

<b>Unit:</b> World War II		<b>Designer:</b> Lauren Peterson
<b>Lesson</b> _1_ of _5_	<b>Topic:</b> Causes of WWII	<b>Teaching Date:</b> Day One of Unit
<b>Class:</b> AP European History	<b>Grade Level:</b> 10 <sup>th</sup>	<b>Time Frame:</b> 100 mins – one block

<p style="text-align: center;"><b>Content Objectives</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify and explain the major causes of WWII. (WHII.12a, NCSS power/authority/governance, AP multiple causality)</li> </ul>	<p style="text-align: center;"><b>Skill Objectives</b></p> <ul style="list-style-type: none"> <li>Students will be able to analyze and interpret primary and secondary sources including text, maps, and pictures. (WHII.1a, AP point of view)</li> <li>Students will be able to provide written conclusions based on evidence. (AP standards, fostering good writing skills)</li> </ul>
<p style="text-align: center;"><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Formative assessment regarding participation and group work</li> <li>Homework (may start in class if extra time) – Students will write an AP style DBQ essay, prompt 1 from Unit Assessments (Essential question)</li> </ul>	<p style="text-align: center;"><b>Materials</b></p> <ul style="list-style-type: none"> <li>Data sets, copies for each group</li> <li>White board, markers, and erasers</li> <li>Computer with Internet</li> <li>Classroom set up in groups</li> </ul>

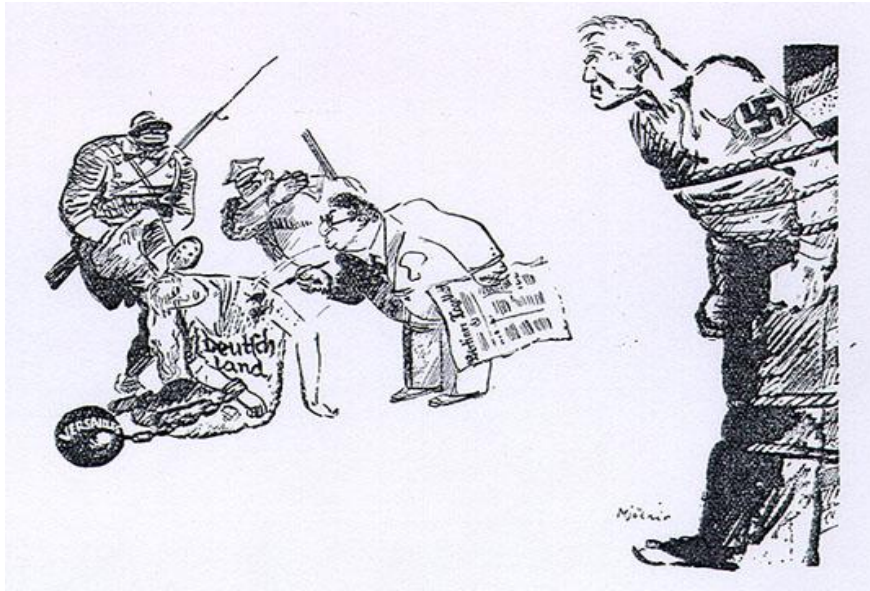
<b>Content</b>
<ul style="list-style-type: none"> <li>Economic and Political Causes <ul style="list-style-type: none"> <li>Isms <ul style="list-style-type: none"> <li>Nationalism</li> <li>Isolationism</li> <li>Pacifism</li> </ul> </li> <li>Failures of the Treaty of Versailles</li> <li>Weakness of the League of Nations</li> <li>Appeasement</li> <li>Aggression by Totalitarian Powers <ul style="list-style-type: none"> <li>Germany – Hitler’s goals</li> <li>Italy</li> <li>Japan</li> </ul> </li> </ul> </li> </ul>

