

**Social Science Department
Freshman World History
May 18-22**

Greetings Freshman World Students! We hope you are safe and well with your families! Below is the lesson plan for this week:

Content Standard:

Topic 4. The Great Wars, 1914–1945 [WHIL.T4]

1. Analyze the factors that led to the outbreak of World War I (e.g., the emergence of Germany as a great power, the rise of nationalism and weakening of multinational empires, industrial and colonial competition, militarism, and Europe's complex alliance systems).

Practice Standard(s):

1. Develop focused questions or problem statements and conduct inquiries.
2. Organize information and data from multiple primary and secondary sources.
3. Argue or explain conclusions, using valid reasoning and evidence.

Weekly Learning Opportunities:

WWII Origins:

The Rise of Hitler and Germany

Origins of WWII DBQ:

<https://www.whiteplainspublicschools.org/cms/lib/NY01000029/Centricity/Domain/353/Concerto%20DBQ%20World%20War%20II.pdf>

Historical Perspectives on WWII:

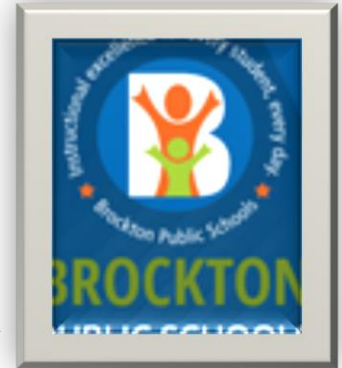
http://www.bbc.co.uk/schools/gcsebitesize/audio/history/pdf/the_causes_of_the_second_world_war.pdf

German Trouble Post WWI

Additional Resources:

- **Crash Course World History: WWII :** <https://www.youtube.com/watch?v=Q78COTwT7nE>
- **"The Century: America's Time" 1936-1941: Over the Edge:**
<https://www.youtube.com/watch?v=nbDSaBtr2mU>

Note to students: Your Social Science teacher will contact you with specifics regarding the above assignments in addition to strategies and recommendations for completion. Please email your teacher with specific questions and/or contact during office hours.



WWII Origins: Week of May 18th

Massachusetts History Framework:

Topic 4. The Great Wars, 1914–1945 [WHII.T4]

1. Analyze the factors that led to the outbreak of World War I (e.g., the emergence of Germany as a great power, the rise of nationalism and weakening of multinational empires, industrial and colonial competition, militarism, and Europe's complex alliance systems).

Instructional Guide: In order to complete this instructional activity, you may utilize the articles listed below and/or use available external resources.

Note to students: It is recommended that you don't complete the entire assignment in one sitting, rather work on your Social Studies assignment for 30-45 minutes a day. Consider breaking up the tasks into smaller chunks. When assigned in its entirety this lesson should take approximately 3-5 days to complete.

Student Instructions:

1. Read the content summary.
 2. Complete Activity A in the packet
 3. Choose ONE activity from options Activity B, C, or D. Complete only that ONE activity
- Time: 2-4 days

Key Vocabulary:

- Appeasement
- Blitzkrieg
- Dictator
- Aggression
- Annex

Essential Questions:

1. What was Hitler's motivation for World War II (WWII)?
2. Who were the countries involved in the start of WWII?
3. How did technology play apart in WWII?
4. What could have been done to prevent WWII?

Content Summary:

The devastation of the Great War (as World War I was known at the time) had greatly destabilized Europe, and in many respects World War II grew out of issues left unresolved by that earlier conflict. In particular, political and economic instability in Germany, and lingering resentment over the harsh terms imposed by the Versailles Treaty, fueled the rise to power of Adolf Hitler and his National Socialist (Nazi) Party.

After becoming Reich Chancellor in 1933, Hitler swiftly consolidated power, anointing himself Führer (supreme leader) in 1934. Obsessed with the idea of the superiority of the “pure” German race, which he called “Aryan,” Hitler believed that war was the only way to gain the necessary “Lebensraum,” or living space, for that race to expand. In the mid-1930s, he began the rearmament of Germany, secretly and in violation of the Versailles Treaty. After signing alliances with Italy and Japan against the Soviet Union, Hitler sent troops to occupy Austria in 1938 and the following year annexed Czechoslovakia. Hitler’s open aggression went unchecked, as the United States and Soviet Union were concentrated on internal politics at the time, and neither France nor Britain (the two other nations most devastated by the Great War) were eager for confrontation.

In late August 1939, Hitler and Soviet leader Joseph Stalin signed the German-Soviet Nonaggression Pact, which incited a frenzy of worry in London and Paris. Hitler had long planned an invasion of Poland, a nation to which Great Britain and France had guaranteed military support if it was attacked by Germany. The pact with Stalin meant that Hitler would not face a war on two fronts once he invaded Poland, and would have Soviet assistance in conquering and dividing the nation itself. On September 1, 1939, Hitler invaded Poland from the west; two days later, France and Britain declared war on Germany, beginning World War II.

