| **MWH Unit 7 Global Conflict in the First Half of the Twentieth Century** | |
| --- | --- |
| **Unit Overview:** This inquiry unit will focus on the emergence of global powers and how increasing competition led to a shift in economics, power and technology. This brought about an era of global warfare marked by political changes. This unit asks students to analyze the causes of World War I and efforts to prevent future conflict through the Treaty of Versailles. This unit also encourages inquiry into interwar policies and global economic changes and its influence on the start of World War II, including the effect on the global power structure. | |
| **Overarching Inquiry Question** | |
| **To what extent did international relationships lead to conflict?**  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| Economic Systems and Interaction  Foundations of Government and State Building | |
| **Skills Emphasis at a Glance** | |
| Causation  Periodization  Contextualization  Continuity and Change  Evidence  *Teacher note: While the skills listed are the skills that match the indicators covered in this unit, this unit plan will likely cover other skills listed for Modern World History.* | |
| **Standards(s):** | |
| **MWH Standard 4: Demonstrate an understanding of how international competition and conflict realigned global powers during the time period of 1885 –1950.**  MWH.4.CE Analyze the significant causes of World War I and how the Treaty of Versailles attempted to resolve future global conflicts.  MWH.4.P Summarize the significant technological innovations that led to the realignment of global powers.  MWH.4.CX Contextualize World War II and the Holocaust within local and global economic, political, and social developments from 1919–1950.  MWH.4.CC Analyze significant political and economic developments as catalysts for changing the global power structures.  MWH.4.E Utilize a variety of primary and secondary sources to analyze multiple perspectives during the Age of Imperialism and among countries in world conflicts.  *Teachers can refer to the MWH Alignment Guide for an additional description of each standard.* | |
| **I Can Statement(s)** | |
| * I can identify and explain the main causes of World War I. * I can evaluate the influence of the victor's motivations on the Treaty of Versailles. * I can explain interwar economic and foreign policies that led to the rise of totalitarian governments. * I can analyze the ideology and causes that led to the Holocaust. * I can contextualize the course of World War II. * I can explain the impacts of war and the changing role of women and non-white groups during World War I and World War II. * I can create and support an argument in response to the inquiry question: to what extent did international relations lead to conflict.   *Teachers can adjust the suggested “I Can” statements as needed for their classrooms.* | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  ***Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence*** |
| * **I can identify and explain the main causes of World War I.**   + Students will use [Causes of WWI](https://www.historycrunch.com/long-term-causes-of-world-war-i.html#/) from History Crunch to identify the *MAIN* causes of WWI - *Militarism, Alliances, Imperialism, and Nationalism.* Students will identify and explain each of these causes as it relates to the start of the war through illustrative “concept mapping”.   + Once students understand the main factors that led to war, they will watch [A Shot that Changed the World - The Assassination of Franz Ferdinand I](https://www.youtube.com/watch?v=ZmHxq28440c) from the Great War and discuss as a class why the assassination of Archduke was the “spark” that led to the outbreak of war.   + Students will write a brief analysis on the one cause of World War I (MAIN) that they believe was most significant. Students will also address whether or not they think that the assassination of Ferdinand would have sparked the war without the long-term causes in place. Students will need to use evidence they have gathered to support their response.   + Next, students will examine how nations used industry and technology to develop new weapons such as machine guns, submarines, and tanks which could tip the scale of war to break the stalemate of trench warfare. Students will read and annotate the article [Weapons of World One](https://www.historycrunch.com/weapons-of-world-war-i.html#/) from History Crunch and use the information to create a “flipbook” on the use of technology in WWI.     - The flipbook will focus on specific developments, like the submarine, and explain its impact on the war as well as the drawbacks. Students should also illustrate their assignment. * **I can evaluate the influence of the victors’ motivations on the Treaty of Versailles.**   + Once students have explored the causes of World War I, students will evaluate the Treaty of Versailles and the influence of the Fourteen Points. Students will need to understand what provisions were included in each document so they can compare these two documents. Students will also examine the motivations of each country going into the conference by reading [The Fourteen Points and the Versailles Treaty](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit8_11.pdf) from Digital History and taking notes in a chart that organizes the following:     - The major issues going into the conference     - Each country’s objective (Great Britain, France and United States)     - Did each country accomplish their goals?   + Students will analyze and compare the Fourteen Points and Treaty of Versailles in a Venn diagram after they summarize the following provisions in a T-chart.     - [The Fourteen Points](https://www.theworldwar.org/learn/peace/fourteen-points) from World War.org. into a T-chart.       * 1 - open diplomacy       * 2 - free trade on open seas       * 4 - decrease armaments       * 11 - self-determination       * 14 - create League of Nations     - Articles of the [Treaty of Versailles (1919)](https://alphahistory.com/weimarrepublic/treaty-of-versailles-1919/) from Alpha History into a T-chart.       * Article 42 - defense of the Rhine       * Article 45 - compensation regarding coal mines       * Article 87 - Independence of Poland       * Article 159 - demobilization of Germany       * Article 181 - limits on German military       * Article 227 - arraign/tribunal of Wilhelm I       * Article 231 - German responsibility       * Article 233 - German reparations   + After students have analyzed the objectives for each country and compared the Treaty of Versailles with the Fourteen Points, students will demonstrate their understanding by evaluating the nature of the Treaty of Versailles by answering this question: “Were the victors trying to seek revenge or prevent future wars?” Students will refer to the evidence they gathered in their chart and Venn diagram to support their answer. * **I can explain the causes that led to the rise of totalitarian governments during the interwar period.**   + After evaluating the conclusion of World War I, students will research the economic, political and foreign issues that led to increased tensions and the rise of totalitarian governments. Students will create a “four tab” book using information from the following sources:     - First, students will read  [How Economic Turmoil After WWI Led to the Great Depression](https://www.history.com/news/world-war-i-cause-great-depression) from the History Channel.     - Next, students will examine the failures of the Weimar Republic to stabilize the German postwar economy and prevent runaway inflation by reading [The German Weimar Republic: Why Did Democracy Fail?](https://www.crf-usa.org/bill-of-rights-in-action/bria-21-3-b-the-german-weimar-republic-why-did-democracy-fail) from the Constitutional Rights Foundation.     - Once students understand the economic issues that arose following World War I, students will analyze the failure of [Appeasement](https://www.history.co.uk/history-of-ww2/appeasement) from the UK History Channel.     - Then to help students address issues outside of Europe, students will read [Japan's Baptism of Fire](https://www.japantimes.co.jp/news/2014/07/26/national/history/japans-baptism-of-fire/#.Xrmp3sR7nIV) from Japan Times to understand the impact of rising tensions with Japan and the United States.   + After students have created their “four tab” book, students will analyze the rise of totalitarian governments during the 1920’s and 1930’s.     - (Note: *Teachers will want to monitor students in this activity as student comments may be inappropriate. If teachers use Padlet for this activity, they will be able to give approval before students post*). Working in groups with an assigned leader, students will research and use [Padlet](https://padlet.com/)  to create Twitter Feeds on the totalitarian leaders listed below, creating dialogue between them that addresses their ideology and actions. Leaders should not only post about themselves, but also their reactions to other leaders as well.       * Germany - Adolf Hitler [The Rise of Adolf Hitler](https://www.historyplace.com/worldwar2/riseofhitler/index.html) from History Place       * Italy- Benito Mussolini [The Rise of Mussolini](https://www.crf-usa.org/bill-of-rights-in-action/bria-25-4-mussolini-and-the-rise-of-fascism.html) from the Constitutional Rights Foundation       * Japan - Hideki Tojo [Hideki Tojo - Japanese WWII Prime Minister](https://www.warhistoryonline.com/world-war-ii/hideki-tojo-japanese-wwii-prime-minister.html) from War History Online       * Soviet Union - Joseph Stalin [How Joseph Stalin became the leader of the Soviet Union](https://dailyhistory.org/How_Joseph_Stalin_became_the_leader_of_the_Soviet_Union) from Daily History * **I can analyze the ideology that led to the Holocaust.**    + After looking at the causes that led to totalitarian government, students will analyze the ideology that led to the Holocaust.     - To help students understand the origin of Nazi ideology, students will read [Rise of Hitler: Hitler's Book "Mein Kampf"](https://www.historyplace.com/worldwar2/riseofhitler/kampf.htm) from History Place. After they read, students summarize key points of the ideology and discuss with a partner.   + Next, to help students understand the rise of ideology to its practice, students will work in groups to analyze [Nazi Propaganda](https://www.un.org/en/holocaustremembrance/EM/pdf/State%20of%20Deception%20The%20Power%20of%20Nazi%20Propaganda.pdf) from the Holocaust and the United Nations Outreach Programme that addresses growing anti-Semitism and ideology in Germany that led to the Holocaust. As students work through this, they will create a graphic organizer based on these three sections: Selling Nazism in a Democracy, Propaganda and Persecution in a Dictatorship, and Propaganda for War and Mass Murder. Students will complete their graphic organizer as they complete each of the following sections:     - First, in small groups students will read and discuss the introductory portion defining propaganda. Students will discuss the following questions:       * What is propaganda?       * What makes people vulnerable to propaganda?     - (Part 1) After discussing the meaning of propaganda, students will analyze the first section: “Selling Nazism in a Democracy”. Once they have read and analyzed the images, students will discuss “why were so many willing to accept the propaganda?” Students can then complete the following activities to help them further understand the selling of Nazi ideology.       * Students will read and summarize [the Nuremberg Race Laws](https://www.historyplace.com/worldwar2/timeline/nurem-laws.htm) from History Place to analyze the nature of the Nuremberg Laws       * Students will watch these brief video clips [Jewish Ghetto 1945](https://www.youtube.com/watch?v=rqPnc8-9d8w) (silent video) from Clips and Footage and [Poland 1940 - Jewish Ghetto](https://www.youtube.com/watch?v=DFV02Qv1idQ) from the German History Archive. After viewing, students will write a brief reflection on the nature of the ghettos.     - (Part 2) After students have discussed the selling of propaganda in a democracy, students will analyze “Propaganda and Persecution in a Dictatorship”. Students will want to discuss indoctrination of the youth. Students can then work on the following activities to help understand how the ideology was being put into practice.       * [Kristallnacht: Night of Broken Glass Video](https://www.youtube.com/watch?v=DbQ6hnzqLkg) from Cooper Brothers Film. After watching the video, students will complete a Think, Pair, Share activity based on the question “What can we learn about how people respond to fear and the choices they make?”       * Read and summarize key points of [The Final Solution](https://www.holocaust.com.au/the-facts/the-outbreak-of-world-war-ii-and-the-war-against-the-jews/the-final-solution/) article from Holocaust.com.     - (Part 3) Once students have reviewed the increasing persecution, students will analyze “Propaganda for War and Mass Murder”. Students should focus on the legacy of Nazi propaganda.       * Students will pair up and review [Auschwitz: Concentration Camp, Facts, Location](https://www.history.com/topics/world-war-ii/auschwitz) from the History Channel. Once students have reviewed the information, they will reflect and share their thoughts with their partner.       * Students will read [Extracts from the diary of Anne Frank (1942-44)](https://alphahistory.com/holocaust/anne-frank-diary-1942-44/) from Alpha History. After students finish reading, they will have a discussion that focuses on two areas: 1) What would have been like for those in hiding? And 2) What would prompt people to violate government orders to help others?   + Once students have completed their graphic organizer, they will write a brief analysis for the following question: “How did anti-Semitism develop from an ideology to practice?” Students will be expected to use evidence from their graphic organizer to support their analysis.      * **I can contextualize the course of World War II.**   + Once students understand the interwar years, students will discuss with a partner the [Causes of WWII](https://www.historycrunch.com/causes-of-world-war-ii.html#/) from History Crunch and organize notes into a T-chart, focusing on the rise of totalitarian governments and the failure of appeasement and neutrality.   + By participating in a FishBowl discussion, students will explain the importance of [D-Day](https://www.nationalww2museum.org/war/articles/d-day-allies-invade-europe) from the National World War II Museum and [The Decision to Drop the Bomb](https://www.ushistory.org/us/51g.asp)  from US History.org and the impact they have in ending the war. During the Fish Bowl, students will focus on the influence of these events in ending World War II first in Europe then in Asia.   + To help students understand the role of industry and technology in war mobilization, students will research the role of technology and scientific research during the war through the following links:     - Manhattan Project: [The Manhattan Project](https://www.atomicheritage.org/history/manhattan-project) from Atomic Heritage.org     - Radar Systems: [Radar during World War II](https://ethw.org/Radar_during_World_War_II) from Engineering and Technology History Wiki     - Communications: [Encoded Communications of World War II](https://www.mitel.com/articles/encoded-communications-world-war-ii) from Mitel (this site has additional links)     - Medicine: [Medicine and World War Two](https://www.historylearningsite.co.uk/world-war-two/medicine-and-world-war-two/) from the History Learning Site     - Once students have researched these links, they will complete additional research on one of the four areas of their choice to create an advertisement highlighting the benefits of the new technology.     - As a formative assessment, students will do a written analysis of how war technology changed over time between WWI and WWII.   + After students have examined the role of industry and technology during World War II, students will analyze the economic impact of World War II on the United States.     - Students will use [The American Economy during World War II](https://eh.net/encyclopedia/the-american-economy-during-world-war-ii/) from the Economic History Association to create an infographic on the economic impact of World War II in the United States. Students will focus on information related to war mobilization.     - Next, students will analyze the impact of the [Marshall Plan](https://www.history.com/topics/world-war-ii/marshall-plan-1)  (from the History Channel) and create their own graphic organizer to demonstrate how the plan was designed to help with the post-war economic recovery effort in Europe. * **I can explain the impacts of war and the changing role of women and non-white groups during World War I and World War II.**    + Once students understand the overall context of the World Wars, students will research the effects of the war and the contributions of non-white groups during the war. To accomplish this, students will complete a jigsaw activity.     - For the jigsaw activity, students will be divided into groups. Within each group, students will be assigned one of the following topics (groups) to research independently: Women in the US, African Americans, Navajo Code Talkers, Indians, Sengelese Soldiers, the Chinese, and Japanese Americans.       * Students will address both contributions and experiences of the group they are working on.     - Students will then group with other students as an “expert group” that had the same topic to discuss and share their findings.     - Students will then return to their original group and share their “expert” findings.     - **Suggested Resources for Women and Non-White Groups during both World Wars:**       * Women: [Women in WWI](https://www.theworldwar.org/learn/women) from the National WWI Museum and Memorial and [American Women in World War II](https://www.history.com/topics/world-war-ii/american-women-in-world-war-ii-1) from history.com       * African Americans: [African American Odyssey: World War I and Postwar Society](https://memory.loc.gov/ammem/aaohtml/exhibit/aopart7.html) form memory.local.gov and [African-Americans in WWII](https://www.historyplace.com/unitedstates/aframerwar/index.html) from the historyplace.com       * Navajo Code talkers: [Navajo Code Talkers](https://navajocodetalkers.org/) from Navajo Code       * Indians: [Six extraordinary Indian stories from World War One](https://www.bbc.com/news/world-asia-india-46148207) from BBC News and [India's Role in World War II and its Impact](https://www.mapsofindia.com/my-india/history/indias-role-in-world-war-ii-and-its-impact)  from My India       * Senegalese: [Senegalese Tirailleurs (World War II)](https://www.youtube.com/watch?v=XRSKaP5m7BQ) from Simple History       * Chinese: [China Lost 14 Million People in World War II. Why Is This Forgotten?](https://psmag.com/news/china-lost-14-million-people-world-war-ii-forgotten-66482) From Pacific Standard Magazine       * Japanese Americans: [Densho Japanese](https://www.ted.com/talks/densho_ugly_history_japanese_american_incarceration_camps?language=en)   [American incarceration camps](https://www.ted.com/talks/densho_ugly_history_japanese_american_incarceration_camps?language=en) from TED   * **I can create and support an argument in response to the inquiry question: to what extent did international relationships lead to conflict?**   + Once students have completed the unit activities, students will develop an argument to the inquiry question “to what extent did international relationships lead to conflict”?     - Students will create [Flipgrid](https://info.flipgrid.com/) video in which they:       * State their argument       * Explain at least three pieces of evidence from this unit that will support their argument     - Once they have created their own video, students will view and respond to at least two other student videos in which they either agree or disagree with the argument. Students will share one additional piece of evidence from the unit that will support their agreement or disagreement. | *As students work through this unit they will employ several social studies skills. Here are some suggested resources if you would like some guidance on how to instruct students in using these skills:*   * *From the Critical Thinking Consortium, here is a resource on* [*causation.*](https://tc2.ca/en/creative-collaborative-critical-thinking/resources/thinking-about-history/) * *From New Visions, here is a resource on* [*contextualization.*](https://curriculum.newvisions.org/social-studies/course/getting-started/teaching-and-learning-new-visions-social-studies-curriculum/what-contextualization/) * *From historyskills.com, here is a resource on* [*continuities and changes*](https://www.historyskills.com/historical-knowledge/change-and-continuity/) * *From Lumen Learning, here is a resource on* [*periodization*](https://courses.lumenlearning.com/suny-hccc-worldcivilization/chapter/splitting-history/)*.* * *From the Library of Congress, here is a resource on* [*evidence - primary sources*](http://www.loc.gov/teachers/usingprimarysources/)*.* * *From Best Custom Writing, here is a resource on* [*evidence - secondary sources*](https://www.bestcustomwriting.com/blog/how-to-use-secondary-sources)*.* * As teachers begin the discussion of World War I, they will want to ensure that their students have a good understanding of nationalism and imperialism from Unit 6, as these are major causes of World War I.   + Part of the discussion could include new material on the Moroccan Crisis and decline of the Ottoman Empire.     - [First Moroccan Crisis](https://www.history.com/this-day-in-history/the-first-moroccan-crisis) from the History Channel     - [Why the Ottoman Empire Rose and Fell](https://www.nationalgeographic.com/history/reference/modern-history/why-ottoman-empire-rose-fell/) from National Geographic * It is suggested that the teacher could give students a pre-test to see what they recall from the previous unit to help determine to what extent they need to re-teach these concepts. * This would also be a good place to further discuss the Triple Alliance and the Triple Entente alliances and the fact that many of these alliances were kept secret proved devastating for Europe as nations were tied together. * Teachers may want to use [Concept Mapping | CENTER FOR TEACHING AND LEARNING](https://ctl.byu.edu/tip/concept-mapping) to help students with concept mapping. * Teachers can expand the lesson on the MAIN causes of WWI by having students analyze political cartoons that relate to each cause. Students would analyze the political cartoons, determine which MAIN cause the cartoon is referring to, and explain why they think that cartoon applies to that particular cause.   + [First Balkan War Video](https://www.youtube.com/watch?v=0LvLr1UjCVw) from Knowledgia   + [Second Balkan War Video](https://www.youtube.com/watch?v=q3n0cQXNEEw) from Knowledgia * As an alternative to the video, students could read this article on the Archduke [Franz Ferdinand, Whose Assassination Sparked a World War](https://www.nytimes.com/interactive/projects/cp/obituaries/archives/archduke-franz-ferdinand-world-war) * Additional Resource and activity: Students can analyze the poem [“Dulce et Decorum Est”](https://www.poetryfoundation.org/poems/46560/dulce-et-decorum-est) from the Poetry Foundation. This poem offers an additional perspective as to why they fought the war. This will be a great follow up to the Why They Fought activity in helping students also understand what the fighting was like.      * Teachers may want to reference this resource when having students annotate articles. [Teaching Strategy: Annotating and Paraphrasing Sources](https://www.facinghistory.org/resource-library/teaching-strategies/annotating-and-paraphrasing-sources) from Facing History and Ourselves. * Teachers may want to use this video [How to make a Flipbook](https://www.youtube.com/watch?v=R7UZ6Iv8b_Y) from Cholman91 to help students make their flipbook. * Students can also watch [Tech Developments in WWI](https://www.youtube.com/watch?v=k7v3cq1ZJjM) from the History Channel for more information on weapons and technology. * To help students place WWI in a broader historical context, teachers should discuss with students that this was originally referred to as the Great War and the “war to end all wars”. * In order to assist students in understanding the global aspect of WWI beyond Europe, teachers may want to also address the role of Asia in World War I.   + [The Surprisingly Important Role China Played in WWI](https://www.smithsonianmag.com/history/surprisingly-important-role-china-played-world-war-i-180964532/)-article from the Smithsonian * While it is not specifically addressed in the standards, teachers may want to address some of the events of World War I. These two brief videos can help provide an overview for students.   + [WWI Oversimplified Part One](https://www.youtube.com/watch?v=dHSQAEam2yc)   + [WWI Oversimplified Part Two](https://www.youtube.com/watch?v=Mun1dKkc_As) * While certain articles and provisions were identified, teachers may choose which ones they would like for students to analyze. * Additional source: [Excerpts from the Treaty of Versailles, 1919](https://condor.depaul.edu/tps/resources/dbq/wwi/versailles.pdf) from DePaul University. * Below are articles that students could use to further understand the influence of both the Treaty of Versailles and the Fourteen Points.   + [Why Kaiser Wilhelm Was Never Tried](https://www.history.com/news/wwi-kaiser-wilhelm-war-crimes-leipzig-trial) from the History Channel   + [How the Treaty of Versailles ended WWI and Started WWII](https://www.nationalgeographic.com/culture/topics/reference/treaty-versailles-ended-wwi-started-wwii/) from National Geographic. * Teachers may want to have students identify issues with the Treaty of Versailles and how the treaty may impact international relations in the future. * As an extension activity, teachers can have students conduct a class discussion on the fate of the German colonies and the mandate systems established at the end of World War I. Students can use [Key Provisions in the Treaty of Versailles - HISTORY](https://www.history.com/news/treaty-of-versailles-provisions) and [Mandate | League of Nations](https://www.britannica.com/topic/mandate-League-of-Nations) from Britannica. The mandate system will also be further addressed in Unit 9. * While not specifically mentioned in the standards or alignment guide, teachers may want to briefly address the economic boom in the US during the 1920’s. Discussing the economic boom the US experienced after WWI and then the crash, will help students understand the global impact of the depression. Despite the efforts of the US to prop up the European economy, failed economic policy worsened the