Unit Overview:
The Interwar Years
1918-1939

Intended Course: This unit was designed to be taught in three 10th grade World History II classes at a Virginia high school.

Topic: "The Interwar Period, 1918/9 to 1939"

Length: Four (4) 100-minute class periods, plus a fifth day for the unit test

Introduction:
This social studies unit is designed to focus on the timeframe between 1918/9 and 1939. This time period is commonly referred to as the Interwar Period. As the classroom I am student teaching in is organized in a chronological manner, this unit, naturally, will be taught following several units about political ideologies (i.e. capitalism vs. communism vs. socialism), imperialism/colonialism, and World War I. Over the course of just four short class periods (+ a fifth day for a unit test/assessment), it is my goal that students will demonstrate a sufficient understanding of several important events and trends that developed during the Interwar Years. Among the topics studied will be: the composition of the Treaty of Versailles, the League of Nations, Woodrow Wilson's Fourteen Points, the mandate system, the causes and impacts of the
global economic depression of the 1930s, and the events contingent to the rise and subsequent aggression of dictators in Europe and Asia.

Ideally, this unit would build upon previous knowledge that my 10th grade WHII students would have garnered in previous years. My students have indicated some previous knowledge of the Interwar Period (as well as the Second World War), and they would have studied the topic previously in sixth and seventh-grade, when they would have studied the time period from both the U.S.-dominant and more global perspectives, respectively. As such, I am confident that my students have at least a basic understanding of the time period and topics being addressed in this unit. This unit uses the standards, curriculum framework, and suggested essential knowledge mandated by the Virginia Department of Education (VDOE) in their statewide standards of learning (SOLs).

In keeping with procedure already established in my student teaching classroom, I will be teaching this unit in a chronological fashion. We will cover the three core events and trends established in the Virginia SOL curriculum framework; these events and trends will be investigated through primarily student-centered learning activities rather than lecture. This will allow students to hopefully gain or reinforce the essential skills and knowledge associated with the PASS standards for social studies. When designing this unit, I made it my goal to center as many of the class periods around student-oriented learning/activities as possible, especially considering I knew that the following unit - World War II - would also only last four days but involved teaching and transmitting so much more information to my students. As such, lecture is being used as little as possible in this Interwar Period unit.

I will begin with a brief review of the end of the First World War, leading into a discussion of the League of Nations, Wilson's Fourteen Points, and the validity of the Treaty of Versailles. Students will then be broken into groups to research four aspects of the Interwar Period: 1) music, 2) art, 3) movies, and 4) fashion. The two groups for each aspect will be responsible for creating a short oral presentation to present their research to the class; through these mini-presentations, students will be able to fill out their "Culture of the Interwar Period" note sheet in an active manner rather than through teacher-led lecture. Students will move onto a critical reading activity on the Fourteen Points.

There are two opportunities for student inquiry lessons in this unit. Students will use primary and secondary sources to answer two questions in two different lessons: 1) What were the causes of the Great Depression?, and 2) What conditions in the Interwar Period helped set the stage for World War II?". Students will also do a concept formation lesson on totalitarianism to learn what the critical attributes of totalitarian leadership are; students' knowledge of the Interwar Period dictators will be reinforced by a unit project in which students will design a "Fakebook" page for an assigned dictator. I have reserved the right to use differentiation strategies (i.e. "jigsaw" and the use of "expert" groups) for these student-centered strategies if necessary. The unit will close with a standard test assessment on the fifth day.

**Rationale:**

This Interwar Years unit is first and foremost designed using the standards/curriculum framework mandated by the VDOE and its Virginia SOLs. I designed this unit to be primarily student-oriented with respect to the activities and projects and lessons to be used during this specific unit. I did this with the knowledge that students a) will likely come into this unit with some foundational (at least) knowledge of the Interwar Period from other social studies courses they have taken in the past, and b) the students' previous instruction on this subject matter was likely mostly lecture-based and did not emphasize active student learning and participation.
My goal is that by incorporating student-oriented activities and learning strategies, students will develop a stronger connection and understanding with the material. Furthermore, the structure of these lessons was intended to satisfy the PASS standards for Social Studies education, which requires of students a higher level of thinking, deeper understanding, and the drawing of connections between the past and the present and the theoretical and the personal, among other tenets. However, I have developed these student-oriented lesson plans with the SOL standards/curriculum framework in mind, so the lessons will meet those standards (WHII.11) despite the use of less teacher-focused instruction.

