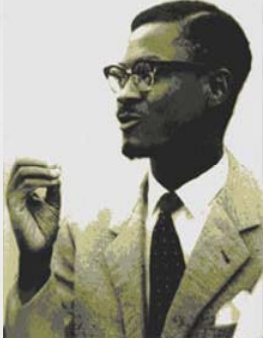
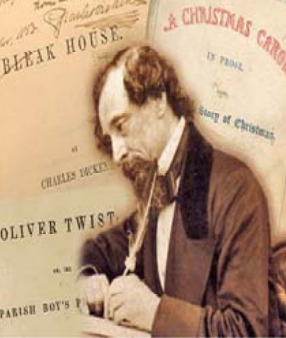
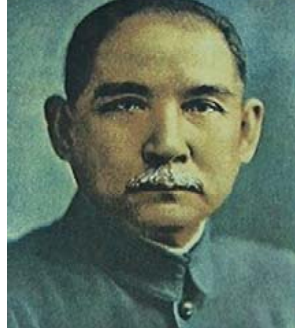
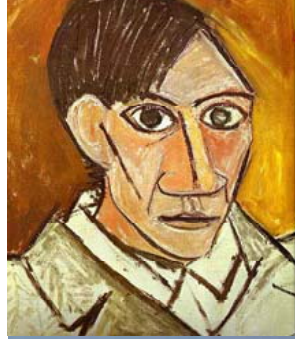


Grade 10 World History, Culture, and Geography: The Modern World

Student Workbook

Name: _____
Period: _____



Model Lesson 1

Democratic Ideals and Documents

Standard 10.2.2

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Student Handout 9

Democratic Ideals Writing Assignment

Historical Background

The Glorious Revolution, the American Revolution, and the French Revolution had enduring effects worldwide on the political expectations for self-government and individual liberty. There were five documents written from 1215 to 1791 with the intent to guarantee these rights for their citizens.

Prompt

Compare the Magna Carta to two of the following documents. Evaluate how each document established or extended the democratic ideals of self-government and individual liberty.

- a. English Bill of Rights or U.S. Bill of Rights
- b. Declaration of Independence or Declaration of the Rights of Man and the Citizen

Task

Write an introductory paragraph and three topic sentences.

1. Write an introductory paragraph that provides the historical background of the Glorious Revolution, American Revolution, and French Revolution and their historical significance.
2. Write a thesis sentence which takes a clear historical position at the end of your introductory paragraph.
3. After writing the introduction, write three topic sentences that support your thesis.
4. Write your rough draft using **Student Handout 10**.
5. Re-write your introduction and topic sentences on a sheet of lined paper.

Suggested terms to be used in your writing:

rule of law
consent of the governed
individual liberty
due process of law
limited government
Glorious Revolution
American Revolution
French Revolution
extend
establish

Student Handout 1

- What does it say? Read the definition and underline important phrases.
- What does it mean? Put the definition into your own words.
- Why does it matter? Explain why the principle is important in a democratic society.

Democratic Ideals	What does it say?	What does it mean?	Why does it matter?
the rule of law	Government shall be carried out according to established laws, Both those who govern and those who are governed will be bound by these laws.		
limited government	Government should perform only the functions that people have given it the power to perform. Power is shared between the governed and those who govern.		
due process of law	Government must act fairly and in accord ¹ with established rules in all that it does and may not act arbitrarily ² .		
individual liberty	Specific rights that belong to each person, such as life, liberty, and property, and cannot be taken away without due process of law.		
consent of the governed	Government is based on the will of the people who grant their approval through elections and other forms of civic participation.		

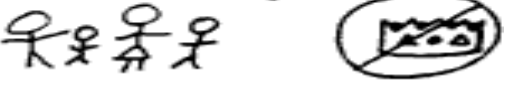
¹ To be in agreement with each other.

² To decide without any reason or plan, often unfairly.

Student Handout 1

Democratic Ideals (Part 2)

Directions: Write the information (I) by giving a brief explanation and an example in the center column. Draw a picture of the ideal, a memory clue, (M) in the right column. After completing the activity, circle the three ideals you feel are most important for a democratic society.

K Key Ideas	I Information	M Memory Clue
consent of the governed	Many countries around the world allow citizens to give their government the approval to rule by allowing competitive elections such as in Sweden.	<p>"yeah! we're FREE to make our own choices."</p> 
limited government		
the rule of law		
due process of law		
individual liberty		

Student Handout 2

When you are ready to write a paragraph, it is important to think about:

1. the *topic*
2. what you want to write *about* that topic.

The first sentence of a paragraph is called the topic sentence. The topic sentence states the main idea of a paragraph. When your paragraph contains a clearly stated topic sentence, the reader will know what to expect and, therefore, understand your ideas better.

Example: Effective leadership requires specific qualities that anyone can develop.

Student Practice: Read each of the sentences below. Circle the topic and underline what you want to write about the topic.

1. The US Constitution contains seven divisions called articles.
2. The English Bill of Rights set clear limits on what government is allowed to do.
3. In order to fully explore the emergence of democracy, historians must investigate several factors.

Prompt: According to your understanding of the key democratic ideals, which three key ideals are most important? Explain why you chose each. Write one paragraph starting with a topic sentence.

Organize your topic sentence first:

1. What is the topic of your paragraph? _____

2. What do you want to write about the topic? _____

Student Handout 3

Cloze Paragraph Template

below. Then copy the completed paragraph on a separate sheet of paper.

Prompt: According to your understanding of the democratic ideals from **Student Handout 1**, which three key democratic ideals are most important? Explain why you chose each.

There are five key democratic ideals, but (the 3 democratic ideals) _____
_____, _____, and _____
_____ are the most significant in establishing democratic
traditions. (Democratic ideal 1) _____ is important
because (explanation) _____

_____. In addition, (democratic ideal 2)
_____ is significant (explanation) _____

_____.
Lastly, (democratic ideal 3) _____ is essential to
democracy (explanation) _____

_____.
In conclusion, these three democratic ideals are the most important because
(explanation #1) _____
_____, (explanation #2) _____
_____, and
(explanation #3) _____
_____.

Document 1

The Evolution of Democratic Ideals; 1215 to 1791

Directions: Read the following background information and complete **Student Handout 4**.

derives: to gain or secure from something else.

denied: taken away or withheld.

enduring: continuing to exist for a long time.

intent: purpose

exiled: forced to leave the country for political reasons.

depose: to remove from power.

sovereigns: individuals having the highest power in a country.

The **Glorious Revolution**, the **American Revolution**, and the **French Revolution** had far-reaching consequences as they challenged the institutions that shaped the political structure of the world. Each attempted to establish democratic principles of government, including limiting the power of the government and extending rights to the governed. Although each revolution occurred in a different time and place, all three were based on the ideas that government *derives* its power from the people it governs, and government exists to protect its citizens who have certain rights that cannot be *denied*. The Glorious Revolution, American Revolution, and French Revolution had *enduring* effects worldwide on political expectations for self-government and individual liberty.

Several essential political documents were created at critical times in history that paralleled the ideas that drove these revolutions. There were five documents written between 1215 to 1791 with the *intent* to guarantee numerous rights for their citizens.

The English **Magna Carta** (1215) established the principle that no one, including the king, was above the law. The abuses by King John caused a revolt by nobles who forced the king to recognize the rights of noblemen. The Magna Carta, otherwise known as the Great Charter, eventually came to protect the interests of other social classes as well. As a result, the document was regarded as a guarantee of certain rights. The Magna Carta established the principles of the rule of law, limited government, and due process of law. It also guaranteed individual rights to the nobility.

The Glorious Revolution (1688) brought the first bill of rights to the English people by the new monarchs, William and Mary of Orange. The document begins with a list of grievances against the *exiled* King James II. It justifies both the right to *depose* the king and details the rights that must be protected by the new *sovereigns*. This document ensured the superiority of Parliament over the monarchy while spelling out basic rights and freedoms.