<b>Instructional Strategies: Inquiry Lesson</b>
<ul style="list-style-type: none"> <li>Introduction to the Unit – present Essential Questions</li> <li>Engagement in Inquiry (Hook) (5-10 minutes) <ul style="list-style-type: none"> <li>Dr. Seuss Political Cartoon – Put up on the projector, go over the cartoon as a group, this should help to model how they will go through the data sets, should engage them because Dr. Seuss style of very recognizable but they may not know he made political cartoons</li> </ul> </li> <li>Elicit Hypotheses (10 minutes) <ul style="list-style-type: none"> <li>Question on the board: What were the causes of WWII? (Related to first Essential question) Students will make suggestions and teacher will write them on the board as</li> </ul> </li> </ul>

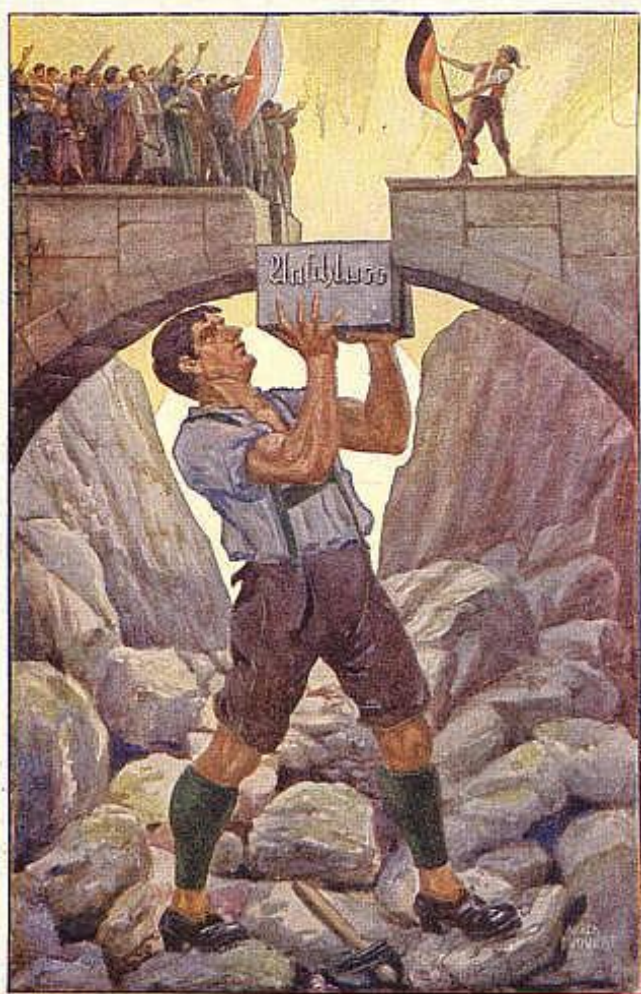
they are suggested. If students are hesitant to participate, they can talk to their partner first.

- Data Gathering and Processing (45 minutes)
  - The small groups will receive a data set that they will read and discuss. They should take a few notes about the data (a graphic organizer will help here) and any conclusions that they draw from the evidence. This data collection and note taking step will be repeated until students have seen all the data sets. The class will be reminded of the overall question and to remember the hypotheses generated after each data set.
  - For the failures of the Treaty of Versailles: We have talked about this in class already with the Weimar lesson and the students have read about this in their textbook. So, I have presented them with a piece that they have already seen. They might recognize this, and it is intended to spark their memory to discuss how the failures of the Treaty of Versailles led to WWII.
- Revising Hypotheses (10-15 minutes)
  - In their groups, students will decide which hypotheses have the most support according to the evidence. Each group will choose two or three causes and come up with reasons why they chose those causes.
- Conclusion (5-10 minutes)
  - The class will come back together as a whole. Each group will say which causes they chose, and then the class will see which causes were chosen most often by the groups. Those should be the major causes identified at the beginning of this lesson plan.
- Lecture to fill in gaps and Homework (any remaining time)
  - Some points or details may need to be filled in. This lecture will bring it all together. The teacher will explain the homework and give written instructions. Students will be familiar with this type of homework assignments because they have been preparing for the AP test for months.

