

UNIT 6

The Interwar Years and World War II

1919–1945

40-50-minute classes | 27-31 classes

UNIT PREVIEW

Structure

LESSON 1	1919–1929	The Roaring Twenties	4-5 classes	p. 7
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Why Teach the Interwar Years and World War II

The “war to end all wars” did not live up to its name. Although during the 1920s the United States enjoyed a decade of economic prosperity, the rest of the world endured an uneasy peace marked by portents of future tumult and anxiety. Then Americans would suffer their own crash and a Great Depression that changed American government and economics in ways that broke sharply with the American founding. In retrospect, the Second World War seemed inevitable. The world was hurled into the greatest age of bloodshed known to man, a brutal rebuke to those who imagined that the world was reaching its zenith of enlightenment. But it is miraculous that America, despite the many great upheavals and pressures she faced, largely stood firm in the face of a totalitarian conquest of the world. Students need to grasp what was at

stake in this great conflict and why the key role played by the United States should be a point of enduring pride for all Americans. The totalitarian regimes sought to annihilate the very principles on which human freedom and dignity were founded. It was for these principles, and the way of life to which they gave rise, that Americans sacrificed, and died, and saved the world.

Enduring Ideas from This Unit

1. The 1920s were a decade not only of prosperity and of cultural change but also of a renewal of the principles and practice of limited government that had waned during the Progressive Era.
2. The stock market crash and the Great Depression were predictable economic consequences of normal economic forces exacerbated by government actions.
3. The Roosevelt administration and the New Deal brought much-needed encouragement to Americans living through hardship, while also transforming the size, scope, and power of government in unprecedented ways.
4. World War II was the bloodiest war in human history and demonstrated the potential of new philosophies and technologies to unleash untold horrors.
5. The United States took up the cause of the heroic British and saved civilization from a modern barbarism that trampled on the truth of each person's inherent dignity.

What Teachers Should Consider

The Harding and Coolidge administrations preserved dialed back the expansion of government that had taken place under the Progressives and reasserted principles of limited self-government and the free market. The Roaring Twenties witnessed exceptional prosperity for many, and with this affluence came novel cultural norms, at least for America's well-to-do. For most of the rest, the cultural changes were less dramatic, and the difficult conditions of farmers and others dependent upon the agricultural economy during the twenties should not be forgotten. Overall, however, life was comfortable, and the standard of living continued to rise.

The second quarter of the twentieth century, however, saw America torn between her founding principles and new ideas that argued those principles were largely outdated. With the Great Depression, a combination of economic forces and unfortunate government actions sank the American and world economies into a decade-long quagmire.

The response in the United States was the New Deal. American society was buoyed by Franklin D. Roosevelt's personality and his unprecedented expansion of government, even though the actual economic effectiveness of these efforts would elicit questions over time. What *is* certain is this: expansion and its many programs would change American government and economics, marking a decisive contrast with America's founding ideas.

Elsewhere in the world, ideologies arose that concentrated on dividing people into groups based on class or race. In trampling on the natural rights of millions of individuals, these totalitarian ideologues rejected

America's founding principles, especially the view of the dignity of the human person and the dangers of concentrated power. This assault on principle had its counterpart in the horrendous machines of war that swept through Europe, North Africa, and the Pacific. The world found itself on the cusp of global tyranny, with evil powers aligned against all that the American experiment in self-government had stood for. Americans rose to meet the challenge and to distinguish their country yet again by their commitment to enduring and timeless truths.

How Teachers Can Learn More

TEXTS

New World Coming, Nathan Miller
The Forgotten Man, Amity Shlaes
Freedom from Fear, David Kennedy
Three New Deals, Wolfgang Schivelbusch
From Isolation to War: 1931–1941, Justus Doenecke
The Second World War, Martin Gilbert
The Second World Wars, Victor Davis Hanson
To Hell and Back, Ian Kershaw
American Heritage: A Reader, ed. Hillsdale College History Faculty

ONLINE COURSES | [Online.Hillsdale.edu](https://online.hillsdale.edu)

The Great American Story
American Heritage
Constitution 101
Constitution 201
The Second World Wars

Lesson Planning Resources

TEACHER RESOURCES

Land of Hope, Wilfred McClay
A Teacher's Guide to Land of Hope, Wilfred McClay and John McBride
A Student Workbook for Land of Hope, Wilfred McClay and John McBride
A Short History of World War II, James Stokesbury

STUDENT RESOURCES

Land of Hope Young Reader's Edition, Volume 2, Wilfred McClay

PRIMARY SOURCES

“The Inspiration of the Declaration of Independence,” Calvin Coolidge
Commonwealth Club address, Franklin Roosevelt
First inaugural address, Franklin Roosevelt
“The Conservative Manifesto,” Josiah Bailey
Annual Message to Congress, 1941, Franklin Roosevelt
Atlantic Charter, Franklin Roosevelt and Winston Churchill

LESSON PLANS, ASSIGNMENTS, AND QUIZZES

Lesson 1 — The Roaring Twenties

1919–1929

4-5 classes

LESSON OBJECTIVE

Students learn about the prosperity that much of America produced and enjoyed during the 1920s, the presidency of Calvin Coolidge, and the cultural transformations that followed America's victory in the Great War.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

<i>Land of Hope Young Reader's Edition, Volume 2</i>	Pages 74–89
Primary Sources	See below.

Teacher Texts

<i>Land of Hope</i>	Pages 276–294
<i>A Teacher's Guide to Land of Hope</i>	Pages 265–273
<i>A Student Workbook for Land of Hope</i>	Pages 166–170

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<i>The Great American Story</i>	Lecture 17
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STUDENT PREPARATION

Assignment 1: Students read *Land of Hope Young Reader's Edition, Volume 2*, pages 74–81, and prepare for a reading quiz (provided below).

Assignment 2: Students read *Land of Hope Young Reader's Edition, Volume 2*, pages 81–89, and prepare for a reading quiz (provided below).

CORE CONTENT IN THIS LESSON

Geography and Places

New York City	Harlem
Detroit	Tulsa

Persons

Woodrow Wilson	Warren G. Harding
Carrie Nation	Calvin Coolidge
Susan B. Anthony	Henry Ford
Joseph Stalin	Walt Disney

Charles Lindbergh
 Al Capone
 William Jennings Bryan
 Norman Rockwell
 Robert Frost

Irving Berlin
 Louis Armstrong
 Langston Hughes
 Zora Neale Hurston

Terms and Topics

inflation	automobile
Spanish Flu	long-term mortgage
18th Amendment	radio
Prohibition	advertising
19th Amendment	organized crime
Russian Civil War	flappers
Red Scare	fundamentalism
free market	Scopes Trial
laissez-faire	art deco
Great Migration	Empire State Building
Tulsa Massacre	jazz
Teapot Dome Scandal	Harlem Renaissance
electricity	

Primary Sources

“The Inspiration of the Declaration of Independence,” Calvin Coolidge

To Know by Heart

“Perhaps one of the most important characteristics of my administration has been minding my own business.” —Calvin Coolidge

Timeline

1923	Warren G. Harding dies; Calvin Coolidge becomes president
1928	Herbert Hoover elected

Images

Historical figures and events
 Cities affected by the Spanish Flu
 Women’s suffrage movement
 Painting of Calvin Coolidge being sworn in by his father
 New inventions
 Automobiles
 Professional sporting events
 First motion pictures
 Bootleggers
 Flappers
 Upper class society
 Art deco architecture and art
 Cityscapes

Map of the Great Migration
 Factories and workers
 Jazz halls and musicians
 Pictures from before and after the Tulsa Race Massacre

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of Susan B. Anthony and Calvin Coolidge
- The trial of Sacco and Vanzetti
- The death of Warren G. Harding in San Francisco
- Calvin Coolidge being sworn in by his father
- The *New York Times*' 1927 account of a television broadcast
- Edwin James's account of Charles Lindbergh's arriving in Paris

QUESTIONS FOR THE AMERICAN MIND

- How did the Great War change America?
- What challenges did America face domestically following the Great War? Why?
- What was the Russian Civil War about? Who won? Why?
- What did Warren G. Harding mean by a "return to normalcy"?
- How might Warren G. Harding's presidency be characterized?
- Why did the Great Migration begin during the Great War and accelerate during the 1920s?
- How might Calvin Coolidge's presidency be characterized?
- What technological innovations were most responsible for transforming the pace and busyness of life for Americans during the 1920s?
- How was the 18th Amendment ineffective, and how did it undermine the rule of law?
- To what extent and in what ways did American culture change during the 1920s? Why?
- How did art and architecture change in America following the Great War? What inspirations and principles shaped the artists who introduced these styles?
- How did jazz develop, and what were its main characteristics?
- What was the Harlem Renaissance? What were its origins and main ideas?
- Questions from the US Civics Test:
 - Question 5: How are changes made to the US Constitution?
 - Question 13: What is the rule of law?
 - Question 48: What are two Cabinet-level positions?
 - Question 63: There are four amendments to the US Constitution about who can vote. Describe one of them.
 - Question 99: Name one leader of the women's rights movement in the 1800s.
 - Question 102: When did all women get the right to vote?
 - Question 118: Name one example of an American innovation.

KEYS TO THE LESSON

The 1920s were another period of great change in American life. First, the transition from wartime to peacetime involved many challenges, including an influenza pandemic, an economic downturn, and fears of anarchist and communist attacks on the American way of life. It was argued that the return to a policy of

limited government under the Harding and Coolidge administrations brought a renewed confidence in American entrepreneurship and innovation. The 1920s thus saw tremendous gains in the standard of living and prosperity. New technologies, especially the mass production of the automobile and new forms of mass communication, led to a life for the middle class that has much in common with life in America today. A different kind of culture and lifestyle began to emerge, however, in America's large cities and among its upper income earners, who enjoyed exceptional wealth and opulence.

Teachers might best plan and teach The Roaring Twenties with emphasis on the following approaches:

- Discuss the two amendments to the Constitution that were ratified during and after the Great War. Teach about the work of Carrie Nation and Progressives to ratify the 18th Amendment (which prohibited the manufacture and sale of alcoholic beverages); the work of suffragists Susan B. Anthony, Alice Paul, Elizabeth Cady Stanton, Lucy Stone, and Ida B. Wells; and the 19th Amendment (which secured women's right to vote).
- Note the challenges that the end of the war brought to America: a recession coupled with inflation, housing and job shortages for returning soldiers, a summer of riots and violence against African Americans in dozens of cities, and the terrifying epidemic of Spanish Flu.
- Teach about the Russian Civil War, the involvement of Allied and American soldiers on the side of the Whites, and the Red Terror. Amid the chaos left in the wake of the Great War, communist groups attempted to seize power in European nations just as the Bolsheviks had done in Russia. With the upheavals that America was experiencing in the first year following the Armistice, communist and anarchist agitation was also present in the United States, a time that some have dubbed the "Red Scare."
- Introduce Warren G. Harding as a president who generally moved against the Progressive rhetoric and views on government power, of which many Americans had grown weary under Woodrow Wilson. His promise of a "return to normalcy" in America represented a restoration of limited constitutional government after Progressivism. The cutting of taxes and streamlining of regulations in particular unleashed the productive capacity of the American economy. Harding's administration was overshadowed, though, by a series of scandals among government officials, most notably the Teapot Dome scandal.
- Teach students about the condition of African Americans in various parts of the country, including the beginning of the Great Migration of African Americans from southern states to northern cities. Show the students why these cities became hotbeds of social tension. Highlight, for instance, the racial violence directed against African Americans in the city of Tulsa, Oklahoma.
- Teach about Warren G. Harding's sudden death in 1923 and Calvin Coolidge's assuming the presidency. Coolidge continued many of Harding's limited government policies while openly defending the principles of the American founding against the Progressive view that they had been made obsolete by social changes. Read with students Coolidge's "The Inspiration of the Declaration of Independence."
- Present a canvas of America during the 1920s. Begin with the transforming effects of mass automobile ownership, thanks to Henry Ford's assembly line system, and the proliferation of faster means of communication. The ability to watch motion pictures and to listen to recorded music and the radio complemented the changes to American life brought about by the car. Students should be asked to imagine life before these inventions and how these inventions changed the way Americans experienced life.