Document 1

Enlightenment: period in 18th century; based on belief science and knowledge could improve people's lives.

unalienable: cannot be taken away from you.

Parliament: main law-making institution in some countries.

framers: group which made the U.S. government.

The **English Bill of Rights** (1689) extended individual liberties and due process of law to the nobility. The English Bill of Rights would be a model for future documents such as the Declaration of Independence and the U.S. Bill of Rights.

The American Revolution (1775-1783) showed the world that rebellion against a powerful monarchy was possible. The ideas of the *Enlightenment* inspired the American colonists to demand the rights granted to the English citizens. Thomas Jefferson's **Declaration of Independence** of 1776 claimed that *unalienable* rights were the foundation of all government, and he justified American resistance to English rule in these terms. The Declaration of Independence is also important because it advocated the principle of the consent of the governed. Jefferson's Declaration of Independence had an immediate influence on the French people at this time.

The French Revolution against King Louis XVI began when the king clashed with the Estates-General, an assembly similar to *Parliament*. The Estates-General wrote its **Declaration of the Rights of Man and the Citizen** (1789) based heavily on the American Declaration. The Assembly adopted this charter of basic liberties. The French declaration extended individual liberties, consent of the governed, and protected the principle of due process of the law.

Finally, the **U.S. Bill of Rights** (1791) responded to earlier ideas about the relationship between individuals and their governments. The *framers* of the U.S. Constitution added the first ten amendments to the Constitution, known as the U.S. Bill of Rights, to limit the powers of the federal government. The ideas outlined in the English Bill of Rights were written into the U.S. Bill of Rights guaranteeing them to the citizens in the United States. The U.S. Bill of Rights extended and protected the principles of individual liberties and due process of law.

Student Handout 4

A. What does the title mean? _____.

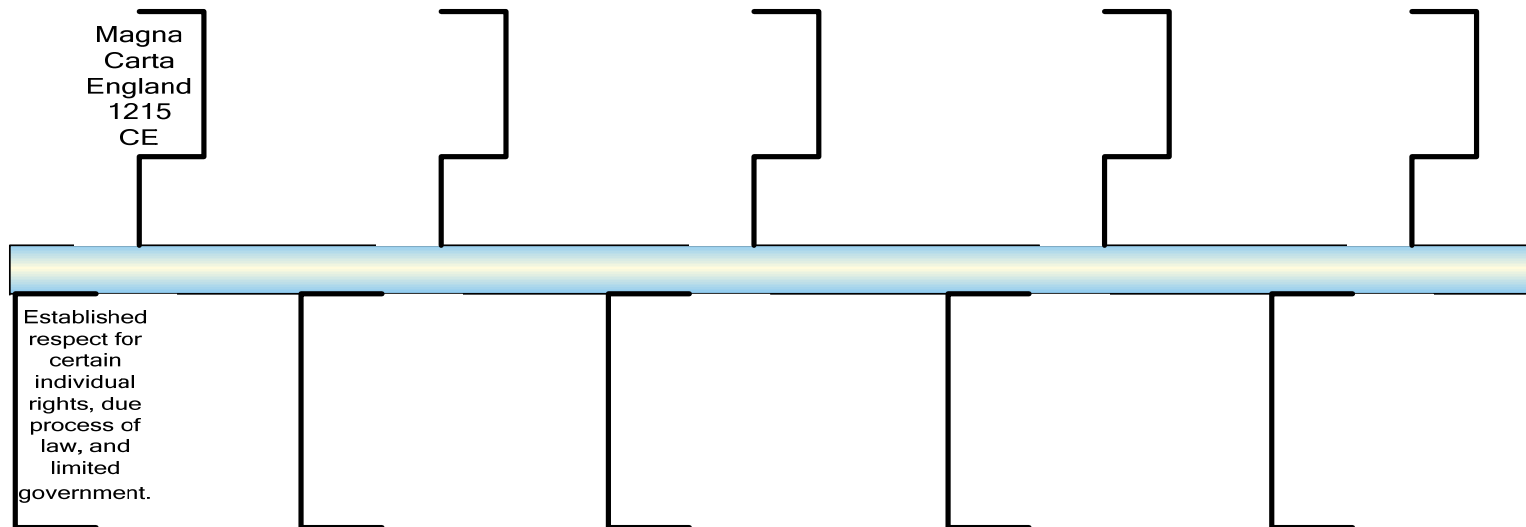
B. List the three revolutions mentioned in the background essay.

1. _____ 2. _____ 3. _____

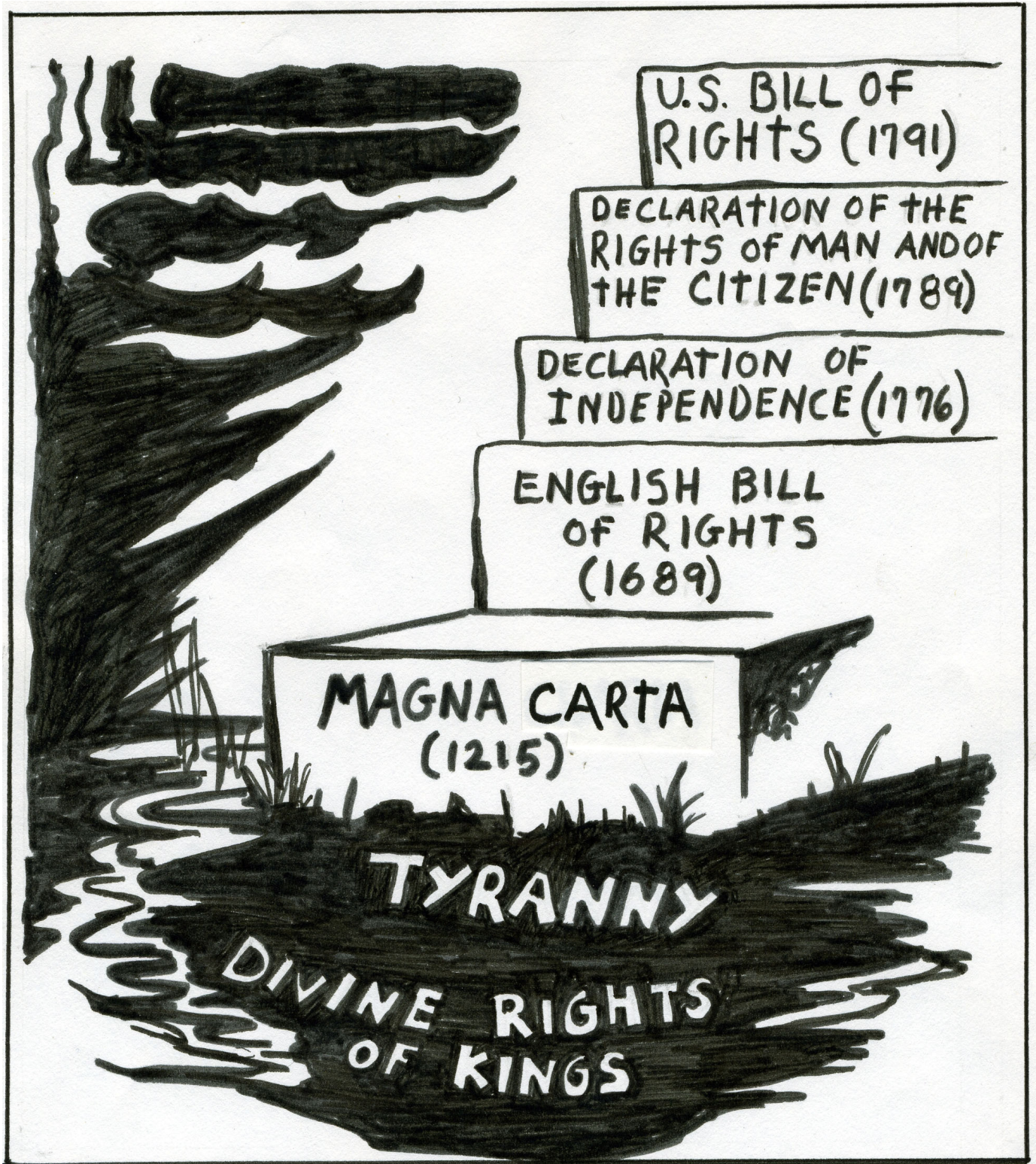
C. List the five documents that laid the foundation for the development of democracy and year each was written.