Scroll to Find Activities

Assignment A Directions (2 Pages): For each reading you must actively read, AND complete 3 tasks. There are 5 readings total

1. What is the main idea for the reading (who is doing what)?
2. Which countries are involved in the attack and who is the aggressor?
3. What are 3-5 key vocab words you can pick out and what are those words definitions?

Germany's Lightning Attack

After signing a nonaggression pact with the leader of the USSR, Stalin, Hitler quickly moved ahead with plans to conquer Poland. His surprise attack took place at dawn on September 1, 1939. German tanks and troop trucks rumbled across the Polish border. At the same time, German aircraft and artillery began a merciless bombing of Poland's capital, Warsaw. France and Great Britain declared war on Germany on September 3. But Poland fell some time before those nations could make any military response. After his victory, Hitler annexed the western half of Poland. That region had a large German population.

The German invasion of Poland was the first test of Germany's newest military strategy—the **blitzkrieg** (BLIHTS•kreeg), or "lightning war." It involved using fast-moving airplanes and tanks, followed by massive infantry forces, to take enemy defenders by surprise and quickly overwhelm them. In the case of Poland, the strategy worked.

The Soviets Make Their Move

On September 17, 1939 Stalin sent Soviet troops to occupy the eastern half of Poland. Stalin then moved to annex countries to the north of Poland. Lithuania, Latvia, and Estonia fell without a struggle, but Finland resisted. In November, Stalin sent nearly one million Soviet troops into Finland.

The Soviets expected to win a quick victory, so they were not prepared for winter fighting. This was a crucial mistake. The Finns were outnumbered and outgunned, but they fiercely defended their country. In the freezing winter weather, soldiers on skis swiftly attacked Soviet positions. In contrast, the Soviets struggled to make progress through the deep snow. The Soviets suffered heavy losses, but they finally won through sheer force of numbers. By March 1940, Stalin had forced the Finns to accept his surrender terms.

The Phony War

After they declared war on Germany, the French and British had mobilized their armies. They stationed their troops along the Maginot (MAZH•uh•NOH) Line, a system of fortifications along France's border with Germany. There they waited for the Germans to attack—but nothing happened. With little to do, the bored Allied soldiers stared eastward toward the enemy. Equally bored, German soldiers stared back from their Siegfried Line a few miles away. Germans jokingly called it the *sitzkrieg*, or "sitting war." Some newspapers referred to it simply as "the phony war."

Suddenly, on April 9, 1940, the calm ended. Hitler launched a surprise invasion of Denmark and Norway. In just four hours after the attack, Denmark fell. Two months later, Norway surrendered as well. The Germans then began to build bases along the Norwegian and Danish coasts from which they could launch strikes on Great Britain.

The Fall of France

In May of 1940, Hitler began a dramatic sweep through the Netherlands, Belgium, and Luxembourg. This was part of a strategy to strike at France. Keeping the Allies' attention on those countries, Hitler then sent an even larger force of tanks and troops to slice through the Ardennes Forest. This was a heavily wooded area in northern France, Luxembourg, and Belgium. Moving through the forest, the Germans "squeezed between" the Maginot Line. From there, they moved across France easily and reached the country's northern coast in ten days.

Rescue at Dunkirk

After reaching the French coast, the German forces swung north again and joined with German troops in Belgium. By the end of May 1940, the Germans had trapped the Allied forces around the northern French city of Lille (leel). Outnumbered, outgunned, and pounded from the air, the Allies retreated to the beaches of Dunkirk, a French port city near the Belgian border. They were trapped with their backs to the sea.

In one of the most heroic acts of the war, Great Britain set out to rescue the army. It sent a fleet of about 850 ships across the English Channel to Dunkirk. Along with Royal Navy ships, civilian craft—yachts, lifeboats, motorboats, paddle steamers, and fishing boats—joined the rescue effort. From May 26 to June 4, this amateur armada, under heavy fire from German bombers, sailed back and forth from Britain to Dunkirk. The boats carried some 338,000 battle-weary soldiers to safety.

Graphic Organizer: There should be 5 completed (one per reading)

1.

2.

3.

Assignment B Directions:

Using the link provided, complete the questions accompanying each document AND answer the prompt in ONE strong thesis statement.

<https://www.whiteplainspublicschools.org/cms/lib/NY01000029/Centricity/Domain/353/Concerto%20DBQ%20World%20War%20II.pdf>

Prompt: Why was the world plunged into World War II in 1939?

Assignment C Directions:

Using the link provided, actively read each person's thoughts on why World War II was started.

After reading, choose TWO of the people you agree with and explain in two paragraphs (one per person) why you agree with their thoughts on why World War II was started.

