

**CHAPTER**  
**24**

**Section 1**

**GUIDED READING** *Dictators Threaten World Peace*

**A.** As you read this section, take notes about the rise of dictators in Europe and Asia.

	<b>1. Joseph Stalin</b>	<b>2. Benito Mussolini</b>	<b>3. Adolf Hitler</b>
Nation			
Political movement and beliefs			
Aggressive actions taken in the 1920s and 1930s			

	<b>4. Japanese Militarists</b>	<b>5. Francisco Franco</b>
Nation		
Political movement and beliefs		
Aggressive actions taken in the 1920s and 1930s		

**B.** On the back of this paper, define **totalitarian**. Then explain the significance of the **Neutrality Acts**.

**CHAPTER**  
**24**

**GUIDED READING** *War in Europe*

**Section 2**

**A.** As you read this section, take notes to answer questions about how Germany started World War II. Note the development of events in the time line.

<b>1938</b>	<b>March</b>	<b>Germany invades Austria.</b>	→	<p>1. Why did Neville Chamberlain sign the Munich Pact?</p> <p>2. Why did Winston Churchill oppose the pact?</p>
	<b>September</b>	<b>Munich Pact is signed by Germany, France, and Britain.</b>		
<b>1939</b>	<b>March</b>	<b>Germany invades Czechoslovakia.</b>	→	<p>3. What did Germany and the USSR agree to in their accords?</p> <p>4. What happened to Poland as a result of the invasion, and how did Britain and France respond to it?</p>
	<b>August</b>	<b>Germany and USSR sign nonaggression pact and secret agreement.</b>		
	<b>September</b>	<b>Germany invades Poland.</b>		
	<b>November</b>	<b>USSR invades Finland.</b>		
<b>1940</b>	<b>Spring</b>	<b>Germany invades Norway, Denmark, the Netherlands, Belgium, and Luxembourg.</b>	→	<p>5. What were the surrender terms offered to France?</p> <p>6. What type of battle was the Battle of Britain, and why was England's victory so important?</p>
	<b>June</b>	<b>France surrenders to Germany.</b>		
	<b>Summer</b>	<b>USSR overruns Baltic states.</b> <b>Battle of Britain begins.</b>		

**B.** On the back of this paper, identify who **Charles de Gaulle** was. Then define **appeasement**, **nonaggression pact**, and **blitzkrieg**.

**CHAPTER**  
**24**

**GUIDED READING** *The Holocaust*

**Section 3**

**A.** As you read, take notes to answer questions related to the time line.

<b>1925</b>	In <i>Mein Kampf</i> , Hitler presents his racist views on "Aryans" and Jews.	
<b>1933</b>	Hitler comes to power. Soon after, he orders non-Aryans to be removed from government jobs and begins to build concentration camps.	
	Thousands of Jews begin leaving Germany.	→ 1. Why didn't France and Britain accept as many German Jews as they might have?
<b>1935</b>	Nuremberg laws are passed.	→ 2. What did the Nuremberg laws do?
<b>1938</b>	<i>Kristallnacht</i> occurs.	→ 3. What happened during <i>Kristallnacht</i> ?
<b>1939</b>	As war breaks out in Europe, U.S. Coast Guard prevents refugees on the <i>St. Louis</i> from landing in Miami.	→ 4. Why didn't the United States accept as many German Jews as it might have?
<b>1941</b>	Nazis build six death camps in Poland.	→ 5. What groups did the Nazis single out for extermination?
<b>1945 to 1949</b>	After war in Europe ends in 1945, many Nazi leaders are brought to justice for their crimes against humanity.	→ 6. How did the Nazis go about exterminating the approximately 11 million people who died in the Holocaust?

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**B.** On the back of this paper, define **genocide**.

**CHAPTER**  
**24**  
**Section 4**

**GUIDED READING** *America Moves Toward War*

As you read, take notes about how the United States entered World War II.

<b>1939</b>	<b>Congress passes Neutrality Act.</b>	→	1. What did the Neutrality Act allow?
<b>1940</b>	<b>Axis powers form alliance.</b>	→	2. Who were the Axis powers? What did their alliance mean for the United States?
<b>1941</b>	<b>Congress passes Lend-Lease Act.</b>	→	3. What did the Lend-Lease Act do?
	<b>Germany invades USSR.</b>		
	<b>Japan takes over French military bases in Indochina.</b>	→	4. What did the United States do to protest Japan's action?
	<b>Congress extends the draft.</b>		
	<b>Churchill and Roosevelt draft the Atlantic Charter.</b>	→	5. What pledges were contained in the Atlantic Charter?
	<b>"A Declaration by the United Nations" is signed by the Allies.</b>	→	6. Who were the Allies?
	<b>Hideki Tojo becomes Japan's prime minister.</b>		
	<b>U.S. Senate allows arming of merchant ships.</b>		7. What did the attack do to the U.S. Pacific fleet?
<b>Japan launches a surprise attack on Pearl Harbor.</b>	→		
<b>As U.S. declares war on Japan, Germany and Italy declare war on U.S.</b>	→	8. Why did Germany and Italy declare war on the United States?	

CHAPTER  
**24**

## Section 2

SKILLBUILDER PRACTICE *Developing Historical Perspective*

*How did Adolph Hitler, seen as a madman by many today, gain so much power over the German people? Read this excerpt from a speech Hitler gave to German munitions workers near the end of 1940, and try to hear his words as the audience did—that is, without the knowledge history gives. Then answer the questions at the bottom of the page. (See Skillbuilder Handbook, p. 1043.)*

We find ourselves amid a controversy which aims at more than victory of one or another country. In fact, it is a struggle of two worlds. Forty-six million English rule and govern a total territory of roughly 40,000,000 square kilometres in this world. Eighty-five million Germans have a living space of hardly 600,000 square kilometres and these only through our own initiative. This earth, however, was not distributed by Providence or by almighty God.