- Continue to teach about the efforts to circumvent Prohibition, the rise of organized crime, and the broader lifestyle of the well-to-do, particularly in America's cities. The emergence of the flapper culture, opulence, and open flouting of Prohibition by America's leading politicians and businessmen has come to characterize the America of the 1920s. But it is important for students to recognize that this view of America was based on a select elite on which the journalism of the day focused its writings. The vast majority of America underwent no such overwhelming cultural transformation, aside from what was wrought by the automobile, new forms of communication, larger markets, and mass advertisement. Moreover, most of America's farmers saw little of the prosperity that industry brought and that those in cities were experiencing.
- Spend some time on the art, architecture, music, and literature of the interwar years. Include art deco; the development of jazz; and the literature of the Harlem Renaissance. Students should recognize and understand the ideas informing these changes and developments in art.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENTS

Assignment: Explain the main policies of the Harding and Coolidge administrations and the principles behind them (1–2 paragraphs).

Name _____

Date _____

Reading Quiz 6.1

The Interwar Years and World War II | Lesson 1
Land of Hope Young Reader's Edition, Volume 2, Pages 74-81

DIRECTIONS: Answer each question.

1. Warren Harding campaigned in 1920 on the promise to “return to _____.”
2. What killed millions of people worldwide immediately following the end of the Great War?
3. What was the target of the “Palmer raids”?
4. Did the Harding and Coolidge administrations raise or lower taxes in the 1920s?
5. What person was able to mass-produce the automobile in America by inventing the assembly line process?

Name _____

Date _____

Reading Quiz 6.2

The Interwar Years and World War II | Lesson 1
Land of Hope Young Reader's Edition, Volume 2, Pages 81-89

DIRECTIONS: Answer each question.

1. Name one invention that was introduced or mass-produced in America in the 1920s?
2. What made Charles Lindbergh famous?
3. What was the Teapot Dome scandal about?
4. Who became president when Warren Harding died?
5. How does the book describe the personality or manners of the answer to #4?

Lesson 2 — The Great Depression

1929–1939

7-8 classes

LESSON OBJECTIVE

Students learn about the stock market crash of 1929 and the subsequent Great Depression, including the actions of the federal government under President Franklin Delano Roosevelt’s New Deal.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

<i>Land of Hope Young Reader’s Edition</i> , Volume 2	Pages 89–116
Primary Sources	See below.

Teacher Texts

<i>Land of Hope</i>	Pages 294–315
<i>A Teacher’s Guide to Land of Hope</i>	Pages 273–274, 286–293
<i>A Student Workbook for Land of Hope</i>	Pages 170–171, 182–186

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<i>The Great American Story</i>	Lecture 18
<i>Constitution 101</i>	Lecture 9
<i>Constitution 201</i>	Lecture 5

STUDENT PREPARATION

Assignment 1: Students read *Land of Hope Young Reader’s Edition*, Volume 2, pages 89–98, and prepare for a reading quiz (provided below).

Assignment 2: Students read *Land of Hope Young Reader’s Edition*, Volume 2, pages 98–108, and prepare for a reading quiz (provided below).

Assignment 3: Students read *Land of Hope Young Reader’s Edition*, Volume 2, pages 108–116, and prepare for a reading quiz (provided below).

CORE CONTENT IN THIS LESSON

Geography and Places

Hoover Dam

Tennessee Valley Authority

Persons

Herbert Hoover
Franklin Delano Roosevelt

Jesse Owens

Terms and Topics

stock market
Federal Reserve rate
speculation
overvaluation
Black Tuesday
bank run
fractional reserve banking
recession
Smoot-Hawley Tariff
retaliatory tariffs
depression
Great Depression
Hoovervilles
Bonus Army
21st Amendment
New Deal
brain trust

fireside chats
regulation
bureaucracy
public works programs
Civilian Conservation Corps
Works Progress
Administration
National Recovery
Administration
Agricultural Adjustment
Administration
Dust Bowl
Social Security Act
welfare
income tax
court packing
“Roosevelt recession”

Primary Sources

Commonwealth Club address, Franklin Roosevelt
First inaugural address, Franklin Roosevelt
“The Conservative Manifesto,” Josiah Bailey

To Know by Heart

“God Bless America” —Irving Berlin

Timeline

Oct. 29, 1929	Stock Market Crash (Black Tuesday)
1932	Franklin Roosevelt elected
1937	“Roosevelt recession”

Images

Historical figures and events
Wall Street on Black Tuesday
Hoovervilles
Poverty in cities
The Bonus Army and its dispersion
Fireside chat
Workers in public works programs
Hoover Dam
Tennessee Valley Authority projects

The Dust Bowl
Jesse Owens on the podium at the Berlin Olympics

STORIES FOR THE AMERICAN HEART

- Biography and presidential actions of Franklin Delano Roosevelt
- Elliott Bell's account of the stock market crash of 1929
- Jesse Owens's gold medal at the 1936 Berlin Olympics in Nazi Germany

QUESTIONS FOR THE AMERICAN MIND

- What does the Federal Reserve rate do? How is it decided?
- What is the purpose of buying and selling stocks, both for corporations and investors?
- How does stock trading work? What ultimately determines a stock's price?
- For what reasons were many stocks grossly overvalued by the late 1920s?
- How did the sell-off influence other investors?
- What is a bank run? What is its connection to fractional reserve banking?
- What actions by the Hoover administration and Congress may have caused a temporary recession to become the Great Depression? How so?
- What was life like for many Americans during the Great Depression?
- How might one describe Franklin Delano Roosevelt? Why did he appeal to so many Americans, and why did his foes dislike him?
- What were the main ideas behind Franklin Roosevelt's New Deal?
- What were the main types of government action taken as part of the New Deal?
- How did the New Deal transform the role and functioning of the federal government?
- How did the Dust Bowl come about?
- Why do some scholars claim that the New Deal may have unintentionally prolonged the Great Depression?
- What was Franklin Roosevelt's court-packing plan, and why did that plan backfire in public opinion?
- Questions from the US Civics Test:
 - Question 53: How many seats are on the Supreme Court?
 - Question 103: What was the Great Depression?
 - Question 104: When did the Great Depression start?
 - Question 105: Who was president during the Great Depression and World War II?

KEYS TO THE LESSON

Rarely in American history can two adjoining time periods be juxtaposed so sharply as the 1920s and the 1930s, as the boom of the Roaring Twenties gave way abruptly to the bust of the Great Depression. Fluctuations in the economic decisions of millions of people are natural, relatively brief, and often clarifying for producers and consumers alike, but the economic abyss into which Americans descended was unlike anything else. Likewise, the response of the federal government was unmatched to any other time in its history. In the presidencies of Herbert Hoover and Franklin Delano Roosevelt, a second run of Progressivism rose in response to the laissez-faire approach of the previous decade. Roosevelt's policies often went far beyond the traditional constitutional limits on government authority in order to win (as he

framed it) the war against the Depression. Students should understand the debates over the causes, the deepening, and the perpetuation of the Great Depression, as well as the types and effectiveness of various government actions in response.

Teachers might best plan and teach The Great Depression with emphasis on the following approaches:

- Review with students the role and functioning of the Federal Reserve System and the Federal Reserve rate.
- Spend some time at the outset of this lesson to help them understand how the stock market works. Of particular importance is that they understand the normal function of buying and selling stocks, both for corporations and for investors. Admittedly, many achievements in American life would have been nearly impossible without the raising of capital through the sale of stocks. But students should also learn how the price of a stock can become detached from the hard realities and purposes behind a corporation's offering of stocks.
- With this backdrop, help students understand what makes a person less careful in the stock market. Students should be aware of the perception that the gains of the 1920s economy were unstoppable. By 1929, almost every bet in the stock market seemed sure to gain in value, and the money to borrow to place such bets seemed unending thanks to low interest rates. It was human nature to respond in this way—both for investors and government experts at the Federal Reserve.
- Clarify for students what this meant: In the broader economy, much of Americans' savings had been loaned out, with complete confidence that they would be repaid with a sure profit. The capital raised from these savings was readily available and readily spent to expand the production of businesses. This production was responding more to the available capital rather than to the actual quantity of goods and services that Americans wanted. Almost everything was overvalued: the price a person saw a stock or company to be worth was far higher than its actual business success would yield. All it took was somebody to realize this, to attempt to sell their stocks at this higher price before they fell back to their real value, and then for others to notice what this person just did, recognize the underlying discrepancy, and do the same. Then the valuations would crash.
- While it is difficult to pinpoint what caused investors in late 1929 to look into the real value of the companies in which they had invested, a possible alarm might have been the sudden closing of a major investment firm in London that had been charged with fraud. While it did not have a direct impact on the American stock market, the sudden closure may have alerted enough American investors to take a closer look at the companies in which they had invested. What they found was that their stocks were indeed overvalued, and they began to sell.
- Be sure to note for students that a stock market crash and, in this case, the onset of a recession, is made up of the reactions of millions of individuals. In October 1929, that meant that a growing number of investors were frightened by the first sell-offs and began to presume that every stock—even those that were sound—were overvalued or would be affected by other overvalued stocks. It became a race to save something of their original investments.
- Next, begin to explain the various effects of this stock market crash in other areas of the economy, noting how the consequences were something like a trip wire that would then double back and trigger itself again. As a company's stocks were deflated, the business model and outlook of a company dimmed, production and services halted, and employees were furloughed and then laid off. Now in need of money, the unemployed went to withdraw some of their personal savings from their banks. Here, introduce students to fractional reserve banking. With only a fraction of deposits on hand and the rest loaned out—in many cases, in overvalued stocks and companies—

the deposits for all who had savings at a bank were not readily available for everyone all at once, should a bank run occur. As events unfolded, these savings were dissipated with the collapse of each additional business, and news of a limited supply of savings led to further panicked bank runs. With their savings gone, the unemployed and employed alike further lost the means to spend money at businesses and repay loans when businesses and banks were already short on revenue. More businesses closed, more stocks lost value, more people were unemployed, and the pattern repeated, continuing its downward spiral.

- Consider with students how the initial stock market crash did not make the Great Depression inevitable. The crash was harder than most sell-offs and recessions owing to a combination of the Federal Reserve System's monetary policy, overvaluation, and overproduction, but a relatively quick (albeit longer) correction was generally anticipated. Focus, then, on the important actions of the Hoover administration that arguably turned a bad recession into a depression. This series of events runs counter to the perception of Herbert Hoover as a dedicated champion of the free market and limited government. In contrast with Warren G. Harding and Calvin Coolidge, Herbert Hoover believed the American government and large American businesses were capable of using their authority, often in concert, to solve economic problems. But the passage of the Smoot-Hawley Tariff and the consequent retaliatory tariffs by other nations raised prices for the unemployed and underemployed while stifling international trade when the economy was already faltering. The Federal Reserve's belated raising of interest rates further restricted the flow of increasingly scarce dollars and dampened new investments and spending when that is just what businesses needed. Aid to key industries for mortgages and in the form of public works seemed to do little to help. Some argue that it was these events that actually caused the recession to turn into a historic depression.
- Take time to teach about the experiences of those who were suffering during the early days of the Great Depression, comparing it to the great prosperity they had experienced during the 1920s. Help students to see the desperation and disillusionment that so many families endured and the growing demand for some sort of radical solution. With the situation ripe for anarchist, socialist, and communist agitators to gain a sizeable following, things were volatile, to say the least.
- Explain the changes in party constituencies—particularly the Democratic alliance of southerners, western farmers, immigrants, workers in northern urban centers, and some African Americans—and the reasons for these shifts.
- Help students to understand the appeal of Franklin Delano Roosevelt in his ideas, his words, and his personality, particularly as they fit the situation America was in by 1932. The fact that he spoke well and affably—combined with his penchant to have the government take action as though it were fighting a war—made him highly successful in garnering support from a downtrodden populace. Consider reviewing Roosevelt's Commonwealth Club address with students on this point.
- Explain the core features of Franklin Roosevelt's New Deal. The New Deal had many strands and, considered in its totality, can seem to be a collection of competing policies. But a common principle was that the federal government would not abide by the principles of limited government set forth in the American founding and reasserted during the 1920s but rather would adopt the Progressive belief in government action to solve problems, confident in the power of bureaucratic expertise. The chief difference between the original Progressives and the Progressives of the New Deal was the dramatic scope of and almost exclusive economic focus of the New Deal. Reading with students Roosevelt's First Inaugural Address captures the Progressivism to which Roosevelt held.

