Unit 10: Between the Wars and World War II

Content Area: **Social Studies**
Course(s): **AP European History**
Time Period: **Semester 2**
Length: **2 weeks**
Status: **Published**

Standards

	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
	Geographic data can be used to analyze spatial patterns.
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
	Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
6.2.12.EconEM.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
	There are multiple and complex causes and effects of historical events.
6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias,

	nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
6.2.12.HistoryCC.4.h	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
	To better understand the historical perspective, one must consider historical context.
6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
	Complex interacting factors influence people’s perspective
6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
	Civics, Government, and Human Rights: Human and Civil Rights
	Governments around the world support universal human rights to varying degrees.
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Enduring Understandings

Students will be able to identify and explain the main causes of the economic struggles in Europe between World War I and World War II.

Students will be able to analyze the effects that war had on the political, economic and social structures of Europe in the 1920s and 30s.

Students will be able to analyze the rise of totalitarian governments throughout Europe following the first World War.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

How did World War impact Europe economically, socially and politically?

Did the Treaty of Versailles alleviate the problems facing Europe or exacerbate them? and why?

How was Hitler able to rise to power in Germany?

What are the major political, economic and social causes of World War II and how could it have been prevented?

What factors led to the Holocaust? and why didn't anyone stop it?

How did the Holocaust impact Jewish people, people with disabilities, the LBGTQ+ community?

How did World War II shift the Balance of Power in the World?

Knowledge and Skills

Objective: What is Fascism? and how did it take hold in Italy and Germany following World War I?

- Italian Fascism - Mussolini
- The Rise of Nazi Germany
- Hitler - The Beer Hall Putsch
- Mein Kampf
- Holocaust
- The Dawes Plan - Stresseman
- The Stock Market Crash - The Great Depression
- The 1932 Elections
- The Reichstag Fire
- The Enabling Act
- The death of Hindenberg
- The 1936 Olympic Games

Objective: What was the response of the Allies to Hitler's expansionistic policies in the 1930s? and why?

- The Rhineland
- The Anschluss (Austria)
- The Sudetenland (Appeasement)
- Poland

Objective: What was the progression of the War and how did the Allies work to defeat Hitler?

- Fall of France
- The Battle of Britain
- The Atlantic Charter

- The entrance of the United States
- The African Campaign
- Casablanca Conference
- The European Theater
- D-Day
- The Battle of the Bulge
- The liberation of the camps
- The death of Hitler
- VE Day
- The bombing of Japan
- VJ Day

Objective: What were the various peace agreements reached during the end of the War and what new tensions were forming?

- Yalta Conference
- Death of Roosevelt
- Potsdam Conference
- Nuremberg Trials

Transfer Goals

Students will be able to independently identify and explain the various causes of World War II and the rise of Totalitarian regimes in Europe.

Students will be able to independently analyze the ways in which the decisions made at the end of World War I impact the social and political structures of Europe between World War I and World War II.

Students will be able to independently explain how technology impacted the course of the War in Europe.

Students will be able to evaluate the various methods used to negotiate throughout and after World War II and how these decisions set the stage for future world wide ideological tensions.

Resources

Secondary Sources

This Unit is aligned to Hunt's The Making of the West Chapters 25 and 26

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

News publications, including but not limited to NYTimes, Washington Post.

Upfront Magazine

Pear Deck

Albert i.o.

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Primary Sources

Excerpts from a 5th Grade Girl Biology Textbook from Nazi Germany

Mein Kampf Excerpts

Nazi Propaganda

Stalin doctored photographs analysis

Neville Chamberlain In Defense of Appeasement

Churchill We Shall Fight on the Beaches

Digital Sources

https://www.youtube.com/watch?v=Q78COTwT7nE

https://www.youtube.com/watch?v=Objoad6rG6U

https://www.youtube.com/watch?v=AoRpWU6hHJ8

https://www.youtube.com/watch?v=cysViRnCDw0

https://www.youtube.com/watch?v=HRkVq4sR_V8

Assessments

https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit