

# World History Unit 7 – World War I, Russian Revolution, and World War II

## Standards:

**SSWH16 The student will demonstrate an understanding of long-term causes of World War I and its global impact.**

- a. Identify the causes of the war; include Balkan nationalism, entangling alliances, and militarism.
- b. Describe conditions on the war front for soldiers; include the Battle of Verdun.
- c. Explain the major decisions made in the Versailles Treaty; include German reparations and the mandate system that replaced Ottoman control.
- d. Analyze the destabilization of Europe in the collapse of the great empires; include the Romanov and Hapsburg dynasties.

**SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.**

- a. Examine the influence of Albert Einstein on science, Sigmund Freud on social thinking and Pablo Picasso on art.
- b. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.
- c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.
- d. Analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Ataturk, and Mohandas Gandhi.

e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.

f. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German annexation of the Sudetenland.

**SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.**

- a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.
- b. Identify Nazi ideology, policies, and consequences that led to the Holocaust.
- c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe.
- d. Explain allied Post-World War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur's plan for Japan.

**Due Dates:** Research question 3/18; Works cited 3/27; 3 answers to r. question with preliminary data

## Words:

3/29; rough draft 5/10; Essay/Project 4/15; Test 4/18-4/19; Packet 4/19

1. Balkans		
2. Militarism		
3. Reparations		
4. Mandate System		
5. Bolsheviks		
6. Fascism		
7. totalitarianism		
8. authoritarian		
9. annexation		
10. Holocaust		
11. genocide		

## People to Know:

1. Nicolas Romanov
2. Vladimir Lenin
3. Joseph Stalin
4. Franz Ferdinand
5. Albert Einstein
6. Sigmund Freud
7. Pablo Picasso
8. Benito Mussolini
9. Adolph Hitler
10. Hirohito
11. Sun Yat Sen
12. Mustafa Kemal Attaturk
13. Winston Churchill
14. Franklin Roosevelt
15. Harry Truman

Locate and label the following on the map below: Germany, Austria, Serbia, Russia, Turkey, Ethiopia, China, Japan, Spain, France, Britain, Jordan, Iraq, Israel, and Syria



Essential Question: What were the main causes of World War I?

THE M.A.I.N. Causes of WORLD WAR I

M

A

I

N

Essential Question answered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Essential Question: Why was combat particularly brutal during World War I?

**World War I Battlefield:  
Trench Warfare**

Essential Question answered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Essential Question: How did the treaty that ended World War I cause World War II?

### The End of World War I The Treaty of Versailles

Provision of Treaty	Consequence

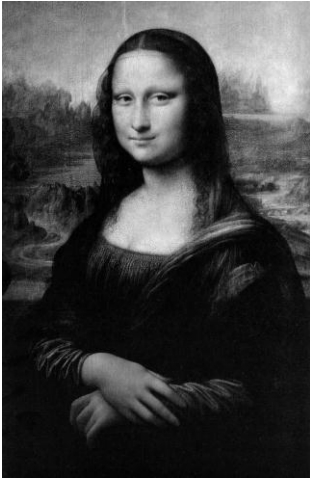
Essential Question answered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Essential Question: Why is the Age of Anxiety a good name for the period between the World Wars?

## Art of the Age of Anxiety

### Background

Below is a quick overview of the great artwork of Europe in the 600 years before World War I. As you look at the painting and read the descriptions, notice that the art slowly becomes more abstract as the years pass.



The *Mona Lisa* by Leonardo da Vinci was painted from 1503 to 1505. It is typical of the art of the **High Renaissance**, a period when artist strived to make their art as realistic as possible, using perspective and shading to make flat surfaces look three dimensional.

**Baroque and Rococo** art and architecture became all the rage in Europe in the 1600's. This work was a favorite of Absolute Monarchs like Louis XIV of France and King Charles I of England. To the right is an example of Baroque architecture, it is the *Palace of Versailles* outside of Paris and to the left is an example of Baroque painting, Rembrandt's *The Night Watch*.



In the 1700's Europeans started to look back to their cultural roots like they had during the Renaissance and painted in the **Neoclassical** style.



This style of painting regularly used themes from ancient Greece and Rome like the example to the right, Jacques-Louis David's *The Death of Socrates*.

This style of art was used extensively during the French Revolution to inspire the people to rise up and rebel against their king and establish a democracy like that of the Ancient Greeks.



In the early 1800's artist drew their inspiration from the human experience and attempted to portray human emotion in their work. They attempted to depict humans in their natural state with paintings featuring raw human emotion. An example is to the left, a painting by Francisco Goya called *The Third of May*. This movement was called **Romanticism**.

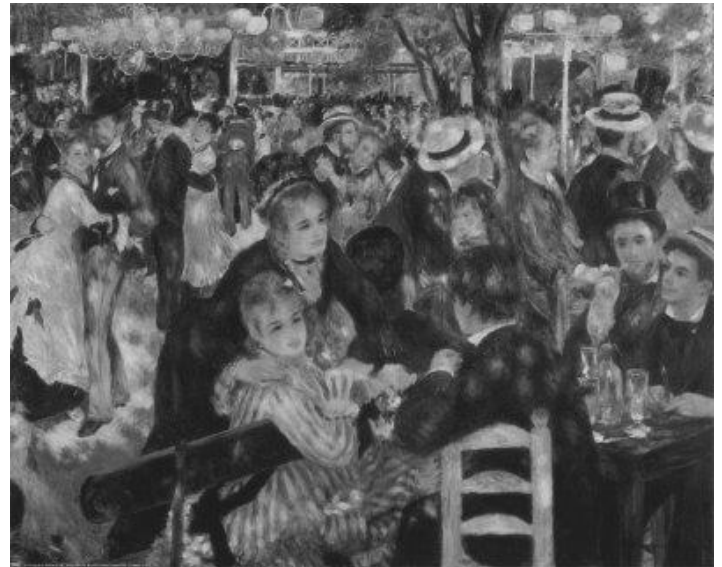
By the late 1800's the camera had been invented, artists reacted by turning to a style of art that blurred reality



and abandon many methods that helped make paintings look three dimensional.