- Lead students through a consideration of the New Deal's various approaches and programs to address the economic struggles America faced. Key areas to focus on include efforts to make banking less volatile and restore investor confidence; the myriad of public works programs; the close cooperation of the federal government and large businesses to fix the prices, wages, and other standards within various industries; the creation of certain limited welfare programs such as Social Security; and the record increase in income tax rates. Be sure to consider with students whether these actions worked as intended, followed the Constitution, and helped or hurt the economy. Chapter 17 of *Land of Hope* may be of help in navigating these questions, as well as for tracking the ebb and flow of Franklin Roosevelt's popularity. It may be helpful to read with students "The Conservative Manifesto" by Josiah Bailey, which challenged aspects of the New Deal at the time.
- Discuss Franklin Roosevelt's reelection campaigns and the eventual decline in Democratic electoral victories as the Depression dragged on. Roosevelt's plan to pack the Supreme Court hurt him at the polls while many argued that his New Deal policies led to a recession in 1937.
- Be sure students understand and reflect on the tremendous transformations that Franklin Roosevelt and the New Deal wrought in the size, purpose, and functioning of the federal government and the place of the presidency. Never had the federal government been so large. The bureaucratic ideals first envisioned by the Progressives expanded greatly. Roosevelt's use of the presidency's bully pulpit surpassed perhaps even that of his cousin Theodore Roosevelt. Students should explore what advantages and risks are inherent in such changes in government power, particularly in light of the principles of the American founding and traditional manner of governance that had formerly defined the United States. They should also consider the fact that Roosevelt and his New Deal provided a psychological boost to millions of suffering Americans.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENTS

Assignment 1: Explain what life was like for millions of Americans during the Great Depression (1 paragraph).

Assignment 2: Explain the major policies and ideas of Franklin Delano Roosevelt and his New Deal (1–2 paragraphs).

Name _____

Date _____

Reading Quiz 6.3

The Interwar Years and World War II | Lesson 2
Land of Hope Young Reader's Edition, Volume 2, Pages 89-98

DIRECTIONS: Answer each question.

1. Who was elected after Calvin Coolidge?
2. To what do “Black Thursday” and “Black Tuesday” refer?
3. To what does the term “Hooverville” refer?
4. What happened with the Bonus Army?
5. Which political party suddenly enjoyed renewed interest in the early years of the Great Depression?

Name _____

Date _____

Reading Quiz 6.4

The Interwar Years and World War II | Lesson 2
Land of Hope Young Reader's Edition, Volume 2, Pages 98-108

DIRECTIONS: Answer each question.

1. The author mentions that Franklin Delano Roosevelt had what kind of personality?
2. As evident from his 1932 campaign speeches and his first inaugural address, Franklin Roosevelt promised to do what?
3. What was Franklin Roosevelt's "Brain Trust"?
4. Name one kind of job the New Deal hired unemployed Americans to do?
5. Name one problem with the efforts of the National Recovery Administration (NRA) mentioned by the author.

Name _____

Date _____

Reading Quiz 6.5

The Interwar Years and World War II | Lesson 2
Land of Hope Young Reader's Edition, Volume 2, Pages 108-116

DIRECTIONS: Answer each question.

1. Which party won most of the elections in the 1930s?
2. In which party did Franklin Roosevelt unexpectedly find a challenge to his rule as the Depression drew on?
3. What did the Social Security Act do?
4. What did Franklin Roosevelt try to do to the Supreme Court?
5. What caused the "Roosevelt recession"?

Lesson 3 — World War II

1939–1945

12-13 classes

LESSON OBJECTIVE

Students learn about the rise of totalitarianism during the interwar years, the outbreak of war in Europe and Asia, and the role of the United States in moving from a position of neutrality to its own entrance into the war and ultimate victory.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

<i>Land of Hope Young Reader's Edition, Volume 2</i>	Pages 117–146
Primary Sources	See below.

Teacher Texts

<i>Land of Hope</i>	Pages 316–340
<i>A Teacher's Guide to Land of Hope</i>	Pages 305–317
<i>A Student Workbook for Land of Hope</i>	Pages 198–205
<i>A Short History of World War II</i>	

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<i>The Great American Story</i>	Lecture 19
<i>The Second World Wars</i>	Lectures 1–7
<i>American Heritage</i>	Lecture 9

STUDENT PREPARATION

Assignment 1: Students read *Land of Hope Young Reader's Edition, Volume 2*, pages 117–125, and prepare for a reading quiz (provided below).

Assignment 2: Students read *Land of Hope Young Reader's Edition, Volume 2*, pages 125–135, and prepare for a reading quiz (provided below).

Assignment 3: Students read *Land of Hope Young Reader's Edition, Volume 2*, pages 135–146, and prepare for a reading quiz (provided below).

CORE CONTENT IN THIS LESSON

Geography and Places

Ukraine	China
Imperial Japan	Rhineland

Sudetenland
 Dunkirk
 Vichy France
 English Channel
 Caucasus
 Pacific Ocean
 Detroit
 Seattle

Tunisia
 Sicily
 Normandy
 Bastogne
 Dresden
 Tokyo
 Hiroshima and Nagasaki

Persons

Franklin D. Roosevelt
 Joseph Stalin
 Benito Mussolini
 Adolf Hitler
 Hirohito
 Hideki Tojo
 Francisco Franco
 Neville Chamberlain
 Winston Churchill

Charles de Gaulle
 Heinrich Himmler
 Erwin Rommel
 Bernard Montgomery
 George Patton
 Dwight Eisenhower
 Douglas MacArthur
 Harry Truman
 Albert Einstein

Terms and Topics

Treaty of Versailles
 League of Nations
 totalitarianism
 communism
 nationalism
 Cheka
 gulag archipelago
 Holodomor
 Meiji Restoration
 Weimar Republic
 fascism
 Nazi Party
 Brownshirts
 SS
 Reichstag fire
 Gestapo
 Nuremberg Laws
 Kristallnacht
 Neutrality Acts
 Spanish Civil War
 Japanese Invasion of China
 rearmament
 Luftwaffe
 Austrian Anschluss
 Munich Crisis

appeasement
 Nazi-Soviet Nonaggression Pact
 Invasion of Poland
 Allied Powers
 Blitzkrieg
 Miracle of Dunkirk
 Axis Powers
 Royal Air Force (RAF)
 Battle of Britain
 The Blitz
 Ultra decrypting
 Cash and carry
 Destroyers for Bases
 Atlantic Charter
 Lend-Lease
 Hemispheric Defense Zone
 Operation Barbarossa
 Battle of Moscow
 Attack on Pearl Harbor
 Bataan Death March
 “Arsenal of Democracy”
 code talkers
 Japanese Internment
 Tuskegee Airmen
 Battle of the Coral Sea

Battle of Midway	Warsaw Uprising
Battle of the Atlantic	Battle of the Bulge
Battle of Stalingrad	Battle of Iwo Jima
Battle of Guadalcanal	concentration/death camps
Tehran, Yalta, Potsdam	Auschwitz
resistance/partisan groups	The Holocaust
Operation Torch	genocide
Italian Campaign	VE Day
strategic bombing	Firebombing of Tokyo
US Marines	Manhattan Project
island hopping	atomic bomb
Atlantic Wall	<i>Enola Gay</i>
Operation Overlord	VJ Day
D-Day	
Battle of Normandy	

Primary Sources

Annual Message to Congress, 1941, Franklin Roosevelt
Atlantic Charter, Franklin Roosevelt and Winston Churchill

To Know by Heart

“December 7, 1941, a date which will live in infamy.” —Franklin Roosevelt, War Message to Congress

“I have nothing to offer but blood, toil, tears and sweat.” —Winston Churchill to Parliament, May 13, 1940

“Never in the field of human conflict was so much owed by so many to so few.”
—Winston Churchill on the Royal Air Force pilots who fought in the Battle of Britain, August 20, 1940

Timeline

1939–1945	World War II
1939	Sept. 1 Germany and the Soviet Union invade Poland
1940	Fall of France Battle of Britain and the Blitz
1941	Germany invades the Soviet Union Dec. 7 Japanese attack Pearl Harbor
1942	Battles of Midway & Stalingrad
1943	Battle of Guadalcanal Invasions of North Africa and Italy
1944	June 6 Normandy Invasion (D-Day) Battle of the Bulge
1945	Aug. 15 VJ Day

Images

Historical figures and events
 Photographs from the Soviet gulags
 Images and uniforms of Allied and Axis officers and soldiers
 Depictions and photographs of figures at various scenes and moments in battle
 Maps: alliances, overall strategies, specific battles
 Military equipment and weaponry
 War propaganda
 Reenactment photos
 Facsimiles of documents and letters
 Home front and factory production
 Japanese internment notices
 Prisoner-of-war and death camps
 Destruction from the war
 Postwar maps

STORIES FOR THE AMERICAN HEART

- Life in a Soviet gulag
- Life during the Holodomor
- Life in Weimar, Germany
- Sefton Delmer's account of the Reichstag fire
- Erwin Rommel's account of blitzkrieg in France
- The evacuation of the British Army from Dunkirk, mainly using British civilian boats; John Austin's account
- Winston Churchill and the Royal Air Force in the Battle of Britain; Richard Hillary's account
- Frances Faviell's account of the Blitz
- The Russian winter setting in as the Germans were on the outskirts of Moscow
- The mass murders committed by the Soviet Union, Imperial Japan, and Nazi Germany
- Resistance fighting
- John Garcia's and Daniel Inouye's accounts of the attack on Pearl Harbor
- Bataan Death March
- Doolittle Raid
- Mitsuo Fuchida's account of the Battle of Midway
- Fighting in the various theaters of war, especially those involving American soldiers
- Stories of American soldiers in various major battles
- Robert Sherrod's account of the Marines landing at Tarawa
- James Rudder and the Army Rangers attacking Pointe du Hoc
- Robert Edlin's account of fighting at Omaha Beach on D-Day
- First reports to the Allies of the "Final Solution," by Gerhart Riegner
- Life in Nazi concentration camps and stories of resistance and survival
- Warsaw uprising
- Jack Lucas fighting at Iwo Jima
- Deaths of Franklin Roosevelt, Benito Mussolini, and Adolf Hitler in April 1945
- The *Enola Gay* dropping the first atomic bomb
- Survivors of strategic bombing and atomic bombing campaigns

QUESTIONS FOR THE AMERICAN MIND

- What forms of political persecution and extermination did the communist Soviet Union inflict on its people?
- What groups of people in Europe especially feared communism during the 1920s and 1930s?
- What is economic fascism?
- What problems did Weimar, Germany, face? What caused these problems?
- Why were Germans attracted to the ideas of the Nazi Party in the 1930s?
- Why was Adolf Hitler obsessed with a person's race?
- What was the Reichstag fire? How did it come about, and why was it important for Adolf Hitler's dictatorship?
- What are the ways in which communism, socialism, and fascism are similar and different? What roles did nationalism and militarism play in each?
- What were Adolf Hitler's foreign policy goals, and how did he try to justify them to the other countries of Europe?
- How did World War II begin in September 1939?
- How significant were the persona and the actions of Winston Churchill, especially during the early years of World War II?
- What were the ways the United States indirectly but intentionally helped the British in their war with Germany and in their deterrence of Japan in the Pacific?
- Why was Operation Barbarossa so significant?
- Why did Japan attack the United States? What was the strategic goal of the attack on Pearl Harbor? Why was the attack not completely successful?
- How did Nazi Germany, communist Soviet Union, and Imperial Japan treat their own people, the people they conquered, and soldiers they captured? Why?
- What was strategic bombing? What were the problems with it, both practical and moral?
- How were American industrial might and American generals important to the Allied cause?
- What was fighting like in the Pacific, in North Africa, and in Italy? How were the Allies eventually successful in each theater?
- How did Operation Overlord work?
- What did Nazi Germany do in the Holocaust?
- What happened to Poland and all of Eastern Europe in the final year of the war?
- How was the atomic bomb developed?
- What moral dilemmas did the Allies face at numerous points in the war?
- Question from the US Civics Test:
 - Question 105: Who was president during the Great Depression and World War II?
 - Question 106: Why did the United States enter World War II?
 - Question 107: Dwight Eisenhower is famous for many things. Name one.

