

World War Cross-Curricular Unit

Title: What caused the World Wars?

Learning Objectives (3): Students will be able to explain the main causes of World War I, the effects of World War I on Germany, and how they led to World War II.

In this unit, 7th grade English and history classes will analyze primary and secondary sources to explore the effects of World War I on Germany's national morale and politics and how they contributed to the rise of the Third Reich and World War II. Students will also be able to explain why other countries were reluctant to get involved. The English and history classes will focus on many of the same topics, such as an overview of the wars and propaganda, but will approach them differently.

Stage One: Desired Results

- Established goals: [RI.7.2](#) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
[RI.7.6](#) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
[RI.7.7](#) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
[RI.7.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
[W.7.2](#) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will understand that: The end of World War I and its effects on Germany's economy, morale, and politics set the stage for World War II. Propaganda comes in different forms and both expresses and manipulates people's perceptions of the world.
- Essential Questions: What was World War I about? What happened to Germany at the end of World War I? How did Germany's economy and morale contribute to World War II? How did Nazi propaganda express the German people's point of view? How did propaganda manipulate people's perceptions? Why didn't other nations intervene immediately?
- Students will be able to: analyze sources, compare different points of view, and identify and describe the main causes of World Wars I and II.

Resources

Laptops

VGA cord

Presentations

<http://www.firstworldwar.com/origins/causes.htm>

<http://www.authentichistory.com/1930-1939/4-roadtowar/1-germany/>

<http://english.pravda.ru/world/europe/02-07-2009/107924-hitler-0/>

<http://www.calvin.edu/academic/cas/gpa/pre1933.htm>

<http://www.calvin.edu/academic/cas/gpa/tatsachenundluegen.htm>

<http://www.calvin.edu/academic/cas/gpa/ww2era.htm>

<http://www.history.co.uk/study-topics/history-of-ww2/appeasement>

<http://www.nationalarchives.gov.uk/education/lesson31.htm>

Stage Two: Assessment Evidence

- Performance Tasks that demonstrate the above understandings: Students will give brief in-class presentations on what they read about, write a paragraph answering the question of the day before they leave class, and give a final presentation explaining the causes of the wars.
- Other Evidence that demonstrates achievement of desired results: Students will work in groups to investigate topics and present their findings to other groups and the class as a whole.

Stage Three: Learning Plan

- Learning Activities to achieve the desired results:
 1. Link to prior units/knowledge? Begin the first class with a KWL chart and class discussion about the wars.
 2. Hold the students' interest? Have students ask questions they want to know the answers to and use visual aids.
 3. Let them explore the issues/key ideas? Have students find primary sources to answer questions.
 4. Provide them opportunities to rethink and revise their understandings? Have students ask and answer questions throughout class, before and after reading, then answer the question of the day on exit slips.
 5. Allow them to evaluate their own work? Have students compare their exit slip responses to their initial thoughts.
 6. Personalize or tailor the lessons to their interests/abilities? Have students answer their own questions about the wars.
 7. Organize and sustain their engagement? Take student questions at the beginning of each class and focus on a specific question each day. Look at primary sources and visual aids.

Scope and Sequence:

| Topic | Activities | Assessments | Standard |
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| Causes of World War I – What was World War I about? | KWL on World Wars, followed by overview and discussion of previous wars and secret alliances – read http://www.firstworldwar.com/origins/causes.htm | Have students choose and present on a primary source (found under “Source Documents”, Pre-1914) about events leading up to the war. Exit slips summarizing reading and answering the question of the day | RI.8.2 |
| Effects of WWI on German economy and morale – How did WWI affect Germany’s economy and morale? | Class discussion – take questions Read Part 1 of http://www.authentichistory.com/1930-1939/4-roadtowar/1-germany/ | Have students present on primary sources indicating German morale after the war (“Source Documents”, 1919 and Post-1919). Exit slips | RI.7.2 |

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| <p>Propaganda – How did Germany attempt to explain their defeat? How did Nazi propaganda affect German morale?</p> | <p>Class discussion – take questions</p> <p>Ask students to define propaganda and come up with examples. Ask students what they know about Germany’s attitude before and during World War I. Explain the role of propaganda in Germany between World War I and World War II.</p> <p>Presentation – https://docs.google.com/a/maine.edu/presentation/d/1Ew5FohcgNo_uAXBmArLpRsj8Nvx8xP_2Y2B28b-xCoQc/edit#slide=id.g1d74a3535_0142</p> <p>Look at German propaganda – http://www.calvin.edu/academic/cas/gpa/pre1933.htm http://www.calvin.edu/academic/cas/gpa/ww2era.htm</p> | <p>Have students choose two sources, one before 1933 and one after, and present on them.</p> <p>Exit slips</p> | <p>RI.7.2 RI.7.7 RI.7.8</p> |
| <p>Hitler’s rise – How did Hitler and the Third Reich rise to power?</p> | <p>Class discussion – take questions</p> <p>Have students look back at the dates of early Nazi propaganda and how the messages changed over time. Give an overview of Hitler’s early attempts to rise in politics and the opposition to it.</p> <p>Have students make a timeline of Hitler’s rise to power on the board based on what they already know.</p> <p>Read http://english.pravda.ru/world/eur/ope/02-07-2009/107924-hitler-0/, http://www.calvin.edu/academic/cas/gpa/tatsachenundluegen.htm (1932), and Part 2 of http://www.authentichistory.com/1930-1939/4-roadtowar/1-germany/ in groups</p> | <p>Have students evaluate the claims, reasoning, and rhetoric in the sources, compare different points of view, and explain how Hitler and the Third Reich rose to power.</p> <p>Jigsaw – Have different groups present on what they read.</p> <p>Exit slips</p> | <p>RI.7.2 RI.7.6 RI.7.8</p> |

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| <p>WWI effects on foreign policies – Why didn't other nations intervene immediately?</p> | <p>Class discussion – take questions</p> <p>Discuss appeasement and why nations were reluctant to get involved –</p> <p>http://www.history.co.uk/study-topics/history-of-ww2/appeasement, http://www.nationalarchives.gov.uk/education/lesson31.htm</p> | <p>Have students read sources and discuss questions at http://www.nationalarchives.gov.uk/education/lesson31.htm.</p> <p>Exit slips</p> | <p>RI.7.2</p> |
| <p>Final Presentations</p> | <p>Students will use sources to create a presentation explaining the causes of the wars and answering all daily questions.</p> | <p>Presentations</p> | <p>W.7.2</p> |