

Social Studies
Unit 14: Origins of the Second World War

<p style="text-align: center;">Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Students will compare their investigation of the causes of the Second World War to that which they investigated with the origins of the Great War. Students will develop a causal framework by which they can assess the various causes in relation to each other and in relation to the outbreak and course and consequences of the Second World War. Students will understand the factors influential on a nation's foreign policy and how alliances function in stressful situations. Students will understand the techno-military revolution which emerged during the inter-war period. Students will understand the essential nature of the 'home front' and reasons why civilians were targeted by both sides during this, the most damaging conflict of the world.
<p style="text-align: center;">Essential Questions</p>	<p><u>Primary Questions</u></p> <ul style="list-style-type: none"> ▪ What were some of the major ethnic, social, and religious conflicts that dominated the newly independent countries of Eastern Europe and the Balkans? ▪ Which Eastern European country became a model of democracy in the 1920s and 1930s? Why? ▪ Why did the German government resort to military force in early 1919 that badly damaged its new democracy? ▪ Why was inflation such a huge problem facing the newly created Weimar Republic? ▪ Why were the political extremes in Germany growing at the expense of the political center in the 1920s? ▪ What was the major governmental focus in both France and Britain during the "Roaring 20s?" Why wasn't this decade so "roaring" in Europe? ▪ How did most of Ireland finally gain its independence from Britain? What areas still remain united to Britain today? ▪ In regard to international relations, how did the period 1924-1930 reflect some of the idealism of the Paris Peace Conference? ▪ What was the Dawes Plan? How successful was it in resolving the debt crisis of the mid-1920's?

