Mr. Jimenez’s Notes

World History

Periods 0 & 1 (58 minute periods)

**2 Day plan: Day 1**

**10.8.1:** **Students analyze the causes and consequences of World War II.**

Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

**\*PRINT or HAVE STUDENTS CREATE A KWL CHART**

**Goals & Objectives**

**Goal**: Enable students to examine, compare and contrast German, Italian, and Japanese expansion in the 1930s.

**Objectives**: Students will make use of a KWL chart prior to the beginning of the lesson, particularly columns 1 and 2 **(they will be asked to complete section 3 at the end of day 2)**. Students will then identify the characteristics of a fascist government with the use of a handout.

**Vocabulary**

Fascism, Nazism, *Mein Kampf*, Totalitarianism, Nationalism.

**Background Acquisition (5 mins)**

In a previous unit we discussed the events that occurred following the Great War. Recall that **President Wilson** attempted to keep world peace by creating his **Fourteen Points** and creating the **League of Nations** for the rest of the world. Also, remember that the **Treaty of Versailles** was signed between Germany and the Allied powers on June 28, 1919.

* **What did President Wilson attempt to do with his 14 Points? (World Peace, self-determination, changing of borders, League of Nations)**
* **What was the League of Nations and what did it offer to other countries? (Platform for nations to discuss problems peacefully)**
* **How did the Treaty of Versailles affect the future of Germany? (Territory was lost and placed restrictions on their military, Germany was required to pay reparations)**

**Anticipatory Activity (5 mins)**

I will hand students a KWL chart and they will be asked the following questions prior to our lesson.

I will ask students to create three columns on a sheet of paper:

**Column 1**:What do you **K**now about the topic?

* One question that often emerges is how to address misconceptions students’ share. Sometimes it is appropriate to correct false information at this point in the process. Other times, you might want to leave the misconceptions so that students can correct them on their own as they learn new material.

**Column 2**:What do you **W**ant toknow? (Who? What? Where? When? Why? How?)

* For future lessons, allow students’ questions are used to direct the course of study. As students’ share what they want to learn, this step provides an opportunity for teachers to present what they hope students will learn in the unit.

**Column 3**: What did you **L**earn? (**THIS PORTION WILL BE FILLED AT THE END OF THE LESSON)**

* Ask students to record what they have learned, they can review the questions in column 2, checking off any questions that the can now answer. They can also add new questions. Students should also review column one so they can identify any misconceptions they may have held before beginning the unit.

**Notes (30 mins)**

**Germany**: Adolf Hitler joined the National Socialist German Worker’s Party (Nazi Party) in the early 1920s. **Both believed the Treaty of Versailles should be overturned and they should fight communism. Hitler vowed to regain Germany’s lost territories (from Treaty of Versailles)**. The lost territories included the Rhineland (1936), Austria (1938), and Czechoslovakia (1938 & 1939). **Nazism** is the ideology and practice of the Nazis, especially the policy of racist nationalism, national expansion, and state control of the economy. Nazi’s set up a private militia (Storm Troopers/Brown Shirts). Sent to prison for trying to seize power in Munich in 1923 and wrote *Mein Kampf* (My struggle) outlining his plans for Germany. **Hitler demanded dictatorial (absolute) power and turned Germany into a totalitarian state. Banned all other political parties and arrested all his opponents.** *Shutzstaffel* (protection squad) was created and loyal only to Hitler. The Gestapo (secret police) shocked/scared Germans into total obedience.

* **National Socialist German Workers Party (Nazi Party) & Hitler wanted to be rid of the Treaty of Versailles.**
* **The ideology and practice of the Nazis was that of racist nationalism, national expansion, and state control of the economy.**
* **Hitler wanted to regain Germany’s lost territories.**
* **Hitler demanded dictatorial (absolute) power & banned all political parties & arrested his opponents.**

**Italy**: Was on the Allied side during WWI. However, they were disappointed over failure to win territory at the 1919 Paris Peace Conference. **Inflation and unemployment disappointed Italian citizens and they also feared a Communist revolution (the Russian revolution occurred during WWI).** The nation wanted a leader who would take action and Benito Mussolini (Il Duce) rose to take action. He criticized the government for failing to help his people. Groups of **fascists** wearing black shirts attacked Communists/Socialists. This weakened his opponents. **Mussolini wanted to win support for an overseas empire in Africa and a militaristic state at home (the Mediterranean.)**

* **Mussolini “Il Duce” (the leader) vowed to lead Italy “back to her ways of ancient greatness.”**
* **Wanted to win support for an overseas empire in Africa and a militaristic state at home (Mediterranean).**
* **Inflation and unemployment disappointed citizens and they also feared a Communist revolution.**

**Japan**: During the 1920s the Japanese government became more democratic. The government had its weaknesses and its constitution put strict limits on the prime minister and the cabinet. Great depression struck in 1930 and the government was blamed. Military leaders won control of their country. Unlike the fascist leaders of Europe (Hitler & Mussolini) **the military leaders of Japan wanted to restore traditional control of the government to the military**. Instead of a forceful leader (Hitler/Mussolini) they made the emperor the symbol of state power winning popular support for the military leaders. **The militarists were extreme nationalists like Hitler and Mussolini and wanted to solve the countries economic problems by foreign expansion**. **They wanted to conquer the Pacific (including China). The empire would provide Japan with raw materials and a market as well as room for its rising population.**

* **Military leaders won control of the country and wanted to restore traditional control to the government.**
* **They wanted to solve economic problems by foreign expansion (Pacific & China)**
* **This new empire would provide Japan w/raw materials and a market.**
* **Larger empire would make more room for its citizens.**

**Lesson Closure (10 min)**

Students will be given a handout in which they will be required to identify the characteristics of a fascist government. They will highlight/underline each critical attribute. If it is not an example of fascism, the students must write why it is not. This will be there ticket out the door.

