Course: World History Since the Fifteenth Century (CHY4U)

Overall Expectation: Social, Political and Economic Contexts

Time Included: First Half of the Twentieth Century

Created By: Mark Carter, Joe Schneider, and Emily Tobin

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COURSE: World History Since the Fifteenth Century (CHY4U)

OVERALL EXPECTATION: E1. Social, Economic, and Political Context: Analyze the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence

LESSON # 1 of 4

TITLE OF STORY: Complex Alliance Systems of WWI

OVERVIEW: In this lesson, students will examine how complex alliance systems led to the outbreak of World War I. Students will begin the lesson contemplating what made this war different from wars previously studied in the course. The focus is meant to be on the fact that this was a war that was fought in multiple places, between two sides that were each made up of multiple nations.

Students will then be separated into groups. Each group will be given a country that was involved in the early events of WWI. They will also be given the name of one ally, one enemy, and one goal that their country wishes to accomplish. A question will then be presented to each country, and they must answer on par with who their allies and enemies are, and what they as a country want to accomplish. The decisions will lead to the outbreak of WWI, which the teacher will narrate. Students will then be asked to justify their decisions to the citizens of the country through a newspaper article and promotional poster.

The class will conclude with a discussion about what students now think that separates this war from previously studied conflicts. They will also be asked to discuss what motivations were guiding other countries, how the improved communication was also a contributing factor to the outbreaks. The topics covered in this lesson also link to the ending of the Age of Empires and decolonization, as well as the globalization that took place in the early decades of the twentieth century.
Step 1: Warm up (2 min)

Bell Work: What makes something a World War? (written on the board)

Step 2: Discussion (5 min)
Discuss answers to the above:
1. Multiple battle sites
2. Multiple countries involved
3. Alliances
4. Control of Resources

Step 3: Modeling (10 min)
Each of the students (individual or small groups depending on the class size) will be given a card with a country.
Cards will list one ally, one enemy, and one goal that countries must use to guide their choices (BLM 1.1)
Students will be brought up to the front and asked to answer a question per how they believe their country would answer.
Certain answers will trigger certain events that will may affect countries that are not directly asked that question, therefore certain audience members can use methods of persuasion to affect the answers the contestants give.
Students will be given 30-60 seconds (teacher’s discretion) to decide a final response. Remember to note reason for choice, as they will later write an article explaining their decision and the resulting consequences to their citizens and create a poster motivating people to support their decision.

Ex. Teacher as Canada.
Question: Britain declares war on Spain. How do you respond?

Canada’s Card: Ally: Britain, Enemy: Portugal, Goal: To dominate a warm climate to visit in winter
Response: Declare war on Spain.
Reasons: 1. Loyal Ally of Britain. 2. Spain is close to Portugal, nice placement for invasion.

Step 4: Guided Practice (10 min)
Questions to ask each of the countries. Everyone must hear each question, and hear each answer.

1. Serbia & Austria-Hungary: Archduke Franz Ferdinand of AH is dead while visiting Sarajevo (Serbia). How do you respond?
2. Germany & Russia: AH has declared war on Serbia. How do you respond?
3. France & Belgium: Germany declares war on Russia. How do you respond?
4. Britain & Italy: Germany declares war on France. How do you respond?

The answers the students will give will affect the question that follows them. Make sure to only show the next question after both sides have given their answer. Students answers should mirror the events of history.

Step 5: Independent Activity (40 min)

20 minutes
Based on the decision the student’s country made, write a brief newspaper article explaining to their citizens why their country entered the war.
Students can discuss their reasons with their allies, but not their enemies.
20 min
Now that sides have been drawn, countries must strengthen their armed forces to go to war.
Create a poster, complete with a slogan, that will motivate the people of the country to join the army, also to be published in the newspaper.
Display examples of newspaper articles and posters after Canada joined the war effort to give students an idea of how to craft their newspaper articles and posters. (PSD 1.1, 1.2)

Step 6: Sharing / Discussing / Teaching (15 min)

Teacher ensures that concepts of globalization (countries becoming more communicative despite geographical distance) and decolonization (fading of Empires) are highlighted in discussions. Students are encouraged to take notes during this time.