This style is known as **Impressionism**.

Many of these paintings depicted the leisure activities enjoyed by the wealthy bourgeoisie of the Industrial Revolution. To the



right is *Le Moulin De La Galette* by Auguste Renoir, here we see the wealthy enjoying a party in the park. Other artist like Henry O. Tanner depicted the lives of the working class, like in the work to the left called *The Banjo Lesson*.



The **Post-Impressionist** artists of the 1900's took the techniques of the Impressionist even further, creating works that depicted reality in a more abstract way. To the right Vincent Van Gogh depicts the night sky in *Starry Night* and to the left Edvard Munch depicts a nightmare in the *Scream*.



With the ready availability of the camera and the growing uncertainty of the world that came on the eve of World War I, many artist completely abandon efforts to depict reality and instead worked to depict more abstract ideas like the nature of the human community. Henri Matisse is perhaps the best know of these artist known as **Expressionist**, to the left is his *The Joy of Life*.

## ***Fantasy and Abstraction:***

The art of the Age of Anxiety, the years between World War I and World War II, is known by many names. **Fantasy or Surrealism** is a style



that attempts to explore the complexity of the human mind. To the left you can see the work of Salvador Dalí, *The Persistence of Memory*. Here the artist has distorted time, forms, and space to create an image that is unsettlingly real.

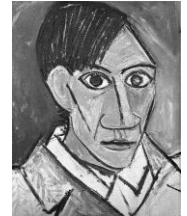
**Abstraction**, a style that attempts to depict the structure of reality can be very confusing. Take a look at the painting to the right, Marsden Hartley's *Portrait of a German Officer*. Clearly the artist is not attempting to depict the actual person but instead the reality of the person; instead of a painting of a man in a uniform we see just the symbols that would be attached to the uniform as metals and patches. For the artist this is the reality of a German soldier, a man driven by pride in his country (the flag and the cross are both symbols of Germany) duty (the Kv.F and 24 represent the men under his command) and honor (the other symbols and patterns represent metals and awards).



## ***Pablo Picasso:***

No other artist is more associated with the term **Abstraction** and the Age of Anxiety than Pablo Picasso. He created thousands of paintings, prints, sculptures and ceramics during a time span of about 75 years. For many Picasso is the greatest art genius of the twentieth century. For others he is a gifted charlatan. Undisputed is the fact that he influenced and dominated the art of the twentieth century like no other modern artist.

Pablo Picasso was born on October 25, 1881 in Malaga, Spain, as the son of an art and drawing teacher. He was a brilliant student. He passed the entrance examination for the Barcelona School of Fine Arts at the age of 14 in just one day and was allowed to skip the first two classes.



According to one of many legends about the artist's life, his father, recognizing the extraordinary talent of his son, gave him his brushes and palette and vowed to paint never again in his life.

### **Blue and Rose Period**

During his lifetime, the artist went through different periods of characteristic painting styles. The Blue Period of Picasso lasted from about 1900 to 1904. It is characterized by the use of different shades of blue underlining the melancholic style of his subjects - people from the grim side of life with thin, half-starved bodies, like the one to the left called the *Old Guitarist*. His painting style during these years is masterly and convinces even those who reject his later modern style.



During Picasso's Rose Period from about 1905 to 1906, his style moved away from the *Blue Period* to a friendly pink tone with subjects taken from the world of the circus like the painting to the right *Harlequin's Family with an Ape*.





## Cubism

After several travels to Paris, the artist moved permanently to the "capital of arts" in 1904. There he met all the other famous artists like [Henri Matisse](#), [Joan Miro](#) and George Braques. He became a great admirer of [Henri Matisse](#) and developed a life-long friendship with the master of French *Fauvism*.

Inspired by the works of Paul Cezanne, he developed together with George Braque and Juan Gris developed the Cubist style. In Cubism, subjects are reduced to basic geometrical shapes. In a later version of Cubism, called *synthetic cubism*, several views of an object or a person are shown simultaneously from a different perspective in one picture. To the right, *The Young Ladies of Avignon*, depicts a scene from a Barcelona street famous for its brothels and prostitutes.



## Picasso and Guernica

In 1937 the artist created his landmark painting *Guernica*, a protest against the barbaric air raid against a Basque village during the Spanish Civil War. Picasso's *Guernica* is a huge mural on canvas in black, white and grey which was created for the Spanish Pavilion of the Paris World's Fair in 1937. In *Guernica*, Picasso used symbolic forms - that are repeatedly found in his works following *Guernica* - like a dying horse or a weeping woman.

*Guernica* was exhibited at the museum of Modern Art in New York until 1981. It was transferred to the Prado Museum in Madrid/Spain in 1981 and was later moved to the Queen Sofia Center of Art, Madrid in 1992.

Picasso had disallowed the return of *Guernica* to Spain until the end of the rule of Fascism by General Franco.

Ingo F. Walther, "Picasso", Benedikt Taschen Verlag GmbH, 1999, Köln, ISBN 3-8228-6371-8



*Guernica* embodies the Anxiety of the period between the World Wars. World War I forced the world to face the cruel reality that with the addition of machines (artillery, machine guns, poison gas) warfare lost the glory of earlier days and became a horrible and deadly affair. The Treaty of Versailles that ended World War I did little to calm the world's anxiety because it really just set the stage for the next big conflict. *Guernica* is a depiction of the horrors of warfare, each item in the painting depicts a cruel reality of modern warfare. For example, look on the far left side of the painting right about in the middle, what you see here is a crying women with a dead baby in her arms. Picasso is illustrating the lose of innocence, in modern war even civilians die.

Essential Question: Why is the Age of Anxiety a good name for the period between the World Wars?

**Your Turn:**

**Directions:** Look at Guernica on the pervious page, choose three things from the painting and use them to complete the table below

What do you see?	What do you think it symbolizes?	What is it saying about modern warfare?

**Directions:** Use what you have learned about the style of Abstraction in art to explain the meaning of the Picasso paintings below. Its ok to guess, remember he is trying to symbolically show reality.



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## Psychology in the Age of Anxiety

### Freud's Psychosexual Stages of Development

Psychological development is the history of our erotogenic zones (areas of the body capable of producing sexual pleasure when stimulated). On the broadest level, Freud thought of the whole body as one large erotogenic zone. The stages of psychosexual development are each centered around the recognition and experience of the pleasure (and conflicts) that these zones generate.

In the first year of life, the baby is pretty much a slave to its digestive system. The baby wants food, and the mouth, as the gateway to the stomach, becomes the primary focus of the experience of pleasure. Once pleasure organizes itself around the mouth, it doesn't really matter whether its stimulation actually involves nutrition or not (as with fingers, car keys, and the host of other things that find their way into infants' mouths).

Over the next couple of years, the baby finally gets the upper hand on its digestive system with the development and practice of control over its bowels. Holding in and expelling feces at will, the infant organizes its pleasure around the anus. This newfound internal control also has a social dimension: Mom (the one that has to wash the diapers) gets really excited about potty training, and pleasing Mom has definite rewards. Then again, if the baby gets angry with Mommy, it can always choose to not exercise its new technology, and punish her with the results...

The infant in the anal stage, in addition to having moderate control over its internal states, gains control over basic motor functions. The body, for the first time, begins effectively responding to the mind and its desires; toddlers, able to move around, can alter their own states by moving away from things they don't like and toward things they do.

**The Oedipal Conflict** Little boys undergo the Oedipus drama. He seeks the love of his mother, but he perceives that Mom is already taken by his father. Deep down, he wants to kill his father and have sexual relations with his mother

Daddy, however, has certain advantages over the little boy (size/strength/virility), and threatens something terrifying: castration (cutting off his genitals). Junior believes this threat because he has seen little girls. Thus he must lose the battle to his father.

This stage is brought to an end when junior replaces the torment of castration anxiety with the more tolerable identification with his father. Identification is a psychological process of becoming one with someone or something more powerful than oneself. Identification with Daddy re-empowers junior. He internalizes his father as a source of psychological strength. As he does this, he develops a conscience, a sense of right and wrong, a miniature Daddy in his very own head. So, later in life, when junior feels guilt, he's just been mentally spanked by Daddy.

**The Electra Conflict** is the female version of the little boys' Oedipal conflict. In it, just like for little boys, girls are doomed to fail in the Daddy-daughter-Mommy love triangle. And, under ideal circumstances, the conflict terminates with the little girl's identification with Mommy and the development of a conscience based on her internalization.

Unfortunately, there are some differences. Little girls, for obvious reasons, don't develop a castration anxiety and thus there isn't a strong motivation to identify with Mommy. Hence women develop weaker consciences than men; they are more immoral and more likely to give into their emotions.

**Latency** As the conscience (superego) develops out of the Oedipal/Electra conflicts, sexual desires are repressed and are inactive. Children pour their repressed sexual energy into non-sexual pursuits like sports, school, and same-sex friendships. And the repression works just fine, until the hormonal increase of puberty.

With the onset of puberty, pleasure once again organizes itself around the genitals, and sexual desire becomes directed toward heterosexual relationships. Puberty, as much as it is a transformation in body, is also a transformation of psychology: adolescents start THINKING about SEX.

### Freud's Structural Model of the Mind

**Id** --Latin for "it," the id is little more than inherited biological drives, the ones that control many of our actions. There are two of these drives: Eros, the sex drive, and Thanatos, the death instinct. The id operates under the *Pleasure Principle*: "I want what I want and I want it now!" The id demands immediate gratification, and will settle for nothing less. And because the world doesn't always meet the desires of the infant, the id comes prepackaged with an operative process, the *Primary Process*. If the thirsty infant doesn't get mother's milk, he creates a fantasy in which he does receive it (an act of *wish-fulfillment*). Because the id is entirely irrational,

there is no difference between the fantasy version and the "real" version.  
The id, in conventional morality, is immoral.

**Ego** --Latin for "I", the ego develops as the buffer between the Id and reality, often suppressing the id's urges until an appropriate situation arises. This repression of inappropriate desires and urges represents the greatest strain on, and the most important function of, the mind. The ego often utilizes defense mechanisms to achieve and aid this repression. Where the id may have an urge and form a picture which satisfies this urge, the ego engages in a strategy to actually fulfill the urge. The thirsty five-year-old now not only identifies water as the satisfaction of his urge, but forms a plan to obtain water, perhaps by finding a drinking fountain. The ego builds a great number of skills and memories and becomes aware of itself as an entity. With the formation of the ego, the individual becomes a self, instead of an bundle of urges and needs. The ego operates under the *Reality Principle*, seeing the outside world as it actually is. The ego operates with the *Secondary Process*, the use of reason in an attempt to obtain pleasure. The ego, in conventional morality, is amoral (like a good businessman, the ego performs cost-benefit analyses, and thereby profits in pleasures).

**Superego** --Latin for "over-I", the superego is similar to the conscience, the sense of right and wrong that develops with the internalization of parental figures. While the ego may temporarily repress certain urges of the id in fear of punishment, eventually these external sources of punishment are internalized, and the child will not steal the chocolate, even unwatched, because he has taken punishment, right, and wrong into himself. The superego uses guilt and self-reproach as its primary means of enforcement for these rules. But if a person does something which is acceptable to the superego, he experiences pride and self-satisfaction. The superego, in conventional morality, is not only moral, it is morality itself.

1. What is an erotogenic zone?
2. Explain three psychosexual stages of development?
3. What is the oedipal conflict?
4. How does identification settle this conflict?
5. How do children use their sexual energy in non-sexual ways?
6. What is the id? What are the two major drives?
7. What is the ego?
8. What is the Reality principle?
9. What is the Secondary process?
10. What is the superego? How does this effect behavior?

