

20–1: Exploring Nationalism

CHAPTER 6: NATIONALISM AND ULTRANATIONALISM

1. Nationalism becomes ultranationalism when people move from valuing their own nation and its interests to

- A. hostility toward other nations
- B. valuing all nations equally
- C. complete withdrawal from world organizations
- D. feeling pride in their shared history

2. Which of the following actions would be **least** compatible with the principles and goals of the Soviet Union under Josef Stalin?

- A. committing dissidents to hard labor in a gulag
- B. enforcing strict censorship on the country's newspapers
- C. using appeasement in response to unrest from an ethnic minority
- D. using propaganda to win support for collectivization

3. During the inter-war years, the political goals of Nazi Germany were similar to those of Fascist Japan in that both countries

- A. persecuted Jews for causing economic hardships
- B. acted to avenge the harsh terms of a World War I peace treaty
- C. used a national religion to unite the people around their leader
- D. used the education system as a propaganda tool

4. One of the **main** reasons why the Germans accepted Nazism in the period after World War I was the

- A. economic hardship created by the Great Depression
- B. refusal of Western powers to help Germany recover from the war
- C. inability of democracy to safeguard the rights of German minorities
- D. League of Nations's constant interference in German national affairs

5. One of the **main** reasons Chamberlain used appeasement to resolve the crisis created by Hitler's takeover of the Sudetenland was the

- A. strong belief that the German army was invincible
- B. tremendous pressure exerted by the League of Nations
- C. desire to avoid another major war
- D. mistaken belief that Stalin was aligned with Hitler

Use the following sources to answer questions 6 to 8.

Source I



This World War II poster was produced by Canada's Wartime Information Board.

Source II

...Adolf Hitler has influenced not only the historical development of his country, but one can say without fear of exaggeration that he has given all of European history a new direction, that he is a towering guarantee of a new order for Europe.

The German people know that the Führer has restored [Germany] to its rightful position in the world. The Reich stands in the shadow of the German sword. Germany's economy, culture, and popular life are blooming under a security guaranteed by the army.

— Joseph Goebbels, minister for public enlightenment and propaganda in Nazi Germany, 1939

Source III

“But far worse than these visible injuries is the misery of the conquered peoples. We see them hounded, terrorized, exploited. Their manhood by the million is forced to work under conditions undistinguishable in many cases from actual slavery. Their goods and chattels are pillaged or filched for worthless money. Their homes, their daily life are pried into and spied upon by the all-prevailing system of secret political police which, having reduced the Germans themselves to abject docility, now stalks the streets and byways of a dozen lands.”

— Winston Churchill, British prime minister, 1941

Source IV



The son of a powerful Nazi official gives the Nazi salute. Like other dictators, Adolf Hitler demanded that people obey him without question.

6. Sources I, II, and III suggest that the purpose of propaganda is to

- A. build a consensus of opinion about a historical event
- B. prepare your citizens to make an enormous sacrifice for the country
- C. support the government in taking an unpopular course of action to resolve a crisis
- D. portray your opponent as evil and make yourself appear morally superior

7. Which interpretation of a source is **incorrect**?

- A. In Source III, Churchill invokes people's fear of losing personal freedoms.
- B. Source I suggests that Hitler plans to steal babies and raise them as Nazis.
- C. Source IV is a reminder of Hitler's successful use of propaganda.
- D. In Source II, Goebbels appeals to German national pride.

8. The messages presented in these sources would have the **least** effect amongst people who were

- A. unemployed
- B. well informed
- C. young adults
- D. minorities

Use the following sources to answer questions 9 and 10.

Source I

By 1934, 58 countries, including Canada, Britain, and France, were members of the League of Nations, which had been created after World War I. League members agreed to help one another and to take action to maintain peace.

If one country invaded another, League members could

- order the aggressor to leave the other country's territory
- impose trade sanctions — penalties — on the aggressor
- use military force against the aggressor

But member countries were not required to provide troops to stop aggression.

Source II

The dynamic leaders of the inter-war years — Hitler, Mussolini, the Japanese militarists — sneered at the League [of Nations], and ultimately turned their backs on it. Its chief supporters — Britain, France, and smaller democracies — were lukewarm and flaccid. — excerpt from *Paris 1919*, by Margaret MacMillan

Source III

When Japan invaded Manchuria in 1931, for example, China appealed to the League for help. The League condemned the invasion, but Japan responded in 1933 by resigning its membership. After that, League members could not agree on what actions to take — and ended up doing nothing.

