World History Beginnings to Present B

**Unit 6: The World Wars**

**Unit Summary:** The early twentieth century was dominated by two global conflicts—the world wars. These conflicts were the result of multiple relationships of cause and effect throughout the period. For example, the escalation of rivalries due to imperialism and nationalism and the rise of militarism directly led to World War I. After World War I decimated countries attempted to fix themselves which led to the Great Depression. With so much social and political unrest, these countries looked to attain other countries as solution. The League of Nations failed to protect countries from being taken over. This would have long-reaching effects on the political, economic, and international structures in the decades to come and would lead to World War II.

**Unit Timeline:** This timeline provides *some* events included in this unit’s learning to assist understanding chronologically.

* 1839 – Belgium and Britain sign the Treaty of London in which Britain promised to protect Belgium’s neutrality in case of an invasion
* 1871 – Germany becomes a nation-state
* 1879 – Germany and Austria-Hungary form an alliance (Italy joined three years later to make it the Triple Alliance)
* 1884 – Berlin Conference of 1884 to establish rules for the colonization of Africa
* 1890 – France and Russia formed an alliance to defend each other in case of attack by Germany, Austria, or Italy
* 1907 – Great Britain, France, and Russia entered into an agreement called the Triple Entente
* 1914-1918 – World War I
* 1917 – U.S. enters World War I when Germany began using unrestricted submarine warfare again and due to Germany trying to form an alliance with Mexico
* September 1, 1939 - Germany invades Poland, igniting World War II.
* May 27, 1940 – June 4, 1940 - The Dunkirk evacuation saves Allied soldiers from France after Germany captures several European states, defeating Britain.
* June 22, 1941 - Germany invades the Soviet Union, bringing the Soviet Union onto the side of Allied forces.
* December 7, 1941 - The attack on Pearl Harbor occurs.
* December 11, 1941 - The United States enters World War II.
* August 30, 1944 - The Allied forces win at Normandy, recapturing France and turning the war in their favor.
* May 2, 1945 - The Battle of Berlin occurs, and the war in Europe ends with Allied victory.

**Lesson 2 – Causes of WW1**

**Objective 1:** In this section, you will summarize the escalation of rivalries due to imperialism and nationalism and the rise of militarism in Europe.

**Essential Question:** How did nationalism, imperialism, and militarism contribute to increased tensions in Europe in the late nineteenth century and early twentieth century?

**Big Ideas**: As the twentieth century began, rivalry and tension increased among the industrial powers of Europe. These powers included France, Germany, and Great Britain. The tension led to the start of World War I. Historians suggest a variety of factors, such as nationalism, imperialism, and militarism lead to the outbreak of World War I.

**Key Words**:

* **Berlin Conference of 1884 –** the conference that formalized the scramble for African colonies by various European nations in the late nineteenth and early twentieth centuries and led to the partition of Africa between these imperial powers
* **imperialism** – the practice of one group of people establishing control over another in a foreign land
* **militarism** – the policy of building large armies and navies
* **nation-state** – a self-governing region
* **nationalism** – an intense pride in one’s nation
* **World War I** – a global conflict from 1914 to 1918 that started in Europe

**Objective 2:** In this section, you will analyze how the European alliance system contributed to the start of World War I.

**Essential Question:** How did a rise in militarism contribute to the European alliance system?

**Big Ideas:** In 1914, the year that World War I started, Europe was divided - one side, the Triple Alliance, consisted of Germany, Austria-Hungary, and Italy; the other side, the Triple Entente, was made up of France, Russia, and Great Britain. Designed to maintain a balance of power and prevent war, the alliance system instead intensified European rivalry and helped lead to the outbreak of World War I.

**Key Words:**

* **Triple Alliance** – Germany, Austria-Hungary, Italy alliance at the start of World War I
* **Triple Entente** – France, Russia, and Great Britain alliance at the start of World War I

**Objective 3:** In this section, you will investigate how the assassination of Archduke Franz Ferdinand sparked World War I.

**Essential Question:** What were the consequences of the assassination of Archduke Franz Ferdinand?

**Big Ideas:** The assassination of the Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary, triggered the alliance system and sparked World War I.

**Key Words:**

* **Schlieffen Plan** – German military plan to quickly defeat France before turning to Russia in order to avoid fighting a war on both fronts at the same time; Germany’s path through Great Britain’s ally, Belgium, on its way to attacking France caused Great Britain to enter the war

**Objective 4:** In this section, you will compare speeches by Sir Edward Grey of Great Britain and Kaiser Wilhelm II of Germany to understand why each nation went to war.

**Essential Question:** Why did Great Britain and Germany participate in World War I?

**Big Ideas:** On June 28, 1914, a Serbian nationalist assassinated Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary. The assassination led to a month-long frenzy of negotiations between Europe’s great powers. Diplomacy failed, and on July 28, 1914, Austria-Hungary declared war on Serbia. This action brought Russia, France, Germany, and Great Britain into war.

As the alliance system toppled, Germany implemented a strategy called the Schlieffen Plan. Under the Schlieffen Plan, Germany hoped to avoid a two-front war. The strategy called for Germany to pass through neutral Belgium on the way to France. Germany would deliver a knockout blow to France, and then turn its attention to Russia. On the day that Germany invaded Belgium, Great Britain declared war on Germany. The alliance system collapsed, and Europe was at war.

**Key Words**:

* **front** – a line that divides opposing armies
* **kaiser** – German title for an emperor
* **Reichstag** – German house of parliament

**Quick Check**

Question 1: Which of the following statements best summarizes the rise of nationalism in Europe?

* **Large armies and navies, along with extensive colonial holdings, helped to define European national greatness. (p. 3)**
* At the Berlin Conference of 1884, European nations cooperated by trying to establish rules for African conquest.
* Hiram Maxim invented the machine gun.
* Germany and Great Britain engaged in a naval arms race

Question 2: Which of the following serves as an example of imperialism?

* the creation of Germany as a nation-state
* the adoption of the machine gun by the German army
* the building of the HMS Dreadnought
* **Belgian expansion in the Congo (p. 4)**

Question 3: Which of the following offers the best analysis of why an alliance system emerged in Europe?

* Great Britain and Germany were engaged in a fierce naval arms race.
* Germany felt isolated by Russia and France.
* Italy remained neutral with the outbreak of war.
* **European countries sought to maintain a balance of power. (p. 9)**

Question 4: Which of the following can be used to investigate the reason the assassination of Archduke Franz Ferdinand sparked World War I?

* knowledge of the Schlieffen Plan
* **the collapse of the alliance system (p. 23)**
* the nationality of Archduke Franz Ferdinand’s assassin
* the role that East African soldiers played in the war

Question 5: Compare the speech by Edward Grey to the speech by Kaiser Wilhelm II. What do both leaders agree on about entering World War I?

* The war is a result of ill will by those opposed to the strength of Germany.
* **It is important to support an ally. (p. 25)**
* Britain would lose respect if it failed to support Belgium.
* Imperialism was a primary cause of the war.

**Lesson 3 – A New War**

**Objective 1:** In this section, you will describe and define total war by analyzing examples from World War I.

**Essential Question:** What makes a war a “total war” specifically?

**Big Ideas:** In terms of military strategy, total war is a “war in which the objective was the extermination of the enemy or rendering the enemy incapable of self-defense.”

There are several key aspects of total warfare:

* Mobilization of military and civilian populations for the war effort
* Incorporating civilian roles into the war effort
* The control and devotion of a nation’s whole society to the war effort
* Delineation of soldiers on the battlefield
* Total destruction, high casualty rates, of the enemy as a primary goal

**Key Words**:

* **limited war –** a war with limited scope of involvement and a specific political goal
* **total war** – a war with the focus of destroying an enemy that encompasses a whole nation or society

**Objective 2:** In this section, you will list technological advances and analyze their effects on World War I.

**Essential Question:** Which technological advances had the greatest impact on World War I?

**Big Ideas:** It is common for war to push the technology of an era to advance more quickly. World War I pushed technological advances exceptionally fast.

**Key Words**:

* **U-boat –** a German submarine

**Objective 3:** In this section, you will compare the Eastern and Western Fronts of World War I, noting their similarities and differences in geography and strategy.

**Essential Question:** Why are the Eastern and Western Fronts of World War I considered the two major fronts?

**Big Ideas:** The Western Front is the one mentioned in most media about the WWI conflict. It was not the only front, however. Given the imperial holdings of the European empires involved, there were not just troops coming from all over the globe, but also conflicts between the colonies. This is what made this a “world” war rather than a regional conflict.

**Key Words**:

* **front –** a line of conflict between at least two opposing forces
* **trench warfare** – a type of warfare in which forces dig large trenches to provide protection from enemy attacks
* **two-front war** – when a nation or military opposes enemies on two geographically separate fronts at the same time

**Objective 4:** In this section, you will summarize the United States’ involvement and military role in World War I.

**Essential Question:** What was the United States’ involvement and role in World War I?

**Big Ideas:** World War I started due to a network of alliances that split Europe into two political sides: the Central powers (Germany, Austria-Hungary, and the Ottoman Empire) and the Allied forces (Britain, France, and Russia). The United States made the decision to be politically neutral. It considered the war to be a “European conflict” that should not include the U.S. This did not mean the U.S. had no connection to the European countries. There was indirect involvement, and diplomatic tension, long before the U.S. officially became involved in World War I.

**Key Words**:

* **Allied forces –** Britain, France, and Russia
* **armistice –** a joint decision by combatants to cease hostilities under certain conditions
* **Central powers** – Germany, Austria-Hungary, and the Ottoman Empire
* **isolationist** – a policy of avoiding foreign political involvement in order to focus on domestic issues
* **unrestricted submarine warfare** – a naval tactic that targets civilian or merchant vessels without warning

**Quick Check**

Question 1: How can total war be described in terms of how it involves a civilian population?

* A total war mobilizes a civilian population to support the war effort but does not see them directly involved in the battlefield.
* Civilians are not involved in a total war.
* **A total war mobilizes a civilian population to support the war effort and will see them targeted by the enemy. (p. 3)**
* A total war targets civilians in order to destroy the enemy but does not involve them in the war effort.

Question 2: What is the difference between a limited war and a total war?