## Einstein's Theory of Relativity, Science in the Age of Anxiety

Special Relativity proposed that distance and time are not absolute. The ticking rate of a clock depends on the motion of the observer of that clock; likewise for the length of a "yard stick." Published in 1915, General Relativity proposed that gravity, as well as motion, can affect the intervals of time and of space. The key idea of General Relativity, called the Equivalence Principle, is that gravity pulling in one direction is completely equivalent to an acceleration in the opposite direction. (A car accelerating forwards feels just like sideways gravity pushing you back against your seat. An elevator accelerating upwards feels just like gravity pushing you into the floor. If gravity is equivalent to acceleration, and if motion affects measurements of time and space (as shown in Special Relativity), then it follows that gravity does so as well. In particular, the gravity of any mass, such as our sun, has the effect of warping the space and time around it. For example, the angles of a triangle no longer add up to 180 degrees and clocks tick more slowly the closer they are to a gravitational mass like the sun. Many of the predictions of General Relativity, such as the bending of starlight by gravity and a tiny shift in the orbit of the planet Mercury, have been quantitatively confirmed by experiment. Two of the strangest predictions, impossible ever to completely confirm, are the existence of black holes and the effect of gravity on the universe as a whole (cosmology).



In embracing Einstein our century took leave of a prior universe and an erstwhile God. The new versions were not so rigid and deterministic as the old Newtonian world. Einstein's God was no clockmaker, but he was the embodiment of reason in nature—"subtle but not malicious." This God did not control our actions or even sit in judgment on them. ("Einstein, stop telling God what to do," Niels Bohr finally retorted.) This God seemed rather kindly and absent-minded, as a matter of fact. Physics was freer, and we, too, are freer, in the Einstein universe. Which is where we live.

1. What is the name of Einstein's most famous theory?

2. Did Einstein view the universe as two dimensional or three dimensional?

3. Why could Einstein's theory contribute to the worry people felt in the "Age of Anxiety?"

Essential Question answered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Essential Question: How was Russia transformed in the early 1900s?

Essential Question answered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Essential Question: Why can Stalin be viewed as both a monster and miracle worker?

### Stalin and The Union of Soviet Socialist Republics

Formally known as Russia

1. What position did Stalin have before Lenin’s death?
2. Who did Stalin compete with for control of Russia?
3. Why did the party congress choose Stalin?
4. Where did Stalin send Trotsky?
5. How did Stalin transform the government of Russia?
6. What did Stalin do to the Russian Church?
7. What was the goal of Stalin’s first Five Year Plan?
8. What are collectives?
9. What is the NKVD?
10. How did life in Moscow differ from life in the Ukraine?
11. How did Stalin handle his rivals for political power?
12. What were Stalin’s purges?
13. About how many people were killed in the Great Terror?
14. What was a gulag?
15. How did the prisoners feel about Stalin? Why?
16. Why did Stalin kill all of his military leaders?

Essential Question answered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Essential Question: Why did the world economy crash in the late 1920s?



Essential Question answered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Essential Question: How did difficult times between World War I and World War II lead to the rise of unusually powerful leaders?

**Problems:**

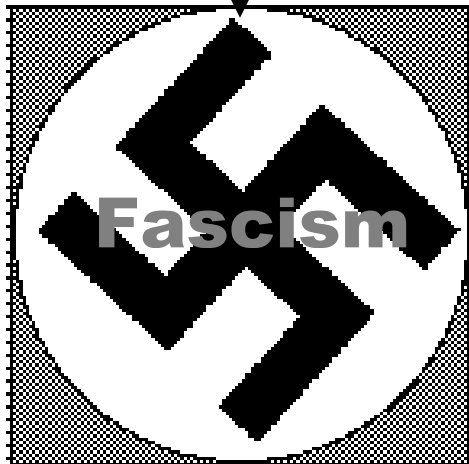
**Result:**

Cultural/Social Characteristics:

Economic Characteristics:

Basic Principles Characteristics:

Political Characteristics:





# Nazi Party Platform

**Good Ideas**

**Terrible Ideas**

## Examples of Fascism




Essential Question answered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


Essential Question: How did German and Japanese aggression cause and prolong the war?








Directions: Follow the step by step directions below to create a color coded map of the events that started World War II.