depression. * Teachers may want to use the following video [Four Tab Foldable Instructions](https://www.youtube.com/watch?v=cBdaCf5Qr28) from Chris Mendizabal to help students make their “four tab” book. * Please see the subsection *Interwar Years* in the **Additional Resources** sectional for a list of suggested resources to provide to students and teachers." * As an alternate activity to Twitter, students could conduct a press conference with these leaders in which students will take on the role of a leader or journalist. * While not addressed in the standards, in order to help students gain a better historical context of the Holocaust, teachers may want to address other non-Jewish groups that were victims of the Holocaust. * If teachers wanted to compare the Holocaust to another atrocity during this time period, they could have the students look at the massive deaths caused by Joseph Stalin’s polices in the Soviet Union. * Students will be reviewing the evolution of human rights in Unit 9 as they will continue to study events of genocide. * Students may want to complete this [graphic organizer on analyzing primary sources](http://www.loc.gov/teachers/primary-source-analysis-tool/) from the Library of Congress to help them analyze the propaganda throughout the three stages of this activity.   + A note about the primary source tool from the Library of Congress: the teacher can provide a list of questions based on the type of primary source the students are viewing by selecting the type of source it is in the drop down menu on the webpage. These questions could be used as guided questions to help students analyze these sources. Also, this graphic organizer can be completed virtually through the Library of Congress website, or it can be printed out. The teacher may also wish to create their own graphic organizer based off the suggested questions found on the web page to help focus the students’ analysis. * Depending on time, the teacher may choose to have students only complete one of the additional activities provided to enhance each section of their study of the Holocaust. * *Note: While both World Wars are important events, this unit captures the spirit of both wars by looking at certain aspects of the war. Any teacher that wants to go into more depth on the context war can use resources provided here.*   + *To help students get a better overview of the events of World War Two, teachers can have students watch these two brief videos.*     - [*WW2 - OverSimplified (Part 1)*](https://www.youtube.com/watch?v=_uk_6vfqwTA)     - [*WW2 - OverSimplified (Part 2)*](https://www.youtube.com/watch?v=fo2Rb9h788s) * Before starting WWII, teachers may want to also address the election of Franklin D. Roosevelt and the rise of Winston Churchill since they were key leaders during World War II as well. * As with World War I, teachers should also address the key alliance during WWII - the Allied Powers and Axis Powers. * Teachers can ask the students to write down notes from these two articles on D-Day and the dropping of the atomic bomb so they have something to reference for the fish-bowl discussion activity. * Teachers can ask the students to write down notes from these resources to help them create their advertisement based on their research they did from the provided resources. * Depending on the resources available, the advertisement activity could be completed on a computer or by hand. * The teacher may need to remind students to look back at their flipbook on World War I technology. * Teachers may want to give a formative assessment after students have contextualized World War II. This formative assessment can help guide the teacher in any reteaching that may be necessary before moving on to the next I Can Statement. * To assist students in organizing the content, the teacher may want to provide students with a chart before they begin their research. . * Teachers may choose to include more resources to help students understand the impact of the World Wars on non-whites. Here are some suggested additional resources:   + [World War II: Women at War](https://www.theatlantic.com/photo/2011/09/world-war-ii-women-at-war/100145/) from the Atlantic   + [The Great War's impact on Southeast Asia](https://southeastasiaglobe.com/wwi-centenary/) from the Southeast Asia Globe   + [The Bracero Program](https://www.labor.ucla.edu/what-we-do/research-tools/the-bracero-program/) from UCLA * If needed, teachers can set the time requirements for the video students will make in Flipgrid. |