General Objectives:

SOL Objectives:
1. The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by: (WHII.11)
   a) describing the League of Nations and the mandate system
   b) citing causes and assessing the impact of worldwide depression in the 1930s
   c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders:
      i. Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.

NCSS Objectives:
1. Time, Change, & Continuity (II)
2. People, Places, & Environments (III)
3. Individuals, Groups, & Institutions (V)
4. Global Connections (IX)

Specific Unit Objectives and Goals:
1. Students will engage in critical reading opportunities with both traditional (i.e. written) and "non-traditional" (i.e. photographs, graphs, political cartoons) texts, primary and secondary sources alike to better understand the events of the Interwar Period.
2. Students will investigate written examples of (anonymous) historical leaders of the Interwar Period in order to investigate the critical attributes of totalitarianism or totalitarian rulers.
3. Using these critical attributes, students will read through and distinguish examples vs. non-examples of totalitarianism totalitarin rulers.
4. Using their knowledge of period-relevant dictators of the Interwar Period, students will use technology (i.e. a Powerpoint template) to create "Fakebook" pages for an assigned Interwar Years dictator.
5. Students will become more familiar with the critical reading process.
6. Students will practice critical reading skills like annotation, margin commenting, margin "reacting" and underlining important sections while critically reading source material.
7. Students will understand the impact the Interwar Period and its events/tenets had on creating the foundation for the Second World War.
8. Students will develop cooperative skills and discussion skills while working in small groups/pairs/large group settings.
   Students will emerge from this unit with a better understanding of how to "read" historically-relevant primary and secondary sources (i.e. letters, political cartoons, photographs, etc.).

**Essential Questions:**
1. What was the League of Nations and why did it fail? Are there similarities between the League of Nations and the Treaty of Versailles?
2. Why was the mandate system created? What were the effects of the mandate system?
3. Why did the world experience global depression in the 1930s? Are the universal reasons why depressions (or recessions) happen?
4. What political changes happened because of the global economic depression?
5. Why did dictatorships,totalitarian governments emerge in Germany, Italy, Japan, and the USSR after the end of WWI?
6. How did these dictatorships shape the Interwar Period?
7. How did conditions in the Interwar Period set the stage for WWII?

**Materials:** Lecture materials (notes, Powerpoints/Prezis), computers (for project), critical reading information (for students); critical reading excerpt and worksheets (for League of Nations), primary/secondary documents for inquiry lessons on global economic depression and the causes of World War II, examples and non-examples (and all related materials) for totalitarianism concept formation, copy of *Triumph of the Will* and the associated worksheet, photos for critical reading/writing response on global economic depression,

**Differentiation:** I can incorporate differentiation into my inquiry and concept formation lessons by specifically grouping students together to make sure any low-level readers/ELL students are paired with at least one stronger reader so that the examples and/or documents can be read appropriately and all students will gather the best understanding of the material and topic at hand in that lesson. I have plans to choose documents for the inquiry lessons that are not just written; I plan to use visual images as well to better serve students of more learning styles. We will watch movie clips as well, and I can add subtitles to the clips to help the ELL students should the spoken content be hard to decipher auditorially.

**Adaptation:** Most of my students' IEPs deal with issues related to reading and reading comprehension. I can compensate for that by grouping students together in appropriate pairs or groups, as I mentioned above.
A. Brief review of the End of World War I

B. Developments in the Interwar Period

1. Fallout from the end of the First World War
   a. The League of Nations
      - International cooperative organization established to prevent future wars
      - Problem: United States = not a member!
        - Key point: Issue of the Fourteen Points, created by Woodrow Wilson (U.S. president at the time)
      - Why did the League of Nations fail?
        - Did not have the power to enforce its decisions
        - Not all countries (especially ones like the U.S. agreed to become part of the League of Nations)
   b. The Treaty of Versailles
      - Ends World War I
      - Can see the relationship/shared qualities of the Fourteen Points and the Treaty of Versailles
      - Sets reparations for Central Powers
        - Seen as incredibly harsh in Germany
        - Helps set the stage for Hitler's rise to power in the 1930s