* **Limited war does not target civilians or infrastructure because the invading force is planning to keep the land they conquer. With a total war, those limits do not exist because the goal is destruction of the enemy. (p. 2-5)**
* Limited war focuses on destroying the enemy and has a limited goal. With total war, the goals are not limited and are often numerous and specific.
* Limited war does not target civilians or infrastructure because of the rules of engagement that both sides agree to ahead of time. Total war does not have agreed-upon rules of engagement.
* Limited war targets civilians and infrastructure because it has a limited scope of focus, while total war targets everything because it has no focus.

Question 3: What new technologies were invented during World War I?

* automobiles and submarines
* observational balloons and zeppelins
* airplanes and reconnaissance
* **tanks, poison gas, ambulance (p. 10-12)**

Question 4: Compare the Eastern and Western Fronts of World War I. Which statement gives the most accurate comparison?

* The Western Front had few offensives and little movement. The Eastern Front had more offensives and moved constantly.
* **The Western Front was stagnant but had many offensives. The Eastern Front had fewer offensives, but the front shifted considerably during each one. (p. 22)**
* The Western Front was stagnant, while the Eastern Front shifted a lot. They had roughly the same number of offensives.
* The Western Front moved constantly and had many offensives. The Eastern Front had little movement and fewer offensives.

Question 5: Which of the following accurately summarizes the involvement of the United States in World War I?

* The U.S. joined the Alliance forces in 1914, but did not send troops until 1917, which eventually forced Germany to surrender.
* **Initially, the U.S. was politically neutral and was involved only economically; however, once it joined the Central powers, they helped force Germany to surrender. (p. 28-29)**
* Initially, the U.S. was politically neutral and completely uninvolved; however, once it joined the Central powers they helped force Germany to surrender.
* The U.S. was involved economically, which provided critical resources for Allied forces and Central powers that forced a German armistice.

**Lesson 4 – Russian Unrest and Revolution**

**Objective 1:** In this section, you will summarize Vladimir Lenin’s role in the Russian Revolution and his lasting impact.

**Essential Question:** Why was Vladimir Lenin important to the Russian Revolution?

**Big Ideas:** Vladimir Lenin is best known for his role as a leader of the Russian Revolution. For more than two decades, he was active in Russian political groups that were interested in Marxism, also called socialism. This political viewpoint was not welcomed in Russia, which was ruled by a tsar at that time. Even so, in the early twentieth century many people, like Lenin, were eager for change in their country. In 1917, Lenin helped start a revolution that had far-reaching consequences for Russia and the rest of the world.

**Key Words**:

* **Bolsheviks –** the Russian socialists who supported Marx’s ideas and wanted to see the country embrace them
* **Karl Marx –** the German philosopher who, along with Friedrich Engels, wrote *The Communist Manifesto* (1848) urging the industrial working class to overthrow the capitalist system in a violent revolution and establish a new classless society based on a dictatorship of the proletariat (workers)
* **March Revolution** – the first stage of the Russian Revolution in 1917, begun when Tsar Nicholas II gave up his throne and the Russian people began establishing a new government
* **Marxism** – the theory that class conflict would lead to a revolution and ultimately a classless society in which everyone would own the means of production and have an equal share
* **Marxism-Leninism** – the adaptation of Marxist ideas by Lenin; unlike Marx’s vision of a classless society, Lenin believed that it was important to have a small group of elites in power to help guide the country toward communism
* **Mensheviks** – the Russian socialists who supported Marx’s ideas but did not advocate revolution; this group was more moderate in their beliefs than Vladimir Lenin and the Bolsheviks
* **New Economic Policy** – a policy created by Lenin after the Russian Civil War that undid War Communism policies and allowed Russians some measure of capitalist features, like private business ownership and some private property; in a sense, it rolled back elements of communism in the new Soviet economy
* **October Revolution** – the third and final revolution in Russia led by Lenin in 1917, when the Bolsheviks overthrew the current government
* **proletariat** – term used by Karl Marx to describe the industrial working class, whom he argued were being exploited by industrial capitalism
* **Red Terror** – a name used for the Bolsheviks’ efforts to eliminate political opposition during the Russian Civil War
* **Revolution of 1905** – a short-lived uprising in Russia that occurred because of general dissatisfaction with the government; it led to only limited political change
* **tsar** – the title given to the ruler of Russia from the sixteenth century until the Russian Revolution of 1917; equivalent to emperor or king
* **War Communism** – a policy implemented during the Russian Civil War by Lenin and the Bolsheviks, which involved converting some elements of the Russian economy, such as taking over private business, nationalizing industry, and collectivizing agriculture

**Objective 2:** In this section, you will use timelines to explain the Russian Civil War.

**Essential Question:** Why did Russia experience a civil war?

**Big Ideas:** The Russian Civil War began in 1918 after nearly a year of revolution. In March 1917, the Russian people overthrew their ruler, Tsar Nicholas II. They created a new temporary government that would take the place of the monarchy. But there were many ideas of how the new government should operate. The provisional government included people from across the political spectrum. In the months that followed, the provisional government sometimes achieved success. By the fall of 1917, however, the government was not working as well as many people wanted. The final revolution occurred that October when Vladimir Lenin and the Bolsheviks overthrew the provisional government. While many Russians initially supported this move, not everyone agreed with him. That winter, the Russian Civil War began. For the few years following, Russians fought each other over which type of government the nation should have.

**Key Words**:

* **Bloody Sunday –** the name for the date that began the Revolution of 1905 in Russia as a result of the massacre of more than one hundred protestors in St. Petersburg
* **cheka –** the secret police force created by the Bolsheviks in late 1917
* **Gregorian Calendar –** the calendar that uses the vernal equinox each spring to decide the date for the Christian Easter holiday; European countries began adopting this calendar in 1582
* **Julian Calendar –** the calendar that used a fixed date for the Easter holiday; it was used by most Christian countries from 45 BCE to 1582 CE
* **Treaty of Brest-Litovsk** – the treaty that ended Russia’s involvement in World War I
* **Vladimir Lenin** – the leader of the Bolsheviks in the Russian Revolution

**Objective 3:** In this section, you will explain how the Russian Revolution affected Russia’s participation in World War I.

**Essential Question:** Why did Russia leave World War I before it ended?

**Big Ideas:** In early 1918, nearly a year before World War I ended, Russia left the conflict. When the war began in 1914, Russia had been part of the Triple Entente. This was a three-way alliance between Russia, France, and the United Kingdom. This alliance placed the Triple Entente against the Central Powers of Austria-Hungary and the German Empire. While each nation had some form of impact due to the war, Russia experienced the most significant consequences. In response to these consequences, the Russian Revolution began in 1917. The events of the Russian Revolution affected the nation’s participation in World War I.

**Key Words**:

* **coup** – an effort to overthrow a government
* **exile** – to be forced to leave the country one comes from
* **reparation** – the compensation for a wrongdoing, often through monetary payment

**Objective 4:** In this section, you will analyze the creation of the Union of Soviet Socialist Republics.

**Essential Question:** Why was the Soviet Union formed?

**Big Ideas:** After the Russian Revolution and Civil War from 1917 to 1922, Russia became part of the Soviet Union. The Soviet Union was one name used to refer to the Union of Soviet Socialist Republics, or the USSR. The Soviet Union was the first communist government in the world. This large nation included a group of Soviet republics. These republics all practiced communism.

**Key Words**:

* **communist –** a system of government where the government controls property (land, factories, companies) and wealth to create a classless society where each person enjoys the benefit of labor
* **socialist** – a person or group whose political ideology advocates the working class should be in control of wealth

**Quick Check**

Question 1: Which of the following statements best summarizes Vladimir Lenin’s role in the Russian Revolution?

* **Lenin was able to strengthen the Bolsheviks’ position and overthrow the provisional government by late 1917. (p. 5)**
* Lenin helped overthrow Tsar Nicholas II during the March Revolution and took charge in the new government.
* Lenin convinced the Russian people to give the tsar back his power so the country could stop fighting.
* Lenin used the Red Terror to fight the provisional government throughout 1917 to take power

Question 2: Which of the following best explains why the Red Army won the Russian Civil War?

* The White Army withdrew from Crimea and this allowed the Red Army to successfully fight them one last time.
* The White Army ultimately did not have enough help from outside countries to fight the Red Army successfully.
* The Red Army used its Red Terror program throughout Russia in order to take out political opponents and strengthen themselves.
* **Although many groups opposed the Bolsheviks, the White Army was not very unified and this made it harder to have success in the war.**

Question 3: Which of the following explains why some people use 1918 as the starting date of the Russian Civil War?

* It was the year that the Russians got out of World War I with the Treaty of Brest-Litovsk, so they could focus their attention elsewhere.
* The White Army successfully conquered Ukraine, showing how powerful they were as a counter force to the Red Army.
* The last tsar of Russia stepped down, causing a new government to form and the Bolsheviks to begin to take over the country.
* **Lenin decided to disband the Constituent Assembly in 1918, which angered people because the Bolsheviks were becoming more controlling. (p. 14)**

Question 4: Which of the following statements best explains why Russia left World War I before it ended?

* A Russian military-led coup ended the war in eastern Europe.
* Germany defeated and advanced into Russian territories.
* Tsar Nicholas II ended the war to prevent a revolution.
* **The damage of the war caused an internal revolution. (p. 22)**

Question 5: Which of the following best analyzes why the Russian Soviet Federated Socialist Republic was the most powerful Soviet socialist republic in the Soviet Union?

* A conflict with Poland weakened the Belorus Soviet Socialist Republic too much.
* The Russian Soviet Federated Socialist Republic was more powerful than the rest because of its size.
* The Russian Soviet Federated Socialist Republic had been the only one to successfully embrace communism.
* **The Russian Communist Party and the head of the government ran the state from that location. (p. 33)**

**Lesson 5 – End of WWI**

**Objective 1:** In this section, you will analyze the effects of total war on Europe, the United States, and colonial peoples in South Asia, Africa, and the Middle East.

**Essential Question:** Why did total war have different effects on the people and places that fought in World War I?

**Big Ideas:** World War I was a total war because people from so many parts of society were involved. It was also a total war because the fighting destroyed so much physical landscape and so many lives.

**Key Words**:

* **conscription –** government required military or state service

**Objective 2:** In this section, you will investigate World War I’s financial costs, analyzing the consequences of past events and decisions to determine how they inform the future.

