

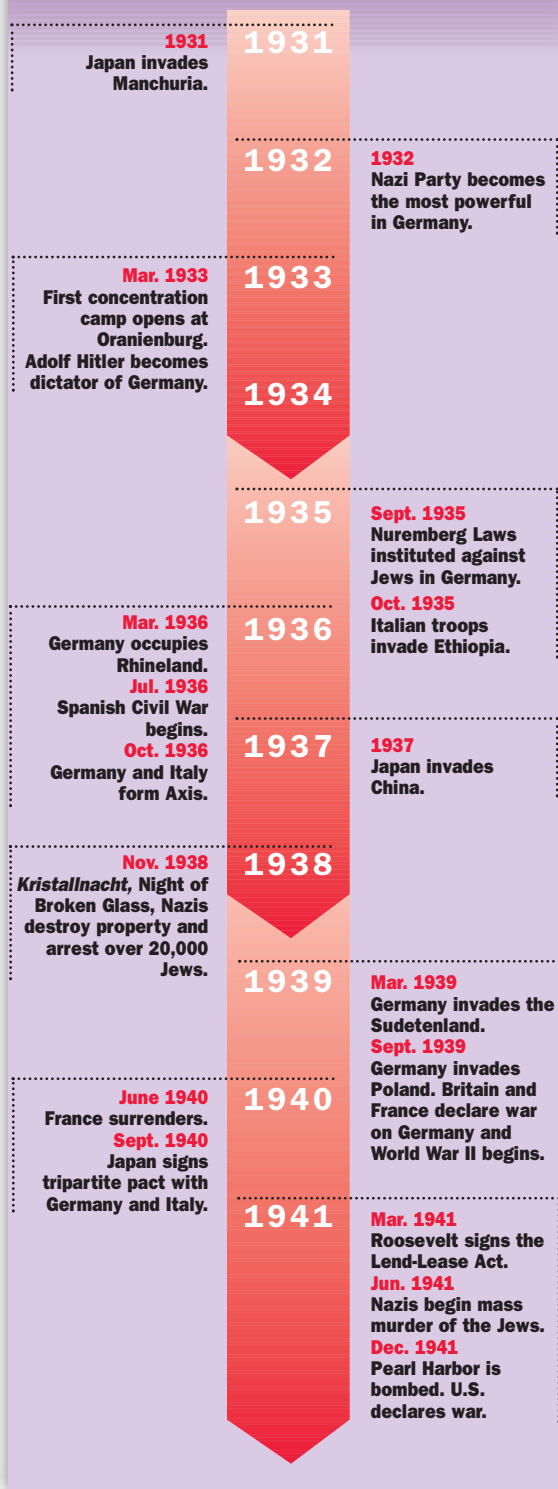


# CHAPTER 24 ASSESSMENT



## VISUAL SUMMARY

### WORLD WAR LOOMS



### TERMS & NAMES

For each term or name below, write a sentence explaining its significance in U.S. foreign affairs between 1931 and 1941.

1. fascism
2. Adolf Hitler
3. Nazism
4. Winston Churchill
5. appeasement
6. Charles de Gaulle
7. Holocaust
8. genocide
9. Axis powers
10. Allies

### MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions about the early years of World War II.

#### Dictators Threaten World Peace (pages 734–741)

1. What were Stalin’s goals and what steps did he take to achieve them?
2. How did Germany’s and Italy’s involvement affect the outcome of the Spanish Civil War?

#### War in Europe (pages 742–747)

3. Why was the blitzkrieg effective?
4. What terms of surrender did Hitler demand of the French after the fall of France in 1940? What was General Charles de Gaulle’s reaction?

#### The Holocaust (pages 748–755)

5. What groups did Nazis deem unfit to belong to the Aryan “master race”?
6. How did some Europeans show their resistance to Nazi persecution of the Jews?

#### America Moves Toward War (pages 756–763)

7. What congressional measures paved the way for the U.S. entry into World War II?
8. Why did the United States enter World War II?

### CRITICAL THINKING

1. **USING YOUR NOTES** In a chart like the one shown, identify the effects of each of these early events of World War II.

Cause	Effect
First blitzkrieg	
Allies stranded at Dunkirk	
British radar detects German aircraft	
Lend-Lease Act	

2. **COMPARING** Compare the ways in which Hitler, Churchill, and Roosevelt used their powers as gifted speakers to accomplish their political aims during World War II. Use details from the chapter text.

3. **INTERPRETING MAPS** Look at the map of German advances on page 744. How might Poland’s location have influenced the secret pact that Germany and the Soviet Union signed on August 23, 1939?



## Standardized Test Practice

Use the cartoon and your knowledge of U.S. history to answer questions 1 and 2.



- All of the following are true of F.D.R.'s neutrality policy *except* —
  - Roosevelt found it hard to keep the United States neutral.
  - Roosevelt did not always enforce the Neutrality Acts.
  - Roosevelt promoted the Neutrality Policy of the United States throughout the war.
  - Roosevelt spoke out against isolationism.
- President Wilson's image rises above President Roosevelt to wish him luck for —
  - helping to pass the bill he is signing.
  - keeping the United States out of a war.
  - winning the next presidential election.
  - gaining greater revenues from Europe.

Use the quotation and your knowledge of U.S. history to answer question 3.

“In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms. 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. The third is freedom from want. . . . The fourth is freedom from fear.”

—Franklin Roosevelt, Address to Congress, 1941

- The “four freedoms” speech helped gain widespread support in the United States for —
  - increasing aid to the Allies.
  - decreasing immigration.
  - a military and arms buildup.
  - a presidential election.

**ADDITIONAL TEST PRACTICE, pages S1–S33.**



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## ALTERNATIVE ASSESSMENT

- INTERACT**  
WITH HISTORY

 Recall your discussion of the question on page 733:

### Why might the United States try to remain neutral?

As a political cartoonist for a major newspaper, your work is seen by millions of Americans. Draw a political cartoon that supports or opposes the policy of neutrality.

- VIDEO**

**LEARNING FROM MEDIA** View the *American Stories* video, “Escaping the Final Solution: Kurt Klein and Gerda Weissmann Klein Remember the Holocaust.”

- What conditions that Gerda faced would be most difficult for you to endure?

**Cooperative Learning Activity** It has been said, “Those who cannot remember the past are condemned to repeat it.”

As a group, collect quotations and historical data about the Holocaust. Then write a book introduction about the Holocaust that incorporates quotations and the importance of the first-person accounts of survivors, such as the Kleins.