1. _____ 4. _____
2. _____ 5. _____
3. _____

D. Place the five documents on the timeline in chronological order and explain their significance in the space below the document.



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"Giant steps for humanity!"

Student Handout 5

Directions: Analyze **Document 2** and answer the questions that follow.

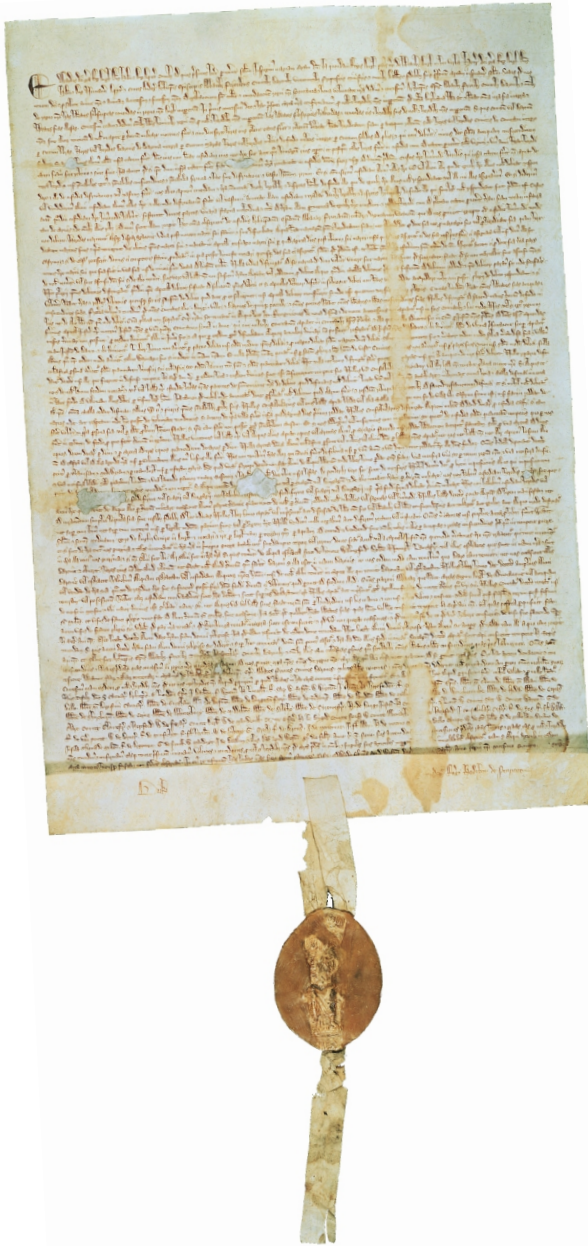
1. List the objects you see in the cartoon.

2. Explain the meaning of the cartoon's title and caption.

3. Explain the overall message of the cartoon.

4. Imagine you are either standing in the swamp or on top of the staircase. Write three sentences describing your perspective from where you are standing.

Document 3

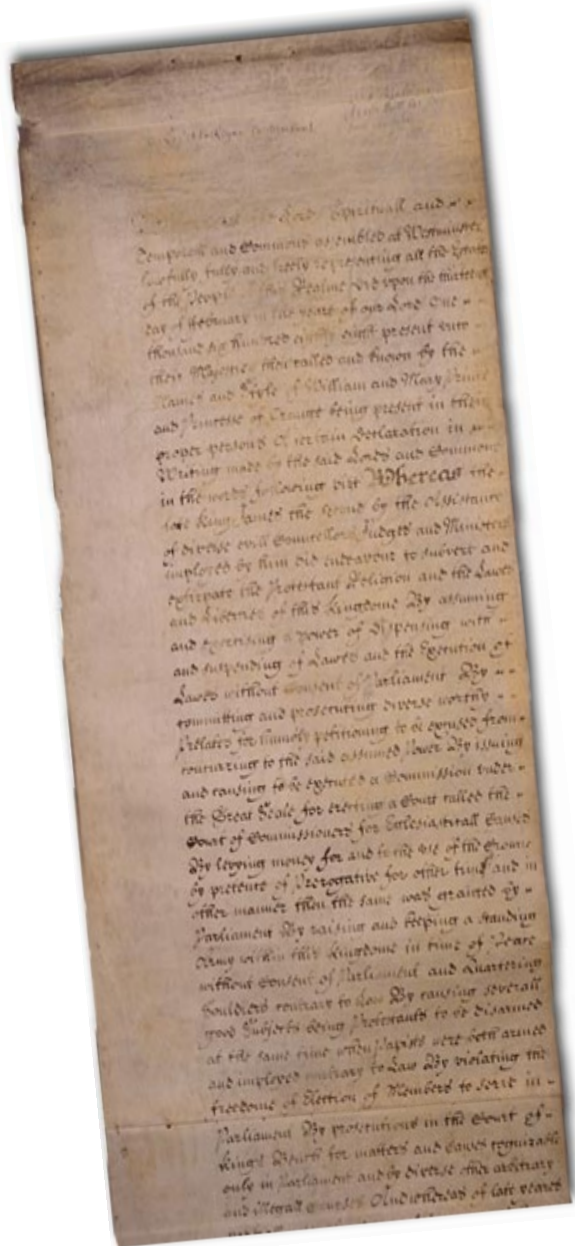


Magna Carta

Excerpts	Explanation (In your own words)	Democratic Ideal
<p>39. No freeman shall be captured or imprisoned or ...exiled..., except by the lawful judgment of his peers or by the law of the land.</p>		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government
<p>40. To no one will we sell, to no one deny or delay right or justice.</p>		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government
<p>61. The barons shall elect twenty-five of their number, and cause to be observed with all their might, the peace and liberties granted and confirmed to them by this charter.</p>		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government

Summarize: Why is the document significant in establishing or extending self-government and individual liberty?

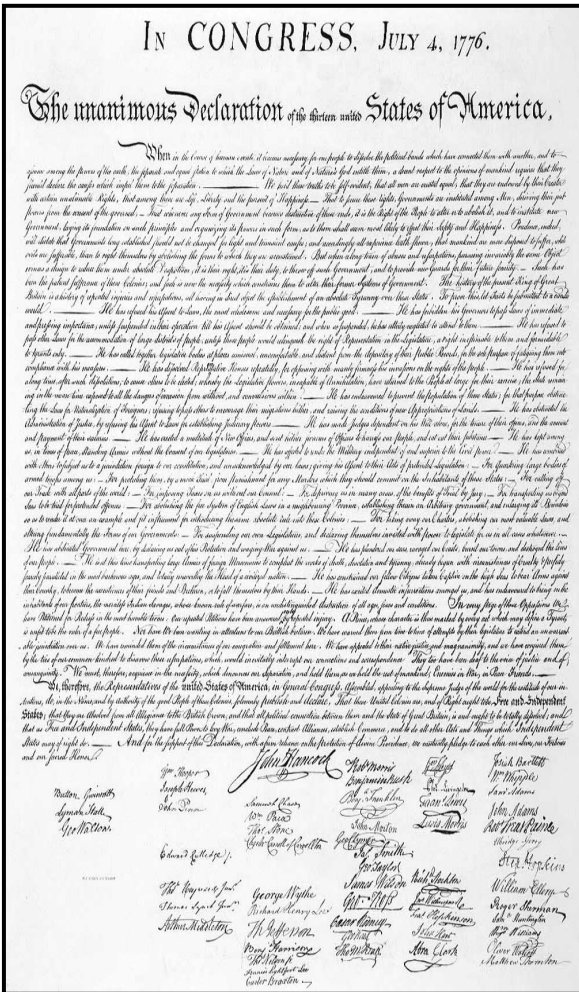
Document 4



Excerpts	Explanation (In your own words)	Democratic Ideal
8. That election of members of Parliament ought to be free...		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government
10. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted...		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government

Summarize: Why is the document significant in establishing or extending self-government and individual liberty?