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Essential Questions	<u>Secondary Questions</u> <ul style="list-style-type: none">▪ Identify the various methods (treaties, negotiations, agreements, etc.) used by the European powers and the United States to establish and maintain peace and military disarmament during the 1920s. Why might some of those methods be considered politically naïve?▪ Why can it be said the World War I “ushered in a new era?” What “new” political, economic, social, and military conditions dominated Europe by the end of the 1920s?▪ What were the basic principles of Freudian psychology? What were some of the implications of his thinking?▪ Why were Freud’s ideas so offensive to so many people? How did his theories clash with Christianity?▪ Identify some of the literary themes of the European writers of the 1920s and 1930s. How did they reflect the ideologies, tensions, and conflicts of their age?▪ What was a major goal of many of the art movements of the early 20c?▪ According to Marinetti’s “Futuristic Manifesto” what were the objectives of futurism?▪ How did Oswald Spengler view history and civilization?▪ What was the foundation of Einstein’s Theory of Relativity?▪ What were the implications of the Quantum Theory of Max Planck? How did Einstein and Planck challenge the basic premises of Newtonian physics?▪ What was the “uncertainty principle” proposed by the German physicist, Werner Hersenberg?
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<p style="text-align: center;">Essential Questions</p>	<p><u>Supplemental Questions</u></p> <ul style="list-style-type: none"> ▪ What were some of the other scientific discoveries of the period that improved the standard of living and recreation during the “Jazz Age?” ▪ Identify some of the problems faced by the Italian government after World War I. What was its greatest fear? ▪ What are the origins of the word ‘fascism’? What are its basic principles? ▪ How did the fascists come to power in Italy in the 1920s? ▪ Why was Mussolini so popular? What was his personal appeal? ▪ What was the goal of the “corporate state”? How did it set the relationship between government, business, and labor in fascist Italy? ▪ Identify the major components of fascist economic policy. How efficient did Italy’s economy become under Mussolini? What inherent problems were created? ▪ What were some of Mussolini’s ‘notable’ achievements? ▪ Why did Mussolini’s government feel it was necessary to make an accommodation with the Vatican? What did each side receive from their signing of the Lateran Treaty in 1929? ▪ Why was the Catholic Church more accommodating to the fascists than it had been toward the preceding government in Italy? ▪ What were the major characteristics of modern dictatorship or totalitarianism? The limitations of totalitarian rule? ▪ Who were Hitler’s political and cultural targets? ▪ What were Hitler’s political and cultural targets? ▪ What were Hitler’s basic racist and political views? How were these views a reflection of some 19c and early 20c political and scientific thinkers? ▪ Which groups in German society were the biggest supporters of the Nazis? Why? ▪ Why did the Weimer Republic collapse in the early 1930s? ▪ How did Hitler and the Nazis actually come to power? ▪ What were some of the impressive economic successes of the early Nazi years? How was Hitler able to accomplish this in the midst of the global depression? ▪ What Nazi policies were focused on women and children? How did the Nazi propaganda make all Germans feel that they were part of a great cultural struggle? ▪ How did the Nazis deal with the Christian churches in Germany? ▪ Why were Jews primary targets of Nazi hatred? How was Nazi ideology reflected in the Nuremberg Laws?
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Essential Knowledge	<ul style="list-style-type: none">▪ Unhappiness with the terms of the Treaty of Versailles contributed to the start of the Second World War.▪ The rise of Fascism and the demise of democracy occurred during the Inter-War Period.▪ Economic policies designed to cure the ills of the Great Depression actually encouraged both protectionism and aggressive nationalism.▪ The League of Nations failed as it lacked membership, had neither power nor an army, and was unable to act quickly.▪ The “Policy of Appeasement” was an attempt by the Prime Minister of Britain to resolve issues of unfairness with the Treaty of Versailles.
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<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Weimer Republic, “Stab-in-the-Back” Theory, Friedrich Ebert, Spartacus League, Rosa Luxemburg, Gustav Stresemann, Adolf Hitler, Beer Hall <i>Putsch</i>, <i>Mein Kampf</i>, Stanley Baldwin, General Strike of 1926, Irish Home Rule, Sin Fein, Irish Republican Army (IRA), James Connolly, Michael Collins, Eamonn de Valera, “Black and Tans”, Statute of Westminster, British Commonwealth, Ruhr Crisis, Dawes Plan, Young Plan, Washington Naval Conference, Locarno Treaties, Kellogg-Briand Pact, Maginot Line, Sigmund Freud, Psychoanalysis, <i>The Interpretation of Dreams</i>, Carl Jung, Wassily Kandinsky, Cubism, Pablo Picasso, Georges Braque, Surrealism, Salvador Dali, Marcel Proust, <i>Remembrance of Things Past</i>, Franz Kafka, <i>The Trial</i>, Kafkaesque, James Joyce, <i>Ulysses</i>, Virginia Woolf, <i>A Room of One’s Own</i>, Thomas Mann, D.H. Lawrence, <i>Sons and Lovers</i>, Waugh Evelyn, Filippo Marinetti, Futurism, Dadaism, Fauvism, William Butler Yeats, Ezra Pound, T.S. Eliot, Oswald Spengler, <i>The Decline of the West</i>, Ludwig Wittgenstein, Albert Einstein, $E = mc^2$, Theory of Relativity, Wilhelm Röntgen, J.J. Thomson, Pierre & Marie Curie, Ernest Rutherford, Max Planck, quantum physics, Werner Heisenberg, “uncertainty principle”, Sir Alexander Fleming, Sir Howard Florey, Max Weber, Walter Gropius, Bauhaus, fascism, Benito Mussolini, Black Shirts, <i>Il Duce</i>, <i>Believe! Obey! Fight!</i>, corporative state, autarchy, Lateran Treaty of 1929, totalitarianism, Aryans Third Reich, Alfred Rosenberg, National Social German Workers Party (NAZIS), Herman Goering, Joseph Goebbels, Heinrich Himmler, Storm Troopers (SA), swastika, Schutzstaffel (SS), Franz von Papen, Night of the Long Knives, <i>Der Fuhrer</i>, <i>Gleichschaltung</i>, Gestapo, Strength Through Joy, Hitler Youth, <i>Lebensborn</i>, Joachim von Ribbentrop, Nuremberg Laws, <i>Kristallnacht</i>, Leni Riefenstahl, “The Triumph of the Will”, Falange, Jose Antonio Primo de Rivera, <i>Quadragesimo Anno</i>, Sir Oswald Mosley, Spanish Civil War,
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<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ General Francisco Franco, Abraham Lincoln Battalion, International Brigades, Ernest Hemingway, Pablo Picasso, “Guernica”, Great Depression, Hawley-Smoot Tariff Act, Martin Buber, W.H. Auden, Karl Barth, Jacques Maritain, Guido de Ruggiero, John Maynard Keynes, Ramsey MacDonald, Edward VIII, Wallis Simpson, George VI, French Popular Front, Leon Blum, Manchuria 1931, Little Entente, Haile Sellasie, Kurt von Schuschnigg, plebiscite, <i>Anschluss</i>, Neville Chamberlain, Eduard Benes, Sudetenland, Edouard Baladier, Munich Agreement, appeasement, Rome-Berlin Axis (“Pact of Steel”), <i>Now we have peace for our time!</i>, lebensraum, Hitler-Stalin Non Agression Pact, September 1, 1939
<p style="text-align: center;">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Develop greater Reading Comprehension ▪ Develop competent Note Taking skills ▪ Develop Source Analysis for both Primary and Secondary ▪ Create and Deliver Oral Presentations ▪ Develop Narrative/Argumentative Essay Writing