2. The mandate system
   a. Involved the division of foreign territory (namely that of the soon-to-be former Ottoman Empire)
      - During World War II, Great Britain and France agreed to divide portions of the floundering Ottoman Empire in the Middle east between themselves
      - After the war, the "mandate system" gave GB and France control over lands in the Middle East
        - These lands would become:
          - Iraq (GB), Palestine (GB), Transjordan (GB) and Lebanon (France)
   b. The mandate system would set the stage for future conflicts in the Middle East

3. Culture in the Interwar Period
   a. Art of the interwar period
   b. Music of the interwar period
   c. Films of the interwar period
   d. Fashion of the interwar period

B. The Great Depression/Global economic depression of the 1930s

1. Causes of the worldwide economic depression:
   a. German reparations
      - Influence of the Treaty of Versailles
   b. Expansion of production capacities and dominance of the U.S. in the global economy
      - Supply outnumbering demand
      - European countries are largely dependent on the U.S. for loans
c. High protective tariffs
d. Excessive expansion of credit
   - Banks overextending loans to people who cannot pay $ back
e. The Stock Market Crash of 1929
   - Happened in America, ricocheted throughout the world
2. Effects of the worldwide economic depression:
   a. Unemployment skyrockets
      - Especially in industrial countries (i.e. U.S., major European nations)
   b. Banks fail
      - Runs on banks
c. Collapse of credit
d. Prices in global trade fall
e. Faith in capitalism, democracy falters
   - Leaves space for the rise of Communism, far-right parties (i.e. Fascists in Italy, Nazis in Germany)
   - Allows for scapegoating
     - EX: The Nazi Party's blame of European Jews for economic collapse; this also happens in the U.S.S.R.
3. The global economic depression at a personal level
   a. Review images, photographs of the human, day-to-day costs of the Great Depression/the worldwide economic depression of the 1930s
   b. Critical "reading" of images + written, first-person response

C. The rise of totalitarian dictators in the Interwar Period
1. What is totalitarianism?
   a. Understanding totalitarianism as a political philosophy
   b. The characteristics of totalitarian dictators/governments
2. Important dictators of the time period:
   a. Joseph Stalin
      - Leader in the Soviet Union
      - Took over control of the U.S.S.R's Communist party/government after the death of Lenin
      - Important Stalin policies:
        - Five-year plans, collectivization of farms, state industrialization, establishment of secret police (KGB)
        - The Great Purge
   b. Adolf Hitler
      - Leader in Germany
      - Formerly chancellor of Germany before unseating Germany's previous leader/president
      - Events under Hitler's reign:
        - Inflation and depression
          - Blames Jews for economic depression
        - Anti-Semitic sentiment/policies in place
        - Democratic government weakened
          - Weimar Republic is brought down
- Hitler's National Socialist Party (the Nazis) take control of Germany in the 1930s
- Extreme nationalism
- German occupation of nearby countries
  - Anschluss in Austria
  - Invasion of Czechoslovakia
  - Desire to invade Poland

**c. Benito Mussolini**
- Dictator in Italy during interwar period
- Italy under Mussolini:
  - Rise of fascism
    - Replaces the socialist party government that was in place in Italy before Mussolini's takeover in 1922
    - Wants to restore the "glory of Rome"
  - Expand Italian territory
    - Leads to Italy's invasion of Ethiopia

**d. Hideki Tojo and Hirahito**
- Hirahito = emperor of Japan
- Hideki Tojo = leader of Japan's military
- Japan under Hirahito and Tojo:
  - Increased militarism in Japan
    - Military = grows larger, stronger
    - More imperialist tendencies in Japan
    - Eventually results in invasion of Korea, Manchuria, and the rest of China
  - Industrialization of Japan
    - Drive for more raw materials
      - Imperialist tendencies develop to achieve this