Nationalism:



[www.axishistory.com](http://www.axishistory.com)

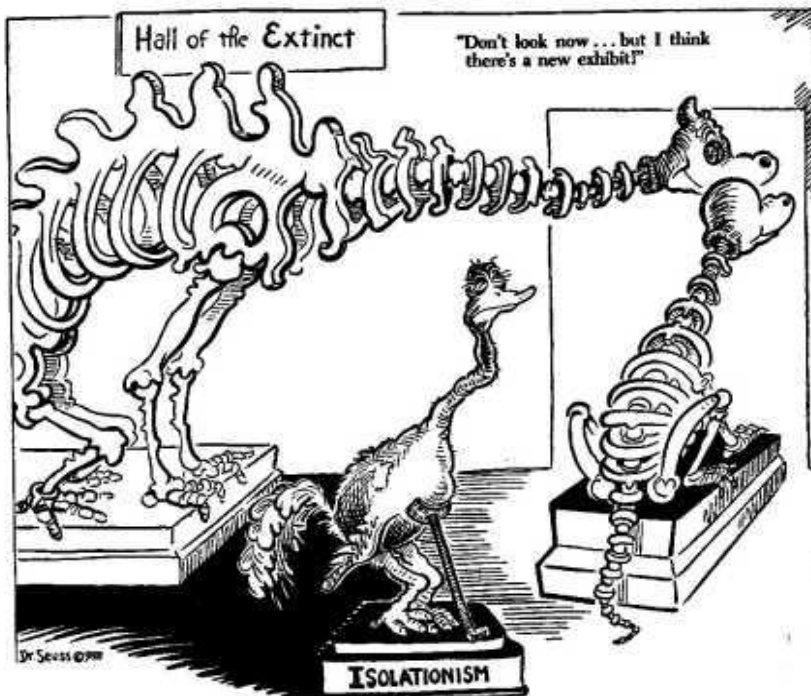


[www.inter-wars.weebly.com](http://www.inter-wars.weebly.com)

Isolationism:



*Dr. Seuss Goes to War*, Richard H. Minear



*Dr. Seuss Goes to War*, Richard H. Minear

Appeasement:

*'Remember . . . One More Lollypop, and Then You All Go Home!'*



*Dr. Seuss Goes to War*, Richard H. Minear

Appeasement and Weakness of the League of Nations:

“...permit me to vary the metaphor. One pound was demanded at the pistol’s point. When it was given, two pounds were demanded at the pistol’s point... and the rest in promises of good will for the future... The responsibility must rest with those who have had the undisputed control of our political affairs. They neither prevented Germany from rearming, nor did they rearm ourselves in time. They quarreled with Italy with saving Ethiopia. They exploited and discredited the vast institution of the League of Nations...”

- Winston Churchill

Aggression:



*Dr. Seuss Goes to War,*  
Richard H. Minear

“The Reich’s frontiers in 1914 were anything but logical. For in reality they were neither complete in the sense of embracing the people of German nationality, nor sensible with regard to geomilitary expediency... As opposed to this, we National Socialists must hold unflinchingly to our aim in foreign policy, namely, to secure for the German people the land and soil to which they are entitled on this earth... Much as all of us today recognize the necessity of a reckoning with France, it would remain ineffectual in the long run if it represented the whole of our aim in foreign policy. It can and will achieve meaning only if it offers the rear cover for an enlargement of our people’s living space in Europe...”

- Adolf Hitler in *Mein Kampf*, 1925



## Failures of the Treaty of Versailles:

ARTICLE 231: The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

ARTICLE 232: The Allied and Associated Governments recognize that the resources of Germany are not adequate, after taking into account permanent diminutions of such resources which will result from other provisions of the present Treaty, to make complete reparation for all such loss and damage. The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency

The Treaty of Versailles - 1919