

Course of Study:
Germany: 1914 — 1947
(Grades 10-12)



COURSE OF STUDY: GERMANY 1914-1947 (December 2022)

Grades 10-12

The following standards come from the Ohio Department of Education standards for Modern World History (MWH) & Contemporary World Issues (CWI).

Topic: IMPERIALISM (1800-1914) (MWH)

The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.

Content Statement: 9. Imperial expansion had political, economic and social roots.	How Taught? Direct instruction: Re-teach state of Europe in 1914 as a result of colonialism and the unification of Germany
Materials: Modern World History Textbook selection	How Assessed? Summative assessment
	How Re-Taught? *teacher directed instruction

Topic: TOPIC: ACHIEVEMENTS AND CRISES (1900-1945) The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended. (MWH)

Content Statement: 13. The causes of World War I included militarism, imperialism, nationalism and alliances.	How Taught? Direct instruction: Direct instruction: Re-teach state of Europe in 1914 as a result of colonialism and the unification of Germany
Materials: Modern World History Textbook selection	How Assessed? Summative assessment
	How Re-Taught? *teacher directed instruction

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War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended. (MWH)

<p>Content Statement: 14. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.</p>	<p>How Taught? Direct instruction; small groups;</p>
<p>Materials: Modern World History Textbook selection Primary Textbook Hitler’s Rise to Evil Part I (video) The Story of Fascism (video)</p>	<p>How Assessed?</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

Topic: ACHIEVEMENTS AND CRISES (1900-1945) The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended. (MWH)

<p>Content Statement: 15. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II. *This portion of the statement is not taught in this course</p>	<p>How Taught? Direct instruction: slideshows, discussions Videos and teacher-created worksheets</p>
<p>Materials: -Primary Textbook reading -Read Nuremberg Laws- primary source -Nuremberg Law video- US National Archives -Rise and Fall of the Third Reich- Part II -Letter from Russian to her parents regarding forced labor camps (primary source) -Josef Mengele video -A&E Biography -Greatest Events in WWII- Liberation of Buchenwald video -Holocaust: The Untold Story) video -Holocaust Memorials-ww2classroom.org *Some but not all of these videos will be shown</p>	<p>How Assessed? Teacher generated worksheets Video worksheets Formative Assessment</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

COURSE OF STUDY: GERMANY 1914-1947 (December 2022)

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<p>Content Statement: 16. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.</p>	<p>How Taught? -Direct instruction; small groups -Slideshow- Hitler’s use of the atomic bomb -Video worksheets -Evaluate theories for why Pres.Truman used the atomic bombs -Fusion v fission research</p>
<p>Materials: -Textbook readings -Kamikaze assignment: eyewitnesshistory.com -World War II in Color- Victory in the Pacific video -The Nuremberg Trials And The Aftermath Of War Total War War Stories video -The Secret Israeli Unit That Hunted Nazis Secrets Of War Timeline</p>	<p>How Assessed? Worksheets Discussions (based on text reading) Formative assessments</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: FOREIGN AFFAIRS FROM IMPERIALISM TO POST WORLD WAR I (1898-1930) The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace. (US)

<p>Content Statement: 15. After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.</p>	<p>How Taught? Direct instruction Discussion Video Worksheet</p>
<p>Materials: Handout-Main provisions of the Treaty of Versailles</p>	<p>How Assessed? Summative and formative assessments</p>

COURSE OF STUDY: GERMANY 1914-1947 (December 2022)

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(TCI materials) Treaty of Versailles video-Hip Hughes Textbook-Formation of the Axis Alliance	How Re-Taught? *teacher directed instruction
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Topic: PROSPERITY, DEPRESSION AND THE NEW DEAL (1919- 1941) The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government. (US)

Topic: HISTORICAL THINKING AND SKILLS Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

Content Statement: 3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations. 19. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.	How Taught? Direct instruction Dictators of 1930's Video with pauses/discussions
Materials: -Economic Depression and Dictators: Crash Course (video) -Textbook: Compare Germany to United States -Hitler Circle of Evil Part video	How Assessed? -Hitler and the National Socialist Workers Party/Hitler's Guide to Propaganda assignment -Summative and Formative Assessment
	How Re-Taught? *teacher directed instruction

Topic: FROM ISOLATION TO WORLD WAR (1930-1945) The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.