[http://www.bbc.co.uk/schools/gcsebitesize/audio/history/pdf/the causes of the second world war.pdf](http://www.bbc.co.uk/schools/gcsebitesize/audio/history/pdf/the%20causes%20of%20the%20second%20world%20war.pdf)

Activity D Directions (2 Page):

Follow the steps for actively reading/analyzing visuals and answer the questions that accompany the visual.



STEPS FOR ACTIVELY READING VISUALS	
1. Type Of Visual	
2. Topic Of Visual	
3. Given Information	
4. Predictions, Deductions, Inferences. Conclusions	
5. Information needed to properly answer the follow up questions	

Visual Follow up questions:

1. According to the bar graph, which year was unemployment the greatest and which year was unemployment at its lowest point?

2. Between which two years did the sharpest decline in unemployment take place? Based on what you know about the time period, explain why you think this sharp decline might have taken place.

3. In September of 1939 World War II officially started, what types of jobs do you think Germany might have been creating in order to prepare for such a war?

4. If you were a German citizen during this time period, how do you think the information presented in the graph would have affected you? How would you feel about the changes you see in your country, and how would you likely feel about the government's role and actions during this time period?

DBQ 21: Causes of World War II

(Adapted from *Document-Based Assessment for Global History*, Walch Education)

Historical Context:

Even though the 1920's began with a favorable outlook for peace, toward the end of the decade and throughout the 1930's the clouds of war were forming. Dictators arose in countries that were dissatisfied with the results of World War I. Germany, Italy and Japan took aggressive actions, and neither the League of Nations nor the democratic countries were able or willing to stop them. British Prime Minister Chamberlain suggested the best way to deal with Hitler was a policy of appeasement. Actions were taken that moved Europe toward war. The debate over the causes of World War II provides different perspectives.

- **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:
 1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
 2. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions which follow each document.
 3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the question.
 4. Organize supportive and relevant information into a brief outline.
 5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside of the documents.

Question: Why was the world plunged into World War II in 1939? What is the most effective response to aggression—appeasement or collective security?

- **Part A:** The following documents provide information about the steps leading to World War II. Examine the documents carefully, and answer the questions that follow.

Document 1

In this excerpt from *Mein Kampf*, Adolph Hitler explains some of his ideas.

One blood demands one Reich. Never will the German nation have the moral right to enter into colonial politics until, at least, it includes its own sons within a single state. . . . Oppressed territories are led back to the bosom of a common Reich, not by flaming protests, but by a mighty sword.

What does Hitler suggest is needed for Germany? How would that lead to war? _____

(continued)

Name _____ Date _____

DBQ 21: World War II: The Road to War (continued)

Document 2

After Italy attacked Ethiopia, Haile Selassie, emperor of Ethiopia, asked the League of Nations for help in stopping the invasion. He asked for military sanctions but the League of Nations' response was ineffective. Haile Selassie used these words to the League of Nations:

God and history will remember your judgment. . . . It is us today. It will be you tomorrow.

According to Haile Selassie, who should stop the aggressors? _____

What will happen if the aggressors are not sopped? _____

Document 3

Hitler promised to tear up the Versailles Treaty. Specifically, the treaty forbade German troops from entering the Rhineland, a buffer zone between Germany and France. The texts of two headlines and articles from The New York Times of March 8, 1936, explain this issue from the German and the French points of view.

HITLER SENDS GERMAN TROOPS INTO RHINELAND

Berlin, March 7—Germany today cast off the last shackles fastened upon her by the Treaty of Versailles when Adolf Hitler, as commander-in-chief of the Reich defense forces, sent his new battalions into the Rhineland's demilitarized zone. . . . "After three years of ceaseless battle," Hitler concluded, "I look upon this day as marking the close of the struggle for German equality status and with that re-won equality the path is now clear for Germany's return to European collective cooperation."

PARIS APPEALS TO LEAGUE

Paris, March 7—France has laid Germany's latest treaty violation before the Council of the League of Nations. At the same time the French government made it quite clear that there could be no negotiation with Germany . . . as long as a single German soldier remained in the Rhineland in contravention ([violation] of Germany's signed undertakings [agreements]). . . . What is essential, in the French view, is that the German government must be compelled by diplomatic pressure first and by stronger pressure if need be, to withdraw from the Rhineland.

What action did Hitler take in defiance of the Versailles Treaty? How does he explain his action?

What was the reaction in France? How might this have led to war? _____

(continued)

Name _____ Date _____

DBQ 21: World War II: The Road to War (continued)**Document 4**

As German aggression continued in 1938, Britain, France, and Italy met with Hitler to discuss his demands for the Sudetenland, a section of Czechoslovakia. This radio broadcast by William Shirer describes what happened at this meeting.