This distribution is being taken care of by the peoples themselves, and this distribution chiefly took place in the past 300 years at a time when our German people were domestically unconscious and torn apart.

The right to live constitutes a claim of fundamental nature. The right to live includes the right to the soil, which alone gives life. For this claim, peoples have even fought when a lack of wisdom threatened to interfere with their relationship for they knew that even bloody sacrifices are better than the gradual dying of the nations. National unity was our first demand. Piece by piece and move by move this was realized. . . .

Our ideal is that every position in the country

shall be filled by a true son of the people. We want a State in which birth matters nothing, achievement means everything. For this we are working with tremendous fanaticism. Contrasted with this is the idea of our enemies—a fight for egoism, for capital, for individual and family privileges. . . .

How often have I stretched out my hand! I was not in any mood to arm. That devours so much labor power. I wanted to use German labor power for other plans. My ambition is to make the German people rich and the German land beautiful. I would like us to have the most beautiful and the best culture. I was determined to rear our structure in the world, to widen our position and, secondly, to arm at home so that the German soldier must no longer stand alone on the front, lonely and the victim of superior forces.

Then I did everything humanly possible to avoid conflict. I made offer after offer to the English, but there wasn't anything to be done—they wanted war. For seven years Churchill said "I want war." Now he has it.

*from Adolf Hitler's speech, reprinted in Time (December 23, 1940), 17-18.*

- Hitler referred to a number of subjects that appealed to the emotions of his audience. List some of those appeals.

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- What do the topics Hitler chose to speak on tell you about the needs and views of the people in his audience?

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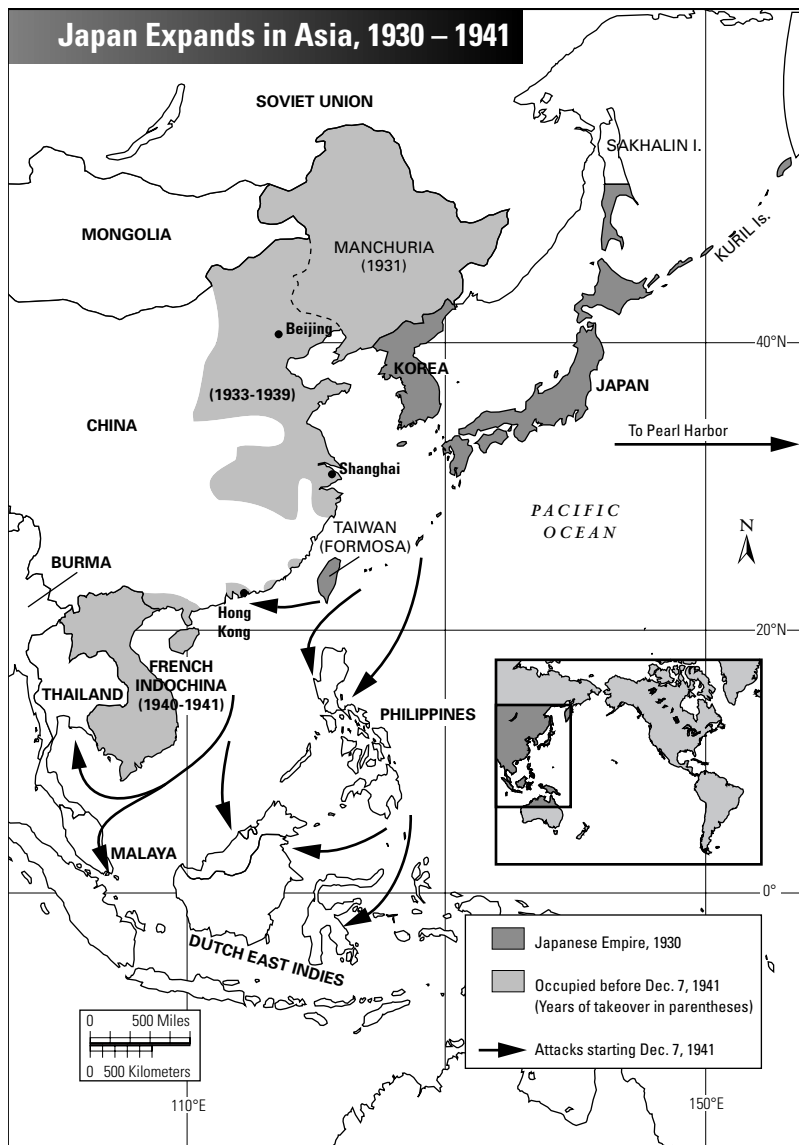
**CHAPTER**  
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**Section 4**

**GEOGRAPHY APPLICATION: REGION** *Japanese Aggression*

*Directions: Read the paragraph below and study the map carefully. Then answer the questions that follow.*

Japan, a densely populated country with few natural resources, substantially increased its territory in the late 1800s and early 1900s. Primarily as a result of wars with Russia and China, Japan gained “living space” during these years: the Kuril Islands (1875), the island of Taiwan (1895), Korea (1905), and the southern half of Sakhalin Island (1905). By

1931, Japanese militarists had thwarted the civilian government and begun seizing still more land. This time the emphasis was on controlling areas that held resources vital to the Japanese economy. Over the next ten years, targets included the Chinese region of Manchuria, rich in coal and iron, and the Dutch East Indies, with its abundant oil fields.