1) How was this different from the wars of the past?
   - It involved two very distinct sides of multiple countries all over the world.
   - Underlying issues contributed to the war. It was not clearly about the trigger event.
   - Britain did not win right away, like they were expecting to.
2) Were countries acting more for themselves or out of loyalty when they joined the war efforts?
   - Mix of both
   - Countries were making their own decisions. Loyalty was sometimes the reason, other times it was selfish.
3) 50 years earlier, Britain controlled more land than any other country in the world. Knowing this, why did Germany declare war?
   - The empire ideal was fading. Colonies were becoming independent.
   - Britain did not have the power it did 50 years before, nor did it have as many colonies.
4) These events happened in two months. What does that indicate about communication methods of the time?
   - Newspapers were the main source of communication at the time, and that was how to unite a county.
5) Why was the assassination of one Archduke so significant in history?
   - It had a ripple effect that due to the economic, political, and social climate, led to WWI

ASSESSMENT:

The articles and posters will be turned in at the beginning of next class. Based on their answers, the teacher will be able to assess if students have gathered the knowledge that WWI was one team against the other.

Student’s responses during the discussion period at the end will also indicate their level of understanding of the concepts of globalization and decolonization.
Nazi Propaganda
Joseph Schneider - 10054452

COURSE: World History since the Fifteenth Century (CHY4U)

OVERALL EXPECTATION: E.: 1 Social, Economic, and Political Context: analyze the significance of various social economic, and political policies, developments, and ideas in various regions of the world since 1900

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

LESSON # 2 of 4

TITLE OF STORY: The Rise of Anti-Semitic Propaganda in Nazi Germany

OVERVIEW: In this lesson students will learn about the rise of Anti-Semitic Propaganda in Nazi Germany. Specifically, they will begin by learning what propaganda is, why it is used, and how it is implemented. They will also learn what caused the anti-Jewish propaganda as well as who were the major characters that behind the implementation of propaganda in German society.

Students will learn the different tactics used in propaganda and demonstrate their knowledge on this by finding their own examples on the internet. Students will also have the opportunity to watch two different propaganda short films; one that was made by the Nazis against Jewish people, and one made by the USA against the Axis of Evil. Students will demonstrate their individual knowledge of the topic by answer a sheet of questions on the USA film.

At the end of class, students will share some of their answers and have an open discussion on what they believe the consequences of such films could be. I will then give them examples of some of the real-life consequences that followed the “successful” implementation of propaganda in Germany such as the Nuremberg Laws and Kristallnacht. If there is time, students will also get to play a KAHOOT game on the material that was just learned.
A. Organization of Each Lesson:

Step 1: Warm up (7min)

Open the class by telling students that today’s lesson will be on the rise of Jewish Propaganda. We know that the Jews were persecuted and the victims of a mass genocide during the Second World War. How exactly did that happen though? What caused an entire nation to believe that a single group can be at the root of their problems? Today we will explore one of the factors that played into that nationwide thinking.

In order to engage the attention of the students I will open the class by showing them a short film of Anti-Jewish Nazi propaganda. The intention is to somewhat shock the class by showing them that a country actually developed and funded a film in which they explicitly compare Jewish people to rats. Something that in today’s culture would be unheard of.

Step 2: Discussion (5-10min)

Activate background knowledge by then asking them their thoughts on the video? Do this by asking guiding questions. Students will discuss these questions with their peers as well as write them down on a piece of paper. They will then share their answers with the class.

What stood out to you about this film?
What type of film do you think this is?
What do you think was the purpose of this film?
Who was the intended audience?
How did the film make you feel? Can you imagine/think of similar films like this today?

Step 3: Modeling (20min)

Present to the class a slide show of what propaganda is and the different tactics that are used in developing it. The slide will list off the different propaganda terminologies along with their definitions (i.e.Bandwagon, Doublespeak, Euphemisms, etc.). The slide will present the history of the rise of propaganda in Nazi Germany. Answer questions such as; “Why it was used?” and “Who were the major characters behinds its implementation?” (i.e. Joseph Goebbels, Adolf Hitler).

Show examples of propaganda that use each tactic. This will model to the class what propaganda looks like and how we can identify the different influential tactics being used when analyzing a piece of propaganda. Use real Nazi propaganda posters. Provide a brief context of the poster and what it is showing/saying (as they will be in German), and then work with the class to see if they can guess what tactic is being used in the poster.