**D. Previewing the Second World War**

1. The economic and political causes of World War II
   a. Focus on how the events/patterns of the Interwar Period helped lay the foundation for WWII
   b. Causes include:
      - Aggression by totalitarian powers (later Axis Powers)
        - Examples include:
          - Japanese aggression towards China (Sino-Japanese War)
          - Annexation of Austria, Sudetenland by Germany
          - Italy invades Ethiopia
        - Growing nationalism
          - EX: Nationalism in Nazi Germany under Hitler
        - Failures of the Versailles treaty
          - Reparations against Germany
          - No League of Nations
          - This means there is no international cooperative organization dedicated essentially solely to avoiding war
- Appeasement
  - The Munich Agreement - appeasing Hitler to hope he stops trying
to take more territory ("lebensraum") in Europe
- Tendencies towards isolationism and pacifism in Europe and in the
  United States
  - World War I just happened = world is war-weary
  - U.S. tendency towards isolationism is well-established
    - Monroe Doctrine

Assessment:
Formative:
  1. Critical reading activity - The Fourteen Points
  2. Group work/interaction
     I. Inquiry lessons
        A. What were the causes of the Great Depression?
        B. What conditions in the Interwar Period helped lay the
           foundation for the Second World War?
     II. Concept formation lesson

Summative:
  1. Project - Dictator "Fakebook" Project
     II. Rubric to be designed and provided to students
  2. Vocabulary quiz
  3. Unit test - The Interwar Years

Unit Calendar:
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<td>1. Go over vocabulary (5 minutes)</td>
<td>1. Inquiry lesson: <em>What were the causes of the Great Depression/global depression of the 1930s?</em> (50 minutes)</td>
<td>1. Vocabulary quiz (5 min. for review + 15 min for taking quiz)</td>
<td>1. Modified inquiry lesson: <em>What conditions in the interwar period helped set the stage for WWII?</em> (40 minutes)</td>
<td>1. Study guide review/last minute questions</td>
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<td>2. Brief lecture (20-30 minutes)</td>
<td>2. Wrap-up lecture: Great Depression/global economic depression (20 minutes)</td>
<td>2. Concept formation: <em>What is totalitarianism?</em> (50-60 minutes)</td>
<td>2. Movie clips: Profiling the rise of the Nazi Party (45 minutes)</td>
<td>2. Test</td>
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<td>• Brief review of the end of WWI</td>
<td>2. Critical &quot;reading,&quot; perspective, and response: Analyzing images and written response (30 minutes)</td>
<td>• Students will look at examples vs. non-examples of dictators after creating their own definition</td>
<td>• Use <em>Triumph of the Will</em> clips + worksheet</td>
<td>3. Release new vocabulary for next unit on World War II</td>
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<td>• Mandate system</td>
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<td>4. Time to complete &quot;Fakebook project&quot; (due by email submission by midnight tonight)</td>
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<td>• League of Nations</td>
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<td>• Treaty of Versailles</td>
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<td>3. Interwar period: art, culture, society (30 minutes)</td>
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<td>4. Critical reading and worksheet: <em>The League of Nations</em> (remainder - will be completed for HW)</td>
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**Unit:**

**The Interwar Years, 1918-1939**

**Objective:** This lesson will be taught to high school sophomores in mid-March at a high school in Virginia. The "Interwar Years" unit will last 4 days, plus a 5th day for a test. Provided pacing holds true, I will begin teaching students about the Great Depression/global economic depression on the second day of the unit. Part of Virginia SOL Standard 11 is teaching students about the Treaty of Versailles and the League of Nations, documents which would influence the Interwar Period greatly and would help lay the initial groundwork for WWII. In this lesson, students will listen to a lecture on these issues and will also learn about the art and culture of the Interwar Period. Students will then read Woodrow Wilson's proposed Fourteen (14) Points in a critical fashion and will be asked to answer a worksheet about the text. This worksheet will be assigned as homework if necessary and will be collected and graded formatively (i.e. completion).

**Lesson objective(s):**

1. Students will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by a) describing the League of Nations and the mandate system. (SOL WHII.11).
2. Students will engage with, (critically) read, annotate, and analyze Woodrow Wilson's 14 Points to better understand why they did not necessarily work and how they are related to the Treaty of Versailles in terms of content.