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### Interpreting Text and Visuals

1. Describe Japan's empire as it existed in 1930. \_\_\_\_\_

\_\_\_\_\_

2. Where did Japan first expand its empire after 1930? \_\_\_\_\_

\_\_\_\_\_

Why do you think Japan targeted this region? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Describe the extent of Japanese influence in China in 1938. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What advantage did its control of French Indochina give Japan in attacks starting on December 7, 1941? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Japan seized Hong Kong on December 8, 1941. From where was the attack mounted? \_\_\_\_\_

6. Which objective of the attacks starting on December 7, 1941, is outside the area shown in the map? \_\_\_\_\_

7. What do you think made the Philippines a particularly attractive target for Japanese expansion?

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\_\_\_\_\_

\_\_\_\_\_



## Section 1

**PRIMARY SOURCE** *from* Franklin D. Roosevelt's  
 “Quarantine Speech”

*During a tour of the nation in 1937 to drum up support for his domestic programs, President Roosevelt delivered a speech in which he indicated a shift in foreign policy. As you read this excerpt from his speech, consider why he felt the United States could no longer cling to isolationism and nonintervention.*

It is because the people of the United States under modern conditions must, for the sake of their own future, give thought to the rest of the world, that I, as the responsible executive head of the nation, have chosen this great inland city [Chicago] and this gala occasion to speak to you on a subject of definite national importance. . . .

There is a solidarity and interdependence about the modern world, both technically and morally, which makes it impossible for any nation completely to isolate itself from economic and political upheavals in the rest of the world, especially when such upheavals appear to be spreading and not declining. There can be no stability or peace either within nations or between nations except under laws and moral standards adhered to by all. International anarchy destroys every foundation for peace. It jeopardizes either the immediate or the future security of every nation, large or small. It is, therefore, a matter of vital interest and concern to the people of the United States that the sanctity of international treaties and the maintenance of international morality be restored.

The overwhelming majority of the peoples and nations of the world today want to live in peace. . . .

I am compelled and you are compelled, nevertheless, to look ahead. The peace, the freedom, and the security of 90 percent of the population of the world is being jeopardized by the remaining 10 percent who are threatening a breakdown of all international order and law. Surely the 90 percent who want to live in peace under law and in accordance with moral standards that have received almost universal acceptance through the centuries can and must find some way to make their will prevail. . . .

It seems to be unfortunately true that the epidemic of world lawlessness is spreading. When an epidemic of physical disease starts to spread, the community approves and joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease.

It is my determination to pursue a policy of peace and to adopt every practicable measure to avoid involvement in war. It ought to be inconceivable that in this modern era, and in the face of experience, any nation could be so foolish and ruthless as to run the risk of plunging the whole world into war by invading and violating, in convention of solemn treaties, the territory of other nations that have done them no real harm and which are too weak to protect themselves adequately. Yet the peace of the world and the welfare and security of every nation is today being threatened by that very thing.

War is a contagion, whether it be declared or undeclared. It can engulf states and peoples remote from the original scene of hostilities. We are determined to keep out of war, yet we cannot insure ourselves against the disastrous effects of war and the dangers of involvement. We are adopting such measures as will minimize our risk of involvement, but we cannot have complete protection in a world of disorder in which confidence and security have broken down.

If civilization is to survive, the principles of the Prince of Peace must be restored. Shattered trust between nations must be revived. Most important of all, the will for peace on the part of peace-loving nations must express itself to the end that nations that may be tempted to violate their agreements and the rights of others will desist from such a cause. There must be positive endeavors to preserve peace.

*from* Franklin D. Roosevelt, *Congressional Record Appendix*, 75th Congress, 2nd Session, 20–21.

### Discussion Questions

1. Why did Roosevelt believe the U.S. could not isolate itself from the rest of the world?
2. What was the epidemic of “world lawlessness” that Roosevelt referred to in this speech?
3. Do you agree with the sentiments expressed in this speech? Explain your opinion.



CHAPTER  
**24**  
Section 4

## PRIMARY SOURCE The Bombing of Pearl Harbor

*On December 7, 1941, First Sergeant Roger Emmons witnessed the Japanese attack on Pearl Harbor. As you read this excerpt from his eyewitness account, think about the effects of the surprise assault.*

It was a beautiful morning with fleecy clouds in the sky, and the visibility was good. Aboard the *Tennessee* the usual Sunday schedule prevailed. Many of the officers had gone ashore over the weekend. The Marine Detachment was drawn up on the fantail for morning Colors, mess tables were being cleared away, some of the men were getting dressed preparatory to going on liberty, while others “batted-the-breeze” over their after-breakfast smoke. In its beginning the day was just another peaceful Sunday at the United States’ largest naval base.

A few minutes before 7:55 A.M., several squadrons of mustard-yellow planes flew over the Hawaiian island of Oahu from the southwest, but this caused no alarm as military planes overhead were the usual thing. When those squadrons approached Pearl Harbor, they maneuvered into attack formations at low altitude over Merry’s Point. At 7:55 A.M. wave after wave of those war-planes streamed across the harbor and hurled their deadly missiles upon the unsuspecting battle fleet. Every plane seemed to have its objective selected in advance, for they separated into groups and each group concentrated on a specific ship.

When the first wave of attacking planes came over, I was in the Marine Detachment office on the second deck of the *Tennessee*. Pfc. George W. Dinning, the clerk, was seated at the desk making out the Morning Report. Suddenly we felt a violent bump which gave us the feeling that the ship had been pushed bodily sideways, and as I did not hear any explosion I remarked that some ship had run into us.

Immediately after that the alarm gongs sounded “General Quarters.” I was so surprised that I could hardly believe my ears, but the noise of explosions through the open ports forced it upon me. George never did finish that Morning Report; he jumped seemingly sideways through the door and was gone like the wind. Snatching a detachment roster from the desk, I dashed after him.

My battle station was on the 5-inch broadside guns where I could see what actually was happening around us. I had a hurried look round from the casemates on the starboard side and then went over

to the port side. The sky was dotted with black puffs of anti-aircraft fire. A plane, trailing a plume of smoke, was plunging earthward over Ford Island. Off in the direction of Schofield Barracks, there was a vast cloud of black smoke. At the same time, two billowing pillars of smoke arose from the Navy Yard and Hickam Field area. The sky was full of planes bearing the Rising Sun emblem of Japan. Overhead droned a flight of horizontal bombers at an altitude of about 10,000 feet. Some sixty enemy planes were diving at our ships.

Then a great many things happened in a very short time. The Japanese planes struck time and time again to get in the killing blows. First came aerial torpedoes, then heavy bombers and dive bombers. Within a few minutes of the commencement of the attack, we were hit direct two times by bombs.

One bomb bursting on the forward turret disabled one gun, and a fragment from it penetrated the shield on the bridge above, killing a sailor and severely wounding Ensign Donald M. Kable. The commander of the *West Virginia*, Captain Mervyn S. Bennion, was mortally wounded by a portion of this bomb when he emerged from the conning tower to the bridge of his ship. The second (a 15- or 16-inch projectile, which the enemy was using as a bomb) hit the aft turret, but fortunately, it did not explode, but pierced the top, killing two men under the point of impact.

At about 8:00 A.M., a terrific explosion in the *Arizona*, astern of us, fairly lifted us in the water. She blew up in an enormous flame and a cloud of black smoke when her forward magazine exploded after a Japanese bomb had literally dropped down her funnel. Her back broken by the explosion, the entire forward portion of the ship canted away from the aft portion as the ship began to settle on the bottom.

It was a scene which cannot easily be forgotten—the *Arizona* was a mass of fire from bow to foremast, on deck and between decks, and the surface of the water for a large distance round was a mass of flaming oil from millions of gallons of fuel oil. Over a thousand dead men lay in her twisted wreck. Among those who perished were Rear Admiral Isaac C.

Kidd and Captain Franklin Van Valkenburgh.

A few moments after this disaster, our attention was absorbed in the *Oklahoma*. Stabbed several times in her port side by torpedoes, she heeled very gently over, and capsized within nine minutes. The water was dotted with the heads of men. Some swam ashore, covered from head to foot with thick, oily scum, but hundreds of men trapped in the vessel's hull were drowned.

We had only been in the attack a few minutes when the *West Virginia*, about 20 feet on our port beam, began slowly to settle by the bow, and then took a heavy list to the port. She had been badly hit by several torpedoes in the opening attack. Incendiary bombs started fires which filled her decks and superstructure with flame and smoke.

In the midst of all this turmoil, the *Nevada*, the next ship astern of the blazing *Arizona*, got under way and headed for the channel. As she moved down stream, the vessel was a target of many enemy planes until badly crippled by a torpedo, and after that she ran aground to prevent sinking.

The next picture was a destroyer, name unknown, leaving the harbor under a withering fire from Japanese planes.

But to return to the *Tennessee*. The real story of this ship lies in the splendid manner in which the officers and men on board arose to the emergency. When "General Quarters" was sounded, all hands dashed to their battle stations. There was no panic. The shock found each and every man ready for his job. Antiaircraft and machine guns were quickly manned, the first gun getting into action in less than three minutes after the alarm.

For the next forty minutes, the *Tennessee* was the center of a whirlwind of bombs and bullets. The Japanese planes bombed our ship and then bombed again. They opened up with machine guns in low flying attacks. The ship's gun crews fought with utmost gallantry, and in a most tenacious and

determined manner. . . . Hostile planes swooping down on what they thought an easy prey were greeted with volleys from our antiaircraft and machine guns. After such a warm reception, the Japanese gave the *Tennessee* a wide berth.

So terrific was the noise of explosions and our own antiaircraft guns that one could not hear himself speak and had to shout in anybody's ear. The air seemed to be full of fragments and flying pieces. In the general din, there was a *whoosh*, followed by a dull *whoomph* of huge explosives which struck so close to the ship that she shivered from end to end.

from Roger Emmons, "Pearl Harbor," *Marine Corps Gazette*, XXVIII (February 1944). Reprinted in Richard B. Morris and James Woodress, eds., *Voices from America's Past*, vol. 3, The Twentieth Century (New York: Dutton, 1962), 148–151.