Step 4: Guided Practice(20min)

Using their devices (laptops, school provided ones preferably), have the class group up with a partner and have them search up three examples of propaganda in either todays culture or in the past, each one with a different tactic being used. The students will then share their findings with the class to demonstrate that they have understood what has just modeled for them. The examples do not have to be actual Nazi propaganda as the examples they find will most likely be in German and thus they probably will not be able to understand what is being shown/said. For this reason, the Nazi propaganda in the previous modelling activity has been included so that students and teacher can analyze those posters properly.

Step 5: Independent Activity(20min)

Present to the students with another propaganda film, this one however is made by the United States and targeted at the Nazis/Axis of Evil. The specific film will be “Donald Duck ‘Der Fuehrer’s Face’”
Give students a handout with some questions about the short film
Who is the targeted audience of this film?
What is significant about the fact that it is a cartoon?
What propaganda tactics are being used in this film?
What is the film saying about the Nazis and their allies?
What is the message of this film?

Step 6: Sharing / Discussing / Teaching (15 min)

Ask the class what consequences they think can be caused by such films?
What would Americans have to say/think about Germans and Japanese?
Looking back at the first film on Jews as well as the posters the classroom found, what consequences do you think came from these forms of propaganda?

Continue with the power point slide to discuss The Nuremberg Laws – one of the many consequences to the “success” of propaganda in Nazi Germany. The point of this is to have students share their understanding on propaganda and its cause as well as access their background knowledge on the consequences; what followed the use of this propaganda (i.e. persecution of Jews, The Nuremberg Laws, Kristallnacht, Concentration camps, Death camps)

ASSESSMENT (10 min)

At the end of class collect the Donald Duck worksheet questions as an exit card

Or/and

If there is time in the class, have the KAHOOT activity at the end of class as a form of assessing how many students grasped the knowledge and skills of the lesson. The KAHOOT would contain more pictures/examples of propaganda, both old and new, and students must pick what tactic is being used for each poster
COURSE: World History since the Fifteenth Century (CHY4U)

OVERALL EXPECTATION: E1 Social, Economic, and Political Context: analyze the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Perspective

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence

LESSON # 3 of 4

TITLE OF STORY: The Cold War – A Divided World

OVERVIEW: The Cold War dominated the latter half of the twentieth century. This lesson is designed to get students to understand the events from both a Western Capitalist perspective and an Eastern Communist perspective. There are many different clashes between these ideologies during this the 20th century and this lesson hopes to summarize important events while keeping both perspectives in mind.

APPENDICES:
1. Primary Sources
2. Black Line Masters
A. Organization of Each Lesson:

Step 1: Warm up (10 mins)
Start by playing a YouTube video of Billy Joel’s We Didn’t Start the Fire, making sure that the video includes historical images (PSD 3.1). Before showing it contextualizes the video by saying that this is a massive list of the headlines related to the entire second half of the 20th century. Their job is to pick out common themes and following the video have a quick think-pair-share to see what common themes come out. It might be helpful play the video twice and stop at every chorus for students to collect the terms and understand what they mean.

Once the students share their thoughts you can pose this question. What does espionage, Mao, big brother, The H-bomb, space race, JFK, The Beatles, hippies, Nixon, Berlin, Stalin, The Peoples Republic of China, Pierre Trudeau, Vietnam, distrust in government, and Canada’s Arctic all have in common? They are each components of the Cold War.

Give a brief description of the Cold War. “The Cold War reshaped the world ideologically dividing it into capitalist democracies versus communist regimes. The objectives were to spread their ideas around the globe, stop their enemy from taking over the globe, and at the same time be careful because the two sides had enough weaponry to destroy the human world several times over. MAD (mutually assured destruction) encapsulates the feeling of the time; both sides could wipe out each other at any moment.

Step 2: Discussion (15 mins)
Have the class recall the Allies movements across Europe and the final position of the different armies at the end of World War II (who is controlling different parts of Europe?). The Soviets pinched in from the east the Americans, British, and French pushed in from the west until they finally met in the middle of Europe. If not covered earlier now is the time to give a quick overview on the division of Germany and Berlin, with special notice that Berlin is deep within the Soviet territory.

After the war the Soviet Union consolidates a control over the eastern European by implanting communist regimes, which created a buffer zone between them and the rest of Europe. This is a massive expansion of communism into Europe and in caused concern within many western nations. Further breakdowns in the postwar relations between the Allies leads to the official divide in the world. The North Atlantic Treaty Organization would be formed in 1949 as a western response to the expansion of Communism. The Allies combine their parts of Germany to form West Germany and West Berlin and also added them to NATO in 1955. The Soviets responded with the Warsaw Pact, which officially allied them with its satellite states. These treaties meant that an attack on one nation was to be seen as an attack on all nations.

