WWII: Shaping the Modern World

Applicable for use in Australian Curriculum: History WWII — Year 10

Written by Chloe Tayler, Anna Fee and Tom Bleby
Pre-service teachers, the University of Melbourne, Victoria
This Unit has sixteen lessons taught over an eight-week period.
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Aims and Objectives

Emphasising Australia in the global context of the war, historical skills are paramount in investigating the context, events and enduring significance of WWII.

Knowledge and Understanding/Skills

- Inquiry learning
  - Students will be able to engage in deep questioning of areas aligned with their own interests, prompted by historical stimuli.

- Historical empathy
  - Students will be able to identify with key concepts of shared humanity, engaging with the deep trauma experienced by both Allied and Axis troops and civilians before, during, and after the war years.
  - Students will refer to source material to understand and explain historical decisions and actions.

- Source analysis
  - Students will be able to use primary and secondary source material to substantiate historical thinking and form an historical argument and consolidate knowledge from the beginning to the end of the unit.

Links

Throughout the Unit there are clear links to the Australian Curriculum: History.
## Course Overview

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<td><strong>Introduction:</strong> Purpose and Significance of the Study of WWII</td>
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|      |        | Inquiry Question: Prior Knowledge  
• What do we already know from WWI? |  |  |
|      |        | Learning Activities  
• 3,2,1 Worksheet interrogating student prior knowledge (see Appendix 1.1).  
• Students look through detailed interactive WWII timeline (see resources) and then map and discuss in relation to the answers they gave in the worksheet and in response to the key questions:  
  – Is there anything that surprises you?  
  – Does all your prior knowledge fit with this information? |  | • An overview of the causes and course of World War II (ACDSEH024)  
• Formative Assessment  
• 3,2,1 Worksheet (Appendix 1.1) |
|      | 2      | **End of WWI:** The Treaty of Versailles |  |  |
|      |        | Inquiry Question  
• What was the significance of the Treaty of Versailles? |  |  |
|      |        | Learning Activities  
• Students read and respond to excerpts from Versailles (see resources).  
  – What are the key points from the treaty?  
  – What position does the treaty put Germany in?  
  – What is Germany’s reaction?  
  – Why have they responded this way?  
• Simulation activity for historical imagination adopting significant historical roles (see Appendix 1.2). |  | • An overview of the causes and course of World War II (ACDSEH024)  
• Treaty of Versailles Instruction Sheet (Appendix 1.2) |
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| 2    | 3      | Analysis: Australia in the 1930s  
• What can primary and secondary sources tell us about Australia in the interwar period?  
Learning Activities  
• Students address various accounts and images of 1930s Australia, answering the following questions, considering the resources provided:  
  – What is it?  
  – Who created it?  
  – What is their intention or purpose?  
  – What are they saying about life in Australia in the 1930s?  
  – Why would they have that perspective/opinion?  
  – How reliable is this source?  
  – Compare your findings with a group who have addressed another source. Are their answers different? How reliable is their source?  
• Consider the sources from the Roaring 20s that we looked at last lesson, and those from 1930s Australia and answer the following:  
  – What are the key differences?  
  – Are there significant differences in the experiences depicted in all sources?  
  – Are there similarities?  
<p>|        |        | An overview of the causes and course of World War II (ACDSEH024) |    |</p>
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| 4    | 4 Weimar Republic and Hitler’s Rise to Power | **Inquiry Questions:** Weimar Republic and Adolf Hitler  
- Why did the Weimar Republic collapse?  
- How did Adolf Hitler rise to power?  

**Learning Activities**  
- Students research the reasons for the collapse of the Weimar Republic, sorting these answers into internal and external. Based on this research, students evaluate the collapse by writing a paragraph response to the question “What were the most significant factors in the collapse of the Weimar Republic?” (see resources for websites).  
- Using a PowerPoint, students are given an overview of Hitler’s early life and career (see resources for website).  
- Using the internet, students create a scaled and annotated timeline of Hitler’s rise to power (see Appendix 2.2). | **An overview of the causes and course of World War II** *(ACDSEH024)* | **Summative Assessment:** Timeline Activity – Hitler’s Rise to Power |
| 3    | 5 Life in Nazi Germany  | **Inquiry Questions:** Life in Nazi Germany  
- What was life like in Nazi Germany?  