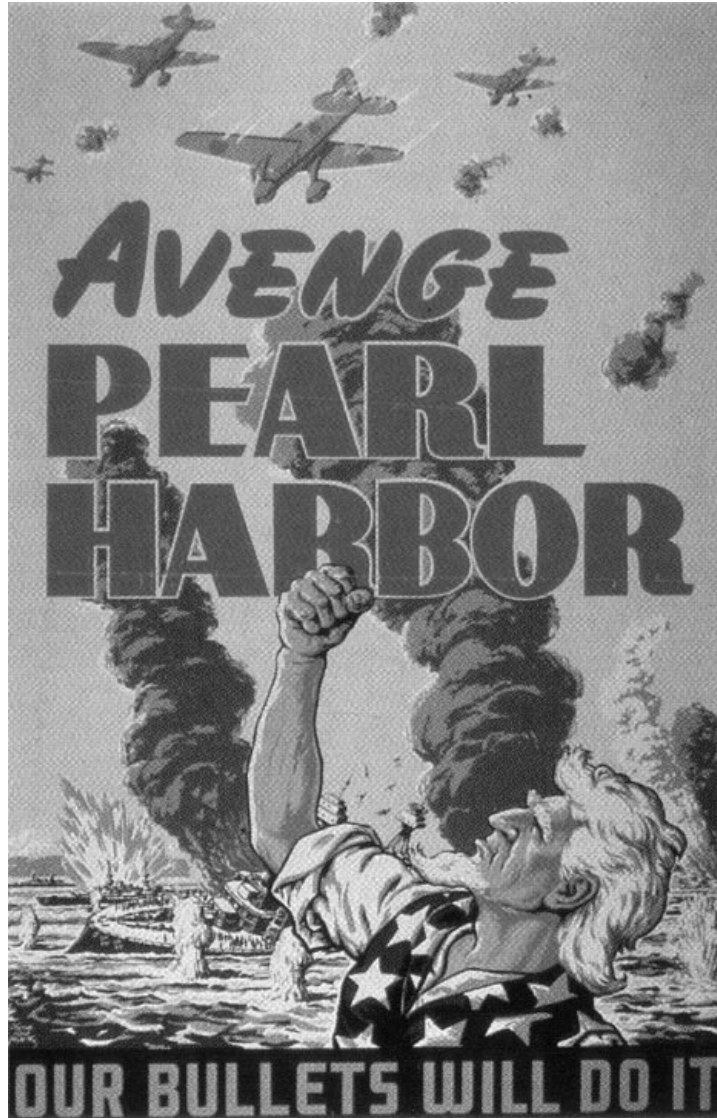
## Research Options

1. Find out more about the attack on Pearl Harbor. How did the Japanese avoid detection? Why was the United States unprepared for a sneak attack? When did the Japanese formally declare war on the United States? How did Congress respond to Roosevelt's request to declare war on Japan? Prepare a brief oral report and share it with your classmates.
2. Find and read President Roosevelt's address to Congress on December 8, 1941 or the text of his December 9 radio broadcast to the American people. Then discuss with classmates whether his remarks were consistent with what he said in his "quarantine speech" in 1937.
3. With a small group of classmates, brainstorm an appropriate memorial for the men who were killed during the attack on Pearl Harbor. Then find out about the U.S.S. *Arizona* National Memorial to compare your ideas with this memorial at Pearl Harbor, Oahu.

CHAPTER  
**24**  
Section 4

PRIMARY SOURCE **War Poster**

*This poster was designed to stir up American workers' support for war after the attack on Pearl Harbor. How successful do you think its appeal for support is?*



National Archives

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**Discussion Questions**

1. How persuasive are images and slogans featured in this poster?
2. To what emotions does this poster appeal?
3. Before the attack on Pearl Harbor, the United

States was determined to avoid war and remain neutral. In what ways does this poster attempt to change public opinion?

CHAPTER  
**24**

LITERATURE SELECTION *from Sophie's Choice*  
by William Styron

Section 3

*The main character of this novel is a Polish Catholic woman named Sophie who lives in the United States. This excerpt is a flashback to a time in Poland during World War II when Sophie, her two children, a group of Polish Resistance fighters, and several hundred other Poles are being transported to a concentration camp.*

The name Oswiecim—Auschwitz—which had first murmured its way through the compartment made her weak with fear, but she had no doubt whatever that that was where the train was going. A miniscule sliver of light, catching her eye, drew her attention to a tiny crack in the plywood board across the window, and during the first hour of the journey she was able to see enough by the dawn's glow to tell their direction: south. Due south past the country villages that crowd around Warsaw in place of the usual suburban outskirts, due south past greening fields and copses crowded with birch trees, south in the direction of Cracow. Only Auschwitz, of all their plausible destinations, lay south, and she recalled the despair she felt when with her own eyes she verified where they were going. The reputation of Auschwitz was ominous, vile, terrifying. Although in the Gestapo prison rumors had tended to support Auschwitz as the place where they would eventually be shipped, she had hoped incessantly and prayed for a labor camp in Germany, where so many Poles had been transported and where, according to other rumor, conditions were less brutal, less harsh. But as Auschwitz loomed more and more inevitably and now, on the train, made itself inescapable, Sophie was smothered by the realization that she was victim of punishment by association, retribution through chance concurrence. She kept saying to herself: I don't belong here. If she had not had the misfortune of being taken prisoner at the same time as so many of the Home Army members (a stroke of bad luck further complicated by her connection with Wanda, and their common dwelling place, even though she had not lifted a finger to help the Resistance), she might have been adjudged guilty of the serious crime of meat smuggling but not of the infinitely more grave crime of subversion, and hence might not be headed for a destination so forbiddingly malign. But among other ironies, she real-

ized, was this one: she had not been *judged* guilty of anything, merely interrogated and forgotten. She had then been thrown in haphazardly among these partisans, where she was victim less of any specific retributive justice than of a general rage—a kind of berserk lust for complete domination and oppression which seized the Nazis whenever they scored a win over the Resistance, and which this time had even extended to the several hundred bedraggled Poles ensnared in that last savage roundup.

Certain things about the trip she remembered with utter clarity. The stench, the airlessness, the endless shifting of positions—stand up, sit down, stand up again. . . . The view outside the crack, where spring sunlight darkened into drizzling rain. . . . Jan's books, which he tried to read in the feeble light as he sat on her lap: *The Swiss Family Robinson* in German; Polish editions of *White Fang*

and *Penrod and Sam*. Eva's two possessions, which she refused to park in the luggage rack but clutched fiercely as if any moment they might be wrested from her hands: the flute in its leather case and her *mís*—the one-eared, one-eyed teddy bear she had kept since the cradle.

More rain outside, a torrent. Now the odor of vomit, pervasive, unextinguishable, cheesy. Fellow passengers: two frightened convent girls of sixteen or so, sobbing, sleeping, waking to murmur prayers to the Holy Virgin; Wiktor, a black-haired, intense, infuriated young Home Army member already plotting revolt or escape, ceaselessly scribbling messages on slips of paper to be passed to Wanda in another compartment; a fear-maddened shriveled old lady claiming to be the niece of Wieniawski, claiming the bundle of parchment she kept pressed close to her to be the original manuscript of his famous *Polonaise*, claiming some kind of immunity, dissolving into tears like the school-girls. . . . Hunger pangs beginning. Nothing at all to eat. Another old woman—quite dead—laid out in