Officially the world was divided into three. The first world referred to the western capitalist states, the second world referred to the communist nations, and third world (no longer used) were underdeveloped countries that did not subscribe to either ideology.

Why does it all matter? There are two major superpowers both concerned with world dominance and both had big scary weapons that can destroy the world. Spies and secrets threaten the world, as each side kept their plans a secret. The wrong boarder being crossed, plane crash, or shipment of goods did not just mean another war it could mean the end of the world. If you are a Soviet you are trying to prove the success of the communism system, while the USA is trying to contain the Soviets to Eastern Europe and showcase the success of capitalism.

Step 3: Modeling (5-10 mins)
The task for the day will involve trying to understand the different Cold War perspectives on the same event. On the handout there are a list of events that the students will create two news headlines for each topic; one for the Soviet side and one for the American. Following the headlines students need to give a brief
description of the event.

Using the example handout on Winston Churchill’s Iron Curtain speech walk the students through the assignment. Begin by giving a quick reminder of good research habits and how to read for facts. Next explain the thought process of creating a headline that reflects the Western point of view on the event and a Soviet point of view. The best headlines will “spin” the facts to try and construct a headline that has the side winning the event. The details that follow only need to summarize the event, but should account for both sides. Remind students to incorporate primary sources (videos, pictures, speeches) and make their own opinion based on their review of that content and its context.

**Step 4: Guided Practice (20 mins)**

Instead of having the students tackle all the topics at once get them in small groups to do the first three. Circulate as they complete the first three, addressing questions and clarifying instructions as needed. This can make sure that they understand the expectations of research, development, and completion for each topic.

**Step 5: Independent Activity (40 mins)**

Depending on the class strength, availability of resources, and overall time available teachers can decide if they want the remainder of the topics to be completed in groups or individually. Students are actively researching to understand the event, to understand both side’s responses, and the overall details. Students may struggle with developing a headline or giving a different perspective, so there may be a need to rephrase different topics or reiterate the Soviet or the American main goals.

**Step 6: Sharing / Discussing / Teaching (15 mins)**

To wrap up students are divided up depending on their choice of Soviets winning or Americans winning the Cold War. Students then debate their opinions; this can be done in smaller groups to ensure higher participation. Furthermore you can then have them switch sides and make the argument that the other side won the Cold War. If the class is short on time they can start the debate to begin the next class.

**ASSESSMENT:**

This class is predominately a project based learning lesson. Students are given a set of topics and it is up to them to use resources to locate the information, make an informed opinion on the facts, summarize, and reflect on the overall events. This is still fairly brief and students should not worry about doing too much in depth research.

By having students create a tagline for both sides they need to contemplate the different perspectives, what the different objectives are, and how the same event can be perceived differently. By getting students to include the summary details it demonstrates that they know what the event was. Finally, but getting the students to declare a winner of the Cold War they are forced to consider their research and taglines and how they to conflict in the Cold War.
20th Century Technology and Innovation Lesson
Mark Carter 10042384

**COURSE:** World History since the Fifteenth Century (CHY4U)

**OVERALL EXPECTATION:** E1 Social, Economic, and Political Context: analyze the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900.

**PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:** Continuity and Change

**SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:** Cause and Consequence, Evidence, and Ethics

**LESSON # 4 of 4**

**TITLE OF STORY:** 20th Century Exponential Technology.

**OVERVIEW:** Students will be looking at how technology has changed through the 20th century. By the end of this lesson they should be able to explain how a certain technology has changed, components of change, and how history relates to the present. Students will be primarily focused the concept of continuity and change, but there will be added elements of with cause and consequence, evidence, and ethics.

**APPENDICES:**
1. Primary Sources
2. Additional Teaching Material
3. Black Line Masters
Step 1: Warm up (5 mins)
So far we have covered World War I, World War II, and the Cold War. Now it is time to let the students pick a topic that interests them. The 20th century is full of technological advancements: electric guitars, television, aerospace travel, satellites, nuclear energy, and a huge array of medical advancements. The task for students is to pick from list of broad topics and cover how technology has changed. The topics are designed to relate to tangible items that students would interact with almost daily. If gives a tremendous opportunity to help foster historical mindedness.