KEYS TO THE LESSON

World War II was one of the monumental events in world history, an epic struggle between good and evil. This is not to say that the Allied war effort was morally perfect. But if there ever was a moment when we can say that an evil regime was set to conquer the world and heroes rose to meet it, World War II was such a moment. The efforts of Americans of the time—from business leaders and workers to generals and citizen soldiers—saved the world. In recognizing these facts, students should be able to acknowledge the gratitude

and honor they owe to this “greatest generation” and should rise to conserve what those soldiers sacrificed and died to defend.

Teachers might best plan and teach World War II with emphasis on the following approaches:

- Begin the lesson with a retracing of events in Europe and Asia during the 1920s and 1930s. In addition to the tumult of the global Depression, Europe was slow to recover from the Great War, particularly with respect to the shakiness of its political and traditional institutions and beliefs.
- Spend time with Soviet Russia as the experiment in communism played out. Under both Vladimir Lenin and Joseph Stalin, the Soviet Union was the world’s first totalitarian state, combining an atheistic philosophy with modern scientific technology and thus controlling its people and seeking to spread its revolutionary power worldwide.
- Pivot to discussing the other branch of totalitarianism: fascism. Imperial Japan, Benito Mussolini’s Italy, Nazi Germany, and Francisco Franco’s Spain were distinct from communism mainly in economic policy. Whereas communism in the Soviet Union owned all business and property, economic fascism sought more to direct or force private businesses and property toward certain state-sanctioned goals. Communism, socialism, and fascism thus are all distinct from the American economic principle of free markets that come with limited constitutional government and capitalism.
- Consider with students that, with the exception of economic policy, the communist and fascist regimes of the interwar years were similar to each other. Discuss with students how this was the case, for even though the specific goals were different, the means were the same. Students may consider, for example, how all three regimes:
 - opposed the free market
 - divided people into superior and inferior groups
 - sought conquest
 - involved enormous centralized government action without enforced constitutions
 - appealed to the common man even as their leaders sacrificed the common man to preserve themselves
 - harnessed both traditional culture and cultural change to mobilize and unite their people
 - held no objective moral principles besides the will to power
 - employed propaganda and restricted free speech
 - appealed to passion instead of reason
 - indoctrinated the youth by dividing them from their parents
 - used science and technology for mass control
 - worked in close concert with military leaders and industries
 - coalesced around a single individual leader
 - took advantage of economic and political crises to gain power
 - employed secret police
 - endorsed gang violence and thuggery
 - persecuted political opponents
- Students should understand the way of life in these regimes, contrasting it with such American principles as freedom of speech, freedom of religion, private property, protection against unreasonable search and seizure, limited government, representative democracy, and the dignity of the human person and natural rights.

- Discuss how Adolf Hitler’s Nazi party gained power, at first legally, and the circumstances—for example, inflation from reparations, the humiliations from the Treaty of Versailles, the Great Depression, and fears of a communist revolution—that had made the Nazi platform initially appealing to Germans. Then walk through the various steps Hitler took to gain dictatorial power, including the Nazi-organized Reichstag fire that was used to justify this power grab, the suspension of the constitution, and the violation of rights. At this point in the lesson, students should learn about the Nazis’ treatment of Jews and others up through Kristallnacht, waiting to teach about the Holocaust itself until the final years of the war, when the ordinary people of the rest of the world first learned of it (see guidance below).
- Begin the prelude to war with Italy’s invasion of Ethiopia, Italy and Germany’s involvement in the Spanish Civil War, and Japan’s complete invasion of China. Turn to Hitler’s violations of the Treaty of Versailles as he rearmed Germany and imposed territorial claims. Students should understand the sources of the European policy of appeasement, even while asking whether the policy was misguided, as Winston Churchill warned. Consider especially how each of Hitler’s moves was an admitted gamble in his eyes, as well as the clear actions European powers could have taken to rebut Germany successfully. Be sure to track Churchill’s warnings during these years, even as he was not yet prime minister. By the time Hitler invaded Poland, Germany had grown too powerful to be easily checked. Still, a French offensive in the west may have done some good instead of forces waiting behind the Maginot Line.
- Amid the growing belligerence of these powers, note America’s general return to the foreign policy of George Washington and subsequent policies that had preceded its involvement in the Great War. A series of Neutrality Acts sought to keep America in this position, one of avoiding any war that was not in the national interest of America, here meaning the preservation of the constitutional government that preserved the natural rights of Americans.
- Have students think through and compare the various advantages and disadvantages each side had at the outset of the war and how these shifted during the war. Have students take simple notes, as a “T-Chart” can be effective for this part of the lesson.
- Build students’ familiarity with the style of warfare in 1939, and show them plenty of images to do so. Students need this foundation for their subsequent study of battles. This helps them to imagine and understand what happens in battle and to appreciate the bravery of soldiers fighting on both sides. Explain in particular the great changes in technology and tactics.
- Present to students explanations of each side’s strategy at various stages of the war and the tactics and battle plans employed in specific battles. Have students track strategy changes on a map of Europe and the Pacific during World War II.
- As with any conflict, dwell on the key contributions of both leaders and common soldiers in the war, especially Winston Churchill, Charles de Gaulle, Erwin Rommel, George Patton, Dwight Eisenhower, and Douglas MacArthur. The Second World War was an exceptionally well-documented conflict, and every battle has plenty of firsthand accounts and stories of individual soldiers that students deserve to learn.
- Teach the war in some detail, especially the major battles and military campaigns. Students should understand how the battles came to be, the key stories, factors, and moments from the battle itself, and the significance of their various outcomes on subsequent events. Employ battle maps often and have students track battles and campaigns on maps of Europe, North Africa, and the Pacific. There are many well-documented and engaging battles to teach, so prudence and time will determine which to treat in depth and which to summarize in a lively and telling manner. *A Short History of World War II* is a great aid for teaching these battles.

- Teach the beginning of the war through 1941 with all the speed and drama that defined the time. Matters reached a crisis point at Dunkirk, where the British army was facing almost certain annihilation but executed a miracle evacuation. But the British had appeared merely to forestall the inevitable, as the German army prepared for the invasion of the British Isles and the end to free government on the frontier of Western civilization. Here teachers must help students imagine what they and the world would have been facing. It is not an overstatement to say this: the fate of the world lay in the hands of the British, particularly in their leader, Winston Churchill, their ordinary citizens, and the young men of the Royal Air Force. Their sacrifice in the Battle of Britain and then the Blitz staved off a German victory. Likewise, students should be aware of the crucial folly of Hitler's invasion of Russia.
- Note for students how the rapid German conquest of Europe and the heroism of the British moved the American people, not to outright support for war, but to support material aid to the British. Discuss Roosevelt's unprecedented third term and the various ways he and Congress aided the British and checked the Japanese in the Pacific. With this background and especially the American policy toward Japan, teach the attack on the US Pacific Fleet stationed at Pearl Harbor, Hawaii. Reading Roosevelt's 1941 Annual Message to Congress and the Atlantic Charter may be warranted.
- Briefly walk through the main ways that America mobilized for war, which had the side effect of lifting America out of the Great Depression, with millions of soldiers leaving the workforce or unemployment rolls to fight, just as demand for workers for the war effort soared.
- Teachers will need to decide whether to teach the war from Pearl Harbor onward in one of two ways. The first way is to teach the European theater and then the Pacific. The other way is to teach the war year-by-year, oscillating between theaters and touching on the other ongoing war efforts, both domestically and in combat, in the process. This latter effort can be more challenging but also presents a fuller and more realistic experience of the course of events.
- Of special import, highlight for students the moments and factors that led to an Allied victory once America entered the war. These factors may include the sheer manpower and industrial might of America, the failure of the Japanese to destroy America's aircraft carriers and oil reserves at Pearl Harbor, the ingenuity that closed the Atlantic Gap, the work of codebreakers, the enterprise and daring of American soldiers and generals in innumerable situations, the hubris of Axis leaders, and the key battles of Midway, Stalingrad, Guadalcanal, small islands in the vast Pacific, Leyte Gulf, D-Day, the Battle of the Bulge, and the resistance efforts of many brave people.
- As the lesson proceeds toward the end of the war, discuss the various conferences and conversations among the "Big Three" concerning the postwar world. As their common enemy was nearing defeat, the awkward alliance was sure to pit a totalitarian regime against those of representative self-government. Students should understand the ideas and maneuverings (or lack thereof) by the Americans and the British, especially Winston Churchill's salient predictions about Joseph Stalin and the Soviet Union.
- Teach students about the Holocaust, beginning with the moment that the Allies began to enter Poland and Germany in 1944 and 1945 and discovered the concentration and death camps. Students should learn about the Nazis' purposes for this genocide—the murder of Jews and others they considered inferior or who stood up to them. Students may be asked to make these reflections in consideration of the moral and political philosophy on which the American founders established the United States. The Holocaust entailed the total annihilation of natural rights, of freedom, of the dignity of the human person, and of human life itself.

- Outline the basic terms of the treaties ending the war and the state of affairs among the British and the Americans and the Soviets.
- Recap the war by considering major statistics, including the number of casualties and deaths on each side, and its effects on America and the world. Considering the civilian death toll and murder of so many noncombatant men, women, and children is also appropriate and sobering. In many ways, the jubilation that America experienced at the end of the war was a rarity in the world.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENTS

Assignment 1: Explain the main characteristics of totalitarian regimes in the 1930s (1–2 paragraphs).

Assignment 2: Explain how the Allied Powers won the Second World War (2–3 paragraphs).

Name _____

Date _____

Reading Quiz 6.6

The Interwar Years and World War II | Lesson 3
Land of Hope Young Reader's Edition, Volume 2, Pages 117-125

DIRECTIONS: Answer each question.

1. Name one conflict in the 1920s or 1930s that predated World War II.
2. What country did France and Britain promise to defend if Adolf Hitler invaded it?
3. What was America's position at the beginning of the Second World War?
4. What happened in the Battle of Britain?
5. Name one way the United States was helping the British prior to the entrance of America into World War II.

Name _____

Date _____

Reading Quiz 6.7

The Interwar Years and World War II | Lesson 3
Land of Hope Young Reader's Edition, Volume 2, Pages 125-135

DIRECTIONS: Answer each question.

1. How did the Roosevelt administration inhibit Japan's plans for expansion in Asia and the Pacific prior to the attack at Pearl Harbor?
2. What did the Japanese fail to do to America's Pacific naval fleet in their attack on Pearl Harbor?
3. Which country had Adolf Hitler invaded earlier in 1941?
4. What did the Roosevelt administration do with Americans of Japanese descent after Pearl Harbor?
5. In which country did American troops first fight in Europe?

Name _____

Date _____

Reading Quiz 6.8

The Interwar Years and World War II | Lesson 3
Land of Hope Young Reader's Edition, Volume 2, Pages 135-146

DIRECTIONS: Answer each question.

1. Where did the D-Day invasions take place?
2. What was the consequence of the American victories at Coral Sea and Midway?
3. Name one World War II general the author mentions.
4. What was the Holocaust?
5. How did the United States end the war with Japan?

APPENDIX A

Study Guides

Tests

Writing Assignment

Unit 6 | Test 1 — Study Guide

Lesson 1 | The Roaring Twenties

Lesson 2 | The Great Depression

Test on _____

TIMELINE

When given chronological dates, match events from a list to the years or dates that they happened.

1923	Warren G. Harding dies; Calvin Coolidge becomes president
1928	Herbert Hoover elected
Oct. 29, 1929	Stock Market Crash (Black Tuesday)
1932	Franklin Roosevelt elected president

GEOGRAPHY AND PLACES

Identify each on a map and/or tell where it is and explain its significance.

