

CAUSES OF WORLD WAR II

PART II 1933-1936



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GAME TITLE: CAUSES OF WORLD WAR II, PART II

OBJECTIVES: By playing this game, students will:

1. become familiar with the events, leaders, and decisions of the years 1933-1936.
2. become familiar with world geography.
3. appreciate the many factors influencing decisions made by world leaders.
4. gain practice in group decision-making and discussion procedures.
5. have fun while participating in a learning experience.

NOTE: Instead of using the materials as a game, they may be used as a class or homework assignment. To do this, distribute all the materials except the ANSWER CARDS and MAP B. Instruct students to complete the TEAM RECORD SHEET and MAP A as a class or homework assignment. Students do not fill in the right half of the TEAM RECORD SHEET.

INSTRUCTIONS:

1. Duplicate the following pages in the quantities indicated.
 - a. QUESTION pages, one per student
 - b. TEAM RECORD SHEET, one per student
 - c. ANSWER CARD SHEET, 18 to 20 pages (see instructions on the ANSWER CARD SHEET)
 - d. MAP SHEET A, one per student
 - e. MAP SHEET B, one per student
 - f. STUDENT UTILITY SHEET, one per student
2. Read the GAME SUMMARY. Inspect each game item as it is mentioned.
3. Read the HOW TO PLAY section. Play out an actual turn or two to familiarize yourself with the game and procedures.
4. Appropriate pages in the class textbook may be assigned for student reading.
5. Give each student a copy of MAP A one or two days before beginning the game. Tell the students they should become familiar with the locations listed at the bottom of MAP A. This may be assigned as either class or homework. The locations may be found in most United States history textbooks.
6. Distribute the STUDENT UTILITY SHEET several days before playing the game. Researching the information will aid students in playing the game.

GAME SUMMARY: (see the HOW TO PLAY section for details)

Divide the class into teams of "Presidential Advisors" whose task is to suggest options to the President on world crisis situations. For each turn, teams will be given a QUESTION and three possible answers.

Teams must decide which one of the three answers is the correct historical alternative chosen at the time. Teams selecting the correct answer receive points. The team with the most points at the end of the game is the winner.

OPTIONAL RULES are included. The first OPTIONAL RULE required teams to estimate the direction of U.S. defense spending (up, down, or same). The second involves identifying Presidents, Secretaries of State, or foreign leaders in office at the time of the event. The third option asks students to select the correct location on the lettered map where the event took place.

NOTE: Each turn (QUESTION) may use one, two three or none of the OPTIONAL RULES.

HOW TO PLAY:

A. ORGANIZATION

1. Divide the class into 3 to 7 teams. The more teams the longer play will take.

2. Assign each team an identifying letter (Team A, Team B, etc.) to use on all game materials.
3. Distribute the following game materials to each team in the quantities indicated: (a large envelope for storage should be provided for each team)
 - a. ANSWER CARDS, 30
 - b. QUESTIONS PAGES, 2 or more sets per team (one set per student is ideal)
 - c. MAP B (lettered map), 2 or more per team
 - d. STUDENT RECORD SHEET (for recording totals and correct answers), one per student. Each student should turn in a completed RECORD SHEET at the end of the game.
 - e. STUDENT UTILITY SHEET, one or more per team.
4. Use the TEACHER RECORD CHART to record the teams' answers taken from their submitted ANSWER CARDS. The TEACHER RECORD CHART may be copied onto a chalkboard or made into an overhead transparency. See the TEACHER RECORD CHART for more details.
5. A teacher may decide not to use the ANSWER CARDS and TEACHER RECORD CHART if he deems the class will record and score themselves honestly. If this is the case, the teacher will read the answers after teams have filled in the left-hand portion of the STUDENT RECORD SHEET and each team will fill in the right portion of their STUDENT RECORD SHEET. Teams then total their points and play proceeds to the next QUESTIONS.

B. GAME RULES

1. Teams sit together.
2. The first QUESTION is read to the class.
3. Teams discuss the OPTIONS collectively and select one they agree was the actual historical choice made at the time.
4. Teams fill in one ANSWER CARD as follows:
 - a. On LINE 1, write their team letter
 - b. On LINE 2, write the QUESTION number (#1, #2, etc.)
 - c. On LINE 3, write the letter of the OPTION selected as the team's answer

NOTE: (d, e, and f below are used only if the OPTIONAL RULES are employed).