**Essential Question:** Why did World War I have long-lasting financial consequences?

**Big Ideas:** When World War I began in 1914, every country involved thought the conflict would end by Christmas. European leaders were wrong. Fighting the Great War, as it was called at the time, included participants and supplies from all over the world. It took four years for the war to come to a conclusion. This lengthy global war had many financial costs for the belligerents and all those affected by it. These financial costs came not only from the destruction of buildings and the need for large amounts of munitions to fight the war. The financial costs also included the impact on men’s bodies and their lives. In the end, the financial costs were so significant that they became an important point in the Treaty of Versailles.

**Key Words**:

* **belligerent –** the military term for a country or group fighting a war
* **munitions** – military weapons, including ammunition and related equipment
* **reparation** – a compensation for a wrongdoing, often through monetary payment
* **Treaty of Versailles** – the peace agreement that ended World War I in 1918

**Objective 3:** In this section, you will analyze the United States’ political role during World War I, focusing on how President Wilson’s Fourteen Points influenced the Treaty of Versailles and the creation of the League of Nations.

**Essential Question:** Why was the United States so influential during World War I and its immediate aftermath?

**Big Ideas:** When World War I began in 1914 the United States was far from the conflict. The U.S. had begun developing a global presence in the decades before the war but maintained its long-standing isolationism. The U.S. government initially tried to remain neutral. This position did not last long, and the U.S. entered the war in 1917. The war ended a year and a half later. The U.S. entered the conflict late in the war and played an influential political role. American ideas, particularly those developed by President Woodrow Wilson, shaped the war’s end and future peacekeeping efforts.

**Key Words**:

* **autonomy –** the ability to rule or govern independently, without oversight from another
* **isolationism –** a policy of avoiding political alliances with other nations

**Quick Check**

Question 1: Which of the following statements best analyzes the effect of World War I on colonial peoples in Africa?

* Europeans accessed resources in their African colonies because they did not have enough materials to fight their total war in Europe.
* **Although the war was predominantly fought in Europe, it still had extensive impacts on people in African colonies and their livelihoods. (p. 7)**
* Because only small numbers of Africans were required to join the war effort, there was little impact on those living in African colonies.
* Colonized peoples began to believe that it was beneficial to be colonized by Europeans, who made them part of their countries.

Question 2: Which of the following best explains the concept of total war?

* the Allies’ use of trenches in World War I, which prolonged attacks against the Central powers and were very deadly
* the U.S. decision to delay entering the war until 1917, but then commit themselves entirely to supporting the Allies
* the decision by the Allies to use resources from their colonies, instead of making those at home get involved in the war
* **a type of war in which participants use all available resources to support their war efforts, including civilians doing work on the home front (p. 3)**

Question 3: Which of the following best analyzes the consequences of World War I’s financial costs?

* The U.S. lost the most money out of any country in the war because it loaned money to others.
* **Financial decisions from World War I had global impacts, such as helping to cause another war. (p. 16)**
* The financial costs of World War I were extensive and particularly hurt wounded veterans.
* While it cost a lot of money to fight the war, once the war ended there were no new costs.

Question 4: Which of the following statements best analyzes the political role of the U.S. in World War I?

* Without U.S. manpower and supplies, the Allies would not have won the war, so the Allies thought it was important to use American ideas.
* **The U.S. had limited political impact, as European nations primarily chose to adopt American peace ideals that were useful to their own goals. (p. 23)**
* President Wilson was so persuasive that the Treaty of Versailles essentially restructured Europe according to American political ideals.
* The U.S. policy of isolationism kept it out of the war until very late, and then made its ideas unimportant in the peace talks in 1919.

Question 5: Which of the following best summarizes the main points of the Treaty of Versailles?

* Although the treaty asked Germany to apologize, its provisions recognized that everyone had some fault for the war.
* The main points primarily focused on how all of the countries would disarm and reduce the size of their militaries.
* **The losers of the war, including Germany and the Central powers, lost land, power, and money from the treaty’s provisions. (p. 23)**
* The Treaty of Versailles treated Germany fairly and did not strip it of any land, power, or money.

**Lesson 6 – Critiquing Versailles**

**Objective 1:** In this section, you will critique the economic and political failings of the Treaty of Versailles using social studies terminology and historians’ different points of view.

**Essential Question:** What were the political and economic failures of the Treaty of Versailles?

**Big Ideas:** World War I was supposed to be the war to end all wars. The world was horrified with the death and destruction it caused. The hope was with the signing of the Treaty of Versailles that there would never be another war like it. However, the treaty placed harsh sanctions on Germany. This, combined with the debt and humiliation Germany experienced, led to World War II.

**Key Words**:

* **armistice –** an agreement made by opposing sides to stop fighting in a war
* **reparation –** the compensation for a wrongdoing, often through monetary payment

**Critiquing Versailles Portfolio**

* Question 1: Historians have different points of view. Do an EBSCO search and find two different articles on the Treaty of Versailles. Try to find one in favor of the Treaty of Versailles and one against it. Summarize each article and how the author views the Treaty of Versailles.
* Question 2: Using the two articles you found, decide how things could have been different. Use your articles and evidence to help you decide the questions on your portfolio worksheet. Write a 4—5 sentence paragraph for each question.

**Lesson 7 – Impact and Change**

**Objective 1:** In this section, you will connect the changing role of women during World War I to the international movement for women’s suffrage.

**Essential Question:** How can we connect the changing role of women during World War I to the subsequent international expansion of women’s suffrage?

**Big Ideas:** During World War I, the role of women changed. Before the war, many women did not work outside of the home. Those who did often stopped working outside of the home if they got married.

Because many men were drafted into the military during the war, there weren’t enough workers to fill positions in areas that supported the war effort, such as weapons manufacturing. Until this point in American history, these positions had been mainly held by men. During World War I, though, women began to fill these positions.

Because of this shift, women gained more power in the workforce. They also played a key role in the war effort. Because of both these things, many countries—including the United States—gave women the right to vote after the war. The right to vote is called suffrage.

**Key Words**:

* **Nineteenth Amendment –** the amendment to the U.S. Constitution that granted women the right to vote
* **suffrage –** the right to vote in elections

**Objective 2:** In this section, you will draw conclusions about the “Lost Generation” and how their experiences of the First World War influenced their writing.

**Essential Question:** What conclusions can we draw about how the writings of the “Lost Generation” were influenced by the great loss of life experienced during the First World War, and how do these writings continue to be influential today?

**Big Ideas:** The “Lost Generation” is a term used to describe a group of American writers who came of age during the First World War. Many of these writers were veterans of this war. More generally, the term “Lost Generation” is also used to refer to the generation of people who spent their young adulthood during the First World War and immediately after it.

This generation is termed “lost” for two reasons.

1. The First World War led to a great loss of life, particularly among young people who served in the military. Because so many people died, a generation of young people is said to have been “lost” to death. The First World War also led to a change in how war, and the world, were perceived. Before the First World War, war was often seen to be a glorious thing.
2. The First World War, with all its violence and cruelty, changed this perception for many people. As a result, they became disillusioned with the desire to “return to normalcy” after the war. Many veterans suffered severe physical and psychological effects from the war.

To process their experiences during the war, many young people began to write. This included people such as Ernest Hemingway and e. e. Cummings. Hemingway’s *A Farewell to Arms*, published in 1929, describes World War I and became Hemingway’s first best-selling novel. It’s still considered one of his best works.

The writing of the Lost Generation continues to influence writers today. These writers are still taught in schools and considered among the best writers of American literature. Additionally, their writing on war and its effects on people has been a great comfort to veterans of other wars in the twentieth and twenty-first centuries.

**Key Words**:

* **disillusioned –** disappointed in something that was not as glorious as one originally thought it would be
* **“Lost Generation”** – a term used to describe a group of American writers who came of age during the First World War, as well as the generation that grew up around that war
* **post-traumatic stress disorder** – a psychological medical condition that sometimes arises when people have been through physical or mental trauma
* **psychological effects** – the mental results of an event or action on a person
* **veteran** – an individual who has served in the armed forces of a country

**Objective 3:** In this section, you will critique the economic impact of trade restrictions and reparations on Europe after World War I.

**Essential Question:** critique the economic impact of trade restrictions and reparations on Europe after World War I.

**Big Ideas:** On November 11, 1918, World War I officially ended after four years of fighting between Germany and the Allies. This day is now called Armistice Day.

This day caused much celebration among the Allies. It was not, however, a happy day in Germany. Germany had been weakened and its military was close to collapse. This is what led Germany to accept the terms of peace.

These terms were not beneficial to Germany. In fact, they would have huge economic consequences for the country. This was in addition to the vast economic destruction already resulting from the war. Additionally, other economic policies that arose after World War I would have economic impacts on the United States and other countries in Europe.

**Key Words**:

* **anti-Semitism –** hatred toward people who are Jewish
* **Treaty of Versailles –** the peace agreement that ended World War I in 1918
* **United Nations –** an international organization developed to help maintain peace and security throughout the world
* **Weimar Republic –** the German state that existed from the end of World War I in 1918 through 1933, when Adolf Hitler came to power in Germany

**Objective 4:** In this section, you will summarize the causes of the economic instability that emerged in the 1920s.

**Essential Question:** How can we summarize the causes of the global economic instability that emerged in the 1920s and connect these to later economic downturns?

**Big Ideas:** The decade of the 1920s was marked by economic instability. At the beginning of the decade, the world economy appeared to be prosperous in most places. While Germany was still suffering the effects of World War I and the Treaty of Versailles, other places in Europe were doing well economically. Countries were rebounding from the horror of the war. New artistic responses arose, such as in the writings of the Lost Generation.

This prosperity would not last, however. Cracks soon began to appear. After a decade of intense economic growth, an intense economic crash would lead to years of stagnation and pain in the 1930s.

**Key Words**:

* **currency exchange rate –** the rate at which one country’s money can be exchanged for another country’s money
* **debt –** something that is owed by one person or institution to another, usually money
* **economic depression –** a period of time during which an economy doesn’t grow
* **poverty line** – the approximate minimum income level a family or individual needs in order to sustain themselves
* **speculation** – buying something, such as a stock, because it has a high risk of losing value but you are willing to bet that it might make you more money in the future
* **stock market** – a place where stocks—pieces of companies—are bought and sold

**Quick Check**

Question 1: Connect the changing role of women during World War I to the international movement for women’s suffrage.