**Learning Activities**  
- Watch *Life in Hitler’s Germany*, parts one and two (see resources)  
- Write a diary entry considering the perspective of either a visiting American, of a German living in the 1930s under the rule of Hitler and the Third Reich. | **An overview of the causes and course of World War II** *(ACDSEH024)* |
### Inquiry Questions: Life in Nazi Germany and Outbreak of War
- What are some of the key ideas of the Nazis?
- What events led to the outbreak of war?

### Learning Activities
- Using the recommended websites (see resources) and prior knowledge, create a concept map exploring the following key ideas and events:
  - Master Race and “Aryan”, Lebensraum (living space)
  - Concentration Camps
  - The 1936 Olympics
  - Anti-Semitism and Anti-Bolshevism
- Source Analysis (Appendix 3.2)
  - Students complete source analysis handouts.
  - Consolidate understanding of propaganda and its use during Hitler’s rule.
- Flowchart Activity
  - Create a flowchart of events leading to outbreak of war, using Neville Chamberlain’s 3rd September address for supporting information, and demonstrate cause and effect (see resources).

### State/Territory and ACARA curriculum links
- An overview of the causes and course of World War II (ACDSEH024)
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| 4    | 7      | Inquiry Question (For Assessment)  
- What were some of the Australian war experiences during WWII?  
Learning Activities  
- Selecting their preferred battle  
  - Information provided by summaries of battles from Australian War Memorial Websites (see resources)  
- Developing inquiry questions  
  - Scaffolded by KWHL Chart (Appendix 4.1)  
  
- The experiences of Australians during WWII such as POWs, the Battle of Britain, Kokoda, and the Fall of Singapore (ACDSEH108)  | - KWHL Chart (Appendix 4.1)  
- Instruction Sheet (Appendix 4.2)  
- Rubric (Appendix 4.3)  | - Students pick a campaign to research: the Battle of Britain, Kokoda, or the Fall of Singapore. Independently researching, students frame their own inquiry question, such as: “In what ways was Australia’s identification as British compromised by the Fall of Singapore?” The inquiry question should then create several subheadings: such as “important individuals” and “turning points”.  
- Students are required to include an annotated bibliography, as well as footnoting their reports.  
- At Primary Sources and secondary Sources must be used, and need to be justified in an annotated bibliography.  
- Students have three full lessons to research and construct their formal inquiry reports.  |
| 8    | 8      | Inquiry Question (For Assessment)  
- What were some of the Australian war experiences during WWII?  
Learning Activities  
- Researching and continuing to construct formal inquiry report.  
  
- The experiences of Australians during WWII such as POWs, the Battle of Britain, Kokoda, and the Fall of Singapore (ACDSEH108)  | - Marking Rubric  |   |
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**The Australian Experience of WWII**

**Inquiry Question (For Assessment)**
- What were some of the Australian war experiences during WWII?

**Learning Activities**
- Plenary
  - Students are required to share the most interesting detail they have learnt in their research to this point.
- Report Writing
  - Reports Due at the end of this week.

**State/Territory and ACARA curriculum links**
- The experiences of Australians during WWII such as POWs, the Battle of Britain, Kokoda, and the Fall of Singapore (ACDSEH108)

**Assessment**
- Assessment

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**Introduction to the Holocaust**

**Analysis: Art Spiegelman’s Maus**
- How can we construct narratives of the Holocaust?

**Learning Activities**
- Reading excerpts of this graphic novel, considering imagery of the characters.
- Individually students answer:
  - Who are the mice and who are the cats?
  - Why choose these animals to depict these figures?
  - Why would Art Spiegelman choose to express his story through a graphic novel?

