.
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 16b: 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.
- Drought and erosion allowed windstorms to pick up and carry topsoil away across the plains.

Checkpoint

- How did the Federal Reserve’s policies affect the Great Depression?

The Democracies React to the Depression

The governments of Britain, France, and the United States, like others around the world, tried to find ways to lift the Depression. None of their methods provided a quick fix, but they did alleviate some of the suffering.

Britain and France Search for Solutions

In response to the Depression, Britain set up a coalition government made up of leaders from all three of its major political parties. The government provided some unemployment benefits but failed to take decisive action to improve the economy. By 1931, one in every four workers was unemployed.

The Great Depression took longer to hurt France than some other countries. However, by the mid-1930s, France was feeling the pinch of decreased production and unemployment. In response, several leftist parties united behind the socialist leader Leon Blum. His Popular Front government tried to solve labor problems and passed some social legislation. But it could not satisfy more radical leftists. Strikes soon brought down Blum’s government. Democracy survived, but the country lacked strong leadership able to respond to the clamor for change.
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 democratic governments to solve the problems of the modern world. Postwar disillusionment, soured 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
1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. After the war, democracies struggled to rebuild war-weakened land. In later years, they faced political and social unrest and the spread of an economic crisis.
3. Britain and France, with American help, defeated Germany. Both, however, faced serious political divisions and economic fragility.

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

Teaching Resources, Unit 4, p. 45
- To further assess student understanding, use:

Progress Monitoring Transparencies, 119

Reteach
If students need more instruction, have them read the section summary:

Reading and Note Taking Study Guide, p. 172
Adapted Reading and Note Taking Study Guide, p. 172
Spanish Reading and Note Taking Study Guide, p. 172

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, and Social Security was introduced, and the stock market regulated.

Progress Monitoring Online
For additional assessment, have students access Progress Monitoring Online at Web Code nba-2821.