



Teaching Guide

SEGMENT 4, WEBISODE 12

Please note: Each segment in this Webisode has its own Teaching Guide



Segment Overview

Tired of the European squabbles and entanglements that had led the nation into the Great War, America turned away from world concerns. The country had its own troubles and failed to recognize the dangers of foreign aggression engulfing the world. Americans heard the news of Japan's invasion of China, Germany's remilitarization of the Rhine, and Italy's conquest of Ethiopia. While condemning these aggressive actions, the United States maintained an official policy of neutrality.

Throughout the world, the 1920s and 1930s had been filled with economic disaster and social upheaval. But while America held fast to its democratic principles, in many countries, including Russia, Spain, Germany, Italy, and Japan, dictators seized power. Hitler came to power in a country that was angry. Germans hated the reparations they had to pay for their part in the Great War. Germany felt it had been unfairly blamed for that war, harshly treated by the Treaty of Versailles, and greatly humiliated by the peace terms. Economic depression, joblessness, and inflation created terrible financial burdens for the German people. Hitler preached strident nationalism, and told the German people that they were blameless and the greatest people on earth. When he had gained power, Hitler began to systematically devour the rest of Europe.

Although a majority of Americans believed the United States would be drawn into the war, the official government policy continued to be one of neutrality. President Roosevelt offered moral and material support through arms sales to Britain and France. But isolationist sentiment remained strong among the American people and Congress. Roosevelt echoed their viewpoint in a 1939 fireside chat, "This nation will remain a neutral nation. I have seen war and...I hate war...I hope the United States will keep out of this war. I believe that is wise."

Teacher Directions

1. Display pictures of Franklin Roosevelt, Winston Churchill, and Adolph Hitler available at the Library of Congress web site @ <http://lcweb2.loc.gov/pp/mdbquery.html>. Students, in small teams, identify these men and discuss the following questions.
 - When did these men live?
 - What big world event happened in their lifetimes?



Let's Discuss

Let's Discuss, Cont.

- What do they have in common?
- What about them was different?

2. Make sure students understand the following points in discussing the questions.

The men all lived in the first half of the twentieth century and they all led their nations during the Second World War. President Roosevelt led the United States; Prime Minister Winston Churchill led Great Britain. These were both great democracies. Adolph Hitler led Germany as a dictator. Roosevelt and Churchill wanted every country to live in peace. Hitler wanted to conquer the countries of Europe and make the Germans the master race of the world.

Teacher Directions

1. Distribute the Student Sheets: *Analyzing Holocaust Photographs*. Explain to the students that in the Holocaust, German soldiers gathered all the Jews they could find in Europe and put them in places called concentration camps. Students, working in small teams, use the question sheet to carefully analyze each photograph.
2. Discuss the students' responses.

Teacher Directions

Students write to the following prompt.

- Today, would it be possible for a dictator like Hitler to come to power and cause another world war? Support your opinion.



History Sleuth



What do you
Think?



Moving Toward
Freedom



Connections

Teacher Directions

1. Share with students the following information.

Despite Hitler's attempts to rid the world of Jewish people, many voices of freedom rang out clear. One was the voice of Anne Frank, a young Jewish girl who hid from the Nazis with her family in an attic in Amsterdam. She wrote a diary that her father, the only one in the family to survive, published after the war. Anne's diary became a best seller, a play, and a film. She has become a spokesperson for the human spirit of freedom, no matter how bad the circumstances.

2. Students read *The Diary of Anne Frank* or visit the Anne Frank Homepage @ <http://www.annefrank.nl>

Teacher Directions

Use the following activities with your students.

Language Arts — Students read *Number the Stars* by Lois Lowry. A Partner Discussion Guide is available from the Johns Hopkins University Talent Development Middle School Program.

Language Arts — Students research or read biographies of the dictators who came to power before the Second World War. How did events in the history of specific countries lead to the rise of these leaders?

Writing — This era contains a number of "isms" (totalitarianism, Nazism, communism, nationalism, fascism). Students write songs or chants to define and remember the "isms."

Geography — Students create maps that identify the aggressive countries of Germany, Italy, and Japan and the forays each made into neighboring countries.

Research — Students begin timelines that show the events that led to and took place during the Second World War. Students use United States flags to pinpoint those events in which our country was involved.

Analyzing A Holocaust Photograph

Observation

- Describe the people in the photograph.
- Describe the setting of the photograph.
- Describe the activities in the photograph.
- What is the most interesting detail about the people, objects, or activities?

Interpretation

- Based on your observations, what are three things you might infer from this photograph?
- Why was this photograph taken?
- Who might have taken this photograph?

Evaluation

- What questions does this photograph raise in your mind?
- What new ideas about history have you learned from this photograph?

Adapted from a design by the education staff of the National Archives and Records Administration

A Holocaust Photograph



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A Holocaust Photograph



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A Holocaust Photograph



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