## Aggression Starts World War II

- Step 1: The first act of aggression in World War II (WW II) occurred in Asia. The Japanese invaded Manchuria in northern China in late 1931. Find Japan on your map of the world and color it red. Color the area of China north of 40°N pink and write 1931/1932 in the center.
- Step 2: Then on March 16, 1935, Hitler fulfilled one of his promises to the German people, he violated the terms of the Treaty of Versailles by increasing the size of the German Army. Color Germany red on both the world map and the map of Europe
- Step 3: A year later March 7, 1936 Hitler violated the Treaty again by moving his army into the Rhineland along the French border. Despite the fact that this was an open violation of the World War I peace Treaty of Versailles, Britain and France did nothing to stop Hitler. On the map of Europe, color the Rhineland red and place a number 1 in the center. On your key to the left, next to the number 1 write, "March 7, 1935: Germany violates the Treaty of Versailles by sending its army into the Rhineland, Britain and France do nothing"
- Step 4: Italy made the next move on May 9, 1936 when it violated international law and invaded Ethiopia. Find Ethiopia on your world map and color it pink, write "1935" in the center. Find Italy on both the world and European map and color it red
- Step 5: In October of 1936 Italy and Germany formed an Alliance called the Axis, write "Axis" in black above the label for Germany and Italy on the map of Europe
- Step 6: Meanwhile, in Asia, Japan pushed south from Manchuria to take over the city of Nanjing in 1937. On your map of the world, find China. Starting at the area you already colored pink in Northern China, color the coast of China pink to 32°N, color the rest of China and Mongolia blue.
- Step 7: Two years later, in 1938 Hitler started to work towards another one of his goals, the unification of all of the German speaking people of Europe. His first step in accomplishing this goal was the Anschluss, or unification of Germany and Austria. In March of 1938, Hitler sent German troops into Austria, and proclaimed it part of Germany. Austria asked Britain and France for help but they did nothing. On your map of Europe and the World find Austria and color it pink. On the map of Europe, write a black 2 in the center of Austria. On the key to the left, next to the number two write "March 1938: Germany takes Austria in the Anschluss, Britain & France do nothing"
- Step 8: Still working towards his goal of unify all of the German speaking people, Hitler demanded that the German speaking portion of the Czechoslovakia known as the Sudetenland unify with Germany. Britain and France, hoping to avoid conflict, appeased Hitler by agreeing to the demand. On the map of Europe, find the Sudetenland, color it pink.
- Step 9: Despite the fact that Hitler had promised Britain and France that he would only take over the German speaking areas of Czechoslovakia, in March of 1939 Germany took over all of Czechoslovakia, Britain and France again did nothing. On both your map of the world and Europe color Czechoslovakia pink. On the map of Europe write a number 3 in the center of Czechoslovakia. On the key, next to number 3 write "March 1939: Germany takes Czechoslovakia, Britain and France do nothing."
- Step 10: Still telling the world that all he is trying to do is unify the German speaking people, Hitler makes another move in March 1939. Germany invades the German speaking southwestern corner of Lithuania, known as Memel. On your map of Europe find Memel, color it pink and write a black number 4 just to the right. In the key, next to 4, write: "March 1939: Germany takes Memel, Britain and France do nothing"
- Step 11: Finally, in Spring of 1939, Britain and France took a stand. It was clear that Hitler's next target would be the unification of the two parts of Germany by conquering western Poland. Britain and France promised Poland that they would defend Poland in the event of an invasion by Germany. On your map of Europe, find the area of northwestern Poland that divides Germany into two parts, draw a small stop sign symbol: 
- Step 12: By this time, Hitler figured Britain and France would continue to ignore his aggression like they had with the Rhineland, Austria, Czechoslovakia, and Memel, however, Hitler worried that the Soviet leader Stalin would freak out if Germany invaded Poland. So, in August, 1939 Hitler meet

with Stalin and made a deal, Germany and the USSR would both invade Poland, Germany would take the western half, the Soviets would take the Eastern half. Draw a line down the middle of Poland on your map of Europe

- Step 13: Hitler invaded Western Poland in September of 1939, two days later France and Britain declared war on Germany. On your map of Europe, color the Western Half of Poland pink and place a black number 5 in the center. On your key, next to 5 write: "September, 1939: Germany invaded Poland, Britain and France declare war" On both of your maps, color Britain blue (DO NOT color France). Above the label for Britain and France write Allied
- Step 14: Britain and France's colonies also entered the war with them, color British South Africa, British East Africa, British West Africa, British Egypt, British Sudan, British India, and French Madagascar blue on the world map. Color Egypt blue on the map of Europe.
- Step 15: Several of Britain's former colonies also joined in the fight. Color Canada, Australia, and New Zealand blue.
- Step 16: Italy makes the next move by invading Albania in the fall of 1939. Color Albania pink on your map of Europe and the world
- Step 17: The first year of World War II is often called the Phony War because very little fighting took place. Although Britain and France declared war on Germany, they did little to act on it. From September 1939 to April 1940 France and Britain basically sat behind their well fortified borders and waited for Hitler to act. Write a number 6 on the border between France and Germany. On your key, next to 6 write: "September 1939 to April 1940: The Phony War Britain and France wait for Germany to act"
- Step 18: April 9, 1940 brought the first extensive use of Germany's secret weapon, the Blitzkrieg (well really it wasn't a secret, the Germans used it in Poland in '39). Blitzkrieg, which translates to lightning war, was well named. It was a battle tactic that allowed the Germans to overwhelm their enemies before they even had a chance to respond. The Blitz included:
- ⚡ Airplanes drop tons of bombs on the front line of the enemy defense, the rear, most important roads, airfield, and communication centers;
  - ⚡ Simultaneously the ground troops set up smoke screens all along the frontline (or at least in several locations) and initiate several minor combats, so that the enemy does not know in which exactly location of the front the main strike will occur;
  - ⚡ Then in a massive attack, fast moving tanks and armored vehicles break through the enemy defense lines, chase the enemy and take prisoners. In the meantime, infantry create smoke walls along the front and attack at random directions, confusing the enemy about the direction of the main strike;
  - ⚡ Infantry and other units attack the enemy flanks (sides) in order to meet other units and circle the enemy;
  - ⚡ Fast moving tanks and armored vehicles lead the offensive and penetrate deep into the enemy territory, eliminating and disorganizing the rears;
  - ⚡ Main forces link up, encircle the enemy and obliterate them.
- On April 9, 1940, the Nazi German army invaded Denmark and Norway, both surrendered by June. On both your maps, color Denmark and Norway pink. On your map of Europe draw a lightning bolt ⚡ in Norway and label it 1940
- Step 19: On May 10, 1940 Nazi Germany invaded Belgium, France, Luxembourg and the Netherlands. All four surrendered by June, 1940. On both maps color these countries pink. On the map of Europe draw a lightning bolt ⚡ in France and label it 1940. Although the country of Belgium was conquered, its colony in the Congo remained free from Axis control and joined the fight against the Axis powers, color the Belgian Congo blue on the world map.
- Step 20: Much of France's army escaped to Britain, from there, it continued to fight the Nazis. In southern Britain draw a small French flag  and label it Free France.
- Step 21: Back in Nazi occupied France, the Germans set up a puppet government for the French known as Vichy France. On your map of Europe, in southern France, write "Vichy"
- Step 22: With the conquest of France, the Nazis also got control over several of France's colonies, color French West Africa pink. On the map of Europe, color French Algeria, French Morocco, and French Tunisia pink
- Step 23: In August of 1940, Italy took over the British colony in Somalia, on your world map color all of the Italian colonies pink (including Italian Somalia and Italian Tripoli). Color Italian Tripoli pink on your map of Europe as well