* During World War I, women gained more power in the workforce and played a key role in the war effort. This allowed them to successfully push for the right to vote in the United States, but nowhere else.
* During World War I, women gained the right to vote. This led directly to more power in the workforce.
* During World War I, women gained more power in the workforce and played a key role in the war effort. Sadly, this did not allow them to successfully push for the right to vote in many countries.
* **During World War I, women gained more power in the workforce and played a key role in the war effort. This allowed them to successfully push for the right to vote in many countries. (p. 5)**

Question 2: Where did women work in order to support the war effort during World War I?

* **in factories, in medical stations, and in the home (p. 3)**
* only in the home
* in factories and medical stations, but not in the home
* in positions abroad, but not in their country of citizenship

Question 3: What conclusions can we draw about how the writings of the Lost Generation were influenced by the great loss of life experienced during the First World War?

* They wrote literature in order to process their experiences being war journalists.
* They wrote literature in order to process their experiences of not being involved in the war.
* They wrote literature in order to process their experiences of being medical officers during the war.
* **They wrote literature in order to process their experiences of being involved in the war. (p. 11)**

Question 4: Critique the economic impact of trade restrictions and reparations on Germany after World War I.

* The Treaty of Versailles forced Germany to get rid of its artistic institutions. This limited tourism, education, and the export of art.
* **The Treaty of Versailles forced Germany to pay reparations and pay high tariffs to trade with others. This caused great economic pain, which led to the rise of anti-Semitism and fascism. (p. 19)**
* The Treaty of Versailles forced Germany to pay reparations and pay high tariffs to trade with others. This caused great economic pain, which led to the rise of communism.
* The Treaty of Versailles forced Germany to pay reparations and pay high tariffs to trade with others. Most Germans found this a fair response to their part in the war.

Question 5: Summarize the causes of the global economic instability that emerged in the 1920s.

* Global economic instability during the 1920s was caused by people paying off their debts as their incomes increased, which weakened the stock market.
* Global economic instability during the 1920s was caused by the overproduction of the Ford Model T car, which weakened the stock market.
* Global economic instability during the 1920s was caused by the rise of communism in Europe, which led to political unrest that weakened the stock market.
* **Global economic instability during the 1920s was caused by unequal wealth distribution and high levels of debt that weakened the stock market. (p. 27)**

**Lesson 8 – The Great Depression**

**Objective 1:** In this section, you will examine the causes of the Great Depression in North America and Europe, including overproduction, underconsumption, and credit structure in the United States, and how the Great Depression spread from the U.S. to Europe.

**Essential Question:** What caused the Great Depression in the United States and how did it spread to Europe?

**Big Ideas:** The Great Depression (1929–1939) was a time of massive economic turmoil. While it began in the United States, this severe economic depression had a worldwide impact.

An economic crisis of this size is never triggered by just one cause, and this is certainly true for the Great Depression. Production and consumption issues related to the end of World War I played a huge role. Additionally, unemployment, stagnant wages, banking problems, and a stock market crash all contributed to the decade of economic disaster. To make matters worse, because of the U.S.’s economic ties to Europe, the Great Depression spread across the Atlantic.

**Key Words**:

* **collateral** – an item or funds given as promise of future payment for something; it will be forfeited if future payment is not met
* **credit system** – the idea of paying for something in installments
* **Dawes Plan** – a plan created after World War I to restructure Germany’s reparation payments financed by U.S. banks
* **Fourteen Points** – President Wilson’s vision for the world after World War I; focused on ideas such as self-determination for all countries and a permanent peace organization
* **League of Nations** – an international organization created after World War I to prevent future wars
* **overproduction** – the idea that goods are being produced too much or too fast, in such a way that consumers are not able to purchase or use everything being made
* **reparations** – compensation for a wrongdoing, often through monetary payment
* **Smoot-Hawley Tariff Act of 1930** – a congressional act that placed a high tax on imported European goods in order to help American businesses
* **stock market crash of 1929** – the sudden and very drastic fall of the United States stock market in late 1929, bursting an investment “bubble” and kicking off what became the Great Depression; it was not the cause of the Depression, but one of the symptoms of overproduction and underconsumption
* **underconsumption** – the idea that consumers are not purchasing adequate amounts of materials being produced in the market
* **Wall Street** – the location of the stock market in the United States; generally used to refer to the New York Stock Exchange and investors and brokers

**Objective 2:** In this section, you will compare the impacts of the Great Depression on the economies of various countries in the world, including the colonial peoples of Africa and Asia.

**Essential Question:** How did the impacts of the Great Depression in Northern Rhodesia compare to the impacts in Burma?

**Big Ideas:** By 1932, any economy that had ties to the Western world was experiencing serious economic decline. The stock market crash of 1929 was a global symbol that a major power was in trouble. Because of post-World War I financial deals, anything that impacted American finances influenced European finances.

The ripple effect didn’t stop there, however. Whatever financially impacted Europe spread to colonies in Africa and Asia. Like many European countries, England established overseas colonies in hopes of financial gain. By the nineteenth century, mercantilism was firmly established. European powers looked at the African and Asian vast mineral and natural wealth as an opportunity for that financial gain.

This lesson offers a close-up view of two colonies’ economic experiences in the Great Depression: Northern Rhodesia (present-day Zambia) and Burma (present-day Myanmar).

**Key Words**:

* **capitalist –** an economic system in which businesses are privately owned and the business owner seeks to make a profit from the business
* **Copper Belt –** a region in present-day Zambia that is rich in copper deposits
* **mercantilism –** an economic theory that states that a country’s wealth is measured by the amount of gold or silver it has; colonies exist to provide wealth to the controlling country

**Objective 3:** In this section, you will evaluate the consequences of the Great Depression on the economy and society, including human and natural crises, using multiple perspectives.

**Essential Question:** How did economic, social, and natural crises of the Great Depression impact different groups of people?

**Big Ideas:** The Great Depression of the 1930s was the biggest economic collapse ever recorded. This extreme economic downturn had a global impact and shook America to its core. One of the consequences of the Great Depression was mass unemployment. The ripple effects touched every aspect of society but impacted groups differently depending on their identities. To complicate matters, parts of the United States underwent long periods of drought that destroyed many farming communities. The economic and environmental problems taken together had dramatic impacts on American life. That said, there was a small segment of Americans in the entertainment industries who became more successful and wealthier than ever before.

**Key Words**:

* **Black Sunday** – the biggest dust storm of the Great Depression; occurred on April 14, 1935
* **boxcar children** – a community of children and teens who left home during the Great Depression to live on the railroads
* **Dust Bowl** – a region of southwestern Great Plains states that experienced severe drought conditions and dust storms in the 1930s
* **Harlem Renaissance** – the African American cultural golden age that began in Harlem in New York City (1920s–1930)
* **sharecropper –** an impoverished person who rented a small plot of land to farm and paid the landlord with a portion of their crops

**Objective 4:** In this section, you will identify how the Great Depression led to the rise of totalitarian movements in Europe, with a specific focus on the USSR, Italy, and Germany.

**Essential Question:** How does economic uncertainty allow leaders to take total control of a country and the people who live there?

**Big Ideas:** Europeans experienced extreme economic hardships during the era of the Great Depression. Financial stress made many people uncertain about the direction of their futures. The lack of political stability at the time allowed powerful men to grab and keep power across Europe.

Totalitarian leaders soon dominated the USSR (or Soviet Union), Italy, and Germany. These leaders gained power by creating state-controlled economies. When the economic situation improved, the public increasingly supported these leaders. These dictators protected their power by forcefully silencing any opposition. As these dictators gained influence, many people suffered across Europe and the world.

**Key Words**:

* **fascism –** a political ideology that focuses on one political party, one leader, and the concept of nationalism above individualism
* **Five-Year Plan –** a plan implemented by Joseph Stalin in the USSR that intended to improve the economy through state-controlled industrialization
* **Great Purge –** the imprisonment of people in the Soviet Union who opposed Joseph Stalin’s leadership
* **Nazism –** a form of fascism created by Adolf Hitler and the Nazi Party that opposes liberal democracy and promotes anti-Semitism, anti-communism, and scientific racism
* **totalitarianism –** a form of government in which the central government has absolute power and existence in the society requires subservience to the state

**Quick Check**

Question 1: Which of the following correctly examines how the aftermath of World War I created economic ties between the United States and Europe that ultimately made the Great Depression a global problem?

* **After the destruction of World War I, the U.S. government lent money to European countries that needed to rebuild. (p. 3, 7)**
* The Treaty of Versailles established a strong economic relationship between the U.S. and Europe.
* The Smoot-Hawley Act lent money to European nations after WWI to rebuild communities damaged during the war.
* Because the U.S. joined the League of Nations, the U.S. and Europe were economically linked.

Question 2: Which of the following is considered to be an early sign of the Great Depression?

* U.S. passage of the Dawes Plan
* high wages for the lower classes
* the increasing consumption of goods
* **extreme unequal distribution of wealth (p. 4)**

Question 3: Which of the following accurately compares the economic impacts of the Great Depression in Northern Rhodesia and Burma?

* **Both colonies’ exports and wages decreased. (p. 13-14)**
* Both colonies’ exports decreased and local Burmese residents began to purchase cheap land.
* Taxes decreased in both colonies.
* Widespread rioting and revolts broke out in both colonies.

Question 4: Evaluate how the consequences of the Great Depression impacted the African American community in Harlem.

* Many African American farmers in Harlem packed up and moved west.
* **It ended a major intellectual and cultural movement and caused people to question the existing order. (p. 19)**
* It caused the Harlem teenage community to become boxcar children.
* Unemployment increased by about 25 percent.

Question 5: Identify the statement that describes totalitarianism in Depression Era Europe.

* The government supports the welfare of all residents in the nation.
* The government controls politics and becomes completely uninvolved in economic enterprises and social organizations.
* The government is supported by the entire population, with zero opposition.
* **The government totally controls all aspects of people’s lives. (p. 27-30)**

**Lesson 9 – Society**

**Objective 1:** In this section, you will connect developments in science and technology to changes in social and cultural life in the early twentieth century.

**Essential Question:** How did innovations in science and technology transform life in the early twentieth century?

**Big Ideas:** Innovations in science and technology transformed social and cultural life in the twentieth century. Advances in communication technology allowed ideas to spread more easily. These ideas influenced culture as people became more connected. Transportation further connected the world. People could reach farther with less effort and money. These advances also helped to transport goods quicker and cheaper, leading to an increase in materialism.