To introduce the lesson ensure that the students are aware that they are taking on a project to showcase an array of talents that they have learned throughout the semester. Since they have proven themselves to have the skills to be historians they are going to get to actually be historians, to write their own piece of history.

Step 2: Discussion and Modeling (15-20 mins)
Start by just polling the room about what drives change in the world: conflict, purist of a goal, crisis, larger world forces, innovation, oppression, and the list goes on. Doing a brainstorm of these drivers and posting it either digitally or hardcopy in the class will be helpful for students to reference as they go through this project.

Hand out the information and guidelines on the project (BLM4.1). Run through the expectations and expand on the topics by giving examples of researcher within each.

- **Music** – We go from Classical to Jazz and Blues, Rock and Roll, Disco, Pop, whatever you call the 80s and 90s, and into the modern era. Let them listen to different songs, particularly songs that have particular messaging involved. Students could look into how music was played, who for, and what allowed it to grow. Additionally they could look at the cultural elements how technology changed music and enabled new messages to be broadcast.

- **Movies and Television** – There are a large number of ways to tackle this topic. People could do a project on leisure time and the development of it, they could talk about changes to how we watched motion pictures over the years, they could talk about race or gender roles in this new media, they could look at the use of motion pictures for propaganda, or they could look at how messages are communicated to different audiences. Bugs Bunny or any Looney Toons during WWII is great because they can immediately identify that it is aimed at kids, but is presenting topics like Nazi Germany or Hitler in a very different way.

- **Travel** – There is several routes that students might go with this topic. They could compare how long it would take to travel to different destinations throughout the century, noting how the methods changed. They could look at who had access to transport, how does that affect where and how they live. Rosa Parks helped start the Civil Rights Movement in part because of discrepancies with transportation. They could do an evolution of the car from the Model T, to the muscle car era, to the smart car, and finally to driverless cars. The key point is that they are showcasing how things have changed.
• Warfare – This may be a sensitive subject for some students depending on their home life, but it is still a vital piece because without war you do not have cellphones, GPS, microwaves, or Duct Tape! Students could look at the major changes throughout the wars. WWI was trench warfare, WWII success of Blitzkrieg and military supports, the creation of the atomic bomb and the massive impact that has had, the Cold War was superpowers fighting through other conflicts, and many more.

• Energy – The sustainability movement has its roots in energy history. Opposition to fossil fuels is only made possible by advancements in technology offering alternatives. For students interested in studying environmental action, energy offers an interesting topic. Additionally energy and resource extraction also has a long history with aboriginal people, if students were interested they could look at how the demand for energy sources in the global market has impacted aboriginal groups around the world.

• Medicine – We are living longer and stronger then the early 1900s. There have been many important inventions that have allowed this to happen. Some of those have been the result of years of research and some by total accident. This is a very science based topic, but there are many different interesting evolutions in medical history including changes in medical practices, creation of state funded healthcare, and very unorthodox treatments that were later proven to be totally false. There is also a very dark side to medicine! During World War II Nazi doctors conducted brutal experiments on patients. Following the conclusion of the war there was a large debate in the medical community about what to do with their findings. Therefore students could talk about ethics in testing and how our perceptions have changed on what we should be allowed to test and what we should not.

Once you have given students a better understanding of the topics you have a couple options depending on the collective abilities of the class. If they are overall a high achieving class that requires little prompting you can set them free to delve into research and creation. If not it might be useful to run through the steps research, planning, and creation.

Step 4: Guided Practice (10-30 mins if needed)
In order to make sure that students understand the process it may be helpful to review the steps of the project. You could either have them create their own process and discuss it with the class or prompt them with categories like research, planning, and creation. Have them define or clarify what it is they are doing in that step.

• Research: gathering facts, basic data, and evidence to understand the timeline of events. By the end of this I should know about the topic and factors of change.
• Planning: condensing the facts into a coherent story that has a beginning middle and end. By the end of this I should have an idea what my final product include or look like.
• Creation: turning the facts into a final product that showcases the story.