- d. on LINE 4, teams must decide what the course of U.S. defense spending will be in the light of the world situation at the time of the QUESTION. If they believe defense spending will go up, they write "up" on LINE 4. If they believe defense spending will go down, they write "down" on LINE 4. If they believe defense spending will neither go up or down from the previous turn (QUESTION), they write "same" on LINE 4.
- e. On LINE 5 teams write the correct location name (from MAP B) where they believe the event(s) described in the QUESTION took place. See the TEACHER'S CONFIDENTIAL SHEET for each QUESTIONS map #. If no map # is given there is no map questions for that turn.
- f. On LINE 6 teams write the name of either the United States President, Secretary of State, foreign leader, etc., at the time of the QUESTION. See the TEACHER'S CONFIDENTIAL SHEET to determine which category is asked for. The teacher informs the teams at the beginning of the turn which title is called for on LINE 6.

NOTE: Not all OPTIONAL RULES (LINES 4,5, AND 6) are played in each turn. A turn may use one, two, three, or no OPTIONAL RULES See the TEACHER'S CONFIDENTIAL SHEET for which ones to use for each turn.

- g. Each student fills in Part I of their RECORD SHEET with the answer(s) their team has chosen.
- Teams give their completed ANSWERS CARDS to the teacher of assistant.
5. Copy the information from the ANSWER CARDS onto PART II of the TEACHERS RECORD CHART to the right of each team's letter.

6. Fill in PART II of the CHART using the information for the current QUESTION from the TEACHER'S CONFIDENTIAL SHEET which gives the correct answers
7. The teacher (or aide) then awards points to each team using the following procedure: (NOTE: b, c and e are optional)
 - a. For choosing the correct OPTION, a team receives 20 points.
 - b. *For choosing the correct direction of defense spending, a team receives 5 points.
 - c. *For choosing the correct map location, a team receives 5 points.
 - d. *For naming the correct President, Secretary of State, or foreign leader, a team receives 5 points.
 - e. Teams receive no points for incorrect answers.
8. Total each team's points and record them under the FINAL TOTAL column for the current QUESTION. This FINAL TOTAL is also recorded in the FIRST TOTAL column for the next turn (QUESTION).
9. Students fill in part II of their STUDENT RECORD SHEET using the information from the TEACHER RECORD CHART.
10. This ends one QUESTION (turn). Play proceeds to the next turns QUESTION.

EXAMPLE:

It is QUESTION "EXAMPLE". The QUESTION is read aloud. The teacher tells the class they should write in the name of the President on LINE 6. Each team discusses the QUESTION and OPTIONS. They then select one OPTION. The team fills in LINES 1 and 2 on the ANSWER CARD. On LINE 3, they write the letter of the OPTION they have chosen. If the OPTIONAL RULES are being used, they will fill in LINES 4, 5, and 6. Next they give the ANSWER CARD to the teacher, who, after all the ANSWER CARDS have been turned in, copies the teams responses from the ANSWER CARD to PART I OF THE TEACHER RECORD CHART.

In this example the team chose OPTION B for LINE 3, "up" for LINE 4, France for LINE 5, and HOOVER for LINE 6. The correct answers (from TEACHERS CONFIDENTIAL SHEET—see EXAMPLE) are:

LINE 3...B

LINE 4...same

LINE 5...France

LINE 6...HOOVER

This turn would be scored as follows:

1. The team would receive 20 points for the correct "B" option.
2. The team would receive no points for the incorrect "up" answer.
3. The team would receive 5 points for the correct "c" answer.
4. The team would receive 5 points for the correct "HOOVER" answer.

The team would gain a total of 30 points (out of a possible 35) for this TURN. Add the 30 points to the teams FIRST TOTAL and write it in the FINAL TOTAL for this TURN and the FIRST TOTAL for the next TURN. The team would start the next turn with 50 points.

Repeat the above steps for each turn of the game. The team with the most points at the end of the last QUESTION is the winner.