English Bill of Rights



Excerpts	Explanation (In your own words)	Democratic Ideal
<p>We hold these truths to be self-evident, that all men are created equal, that they are endowed (given) by their Creator, with certain unalienable (not to be taken away) rights, that among these are life, liberty, and the pursuit of happiness.</p>	<p>The excerpt states that all men are born with the same basic rights. These rights are not something that the government gives them; rather, they are given by the Creator (God). These rights cannot be taken away from them by any government. The rights mentioned are the right to life, the right to liberty, and the right to pursue happiness.</p>	<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government
<p>Governments are instituted among men, deriving their just powers from the consent of the governed...</p>	<p>This excerpt explains the purpose of government. It is created by the people of a society to protect their rights and ensure their well-being. The government's power is not inherent or divine; it is derived from the agreement (consent) of the people it governs. This is a key principle of self-government.</p>	<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government

Summarize: Why is the document significant in establishing or extending self-government and individual liberty?

Declaration of Independence

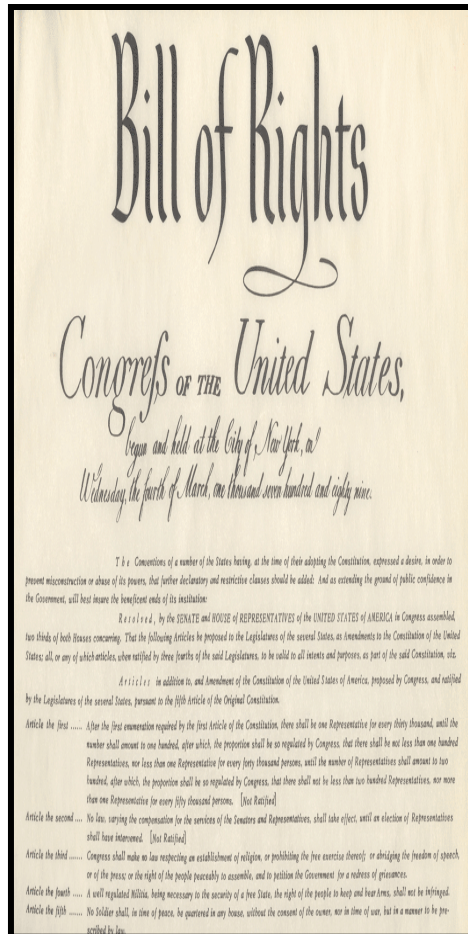
Document 6



Declaration of the Rights of Man and the Citizen

Excerpts	Explanation (In your own words)	Democratic Ideal
<p>9. The free communication of ideas and opinions is one of the most [valuable] of the rights of man...</p>		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government
<p>11. As all persons are held innocent until they shall have been declared guilty...</p>		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government

Summarize: Why is the document significant in establishing or extending self-government and individual liberty?



U.S. Bill of Rights

Excerpts	Explanation (In your own words)	Democratic Ideal
I: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging (reducing) the freedom of speech, or of the press; or the right of the people peaceably to assemble...		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government
VI: In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial (fair or just) jury of the state and district wherein the crime shall have been committed...		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government

Summarize: Why is the document significant in establishing or extending self-government and individual liberty?

Student Handout 6

Document Comparison Graphic Organizer

Directions: Compare the Magna Carta with two of the documents. Indicate which two documents you are comparing by underlining them in the heading. Answer the questions using your student handouts and documents. Once the chart is complete, identify the similarities between the three documents by circling common or similar characteristics.

<u>Comparison Questions</u>	Magna Carta	English Bill of Rights Or US Bill of Rights	Declaration of Independence Or Declaration of the Rights of Man and the Citizen
When was it created?			
Where was it created?			
What event occurred prior to the document being created?			
What democratic ideals does the document grant to the citizens?			
Why is the document significant in establishing or extending self-government and individual liberty?			

Student Handout 7

Notes and Questions

What is a thesis statement?

A thesis statement:

- tells the reader your position on the importance of the subject matter.
- tells the reader what to expect from the rest of the paper.
- directly answers the question asked of you.
- usually is a single sentence somewhere in your first paragraph.

How do I develop a thesis?

A thesis is the result of a lengthy thinking process. Formulating a thesis is not the first thing you do after reading a writing prompt. Before you develop an argument on any topic, you have to collect and organize evidence, look for possible relationships between known facts (such as similarities or differences), and think about the significance of these relationships.

How do I know if my thesis is strong?

To determine if your thesis is strong, ask yourself these questions:

- Do I answer the question?
- Have I taken a position that others might challenge?
- Does my thesis do more than just provide a fact?
- Is my thesis specific rather than vague or general?

If you answer “yes” to all of the above questions, then you have a strong thesis sentence. If your answer is “no” to any of the above questions, then you need to revise your thesis sentence.

Student Handout 7

Thesis Sentence Overview

Notes and Questions

Sample

Prompt:

Compare the reasons why the North and South fought the Civil War.

Sample 1: The North and South fought the Civil War for many reasons, some of which were the same and some different.

This weak thesis restates the question without providing any additional information or taking a position which may be challenged. Also, this thesis is too general and vague.

Sample 2: While both sides fought the Civil War over the issue of slavery, the North fought for moral reasons while the South fought to preserve its own institutions.

Now we have a working thesis! Included in this working thesis is a reason for the war and some idea on how the two sides disagreed. The thesis has a stated position, is narrow and specific, and informs the reader what to expect the rest of the paper.

Practice

Create your own thesis sentence based on the prompt below. This will serve as a draft.

Prompt:

Compare the Magna Carta to two of the following documents. Evaluate how each document established or extended the democratic ideals of self-government and individual liberty.

- a. English Bill of Rights
or
U.S. Bill of Rights
- b. Declaration of Independence
or
Declaration of the Rights of Man
and the Citizen

Student Handout 8

Writing a Thesis Statement

Prompt

Compare the Magna Carta to two of the following documents. Evaluate how each document established or extended the democratic ideals of self-government and individual liberty.

- a. English Bill of Rights OR U.S. Bill of Rights
b. Declaration of Independence OR Declaration of Rights of Man and the Citizen

Analyze the prompt

This question asks you to describe similarities and differences between three documents from different periods of time. The comparison of the documents is based on the five democratic ideals you have studied (rule of law, limited government, consent of the governed, due process of law, and individual liberty) and each document's historical significance.

Develop your thesis sentence

1. Which documents are you going to compare to the Magna Carta?

Magna Carta 1. _____ 2. _____

2. Which ideals do the documents have in common (similarities)?

3. What is your position on the importance of the three documents establishing or extending the ideals of self-government and individual liberty?

4. Based on your analysis, write your thesis sentence to the prompt.

Check my work

Answer the following questions: (Circle your answer)

- Do I answer the question in my thesis? YES or NO
- Have I taken a position that others might challenge in my thesis? YES or NO
- Does my thesis do more than just provide a fact? YES or NO
- Is my thesis specific rather than vague or general? YES or NO

If you answered "no" to any of the above questions, revise your thesis below.

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Student Handout 9

Democratic Ideals Writing Assignment

Historical Background

The Glorious Revolution, the American Revolution, and the French Revolution had enduring effects worldwide on the political expectations for self-government and individual liberty. There were five documents written from 1215 to 1791 with the intent to guarantee these rights for their citizens.