If further assistance is required you could walk the students through a hypothetical project. For example say you are trying to understand how we have gone form predominately producing utopias to dystopias. You begin with researching the origins of utopia with Thomas More in the Enlightenment (PSD 4.1). You further your base knowledge of the context of the Enlightenment, what is it, why was it happening, what were the outcomes of it. You then track the changing elements of utopias and attempts to implement them. A prime example is the establishment of the Soviet Union and implementation of communism. Furthering your understanding you look at why they Soviet Union was created, how did it fare, why did it end? Then you can relate how the continued failure of utopias may have led to people’s disbelief in their possible establishment. Then you look at dystopias as a literary piece. They are not designed to showcase the best world, but a horrible one. Their purpose is still similar to utopia in that it is presenting an image that is trying to get people to change their way of thinking. In this case it is showing them what would happen if they do not change a particular aspect of their way of life. Now you have your research done you synthesize your notes and facts. If
I chose to make an infographic I could walk students through what I would include. For example, utopias originate from the Enlightenment which was a time of intellectual advancement, I could list examples that people have tried to implement a utopia – communes, Soviet Union, other world leaders – and how they usually fail, I could have a graph that overlay the fall of utopian writing with the rise in dystopia creation. Then end by explaining the connection that dystopias and utopias have as literary pieces worked to change peoples mind and as utopias fell dystopias became the new from of writing that tried to change the world. Then it is merely setting out to make the product.

It may help for some students if you review the different mediums that they can use to present their project. Simply showing them the sites, the functionality, and what kinds of products they can make. After the students have demonstrated that they understand how to start and carry the project to the end then they can begin research.

Step 5: Independent Activity (3 to 4 classes)
Depending on the resources available students will need a fair amount of time to go from their interests to a final product. Ideally 1.5 classes for research, half a class for planning, and 1 class to construct the final product. Access to the Internet, classroom resources, and texts will be critical in making this a success. Depending on the work habits of the class it may be helpful to create check-ins. They send you a note of where they are in the process – what topic are you doing and what are you looking to research, what media are you planning to use to present this, are you having any difficulties finding information or content? Overall this is entirely independent and does not require the usual classroom setting.

Step 6: Sharing / Discussing / Teaching
Before they finish get the students to write a quick reflection on how are things are still the same. As each of these topics has changed in a variety of ways, they have also stayed the same. We still love music and movies, we still need to move ourselves or our stuff, wars and conflicts are ongoing, and medicine is still battling reoccurring illnesses. When coupled with their detailed research then the students cold have a strong understanding of how a particular element of society has evolved, but at the same time remained the same.
ASSESSMENT:
This project is student driven learning and allows the students a great deal of flexibility to follow their interest. With minor constraints, to keep the research technology centric, students are looking to decipher the tough question of how elements of society have changed over time. If you were to take a snap shot of the world in 1900 and a snap shot today there would be a dramatic different. Undoubtedly technology has fundamentally shifted our world forever and students will get to tell a historical story about it. At the same time there are strands and themes that transcend history, always there in some form or another. Students will be producing a gradable project that showcases their understanding of technology and change in the 20th century. Then a short additional reflection piece will get them to demonstrate how some aspects of history never seem to change. The main goal of this project is to bring students into contact with elements continuity and change while also examining cause and consequence, primary source evidence, and ethics depending on there area of research. This is a culminating project for this unit as it forces students to reengage with prior lessons and the entire century.
APPENDICES:

Primary Source Documents:

Focus on article titled “Absolute Inactivity of German Fleet”
PSD 1.2 http://www.warmuseum.ca/cwm/exhibitions/propaganda/images/artworks/19900076-819pb.jpg