New York City	Harlem
Detroit	Tennessee Valley Authority

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

Woodrow Wilson	Henry Ford	Herbert Hoover
Susan B. Anthony	Charles Lindbergh	Franklin Delano Roosevelt
Joseph Stalin	Irving Berlin	Jesse Owens
Warren G. Harding	Louis Armstrong	
Calvin Coolidge	Langston Hughes	

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

Spanish Flu	automobile	stock market
Prohibition	radio	Federal Reserve rate
19th Amendment	organized crime	overvaluation
Russian Civil War	flappers	Black Tuesday
free market	Scopes Trial	bank run
laissez-faire	art deco	recession
Great Migration	Empire State Building	Smoot-Hawley Tariff
Tulsa Massacre	jazz	retaliatory tariffs
Teapot Dome Scandal	Harlem Renaissance	depression

Great Depression	regulation	income tax
Hoovervilles	bureaucracy	court packing
Bonus Army	public works programs	“Roosevelt recession”
New Deal	Dust Bowl	
fireside chats	Social Security Act	

PRIMARY SOURCES

Based on annotations and notes from seminar conversations, be able to answer questions on each primary source. While you will not necessarily be asked why each primary source was created, what it did or argued, and what its effects were, being able to answer these kinds of questions will make you well prepared.

“The Inspiration of the Declaration of Independence,” Calvin Coolidge
Commonwealth Club address, Franklin Roosevelt

TO KNOW BY HEART

Fill in missing words and/or identify the speaker and context.

“Perhaps one of the most important characteristics of my administration has been minding my own business.” —Calvin Coolidge

STORIES FOR THE AMERICAN HEART

In your own words, retell each episode in narrative form. Consider your audience to be 3rd grade students.

- Biographies and the roles of Susan B. Anthony and Franklin Delano Roosevelt
- Calvin Coolidge being sworn in by his father
- Edwin James’s account of Charles Lindbergh’s arriving in Paris
- Elliott Bell’s account of the stock market crash of 1929
- Jesse Owens’s gold medal at the 1936 Berlin Olympics in Nazi Germany

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and seminar conversations, answer each of the following.

Lesson 1 | The Roaring Twenties

- How did the Great War change America?
- What challenges did America face domestically following the Great War? Why?
- What was the Russian Civil War about? Who won? Why?
- What did Warren G. Harding mean by a “return to normalcy”?
- How might Calvin Coolidge’s presidency be characterized?
- What technological innovations were most responsible for transforming the pace and busyness of life for Americans during the 1920s?
- How was the 18th Amendment ineffective, and how did it undermine the rule of law?

- How did art and architecture change in America following the Great War? What inspirations and principles shaped the artists who introduced these styles?
- What was the Harlem Renaissance? What were its origins and main ideas?

Lesson 2 | The Great Depression

- What does the Federal Reserve rate do? How is it decided?
- How does stock trading work? What ultimately determines a stock's price?
- For what reasons were many stocks grossly overvalued by the late 1920s?
- What is a bank run? What is its connection to fractional reserve banking?
- What actions by the Hoover administration and Congress may have caused a temporary recession to become the Great Depression? How so?
- What was life like for many Americans during the Great Depression?
- How might one describe Franklin Delano Roosevelt? Why did he appeal to so many Americans, and why did his foes dislike him?
- What were the main types of government action taken as part of the New Deal?
- How did the New Deal transform the role and functioning of the federal government?
- Why do some scholars claim that the New Deal may have unintentionally prolonged the Great Depression?
- What was Franklin Roosevelt's court-packing plan, and why did that plan backfire in public opinion?

Name _____

Date _____

Unit 6 | Test 1 — The Interwar Years

Lesson 1 | The Roaring Twenties

Lesson 2 | The Great Depression

TIMELINE

Write the letter of each event next to the date or years it took place.

1923 _____
 1928 _____
 Oct. 29, 1929 _____
 1932 _____

- A. Franklin Roosevelt elected president
 B. Herbert Hoover elected
 C. Stock Market Crash (Black Tuesday)
 D. Warren G. Harding dies; Calvin Coolidge becomes president

PERSONS, TERMS, AND TOPICS

Fill in the blank with the letter of the correct answer.

- | | | |
|-------------------------|--------------------|------------------------|
| A. art deco | F. income tax | K. Smoot-Hawley Tariff |
| B. Dust Bowl | G. Joseph Stalin | L. Susan B. Anthony |
| C. Federal Reserve rate | H. Louis Armstrong | M. Warren G. Harding |
| D. Great Migration | I. New Deal | |
| E. Herbert Hoover | J. organized crime | |

- _____ was a leading advocate for a constitutional amendment that guaranteed the right to vote to women.
- Having defeated his rival Leon Trotsky for control of the Soviet Union, _____ implemented communist ideology through the use of secret police, political purges, central state planning, and the Holodomor in the Ukraine.
- After the Progressive Era and the Great War, _____ promised a “return to normalcy” by limiting economic interference by the federal government, cutting taxes, and easing back from the goals and actions of progressivism. His scandal-plagued career, however, came to an end with his sudden death while in office.
- Although the Eighteenth Amendment attempted to ban the manufacture and sale of alcoholic beverages, its enforcement proved impractical and the skirting of the law along with lax enforcement gave rise to _____ during the 1920s.
- Identified as rectilinear (or “boxy”), the 1920s and 1930s art style known as _____ mimicked the industrial and modern spirit of the age.

6. Seeking new economic opportunities and an escape from lingering unequal treatment and outright discrimination in southern states, many African Americans migrated to northern cities burgeoning with new industrial jobs in what is known as the _____.
7. The new genre of music known as jazz emerged from New Orleans, with _____ being one of the most famous of its early musicians.
8. A hallmark of progressive legislation was the introduction of a _____ rate, which allowed the government to encourage borrowing and spending by decreasing the rate or caution and responsibility by increasing it. Such a balancing act would prove difficult to manage by the late 1920s.
9. A “boy genius” who had a storied early career in government, _____’s presidency was undermined by the stock market crash and a series of government policies that, though well-intended, may have made the economy worse.
10. In an effort to shield American manufacturers from overseas competition after the stock market crash, Congress passed the _____, which had the unintentional consequences of forcing other countries to raise import taxes on goods from America and, some argue, turning a bad recession into the Great Depression.
11. Franklin Delano Roosevelt campaigned on the promise to wield the power of the federal government in economic matters in an effort to help end the Great Depression. His _____ set of policies expanded the power and size of the federal government and provided a morale boost for Americans, even as its effectiveness became a matter of historical debate.
12. Due to poor farming techniques and drought, much of middle America experienced agricultural devastation in the midst of the Great Depression in a phenomenon known as the _____.
13. Made constitutional through the Seventeenth Amendment, the _____ on the highest earners was raised to extraordinary levels as part of Franklin Roosevelt’s government policies to address the Great Depression.

KNOWN BY HEART

Fill in missing words and/or identify the speaker.

14. “Perhaps one of the most important characteristics of my administration has been _____ my own _____.”

Speaker: _____

STORIES FOR THE AMERICAN HEART

In your own words, retell each episode in narrative form. Consider your audience to be 3rd grade students.

15. Calvin Coolidge being sworn in as President.

16. Biography of Franklin Delano Roosevelt.

QUESTIONS FOR THE AMERICAN MIND

Answer each of the following. Complete sentences are not necessary, but correct spelling and writing should be employed and responses must fully answer each question.

17. How did the Great War change America?

18. How might Calvin Coolidge's presidency be characterized?

19. What technological innovations were most responsible for transforming the pace and busyness of life for Americans during the 1920s?

20. What was the Harlem Renaissance? What were its origins and main ideas?

21. For what reasons were many stocks grossly overvalued by the late 1920s?

22. What is a bank run? What is its connection to fractional reserve banking?

23. What was life like for many Americans during the Great Depression?

24. What was Franklin Roosevelt's court-packing plan, and why did that plan backfire in public opinion?

Unit 6 | Test 2 — Study Guide

Lesson 3 | World War II

Test on _____

TIMELINE

When given chronological dates, match events from a list to the years or dates that they happened.

1939–1945	World War II	
1939	Sept. 1	Germany and the Soviet Union invade Poland
1941		Germany invades the Soviet Union
	Dec. 7	Japanese attack Pearl Harbor
1944	June 6	Normandy Invasion (D-Day)
		Battle of the Bulge
1945	Aug. 15	VJ Day

GEOGRAPHY AND PLACES

Identify each on a map and/or tell where it is and explain its significance.

Ukraine	Caucases	Normandy
Imperial Japan	Pacific Ocean	Bastogne
China	Detroit	Dresden
Rhineland	Tunisia	Tokyo
Dunkirk	Sicily	Hiroshima and Nagasaki

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

Franklin D. Roosevelt	Neville Chamberlain	George Patton
Joseph Stalin	Winston Churchill	Dwight Eisenhower
Benito Mussolini	Charles de Gaulle	Douglas MacArthur
Adolf Hitler	Heinrich Himmler	Harry Truman
Hirohito	Erwin Rommel	Albert Einstein
Hideki Tojo	Bernard Montgomery	

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

Treaty of Versailles	totalitarianism	nationalism
League of Nations	communism	gulag archipelago

Holodomor	Nazi-Soviet Nonaggression Pact	US Marines
Meiji Restoration	Allied Powers	island hopping
Weimar Republic	Blitzkrieg	Atlantic Wall
fascism	Miracle of Dunkirk	concentration/death camps
Nazi Party	Axis Powers	Auschwitz
SS	Royal Air Force (RAF)	The Holocaust
Reichstag fire	Cash and carry	genocide
Gestapo	Destroyers for Bases	VE Day
Nuremberg Laws	Lend-Lease	Firebombing of Tokyo
Kristallnacht	Bataan Death March	Manhattan Project
Neutrality Acts	code talkers	atomic bomb
rearmament	Japanese Internment	<i>Enola Gay</i>
Luftwaffe	Tuskegee Airmen	VJ Day
Munich Crisis	Tehran, Yalta, Potsdam	
appeasement		

MAJOR CONFLICTS

Explain how each battle began, narrate what happened in it and how, and explain the significance of the battle's outcome.

Battle of Britain	Battle of Stalingrad	Battle of Normandy
The Blitz	Battle of Guadalcanal	Battle of the Bulge
Operation Barbarossa	Operation Torch	Battle of Iwo Jima
Attack on Pearl Harbor	Italian Campaign	
Battle of Midway	D-Day	

PRIMARY SOURCE

Based on annotations and notes from seminar conversations, be able to answer questions on each primary source. While you will not necessarily be asked why each primary source was created, what it did or argued, and what its effects were, being able to answer these kinds of questions will make you well prepared.

Atlantic Charter, Franklin Roosevelt and Winston Churchill

TO KNOW BY HEART

Be prepared to fill in missing words and/or identify the speaker and context.

“December 7, 1941, a date which will live in infamy.” —Franklin Roosevelt, War Message to Congress

“I have nothing to offer but blood, toil, tears and sweat.” —Winston Churchill to Parliament, May 13, 1940

STORIES FOR THE AMERICAN HEART

In your own words, retell each episode in narrative form. Consider your audience to be your classmates.

- Life in a Soviet gulag
- Life during the Holodomor
- The Reichstag fire
- Winston Churchill and the Royal Air Force in the Battle of Britain
- The Russian winter setting in as the Germans were on the outskirts of Moscow
- The mass murders committed by the Soviet Union, Imperial Japan, and Nazi Germany
- Resistance fighting
- The attack on Pearl Harbor
- Doolittle Raid
- Fighting in the various theaters of war, especially those involving American soldiers
- Stories of American soldiers in various major battles
- Fighting at Omaha Beach on D-Day
- Life in Nazi concentration camps and stories of resistance and survival
- Fighting at Iwo Jima
- The *Enola Gay* dropping the first atomic bomb
- Survivors of strategic bombing and atomic bombing campaigns

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and seminar conversations, answer each of the following.