Source IV

In October 1935, Mussolini ordered Italian forces to invade Ethiopia... In response, the League called for trade sanctions against Italy, but these failed when many countries, including the United States, ignored them. Britain and France were afraid to strictly enforce the sanctions because they feared driving Mussolini into an alliance with Germany and Japan. As a result Ethiopia received no international support.

9. Sources III and IV provide evidence that the League's proposals to deal with aggression, as outlined in Source I, were
- A. not even attempted
 - B. enforced with only marginal success
 - C. not enforceable due to insufficient resources
 - D. unsuccessful because League members lacked commitment
10. Taken together, the sources support the conclusion that the League failed to provide collective security because
- A. member nations could not agree on strong actions against aggressors
 - B. the leadership of non-member states was stronger than that of member states
 - C. non-members, like the United States, tried to destroy the League's credibility
 - D. the League's structure prevented member states from taking firm action in time of crisis

Use the following sources to answer questions 11 and 12.

Source I

And I remember how careful my parents were
Not to bruise us with bitterness
And I remember the puzzle of Lorraine Life
Who said “Don’t insult me” when I
Proudly wrote my name in Japanese
And Tim flew the Union Jack
When the war was over but Lorraine
And her Friends spat on us anyway
And I prayed to God who loves
All the children in his sight
That I might be white.

— excerpt from *What Do I Remember of the Evacuation*, by Joy Kogawa

Source II

In 1942, Japanese Canadians who lived within 160 kilometres of Canada’s Pacific coast were rounded up and transported to internment camps in the British Columbia interior or to farms on the Prairies. Internment camps were like prisons. The government seized Japanese-owned homes, property, and businesses and sold them at bargain prices — then used the money from the sales to pay the costs of keeping people in the camps.

Source III

No Japanese Canadian was ever charged with disloyalty to Canada, and in September 1988, the government apologized and offered compensation for the property seized during World War II.

11. Source I indicates that some of the actions against the Japanese Canadians outlined in Source II were motivated by

- A. nationalism
- B. revenge
- C. racism
- D. paranoia

12. The Canadian government’s policies towards Japanese Canadians in 1942 demonstrates a

- A. positive impact of nationalism
- B. negative impact of nationalism
- C. positive impact of ultranationalism
- D. negative impact of ultranationalism

Use the following sources to answer questions 13 and 14.

Source I

“There is no home in Canada, no family and no individual whose fortunes and freedoms are not bound up in the present struggle,” King said in a radio address to all Canadians. “I appeal to my fellow Canadians to unite in a national effort to save from destruction all that makes life itself worth living and to preserve for future generations those liberties and institutions which others have bequeathed to us.”

— Prime Minister Mackenzie King upon Canada’s entry into World War II, 1939

Source II

But as the war dragged on, Canadian casualties mounted, and not enough volunteers were enlisting to replace them. King faced a problem, and in 1942, he decided to hold a special vote to ask Canadians permission to break his promise.

When the votes were tallied, 63 per cent of voters supported King, but this was not the whole story. As predicted, the country was sharply divided: 79 per cent of Anglophones had favored the plan, but 85 per cent of Francophones had opposed it.

Source III



This poster was published by the Canadian Wartime Information Board.

13. Sources I and III both send the message that

- A. all Canadians have a role to play in the war
- B. it is inappropriate to demand military service from women
- C. Canada is obligated to support Britain
- D. the threat facing Canada was its biggest challenge as a young nation

14. The conscription crisis revealed in Source II was a reminder that

- A. on some issues, Canadians were still divided along linguistic lines
- B. Canada was still a young country trying to find its way
- C. Canada’s vast size made it difficult to have consensus of opinion
- D. Canada was not prepared to play a major role in the war

Use the following source to answer question 15.

In 1939, Winston Churchill said that Chamberlain, Daladier, and Mussolini “had to choose between war and dishonour. They chose dishonour; they will have war.”

15. The “dishonour” Churchill spoke of was the decision to

- A. make Germany pay reparations after World War I
- B. use appeasement in response to Hitler’s takeover of the Sudetenland
- C. turn a blind eye to Nazi persecution of the Jewish people
- D. do nothing to stop Japan’s aggression in Manchuria