**State/Territory and ACARA curriculum links**
- An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107)

**Assessment**
- Assessment
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| 6    | 11     | **Holocaust: Legislating Genocide**  
Inquiry Question: Persecution of the Jews  
- Why did the Nazi regime introduce anti-Semitic laws?  

**Learning Activities**  
- Plenary: Anti-Jewish Laws  
  - Students are given cards (Holocaust Educational Trust) with anti-Jewish laws enacted between 1933 and 1945. In small groups, students organise the cards chronologically (see resources).  
  - What do you notice about these laws as time progresses?  
  - How do these laws relate to what was happening more widely in Germany and in the world?  
- In groups, select 2 or 3 of the laws, and discuss what you think the purpose and effect was.  
  - How would this law have altered the life of a German Jew?  
  - What insights might we gain into the Nazi Party from these laws?  
- Source Analysis: Anti-Jewish Propaganda  
  - What is this source?  
  - Why was it produced?  
  - What can you see?  
  - What is the message of the source?  
  - How do you know?  
  - Consider the Anti-Jewish laws we have looked at today. In what ways might the messages in these sources relate to the passing of Anti-Jewish laws in Germany?  

- An examination of significant events of World War II, including the Holocaust and use of the atomic bomb *(ACDSEH107)* |
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| 12   | 12     | **Inquiry Question: Persecution of the Jews (Sources)**  
• Collecting and investigating sources: evidence, authorship and reliability.  

**Learning Activities**  
• Students are assigned a topic in small groups (from the options of Nazi labour camps, Jewish resistance and the Final Solution) and provided a suggested list of resources, but encouraged to look outside these resources. Students investigate their topic in response to key prompts:  
  – give an overview of your topic, including definition and key facts and dates  
  – provide at least three primary and three secondary sources on your topic.  
  
**Key Questions**  
– What sources have you found?  
– Are they primary or secondary?  
– How reliable are they and why?  
• Historiography  
  – Look at your secondary sources, what do the different historians have to say?  
  – What are their different perspectives?  
  – Extension: Can you explain these differences in perspective?  

| 7    | 13     | **Analysis: Curtin’s Speech, Japan Enters Second World War**  
• How did Prime Minister John Curtin’s pivotal speech contribute to a shift in Australian war loyalties?  

**Learning Activities**  
• List three significant factors of the speech.  
• Explain what the speech shows about Australia’s changing political alliances.  
• Identify the symbols that Curtin uses in his speech, and explain how they relate to Australia’s position in the war and more widely, commonwealth versus constitutional priorities.  

<p>|                  |        | An examination of significant events of World War II, including the Holocaust and use of the atomic bomb <em>(ACDSEH107)</em> | The significance of WWII to Australia’s international relationships in the twentieth century with particular reference to the United Nations, Britain, the USA and Asia <em>(ACDSEH110)</em> |</p>
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| 14   | Australian Leadership: John Curtin | **Analysis: Deconstructing ABC’s Curtin**  
- Investigating the contemporary representation of Australia’s leadership.  
**Learning Activities**  
- Watching selected excerpts of Curtin, students consider the changing relationship of Australia to Britain (continued from previous lesson).  
- Padlet Discussion (see resources). | **The significance of WWII to Australia’s international relationships in the twentieth century with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)** | |
| 8    | Truman’s Choice: Hiroshima and Nagasaki | **Learning Activities**  
- Scaffolded source enquiry and research.  
- Students independently collect and investigate primary and secondary sources available online (See resource week 8 for suggested sites), keeping in mind during their research the question: “Was the use of nuclear weapons justified?”  
- Scaffolded class debate  
  - Class is split into 3 groups: affirmative, negative and judges.  
  - Each group is provided the arguments worksheet to scaffold argument (see Appendix 8.1).  