Lesson 3 | World War II

- What forms of political persecution and extermination did the communist Soviet Union inflict on its people?
- What is economic fascism?
- What problems did Weimar, Germany, face? What caused these problems?
- Why was Adolf Hitler obsessed with a person's race?
- What was the Reichstag fire? How did it come about, and why was it important for Adolf Hitler's dictatorship?
- What are the ways in which communism, socialism, and fascism are similar and different? What roles did nationalism and militarism play in each?
- What were Adolf Hitler's foreign policy goals, and how did he try to justify them to the other countries of Europe?
- How did World War II begin in September 1939?
- How significant were the persona and the actions of Winston Churchill, especially during the early years of World War II?
- What were the ways the United States indirectly but intentionally helped the British in their war with Germany and in their deterrence of Japan in the Pacific?
- Why was Operation Barbarossa so significant?
- Why did Japan attack the United States? What was the strategic goal of the attack on Pearl Harbor? Why was the attack not completely successful?

- How did Nazi Germany, communist Soviet Union, and Imperial Japan treat their own people, the people they conquered, and soldiers they captured? Why?
- How were American industrial might and American generals important to the Allied cause?
- What was fighting like in the Pacific, in North Africa, and in Italy? How were the Allies eventually successful in each theater?
- How did Operation Overlord work?
- What did Nazi Germany do in the Holocaust?
- What happened to Poland and all of Eastern Europe in the final year of the war?

Name _____

Date _____

Unit 6 | Test 2 — World War II

Lesson 3 | World War II

TIMELINE

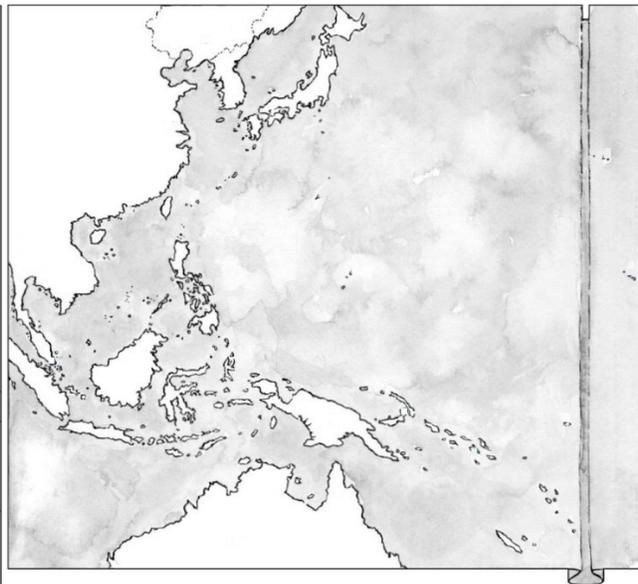
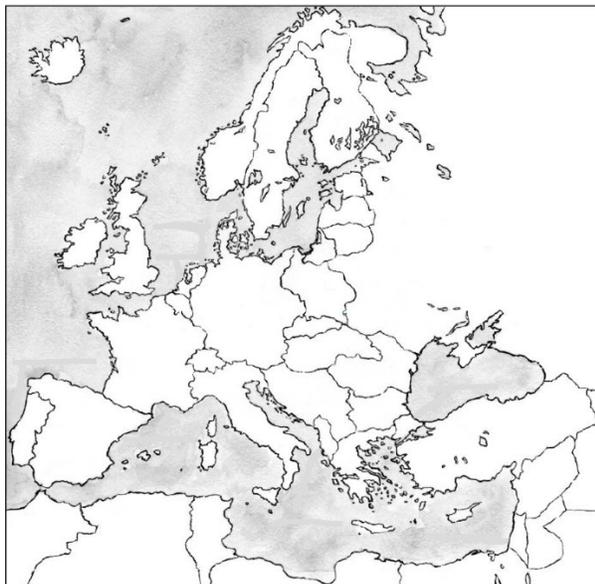
Write the letter of each event next to the date or years it took place.

- | | | |
|-----------|---------------|---|
| 1939–1945 | _____ | A. World War II |
| 1939 | Sept. 1 _____ | B. VJ Day |
| 1941 | _____ | C. Normandy Invasion (D-Day) |
| | Dec. 7 _____ | D. Japanese attack Pearl Harbor |
| 1944 | June 6 _____ | E. Germany invades the Soviet Union |
| | _____ | F. Germany and the Soviet Union invade Poland |
| 1945 | Aug. 15 _____ | G. Battle of the Bulge |

GEOGRAPHY AND PLACES

1. Mark the approximate location and label the following on the maps using the corresponding letters:

- | | | |
|-------------------|-------------|---------------------------|
| A. Ukraine | E. Caucasus | I. Bastogne |
| B. Imperial Japan | F. Tunisia | J. Hiroshima and Nagasaki |
| C. China | G. Sicily | |
| D. Rhineland | H. Normandy | |



Maps courtesy of *A Student Workbook for Land of Hope*.

PERSONS, TERMS, AND TOPICS

Fill in the blank with the letter of the correct answer.

- | | | |
|----------------------|----------------------|--------------------|
| A. Adolf Hitler | D. Lend-Lease | G. totalitarianism |
| B. code talkers | E. Manhattan Project | H. US Marines |
| C. Dwight Eisenhower | F. Reichstag fire | |

2. Exploiting the national humiliation from the Treaty of Versailles and the Great Depression under which Germans suffered in the Weimar Republic, _____ brought the Nazi Party to power in Germany through democratic elections and was appointed chancellor in 1933.
3. In the name of an emergency, the Nazi Party assumed a dictatorship in response to the _____, which they themselves had started in order to frame their political opponents and justify their power grab.
4. Native Americans from the Navajo and Lakota nations worked as _____ in World War II, as they transmitted military messages in their native tongues, which the Axis Powers could not translate.
5. America's preeminent general during World War II, _____ oversaw Operation Overlord and the Allies' push to Germany from France.
6. The only way for the Americans to advance against the Japanese in the Pacific involved the _____ "island hopping," that is, conducting amphibious landings on small islands with airfields and fighting to secure the island.
7. The United States worked on the atomic bomb in secret as part of the _____, with the goal of developing a weapon that would end the war.
8. The Roosevelt administration, though technically neutral prior to Pearl Harbor, took many actions to aid the British against the Germans and Japanese, including securing the passage of the _____ Act which allowed the British to rent military equipment from the United States.
9. Soviet Russia, Fascist Italy, and Nazi Germany were all first examples of _____, or the political ideology that requires all power be concentrated in a centralized state, that does not permit democratic representation, respect for the dignity of individuals, or freedom of speech, and that uses technology and force to maintain power.

MAJOR CONFLICTS

Explain how each battle began, narrate what happened in it and how, and explain the significance of the battle's outcome.

10. Pearl Harbor

11. Battle of Stalingrad

12. Battle of Iwo Jima

KNOWN BY HEART

Fill in missing words and/or identify the speaker.

13. "I have nothing to offer but _____, toil, _____ and _____."

Speaker: _____

14. "December _____, 1941, a date which will live in _____."

Speaker: _____

STORIES FOR THE AMERICAN HEART

In your own words, retell each episode in narrative form. Consider your audience to be your classmates.

15. Life during the Holodomor

16. Winston Churchill and the Royal Air Force in the Battle of Britain

QUESTIONS FOR THE AMERICAN MIND

Answer each of the following. Complete sentences are not necessary, but correct spelling and writing should be employed and responses must fully answer each question.

1. What forms of political persecution and extermination did the communist Soviet Union inflict on its people?

2. What were Adolf Hitler's foreign policy goals, and how did he try to justify them to the other countries of Europe?

Unit 6 | Writing Assignment — The Interwar Years and World War II

Due on _____

DIRECTIONS: Citing events and primary sources in your argument, write a 4–5 paragraph essay answering the question:

How did the totalitarian regimes of the 1920s and 1930s differ from the ideas of the Declaration of Independence?

APPENDIX B

Primary Sources

Calvin Coolidge

Franklin Delano Roosevelt

Josiah Bailey

Winston Churchill

PRESIDENT CALVIN COOLIDGE (R)

The Inspiration of the Declaration of Independence

SPEECH EXCERPTS

July 5, 1926
Philadelphia, Pennsylvania

BACKGROUND

President Calvin Coolidge delivered this speech at Philadelphia to celebrate the one hundred and fiftieth anniversary of the signing of the Declaration of Independence and the founding of the United States.

ANNOTATIONS**NOTES & QUESTIONS**

We meet to celebrate the birthday of America. The coming of a new life always excites our interest. Although we know in the case of the individual that it has been an infinite repetition reaching back beyond our vision, that only makes it the more wonderful. But how our interest and wonder increase when we behold the miracle of the birth of a new nation. It is

5 to pay our tribute of reverence and respect to those who participated in such a mighty event that we annually observe the fourth day of July. Whatever may have been the impression created by the news which went out from this city on that summer day in 1776, there can be no doubt as to the estimate which is now placed upon it. At the end of 150 years the four corners of the earth unite in coming to Philadelphia as to a holy shrine in grateful acknowl-

10 edgement of a service so great, which a few inspired men here rendered to humanity, that it is still the preeminent support of free government throughout the world.

Although a century and a half measured in comparison with the length of human experience is but a short time, yet measured in the life of governments and nations it ranks as a very respectable period. Certainly enough time has elapsed to demonstrate with a great deal

Calvin Coolidge, "The Inspiration of the Declaration," in *Foundations of the Republic: Speeches and Addresses* (New York: Scribner's Sons, 1926), 441–54.

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of thoroughness the value of our institutions and their dependability as rules for the regulation of human conduct and the advancement of civilization. They have been in existence long enough to become very well seasoned. They have met, and met successfully, the test of experience.

5 It is not so much then for the purpose of undertaking to proclaim new theories and principles that this annual celebration is maintained, but rather to reaffirm and reestablish those old theories and principles which time and the unerring logic of events have demonstrated to be sound. Amid all the clash of conflicting interests, amid all the welter of partisan politics, every American can turn for solace and consolation to the Declaration of Independence and the Constitution of the United States with the assurance and confidence that
10 those two great charters of freedom and justice remain firm and unshaken. Whatever perils appear, whatever dangers threaten, the Nation remains secure in the knowledge that the ultimate application of the law of the land will provide an adequate defense and protection.

It is little wonder that people at home and abroad consider Independence Hall as hallowed
15 ground and revere the Liberty Bell as a sacred relic. That pile of bricks and mortar, that mass of metal, might appear to the uninstructed as only the outgrown meeting place and the shattered bell of a former time, useless now because of more modern conveniences, but to those who know they have become consecrated by the use which men have made of them. They have long been identified with a great cause. They are the framework of a spir-
20 itual event. The world looks upon them, because of their associations of one hundred and fifty years ago, as it looks upon the Holy Land because of what took place there nineteen hundred years ago. Through use for a righteous purpose they have become sanctified....

When we come to examine the action of the Continental Congress in adopting the Declaration of Independence in the light of what was set out in that great document and in the
25 light of succeeding events, we can not escape the conclusion that it had a much broader and deeper significance than a mere secession of territory and the establishment of a new nation. Events of that nature have been taking place since the dawn of history. One empire after another has arisen, only to crumble away as its constituent parts separated from each

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other and set up independent governments of their own. Such actions long ago became commonplace. They have occurred too often to hold the attention of the world and command the admiration and reverence of humanity. There is something beyond the establishment of a new nation, great as that event would be, in the Declaration of Independence
5 which has ever since caused it to be regarded as one of the great charters that not only was to liberate America but was everywhere to ennoble humanity.

It was not because it was proposed to establish a new nation, but because it was proposed to establish a nation on new principles, that July 4, 1776, has come to be regarded as one of the greatest days in history. Great ideas do not burst upon the world unannounced. They
10 are reached by a gradual development over a length of time usually proportionate to their importance. This is especially true of the principles laid down in the Declaration of Independence. Three very definite propositions were set out in its preamble regarding the nature of mankind and therefore of government. These were the doctrine that all men are created equal, that they are endowed with certain inalienable rights, and that therefore the
15 source of the just powers of government must be derived from the consent of the governed.

