

Chautauqua Summer Institute
June 20-24, 2007

Lesson Plan

Lesson Plan Title: America's Path to WWII

Concept / Topic To Teach:

How outside influences can force a country into action when it has no desire to do so. Also, can one country truly become isolated from the rest of the world.

Grade Level: 6 - 8

Standards Addressed:

Grade: 7

OH.1. - Interpret relationships between events shown on multiple-tier time lines.

1.A. - Interpret relationships between events shown on multiple-tier time lines.

OH.2. - Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

2.B. - Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

OH.7. - Grade Level Indicator: Communicating Information: Compare multiple viewpoints and frames of reference related to important events in world history.

7.2. - Grade Level Indicator: Communicating Information: Compare multiple viewpoints and frames of reference related to important events in world history.

Duration: One week

General Goal(s):

To show how outside influences can influence the decision-making process of a country. Also, to show what led to the involvement of the United States into WWII.

Specific Objectives:

What events led directly to the United States getting involved in WWII (i.e. Pearl Harbor, German subs bombing American ships, Germany, Japan, and Italy deciding to form Axis powers.)

Required Materials:

Computer with Internet access, TV, textbook

Primary Sources Used:

<http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=AB45D42B-8A7E-44F4-B4DC-7755F3FF247A>;

newspapers of the time period;

cartoons from the time period.

Warm-up:

I will start with dividing the class into groups, with four students per group, and having them represent individual countries. We will have the groups form alliance with other groups, one being Allied Powers and the other being Axis powers, and show how when countries join together for a common cause, how the other countries must also join together to protect themselves.

Step-By-Step Procedures:

After completing the warm-up activity, we watch the video on the factors that led to the involvement of the United States into WWII. We will then role play the decisions that were involved into starting the war, and we will have students come with alternate solutions within their groups to try and prevent the war. Also, groups will come up with concessions that they want from the other side in both pre-war and post-war conferences.

Homework and Practice:

Each group will find, on the Internet or in written form, 2 cartoons and 2 newspapers articles from that time period which will strengthen their position to fight and defend themselves.

Closure (Reteach):

Students from each group will select a leader to sit and discuss with leaders from the other groups ways to avoid a war, and, if not successful, on how this war will play out. Also, once the war is over, how will the victors handle the defeated, what concessions will be made, and what will happen to those deemed most responsible for the war.

PRE-TEST

Directions: Read the following statements and circle whether they are True or False.

1. After World War One, many countries had difficulty dealing with war debts, hunger, and unemployment. **True False**
2. Joseph Stalin came to power in Italy. **True False**
3. Adolph Hitler became leader, or *Fuhrer*, of the Nazi party. **True False**
4. The League of Nations did not stop Japan's invasion of Manchuria. **True False**
5. The Axis powers consisted of Great Britain and the United States. **True False**
6. Germany honored the non-aggression pact it signed with the Soviet Union.
True False
7. The United States supported Germany during its *Blitzkrieg*. **True False**
8. The German army invaded France and seized the capital city of Paris.
True False
9. The United States refused to send war supplies to Great Britain.
True False
10. Japan's secret attack on Pearl Harbor caused the U. S. to enter World War II. **True False**

Name _____

VIDEO QUIZ

Directions: Read the following statements and circle whether they are True or False.

1. The Treaty of Versailles contributed to unrest throughout Europe.

True False

2. Benito Mussolini used collectivization to take over farmlands in the Soviet Union.

True False

3. Hitler believed the welfare of his country was more important than personal freedoms.

True False

4. In the Holocaust, the Nazis murdered millions of Jews and others.

True False

5. China's invasion of Manchuria was its first step toward dominating Japan.

True False

6. The German military strategy *Kristallnacht* exploited new advances in tanks, artillery, and air power.

True False

7. After months of fighting in the Battle of Britain, Winston Churchill asked for the United States' assistance, and the U.S. agreed to offer supplies.

True False

8. Ignoring their non-aggression pact, Hitler invaded the Soviet Union.

True False

9. The Munich Agreement brought together 26 countries, collectively known as the Allied powers.

True False

10. As it was holding peace talks with the United States, Japan was secretly planning an attack on Pearl Harbor.

True False

DISCUSSION QUESTIONS

1. Discuss the lasting effects of the Treaty of Versailles.
2. Give examples of the rise of communism, fascism, national socialism, and militarism.
3. Explain the weaknesses/failures of the League of Nations during the rise of dictators in Europe.
4. What was the United States' role in the years leading up to World War II?
5. Describe the Neutrality Acts established by the United States.
6. Explain the United States' reaction to Churchill's request for assistance in fighting Germany.
7. Describe the events leading up to the bombing of Pearl Harbor.
8. What role did the Spanish Civil War play in World War II?
9. What was the role of both the Allied and Axis powers in the years prior to World War II?

Name _____

VOCABULARY TERMS

Collectivization

The organization of government whereby land and capital are owned by society collectively rather than individuals.

Communism

A system of government in which the state plans and controls the economy and the needs of the whole are considered more important than those of the individual.

Democracy

A government in which the people hold the supreme power.

Dictator

A person with absolute power and authority, especially one who exercises it tyrannically.

Fascism

A system of government characterized by dictatorship, centralized control of private enterprise, repression of all opposition, and extreme nationalism.

Isolationism

A national policy of abstaining from political or economic relations with other countries.

Militarism

A governmental policy that relies on military might to administer government.

National Socialism

The ideology and practices of the Nazi party, which included national expansion, state control of the economy, the totalitarian principle of government, and anti-Semitism.

Nazism

The philosophy of the German National Socialist Party under the leadership of Adolph Hitler; a belief in the inherent superiority of a supposed Aryan race

Totalitarianism

A form of centralized government system in which a single party, without opposition, exercises absolute control over political, economic, social, and cultural life.