*She kept saying to herself: I don't belong here.*

the exterior aisle on the spot where her heart attack had felled her, her hands frozen around a crucifix and her chalk-white face already smudged by the boots and shoes of people treading over and around her. Through her crevice once more: Cracow at night, the familiar station, moonlit railroad yards where they lay stranded hour after hour. . . . An hour's sleep, then the morning's brightness. Crossing the Vistula, murky and steaming. Two small towns she recognized as the train moved westward through the dusty pollen-gold morning: Skawina, Zator. Eva beginning to cry for the first time, torn by spasms of hunger. Hush, baby. A few more moments' drowse riven by a sun-flooded, splendid, heart-wrenching, manic dream: herself begowned and bediademed, seated at the keyboard before ten thousand onlookers, yet somehow—astoundingly—flying, *flying*, soaring to deliverance on the celestial measures of the Emperor Concerto. Eyelids fluttering apart. A slamming, braking stop. Auschwitz. They waited in the car during most of the rest of the day. At an early moment the generators ceased working; the bulbs went out in the compartment and what remaining light there was cast a milky pallor, filtering through the cracks in the plywood shutters. The distant sound of band music made its way into the compartment. There was a vibration of panic in the car; it was almost palpable, like the prickling of hair all over one's body, and in the near-darkness there came a surge of anxious whispering—hoarse, rising, but as incomprehensible as the rustle of an army of leaves. The convent girls began to wail in unison, beseeching the Holy Mother. Wiktor loudly told them to shut up, while at the same instant Sophie took courage from Wanda's voice, faint from the other end of the car, begging Resistance members and deportees alike to stay calm, stay quiet.

It must have been early in the afternoon when word came regarding the hundreds upon hundreds of Jews from Malkinia in the forward cars. *All Jews in vans* came a note to Wiktor, a note which he read aloud in the gloom and which Sophie, too numb with fright to even clutch Jan and Eva close against her breast for consolation, immediately translated into: All the Jews have gone to the gas. Sophie joined with the convent girls in prayer. It was while she was praying that Eva began to wail loudly. The

children had been brave during the trip, but now the little girl's hunger blossomed into real pain. She squealed in anguish while Sophie tried to rock and soothe her, but nothing seemed to work; the child's screams were for a moment more terrifying to Sophie than the word about the doomed Jews. But soon they stopped. Oddly, it was Jan who came to the rescue. He had a way with his sister and now he took over—at first shushing her in the words of some private language they shared, then pressing next to her with his book. In the pale light he began reading to her from the story of Penrod, about little boys' pranks in the leafy Elysian small-town marrow of America; he was able to laugh and giggle, and his thin soprano singsong cast a gentle spell, combining with Eva's exhaustion to lull her to sleep.

Several hours passed. It was late afternoon.

Finally another slip of paper was passed to Wiktor: *AK first car in vans*. This plainly meant one thing—that, like the Jews, the several hundred Home Army members in the car just forward had been transported to Birkenau and the crematoriums. Sophie stared straight ahead, composed her hands in her lap and prepared for death, feeling inexpressible terror but for the first time, too, tasting faintly the blessed bitter relief of

acceptance. The old niece of Wieniawski had fallen into a comalike stupor, the *Polonaise* in crumpled disarray, rivulets of drool flowing from the corners of her lips. In trying to reconstruct that moment a long time later, Sophie wondered whether she might not then have become unconscious herself, for the next thing she remembered was her own daylight-dazzled presence outside on the ramp with Jan and Eva, and coming face to face with Hauptsturm-führer Fritz Jemand von Niemand, doctor of medicine. . . .

"*Du bist eine Polack,*" said the doctor. "*Bist du auch eine Kommunistin?*" Sophie placed one arm around Eva's shoulders, the other arm around Jan's waist, saying nothing. The doctor belched, then more sharply elaborated. "I know you're a Polack, but are you also another one of these filthy Communists?" And then in his fog he turned toward the next prisoners, seeming almost to forget Sophie.

Why hadn't she played dumb? "*Nicht sprecht Deutsch.*" It could have saved the moment. There was such a press of people. Had she not answered in German he might have let the three of them pass

***Sophie stared straight ahead, composed her hands in her lap and prepared for death, feeling inexpressible terror.***

through. But there was the cold fact of her terror, and the terror caused her to behave unwisely. She knew now what blind and merciful ignorance had prevented very few Jews who arrived here from knowing, but which her association with Wanda and the others had caused her to know and to dread with fear beyond utterance: a selection. She and the children were undergoing at this very moment the ordeal she had heard about—rumored in Warsaw a score of times in whispers—but which had seemed at once so unbearable and unlikely to happen to her that she had thrust it out of her mind. But here she was, and here was the doctor. While over there—just beyond the roofs of the boxcars recently vacated by the death-bound Malkinia Jews—was Birkenau, and the doctor could select for its abyssal doors anyone whom he desired. This thought caused her such terror that instead of keeping her mouth shut she said, *“Ich bin polnisch! In Krakow geboren!”* Then she blurted helplessly, “I’m not Jewish! Or my children—they’re not Jewish either.” And added, “They are racially pure. They speak German.” Finally she announced, “I’m a Christian. I’m a devout Catholic. . . .”

The doctor was a little unsteady on his feet. He leaned over for a moment to an enlisted underling with a clipboard and murmured something, meanwhile absorbedly picking his nose. Eva, pressing heavily against Sophie’s legs, began to cry. “So you believe in Christ the Redeemer?” the doctor said in a thick-tongued but oddly abstract voice, like that of a lecturer examining the delicately shaded facet of a proposition in logic. Then he said something which for an instant was totally mystifying: “Did He not say, ‘Suffer the little children to come unto Me’?” He turned back to her, moving with the twitchy methodicalness of a drunk.

Sophie, with an inanity poised on her tongue and choked with fear, was about to attempt a reply when the doctor said, “You may keep one of your children.”

“*Bitte?*” said Sophie.

“You may keep one of your children,” he repeated. “The other one will have to go. Which one will you keep?”

“You mean, I have to choose?”

“You’re a Polack, not a Yid. That gives you a privilege—a choice.”

Her thought processes dwindled, ceased. Then

she felt her legs crumple. “I can’t choose! I can’t choose!” She began to scream. Oh, how she recalled her own screams! Tormented angels never screeched so loudly above hell’s pandemonium. *“Ich kann nicht wahlen!”* she screamed.

The doctor was aware of unwanted attention. “Shut up!” he ordered. “Hurry now and choose. Choose, . . . or I’ll send them both over there. Quick!”