**Inquiry Question**  
- According to the sources you have investigated, was the use of nuclear weapons justified? | **An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107)** | **Formative Assessment: Debate Participation and Interpersonal Communication** |
| 16   | Home Front Perspectives: Women at War | **Learning Activities**  
- Women on the Home Front: Multiple Perspectives  
  - Wins and losses for women during the war.  
- Students take the perspective of a woman working a factory job during the war or a factory owner employing women.  
  - Discuss attitudes to women during wartime.  
- List problems with employing women for only the war years, and the effects it may have had for women when returning to the home. | **The impact of WWII with a particular emphasis on the Australian home front including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing, and censorship) (ACDSEH109)** | **Formative Assessment: Higher Order Thinking – Prediction Skills for Post-War Home Front** |
## Resources List

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<td><strong>Life in Nazi Germany</strong>&lt;br&gt;<strong>Websites</strong>&lt;br&gt;Life In Hitler’s Germany&lt;br&gt;Part 1: <a href="http://www.youtube.com/watch?v=UD0LGY9fIMRM">www.youtube.com/watch?v=UD0LGY9fIMRM</a>&lt;br&gt;Part 2: <a href="http://www.youtube.com/watch?v=KN0C66Gp8o">www.youtube.com/watch?v=KN0C66Gp8o</a></td>
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<td><strong>Life in Nazi Germany</strong>&lt;br&gt;<strong>Declaration of War 1939</strong>&lt;br&gt;<strong>Websites</strong>&lt;br&gt;Summary of outbreak of war in 1939&lt;br&gt;www.bbc.co.uk/history/worldwars/wwtwo&lt;br&gt;Britain Declares War on Germany (Radio Address), Neville Chamberlain. BBC&lt;br&gt;www.bbc.co.uk/archive/ww2outbreak/7917.shtml&lt;br&gt;<strong>Websites for student research</strong>&lt;br&gt;Master race and “Aryan”&lt;br&gt;www.bbc.co.uk/bitesize/standard/history/germany_1918_1945/hitler_and_nazism/revision/1&lt;br&gt;Lebensraum (living space)&lt;br&gt;www.bbc.co.uk/history/worldwars/wwtwo/hitler_lebensraum_01.shtml&lt;br&gt;Concentration camps&lt;br&gt;www.ushmm.org/wlc/en/article.php?ModuleId=10005144&lt;br&gt;The 1936 Olympic Games&lt;br&gt;www.ushmm.org/information/exhibitions/online-features/online-exhibitions/nazi-olympics-berlin-1936&lt;br&gt;Anti-Semitism&lt;br&gt;www.bbc.co.uk/history/worldwars/genocide/racial_state_01.shtml&lt;br&gt;Anti-bolshevism&lt;br&gt;www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery_06.shtml</td>
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Books

Websites
*Holocaust Educational Trust*
Law cards
www.het.org.uk

*Anti-Jewish Propaganda*
Jews are our misfortune
The Eternal Jew
Jews are like lice

Websites
www.ushmm.org
www.het.org.uk/index.php
www.holocaustresources.org
www.nizkor.org

Recordings
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| 14   | Australian Leadership: John Curtin | Web Application  
www.padlet.com  
Videos  
| 8    | Truman’s Choice: Hiroshima and Nagasaki | Websites  
Atomic Bomb video  
www.pbs.org/wgbh/amERICANexperience/features/bonus-video/presidents-endwar-truman  
Warning urging Japan’s surrender  
www.pbs.org/wgbh/amERICANexperience/features/primary-resources/truman-japanwarn  
Warning leaflet dropped on Japan  
www.pbs.org/wgbh/amERICANexperience/features/primary-resources/truman-leaflets  
Potsdam Declaration  
www.atomicarchive.com/Docs/Hiroshima/Potsdam.shtml  
First Nuclear test in Mexico  
www.pbs.org/wgbh/amERICANexperience/features/primary-resources/truman-bombtest  
Announcing the bombing of Hiroshima  
www.pbs.org/wgbh/amERICANexperience/features/primary-resources/truman-hiroshima  
The voice of Hibakusha  
Videos of Hiroshima  
www.cddc.vt.edu/host/atomic/hiroshima/hirovid1.html  
Photos of Hiroshima  
www.atomicarchive.com/Photos/Hiroshima/index.shtml |
| 16   | Home front Perspectives: Women at War | Websites  
Women’s Weekly Article  
Cartoon  
http://libraryhack.anotherbyte.net/pictures/view/164567 |
Appendices