PSD 2.1 https://www.youtube.com/watch?v=U2Iazwru7yE
Nazi Propaganda
PSD 2.2 https://www.youtube.com/results?search_query=donald+duck+der+fuehrer%27s+face
Donald Duck American Propaganda
PSD 2.3 http://www.master-of-education.org/10-disturbing-pieces-of-nazi-education-propaganda
Multiple Nazi propaganda posters as well as explanations as to what they are saying/showing and why they are disturbing. These posters are what will be used in the slide show
PSD 2.4 http://www.bytwerk.com/gpa/posters2.htm
Multiple examples of Nazi propaganda posters that are used throughout the power point Presentation
PSD 3.1 https://www.youtube.com/watch?v=s6os_izY0m8
Billy Joel’s, “We Didn’t Start the Fire”
PSD 4.1 http://www.hs-augsburg.de/~harsch/Chronologia/Lspost16/Morus/mor_u202.html
Painting designed to represent Thomas More’s Utopia, published in the first edition
<table>
<thead>
<tr>
<th>Country</th>
<th>Ally:</th>
<th>Enemy:</th>
<th>Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria-Hungary</td>
<td>Germany</td>
<td>Serbia</td>
<td>To conquer Serbia and claim their land</td>
</tr>
<tr>
<td>Belgium</td>
<td>France</td>
<td>Germany</td>
<td>To keep Germany from gaining Superpower status</td>
</tr>
<tr>
<td>Britain</td>
<td>France</td>
<td>Germany</td>
<td>To remain the most powerful Superpower in the world</td>
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<tr>
<td>France</td>
<td>Britain</td>
<td>Germany</td>
<td>To keep Germany from gaining Superpower status</td>
</tr>
<tr>
<td>Germany</td>
<td>Austria-Hungary</td>
<td>Russia</td>
<td>To overtake Britain as the most powerful Superpower</td>
</tr>
<tr>
<td>Italy</td>
<td>Germany</td>
<td>Austria-Hungary</td>
<td>To not lose another war</td>
</tr>
<tr>
<td>Russia</td>
<td>Serbia</td>
<td>Germany</td>
<td>To gain control of the remains of the Ottoman Empire</td>
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<tr>
<td>Serbia</td>
<td>Ally: Russia</td>
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<td></td>
<td>Enemy: Austria-Hungary</td>
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<td>Goal: To force Austria-Hungary out of Serbia</td>
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Donald Duck – “Der Fuehrer's Face”

As you watch the short Disney film “Der Fuehrer's Face”, keep the following questions in mind. Once the film is complete, answer the questions independently. Be prepared to share your answers with the class.

1. Who is the targeted audience of this film? How do you know this?

2. What is significant about the fact that this film is a cartoon?

3. What propaganda tactics are being used in this film?

4. What is the film saying about the Nazis and their allies? How are they portrayed?

5. What is the message of this film?
BLM 2.2 KAHOOT  https://create.kahoot.it/#quiz/6348d7b2-ee54-46ad-9566-8738345ee4f8
BLM 2.3 PowerPoint Slide  http://josephschneider94.wixsite.com/historylesson
You’re a well-known freelance political analyst with an unmatched ability to understand both sides of conflict. Governments will ask your help in prepping for debates at the United Nations. They need to know how a recent event helps them and the general details. You never know who will ask for a briefing so your job is to write a tagline that supports the Soviets, write a different tagline that supports the Americans, a brief summary of the events details, and for seven of the events you need to incorporate primary resources to prove to them you know what your are talking about. Here are the events that occur, please do them in order!

Soviet “Takeover of Eastern Europe” – 1945-1947
Truman Doctrine and Marshall Aid Plan – March 1947
Berlin Blockade – June 1948 - May 1949
NATO Established – April 1949
Creation of East and West Germany – 1949
Russia Detonates Atomic Bomb – 1949
Creation of Red China – 1949
Korean War – 1950-53
Sputnik – 1957
The U2 Accident –1960
Bay of Pigs Invasion – 1961
Berlin Wall –1961
Cuban Missile Crisis – 1962
Vietnam War – 1954-75

In 1999 a journalist discovers some of your work and is interested in getting your opinion on the Cold War. They understand that you worked for both sides at the same time, but want to know which side was better off. Summarize your briefs and give your opinion about who the winner of each event was and end by who the overall winner of the Cold War was!
The Cold War Headlines Example

Event:
Churchill’s Iron Curtain Speech 1946

Western Herald Headline
**Commies taking over of Europe, former PM**

Soviet Tribune
**Churchill Scared of Soviet Popularity and Success**

The former Prime Minister Churchill gave an address today with President Truman in attendance. He praised the United States as being the pinnacle of world power and clearly they have proven their importance with their role in the War. Even with this praise Churchill could not help but highlight the new danger facing the world

“An Iron Curtain has descended on Europe” was how Churchill described the rise of Soviet influence in Eastern Europe. With unknown plans or limits to their expansion Churchill is clearly concerned that if unchecked their expansion could mirror that of Nazi Germany. The Soviets are a proven force given their ability to hold off the entire Nazi army on the Eastern Front. It is not clear how these dynamics will play out, but we can only hope that these world superpowers can settle their differences or fear the outbreak of another war.