If no one is to be accounted as born into a superior station, if there is to be no ruling class, and if all possess rights which can neither be bartered away nor taken from them by any earthly power, it follows as a matter of course that the practical authority of the Government has to rest on the consent of the governed. While these principles were not altogether
20 new in political action, and were very far from new in political speculation, they had never been assembled before and declared in such a combination. But remarkable as this may be, it is not the chief distinction of the Declaration of Independence. The importance of political speculation is not to be underestimated, as I shall presently disclose. Until the idea is developed and the plan made there can be no action.

25 It was the fact that our Declaration of Independence containing these immortal truths was the political action of a duly authorized and constituted representative public body in its sovereign capacity, supported by the force of general opinion and by the armies of Washington already in the field, which makes it the most important civil document in the world.

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It was not only the principles declared, but the fact that therewith a new nation was born which was to be founded upon those principles and which from that time forth in its development has actually maintained those principles, that makes this pronouncement an incomparable event in the history of government. It was an assertion that a people had
5 arisen determined to make every necessary sacrifice for the support of these truths and by their practical application bring the War of Independence to a successful conclusion and adopt the Constitution of the United States with all that it has meant to civilization....

About the Declaration there is a finality that is exceedingly restful. It is often asserted that the world has made a great deal of progress since 1776, that we have had new thoughts and
10 new experiences which have given us a great advance over the people of that day, and that we may therefore very well discard their conclusions for something more modern. But that reasoning can not be applied to this great charter. If all men are created equal, that is final. If they are endowed with inalienable rights, that is final. If governments derive their just powers from the consent of the governed, that is final. No advance, no progress can be
15 made beyond these propositions. If anyone wishes to deny their truth or their soundness, the only direction in which he can proceed historically is not forward, but backward toward the time when there was no equality, no rights of the individual, no rule of the people. Those who wish to proceed in that direction can not lay claim to progress. They are reactionary. Their ideas are not more modern, but more ancient, than those of the Revolution-
20 ary fathers.

In the development of its institutions America can fairly claim that it has remained true to the principles which were declared 150 years ago. In all the essentials we have achieved an equality which was never possessed by any other people. Even in the less important matter of material possessions we have secured a wider and wider distribution of wealth. The
25 rights of the individual are held sacred and protected by constitutional guarantees, which even the Government itself is bound not to violate. If there is any one thing among us that is established beyond question, it is self-government—the right of the people to rule. If there is any failure in respect to any of these principles, it is because there is a failure on the part of individuals to observe them. We hold that the duly authorized expression of the will

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of the people has a divine sanction. But even in that we come back to the theory of John Wise that “Democracy is Christ’s government....” The ultimate sanction of law rests on the righteous authority of the Almighty....

5 Under a system of popular government there will always be those who will seek for political preferment by clamoring for reform. While there is very little of this which is not sincere, there is a large portion that is not well informed. In my opinion very little of just criticism can attach to the theories and principles of our institutions. There is far more danger of harm than there is hope of good in any radical changes. We do need a better understanding and comprehension of them and a better knowledge of the foundations of government in
10 general. Our forefathers came to certain conclusions and decided upon certain courses of action which have been a great blessing to the world. Before we can understand their conclusions we must go back and review the course which they followed. We must think the thoughts which they thought. Their intellectual life centered around the meeting-house. They were intent upon religious worship. While there were always among them men of
15 deep learning, and later those who had comparatively large possessions, the mind of the people was not so much engrossed in how much they knew, or how much they had, as in how they were going to live. While scantily provided with other literature, there was a wide acquaintance with the Scriptures. Over a period as great as that which measures the existence of our independence they were subject to this discipline not only in their religious life and educational training, but also in their political thought. They were a people who came
20 under the influence of a great spiritual development and acquired a great moral power.

No other theory is adequate to explain or comprehend the Declaration of Independence. It is the product of the spiritual insight of the people. We live in an age of science and of abounding accumulation of material things. These did not create our Declaration. Our
25 Declaration created them. The things of the spirit come first. Unless we cling to that, all our material prosperity, overwhelming though it may appear, will turn to a barren scepter in our grasp. If we are to maintain the great heritage which has been bequeathed to us, we must be like-minded as the fathers who created it. We must not sink into a pagan materialism. We must cultivate the reverence which they had for the things that are holy. We

The Inspiration of the Declaration of Independence
Calvin Coolidge

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must follow the spiritual and moral leadership which they showed. We must keep replenished, that they may glow with a more compelling flame, the altar fires before which they worshipped.

GOVERNOR FRANKLIN D. ROOSEVELT (D)**Commonwealth Club Address**

SPEECH EXCERPTS

September 23, 1932

Commonwealth Club of California | San Francisco, California

BACKGROUND

Franklin Delano Roosevelt, then Governor of New York, won the Democratic nomination for President in 1932 and delivered this campaign speech a month and a half before the election.

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... A glance at the situation today only too clearly indicates that equality of opportunity as we have known it no longer exists. Our industrial plant is built; the problem just now
5 is whether under existing conditions it is not overbuilt. Our last frontier has long since been reached, and there is practically no more free land. More than half of our people do not live on the farms or on lands and cannot derive a living by cultivating their own property. There is no safety valve in the form of a Western prairie to which those
10 thrown out of work by the Eastern economic machines can go for a new start. We are not able to invite the immigration from Europe to share our endless plenty. We are now providing a drab living for our own people.

Our system of constantly rising tariffs has at last reacted against us to the point of closing our Canadian frontier on the north, our European markets on the east, many of our Latin-American markets to the south, and a goodly proportion of our Pacific
15 markets on the west, through the retaliatory tariffs of those countries. It has forced many of our great industrial institutions which exported their surplus production to such countries, to establish plants in such countries, within the tariff walls. This has

Franklin D. Roosevelt, "Commonwealth Club Address," September 23, 1932. From Teaching American History. <https://teachingamericanhistory.org/document/commonwealth-club-address-2/>.

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resulted in the reduction of the operation of their American plants, and opportunity for employment.

5 Just as freedom to farm has ceased, so also the opportunity in business has narrowed. It still is true that men can start small enterprises, trusting to native shrewdness and ability to keep abreast of competitors; but area after area has been pre-empted altogether by the great corporations, and even in the fields which still have no great concerns, the small man starts under a handicap. The unfeeling statistics of the past three decades show that the independent business man is running a losing race. . . .

10 Clearly, all this calls for a re-appraisal of values. A mere builder of more industrial plants, a creator of more railroad systems, an organizer of more corporations, is as likely to be a danger as a help. The day of the great promoter or the financial Titan, to whom we granted anything if only he would build, or develop, is over. Our task now is not discovery or exploitation of natural resources, or necessarily producing more goods. It is the soberer, less dramatic business of administering resources and plants
15 already in hand, of seeking to reestablish foreign markets for our surplus production, of meeting the problem of underconsumption, of adjusting production to consumption, of distributing wealth and products more equitably, of adapting existing economic organizations to the service of the people. The day of enlightened administration has come. . . . can we fix this hanging line?

20 As I see it, the task of Government in its relation to business is to assist the development of an economic declaration of rights, an economic constitutional order. This is the common task of statesman and business man. It is the minimum requirement of a more permanently safe order of things. . . .

25 The Declaration of Independence discusses the problem of Government in terms of a contract. Government is a relation of give and take, a contract, perforce, if we would follow the thinking out of which it grew. Under such a contract, rulers were accorded

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power, and the people consented to that power on consideration that they be accorded certain rights. The task of statesmanship has always been the re-definition of these rights in terms of a changing and growing social order. New conditions impose new requirements upon Government and those who conduct Government. . . .

- 5 The terms of that contract are as old as the Republic, and as new as the new economic order.

- 10 Every man has a right to life; and this means that he has also a right to make a comfortable living. He may by sloth or crime decline to exercise that right; but it may not be denied him. We have no actual famine or dearth; our industrial and agricultural mechanism can produce enough and to spare. Our Government formal and informal, political and economic, owes to everyone an avenue to possess himself of a portion of that plenty sufficient for his needs, through his own work.

- 15 Every man has a right to his own property; which means a right to be assured, to the fullest extent attainable, in the safety of his savings. By no other means can men carry the burdens of those parts of life which, in the nature of things, afford no chance of labor: childhood, sickness, old age. In all thought of property, this right is paramount; all other property rights must yield to it. If, in accord with this principle, we must restrict the operations of the speculator, the manipulator, even the financier, I believe we must accept the restriction as needful, not to hamper individualism but to protect it.

- 20 . . . The Government should assume the function of economic regulation only as a last resort, to be tried only when private initiative, inspired by high responsibility, with such assistance and balance as Government can give, has finally failed. As yet there has been no final failure, because there has been no attempt; and I decline to assume that this Nation is unable to meet the situation. . . .

Commonwealth Club Address
Franklin D. Roosevelt

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Faith in America, faith in our tradition of personal responsibility, faith in our institutions, faith in ourselves demand that we recognize the new terms of the old social contract. We shall fulfill them, as we fulfilled the obligation of the apparent Utopia which Jefferson imagined for us in 1776, and which Jefferson, Roosevelt and Wilson
5 sought to bring to realization. We must do so, lest a rising tide of misery, engendered by our common failure, engulf us all. But failure is not an American habit; and in the strength of great hope we must all shoulder our common load.

PRESIDENT FRANKLIN D. ROOSEVELT (D)
First Inaugural Address

SPEECH EXCERPTS

March 4, 1933
U.S. Capitol | Washington, D.C.**BACKGROUND**

Franklin Delano Roosevelt delivered this address upon his inauguration in 1933.

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I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our Nation impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself – nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunken to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the

Franklin D. Roosevelt, “First Inaugural Address (1933),” Presidential Message, March 04, 1933. From Teaching American History. <https://teachingamericanhistory.org/document/first-inaugural-address-fdr>.

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withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.

5 More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment....

This Nation asks for action, and action now.

10 Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources.

15 Hand in hand with this we must frankly recognize the overbalance of population in our industrial centers and, by engaging on a national scale in a redistribution, endeavor to provide a better use of the land for those best fitted for the land. The task can be helped by definite efforts to raise the values of agricultural products and with this the power to purchase the output of our cities. It can be helped by preventing realistically the tragedy of the growing loss through foreclosure of our small homes and our farms. It can be helped by insistence that the Federal, State, and local governments act forthwith on the demand that their cost be drastically reduced. It can be helped by the unifying of relief 20 activities which today are often scattered, uneconomical, and unequal. It can be helped by national planning for and supervision of all forms of transportation and of communications and other utilities which have a definitely public character. There are many ways in which it can be helped, but it can never be helped merely by talking about it. We must act and act quickly.

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Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order; there must be a strict supervision of all banking and credits and investments; there must be an end to speculation with other people's money, and there must be provision for an adequate but sound currency.

- 5 There are the lines of attack. I shall presently urge upon a new Congress in special session detailed measures for their fulfillment, and I shall seek the immediate assistance of the several States....

- 10 If I read the temper of our people correctly, we now realize as we have never realized before our interdependence on each other; that we can not merely take but we must give as well; that if we are to go forward, we must move as a trained and loyal army willing to sacrifice for the good of a common discipline, because without such discipline no progress is made, no leadership becomes effective. We are, I know, ready and willing to submit our lives and property to such discipline, because it makes possible a leadership which aims at a larger good. This I propose to offer, pledging that
- 15 the larger purposes will bind upon us all as a sacred obligation with a unity of duty hitherto evoked only in time of armed strife.

With this pledge taken, I assume unhesitatingly the leadership of this great army of our people dedicated to a disciplined attack upon our common problems.

- 20 Action in this image and to this end is feasible under the form of government which we have inherited from our ancestors. Our Constitution is so simple and practical that it is possible always to meet extraordinary needs by changes in emphasis and arrangement without loss of essential form. That is why our constitutional system has proved itself the most superbly enduring political mechanism the modern world has produced. It has met every stress of vast expansion of territory, of foreign wars, of bitter internal strife,
- 25 of world relations.

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It is to be hoped that the normal balance of executive and legislative authority may be wholly adequate to meet the unprecedented task before us. But it may be that an unprecedented demand and need for undelayed action may call for temporary departure from that normal balance of public procedure.