Appendix 1.1: 3,2,1 Worksheet

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<th>Two questions you have about WWII</th>
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<th>One reason you think we still study WWII</th>
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Appendix 1.2: The Treaty of Versailles – June 1919

The simulation:
1) Students will meet first within their own delegations. They must establish in writing their demands from the other groups and they must write what they are willing to give up as a nation. They can write a rough draft called a “proposal” using a chart of “concessions” and “demands” on each side of the page.
2) Students will then meet in the Hall of Mirrors. Each nation will present its demands and concessions. The teacher will summarise these on the board or overhead.
3) Then distribute or display the sample treaty and have the delegations fill in blanks decided upon by the teacher. For each blank, have the delegations vote on the topic.
4) Have students sign the treaty according to national delegations.

France

Your group is led by Georges Clemenceau, who was the prime minister of France. He was nicknamed “The Tiger”.

Most of the fighting took place on French soil. The French people lost 750,000 homes and more than 1,500,000 (one and a half million) men. The French wanted to punish Germany and make sure that Germany was too weak to fight another war. They also wanted to get the land back that Germany had taken from France 50 years earlier, and make sure that a war like this would never happen again.

Germany annexed a region called Alsace-Lorraine from France after its victory in the Franco-Prussian War (1870–1871). Should it be returned to France, or should Germany keep it?

The Rhineland is an area from which Germany can easily attack France. You are worried that if Germany is allowed to keep it as before, France will be in danger in the future. Should you try and stop Germany keeping an army there?

Germany must return Alsace-Lorraine to France, which had been annexed by Germany in 1871.

Germany must pay Reparations to cover the cost of rebuilding areas of France destroyed during the war (750,000 houses and 23,000 factories had been destroyed).

France should be allowed to take possession of the Rhineland (the area near the River Rhine). This was to stop Germany attacking France in the future.
Your delegation is led by Woodrow Wilson, the president of the United State of America. The USA had only declared war on Germany in April 1917 and it had suffered no damage. Wilson arrived in Europe with the “Fourteen Points”, which he hoped would help prevent wars in the future. The most important of these were:

- the peoples of Europe should be allowed to decide their own future (“Self-determination”)
- an end to the empires, which European countries have built up
- a League of Nations should be set up to settle disputes between countries in the future.

Should all countries be allowed to join, or should those at fault for WWI be stopped from joining?

You are worried that a German army may be the biggest danger to future world peace. You don’t want the treaty to be too harsh to them in case they are very angry, and seek revenge. **Should you allow Germany to keep a full army, or order Germany to cut down drastically on all their armed forces?**

You guess that Germany and Austria may want to join to become one country. They share the same language and culture. **Do you allow them to join as one country or not?**

**Great Britain**

David Lloyd George, who was the prime minister of Great Britain, leads your group. In Britain most people wanted Germany to be punished: “Make Germany Pay” and “Squeeze them until the pips squeak” were popular slogans. Lloyd George wants Germany to be punished but not too harshly.

Germany should be allowed to recover.
France should not be allowed to take the Rhineland. Lloyd George was only prepared to make the Rhineland “demilitarised”.

This is because you are worried that if Germany is too weak then communism (which you see as an enemy) might spread from Russia across the whole of Europe. This could lead to another terrible war. You also want to set up a group of countries that will work together to prevent any future wars.