**Key Words**:

* **car culture –** the reliance and importance placed on ownership of an automobile in society
* **Fireside Chats –** the radio speeches given by President Franklin Delano Roosevelt to encourage trust and confidence in the government
* **Ku Klux Klan –** a hate group created to inflict domestic terror in accordance with its White supremacist ideas
* **materialism –** the emphasis on material goods as symbols of status and happiness

**Objective 2:** In this section, you will analyze the development of popular and mass culture in the interwar years.

**Essential Question:** How did popular and mass culture develop during the interwar years?

**Big Ideas:** The period between the two world wars brought with it a lot of change. One of these changes was the development of popular culture and mass culture. For the first time, large sections of society filled their leisure time by enjoying and practicing similar sorts of activities. These activities focused on providing enjoyment and, for some, glamour. This was in direct contrast to previous cultural movements that underscored morality and personal improvement.

Popular interwar activities included enjoying advances in communication technology such as radio and film. Cultural movements, such as the Harlem Renaissance, developed new forms of music and literature.

Additionally, professional sports, such as baseball, became popular at this time. In some places, outdoor activities, such as cycling and hiking, became popular.

**Key Words**:

* **Harlem Renaissance –** a movement of Black and African American creative culture in the 1920s and 1930s, centered on Harlem, New York City, USA
* **jazz –** a genre of music that began in Black and African American communities in New Orleans, Louisiana, USA in the late nineteenth century
* **mass culture –** a set of practices, beliefs, things, and ideas that are popular in a society at a certain point in time
* **popular culture –** a set of modern cultural traits that are often urban-based and media-influenced, and often originate in westernized societies

**Objective 3:** In this section, you will identify the impact of the Great Depression on women and children.

**Essential Question:** What was the effect of the Great Depression on women and children?

**Big Ideas:** The Great Depression began in 1929 and lasted until around 1939. This economic downturn affected the globe. North America and Western Europe were among the places most affected.

In the United States, unemployment rose from less than 3 million in 1929 to 12.5 million in 1932. In 1932, more than one-fourth of families in the U.S. had no one earning money. For those who were earning money, wages fell.

It was a very difficult time for many. People had difficulty keeping jobs and making money. As a result, they had trouble affording food, a place to live, and other necessities. They put off needed medical and dental care. Among those most affected were women and children.

**Key Words**:

* **breadwinner –** an individual who earns money to support a family
* **Dust Bowl –** a region of southwestern Great Plains states that experienced severe drought conditions and dust storms in the 1930s
* **“Greatest Generation” –** the generation of Americans born between 1900 and the 1920s who lived through the Great Depression and World War II
* **New Deal –** a series of government policies and reforms put into place by President Franklin D. Roosevelt in the United States between 1933 and 1939

**Objective 4:** In this section, you will explain the impact of the death of Vladimir Lenin on the USSR.

**Essential Question:** What was the impact of the death of Vladimir Lenin on the USSR?

**Big Ideas:** On January 21, 1924, Vladimir Lenin died. He had been a leader in the Russian Revolution and its first communist leader. While Lenin’s rule was not always smooth, its effect on the Soviet Union cannot be understated. He helped found the Soviet Union and ruled it during the rocky first years of its existence.

Before his death, Vladimir Lenin and the Russian Revolution changed the landscape of Russia’s social classes. Before the revolution the classes were:

* Upper class: royalty and nobles
* Middle class: Merchants and professionals
* Working Class: Factory workers and soldiers
* Peasants: farmers

The revolution brought social change. The government took land from the upper class and gave land to the peasant farmers. This was done to improve the agricultural section and to thank the peasants for the loyalty that helped start the revolution. The revolution brought changes to the basic human rights of the workers. This improved working hours and conditions for the working classes. Before the Revolution, education was only available to the upper class because it had to be paid for. Lenin made education free, which meant all classes could get educated and learn to read and write. The changes brought on by the significantly benefited the working and the peasants’ social classes.

Lenin’s death had cascading effects for the Soviet Union and its people. These included the beginning of a cult of personality.

**Key Words**:

* **communist –** a system of government where the government controls property (land, factories, companies) and wealth to create a classless society where each person enjoys the benefit of labor
* **cult of personality –** a practice in dictatorships of attributing superhuman qualities to the dictator
* **dictator –** a political leader who has absolute power in their government
* **Russian Revolution –** the period from about 1917 to 1922 when Russia was in turmoil; during 1917, three separate revolutions occurred: the abdication and murder of Tsar Nicholas II and his family; the overthrow of the Duma provisional government; and the Bolshevik’s overthrow of the most recent government, after which the nation descended into civil war

**Quick Check**

Question 1: Which statement connects how innovations in science and technology contributed to changes in social and cultural life in the early twentieth century?

* **Airplanes allowed goods to be shipped quicker and cheaper, growing mercantilism. (p. 5)**
* Cars led to the growth of materialism as people came to rely on them more.
* Airplanes allowed celebrities to grow in influence because they could travel the world.
* Cars spread ideas as people were able to travel farther with less effort.

Question 2: What invention most increased the influence of films on culture and society in the twentieth century?

* **the innovation of sound (p. 10)**
* the creation of feature-length films
* the cinematograph
* the addition of newsreels

Question 3: Analyze the development of popular and mass culture in the interwar years.

* In the interwar years, people filled their leisure time by enjoying and practicing similar sorts of activities, such as going to the movies or watching baseball. For all people, that meant accepting the types of culture that came before.
* In the interwar years, people filled their leisure time by enjoying and practicing activities that were as unique as possible, such as going to the movies or watching baseball. For some people, that meant rejecting the types of culture that came before.
* In the interwar years, people filled their leisure time by enjoying and practicing similar sorts of activities and focusing on self-improvement. For some people, that meant refuting the types of culture that came before.
* **In the interwar years, people filled their leisure time by enjoying and practicing similar sorts of activities, such as going to the movies or watching baseball. For some people, that meant rejecting the types of culture that came before. (p. 9)**

Question 4: Which of the following identifies an impact of the Great Depression on women and culture?

* Many women were forced to move to the countryside to support their families and escape the Dust Bowl. Many children stayed in school longer, making high school a common experience for the first time.
* Many women were forced out of the home as desperate times required them to find work. Many children stayed in school longer, making high school a common experience for the first time.
* Many women were forced back into the home as jobs were reserved for men, who were seen as the traditional breadwinners. Many children left school earlier, making high school an uncommon experience for the first time.
* **Many women were forced back into the home as jobs were reserved for men, who were seen as the traditional breadwinners. Many children stayed in school longer, making high school a common experience for the first time. (p. 17-18)**

Question 5: Explain the impact of the death of Vladimir Lenin on the USSR.

* The death of Lenin was a period of stability for the new USSR. After some years of economic troubles, the country was now in a good place. Lenin’s Cult of Personality emerged as an anchoring point.
* The death of Lenin was a period of transition for the new USSR. Economic and power struggles meant that the country was wrestling with its existence. In this struggle, Lenin’s Cult of Personality emerged as a point of contention.
* **The death of Lenin was a period of transition for the new USSR. Economic and power struggles meant that the country was wrestling with its existence. In this struggle, Lenin’s Cult of Personality emerged as an anchoring point. (p. 24)**
* The death of Lenin was a period of transition for the new USSR. Economic and power struggles meant that the country was wrestling with its existence. In this struggle, Lenin’s Cult of Personality emerged as a way for people to forget about it.

**Lesson 10 – Growing Unrest**

**Objective 1:** In this section, you will connect the changes in European imperialist rule to the rise of independence movements after World War I.

**Essential Question:** How did the idea of self-determination lead to the rise in independence movements after World War I?

**Big Ideas:** In November of 1918, World War I ended between the Central Powers and the Allied Forces. After the war, there were various negotiations in terms of peace agreements between the different forces. In January of 1919, the Versailles Peace Conference was held. During this conference, President Woodrow Wilson presented his ideas to ensure global peace. The solution Wilson proposed was national self-determination. Colonies across the globe believed national self-determination would lead to independence from European powers. However, it actually introduced a new stage of European imperialism.

**Key Words**:

* **League of Nations –** an international organization created after World War I to prevent future wars
* **mandate system –** a system put in place by the League of Nations to govern toward national self-determination the former colonies of the imperial powers that lost World War I
* **Monroe Doctrine –** United States foreign policy goal that opposed European colonialism in Latin America
* **national self-determination** – the right of all peoples to create and govern their own nation-states
* **nationalism** – the belief that identity groups unified by common interests should rule themselves as a nation-state

**Objective 2:** In this section, you will summarize the role of Chiang Kai-shek in China and the Chinese reaction to the Treaty of Versailles.

**Essential Question:** Why did China resent the West and Japan during the early twentieth century, and how did the country address it?

**Big Ideas:** During the early twentieth century, many Chinese resented how Western powers such as Britain, France, Russia, Germany, and Japan divided China during the late nineteenth century. The seminal figure, Chiang Kai-shek, felt the Qing government that ruled China during this time was too weak and could not stop the intrusion of foreign powers. As a result, Chiang Kai-shek set out to unify China and to build a modern military. However, Chiang did not believe in communism, which caused conflict. Resentment began to rise in China over the Treaty of Versailles. This led to many Chinese students and scholars seeking ways to unify and strengthen China during the twentieth century.

**Key Words**:

* **Kuomintang (KMT) –** a Chinese nationalist party formed in 1912 that ruled China under Chiang Kai-shek from 1928 to 1949, when it fled to Taiwan, where it ruled as the single party in power until 1991
* **Qing Dynasty –** a Chinese ruling power from 1644 to 1911 that grew politically weak by the early twentieth century
* **Revolutionary Alliance –** an alliance of several Chinese revolutionary groups that sought to overthrow the Qing Dynasty

**Objective 3:** In this section, you will assess the consequences the global depression had on governments and politics in North America and Europe.

**Essential Question:** How did the Great Depression lead to global economic depression in North America and Europe?

**Big Ideas:** During the Great Depression in the 1930s, Japan, Italy, and Germany set out to expand their territories. They did this to increase their power, attain economic resources, and deter the effects of the Great Depression. The challenges of the depression led Japan, Italy, and Germany to focus on their own internal issues. By redirecting their attention, each country increased their military and political power. The increase in power allowed Japan, Italy, and Germany to invade and seize several territories.

