“One must regard these 30 years of strife, turmoil and suffering in Europe as part of one story... One story of a 30 year’s war.”

- Winston Churchill

The purpose of this unit is to examine the World Wars through the people who had the greatest effect on the bloodiest period of human history. The History Channel documentary, *The World Wars*, will be shown in approximately 30-minute segments each day to set the stage. This film focuses on the most important people involved throughout the period of conflict and places them in the proper historical context.

Following each video segment, the events of the day’s video will be examined more closely to provide students with the opportunity to interact with the information provided. A unit project will be assigned designed to further encourage students to engage with this period.

The ultimate goal of the unit is for students to examine and engage with the World Wars on a personal level. To this end, direct instruction will be limited as much as is practical to the video and worksheets designed to ensure retention of the material. In most cases, an activity will supplement the main point of the video.

I.  Feb 27 / Mar 2
   a.  Introduction to the unit and hand out project guidelines
   b.  *The World Wars: Trial by Fire* Part I (31 Min)
       i.  Film segment deals with the beginning of World War I, the Mexican Revolution, the Battle of Gallipoli, and the Russian Revolution
   c.  The Guns of August, Russian Revolution, War Technology
       i.  Activity: Discussion of the video, including the Guns of August
       ii.  Direct Instruction: Rasputin, Lenin, and the Fall of the Romanovs: Power Point discussion
   d.  *Purpose / Goal*: Begin the World Wars unit with a class discussion of how hyper-nationalism (Jingoism) led to hostilities that would last for more than 30 years. We will also examine the Russian Revolution, particularly how it affected the First World War.

II. Mar 3 / 4
   a.  *The World Wars: Trial by Fire* Part II & III
       i.  Film segment deals with the United States entry into the war, the breaking of the German lines, the Versailles conference, and the rise of Fascism in Italy.
   b.  Zimmerman Telegram
       i.  Examine the primary source in small groups and write a group letter to the editor in response to the text.
ii. Assign Summary
   c. **Purpose / Goal:** This lesson is primarily video due to the proficiency testing taking place on March 3. Also, students will be examining a primary source document as discussed in the film to secure the learning within themselves.

III. Mar 5 / 6
   a. Versailles
      i. Activity: Break the class into groups representing the various countries at the Versailles conference, and discuss their desires.
      i. This film segment deals with the depression and the rise of Fascism (and Hitler) in Germany. It also compares the methods to get out of the depression through American vs. German policies.
   c. Depression / Democracy in Danger
      i. Discussion of the conditions leading to Fascism
         1. Re-ask the question of what would happen if Hitler had died in World War I. Were the conditions in Germany bad enough that another “Hitler” would have appeared?
      ii. Activity: The Rise of Fascism through Star Wars
   d. **Purpose / Goal:** Reinforce the previous lesson with the Versailles activity and start discussion of the interwar period. Particularly set up the concerns of the 20s on Germany and how the Great Depression exacerbated those concerns and allowed fascism to rise throughout Europe. Use a modern reference as an analogy for Hitler’s rise to power.

IV. Mar 9 / 10
   a. *The World Wars: A Rising Threat* Part II (30 Min)
      i. Film segment deals with how Mussolini and Hitler get around the Treaty of Versailles, and the arrogance he develops because the western powers do not stop him. The segment also discusses the beginning of Japan’s imperial ambitions.
   b. The Failure of Versailles
      i. Activity: Re-examine the Versailles treaty and its enforcement. Students will take on the role of various countries and we will reenact Germany violating the treaty. At each point during the reenactment, we will stop and discuss how the action is a violation of the treaty, what the allied powers could have done, and what was actually done.
   c. **Purpose / Goal:** This is to show students the many steps that Hitler took before any nation finally was willing to stand up against him. This should demonstrate to students the dangers of the appeasement principle and how the allies’ inaction emboldened Germany to greater action against the treaty.

V. Mar 11 / 12
   a. *The World Wars: A Rising Threat* Part III (33 Min)
      i. This film segment begins with the invasion of Poland on September 1, 1939 and the eventual Allied response and the blitz of Poland, France, and Britain. The
Nazi-Soviet pact (and its dissolution) is also discussed, along with Japan’s oil-driven war machine.

b. Blitzkrieg and Battle of Britain
   i. Why was the blitz so successful? Class comparison of the blitz vs. World War I and discuss the results.
   ii. How was Britain able to withstand the blitz?
   iii. Assign Summary

VI. Mar 13 / 16
   a. The World Wars: Never Surrender Part I (30 Min)
      i. This film segment discusses the Pearl Harbor attack and the loss of the Philippine Islands to the Japanese. It is also the first segment to seriously discuss the Holocaust.

   b. Holocaust

   c. Exact activity to be determined; probable source National Holocaust Museum

VII. Mar 17 / 18
   a. The World Wars: Never Surrender Part II (26 Min)
      i. This film segment discusses the battle of Midway, Stalingrad, the invasion of Italy through Sicily, and the lead up to D-Day.

   b. World War II Tactics

   c. Mao and the Long March
      i. Discussion of the tactics used during World War II
      ii. Taking a trek with Mao

   d. Purpose / Goal: This class moves us through World War II by examining several different battles and important points. A discussion of tactics is appropriate here as students have seen much of the war and we have the opportunity to compare WWII tactics to WWI. We will also hand out arguments for and against Truman dropping the atomic bomb for the next class.

VIII. Mar 19 / 20
   a. The World Wars: Never Surrender Part III (34 Min)
   b. Dropping the Bomb
      i. Debate: Should Truman drop the bomb or not?
      ii. Assign Summary

   c. Purpose / Goal: For the students to engage in one of the most difficult decisions of the 20th century. The goal of the debate is for it to be student led, however the instructor will step in as needed to provide the guidance as necessary. A handout detailing the arguments will be provided on the prior class for students to prepare.

IX. Mar 23 / 24
   a. Projects Due