TEACHER CONFIDENTIAL SHEET

Column G	Decision #1 : Column F answer is ... President Column H	Map #11 Column I	Column J
C	DOWN	GREAT BRITAIN	FRANKLIN D. ROOSEVELT
Decision #2: Column F answer is .. NONE			
A	NONE	NONE	NONE
Decision # 3: Column F answer is ... NONE Map #5			
B	NONE	URUGUAY	NONE
Decision # 4: Column F answer is...NONE Map #2			
A	NONE	PHILIPPINES	NONE
Decision # 5: Column F answer is ...LEADER OF U.S.S.R. Map #7			
C	NONE	U.S.S.R	STALIN
Decision # 6: Column F answer is ...None			
A	DOWN	NONE	NONE
Decision # 7: Column F answer is ...None Map #3			
B	NONE	ITALY	NONE
Decision # 8: Column F answer is ...SECRETARY OF STATE Map #6			
C	NONE	JAPAN	CORDELL HULL
Decision # 9: Column F answer is ...None			
A	NONE	NONE	NONE
Decision # 10: Column F answer is ...President			
B	NONE	NONE	FRANKLIN D ROOSEVELT
Decision # 11: Column F answer is ...SECRETARY OF STATE Map #4			
C	NONE	HAITI	CORDELL HULL
Decision # 12: Column F answer is ...NONE Map #8			
A	NONE	CUBA	NONE
Decision # 13: Column F answer is ...NONE Map #2			
B	NONE	PHILIPPINES	NONE
Decision # 14: Column F answer is ...NONE			
B	NONE	NONE	NONE

Decision # 15: Column F answer is ...NONE			
Column G	Column H	Column I	Column J
B	NONE	NONE	NONE

Decision # 16: Column F answer is ...NONE			
C	NONE	NONE	NONE
Decision # 17: Column F answer is ...LEADER OF ETHIOPIA Map #9			
A	UP	ETHIOPIA	HAILE SELASSIE
Decision # 18: Column F answer is ...LEADER OF SPANISH REBELLION Map #12			
C	NONE	SPAIN	FRANCISCO FRANCO
Decision # 19: Column F answer is ...LEADER OF ITALY Map #10			
B	NONE	NONE	NONE
Decision # 20: Column F answer is ...Secretary of State Map #3			
A	NONE	GERMANY	MUSSOLINI
Decision # 21: Column F answer is ...LEADER OF GERMANY Map #14			
A	NONE	RHINELAND	HITLER
Decision # 22: Column F answer is ...SECRETARY OF STATE Map #14			
A	NONE	NONE	NONE

TEACHER RECORD CHART

PART I						PART II (RIGHT)					
QUESTION #	FIRST TOTAL	OPTION	\$\$\$	MAP	PERSON	XX XX	(20) *OPTION	(5) *\$\$\$	(5) *MAP	(5) *PERSON	*FINAL TOTAL
TEAM A						XX XX					
TEAM B						XX XX					
TEAM C						XX XX					
TEAM D						XX XX					
TEAM E						XX XX					
TEAM F						XX XX					
TEAM G						XX XX					

CHART NOTES

1. Copy only enough team letters for the number of teams playing.
2. The XX's separate Part I from Part II.
3. OPTIONAL: Each team starts with 20 points.
4. Write the current QUESTION number in the QUESTION BOX.
5. Numbers in () are the points for correct answer.
6. Use a new TEACHERS RECORD CHART for each QUESTION by erasing answers after recording the FINAL TOTAL.

QUESTIONS FOR CAUSES OF WORLD WAR TWO GAME TWO, 1933-1936

QUESTION #1: LONDON ECONOMIC CONFERENCE, 1933

A meeting of nations is in being held in London to find a solution to the worldwide depression. Should the President become involved in global steps to end the depression?



- A. The President should give this conference the full support of the United States.
- B. An American delegate should be sent to protect our interests and see if an international solution is possible.
- C. We should have nothing to do with the conference. If called upon, we should reject any attempt to further its aims.

QUESTIONS #2: GOOD NEIGHBOR SPEECH, 1933

Should the President declare openly in a public speech that the United States will commit itself to a policy of being a good neighbor? This will make it more difficult to intervene if the situation warrants it in the future.

- A. The speech should be given.
- B. The speech should not be given.
- C. The speech should be given but modified to expand our options in case future intervention is necessary.