Prompt

Compare the Magna Carta to two of the following documents. Evaluate how each document established or extended the democratic ideals of self-government and individual liberty.

- a. English Bill of Rights or U.S. Bill of Rights
- b. Declaration of Independence or Declaration of the Rights of Man and the Citizen

Task

Write an introductory paragraph and three topic sentences.

1. Write an introductory paragraph that provides the historical background of the Glorious Revolution, American Revolution, and French Revolution and their historical significance.
2. Write a thesis sentence which takes a clear historical position at the end of your introductory paragraph.
3. After writing the introduction, write three topic sentences that support your thesis.
4. Write your rough draft using **Student Handout 10**.
5. Re-write your introduction and topic sentences on a sheet of lined paper.

Suggested terms to be used in your writing:

rule of law
consent of the governed
individual liberty
due process of law
limited government
Glorious Revolution
American Revolution
French Revolution
extend
establish

Student Handout 10

Paragraph 1 Introduction	<u>Historical Context:</u> 2-3 sentence summary of how the Glorious Revolution, American Revolution, and French Revolution led to the political expectations for self-government and individual liberty.		
	<u>Thesis:</u> Your position about how the three documents established or extended the democratic ideals of self-government and individual liberty.		
Paragraph 2 Body paragraph	<u>Main Idea</u> <i>1st democratic ideal within documents which extended self-government or individual liberty.</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 3 Body paragraph	<u>Main Idea</u> <i>2nd democratic ideal within documents which extended self-government or individual liberty.</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 4 Body paragraph	<u>Main Idea</u> <i>3rd democratic ideal within documents which extended self-government or individual liberty.</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	

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Model Lesson 2

Capitalism and Response to It

Standard 10.3.6

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Student Handout 1

Economic Systems Survey

Directions: Read the descriptions below. Decide if you agree or disagree by marking an X in the appropriate box. Be prepared to discuss why you made your decisions.

	Agree	Disagree
1. Property and the means of production (factories) should be owned by businesses and individuals.		
2. When individuals follow their own self interest, progress will result.		
3. The government must act to protect workers since employers often take advantage of them.		
4. The government should own property and the means of production.		
5. The government should not interfere in the economy because the rules of the market-place (the world of business) benefit everyone.		
6. Goods should be distributed according to each person's needs.		
7. Competition among businesses is good.		
8. Progress results when producers of goods cooperate for the benefit of all.		

Student Handout 2

Evaluating Capitalism and Socialism

	Capitalism	Socialism
Positives (Benefits)		
Negatives (Problems)		

Student Handout 3

Economic Philosophies and Systems

Directions: Circle the key words from each definition, then rewrite the definition in your own words.

Economic Philosophies and Systems	Definition	Definition in your own words
Mercantilism	Mercantilism is an early modern European economic theory and system that actively supported the establishment of colonies. These colonies would supply materials and markets and relieve home nations of dependence on other nations.	
Capitalism	Capitalism is an economic system in which the means of production are privately owned and money is invested in businesses to make a profit. In a capitalist or market economy, the key economic decisions emerge from the interaction of buyers and sellers in a free market.	
Utopianism	Based on the word <i>utopia</i> , perfect living place, utopianism sought to achieve equality in social and economic conditions by replacing private property and competition with collective ownership and cooperation.	
Socialism	Socialism is an economic system in which the factors of production are owned by the public and operate for the benefit of all. Under socialism, the government makes the key economic decisions.	
Social Democracy	Social Democracy, or a mixed economy, is one that has both free market and socialist characteristics. Social democracy promotes the reforming of capitalism through government regulation of the economy.	
Communism	Communism is a theoretical economic system characterized by the collective ownership of property and by the organization of labor for the common good of all members.	

Mercantilism

Capitalism

Socialism

Communism

1500s

1600s

1700s

1800s

1900s

Additional Notes

Student Handout 4

Connecting the Activity to Economic Systems

Economic System	Rock, Paper, Scissors Game
<p>Capitalism</p> <ul style="list-style-type: none">• Private ownership of industry• Freedom of competition• Results in unequal economic classes	<p>Capitalism</p> <ul style="list-style-type: none">• _____• _____• _____
<p>Socialism</p> <ul style="list-style-type: none">• Government ownership of industry• Goal of bringing economic equality• Aims for a classless society	<p>Socialism</p> <ul style="list-style-type: none">• _____• _____• _____

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Student Handout 5

Capitalism and Socialism Reading

Directions: Read the following passages carefully. Highlight or underline key ideas and terms that are important to understanding each economic system. Use the left hand column to take notes. Be prepared to discuss and explain the ideas and terms you selected.

Notes and Questions

Capitalism:

Capitalism is an economic system based on money (capital means money). The central idea of capitalism is that the marketplace, not rulers or governments, decide what will be made and sold. In the marketplace, people influence what will be produced by the goods they decide to purchase. For example, if more people purchase Ford automobiles than Chevrolet automobiles, then more Fords and fewer Chevrolets will be produced. In his book The Wealth of Nations, economist Adam Smith called this idea the *invisible hand* (the ability of the marketplace to respond to public demand without the government getting involved). Because governments could not control the *invisible hand* from moving the marketplace, economists called this type of economy laissez-faire, or “hands-off” capitalism. The Wealth of Nations carries the important message that the government should intervene as little as possible in economic affairs and leave the market to its own devices. It advocates the liberation of economic production from all regulation in order to benefit the people

In 19th century western Europe, capitalism became the dominant economic system. Wealth increased tremendously for some, and the middle classes increased in size. However, the Industrial Revolution caused many people to give up farming and move to cities to seek employment. Many farmers found jobs in the new factories in the cities. Factory workers worked from 12 to 16 hours a day, 6 days a week, with 30 minutes for lunch and dinner. There was no such thing as a minimum wage and a worker could be fired at any time for any reason. Some began to see capitalism as an unfair economic system where the rich got richer and the poor suffered.