**S.N., ELs, Struggling Readers**

I will make my notes available to all students as well as the KWL chart.

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**Day 2**

**10.8.1:** **Students analyze the causes and consequences of World War II.**

**Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.**

**Goals & Objectives**

Goal: Students will analyze the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

Objective: Students will analyze the quotation of Sun Tzu and how it relates to Japans’ invasion of China. Together we will read first hand accounts/primary sources of the Rape of Nanking. Students will analyze the Stalin-Hitler pact and complete their KWL charts.

**Vocabulary**

1937 Rape of Nanking, Manchuria, Stalin-Hitler Pact (1939), Non-Aggression, atrocities.

**Background Acquisition (5 min)**

Yesterday we compared the German, Italian, and Japanese drives for empires prior to WWII in the 1930s.

* What are the characteristics of a fascist government?
* Why were people eager to allow dictators to take control of their country?
* Why were Japan, Italy, and Germany eager to expand their territories?

**Anticipatory Activity (5 mins)**

I will read the following quote by Sun Tzu the ancient Chinese general and philosopher:

* **“In the practical art of war, the best thing of all is to take the enemy's country whole and intact; to shatter and destroy it is not so good.” – Sun Tzu**

I will then ask students to turn over their KWL charts and copy the quotation. Students will then analyze and interpret the quote. What is Sun Tzu trying to say? What does he mean by “take the enemy’s country whole and intact and not to shatter and destroy it?” **I want students to connect the quote with the material they have learned and what they are about to learn (Rape of Nanking/Stalin-Hitler Pact).** How do students see this quote in the context of the literature being studied?

**Notes (30 min)**

**Manchuria:** **The Mukden incident was a staged event by the Japanese Empire in 1931. The Japanese attempted to blow up a railroad line but failed.** The Imperial Japanese army accused the Chinese of committing the act. **On 19 September 1931, Japan invaded Manchuria and established a puppet government called Manchukuo.** Their occupation lasted until the end of WW II.

* **The Mukden incident was a staged event by the Japanese Empire in 1931.**
* **The Japanese attempted to blow up a railroad line but failed.**
* **On 19 September 1931, Japan invaded Manchuria and established a puppet government called Manchukuo.**

**Rape of Nanking/atrocities:** **On 7 July 1937, the Japanese and Chinese exchanged shots at a railroad bridge near Beijing.** Japanese forces then swept into northern China. **Despite having a million soldiers, China’s army was no match for the better equipped and better trained Japanese**. China’s capital Nanjing (Nanking) fell to the Japanese in 1937. **Japanese troops killed tens of thousands of captured solders and civilians. This was called “the rape” of Nanking.**

* **On 7 July 1937, the Japanese and Chinese exchanged shots at a railroad bridge near Beijing.**
* **Despite having a million soldiers, China’s army was no match for the better equipped and better trained Japanese.**
* **Japanese troops killed tens of thousands of captured solders and civilians. This was called “the rape” of Nanking.**

John Rabe a German businessmen living in Nanking documented the atrocities he witnessed. In his journal/book *The Good Man of Nanking* he wrote:

* + “*We come across corpses every 100 to 200 yards. The bodies of civilians that I examined had bullet holes in their backs. These people had presumably fleeing and were shot from behind.”- December 13, 1937.*

In another entry he wrote:

* + *“In one of the houses in the narrow street behind my garden wall, a woman was raped, and then wounded in the neck with a bayonet. Last night up to 1,000 women and girls are said to have been raped, about 100 girls at Ginling Girls' College alone. You hear nothing but rape. If husbands or brothers intervene, they're shot.”- December 17, 1937.*

**Stalin-Hitler Pact of 1939(non-aggression pact)**: **Britain and France asked the Soviet Union to join them in stopping Hitler’s aggression**. Both Britain and France distrusted Communist Russia (Stalin). Stalin resented having been left out of the Munich Conference of 1938. **While negotiating with Britain and France, Joseph Stalin was also in talks with Germany’s leader, Adolf Hitler.** Both dictators reached an agreement. Fascist Germany and Communist Russia agreed to not attack one another. **On 23 August 1939 a nonaggression pact was signed.**

* **Britain and France asked the Soviet Union to join them in stopping Hitler’s aggression**.
* **While negotiating with Britain and France, Joseph Stalin was also in talks with Germany’s leader, Adolf Hitler.**
* **On 23 August 1939 a nonaggression pact was signed; the Stalin-Hitler Pact.** **Stalin and Hitler secretly agreed to divide Poland.**

**Lesson Closure (10 min)**

I will instruct students to take out their KWL charts from the day prior. I will ask them to fill in column 3:

**Column 3**: What did you **L**earn?

* Ask students to record what they have learned, they can review the questions in column 2, checking off any questions that the can now answer. They can also add new questions. Students should also review column one so they can identify any misconceptions they may have held before beginning the unit.

I will hand students index cards and ask them to write down any additional questions they may have (ticket out the door). This will help me assess their acquisition of the material and will also allow me to improve/edit my lesson.

**S.N., ELs, Struggling Readers**

I will make my notes available to all students as well as the KWL chart. Using the index cards will help assess acquisition of the material.