- 5 I am prepared under my constitutional duty to recommend the measures that a stricken nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.

- 10 But in the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis – broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe.

- 15 For the trust reposed in me I will return the courage and the devotion that befit the time. I can do no less.

- 20 We face the arduous days that lie before us in the warm courage of the national unity; with the clear consciousness of seeking old and precious moral values; with the clean satisfaction that comes from the stern performance of duty by old and young alike. We aim at the assurance of a rounded and permanent national life.

We do not distrust the future of essential democracy. The people of the United States have not failed. In their need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it.

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In this dedication of a Nation we humbly ask the blessing of God. May He protect each and every one of us. May He guide me in the days to come.

REP. JOSIAH BAILEY (R-NC)

An Address to the People of the United States

NEWSPAPER TRANSCRIPT EXCERPTS FROM AN UNDELIVERED SPEECH

December 16, 1937
The New York Times

The Conservative Manifesto

BACKGROUND

More conservative members of both the Republican and Democratic parties, including former allies of Franklin Roosevelt, were represented by Representative Josiah Bailey in this undelivered speech drafted by Bailey and leaked to *The New York Times* before it was delivered.

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5 A sudden and extensive recession in business, industry, employment, prices and values demands instant attention of all in positions of responsibility. To arrest it, to reverse it and to avert its consequences is the common task. In this as Senators we have a duty, and in partial discharge of it we have determined upon this statement.

10 We have now not only the problem of caring for the unemployed pending opportunity for their employment, but also the task of preventing many now employed from losing their jobs.

We believe that a policy of cooperation by all concerned upon sound lines will suffice to set the country as a whole on its accustomed way toward higher ground. This cooperation is the objective of this address to the American people. This is no time for alarm or pessimism. We have come to the inevitable period of transition, and fortunately the underlying conditions are favorable.

15

We are concerned now only with our duty in view of the conditions that confront us, in order that full activity of employment and commerce may be had. To avoid controversy

Josiah Bailey, "10 Points Drafted," Article by Turner Catledge, December 16, 1937. From *The New York Times*. https://timesmachine.nytimes.com/timesmachine/1937/12/16/96765994.pdf?pdf_redirect=true&ip=0.

and make for unity, we may dispense with appraisals of policies or arguments. The past is experience, and is of value only for its lessons. We propose no criticism, no politics.

Private Investment the Key

5 We consider that the time has come when liberal investment of private savings in enterprise as a means of employment must be depended upon and, without delay, heartily encouraged by the public policy and all Americans.

10 Public spending, invoked in the recent emergency, was recognized as a cushion rather than as a substitute for the investment of savings by the people. To this latter all have looked at length. We believe that an encouraging public policy will ensue quickly in expanding enterprise, in active business, in widespread employment and in abundant demand for farm products.

15 Without criticism of the public spending policy attendant upon the former emergency, we recognize that a repetition of that policy would not serve again and moreover is out of the question. It ought to be borne in mind that private enterprise, properly fostered, carries the indispensable element of vigor.

20 The present unemployed and employed, and the young men and women about to enter upon careers, rightly desire and must have the opportunity which is afforded only by private enterprise. The President recently informed the Congress of the instant and obvious task of inducing the investment of private funds. We perceive, as does he, the necessity for the transition, gradual, to be sure, but distinct. And we propose to do our part to accomplish this objective in full cooperation....

Reasonable Profit Essential

25 1. We recognize that the value of investment, and the circulation of money, depends upon reasonable profit, not only to protect the investment and assure confidence, but also to provide increasing employment, and consumption of goods from farm to factory. We favor the competitive system as against either private or government

monopoly, as preventing unreasonable profit and demanding vigor of enterprise. Our American competitive system is superior to any form of the collectivist program. We intend to preserve and foster it as the means of employment, of livelihood, and of maintaining our standard of living.

- 5 2. The sources of credit are abundant, but credit depends upon security—the soundness and stability of values; and these are governed by the profitable operation of the concerns in which stocks are certificates of interest or in which bonds are evidences of debt. If, therefore, the reservoirs of credit are to be tapped, we must assure a policy making for the sense of the safety of the collateral which is
- 10 the basis of credit....

Rely on the American System

- 15 3. We propose to preserve and rely upon the American system of private enterprise and initiative, and our American form of government. It is not necessary to claim perfection for them. On the record they are far superior to and infinitely to be preferred to any other so far devised. They carry the priceless content of liberty and the dignity of man. They carry spiritual values of infinite import, and which constitute the source of the American spirit. We call upon all Americans to renew their faith in them and press an invincible demand in their behalf.

20 We can and will erect appropriate safeguards under the common law principles of free men without surrendering in any degree the vital principles and self-reliant spirit on which we must depend.

Our economic system must be such as to stimulate ambition, afford opportunity, and excite in each boy and girl a sense of responsibility to produce to his capacity.

25 Through individual self-reliance and service only can abundance, security, and happiness be attained.

Pledging ourselves to uphold these principles, we summon our fellow citizens, without regard to party, to join with us in advancing them as the only hope of

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permanent recovery and further progress. They will serve to take us safely through the period of transition now suddenly thrust upon us as they have taken us through every emergency. They will not fail us, if we adhere to them. But if we shall abandon them, the consequences will be outweighed in penalty the sacrifices we may make to our faith in them.

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The heart of the American people is sound. They have met every emergency and demand. We will meet those of today and so hand down to our children our most precious heritage enhanced by a new and major trophy of free institutions. Let us not be dismayed but press on in the great liberal tradition and in its spirit of courageous self-reliance which has won through all the vicissitudes of a great period, and has made our country the strongest, the most progressive and the best of nations.

PRESIDENT FRANKLIN D. ROOSEVELT (D)

Annual Message to Congress

ADDRESS EXCERPTS

January 6, 1941
U.S. Congress | Washington, D.C.

Four Freedoms Speech

BACKGROUND

As Great Britain's Royal Air Force fended off the German Luftwaffe during the Battle of Britain, President Franklin D. Roosevelt delivered this message to Congress, as required annually by the Constitution.

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5 ...Just as our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates, so our national policy in foreign affairs has been based on a decent respect for the rights and dignity of all nations, large and small. And the justice of morality must and will win in the end.

Our national policy is this:

First, by an impressive expression of the public will and without regard to partisanship, we are committed to all-inclusive national defense.

10 Second, by an impressive expression of the public will and without regard to partisanship, we are committed to full support of all those resolute peoples, everywhere, who are resisting aggression and are thereby keeping war away from our Hemisphere. By this support, we express our determination that the democratic cause shall prevail; and we strengthen the defense and the security of our own nation.

15 Third, by an impressive expression of the public will and without regard to partisanship, we are committed to the proposition that principles of morality and

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considerations for our own security will never permit us to acquiesce in a peace dictated by aggressors and sponsored by appeasers. We know that enduring peace cannot be bought at the cost of other people's freedom.

5 In the recent national election there was no substantial difference between the two great parties in respect to that national policy. No issue was fought out on this line before the American electorate. Today it is abundantly evident that American citizens everywhere are demanding and supporting speedy and complete action in recognition of obvious danger.

10 Therefore, the immediate need is a swift and driving increase in our armament production....

15 As men do not live by bread alone, they do not fight by armaments alone. Those who man our defenses, and those behind them who build our defenses, must have the stamina and the courage which come from unshakable belief in the manner of life which they are defending. The mighty action that we are calling for cannot be based on a disregard of all things worth fighting for.

20 The Nation takes great satisfaction and much strength from the things which have been done to make its people conscious of their individual stake in the preservation of democratic life in America. Those things have toughened the fibre of our people, have renewed their faith and strengthened their devotion to the institutions we make ready to protect.

Certainly this is no time for any of us to stop thinking about the social and economic problems which are the root cause of the social revolution which is today a supreme factor in the world.

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For there is nothing mysterious about the foundations of a healthy and strong democracy. The basic things expected by our people of their political and economic systems are simple. They are:

Equality of opportunity for youth and for others.

5 Jobs for those who can work.

Security for those who need it.

The ending of special privilege for the few.

The preservation of civil liberties for all.

10 The enjoyment of the fruits of scientific progress in a wider and constantly rising standard of living.

These are the simple, basic things that must never be lost sight of in the turmoil and unbelievable complexity of our modern world. The inner and abiding strength of our economic and political systems is dependent upon the degree to which they fulfill these expectations....

15 I have called for personal sacrifice. I am assured of the willingness of almost all Americans to respond to that call.

A part of the sacrifice means the payment of more money in taxes. In my Budget Message I shall recommend that a greater portion of this great defense program be paid for from taxation than we are paying today. No person should try, or be allowed, to get rich out of this program; and the principle of tax payments in accordance with ability to pay should be constantly before our eyes to guide our legislation.

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If the Congress maintains these principles, the voters, putting patriotism ahead of pocketbooks, will give you their applause.

In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

5 The first is freedom of speech and expression—everywhere in the world.

The second is freedom of every person to worship God in his own way—everywhere in the world.

10 The third is freedom from want—which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

The fourth is freedom from fear—which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.

15 That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation. That kind of world is the very antithesis of the so-called new order of tyranny which the dictators seek to create with the crash of a bomb.

20 To that new order we oppose the greater conception—the moral order. A good society is able to face schemes of world domination and foreign revolutions alike without fear.

Since the beginning of our American history, we have been engaged in change—in a perpetual peaceful revolution—a revolution which goes on steadily, quietly adjusting itself to changing conditions—without the concentration camp or the quick-lime in the

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ditch. The world order which we seek is the cooperation of free countries, working together in a friendly, civilized society.

5 This nation has placed its destiny in the hands and heads and hearts of its millions of free men and women; and its faith in freedom under the guidance of God. Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights or keep them. Our strength is our unity of purpose. To that high concept there can be no end save victory.

PRESIDENT FRANKLIN ROOSEVELT & PRIME MINISTER WINSTON CHURCHILL

Joint Declaration by the President and the Prime Minister

INTERNATIONAL JOINT STATEMENT

August 14, 1941
Atlantic Conference

Naval Station Argentia | Dominion of Newfoundland, British Empire

Atlantic Charter

BACKGROUND

While the United States remained officially out of World War II, American President Franklin D. Roosevelt and British Prime Minister Winston Churchill articulated a joint policy plan for the post-war world.

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The President of the United States of America and the Prime Minister, Mr. Churchill, representing His Majesty's Government in the United Kingdom, being met together, deem it right to make known certain common principles in the national policies of their respective countries on which they base their hopes for a better future for the world.

5 First, their countries seek no aggrandizement, territorial or other;

Second, they desire to see no territorial changes that do not accord with the freely expressed wishes of the peoples concerned;

10 Third, they respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self-government restored to those who have been forcibly deprived of them;

Franklin D. Roosevelt. "The Atlantic Charter". Presidential Message, August 14, 1941. From Teaching American History. <https://teachingamericanhistory.org/document/atlantic-charter/>.

Fourth, they will endeavor, with due respect for their existing obligations, to further the enjoyment by all States, great or small, victor or vanquished, of access, on equal terms, to the trade and to the raw materials of the world which are needed for their economic prosperity;

- 5 Fifth, they desire to bring about the fullest collaboration between all nations in the economic field with the object of securing, for all, improved labor standards, economic advancement and social security;

- 10 Sixth, after the final destruction of the Nazi tyranny, they hope to see established a peace which will afford to all nations the means of dwelling in safety within their own boundaries, and which will afford assurance that all the men in all lands may live out their lives in freedom from fear and want;

Seventh, such a peace should enable all men to traverse the high seas and oceans without hindrance;

- 15 Eighth, they believe that all of the nations of the world, for realistic as well as spiritual reasons must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea or air armaments continue to be employed by nations which threaten, or may threaten, aggression outside of their frontiers, they believe, pending the establishment of a wider and permanent system of general security, that the disarmament of such nations is essential. They will likewise aid and encourage all other practicable
20 measures which will lighten for peace-loving peoples the crushing burden of armaments.

Franklin D. Roosevelt

Winston S. Churchill