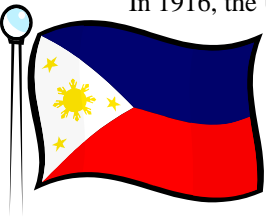
QUESTION #3: MONTEVIDEO PACT, 1933

Should the United States join with other American nations and declare that no nation has the right to interfere in the internal and external concerns of another country? This will declare that the United States has now renounced intervention in Latin America. What should the President do?

- A. Reject the pact. We cannot limit our freedom of action in Latin America.
- B. Accept the pact. It will show our goodwill in Latin America.
- C. Accept the pact with a modification that we will intervene only if requested.

QUESTION #4: PHILIPPINES INDEPENDENCE ACT, 1933

In 1916, the United States pledged independence to the people of the Philippines. Nothing was done to redeem this pledge until now. Congress has passed a Philippines Independence bill which contains some disturbing clauses regarding Philippine sovereignty. Should the President sign the bill?



- A. The bill should not be approved.
- B. The bill should be signed as is.
- C. A congressional delegation should be sent to the Philippines to determine what the people really want.

QUESTION #5: RECOGNITION OF THE U.S.S.R., 1933

The Communist Party has ruled Russia since 1917. The United States never granted diplomatic recognition. Voices have been heard urging the President to recognize the U.S.S.R..

Those opposed warn that the U.S.S.R. is working for the overthrow of non-communist governments. They have agents working in the United States to spread communist ideas. Also, the Russians have refused to repay any of the money we lent them before 1918.

Those in favor of recognition point out that most other nations recognize the Soviet government. Whether or not we like it, the U.S.S.R. is a nation of 160 million people, covering 1/6th of the earth's land surface. Also, recognition might bring increased trade that could help our depressed economy.

Should we grant recognition to the U.S.S.R.?

- A. No! We should never grant recognition to a nation that is pledged to destroy our American way of life.
- B. We should grant recognition to the U.S.S.R. with no conditions attached.
- C. We should grant recognition, but impose several conditions. One would be that the Soviets terminate their attempts to spread communism in the United States.

QUESTION #6: NYE COMMITTEE, 1934



A flood of books and newspaper articles uncover conspiracies behind the outbreak of the war. This had led to congressional hearings. The main conclusion reached by the NYE Committee is that the war was caused by “merchants of death”. These were companies and banks that either produced war materials for profit or made loans to the belligerents. The congressional committee and others recommend that in order to prevent future conflicts, the profit should be taken out of war.

Do the majority of Americans accept this conclusion?

- A. The majority would agree.
- B. The majority would not agree.
- C. The majority would agree with everything except taking the profit out of war.

QUESTION #7: INTERVENTIONIST OR ISOLATIONIST, 1930'S

Below are definitions of two ways of reacting to the world. You must decide which one of them is advocated by the majority of Americans. The prevailing attitude will affect legislation that will be passed in the second half of the 1930's.



I. Isolationists believe that, because of the wide oceans, we can isolate ourselves from world problems. They point to the failure of the League of Nations as an example of how international cooperation has failed. Many are disillusioned by the results of the Great War. The war was fought with great idealism, but ended with the Allies squabbling over territory. The results of congressional hearings seem to indicate that profit was a main motive in getting us involved in the war. Others believe we should concentrate on the depression at home before trying to solve other nation's problems.



II. Internationalists point out that a dangerous new type of government has developed in Germany and Italy called fascism. Fascists believe that democracy is a “rotting corpse” to be replaced by their type of rule. Germany and Italy have outlawed all forms of free speech and political rights. People exist to serve the state, and its one ruler

In Japan a group of ruthless militarists have assassinated their way to power. The Japanese share with Germany and Italy their glorification of war. All three nations are planning aggression against their neighbors and spend large sums on armies and weapons.

These dictators threaten the peace of the world. Our former allies need our backing to oppose these dictators and stop them from launching campaigns of conquest. It is our moral duty to help the victims of aggression and not turn our back to the rest of the world. If the dictators succeed, the United States might find itself alone and friendless in a dangerous world.

Most Americans would consider themselves:

- A. Interventionist
- B. Isolationist
- C. Neither

QUESTION #8: In 1934, Japan notified the world that she is ending her participation in the London Naval Treaty agreements of the early 1920's. Japan has now begun an aggressive warship construction program. What should our response be?