**Procedure:**

1. Students will listen to a lecture and take notes on the information presented. The lecture will include the following:
   I. *The League of Nations*
   II. *The Treaty of Versailles*
   III. *The mandate system*
A. A short map activity may be incorporated here to show the boundaries of territories before/after being made mandates; displacement of ethnic groups and religious groups, etc.

2. Students will research the arts and culture of the Interwar Period. They will be assigned a subject (i.e. art, music, movies, fashion, etc.) to research and present the information to the class. Students will do this in groups.

3. Students will then begin working on an assignment on the 14 Points.
   I. Students will first read the 14 Points (provided later in the lesson plan).
   II. As they read the 14 Points, students are to practice critical reading strategies. They must highlight important passages/phrases and write comments or reactions in the margins of the text.
      A. This is required for a 100 percent on the assignment. If there is no evidence of critical reading, then that student will not be able to get full credit on the assignment.
   III. Students will then answer the corresponding questions

** This assignment may be assigned as homework should time necessitate that.

**Assessment:** Formative
- Presentations by groups (informal, so no official summative grade) and questions/annotated reading on the 14 Points
Unit:
The Interwar Years, 1918-1939

Subject: World History II
Grade Level: 10th
Day of Unit: 2
Topic: The Great Depression/global economic depression
SOL Standard: WHII.11
Kind of Lesson: Inquiry
Inquiry Question: What were the causes of the Great Depression/the global economic depression of the 1930s?

*Adapted from: http://robertwnukowski.wmwikis.net/file/view/Interwarunitplan.pdf

Overview: This lesson will be taught to high school sophomores in mid-March at a high school in Virginia. The "Interwar Years" unit will last 4 days, plus a 5th day for a test. Provided pacing holds true, I will begin teaching students about the Great Depression/global economic depression on the second day of the unit. Understanding the causes of/circumstances surrounding the Great Depression/global economic depression is listed as part of the essential knowledge associated with SOL standard WHII.11. In this inquiry-driven lesson, students will use both primary and secondary sources to help determine what the causes of the Great Depression/global economic depression of the 1930s were.

Lesson objective(s):
1. Students will demonstrate knowledge of the economic developments during the Interwar Period by citing causes of worldwide depression (SOL WHII.11).

2. Students will practice analyzing and interpreting primary and secondary sources in order to determine the causes of these economic developments.

3. Students will practice critical reading skills by using annotations (i.e. highlight important phrases/sentences, margin commenting, reader reactions, etc.).

Procedure:
1. Setting the Stage:
I. Steps:
   A. Students will be divided into pairs or small groups for this activity.
   B. Students will be asked to work in their pairs/group to hypothesize what they think are possible causes of economic depression.
      i. Each pair/group will elect a "recorder" to write down the hypotheses.
   C. Each pair/group will be asked to offer a hypothesis as to what causes economic depressions to the rest of the class. The teacher will write these hypotheses on the whiteboard.
   D. Students will use these offered guesses later in the lesson to see which hypotheses were supported by the data and which were not.

2. In pairs and/or groups, students will receive copies of a document worksheet. They will use this "Document Analysis" worksheet (Appendix A) to evaluate which hypotheses were supported vs. not supported by a given data set.
   I. At this point, the teacher will review the "Document Analysis" worksheet with the students.

3. Students will be given the first document. In their pairs/groups, they will critically read this document and annotate it (documents will be laminated). Students will fill out the "Document Analysis" worksheet for the first document. Then, the teacher will reconvene the class as a whole group and the document will be reviewed together. Students will offer answers about which hypotheses previously drafted were confirmed/denied, and the teacher will mark a checkmark or a negative sign next to those hypotheses on the board.
   I. Step 3 will be repeated until all of the documents have been read, annotated, and analyzed by the students and the hypotheses have been confirmed/denied several times via document reading/analysis.

4. Following the inquiry lesson plan, students will be given a notes sheet (for studying purposes) (Appendix E) that lists the causes of the Great Depression/global economic depression during the 1930s.

