Mr. Jimenez’s Notes

World History

Periods 0 & 1 (58 minute periods)

**The Human Cost of War**

**Content Standards**

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

Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

**Goals & Objectives**

**Goals**: Students will learn and discuss the human costs of WWII and the loss of life to both military and civilian lives throughout the world.

**Obj.:** Teacher will lecture on the loss of life and destruction throughout the world as a result of WWII. Students will follow along taking ‘Cornell style’ notes. Teacher will pause to allow students time to reflect on the loss of life as well as be given time to summarize their notes and to ask questions to clarify any misconceptions.

**Vocabulary**

Demilitarization, Nuremberg Trials

**Focus Question/Quote (10 min)**

**“We need to pass the torch, and let our children read our messy and sad history by its light… we still have the responsibility to leave what traces of life we can. Building the future and keeping the past alive is one and the same thing.”**

**-David (Solid Snake)**

**Background Acquisition (5 min)**

We learned about the atrocities that the Nazi’s committed during the war as well as those committed by Japan while in China. How many people were murdered? During the Battle of Britain and during the attack on Pearl Harbor, were civilians killed? We also learned about many significant battles that although helped turn the tide of the war, they came with numerous casualties. Was Operation Overlord (D-Day) an easy day for the allies? Did they set foot on the beaches of Normandy without firing a shot? You have read and studied about the atomic bombs that were dropped on Hiroshima and Nagasaki. Why did the Japanese surrender immediately after?

**Anticipatory Activity (20 min)**

As an introductory activity, I will read the book *Faithful Elephants* by Yukio Tsuchiya (1951). The book is about the Japanese Army and how they had requested that every zoo in Japan poison their large or dangerous animals because they were worried that these animals would escape and harm the general public if a bomb detonated near the zoo. The poison that worked on the other animals did not work on the three remaining Indian elephants, so they were starved to death.

The purpose of this activity is to get the students thinking about the casualties of war and the devastation that it causes, not only the people involved but for all life and how it affects the human psyche.

**Lesson/Notes**

By September of 1945, the war was finally over. Allied victory had been achieved at a steep price. WWII caused the death of millions of people and destroyed countless cities and lives. WWII left approximately 60 million people dead. An additional 50 million people were uprooted (moved/removed) from their homes. Property damage ran well into the billions (U.S. dollars). The constant bombing by both allied and axis forces left hundreds of cities and towns in rubble. The ground war destroyed much of the land which left it uninhabitable.

\*One must remember that historians have debated the approximate totals.

**Destruction/Devastation:** Devastation in EU was astronomical. **Close to 40 million EU had died** and 2/3 of them were civilians, roughly 26 ½ million civilian casualties in EU alone (the equivalent of destroying OHS 16,000 times). Some of the most notable and famous cities of EU remained **undamaged by the war; they cities included Paris, Rome, and Brussels**.

**The Battle of Britain left much of London in ruins and over a period of 5 years**, 60,595 London civilians died as the result of German air raids.

The destruction left behind in Eastern EU and Germany was far worse. **The capital of Poland, Warsaw, was almost wiped off the face of the earth.** **Before the war began in 1939, the capital city (Warsaw) had a population of 1,300,000 people. By the time the Soviet Army entered the city in January 1945, only 153,000 people remained. Berlin, the capital of Germany, had 95 percent of the city was destroyed by allied bombing.**

The bombing left many people homeless and they struggled to find safe places to live. People lived in what was left of their homes because their homes or apartments were partially destroyed. Countless other people made new homes in caves and cellars underneath rubble. People were left without the basic necessities. They had no water, no electricity and very little food and hunger was constantly at their door. Because many of the factories were destroyed or damaged, people had no place to turn to in order to buy food.

**Many city dwellers fled the ruined cities. Many joined armies that were displaced in order to find something to do or to be taken care of.** Many of these people included survivors of concentration camps, POWs and refugees fleeing the Soviet army. Once postwar treaties began to take effect, millions of people found themselves on the wrong sides of borders. Many people jammed the roads trying to get home, hoping to find their families or to find a safe place to live.

Routes for transportation were now destroyed as well as fields for crops, thus making it difficult to transport food and supplies and thousands of people died of starvation and disease. People would trade expensive items such as furniture, jewelry, and clothes for a few potatoes. In August 1945, 4,000 citizens of Berlin died every day.