- Step 24: On September 27, 1940, Japan joined the Axis alliance of Italy and Germany. Above the label for Japan on the World map write Axis
- Step 25: German conquered Romania in October 1940. On both maps color Romania pink, on the map of Europe draw a  and label it 1940
- Step 26: Hungary joined the Axis Powers in November 1940 to avoid being conquered, color Hungary pink on both maps
- Step 27: In November and December of 1940, Nazi Germany starts dropping massive numbers of bombs on Britain. Under the label for Britain draw    and label it 1940
- Step 28: In April of 1941 the Nazis invade Greece and Yugoslavia, both surrender within 21 days. Color Greece and Yugoslavia pink on both maps. On the map of Europe, draw a  in both Yugoslavia and Greece and label both 1941
- Step 29: June 22, 1941 began the Germans most ambitious campaign, the invasion of the Soviet Union. By November 20, 1941 the Nazi army made it all the way to Moscow. On your map of Europe, draw a pink line connecting the Soviet cities of Leningrad, Demyansk, Moscow, Belgorod, Stalingrad, and Rostov. Color all of the Soviet land west of this line pink, including Estonia, Latvia, Lithuania, East Poland, and Bulgaria. Draw a  in the center of this pink area and label it 1941. Now color the same area pink on your world map, try to be as accurate as possible. Color the rest of the USSR blue on both maps.
- Step 30: On December 7, 1941, the Japanese brought the United States into the war by bombing Pearl Harbor in Hawaii. On your world map, draw a  on Hawaii and label it December 7, 1941. Color the USA blue and write Allied above the United States Label.
- Step 31: By the end of 1942, the Japanese were dominating the Pacific. They had conquered Philippines, French Indo-China, Thailand, Burma, Malaysia, Indonesia, Northern Papua New Guinea, the Solomon Islands, the Marshall Islands, and the Federated States of Micronesia. Color all of these areas pink on your world map.
- Step 32: Eventually all of the countries of North and South America, the Middle East and Turkey joined on the side of the Allies in their fight against the Nazis. Color all of South and Central America (including Mexico), the Middle East (except Afghanistan) and Turkey blue on the world map.

**Lesson 10, Sub Essential Question: What is genocide and why does it happen?**

Who:

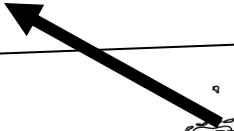
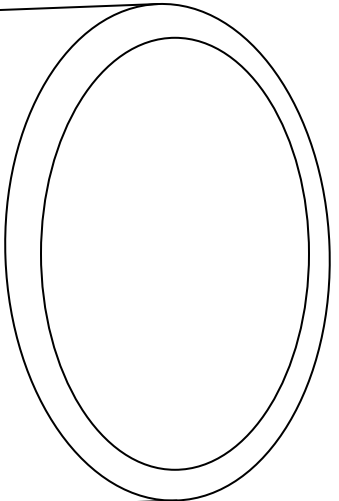
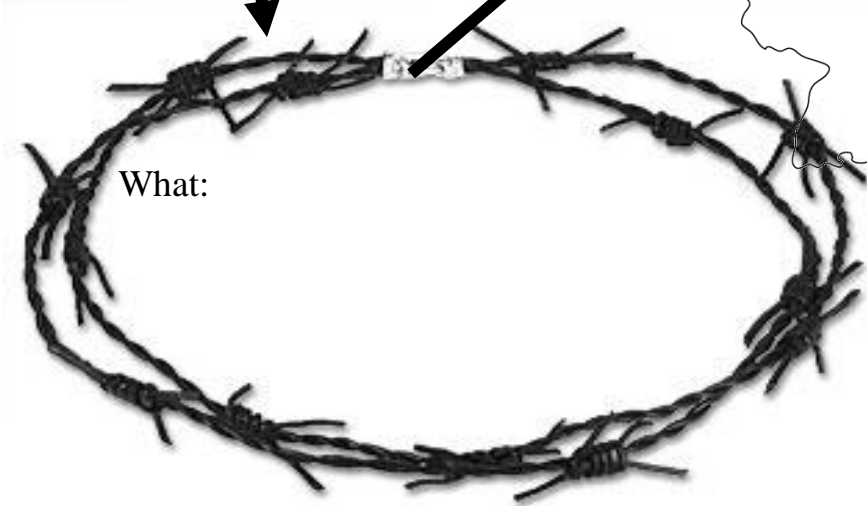
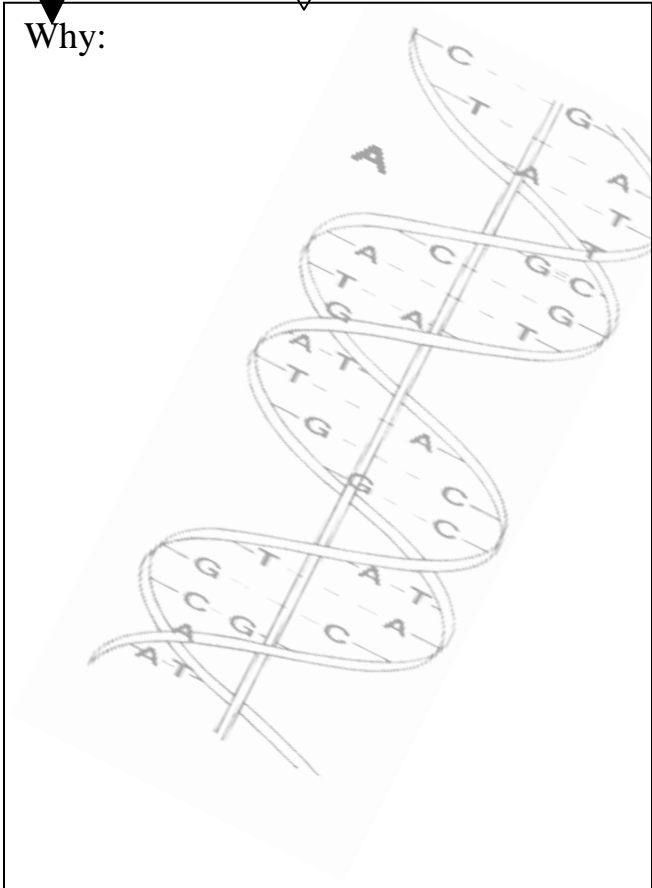
How:

Why:

Where/ when:

**The  
Nazi  
Holocaust**

What:



# Peace: The End of World War II

The Battles:

Diplomatic Negotiations

Peace Terms

Key:

Events leading to World War II:

1:

2:

3:

4:

5:

6:

 Axis Bombing

 German Blitzkrieg

## Europe before World War II



Essential Question answered: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Unit 7 Project & Essay

### Research Topics:

- |   |   |  |
|---|---|--|
| <ol style="list-style-type: none"> <li>1. The Manhattan Project (development of the A-Bomb),</li> <li>2. German U-boats,</li> <li>3. German Luftwaffe,</li> <li>4. American aircraft carriers,</li> <li>5. Pearl Harbor,</li> <li>6. Japanese Aircraft Carriers,</li> <li>7. Japanese Kamikaze Pilots,</li> <li>8. The Bridge of the River Kwai,</li> <li>9. Invasion at Normandy,</li> <li>10. Wartime rationing in the US,</li> <li>11. Women in the workforce in America (Rosie the Riveter),</li> <li>12. The Hitler Youth,</li> <li>13. Navajo Code Talkers,</li> <li>14. Italy's conquest of Ethiopia,</li> <li>15. The French resistance,</li> <li>16. Vichy France,</li> <li>17. Battle of El-Alamein,</li> <li>18. Battle of Stalingrad,</li> <li>19. Battle of Guadalcanal,</li> <li>20. Battle of the Philippines,</li> <li>21. Winston Churchill during the war,</li> <li>22. Battle of Britain,</li> <li>23. Franklin Roosevelt during the war,</li> <li>24. Harry Truman during the war,</li> <li>25. Teheran Conference (near the end of the war),</li> <li>26. Yalta Conference (near end of war),</li> <li>27. Potsdam Conference (end of the war in Europe),</li> <li>28. Wannsee Conference (the final solution),</li> <li>29. The League of Nations,</li> </ol> | <ol style="list-style-type: none"> <li>30. African Americans in Nazi German,</li> <li>31. Jehovah's Witnesses in Nazi German</li> <li>32. Roma in Nazi German, Pojormais</li> <li>33. Homosexual's in Nazi German</li> <li>34. Treatment of the disabled in Nazi German</li> <li>35. Medical experimentation in concentration camps</li> <li>36. Nazi use of propaganda</li> <li>37. Jewish Ghettos</li> <li>38. Jewish refugee community in China</li> <li>39. Franco Spain</li> <li>40. Reichstag fire</li> <li>41. Nuremberg laws</li> <li>42. Kristallnacht</li> <li>43. Nazi SS</li> <li>44. St. Louis (Ship of Jewish refugee that was forced to return to Germany)</li> <li>45. Einsatzgruppen (mobile killing units)</li> <li>46. Belzec (death camp)</li> <li>47. Treatment of Slavs by Nazi Germany</li> <li>48. Denmark's refusal to turn over its Jewish community</li> <li>49. Heinrich Himmler</li> <li>50. Jewish resistance to the Nazis</li> <li>51. 1936 Summer Olympics in Berlin</li> <li>52. Buchenwald (Camp)</li> <li>53. Auschwitz (Camp)</li> <li>54. Soviet Gulags</li> <li>55. Nuremberg Trials</li> <li>56. Fire Bombing</li> <li>57. The Brown Shirts (Germany)</li> <li>58. The Black Shirts (Italy)</li> </ol> | <ol style="list-style-type: none"> <li>59. Dwight David Eisenhower</li> <li>60. Japanese Internment in the United States</li> <li>61. Dachau (Camp)</li> <li>62. Bataan Death March</li> <li>63. The Doolittle Raid</li> <li>64. Bombing of Hiroshima</li> <li>65. Bombing of Nagasaki</li> <li>66. North Africa and WWII</li> <li>67. Small arms in world war II</li> <li>68. Charles DeGaulle</li> <li>69. Mustafa Kemal</li> <li>70. Mahatma Gandhi during WW II</li> <li>71. Sun Yat-Sen</li> <li>72. Hideki Tojo</li> <li>73. Emperor Hirohito</li> <li>74. Rape of Nanking</li> <li>75. V-2 Rockets</li> <li>76. George Patton</li> <li>77. Julia Child during WW II</li> <li>78. Haile Selassie</li> <li>79. Eleanor Roosevelt</li> <li>80. Tokyo Rose</li> <li>81. Political cartoons during world war II</li> <li>82. Art during World War II</li> <li>83. Music during World War II</li> <li>84. German Allies During World War II</li> <li>85. Dr. Seuss during WW II</li> <li>86. Topic of your choice APPROVED by teacher</li> <li>87. Moe Berg, baseball player and spy</li> <li>88. Three Stogies and World War II</li> </ol> |
|---|---|--|

### World War II Research Paper

#### Part 1: Choosing a Topic **DUE 3/14**

Using the list given, select a topic to complete research on. If you do not see something you like and want to propose a new topic, please see me with your idea.

Topic Choice:

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Now, using the topic you choose, create a question to research and write your paper on. The question should relate back to World War II and the success or failure of the topic you chose.

Example Topic: German Tanks

Example Research Question: Why were German tanks the key to their army's success on the battlefield?

Example Topic: African American Soldiers in US forces

Example Research Question: What role did African American soldiers play in World War II?

Example Topic: Medical Experiments in German Concentration Camps

Example Research Question: In what ways were medical experiments used in German Concentration Camps?

Topic Research Question: **DUE 3/18**

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#### Part 2: Identify your sources **THIS IS DUE 3/27**

**Directions:** Submit a typed bibliography/works cited page of the sources your plan to use for your research in MLA format. You must have at least four sources. Information from ALL of them must be used in the essay.