Britain had a very large empire and navy. You think that the German Empire and its navy should be broken up, as they might be a threat to your own. The war had brought massive destruction, especially to buildings and farmland in France. **How could all this damage be repaired?**
German (Observers)

You are invited to observe the proceedings, and must sign the eventual Treaty on behalf of your country, but cannot take part in the decision-making. While you are observing, you are left to consider what the German people will think of the decisions being made.

During the war, Germany’s borders were never crossed, and you made many advances into France and Allied territory. Because of this, many German people think you did not lose the war, but just agreed to stop fighting. They think that you should not agree to anything that punishes you when you fought so well. Most Germans also expect the treaty to be lenient because of Woodrow Wilson’s 14 Points.

However, by the end of the war, the German Army Chief decided that the German army could not fight anymore. If the war had gone on, then the German army would have collapsed, as they were unhappy and running out of supplies. This is why you signed the armistice agreement.

It will be almost impossible to pay the Reparations required by the treaty, and the War Guilt Clause seemed particularly unfair. How could Germany be the only country to blame for the war? After all it had started when a Serbian shot an Austrian. It was felt that Germany had simply been made a scapegoat by the other countries for all that had happened.

The Allies also gave Germany a new form of government based on proportional representation. It was intended to prevent Germany being taken over by a dictatorship, but it led to the creation of more than thirty political parties; none of them was big enough to form a government on its own.

**Germany must:**
- accept all of the blame for the war, the “War Guilt Clause”
- reduce its army to 100,000 men and was not allowed to have conscription (drafting)
- reduce its navy to six warships and was not allowed to have any submarines
- destroy all of its air force.

**Points For All**

WWI cost 20 million lives. The world had never seen a war like it. How could future wars be prevented? Remember how the First World War started – you learnt the MAIN reasons (Militarism, Alliances, Imperialism, Nationalism) and the assassination of Archduke Franz Ferdinand. Those people who have lost so much during the war are angry and want to blame and punish someone for the war. Do you think your country is to blame? Who do you think should be punished and how?
Appendix 2.2: Timeline Activity – Hitler’s Rise To Power

Using the internet, research the following points, and create a scaled timeline of Adolf Hitler’s rise to power in Germany. Provide an explanation of the points in **bold**. Include images on the timeline. Ensure all websites used are sourced appropriately.

**Spartacist Uprising**
Hitler joins the German Workers’ Party (DAP)
The DAP becomes the NSDAP (Nazi Party)

**The Beer Hall Putsch**
Hitler is imprisoned
Hitler’s trial starts
Hitler is convicted of treason
Hitler is released

**Germany joins the League of Nations**

**The Wall Street Crash**
Nazi Party becomes the largest in the Reichstag
Hitler is appointed Chancellor
The Reichstag building is set on fire
The Reichstag Fire Decree
The Enabling Act
Appendix 3.2: Primary Source Analysis – Nazi Propaganda

“One People, One Nation, One Leader!” poster of Hitler, 1938
www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery_03.shtml

- How does this image portray Hitler? What physical elements of the image support this portrayal?
- Imagining yourself as a German citizen at the time the source was produced, how would this poster make you feel?
- What is the purpose of this poster? What message is it trying to give?
- Who would have created such a poster? Who would their target audience have been?
- Do you think this source is effective? Compare it to the other sources looked at this lesson. Which would have been most effective? Why?
- How useful is this source as a piece of historical evidence?

The poster for the “Eternal Jews” exhibition, 1937
www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery_05.shtml

- How does this image portray Jews? What physical elements of the image support this portrayal?
- Imagining yourself as a German citizen at the time the source was produced, how would this poster make you feel?
- What is the purpose of this poster? What message is it trying to give?
- Who would have created such a poster? Who would their target audience have been?
- Do you think this source is effective? Compare it to the other sources looked at this lesson. Which would have been most effective? Why?
- How useful is this source as a piece of historical evidence?