She could not believe any of this. She could not believe that she was now kneeling on the hurtful, abrading concrete, drawing her children toward her so smotheringly tight that she felt that their flesh might be engrafted to hers even through layers of clothes. Her disbelief was total, deranged. It was disbelief reflected in the eyes of the gaunt, waxy-skinned young Rottenfuhrer, the doctor’s aide, to whom she inexplicably found herself looking upward in supplication. He appeared stunned, and he returned her gaze

with a wide-eyed baffled expression, as if to say: I can’t understand this either.

“Don’t make me choose,” she heard herself plead in a whisper, “I can’t choose.”

“Send them both over there, then,” the doctor said to the aide, *“nach links.”*

“Mama!” She heard Eva’s thin but soaring cry at the instant that she thrust the child away from her and rose from the concrete with a clumsy stumbling motion. “Take the baby!” she called out. “Take my little girl!”

At this point the aide—with a careful gentleness that Sophie would try without success to forget—tugged at Eva’s hand and led her away into the waiting legion of the damned. She would forever retain a dim impression that the child had continued to look back, beseeching. But because she was now almost completely blinded by salty, thick, copious tears she was spared whatever expression Eva wore, and she was always grateful for that. For in the bleakest honesty of her heart she knew that she would never have been able to tolerate it, driven nearly mad as she was by her last glimpse of that vanishing small form.

***“Don’t make me choose,” she heard herself plead in a whisper, “I can’t choose.”***

## Discussion Questions

1. Why was Sophie sent to Auschwitz?
2. What choice did the doctor force Sophie to make?
3. Given the circumstances, do you agree with Sophie’s actions? Why or why not?

CHAPTER  
**24**

Section 3

AMERICAN LIVES **Elie Wiesel**

*Dedicated to Memory and to Humanity*

*"I have tried to keep memory alive. I have tried to fight those who would forget. Because if we forget, we are accomplices. . . . Our lives no longer belong to us alone; they belong to all those who need us desperately."—Elie Wiesel, Nobel Peace Prize acceptance speech (1986)*

When he accepted the 1986 Nobel Peace Prize, Elie Wiesel spoke of his life's work. As a survivor of the Holocaust, Wiesel felt that he bore a special duty. For more than four decades, he has devoted his life to remembering those who died in the Nazi death camps. Through his writings, speeches, and actions, he has tried to ensure that the world will never forget them. He has toiled with equal dedication to prevent any group anywhere in the world from suffering at the hands of others.

Born in 1928 in Romania, Wiesel was raised in the traditions of Hasidic Judaism. This faith stressed emotional belief. Its principles were embodied in collections of stories. Hearing these stories from his father and grandfather, Wiesel developed a strong faith and a love for the traditions. His life, with his parents and three sisters, was peaceful.

That peace was shattered in the 1940s. Word filtered from the outside that Nazi Germany was persecuting Jews. Many—even Wiesel's father—refused to believe the stories. However, in 1944 the truth became painfully clear. The Nazis entered Wiesel's village to deport all Jews. Wiesel, his parents, and his three sisters were taken to Birkenau in Poland, the first of two Nazi death camps where Wiesel was to be held for the next year.

Wiesel's parents and youngest sister did not survive the camps, though at the time Wiesel knew for certain only of the death of his father. After his liberation by the U.S. Army in April of 1945, Wiesel reached Paris, where a news photographer took a photo of him and other survivors arriving in the city. It appeared in a magazine, which happened to be seen by one of Wiesel's two older sisters. By this accident, they learned of the survival of each other.

To make a living, Wiesel became a journalist, and, while working, he studied philosophy in Paris and India. After his liberation in 1945, Wiesel had vowed to wait ten years before writing about the Holocaust. Finally the time passed, and in 1956 he published a memoir in Yiddish titled *And the*

*World Was Silent*. Four years later an abbreviated form of the book was published in English as an autobiographical novel, *Night*. The book gave a searing account of life in a Nazi death camp and the guilt of having survived the conditions.

With this book, Wiesel began his life's work. In novels, stories, plays, and essays, he retold stories from the Bible or Hasidic tradition or explored the spiritual crisis caused by the Holocaust. His early works were dark and despairing, but as time passed, Wiesel wrote of hope. "Just as despair can come to one only from other human beings," he once said, "hope, too, can be given to one only by other human beings." By this time he had made his home in New York City and became a U.S. citizen in 1963. He taught at universities and lectured all over the world. In New York, listeners packed his yearly lectures on Jewish tradition.

He places great faith in the power of writing. "Words could sometimes, in moments of grace, attain the quality of deeds." At the same time, Wiesel puts his ideas into action. In the 1960s he traveled to the Soviet Union. This trip spurred him to write a novel and a play protesting the persecution of Jewish people there. He has campaigned for human rights, traveling to Cambodia, South Africa, and Bangladesh as well as other strife-torn lands of the 1970s and 1980s. Among his awards, besides the Nobel Peace Prize of 1986, are the Presidential Medal of Honor (1992) and the Interfaith Council on the Holocaust Humanitarian Award (1994).

## Questions

1. What does Wiesel mean by saying that "if we forget, we are accomplices"?
2. One critic called Wiesel "part conscience . . . and part warning signal." How is that appropriate?
3. Do you agree or disagree with Wiesel's statement that words "can attain the quality of deeds"? Explain.

CHAPTER  
**24**

Section 4

AMERICAN LIVES **Charles A. Lindbergh**  
*Private Man, Public Figure*

*"We must not be misguided by this foreign propaganda that our frontiers lie in Europe. What more could we ask than the Atlantic Ocean on the east, the Pacific on the west? An ocean is a formidable barrier, even for modern aircraft."*  
— Charles A. Lindbergh, radio speech (1939)

Charles A. Lindbergh (1902–1974) was a private man whose daring flight in 1927 made him a public figure. However, fame brought personal tragedy, and his popularity declined when he spoke against U.S. involvement in World War II.