SEE: <http://owl.english.purdue.edu/owl/resource/747/01/>



# World War II Research Paper

## Part 3: Researching Your Topic **THIS PAGE DUE 3/29**

Now that you have your topic and research question, it is time to find the answer to the question you posed. Using the sites and books allowed, you will need to find three answers to your question. These three answers will later become your three body paragraphs.

**BEWARE: World War II attracts a ton of amateur historians who often provide inaccurate information. Use the guidelines below to find good sources for your research.**

**Good Places to Start:** <http://www.historyplace.com/worldwar2/timeline/ww2time.htm> <http://www.english.uiuc.edu/maps/depression/photoessay.htm> <http://www.historyplace.com/worldwar2/riseofhitler/index.html> <http://www.bbc.co.uk/history/worldwars/wwtwo/> [www.ushmm.org](http://www.ushmm.org) <http://www.historylearningsite.co.uk/manchuria.htm> <http://www.ushmm.org/>  
<http://www.csi.ad.jp/ABOMB/index.html>

**Media Center Databases are always best:** <http://www.chshub.com/group/media/>

**Signs of a good online source:** website ends in .edu; you recognize the creator like the History Channel, PBS, BBC...; the author cites his sources with a bibliography or footnotes (usually at the bottom of the article).

**Signs of a bad online source:** grammar errors; read the about us, if they say they this is a hobby avoid them; websites that end in .biz, .com, .info; they don't tell you where they got their information and have no bibliography

**Directions:** Fill out the graphic organizer below as you research your topic and question.

Research Question:

Answer 1:

Answer 2:

Answer 3:

Data/Evidence to Support:

Data/Evidence to Support:

Data/Evidence to Support:

Data/Evidence to Support:

Data/Evidence to Support:

Data/Evidence to Support:

#### Part 4: Write your rough draft **DUE: 5/10**

**Directions:** Use your research finding to organize your essay as follows, be sure to cite your sources with parenthetical citations, more information on this can be found here <http://owl.english.purdue.edu/owl/resource/747/02/>

##### **Paragraph 1:**

- Sentence 1: hook relating to your research question
- Sentences 2-4:
  - background information about your research question
    - who
    - what
    - where
    - when
- Sentence 5: Thesis Statement (this should be a one or two sentence answer to your research question)

##### **Next Paragraph(s):**

- Sentence 1: topic sentence: Your first CLAIM which is the first answer to your research question in one sentence
- Sentences 2-?: provide data to support claim and warrant that data

##### **Next Paragraph(s):**

- Sentence 1: topic sentence: Your second CLAIM which is the second answer to your research question in one sentence
- Sentences 2-?: provide data to support claim and warrant that data

##### **Next Paragraph(s):**

- Sentence 1: topic sentence: Your third CLAIM which is the third answer to your research question in one sentence
- Sentences 2-?: provide data to support claim and warrant that data

##### **Final Paragraph:**

- Sentence 1: restate the thesis in different words
- Sentences 2-?: summarize your arguments in a few sentences

#### Part 5: Proof read & assemble final draft **DUE APRIL 15**

##### **Directions:** It must:

- be typed in 12 pt times new roman with 1" margins on all sides
- be at least three full pages in length (pictures or diagrams can be included but should be in an appendix)
- contain no quotes greater than ten words in length
- include a work cited page in MLA format
- include parenthetical citations
- please do not put pages in any sort of folder or plastic sleeve, simply staple them together

#### Part 6: Prepare presentation **DUE APRIL 15**

**Directions:** Prepare a 3 to 5 minute Power Point presentation of your findings to present to the class. Email this to [misterhoge@gmail.com](mailto:misterhoge@gmail.com)

Rubric:  
ESSAY

Requirement	14 pts	11 pts	8 pts	5 pts	2 pts
Introduction contains clear & historically accurate thesis statement and background information	0 to 1 problem	2 to 3 problems	4 to 5 problems	6 to 7 problems	8 or more problems
Body of essay used to present research findings & is organized in a way that logically supports thesis	0 to 1 problem	2 to 3 problems	4 to 5 problems	6 to 7 problems	8 or more problems
Conclusion contains a restatement of thesis in different words and summarizes Research findings	0 to 1 problem	2 to 3 problems	4 to 5 problems	6 to 7 problems	8 or more problems
Uses historically Accurate information & cites source	0 to 1 problem	2 to 3 problems	4 to 5 problems	6 to 7 problems	8 or more problems
Provides multiple pieces of evidence to support all parts thesis statement	0 to 1 problem	2 to 3 problems	4 to 5 problems	6 to 7 problems	8 or more problems
Evidence is analyzed in a way that explains how it supports the thesis	0 to 1 problem	2 to 3 problems	4 to 5 problems	6 to 7 problems	8 or more problems
Correct grammar used, organized and easy to understand	0 to 1 problem	2 to 3 problems	4 to 5 problems	6 to 7 problems	8 or more problems
Citation of sources in MLA format both in text and on work cited page	0 to 1 problem	2 to 3 problems	4 to 5 problems	6 to 7 problems	8 or more problems

Presentation

Requirement	14 pts	11 pts	8 pts	5 pts	2 pts
Explains background information on topic so students can understand the research findings	0 to 1 problem	2 to 3 problems	4 to 5 problems	6 to 7 problems	8 or more problems
Explains research findings in a logical way	0 to 1 problem	2 to 3 problems	4 to 5 problems	6 to 7 problems	8 or more problems
Provides visuals to help students understand	0 to 1 problem	2 to 3 problems	4 to 5 problems	6 to 7 problems	8 or more problems
Speaks for 3 to minutes	0 to 1 problem	2 to 3 problems	4 to 5 problems	6 to 7 problems	8 or more problems
Speaks with confidence and poise	0 to 1 problem	2 to 3 problems	4 to 5 problems	6 to 7 problems	8 or more problems
Respects classmates as they present	0 to 1 problem	2 to 3 problems	4 to 5 problems	6 to 7 problems	8 or more problems