Anti-Bolshevik poster, “Europe’s Victory is Your Prosperity”, 1941
www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery_06.shtml

- How does this image portray ideas of anti-Bolshevism? What physical elements of the image support this portrayal?
- Imagining yourself as a German citizen at the time the source was produced, how would this poster make you feel?
- What is the purpose of this poster? What message is it trying to give?
- Who would have created such a poster? Who would their target audience have been?
- Do you think this source is effective? Compare it to the other sources looked at this lesson. Which would have been most effective? Why?
- How useful is this source as a piece of historical evidence?
# Appendix 4.1: KWHL Chart

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>H</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I know?</td>
<td>What do I want to learn?</td>
<td>How can I find out what I need to learn?</td>
<td>What have I learnt?</td>
</tr>
</tbody>
</table>

(We will revisit this at the end.)
Appendix 4.2: Historical Inquiry Instruction Sheet

Battling Australians

Task Instructions

Develop an Inquiry Question around one of these three battles of WWII:

- Battle of Singapore
- Battle of Britain
- Kokoda.

Next, you are required to write a formal written report of 800 words based on the inquiry question. Complete the checklist to ensure you have included everything you need.

Example

How did the Battle of Singapore affect Australians on the home front?

- Developed Inquiry Question
- Divided into subheadings
- Included primary sources
- Included Secondary Sources
- Annotated Bibliography
## Appendix 4.3: Learning Inquiry Rubric

### Battles of WWII: Australians at War Inquiry-Based Historical Report

<table>
<thead>
<tr>
<th></th>
<th>Well above Standard</th>
<th>Above Standard</th>
<th>At the Standard</th>
<th>Below Standard</th>
<th>Well Below Standard</th>
<th>No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inquiry Question and Subheadings</strong></td>
<td>Inquiry questions and subheadings make links to each other and historical events.</td>
<td>Inquiry questions and subheadings form a sequence.</td>
<td>Question and subheadings are stated.</td>
<td>Inquiry question is stated, irrelevant to the topic.</td>
<td>Report is titled.</td>
<td>No Evidence.</td>
</tr>
<tr>
<td><strong>Source Material</strong></td>
<td>Primary and secondary sources evaluated within the report.</td>
<td>Primary and secondary sources justify content of the report.</td>
<td>Primary and secondary sources used to create a chronological account.</td>
<td>Primary and secondary sources used without reference to inquiry question.</td>
<td>Primary/secondary sources used to directly answer questions (i.e. copy and paste).</td>
<td>No Evidence.</td>
</tr>
<tr>
<td><strong>Annotated Bibliography</strong></td>
<td>Primary and secondary sources, referenced, justified for use and critiqued.</td>
<td>Primary and secondary sources referenced and justified for use.</td>
<td>Primary and secondary sources referenced.</td>
<td>Primary and Secondary Sources included.</td>
<td>List of sources included.</td>
<td>No Evidence.</td>
</tr>
</tbody>
</table>
Appendix 6.1: Primary Sources

The Eternal Jew

Jews Are Like Lice

Jews Are Our Misfortune
### Appendix 8.1: The Bombing of Hiroshima

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Justification</th>
<th>Counter Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>There were around 100,000 Allied prisoners of war being held by the Japanese.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In preparation for the invasion of Japan the American army had produced 500,000 purple heart medals (given to soldiers who are wounded or killed in action).</td>
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<tr>
<td>Every month between 1937 and the dropping of the bomb had seen between 100,000 and 200,000 Chinese killed by the Japanese.</td>
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<td></td>
</tr>
<tr>
<td>The Americans had spent over $2 billion (equivalent to $25 billion today) developing nuclear weapons.</td>
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<tr>
<td>Japanese people believed it was dishonourable to surrender.</td>
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<tr>
<td>By the end of WWII Japan had around 10 million Chinese in forced labour camps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American troops had been moving through the Pacific towards Japan island-by-island with huge losses.</td>
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<td></td>
</tr>
<tr>
<td>Even after the surrender some Japanese military leaders tried to continue the fighting.</td>
<td></td>
<td></td>
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</tbody>
</table>