5. Students will complete (for homework) the Writing Prompt activity. There are two options that the teacher could use for this assignment.
   I. Students will analyze a photograph from the Great Depression era. They will then pretend they are the subject/photographer of that photograph and write a diary entry or letter from the perspective of that person.
   II. Students will do research to compare/contrast the causes of the Great Depression (as learned through this inquiry lesson) with those of the Great Recession of the late 2000s.
      A. The goal is for students to learn which things are universal causes of economic downturns.

Assessment: Formative
- Small group work on the tables, reporting during class discussions, check of the "Document Analysis" worksheets
Unit:
The Interwar Years, 1918-1939

Overview:
This lesson will be taught to high school sophomores in mid-March at a high school in Virginia. The "Interwar Years" unit will last 4 days, plus a 5th day for a test. Provided pacing holds true, I will begin teaching students about the rise of dictators in the interwar period on the third day of the unit. Learning about the rise of dictators and the rise in totalitarian rulers is listed as part of the essential knowledge associated with SOL standard WHII.11. In this concept formation lesson, students will use examples to create a conceptual definition of "totalitarianism."

Lesson objective(s):
1. Students will demonstrate knowledge of the rise of dictators in Europe and Asia during the interwar period (SOL WHII.11).
2. Students will be able to identify and explain the critical attributes of the concept of totalitarianism.
3. Students will be able to compare and contrast potential examples of totalitarian rulers and explain why or why not a given example is an example/is not an example of a totalitarian dictator.

Definition: *Totalitarianism* is defined as "of, relating to, being, or imposing a form of government in which the political authority [usually a single party with a powerful ruler] exercises absolute and centralized control over all aspects of life and the individual is subordinated to the state, and opposing political and cultural expression is suppressed." There is no room for other political opinions and the leader tends to be supported by a "cult of personality."
**Procedure:**
1. Students will work in groups for this activity.
2. In groups, students will be asked to read through three different examples (Appendix C) describing the concept of totalitarianism.
   I. Before beginning to read the examples, students will be given a worksheet (Appendix A), on which they are to fill in a table by answering the prompted questions. These questions are designed to help the students investigate whether or not the example has the characteristics of a totalitarian regime/totalitarianism. They will use these questions to guide their readings.
3. Students will review the table (Appendix A) with the teacher.
4. Each group will then be given one of the examples to read and annotate (laminated and color-coded copies).
5. The groups will use the information in the example to fill in the chart.
6. The groups will then rotate to a new table where they will find a new (different-colored) example to read through and annotate. They will then repeat Step #5. Students will repeat this step and Step #5 again until all examples have been read by all groups.
7. Each group will then complete the worksheet (Appendix B) on the back of the table.
8. Reconvene as a class.
9. The teacher will go through the answers to questions on Appendix B.
10. After learning that the concept is totalitarianism/totalitarian rulers, students will read through more passages/examples (Appendix D) to determine if these examples are/are not examples of totalitarianism.
   I. They will use the key characteristics determined earlier in the lesson to evaluate these examples vs. non-examples. They will fill this in on a worksheet (Appendix E).
11. At the end of the activity, students will get a primer sheet on the five dictators mentioned in this SOL standard:
   I. Adolf Hitler
   II. Benito Mussolini
   III. Joseph Stalin
   IV. Hirahito
   V. Hideki Tojo

**Assessment:** Formative
- Small group work on the tables, reporting during class discussions, accuracy on examples vs. non-examples portion of lesson

**Students can use these to help fill in the basic information on the "Fakebook" dictators assignment/project.**
Unit:
The Interwar Years, 1918-1939

Subject: World History II
Grade Level: 10th
Day of Unit: 3
Topic: The rise of dictators/totalitarianism
SOL Standard: WHII.11
Kind of Lesson: Concept formation
Project/Assignment: Making a dictator "Fakebook"

Overview: This lesson will be taught to high school sophomores in mid-March at a high school in Virginia. The "Interwar Years" unit will last 4 days, plus a 5th day for a test. Provided pacing holds true, I will begin teaching students about the rise of dictators in the interwar period on the third day of the unit. Learning about the rise of dictators and the rise in totalitarian rulers is listed as part of the essential knowledge associated with SOL standard WHII.11. To complete this assignments, students will create a "Fakebook" profile for an assigned (SOL-relevant) dictator who came to power during the Interwar Period. The goal of this assignment for students to develop a better understanding of the totalitarian dictators who ruled during the interwar years.