Lindbergh became a stunt pilot in his early twenties and soon joined the army, graduating first in his flight class. By 1926 he was flying for the new airmail service from Chicago to St. Louis.

Then he went after a big prize—a long-standing offer by a French hotel manager in New York to pay \$25,000 to anyone who could fly alone, nonstop, from the United States to Paris or vice versa—a 3,600-mile dare. Lindbergh found some backers and began customizing a plane. The plane, named the *Spirit of St. Louis*, was finished in San Diego in 1927, and he flew it across the country with a stopover in St. Louis. His 22 hours of flying time set a new cross-country record. Ten days after leaving San Diego, Lindbergh flew east from Long Island, out over the Atlantic Ocean. Alone in a stripped-down plane for thirty-three-and-a-half hours, he finally landed in Paris. Thousands cheered his arrival. Back in the United States, he was given a parade in New York City, where 4 million cheered his feat.

Lindbergh became America's goodwill ambassador to the world. He married in 1929, and his wife learned to be a pilot. Together, they flew all over the world. All the time, Lindbergh tested technical improvements to planes.

Then, in 1932, tragedy struck. The Lindberghs' infant son was kidnapped from their home. A note asked for \$50,000 in ransom money. Two-and-a-half months later, the baby was found, dead. The Lindberghs were grief-stricken, and the nation mourned with them. A suspect was finally tried and convicted, but press coverage of the tragedy had left the Lindberghs totally without privacy. In 1936, they left the United States for England.

They lived there for the next three years, taking a number of trips to the continent. On several occasions, they were hosted by Hermann Goering,

the leader of the air force of Nazi Germany. Impressed by its size, Lindbergh warned officials in other countries of the Nazis' growing air power. On one visit to Germany, Goering surprised him by giving him a medal. Lindbergh was widely criticized for accepting it.

In 1939, Lindbergh returned to the United States. Certain that war in Europe would break out soon, he was determined to work to prevent U.S. involvement. (His father had served in the House of Representatives from 1907–1917, where he had opposed U.S. entry into World War I.) Germany, Lindbergh said, was too strong. Britain was an unreliable ally. At the same time, he urged Americans to strengthen the nation's defenses—especially by adding 10,000 war planes. Still a member of the army reserve, he resigned his commission early in 1941 and joined the America First Committee. He spoke at countless rallies. Then in September of 1941, he went so far as to blame Roosevelt, the British, and Jewish people for pushing the country to war. Lindbergh denied that he was prejudiced, but the charge of anti-Semitism stuck. No longer a credible speaker, he left the committee.

When the Japanese attacked Pearl Harbor in December, Lindbergh joined the calls to unite the nation, but he was not allowed to re-enter the army. Still, he contributed advice—and some test flying—to the effort to improve military aircraft. After the war, he was busy in the airline industry and later was an advisor to the government's space program. His autobiography, *The Spirit of St. Louis* (1954), won a Pulitzer Prize and was filmed in 1957.

## Questions

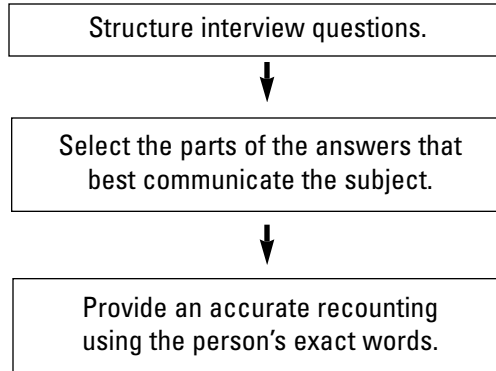
1. What did Lindbergh lose in gaining fame?
2. Based on the opening quotation, why did Lindbergh think that the United States should not become involved in World War II?
3. Why did Lindbergh withdraw from the America First committee?



CHAPTER  
**24**  
Project

LIVING HISTORY *Compiling an Oral History*

**GETTING STARTED** An oral history tells a personal story, such as the effect of momentous events on a person's life. The writer of an oral history typically follows this process:



To find someone to interview, contact friends or family members who clearly remember the period before the United States entered World War II. You might also ask a local senior citizens' center to suggest a person. Once you have chosen the best possible interviewee, arrange a mutually convenient date, time, and place for your meeting. If you are planning to tape-record the interview, ask permission to do .

**PLANNING AND CONDUCTING YOUR INTERVIEW** Prepare for the interview by writing open-ended questions based on information in Chapter 24. If you do ask questions that have only “yes” or “no” answers, be sure to ask follow-up questions to keep the person talking.

Even if you are tape-recording the interview, jot down important points that you would like to probe further. Then refer to your notes to ask follow-up questions. For example, you might say, “Can you tell me more about your fears that the United States was on the brink of another world war?”

**DRAFTING AN ORAL HISTORY** Using your interview as a source, write an oral history highlighting one person's recollections of American life on the eve of World War II. Refer to the following suggestions as a guide.

- Choose a focus. Select the details or events you want to highlight.
- Decide how to organize the information. For example, you might write a narrative with the details arranged in chronological order.
- Try to let the interviewee's voice come through as much as possible. Capture the person's language and manner of speaking on paper.
- Create an impression in your readers' mind of life in the United States before World War II.
- Write an engaging introduction to your oral history that explains important biographical information about your subject.



**LIVING HISTORY** *Standards for Evaluating  
an Oral History*

<b>PREPARATION AND CONTENT</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Poor</b>
1. Shows evidence of a thorough preliminary interview			
2. Reflects interviewer's skill in asking thought-provoking, open-ended questions			
3. Presents well-chosen information about the subject that makes him or her come alive			
4. Creates a vivid impression of life in America before its entry into World War II			
<b>STRUCTURE AND FORM</b>			
5. Begins with an engaging, informative introduction			
6. Shows clear organization			
7. Captures the subject's voice and spoken language on paper			

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Overall Rating \_\_\_\_\_