- A. We should begin our own naval warship construction program.
- B. We should get together with other nations and form a united response to Japan.
- C. Do nothing except for a written protest.

QUESTION #9: JOHNSON DEBT DEFAULT ACT, 1934

A new law has been proposed to punish the nations which refuse to repay their war debts. This act would forbid both the government and private concerns from lending money to nations refusing to repay their debts. Opponents point out that we should forget the debts. Our former allies are not going to repay them no matter what we do. Proponents argue the reason our former allies do not pay us back is that they are spending vast sums on rearming. Passage of this bill will show our indignation. What should Congress do?

- A. Vote for the law.
- B. Vote against the law.
- C. Vote for the law only if changes are made reducing the amounts to be repaid.

QUESTIONS #10: TRADE AGREEMENT ACT OF 1934

Under this proposed bill, the President, without the approval of Congress, can negotiate tariff rates up or down 50% with any nation. How should Congress vote?

- A. This bill gives the President too much power. Do not support it.
- B. Support the bill.



- C. Support the bill, but reduce the President's rate change limit from 50% to 25%.

QUESTION #11: U.S. TROOPS IN HAITI, 1934

Should we pull all our troops out of Haiti? Some experts believe Haiti is not yet ready to rule itself. What do you recommend to the President?

- A. Oppose pulling our troops out of Haiti. To do so, would plunge this tiny nation into anarchy and bloodshed.
- B. Haiti needs foreign troops as a stabilizing force. We should try and secure troops from other Latin American nations to replace ours.
- C. Despite the fact that Haiti has serious problems, we believe our troops should be withdrawn. This will show our intention to be a good neighbor.

QUESTION #12: CANCEL PLATT AMENDMENT, 1934



Should the Platt Amendment be cancelled? This will take away our right to intervene in the internal affairs of Cuba. Which position do you support?

- A. We should cancel the Platt Amendment.
- B. We should retain the Platt Amendment and keep our right to intervene in Cuba.
- C. We should retain the Platt Amendment, but announce our policy will be not to intervene in Cuba unless facing a threat to our national security.

QUESTION #13: TYDINGS-MCDUFFIE ACT, 1934

A new law granting independence to the Philippines is under consideration. This is the second attempt in the 1930's to pass such an independence act. What is your position?

- A. We should offer the Filipino people the same deal we did in the 1920's. American interests must be protected.
- B. We should offer them an improved independence package removing the provisions they found objectionable.
- C. We should not pass any legislation concerning Philippine independence at this time. Considering Japan's aggressive behavior, we may need our bases in the Philippines.

QUESTION #14: NEUTRALITY ACT #1, 1935-1937

Many Americans believe that our former policy of selling and shipping arms and supplies to belligerents got us into the World War. Lawsuits are now being considered to guarantee this cannot happen again. What provisions should these new laws contain?



- A. We should ban sale of munitions only to aggressor nations (those who started the fighting). Innocent victims of aggression will be allowed to buy munitions and weapons.
- B. No munitions may be bought by any nation at war. It does not matter who started the fighting. Neither side will be allowed to buy munitions.
- C. Both belligerent nations should be allowed to buy munitions. If we don't sell to them, they will buy from another nation. Why should our businesses lose money.

QUESTION #15: NEUTRALITY ACT #2, 1935-1937

What should be our policy covering selling and shipping non-munition- type goods to nations at war?



- A. Belligerent nations may freely buy non-munition goods and they may ship them in United States ships.
- B. Nations may purchase non-munition goods but they must transport them in their own ships. No U.S. ships will be allowed to carry goods to belligerent nations. They must pay cash and carry the goods themselves.
- C. Only nations that have been attacked may buy non-munitions goods. But they must carry them in their own ships. U.S. ships will not be allowed to carry the goods

QUESTION #16: NEUTRALITY ACT #3, 1935-1937

What should our policy be regarding American citizens traveling on belligerent ships?

- A. Americans should be allowed to travel on ships of belligerents.
- B. Americans should be allowed to travel on ships of belligerents only if they sign documents releasing our government of any legal responsibility.
- C. Americans should be outlawed from traveling on ships of any belligerent nation.