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<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none"> a. Develop research questions related to a current social studies issue. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ol style="list-style-type: none"> a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. <p>A3. Taking Action Using Social Studies Knowledge and Skills</p> <p>Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p>
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Related Maine Learning Results	<p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none">a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.d. Describe the purpose, structures, and processes of the American political system.e. Compare the American political system with examples of political systems from other parts of the world. <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none">a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>B3.Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ul style="list-style-type: none">a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures. <p>C. Economics</p> <p>C1.Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <ul style="list-style-type: none">b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.d. Identify and explain various economic indicators and how they represent and influence economic activity.e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability.f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage. <p>C2.Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ul style="list-style-type: none">a. Analyze the role of regional, international, and global organizations that are engaged in economic development.b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically divers.c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>D. Geography</p> <p>D1.Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none"> a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences. b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools. c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. d. Evaluate the impact of change, including technological change, on the physical and cultural environment. <p>D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none"> a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects. b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Students will make an annotated diagram of the seven main causes of the Second World War. Students must then prioritize the causes and discuss which one is the most important. For each cause students will remove it from the causal chain and discuss the ramifications of this factor being removed.
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Students will analyze documents and excerpts from the Allied Conferences to determine who was more responsible for the increase in tensions that resulted in the Cold War. Students will be assessed concerning their deployment of and analysis of evidence in proving their accusations. Students will be expected to filter their choice through the historiographical categories of traditional, revisionist, and neo-revisionist.

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**Sample
Resources**

- Publications:
 - [The UD Holocaust museum Learning Site for Students](#)
 - [Simon Weisenthal Museum of Tolerance](#)
 - [Cybrary of the Holocaust](#)
 - [Holocaust Timeline](#)
 - [The Courage to Remember: The Holocaust 1933-1945 Online Exhibit](#)
 - [The Nuremberg War Crime Trials](#)
 - [The Trial of Adolph Eichmann](#)
 - [Eyewitnesses from Auschwitz](#)
 - [The Nuremberg Laws](#)
 - [The Voyage of the St. Louis Online Exhibit](#)
 - [Kristallnacht, Online Exhibit](#)
 - [Oskar Schindler](#)
 - [Raoul Wallenberg, The Official Wallenberg Site](#)
 - [Auschwitz](#)
 - [Concentration Camps](#)
 - [Survivors of the Holocaust](#)
 - [Visas for Life: The Remarkable Story of Chuine and Yukiko Sugihara Online Exhibit](#)
 - [To Save a Life: Stories of Holocaust Rescue](#)
 - [Childhood in Times of War](#)
 - "The Roots of Western Civilization" – Prof. Paul Halsall, Fordham University
- Other Resources:
 - "A Comparison of the Middle Ages and the Renaissance in Italy" – chart
 - "Comparing the Middle Ages, the Renaissance, and the Modern World" – chart
 - "The Late Middle Ages" – Prof. David McGee, Central Virginia Community College, lecture outline