Lesson objective(s):
1. Students will demonstrate knowledge of the rise of dictators in Europe and Asia during the interwar period (SOL WHII.11).
2. Students will practice research skills by researching a specific assigned dictator who ruled during the interwar period between WWI and WWII.
3. Students will use technology to create an online "Fakebook" profile for a dictator.

Assessment: Summative
• This will count as a project grade for the students. It will be due the day of the unit test (5th day of the unit on the Interwar Period).
**Unit:**

*The Interwar Years, 1918-1939*

**Subject:** World History II  
**Grade Level:** 10th  
**Day of Unit:** 4  
**Topic:** Setting the stage for World War II  
**SOL Standard:** WHII.11/WHII.12a  
**Kind of Lesson:** Inquiry  
**Inquiry Question:** *What conditions in the Interwar Period helped cause World War II?*

**Overview:** This lesson will be taught to high school sophomores in mid-March at a high school in Virginia. The "Interwar Years" unit will last 4 days, plus a 5th day for a test. Provided pacing holds true, I will begin teaching students about the rise of dictators in the interwar period on the third day of the unit. This lesson is designed to kind of bridge the gap between SOL Standards 11 and 12a pertaining to the World History II course. It will, ideally, help review the information in Standard 11 while preparing students to achieve Standard 12a.

**Lesson objective(s):**

1. Students will demonstrate knowledge of the economic developments during the Interwar Period by citing causes of worldwide depression (SOL WHII.11).
2. The student will demonstrate knowledge of the worldwide impact of World War II by a) explaining economic and political causes [of the war] (SOL WHII.12a).
3. By completing this inquiry-based lesson, students will be able to understand how events and conditions of the Interwar Period laid the foundation for World War II.
4. Students will engage with primary and secondary sources by critically reading, annotating, and analyzing these documents.
5. Students will use primary and secondary documents to locate evidence to answer the inquiry around which the lesson is organized.

**Procedure:**

**Activity 1:**

1. Students will be organized into 6 groups with roughly equal numbers in each.
2. Once students have been grouped, they will remain in these groups for the majority of the lesson and will be rotating to 6 different stations.

3. At each station, there will be a different document(s). (See Appendixes A-F). Each document(s) at each station relates to at least one of the SOL-relevant (WHII.12a) causes of World War II. These causes are:
   I. Failures of the Treaty of Versailles
   II. Aggression by totalitarian powers (Germany, Italy, Japan)
   III. Nationalism
   IV. Weakness of the League of Nations
   V. Appeasement
   VI. Tendencies towards isolationism and pacifism in the U.S./Europe
   VII. Economic depression

4. Before beginning to read the documents, the teacher will review the above potential causes of WWII with the students together as a whole class. These will be written on the board for student reference during the inquiry lesson activity.

5. Students will be given X minutes at each station (will depend on class/students).
   I. At each station, students will read or "read" through the documents at that station.
   II. Students will then write down which of the SOL-approved causes of WWII that document best supports on their inquiry worksheet (Appendix G).

6. After rotating through all the stations, the groups will have to pick which of the causes they think was most responsible for causing WWII and give an explanation as to why.
   I. The teacher will mark tally marks on the board next to the causes as students select/nominate them for most influential cause.

Activity 2:

1. Teacher will direct the lesson to the rise of Hitler to power in Nazi Germany.
   I. Students will also be given a primer on the film *Triumph of the Will*, so that they have the necessary context/background knowledge before watching.

2. Students will receive a worksheet with questions about the Leni Riefenstahl film, *Triumph of the Will* (Appendix H).
   I. Link for the film: [https://www.youtube.com/watch?v=B4gVcHE2HcU](https://www.youtube.com/watch?v=B4gVcHE2HcU)

3. Students will answer the questions on the worksheet about the film.

Assessment: *Formative*

- Small group work/cooperation, worksheet on stations, engagement during *Triumph of the Will, Triumph of the Will* questions