QUESTION #17: ITALIAN INVASION OF ETHIOPIA, 1935

Italian armies have invaded the African nation of Ethiopia. The Italians are using tanks, airplanes, and poison gas against Ethiopians armed with rifles and spears. The League of Nations is discussing possible actions against Italy. What should our response be?



- A. We should take no action beyond a diplomatic note protesting the invasion.
- B. We should cooperate with the League of Nations and join an economic boycott of Italy.
- C. We should warn Italy that if she does not pull out of Ethiopia, we will embargo shipments of oil and grain. We will undertake this action even if the League of Nations fails to undertake a boycott.

QUESTION #18: BUENOS AIRES CONVERENCE, 1936

At this conference it has been proposed that the United States and Latin American nations agree to consult and consider a threat against one nation as a threat to all. What position should the United States take?

- A. We should agree to the "threat against one is a threat against all" proposal, put forth at the conference.
- B. We should not agree to the proposal.
- C. We should agree to the proposal with the stipulation that we reserve the right not to declare war.

QUESTIONS #19: SPANISH CIVIL WAR, 1936

Spanish fascists led by General Franco are trying to overthrow the democratically elected government of Spain. Franco is backed by the dictators of Italy and Germany. What should the United States' response be?



- A. We should sell arms to the government side only.
- B. We should sell arms to both sides.
- C. We should strictly enforce our neutrality laws even though it will benefit the fascist rebels who are anti-democratic.

QUESTION #20: AXIS ALLIANCE, 1936

The dictators of Germany, Italy, and Japan have signed an alliance. This may signal the beginning of aggressive actions by these three nations. Should the President seek alliances with our former allies and others to counter this threat?



- A. We should take no action.
- B. We should seek to form alliances with our former allies.
- C. We should seek better relations with Germany, Italy, and Japan to prevent any future actions against us.

QUESTION #21: GERMAN TROOPS OCCUPY THE RHINELAND, 1936

In clear violation of the Treaty of Versailles, the German dictator has sent troops to take over the Rhineland, a part of Germany before the World War. What should our response be?

- A. We should do nothing except send a note protesting Germany's actions.
- B. We should cooperate with the League of Nations to punish Germany and force the withdrawal of her troops.
- C. We should begin negotiations with Germany on forming an alliance between our two nations. An alliance with the United States may give Germany security and lead to the abandonment of her aggressive behavior.

QUESTION #22: RIGHT TO INTERVENE IN PANAMA, 1936

Should the United States give up it's right to intervene in the affairs of Panama?



- A. We should give up our right to intervene in Panama.
- B. We should not give up our right to intervene in Panama.
- C. We should announce that our policy is non-intervention, but this could change if a European power threatens the stability of Panama.

STUDENT UTILITY SHEET FOR CAUSES OF WORLD WAR TWO GAME #2

Research the items on this sheet in your textbook, encyclopedia, or other source of information. Your school or public library is a good source of information. These items will be used in the activity you will be participating in.

EVENTS:

1. London Economic Conference, 1933
2. Good Neighbor Speech, 1933
3. Montevideo Pact, 1933
4. Philippines Independence Act, 1933
5. Recognition of the U.S.S.R., 1933
6. Ney Committee, 1934
7. Interventionists vs. Isolationists
8. Fascism
9. Japanese naval buildup
10. Johnson Debt Default Act, 1934
11. Trade Agreement Act, 1934
12. Platt Amendment, 1934
13. Tydings McDuffie Act
14. Neutrality Acts, mid 1930's
15. Italian invasion of Ethiopia, 1935
16. Buenos Aires Conference, 1936
17. Spanish Civil War, 1936
18. Axis Alliance, 1936
19. Rhineland (German occupation), 1936
20. intervention in Latin America