William Shirer: It took the Big Four just five hours and twenty-five minutes here in Munich today to dispel the clouds of war and come to an agreement over the partition of Czechoslovakia. There is to be no European war . . . the price of that peace is . . . the ceding by Czechoslovakia of the Sudeten territory to Herr Hitler's Germany. The German Fuhrer gets what he wanted. . . His waiting ten short days has saved Europe from a world war . . . most of the peoples of Europe are happy that they won't have to go marching off to war. . . Probably only the Czechs . . . are not too happy. But there seems very little that they can do about it in face of all the might and power represented here.

What happened at this Munich Conference according to Shirer? What does he feel is the reaction in Europe and in Czechoslovakia? _____

Document 5

In this speech to Parliament, British Prime Minister Neville Chamberlain explains why he favored a policy of appeasement in dealing with Hitler at Munich in 1938.

With a little good will and determination, it is possible to remove grievances and clear away suspicion. . . We must try to bring these four nations into friendly discussion. If they can settle their differences, we shall save the peace of Europe for a generation.

And, in The Times (London): I shall not give up the hope of a peaceful solution. . . We sympathize with a small nation faced by a big and powerful neighbor. But we cannot involve the whole British Empire in war simply on her account. If we have to fight, it must be on larger issues than that. . . I am a man of peace. . . Yet if I were sure that any nation had made up its mind to dominate the world by fear of its force, I should feel that it must be resisted. . . But war is a fearful thing.

Why does Chamberlain suggest appeasement? _____

Under what conditions would he fight? _____

(continued)

Name _____ Date _____

DBQ 21: World War II: The Road to War (continued)**Document 6**

Winston Churchill disagreed with Chamberlain's policy of appeasement. In this speech to Parliament, Churchill warned England about following a policy of appeasement.

I have always held the view that keeping peace depends on holding back the aggressor. After Hitler's seizure of Austria in March, I appealed to the government. I asked that Britain, together with France and other powers, guarantee the security of Czechoslovakia. If that course had been followed, events would not have fallen into this disastrous state. . . . in time, Czechoslovakia will be swallowed by the Nazi regime. . . . I think of all the opportunities to stop the growth of Nazi power which have been thrown away. The responsibility must rest with those who have control of our political affairs. They neither prevented Germany from rearming, nor did they rearm us in time. They weakened the League of Nations. . . . Thus they left us in the hour of trial without a strong national defense or system of international security.

What strategy did Churchill suggest for keeping peace and stopping the growth of Nazi power?

Who is responsible for these lost opportunities? _____

Document 7

In this excerpt from *Russia and the West Under Lenin and Stalin*, George F. Kennan offers another critical view of the Munich Agreement (Boston: Atlantic Little Brown, 1961).

The Munich Agreement was a . . . desperate act of appeasement at the cost of the Czechoslovak state, performed by Chamberlin and French premier, Daladier, in the vain hope that it would satisfy Hitler's stormy ambition, and thus secure for Europe a peaceful future. We know today that it was unnecessary... Because the Czech defenses were very strong . . . and because the German generals, conscious of Germany's relative weakness at that moment, were actually prepared to attempt to remove Hitler . . . had he continued to move forward.

What are two reasons Kennan felt the Munich Agreement was unnecessary? _____

(continued)

Name _____ Date _____

DBQ 21: World War II: The Road to War (continued)**Document 8**

In this excerpt adapted from British historian A. J. P. Taylor's *The Origins of the Second World War* (New York: Atheneum, 1965, p. 291), another point of view on appeasement is presented.

Can any sane man suppose . . . that other countries could have intervened by armed force in 1933 to overthrow Hitler when he had come to power by constitutional means and was apparently supported by a large majority of the German people. The Germans put Hitler in power; they were the only ones who could turn him out. Also the "appeasers" feared that the defeat of Germany would be followed by a Russian domination over much of Europe.

What were two reasons this author used to explain why appeasement was the logical policy at that time?

Document 9

In this excerpt by Keith Eubank from *Origins of World War II*, the author argues that the discussion about stopping Hitler prior to 1939 was not an issue for several reasons.

. . . neither the people nor the government of [Britain and France] were conditioned to the idea of war. . . . Before September 1, 1939, Hitler had done nothing that any major power considered dangerous enough to warrant precipitating [starting] a major European war. Nor was there any existing coalition that could have opposed Hitler's massive forces. For Britain sought to appease Hitler [and] the French feared a repetition of the bloody sacrifices of 1914-1918. Stalin wanted an agreement with Hitler on partitioning Europe and the United States rejected all responsibility for Europe.

What evidence does this historian give for his belief that Hitler would not have been stopped prior to 1939?

- **Part B—Essay**

Why was the world plunged into World War II in 1939? What is the most effective response to aggression—appeasement or collective security?