**Key Words**:

* **Great Depression –** the result of the 1929 Stock Market Crash that had one of the worst economic impacts in modern history
* **Nazi Party –** a political party in Germany associated with Adolf Hitler, which gained influence in the 1920s and brought Hitler to power in Germany in the 1930s
* **tariff –** a tax imposed by a nation on goods imported from another nation

**Objective 4:** In this section, you will identify the causes of Japanese aggression that led to the Nanjing Massacre in China and contributed to the outbreak of World War II.

**Essential Question:** What impact did Nanjing have on China?

**Big Ideas:** Prior to 1850, Japan had strict trading policies. Japan only permitted foreign trade in the city of Nagasaki. But, during the 1850s, the United States used a tactic called gunboat diplomacy to force trade with the Japanese. The U.S. force made Japan realize that the Western powers’ military and technology were more advanced. This inspired Japan to modernize and adopt Western practices in what became known as the Meiji Restoration. Japan’s adoption of Western practices allowed it to win several battles and claim numerous colonies throughout the nineteenth century to the early twentieth. The Great Depression of the 1930s led Japan to take a more aggressive approach. Japan’s aggressive approach led to the Nanjing Massacre and contributed to the beginning of World War II.

**Key Words**:

* **Manchurian Incident –** an event during which Japan staged a railroad attack to seize Manchuria in China

**Quick Check**

Question 1: Which of the following statements connects Woodrow Wilson’s intentions of imperialist rule to national self-determination?

* **The colonized people of the Austro-Hungarian Empire had the right to self-determination. (p. 3)**
* The colonized people of the Ottoman Turk Empire had the right to national self-determination.
* The colonized people of the British Empire had the right to national self-determination.
* The colonized people of the French Empire had the right to national self-determination.

Question 2: After the Versailles Peace Conference, political activists from colonized territories connected with ideas with which of the following individuals to end European imperialism?

* **Vladimir Lenin (p. 5)**
* King Hussein
* David Lloyd George
* Georges Clemenceau

Question 3: Which statement accurately summarizes how the Chinese reacted to the Treaty of Versailles?

* The Chinese feared the Treaty of Versailles would result in war with Japan.
* **The Chinese, namely scholars and intellectuals, protested in response to the Treaty of Versailles. (P. 11)**
* The Chinese sent an expeditionary force to Germany in response to the Treaty of Versailles.
* The Chinese sent laborers to Western allies in response to the Treaty of Versailles.

Question 4: Use the phrase to answer the question. Which of the following assesses the credibility of the League of Nations during the 1930s as a result?

*The Great Depression led to many significant consequences, but with regard to the issue of territorial expansion, the League of Nations was a major contributor to tensions between nations and states.*

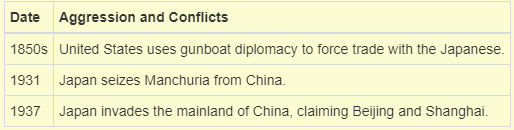
* The League of Nations granted Austria and Czechoslovakia to German Allied Powers.
* **The League of Nations was unable to stop Japanese, Italian, or German international aggressions. (p. 18-21)**
* The League of Nations used the U.S. as the primary arbiter of international disputes.
* The League of Nations was unable to stop internal disputes between Berlin and France.

Question 5: Which of the following timelines identifies the cause of aggression and conflicts that led to the Nanjing in China and contributed to the beginning of World War II?







 **(p. 25-27)**

**Lesson 11 – The Road to War**

**Objective 1:** In this section, you will identify the causes of aggression and conflicts that contributed to the beginning of World War II.

**Essential Question:** How did the Treaty of Versailles ultimately lead to World War II?

**Big Ideas:** The Treaty of Versailles focused on punishing Germany rather than recovering from World War I. The resentment Germany had toward the Treaty of Versailles, along with economic depression, contributed to the rise of fascism in Germany. The country would break the Treaty of Versailles multiple times under the leadership of Adolf Hitler. This led to the rise of the Third Reich.

**Key Words**:

* **Beer Hall Putsch** – an attempted insurrection of the government in Munich by Hitler and the Nazi Party (1923)
* **chancellor** – the prime minister of the German Weimar Republic government
* **Kristallnacht** – a German attack on Jewish people, known as the “Night of Broken Glass”
* ***Mein Kampf*** – a book written by Adolf Hitler in prison that formed the ideology behind how Hitler would operate his government
* **Nazi** – a political party in Germany associated with Adolf Hitler, which gained influence in the 1920s and brought Hitler to power in Germany in the 1930s
* **propaganda** – the biased or misleading information that is promoted by a particular political ideology with the intent to persuade
* **Third Reich** – the German government of Adolf Hitler
* **Weimar Republic** – the German state that existed from the end of World War I in 1918 through 1933, when Adolf Hitler came to power in Germany

**Objective 2:** In this section, you will describe what the drive for power looked like in Germany, Italy, and Japan leading up to World War II, and how it affected targeted populations.

**Essential Question:** What actions did Germany, Italy, and Japan take in order to rise to power after World War I and the Great Depression?

**Big Ideas:** In the rebuilding of their nations during the interwar period, between World War I and World War II, Germany, Italy, and Japan focused their power and attacked different groups of people. Their idea of a strong and unified nation required creating an “us v. them" mentality and deciding who was a citizen and who was not. This was a harmful use of nationalism that would lead to racism, ethnic cleansing, and genocide.

**Key Words**:

* **anti-Semitism** – a hostility or prejudice against the Jewish people
* **Nanjing Atrocities** – a period of from late 1937 to early 1938 where the Japanese Army murdered and assaulted Chinese civilians and soldiers
* **Nuremberg Laws** – a set of laws passed in Nazi Germany that took away the citizenship of German Jews and prohibited them from marrying non-Jewish people
* **Pan-Asianism** – the belief in the unification of all of Asia
* **scapegoat** – a person blamed for the problems faced by others
* **totalitarianism** – a form of government in which the central government has absolute power and existence in the society requires subservience to the state

**Objective 3:** In this section, you will compare the Japanese invasion of China to the Nazi invasion of Poland during the late 1930s.

**Essential Question:** How were the invasions of China and Poland during the late 1930s similar?

**Big Ideas:** Both China and Poland were violently invaded by a foreign power during the 1930s leading up to World War II. These attacks were the product of unchecked aggression of countries who wanted to regain the power they lost after the first World War.

**Key Words**:

* **blitzkrieg –** the German military strategy of winning battle quickly, overpowering the opposition before they even had a chance to react

**Objective 4:** In this section, you will critique the international response to aggression by the Axis Powers, including the role of Benito Mussolini, leading up to World War II.

**Essential Question:** How did the Allied nations fail to fight Axis aggression prior to World War II?

**Big Ideas:** The road to World War II was marked by acts of aggression, such as invasions. The League of Nations failed to prevent or resolve these events. Through examining these events, historians can critique how poorly Allied countries responded to aggression from Nazi Germany and Fascist Italy.

**Key Words**:

* **Munich Agreement –** a deal created by Great Britain, France, Italy, and Germany in 1938 that allowed Germany to take over the Sudetenland, an area in the western part of Czechoslovakia

**Quick Check**

Question 1: Why did Nazi Germany sign a nonaggression pact with the Soviet Union?

* **to split up Poland (p. 6)**
* to further spread socialist ideas
* to go to war against Britain and France
* to benefit both of their economies

Question 2: Describe what caused Germany’s economy to suffer after World War I.

* the rise of the Nazi Party
* the Great Depression
* disarmament
* **wartime reparations and hyperinflation (p. 4)**

Question 3: Which of the following is a characteristic of a totalitarian state?

* the use of a president as the state’s leader
* the use of democratic elections
* **the use of terror (p. 13)**
* the use of a multiparty system

Question 4: Compare the situations leading up to the invasions of China and Poland.

* China and Poland received foreign aid against potential invasion.
* **Japan and Germany invaded other countries before invading China and Poland. (p. 21)**
* China and Poland were prepared to fight their invaders.
* Japan and Germany were at war with China and Poland.

Question 5: Which statement best describes historians’ critique of Great Britain’s policy of appeasement?

* Appeasement was too harsh.
* **Appeasement was ineffective. (p. 26)**
* Appeasement further enforced the Treaty of Versailles.
* Appeasement was not a permanent solution.

**Lesson 12 – Political Ideologies**

**Objective 1:** In this section, you will examine the competing ideas and systems that dominated political life between the World Wars.

**Essential Question:** What political ideas and systems dominated public life between the World Wars?

**Big Ideas:** Between World War I and World War II, a variety of political ideas and systems developed. Each offered a different view both of how countries should develop and how they should relate to each other. These ideologies help explain the conflicts that emerged in the 1920s and 1930s within countries and between them.

**Key Words**:

* **Fascist Party –** those who seek to unite their country and expand abroad under a dictatorship that controls every aspect of life
* **liberalism –** a political and economic ideology that emphasized individual freedom, equal treatment under the law, and free-market economic policies
* **socialist –** a person or group whose political ideology advocates the working class should control wealth. Most see government control of the economy as the means to this end.
* **totalitarianism –** a form of government in which the central government has absolute power and existence in the society requires subservience to the state

**Objective 2:** In this section, you will analyze the ideas and polices of Adolf Hitler and his Nazi Party.

**Essential Question:** What ideas guided Adolf Hitler and his Nazi Party and how did they implement these ideas once they gained power?

**Big Ideas:** When Adolf Hitler took power in Germany in 1933, he knew how he wanted to change the country. First, he would centralize power around himself and his Nazi Party. Second, he would purify the German people, whom he believed had special qualities that made them fit to rule others. Finally, he would secure lebensraum (living space) for Germans, conquering new lands that they might settle.

**Key Words**:

* **concentration camps –** the camps used by Nazi Germany to hold prisoners for forced labor and eventual execution
* **Enabling Act –** a measure enacted in 1933 that allowed Adolf Hitler to issue laws on his own authority
* **Final Solution –** the Nazi’s plan to kill all Europe’s Jews
* **Gleichschaltung –** the Nazi Party’s program to consolidate every aspect of German life under its control
* **Holocaust –** the name given to the genocide of European Jews by the Nazis during World War II
* **leadership principle –** the idea that every organization should have a single, absolute leader
* **lebensraum (living space) –** the idea that the German people needed more land to settle
* **Night of the Long Knives –** the murder, on Adolf Hitler’s orders, of Hitler’s opponents in the Nazi Party and some outside of it

**Objective 3:** In this section, you will explain the economic, social, and political policies pursued by Japan in the 1930s and early 1940s, and the role of Hideki Tojo.