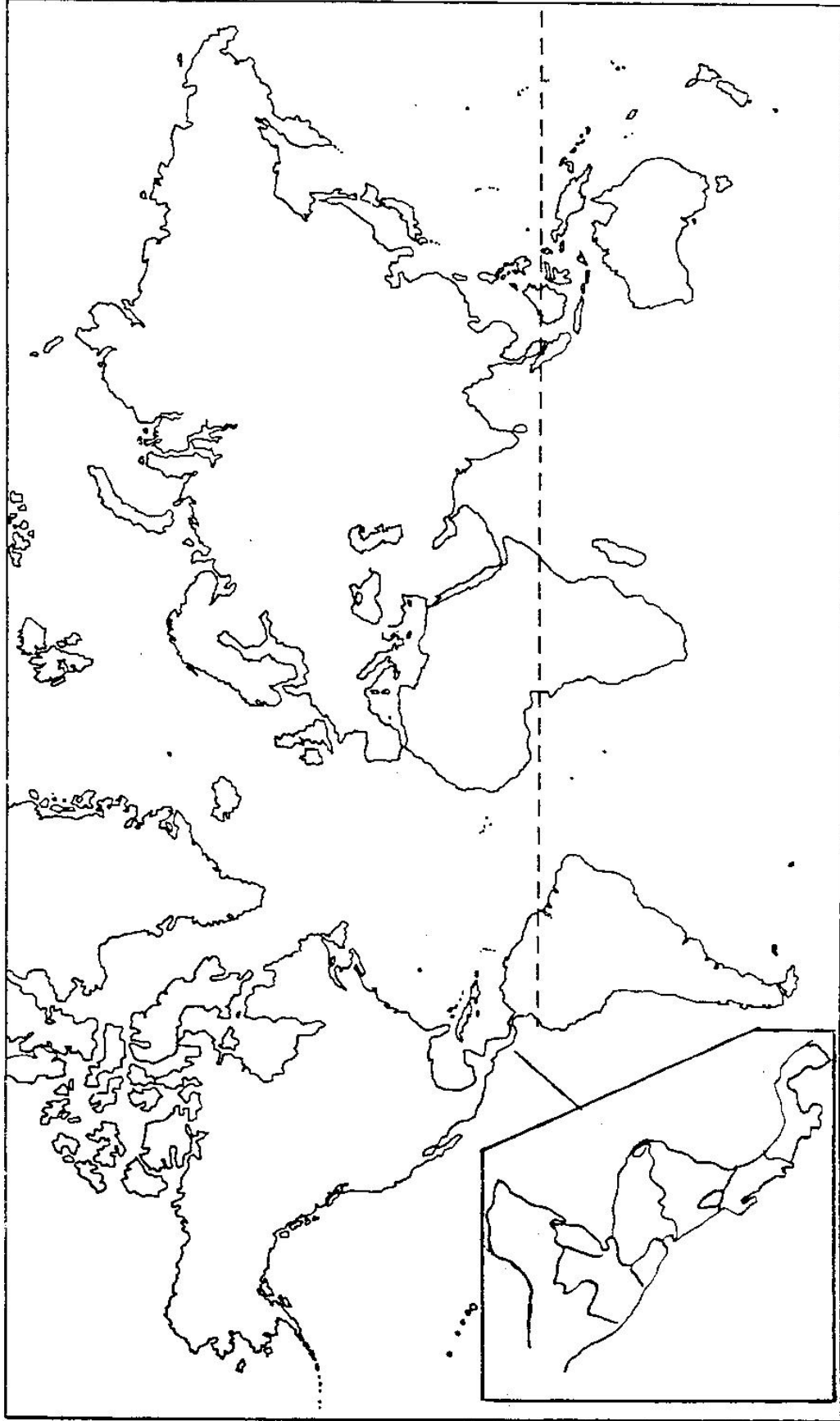
PLACES:

1. Philippines
2. Great Britain
3. U.S.S.R.
4. Italy
5. Japan
6. Haiti
7. Cuba
8. Ethiopia
9. Argentina
10. Spain
11. Germany
12. Rhineland
13. Panama
14. Uruguay

PEOPLE:

1. Halie Salessi
2. Franklin D. Roosevelt
3. Francisco Franco
4. Cordell Hull
5. Benito Mussolini
6. Adolf Hitler
7. Joseph Stalin

MAP SHEET A



FIND THE FOLLOWING PLACES ON THIS WORLD MAP:

1. Great Britain
2. Philippines
3. U.S.S.R.
4. Italy
5. Japan
6. Haiti
7. Cuba
8. Ethiopia
9. Argentina
10. Spain
11. Germany
12. Rhineland
13. Panama
14. Uruguay

MAP SHEET B