Student Handout 5

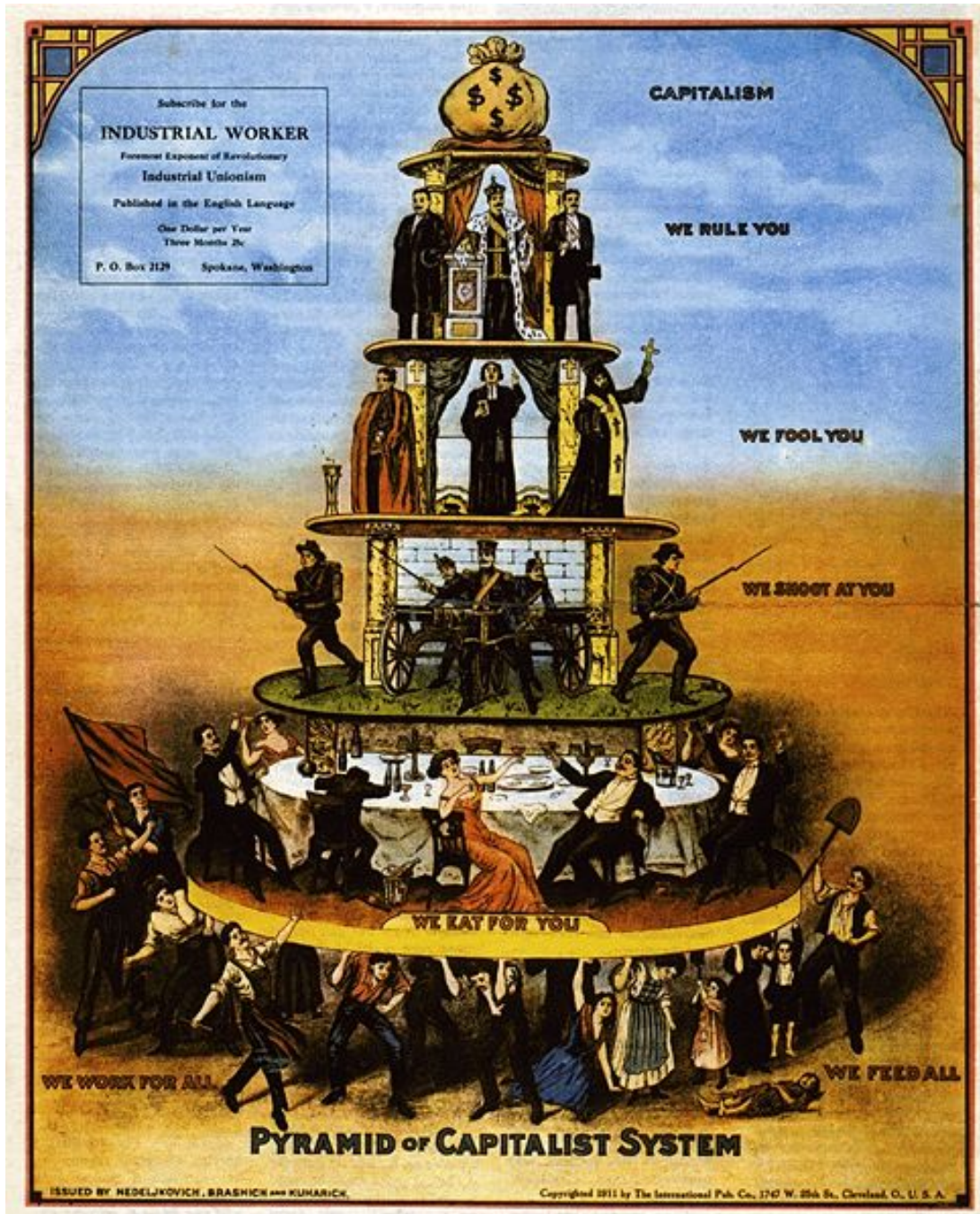
Notes and Questions

Socialism:

Socialism is an economic system in which the government owns and controls manufacturing and is responsible for planning the economy. It was created in an attempt to eliminate the differences between the rich and poor. In a socialist system, where the government owns manufacturing, businesses, and property, the government determines what is to be produced and distributes wealth evenly. Early 19th century socialists believed that the spirit of cooperation evident in socialist theory could replace the marketplace competition of capitalism. Later 19th century proponents of socialist theory, like Karl Marx, believed that cooperation was not possible and that conflict between the owners of capital and those who worked for them in factories was inevitable. He believed that the struggle between the two groups would eventually lead to a workers revolution.

Document 1

The Pyramid of Capitalist System



Document 2

Writings from Marx and Engels

Excerpts from the *Communist Manifesto* by Friederich Engels and Karl Marx, 1848

“The modern bourgeois (middle class) society...has not done away with class antagonisms (hatred between groups of people). It has but established new forms of struggle in place of the old ones. Modern industry has converted the little workshop of the patriarchal (male) master into the great factory of the industrial capitalist. Masses of laborers, crowded into the factory, are organized like soldiers.... They are slaves of the machine and the manufacturer. Instead of rising as industry progresses, they sink deeper and deeper into poverty....”

"Owing to the use of machinery and to division of labor, the work of the proletarians (worker class) has lost all individual character, and consequently, all charm for the workmen. He becomes [a limb] of the machine, and it is only the most simple, most monotonous (boring), and most easily acquired knack (skill or ability), that is required of him.”

Excerpt from the *Principles of Communism* by Friedrich Engels, 1847

“Above all, [the government]... will have to take control of industry and of all the branches of production out of the hands of... competing individuals, and instead institute a system as a whole, that is for the common account (good), according to a common plan, and with the participation of all members of society. It will... abolish (eliminate) competition....Private property must therefore be abolished.”

Document 3

Adam Smith, *The Wealth of Nations*

Excerpts from *The Wealth of Nations* by Adam Smith, 1776

“The sole purpose of all production is to provide the best possible goods to the consumer at the lowest possible price. Society should assist producers of goods and services only to the extent that assisting them benefits the consumer... he [the consumer] intends his own gain; and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention.... By pursuing his own interest, he frequently promotes that of the society....”

“According to this liberal and generous system, therefore, the most advantageous method in which a landed nation can raise up artificers (craftsmen), manufacturers, and merchants of its own, is to grant the most perfect freedom of trade to artificers, manufacturers and merchants of all nations.”

Document 4

Ralph Waldo Emerson, *The Conduct of Life*

Excerpt from *The Conduct of Life*, by Ralph Waldo Emerson, 1860

“Wealth brings with it its own checks and balances. The basis of a [capitalistic] economy is noninterference [by the government]. The only safe rule is found in the self adjusting meter (measure) of demand and supply. Open the doors of opportunity to talent and virtue (good character) and they will do themselves justice, and property will not be in bad hands. In a free and just commonwealth (society), property rushes from the idle (non-working) and imbecile (fool) to the industrious (hard-working), brave and persevering (dedicated).”

Student Handout 6

Document Analysis Guide

Directions: As you read and analyze the primary source documents, use this chart to organize your ideas. You will use this chart when you work on the writing task, so write clearly and accurately.

<u>Document and Source</u>	<u>Economic System</u> Do the ideas of the document represent capitalism or socialism?	<u>Evidence and Explanation</u> Key quote, image, or phrase that shows what system is being represented. Explain how.	<u>Opposite View</u> How would someone with the opposing view, (capitalist or socialist) criticize this document?
Document 1: <i>The Pyramid of Capitalist System</i>			
Document 2: Writings from Marx and Engels			

<u>Document and Source</u>	<u>Economic System</u>	<u>Evidence and Explanation</u>	<u>Opposite View</u>
----------------------------	------------------------	---------------------------------	----------------------

Student Handout 6

	Do the ideas of the document represent capitalism or socialism?	Key quote, image, or phrase that shows what system is being represented. Explain how.	How would someone with the opposing view, (capitalist or socialist) criticize this document?
Document 3: Adam Smith, <i>The Wealth of Nations</i>			
Document 4: Ralph Waldo Emerson, <i>The Conduct of Life</i>			

Student Handout 7

Writing Prompt and Task Sheet

Background

From 1750 through 1914, the economic systems of capitalism and socialism emerged and developed in Europe as part of, and as a response to, the Industrial Revolution. The Industrial Revolution resulted in major changes both socially and economically. The systems of capitalism and socialism have become dominant economic systems influencing the history of the world from the 18th century until the present.

Prompt

Compare and contrast the characteristics of capitalism and socialism. Discuss the benefits and problems of each system, and evaluate which system provided the greater overall benefit to society.

Tasks

- 1) Write an introduction in which you provide the historical background from which capitalism and socialism developed. End the paragraph with a thesis statement that indicates which economic system provides the greater overall benefit to society.
- 2) Write body paragraphs which describe the characteristics of each system and which detail the strengths and problems of capitalism and socialism.
- 3) Incorporate quotes and/or evidence from a minimum of two different sources to support your arguments. Explain the meaning of the quotes and/or evidence.
- 4) Write a conclusion where you discuss the overall consequences or benefits of your favored system.

Suggested terms to use in your writing.

capitalism
socialism
economic system
philosophy
conflict
social
labor
perspective
benefits
problems

Student Handout 8

Writing Graphic Organizer

Paragraph 1	<u>Historical Context:</u> 2-3 sentence background of capitalism and socialism	
	<u>Thesis:</u> Which system provides the greater overall benefit to society?	
Paragraph 2	<u>Main Idea</u> <i>Capitalism or Socialism</i>	Topic Sentence Characteristics Benefits Problems Concluding Sentence
Paragraph 3	<u>Main Idea</u> <i>Capitalism or Socialism</i>	Topic Sentence Characteristics Benefits Problems Concluding Sentence
Paragraph 4	<u>Main Idea</u> <i>Evaluating the two economic systems</i>	Restate Thesis Overall consequences/benefits of your chosen system After considering both systems,

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Model Lesson 3

Great War Peace Process and its Effects

Standard 10.6.1

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Document 1

Speech on the Treaty of Versailles April 17, 1923

With the armistice begins the humiliation of Germany. If the Republic on the day of its foundation had appealed to the country: Germans, stand together! Up and resist the foe! The Fatherland, the Republic, expects of you that you fight to your last breath, then millions who are now enemies of the Republic would be fanatical Republicans. Today they are the foes of the Republic not because it is a Republic but because this Republic was founded at the moment when Germany was humiliated, because it [has] so discredited the new flag that men's eyes must turn regretfully toward the old flag.