Content Statement: 20. During the 1930s, the U.S. government	How Taught? Direct instruction
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COURSE OF STUDY: GERMANY 1914-1947 (December 2022)

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<p>attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.</p>	<ul style="list-style-type: none"> -Nazi Party assignment (use textbook) -How the Axis Alliance formed assignment (textbook) -Videos -Munich Pact assignment -Mediterranean Map -outline areas of strategic importance to Hitler v. Gen. Raeder (use map and book) -Slide shows -Primary Sources -Maps
<p>Materials:</p> <ul style="list-style-type: none"> -Hitler Circle of Evil Part 1 - video -How the World Loved the Swastika - until Hitler Stole It (BBC article) -Rise and Fall of the Third Reich-Part 1 -Textbook reading -Hitler's Olympics-video -Rise and Fall of the Third Reich- Part II-(video) -Hitler Propaganda: <i>Read Like a Historian</i> -World War II in Color-Netflix - Episode 1- The Gathering Storm -Video- A Soviet-Nazi Alliance - The Molotov-Ribbentrop Pact BETWEEN 2 WARS I 1939 Part 2 of 3 -Start Darkest Hour-video -"Dunkirk-The Great Escape"-video -Video: Untold Stories of World War II -Greatest Events of World War II in Color- Midway (1942) -People's Century-Total War"-School owned DVD -D-Day Beaches Map- Document and below -Normandy- ww2classroom.org *Some but not all of these videos will be shown 	<p>How Assessed?</p> <ul style="list-style-type: none"> -Summative and Formative assessment -Video worksheets -Assignments -Small group discussions <p>How Re-Taught?</p> <p>*teacher directed instruction</p>

Topic: CIVIL AND HUMAN RIGHTS There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.(CWI)

<p>CONTENT STATEMENTS 8: Beliefs about civil and human rights vary among social and governmental systems.</p>	<p>How Taught? Direct instruction; small groups;</p>
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COURSE OF STUDY: GERMANY 1914-1947 (December 2022)

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<p>Materials: -Textbook reading -Video- A Soviet-Nazi Alliance - The Molotov-Ribbentrop Pact BETWEEN 2 WARS I 1939 Part 2 of 3</p>	<p>How Assessed? -Summative and Formative assessment -Video worksheets -Assignments -Small group discussions</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: CIVIL AND HUMAN RIGHTS: There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.(CWI)

<p>CONTENT STATEMENTS 9: Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups. AND CONTENT STATEMENTS 10: Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.</p>	<p>How Taught? Direct instruction; small groups;</p>
<p>Materials: -Textbook -"Holocaust- The Untold Story"- DVD purchased by Chardon Local Schools -"Josef Mengele"- A & E Biography- VHS purchased by Chardon Local Schools -Labor Camp Letter https://perspectives.ushmm.org/item/letter-from-a-forced-laborer-to-her-family/collec-tion/experiences-of-forced-labor-in-wartime-europ</p>	<p>How Assessed? -Summative and Formative assessment -Video worksheets -Assignments -Small group discussions</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY The political, economic and social goals of nations, international associations and nongovernmental organizations may be incompatible with each other and lead to conflicts. (CWI)

COURSE OF STUDY: GERMANY 1914-1947 (December 2022)

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<p>Content Statement: Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs.</p>	<p>How Taught? Direct instruction; small groups;</p>
<p>Materials: -Textbook -World War II in Color-Netflix - Episode 1- The Gathering Storm -Video- A Soviet-Nazi Alliance - The Molotov-Ribbentrop Pact BETWEEN 2 WARS I 1939 Part 2 of 3 -Start Darkest Hour-video (purchased for school use via a contest through the Geauga County Bar Association -"Dunkirk-The Great Escape"-video -Video: Untold Stories of World War II -Greatest Events of World War II in Color- Midway (1942) -People's Century-Total War"-School owned DVD -D-Day Beaches Map- Document and below -Normandy- ww2classroom.org</p>	<p>How Assessed? -Summative and Formative assessment -Video worksheets -Assignments -Small group discussions</p> <p>How Re-Taught? *teacher directed instruction</p>