Primary Source:
Video of Winston Churchill Sinews of Peace (Iron Curtain Speech)
https://www.youtube.com/watch?v=PJxUAcADV70

Transcript of Speech
A Century of Change

Take one minute to imagine what the world was like in when the twentieth century began. Where did people live, what where their jobs, what did they wear, what did they do for fun, how did they get around, and what it would be like for you to be transported back today? When 1899 finally turned into 1900 it was a different world and since then we have seen two massive wars that encircled the globe, an unmatched economic downturn, the rise of two superpower both equipped with enough firepower to end the human world. It was also a time of liberation with movements for women's rights, civil rights, labour rights, and the expansion of technologies benefited the century. Not everything changed all at once; there are certain continuities accompany the century's changes. By looking at what has changed and what has stayed the same we can piece together a puzzle of our modern world.

Your task is to choose one of the following topics to develop a technological historiography through the 20th century. Each topic is important in its own right to the political, economic, and social development of the modern world. The topics are fairly broad to allow you to seek out a story that you want to learn about. It could be a general overview or it could be a close look at how particular events created a certain product. The end product should look to encompass events throughout the entire century. Be sure to use and examine primary sources, you are historians!

Music
Music is filled with stories and as the times changed so did the tunes. What explains how we go from Yankee Doodle Boy by Bill Murray to the modern hits by Drake, The Weekend, and Justin Bieber. Think about the context of the early twentieth century. Where was music played, what as being played, who could listen to it, and how does it evolve into what it is today? There are different technological advancements that have forever changed the music industry everything from records to IPhones and Spotify. There are also macro events that push music in certain directions throughout the decade. Music reflected the conditions that it was created in, it carried messages of that time and those stories are important historical evidence.

Movies and Television
Motion pictures with intriguing storylines captured the attention and free time of millions of people around the globe. With early silent films to the TV Sitcoms to Netflix the world of motion pictures has dramatically changed. When you consider the huge popularity that films and TV shows had and all the conflict in the world it is not an understatement to say that motion pictures may have been the most important marketing (and manipulating) tool to develop in the 20th century. Films and TV shows are created to depict certain images, but when we analyze their contents you can pick up on other messages that reflect the time they were created within.

Travel
How we get from point A to point B says a lot the state of our technological advancement. The century begins with horse and buggy, trains, and your own two feet as a way to get around. Cars existed but mostly for the rich. Now we have expansive transport networks that can get people to any point in the world with a several hour flight. We have even traveled beyond our atmosphere and are looking to do more in the future. Everything in the world needs to be moved around and the way it moves has an unequal history. Access to transportation has varied for a number of reasons, but it has also led to major civil rights movements.
**Warfare**
This century is filled with conflict and with conflict comes a competition to be better than the enemy. Some of the most important technological advancements like cellphones are products of warfare technology. When the century began the world was just beginning to introduce machine guns and war machines. Now an unmanned stealth drone can takeout target on the other side of the world. Wars are also completely different with new enemies with the increasing presences of terrorism and the advent of cyber warfare. The involvement in or the threat of war has push scientist to research and make incredible discoveries.

**Energy**
What powers the world? Today there are major movements to make the world more sustainable and it all stems from the history of energy technology. We go from coal powered steam ships to the electric car. This important topic today shifts over the 20th century to oil, renewable energy, and nuclear energy. There are different factors that were driving the diversification of energy and it is critical to understand these events to understand the push to make the earth sustainable. In order to know where to go with our energy systems we need to understand their history.

**Medicine**
To receive medical assistance in 1900 would be a very different experience today. Over the last century we have found cures for life threatening diseases, found ways to prolong lives, and overall overhauled the entire medical profession. There are many different stories in medical history and like many other topics macro events played a major role in advancing medical technology. As this technology has grown and developed there are many positives and negatives with it.

Choose a particular story that you want to know more about that is within the overall topic. You will need to make a research plan, show your planning, and produce a final product. You can choose one of several ways to present your findings. You could choose to make an infographic (Piktochart), Padlet, Powtune, comic, poster, slideshow, essay, or any other way as long as it is approved first. Your product should document a starting point, change, drivers of change, and the modern end point.
Additional Teaching Resources

ATR 4.1 Websites for Technology Project

Pictochart - https://piktochart.com/
This site makes it easy for anyone to make an infographic.

Padlet - https://padlet.com/
Like a virtual bulletin board this site allows people to pull in all different sorts of information and place them in a virtual space.

Powtoon - https://www.powtoon.com/
This is a site that helps create cartoon animations.