**Essential Question:** What economic, social, and political policies did Japan pursue in the 1930s under the Emperor Hirohito, and why did it adopt them?

**Big Ideas:** In the 1930s, Japan gradually adopted policies much like those of fascist Germany and Italy. It restricted personal liberties such as freedom of speech, became very authoritarian and militaristic, and extended the government’s control over the economy. It prepared for a war of conquest. Yet, unlike Germany and Italy, in Japan, no one person dominated the government.

**Key Words**:

* **genro –** a group of Japanese statesmen who dominated its government from the 1880s through the 1920s
* **Great Depression –** the massive, worldwide economic contraction that began with the 1929 Wall Street crash and continued until World War II
* **Greater East Asian Co-Prosperity Sphere –** the Japanese program to unite the economies of East Asia around itself. Other countries would provide raw materials for and buy manufactured goods from Japan
* **Manchukuo –** the puppet state created by the Japanese to rule the Chinese province of Manchuria
* **Manchurian Incident –** a bombing staged by Japanese authorities to justify seizing control of the Chinese province of Manchuria

**Objective 4:** In this section, you will analyze the ideas and policies of Joseph Stalin as the leader of the Soviet Union using multiple and diverse accounts of historical events.

**Essential Question:** What policies did the Communist Party of the Soviet Union pursue under the leadership of Joseph Stalin?

**Big Ideas:** By 1929, Joseph Stalin had emerged as the successor to Vladimir Lenin as the head of the Soviet Union. Over the next ten years, he relentlessly sought to increase both the power of the Soviet Union and his control over it. This included building up industry and the collectivization of agriculture. At the same time, Stalin eliminated all possible opposition within the country in the Great Terror.

**Key Words**:

* **collectivization of agriculture –** a program to combine small farms in the Soviet Union into large collective farms that the government would control
* **Great Terror** – Stalin’s campaign to eliminate all possible opposition to him

**Quick Check**

Question 1: What would an observer examining the development of self-determination in Eastern Europe between the World Wars conclude?

* that it promoted peace between nations
* that it promoted national unity
* **that practical concerns made it difficult to implement (p. 3)**
* that it encouraged socialism

Question 2: Why did socialists split after World War I?

* Some hoped to forge political alliances with fascists, while others did not.
* Some sought to expand the role of government in society, while others sought to limit it.
* National rivalries (such as between the French and Germans) divided them.
* **Some believed in revolutionary change while others believed in democratic reform. (p. 5)**

Question 3: What did the “leadership principle” mean?

* **Every organization should have an absolute leader. (p. 11)**
* Germany should recruit leaders from its elite – the wealthy and well-educated.
* Leaders should adhere to a carefully drawn code of conduct.
* Leaders should consult with those they led on a regular basis.

Question 4: Summarize how the Great Depression affected Japan.

* **It severely damaged foreign trade, on which Japan depended heavily, creating great economic hardship. (p. 19)**
* It led the government to launch a host of programs to assist the unemployed and the poor in general.
* It forced the Japanese government to borrow heavily from foreign governments.
* It brought a flood of immigrants desperate for work.

Question 5: Analyze why peasants resisted collectivization.

* They were working with foreign powers opposed to the Soviet Union.
* They preferred work in factories to taking on jobs on collectives.
* They feared the government would obstruct their plans to modernize their farms.
* **They wanted to keep control of their land and did not want to work for the government in collective farms. (p. 27)**

**Lesson 13 – WWII**

**Objective 1:** In this section, you will identify the Axis and Allied powers along with major puppet states and their locations during World War II.

**Essential Question:** Why do countries form alliances?

**Big Ideas:** When war broke out in Europe in 1939, a series of alliances were formed. The alliance between Germany, Italy, and Japan, known as the Axis powers, found its roots in the 1930s. These nations shared an interest in expanding their states. At the beginning of the war, the opposing Allied powers, also known as the Allies, only consisted of France and the United Kingdom. The United States provided aid but no troops to the Allies for the first two years of the war. However, when the U.S. was attacked by Japan, it joined the Allied powers. The Soviet Union later joined the Allies after Germany invaded its territory.

**Key Words**:

* **Allied powers –** an alliance formed during World War II that included France, the Soviet Union, the United Kingdom, and the United States; also known as the Allies
* **Anti-Comintern Pact –** an agreement between Germany, Italy, and Japan to ally with one another due to their similar interests
* **Axis powers –** an alliance formed during World War II that included Germany, Italy, and Japan
* **Lend-Lease Act –** a law in the United States that allowed the government to send aid to other countries during World War II
* **puppet state –** a country that appears sovereign but is controlled by a foreign power

**Objective 2:** In this section, you will explain the response to and the significance of the British loss at Dunkirk and the bombing of Pearl Harbor as critical points in the war.

**Essential Question:** How were the Allied powers able to turn the tide of the war?

**Big Ideas:** At the beginning of World War II, the Axis powers were at a great advantage. They had spent many years mobilizing troops and equipment and were prepared for a fight. At the beginning of the war, Britain faced some big losses, as did other Allied powers. Their loss at Dunkirk was particularly brutal, allowing Germany to capture several European states. However, hundreds of thousands of Allied troops were evacuated from France through boatlifts, preventing a major loss of life. Later, the United States entered the war after a Japanese attack on Pearl Harbor. U.S. forces and their equipment were a major asset to the Allied forces.

**Objective 3:** In this section, you will describe military, strategic, and technological innovations made during World War II.

**Essential Question:** How does conflict lead to innovation?

**Big Ideas:** Advances in military technology profoundly impacted the events of World War II. The development of advanced airplanes and radar systems changed the way wars were fought. The medical advances of penicillin and the flu vaccine, originally given to soldiers during World War II, came to be used to treat and prevent illness among the civilian population as well. The use of propaganda increased enlistment and civilian support for the war. Military strategies also changed, leading to the creation of blitzkrieg, kamikaze, and island hopping as new approaches to warfare.

**Key Words**:

* **island hopping –** U.S. strategy of using natural barriers in the Pacific Ocean to breach the defense perimeter of Japan in World War II
* **kamikaze –** select Japanese air force fliers who were tasked with flying suicide missions in an effort to make direct hits on valuable Allied military assets such as battleships and aircraft carriers
* **Spanish flu epidemic –** the pandemic event when the Spanish flu virus spread around the world starting in 1918

**Objective 4:** In this section, you will critique political decisions made by Allied and Axis powers in mobilizing populations for the war effort during World War II.

**Essential Question:** How do nations prepare for war?

**Big Ideas:** With the outbreak of World War II, countries were tasked with preparing for war on a scale not experienced since World War I. Nations made many political decisions both on the Allied and Axis sides to accomplish this. Both sides implemented propaganda to convince soldiers to enlist. They also used it to convince citizens to contribute to the war effort. Women around the world began entering the war industries. This helped build up each country’s military capacity. Nations mobilized tens of millions of troops in order to fight effectively. As you read, evaluate the information provided to critique the political decisions that guided mobilization.

**Key Words**:

* **mobilization –** preparing and moving military troops and supplies for war

**Quick Check**

Question 1: Which of the following identifies the members of the Axis powers alliance during World War II?

* Germany, Poland, and Japan
* Germany, France, and Japan
* Germany, Soviet Union, and Japan
* **Germany, Italy, and Japan (p. 3)**

Question 2: The attack on Pearl Harbor caused which country to join the Allied Powers?

* **the United States (p. 10)**
* the Soviet Union
* Japan
* the United Kingdom

Question 3: Which statement explains the significance of the British loss at Dunkirk?

* It led to Germany invading the Soviet Union.
* **It led to improved morale of British people and troops. (p. 9)**
* It led to the United States supplying weapons to the British.
* It led to the Soviet Union declaring war on Germany.

Question 4: Which statement **best** describes how aircraft technology evolved by World War II?

* **Planes functioned more effectively in conflicts. (p. 15)**
* Jet propulsion made takeoff easier and began to be used widespread.
* Planes would move more effectively but used up more fuel.
* Planes could not detect enemy aircraft easily.

Question 5: Which statement **best** critiques the Allied powers’ political decisions in mobilizing their populations?

* Japan’s decision to draft a quarter of its population made it difficult for enemies to identify civilians.
* **The Soviet Union allowing women to join the army as aviators led to many successful military missions. (p. 23)**
* The decision to allow women to work in the war industries without training led to a decline in the industries’ productivity.
* People of color were barred from working in U.S. war industries.

**Lesson 14 – Persecutions & Atrocities**

**Objective 1:** In this section, you will identify Nazi-era policies and beliefs that contributed to the persecution of Jewish people.

**Essential Question:** How did Nazi racial policies promote Jewish persecution?

**Big Ideas:** After Adolf Hitler and the Nazi Party came to control Germany in the 1930s, they passed a series of laws aimed at keeping the Germanic race pure and persecuting anyone who did not fit their idealized image. While many different groups were persecuted, Jewish people became the target of many of these policies. Their citizenship, businesses, marriages, homes, and even their ability to have children were attacked during this time. The result of such policies was the intended extermination of the Jewish race through the Holocaust.

**Key Words**:

* **annexation –** a formal act whereby a state proclaims its sovereignty over territory hitherto outside its domain
* **usury –** the practice of lending money and charging interest

**Objective 2:** In this section, you will describe the persecution of non-Jewish peoples by Nazi Germany.

**Essential Question:** How did Nazi Germany persecute minority groups beyond Jewish populations?

**Big Ideas:** As Nazi Germany expanded its power and conquered neighboring countries, it used ethnic, racial, sexual, and social policies to limit the rights of different minority groups. Each of these policies were used to ensure the superiority of the German peoples over those they believed were inferior or a threat to their values. The end result was the attempted extermination of millions of people during the 1940s.

**Key Words:**

* **eugenics** – the pseudoscientific belief that the human race can be improved through the selective breeding of those with superior traits
* **Jehovah’s Witnesses** – a Christian denomination that believes the end of world is imminent and only God’s chosen few will survive; members renounce any loyalty to the state or military service as part of their faith
* **Romani** – a migratory population originally from northern India living in small, diasporic communities throughout Europe
* **scientific racism** – the use of pseudoscientific ideas to support racism
* **Social Darwinism** – the misapplication of Charles Darwin’s ideas to people and societies

**Objective 3:** In this section, you will identify instances of state-sponsored atrocities committed by the Soviet Union.