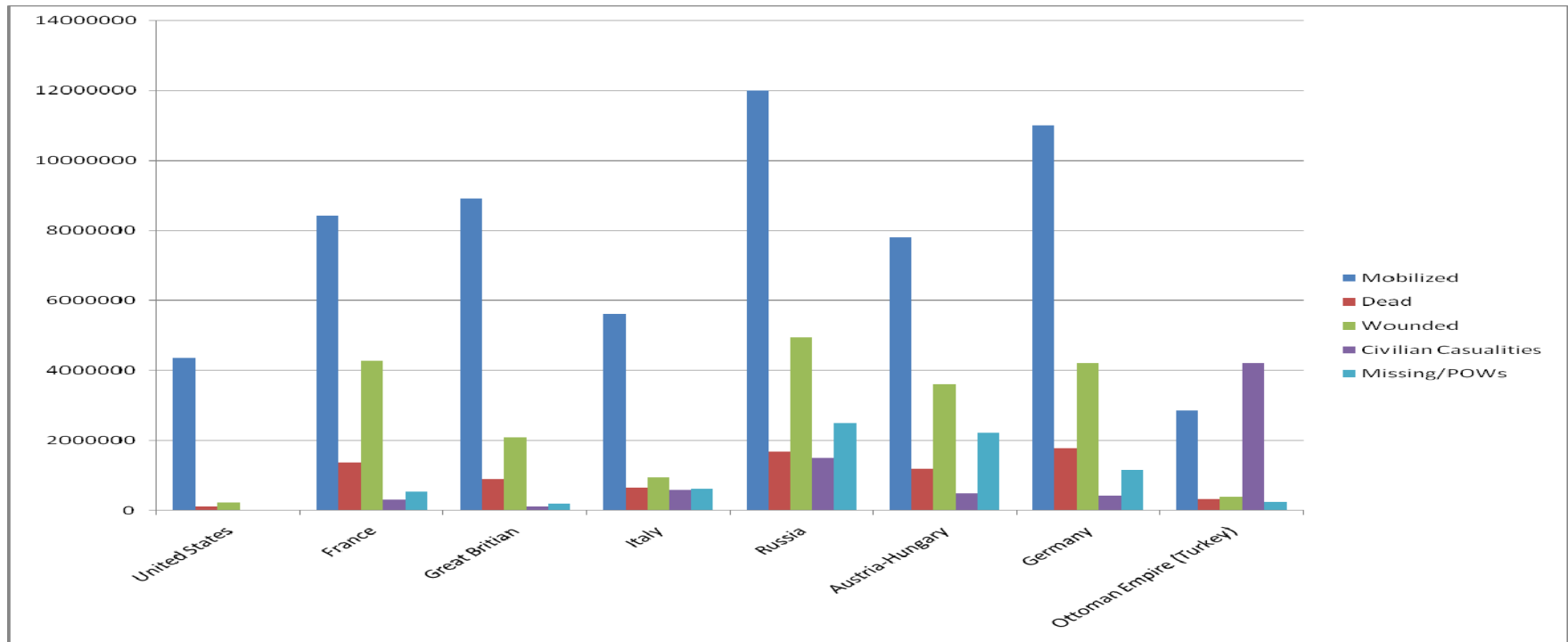
So long as this Treaty stands there can be no resurrection of the German people; no social reform of any kind possible! The Treaty was made in order to bring 20 million Germans to their deaths and ruin the German nation.

There is thus one thing which is the first task of this Movement: it desires to make the German once more national, that his Fatherland shall stand for him above everything else. It desires to teach our people to understand afresh the truth of the old saying: He who will not be a hammer must be an anvil. An anvil we are today and that anvil will be beaten until out of the anvil we fashion once more a hammer, a German sword.

Document 2

Casualty Chart and Graph

Country	Mobilized	Dead	Wounded	Civilian Casualties	Missing/POWs
United States	4,355,000	126,000	234,300	757	4,526
France	8,410,000	1,375,800	4,266,000	300,000	537,000
Great Britain	8,904,467	908,371	2,090,212	109,000	191,652
Italy	5,615,000	650,000	947,000	589,000	600,000
Russia	12,000,000	1,700,000	4,950,000	1,500,000	2,500,000
Austria-Hungary	7,800,000	1,200,000	3,620,000	467,000	2,200,000
Germany	11,000,000	1,773,700	4,216,058	426,000	1,152,800
Ottoman Empire (Turkey)	2,850,000	325,000	400,000	4,200,000	250,000



Document 3

Important Facts of World War I

Nations declaring war on the Central powers	24
German warships scuttled at Scapa Flow, June 21, 1919	51
German U-boats lost in action	178
Daily average caloric intake of German citizens, January, 1918*	1,000
Size of German army allowed under the Treaty of Versailles	100,000
Estimated combatants killed (all nations)	8,300,000
Reparations demanded by Allied powers in dollars	23,000,000,000
Direct cost of war to all belligerents in 1913 dollars	82,400,000,000

*The recommended caloric intake for a healthy adult is 2,000 - 2,500 per day

Document 4

Cost of the War

Allied Powers	Cost in Dollars in 1914-18
United States	22,625,253,000
Great Britain	35,334,012,000
France	24,265,583,000
All Others	43,465,629,000
Total	125,690,477,000

Central Powers	Cost in Dollars in 1914-18
Germany	37,775,000,000
Austria-Hungary	20,622,960,000
All Others	2,245,200,000
Total	60,643,160,000

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Student Handout 2

Costs of War Graphic Organizer

Directions: Using **Document 2**, complete the column for Military Wounded. Study the information and reflect on the total cost of the war for each country. Put your answers in the appropriate boxes use the Notes and Unanswered Questions column to write down any questions you might have.

Key Allies	Financial Cost to Country (in dollars) (From Doc 4)	Military Dead (From Doc 2)	Military Wounded (From Doc 2)	Civilian Casualties (From Doc 2)	Post-War Impact on Military (From Doc 3)	Notes and Unanswered Questions
France	24,265,583,000	1,375,800		300,000	Unclear or not significant	
Great Britain	35,334,012,000	908,371		109,000	Unclear or not significant	
United States	22,625,253,000	126,000		757	Unclear or not significant	

Focus Question: How might the above information influence the attitudes of the nations involved in the peace process after World War I?

Student Handout 2

Costs of War Graphic Organizer

Directions: Using **Document 2**, complete the column for Military Wounded. Study the information and reflect on the total cost of the war for each country. Put your answers in the appropriate boxes use the Notes and Unanswered Questions column to write down any questions you might have.

Key Central Powers	Financial Cost to Country (in dollars) (From Doc 4)	Military Dead (From Doc 2)	Military Wounded (From Doc 2)	Civilian Casualties (From Doc 2)	Post-War Impact on Military (From Doc 3)	Notes and Unanswered Questions
Austria-Hungary	20,622,960,000	1,200,000		467,000	Unclear	
Germany	37,775,000,000	1,773,700		426,000	Limited to 100,000	

Focus Question: How might the above information influence the attitudes of the nations involved in the peace process after World War I?

Student Handout 3

Anticipatory Set-World War I Peace Process

Directions: Read each question and circle either yes or no.