* **Close to 40 million EU had died.**
* **The capital of Poland, Warsaw, was almost wiped off the face of the earth.**
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**Government/Politics:** **Europeans blamed their leaders for the destructive war and the disasters it left behind.** Some government returned more quickly than others, such as those in Belgium, Holland, Denmark, and Norway. However, countries like Germany, Italy and France, a return to old leadership was not so easy. Hitler and his Nazi government destroyed the German government. Mussolini left Italians disappointed and with a government in complete disarray. In France, the Vichy government that had collaborated with the Nazi’s also destroyed the government. **Fascist governments were now over in most of EU, and those who were communists promised change and millions were ready to listen**. Communists gained an influence in countries like France and Italy, **however, once the economy began to improve, communists lost their influence.**

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**Nuremberg Trials:** Earlier we learned about the horrors of the Holocaust. **German leaders who were responsible for the murder of millions were put to trial. This was done to ensure that such crimes would never happen again**. In 1946**, an International Military Tribunal representing 23 nations put Nazi war criminals on trial in Nuremberg, Germany. These trials were known as the Nuremberg Trials**. At the trials, 22 **Nazi leaders were charged with waging a war of aggression and were accused of violating the laws of war and committing crimes against humanity**, the murder of 11 million people. Adolf Hitler, SS Chief Heinrich Himmler, and Minister of Propaganda Joseph Goebbels committed suicide and escaped the trials. Of the 22 defendants, 12 were sentenced to death. Many killed themselves before they were able to face the hangman’s noose. Nazi member Hans Frank showed remorse (the only one to do so): “A thousand years will pass and still this guilt of Germany will not have been erased.” The bodies of those executed were cremated in the same ovens that had been used to kill their victims.

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**Japan:** Defeat in Japan left the country in complete ruins and 2 million lives had been lost in the war. **The countries major cities, including it’s capital Tokyo, had been largely destroyed by bombing raids**. The atomic bomb destroyed Hiroshima and Nagasaki and left the cities as blackened wastelands. The allies stripped Japan of its colonial empire and they even took away territories that Japan had owned for centuries.

Some Japanese wanted to continue the fight even though the disasters were a clear indication of the surrender that loomed over the country. In a radio broadcast Emperor Hirohito addressed his people: “Should we continue to fight, it would only result in an ultimate collapse…of the Japanese Nation.

**General MacArthur took control of the US occupation of Japan**. He was determined to be fair and not to plant the seeds for a future war. To ensure this, **he began the process of demilitarization and disbanded the Japanese military.** He left Japan with only a small police force. **Similar to the Nuremberg Trials in Germany, MacArthur began bringing Japanese war criminals to trial**. Of the 25 defendants, **6 were condemned to hang, including Premier Hideki Tojo**. MacArthur then began the process of creating a new government elected by the people. Along with his advisor, they drew up a new constitution for **Japan. It became a parliamentary similar to the one in GB**. It went into effect in 1947, 2 years after the war ended. Still bitter over Pearl Harbor, the US sent only 2 billion dollars in relief money and considering the work that had to be done, this was a small amount. **For thousands of years the Emperor of Japan was viewed as a god who was the absolute ruler whose divine will was the law.** Although the Japanese agreed to the allied terms, they asked that the “supreme power of the emperor not be compromised.” The condition was that **the emperor had to declare that he was not a god.** Like the ruler of GB, the emperor became a figurehead, only a symbol of Japan. With the new constitution all citizens (men/women) over 20 had the right to vote. The 2-house parliament was called a Diet. **Article 9 of the new constitution stated that Japan could no longer make war. They could only fight if attacked.** After the US left Japan in the hands of its citizens, the economy recovered quickly. With the official end of the war, the US and Japan officially became allies in 1951.

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* **Similar to Nuremberg, Japanese war criminals to trial.**
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**Lesson Closure (20 min)**

**We Learned What? (Groups of 2-4)**

 Students will write and open ended questions on index cards that I provide for them. Two students are selected to come forward. The first student draws a question card and poses the question to the class. After the class discusses the question and answers with their partner - the second student draws a student name card to respond to the question. (These questions could also be used to launch the next day’s 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. For the lesson closure, I will make sure to pair these students with the appropriate partner or group.