**Essential Question:** How did the Soviet Union use violence and persecution to control its population?

**Big Ideas:** After the Russian Revolution, the newly created Soviet Union began to consolidate power by attacking political opponents and reorganizing every aspect of Russian society. As a result of these changes, multiple atrocities were committed against Russian peoples and ethnic minorities. Historians are still researching and analyzing the impacts of events that took place, including the use of prison labor camps, forced starvation, and violent massacres against ethnic opponents.

**Key Words**:

* **bourgeoisie –** the upper-middle class members of society who benefitted from the growth of industry in the eighteenth and nineteenth centuries; according to Karl Marx, this class grew in power due to its exploitation of the proletariat
* **Cossacks** – the people who lived along the Volga River in what is now Russia; known for their military capabilities and often used as soldiers by Russian rulers
* **genocide** – the killing of a large number of people from the same ethnicity or culture in order to exterminate the group
* **gulag** – a system of forced labor camps used by the Soviet Union
* **Holodomor** – an intentional mass famine in Ukraine between 1932 and 1933 by the Soviet Union killing approximately 3.5 million people
* **kulaks** – the peasants who owned large plots of land at the end of the Russian Empire

**Objective 4:** In this section, you will compare atrocities committed by Nazi Germany and Japan during World War II.

**Essential Question:** Why did fascist governments in Japan and Germany commit atrocities during their expansion?

**Big Ideas:** The period between World War I and World War II saw the rise of new governments in both Japan and Germany. Led by Adolf Hitler, the Nazi government in Germany expanded throughout Europe. They used military force to persecute minority groups. In Japan, a militaristic government led by Emperor Hirohito expanded throughout East and Southeast Asia. Both nations killed millions. Both committed horrible, violent acts against humanity as part of their conquest and governance.

**Key Words**:

* **Meiji Restoration –** a political event that restored imperial rule in Japan to the Emperor Meiji and was characterized by rapid industrialization and the adoption of Western ideas and methods of production
* **Shinto** – Japan’s Indigenous religion

**Quick Check**

Question 1: Which Nazi-era policy identified the need for greater living space for Germans in Europe as a goal of Aryan superiority?

* the Nuremberg Laws
* pogroms
* *Kristallnacht*
* ***Lebensraum* (p. 4)**

Question 2: Which policy was supported by the Nuremberg Laws?

* **The Nuremberg Laws forbade intermarriage between Jews and Germans. (p. 5)**
* The Nuremberg Laws established the Hitler Youth.
* The Nuremberg Laws legalized the printing of *Mein Kampf*.
* The Nuremberg Laws created ghettos for Jewish people.

Question 3: Which statement best describes the role of scientific racism in Nazi persecution?

* Scientific racism proposed that the Aryans were an inferior race and the only way for Germans to advance was to destroy them.
* Scientific racism was common at the time but was not a factor in Nazi persecution or their policies.
* Scientific racism combined Social Darwinism and eugenics to exclusively attack Jewish peoples.
* **Scientific racism was used to construct a theoretically superior Aryan race and to justify racism against other supposedly inferior races. (p. 11)**

Question 4: Which of the following identifies atrocities committed by the Soviet Union that targeted Ukrainians?

* Red Terror
* **Holodomor (p. 19)**
* attacks on Cossacks
* kulaks

Question 5: Which statement correctly compares atrocities by Nazi Germany and Imperial Japan during WWII?

* Both the Nazis and Japanese used religion as a justification for the imprisonment and torture of tens of thousands of people.
* Both the Nazis and Japanese sought to exterminate Jews, Romani, and Poles.
* Both the Nazis and Japanese used biological warfare against civilian populations.
* **Both the Nazis and Japanese used racial superiority as a justification for the imprisonment and extermination of groups of people. (p. 27)**

**Lesson 15 – The End of the War**

**Objective 1:** In this section, you will compare the international community’s response to the Holocaust with other instances of state-sponsored violence.

**Essential Question:** How has the international community’s response to instances of genocide varied during the twentieth century?

**Big Ideas:** After the Holocaust, the international community agreed that genocide should never be allowed to happen again. International laws ban the persecution of people based on their race, religion, ethnicity, or nationality. Despite this, instances of genocide and state-sponsored violence have continued to occur. The international response to these tragic events has varied widely. Geopolitical conditions have affected the willingness and ability of nations to both intervene and punish the perpetrators.

**Key Words**:

* **Cold War –** a war of ideologies between the United States and its allies and the Soviet Union and its allies
* **decolonization –** the action or process of a state withdrawing from a former colony, leaving it independent
* **ethnic cleansing –** the forced removal of a group of people from an area based on their race, religion, or ethnicity
* **International Criminal Court –** a permanent court established to prosecute war crimes and genocide
* **Khmer Rouge –** the communist party of Cambodia between 1975 and 1979 that is responsible for the genocide of 1.5 to 2 million people
* **NATO –** North Atlantic Treaty Organization; formed by a pledge among 12 nations to defend one another if someone was attacked and out of concern for the growing Soviet bloc
* **proxy war –** a conflict between two or more parties on behalf of other parties not directly involved in the conflict
* **United Nations (UN) –** an international organization developed to help maintain peace and security throughout the world
* **Zionism –** the movement to establish a Jewish homeland

**Objective 2:** In this section, you will analyze how changes in Allied leadership at the end of World War II affected warfighting and postwar decision-making.

**Essential Question:** How did changes in leadership affect the end of World War II?

**Big Ideas:** World War II was the most devastating conflict in modern history. It involved soldiers from six continents and the use of weapons the world had never seen before. The outcomes of this war, though, were guided by the leadership of the Allied powers, which changed over the course of the war. The election of a new leader in Great Britain and the death of a U.S. president toward the end of the war affected warfighting decisions. It also laid the foundation for how the Cold War would begin.

**Key Words:**

* **appeasement** – an attempt by European leaders to avoid war by allowing the German annexation of Czechoslovakia
* **atomic bomb** – a nuclear weapon first developed by Americans during World War II; atomic bombs have only been used twice in history and both were dropped by the Americans on to the Japanese cities of Nagasaki and Hiroshima in August 1945
* **D-Day** – the invasion of German-occupied France by Allied forces led by Supreme Commander Dwight Eisenhower
* **Potsdam Conference** – the last major Allied conference of World War II, which divided Germany into occupation zones and laid the foundation for the United Nations to be created
* **Tehran Conference** – the first meeting of the “Big Three” Allied Powers where they decided to launch an invasion of Nazi-occupied France
* **Yalta Conference** – a meeting between Allied powers during World War II to discuss postwar Europe after the defeat of Germany and Soviet entry into the war against Japan

**Objective 3:** In this section, you will identify new nations created after World War II.

**Essential Question:** What effect did World War II have on newly created nations?

**Big Ideas:** With the defeat of Axis powers during World War II, the world had to be rebuilt. Soldiers returned home. Economies shifted from wartime production back to consumer goods. One significant feature of this shift was the recreation of nation-states. Some states had been occupied during the war and had their sovereignty returned. Other nations were newly created, reflecting the impending Cold War. Finally, a new process of decolonization emerged as former imperial powers gave up control of colonies in Africa, Asia, and the Americas.

**Key Words**:

* **38th parallel –** the line of latitude that divides North and South Korea
* **decolonization** – the action or process of a state withdrawing from a former colony, leaving it independent
* **satellite state** – an independent nation that is politically, economically, or militarily influenced by a foreign nation
* **Warsaw Pact** – the Soviet Response to NATO and created due to West Germany joining NATO in 1955

**Objective 4:** In this section, you will describe the post-WWII international order and the development of international organizations.

**Essential Question:** How did World War II affect the development of international institutions during the last half of the twentieth century?

**Big Ideas:** World War II was the most destructive war in the history of humankind. Following the war, nations had to rebuild. The international community also had to react to new political events as a result of the Cold War. In order to prevent an escalation of future conflicts, institutions were created that sought to prevent a third world war from occurring. These new organizations addressed a wide variety of issues such as economics, politics, diplomacy, and human rights.

**Key Words**:

* **International Monetary Fund (IMF) –** an international financial institution that works to promote global economic cooperation and financial security
* **Marshall Plan** – an aid program to rebuild Western Europe
* **Security Council** – the governing body of the United Nations comprised of 15 members, with five having veto power over the General Assembly
* **Universal Declaration of Human Rights** – the United Nations international agreement that outlines the fundamental freedoms and rights of all people
* **United Nations Educational, Scientific and Cultural Organization (UNESCO)** – an agency within the United Nations used to promote international cooperation on educational, scientific, and cultural issues

**Quick Check**

Question 1: Which statement correctly compares the international community’s reaction to the Holocaust with reactions to lager genocides?

* the Holocaust set the standard and all victims of genocide since have received reparations as part of their justice.
* **The Holocaust laid the foundation for the use of international law to prosecute perpetrators of genocide. (p. 2)**
* Only the Holocaust has not been memorialized compared to other genocides.
* All genocides have been shown an equal response by the international community.

Question 2: Which statement best analyzes the foreign policy of Clemente Attlee compared to that of Winston Churchill?

* Attlee pushed for the development of atomic weapons to use against Japan, whereas Churchill opposed them.
* Attlee continued the policies of Churchill from WWII into the Cold War.
* **Attlee was more willing to trust the Soviet Union than Churchill after WWII. (p. 12)**
* Attlee refused to establish the United Nations, which had been a key objective of Churchill.

Question 3: What was the outcome of the Tehran Conference?

* The Allies made plans to reestablish national boundaries after WWII.
* The Allies decided to establish the United Nations.
* The Allies made plans to divide and occupy postwar Germany.
* **The Allies decided to invade Nazi-occupied France to open a two-front war. (p. 11)**

Question 4: Which of the following lists identifies new nations created after WWII?

* France, the United States, and the Soviet Union
* Yugoslavia, Poland, and Czechoslovakia
* East Germany, China, and India
* **North Korea, East Pakistan, and West Germany (p. 18, 20, 21)**

Question 5: Which statement best describes the international order after WWII?

* It was defined by competition between the League of Nations and the United Nations.
* It was defined by competition between the Warsaw Pact and the United Nations.
* **It was defined by competition between capitalism and communism. (p. 27)**
* It was defined by competition between the International Monetary Fund and the Marshall Plan.