**References**

State of South Carolina Department of Education. (2019). South Carolina College and Career Ready Standards, Modern World

History. Columbia. Retrieved from <https://ed.sc.gov/index.cfm?LinkServID=9677E07B-CFFE-6A5C-AA47F98625149ABC>.

State of South Carolina Department of Education (2019). South Carolina Modern World History Alignment Guide. Retrieved from

<https://ed.sc.gov/instruction/standards-learning/social-studies/resources/>.

***Primary Source Analysis Tools:***

Activity Tools. (n.d.). Retrieved March 27, 2020, from <https://www.docsteach.org/tools>

Document Analysis Worksheets. (2018, December 18). Retrieved March 15, 2020, from

<https://www.archives.gov/education/lessons/worksheets>

Primary Source Analysis Tool. (n.d.). Retrieved March 27, 2020, from <http://www.loc.gov/teachers/primary-source-analysis-tool/>

***Creating an Argument in History Resources:***

Argument. (n.d.). Retrieved April 6, 2020, from <https://writingcenter.unc.edu/tips-and-tools/argument/>

Byrnes, M. (n.d.). Guide for Writing in History. Retrieved April 6, 2020, from

<https://www.southwestern.edu/live/files/4173-guide-for-writing-in-historypdf>

Evidence. (n.d.). Retrieved April 6, 2020, from <https://writingcenter.unc.edu/tips-and-tools/evidence/>

Reading to Write. (n.d.). Retrieved April 6, 2020, from <https://writingcenter.unc.edu/tips-and-tools/reading-to-write/>

Thesis Statements. (n.d.). Retrieved April 6, 2020, from <https://writingcenter.unc.edu/tips-and-tools/thesis-statements/>

**Additional Resources:**

***World War I***

11 Amazing First World War Recruitment Posters (Imperial War Museum) Retrieved April 16, 2020 from

<https://www.iwm.org.uk/history/11-amazing-first-world-war-recruitment-posters>

11 Incredible German First World War Posters (Imperial War Museum) Retrieved April 16, 2020 from

<https://www.iwm.org.uk/history/11-incredible-german-first-world-war-posters>

Blakemore, Erin (June 2019) Why Kaiser Wilhelm Was Never Tried for Starting World War one. Retrieved from

<https://www.history.com/news/wwi-kaiser-wilhelm-war-crimes-leipzig-trial>

Blakemore, Erin (December 2019) Why The Ottoman Empire Rose and Fell. Retrieved from

<https://www.nationalgeographic.com/history/reference/modern-history/why-ottoman-empire-rose-fell/>

Boissoneault, Lorraine (August 2017) The Surprisingly Important Role China Played in WWI. Retrieved from

<https://www.smithsonianmag.com/history/surprisingly-important-role-china-played-world-war-i-180964532/>

The National World War 1 Museum and Memorial Retrieved May 15, 2020 from

<https://www.theworldwar.org/>

***The Interwar Years***

(Global Perspective)

The Great Depression in Global Perspective (Digital History) Retrieved May 15, 20202 from

<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3433>

(Japan)

Pearl Harbor Timeline (Scholastic) Retrieved May 15, 20202 from <http://teacher.scholastic.com/pearl/timeline/time4.htm>

Shizume, Masato (May 2009) The Japanese Economy During the Interwar Period. Retrieved from

<https://www.boj.or.jp/en/research/wps_rev/rev_2009/data/rev09e02.pdf>

(Latin America)

Martinez, Ibsen (April 2009) Latin America and the Great Depression. Retrieved from

<https://www.econlib.org/library/Columns/y2009/Martinezgreatdepression.html> .

(South Africa)

The Great Depression and the 1930’s (Country Studies) Retrieved May 15, 2020 from <http://countrystudies.us/south-africa/22.htm>

***World War II***

Amadeo, Kimberly (February 2020) The Economic Impact of World War II. Retrieved from

<https://www.thebalance.com/world-war-ii-economic-impact-4570917>

Decoding World War Two Propaganda (n.d.) Retrieved May 15, 2020 from

<https://civics.sites.unc.edu/files/2012/05/DecodingWWIIPropaganda9.pdf>

How the Science and Technology of World War II Influences Your Life Today (n.d.) Retrieved May 15, 2020 from

<http://nnwwiim.org/images/sci-tech-wwii-poster.pdf>

Rosenwald, Michael (June 2018) How technology helped the allies win World War II. Retrieved from

<https://www.smh.com.au/world/north-america/how-technology-helped-the-allies-win-world-war-ii-20180607-p4zjy0.html>

World War II The Art of Persuasion (n.d.) Retrieved May 15, 2020 from

<https://www.pbs.org/opb/historydetectives/educators/lessonplan/wwii-the-art-of-persuasion/>

***Women and Minorities WWII***

Hutt, David (November 2018) The Great War’s Impact on Southeast Asia. Retrieved from

<https://southeastasiaglobe.com/wwi-centenary/>

Kahn, Yasmin (June 2015) Has India’s Contribution to WW2 Been Ignored. Retrieved from

<https://www.bbc.com/news/world-asia-india-33105898>