1. Should Germany have to pay money for the damages caused during the war?
Yes /No

4. Should Germany withdraw its troops from foreign lands it occupied during the war?
Yes/No

2. Should Germany have to give up its weapons?
Yes/No

5. Should Germany have to release its prisoners of war?
Yes/No

3. Should Germany have to let the Allied Powers keep German prisoners of war?
Yes/No

6. Should Germany have to give up some of its land claimed by other countries?
Yes/No

Student Handout 4

Vocabulary/Key Term Support

reparations—payments for rebuilding

no secret treaties—open or transparent agreements

self-determination—autonomy or independent authority; freedom of the people of a given nation to choose their own political status

guilt clause—formally assigning blame

freedom of the seas—open travel

League of Nations—global governing body

withdrawal—pull out or evacuation

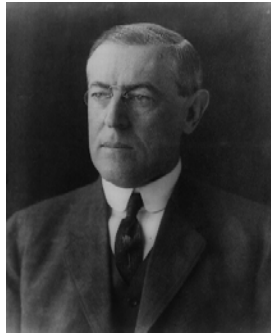
occupation—foreign troops remain in a country

disarmament—limit weapons and/or armies

demilitarized zone—a buffer region along the border between nations

spoils of war—gains from winning

Document 7



President Wilson's Fourteen Points

The Fourteen Points were listed in a speech delivered by President Woodrow Wilson to the United States Congress on January 18, 1918. In his speech, President Wilson shared his vision for a lasting peace in Europe after World War I. The ideas in the speech encourage the Central Powers to surrender, and provided the basis for the terms of the German surrender on November 11, 1918. The Treaty of Versailles, which was negotiated at the Paris Peace Conference in 1919, included only four of the points of this speech. Ultimately, the United States refused to ratify the Treaty of Versailles, and signed a separate peace treaty with Germany in 1923.

Directions: Of the fourteen points below, six are already matched in the right column with key concepts underlined that identify Wilson's main terms for a peace agreement. For the remaining eight points, use the terms below to clearly identify other goals. Highlight or underline the key words in Wilson's points that match a key concept or term. Some terms may be used more than once. Some terms are not used at all.

self-determination disarmament withdrawal reparations guilt clause
no secret treaties League of Nations freedom of the seas

<p>5</p> <p>10</p>	<p>We entered this war because violations of right had occurred which touched us to the quick and made the life of our own people impossible unless they were corrected and the world secured once for all against their recurrence. What we demand in this war, therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. The program of the world's peace, therefore, is our program; and that program, the only possible program, as we see it, is this:</p>	<p>Wilson's terms for a peace agreement:</p>
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Document 7

15	I. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.	I. _____
20	II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.	II. _____
25	III. The removal, so far as possible, of all <u>economic barriers</u> and the establishment of an <u>equality of trade</u> conditions among all the nations consenting to the peace and associating themselves for its maintenance.	III. <u>free trade</u>
30	IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.	IV. _____
35	V. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined.	V. _____
40	VI. The <u>evacuation</u> of all Russian territory and such a settlement of all questions affecting Russia as will secure the best and freest cooperation of the other nations of the world in obtaining for her an unhampered and unembarrassed opportunity for the independent determination of her own political development and national policy and assure her of a sincere welcome into the society of free nations under institutions of her own choosing; and, more than a welcome, assistance also of every kind that she may need and may herself desire. The treatment accorded Russia by her sister nations in the months to come will be the acid test of their good will, of their comprehension of her needs as distinguished from their own interests, and of their intelligent and unselfish sympathy.	VI. <u>withdrawal</u>
50	VII. Belgium, the whole world will agree, must be evacuated and restored, without any attempt to limit the sovereignty which she enjoys in common with all other free nations. No other single act will serve as this will serve to restore confidence among the nations in the laws which they have themselves set and determined for the government of their relations with one another. Without this healing act the whole structure and validity of international law is forever impaired.	VII. _____
60	VIII. All French territory should be freed and the invaded portions	VIII. _____

Document 7

65	restored, and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine, which has unsettled the peace of the world for nearly fifty years, should be righted, in order that peace may once more be made secure in the interest of all.	
	IX. A <u>readjustment of the frontiers</u> of Italy should be effected along clearly recognizable <u>lines of nationality</u> .	IX. <u>self-determination</u>
70	X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded <u>the freest opportunity of autonomous development</u> .	X. <u>self-determination</u>
75 80	XI. Romania, Serbia, and Montenegro should be <u>evacuated</u> ; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.	XI. <u>withdrawal</u>
85	XII. The Turkish portions of the present Ottoman Empire should be assured a secure sovereignty, <u>but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of an autonomous development</u> , and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.	XII. <u>self-determination</u>
90 95	XIII. An independent Polish state should be erected which should include the territories inhabited by indisputably Polish populations, which should be assured a free and secure access to the sea, and whose political and economic independence and territorial integrity should be guaranteed by international covenant.	XIII. _____
	XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.	XIV. _____
100	In regard to these essential rectifications of wrong and assertions of right we feel ourselves to be intimate partners of all the governments and peoples associated together against the Imperialists. We cannot be separated in interest or divided in purpose. We stand together until the end.	

Student Handout 5

Directions: Using Documents 7, 8, and 9, complete the following chart.

The Peace Process -- Fourteen Points, Armistice, Treaty of Versailles

	President Wilson's Fourteen Points	Armistice	Treaty of Versailles
Date	January 8, 1918	November 11, 1918	June 28, 1919
General Description			
Main Provisions			
Intent			
Effects			

Document 8

Conditions of an Armistice with Germany

Official release by the German government, published in the *Kreuz-Zeitung*, November 11, 1918.

Directions: Fill in the blanks. Match the terms below as “Terms of the Truce” or armistice. Highlight or underline key words that determine the match. Some may be used more than once, and some not at all.

no spoils to Germany

P.O.W. settlement

freedom of the seas

disarmament

blockade

withdrawal

spoils of war to Allies

reparations

set time frame

occupation

	Terms of the Truce
The following terms were set by the Allied powers for the Armistice.	
1. Effective six <u>hours</u> after signing.	1) <u>set timeframe</u>
2. Immediate clearing of Belgium, France, Alsace-Lorraine, to be concluded within 14 days. Any troops remaining in these areas to be interned or taken as prisoners of war.	2) _____
3. Surrender 5000 cannon (chiefly heavy), 30,000 machine guns, 3000 trench mortars, 2000 planes.	3) _____
4. Evacuation of the left bank of the Rhine, Mayence, Coblenz, Cologne, occupied by the enemy to a radius of 30 kilometers deep.	4) _____
5. On the right bank of the Rhine a neutral zone from 30 to 40 kilometers deep, evacuation within 11 days.	5) _____
6. <u>Nothing to be removed from the territory</u> on the left bank of the Rhine, <u>all factories, railroads, etc.</u> to be left intact.	6) <u>no spoils to Germany</u>
7. <u>Surrender</u> of 5000 locomotives, 150,000 railway coaches, 10,000 trucks.	7) <u>no spoils to Germany</u>
8. Maintenance of enemy occupation troops through Germany.	8) _____
9. In the East all troops to withdraw behind the boundaries of August 1, 1914, fixed time not given.	9) _____
10. <u>Renunciation</u> of the Treaties of Brest-Litovsk and Bucharest.	10) <u>overrides other treaties</u>
11. Unconditional surrender of East Africa.	11) _____
12. <u>Return of the property</u> of the Belgian Bank, Russian and Rumanian gold.	12) <u>no spoils to Germany</u>
13. Return of <u>prisoners of war</u> without reciprocity.	13) <u>P.O.W. settlement</u>

Document 8

14. Surrender of 160 U-boats, 8 light cruisers, 6 Dreadnoughts; the rest of the fleet to be disarmed and controlled by the Allies in neutral or Allied harbors.	14) _____
15. Assurance of free trade through the Cattegat Sound; clearance of mine fields and occupation of all forts and batteries, through which transit could be hindered.	15) _____
16. The <u>blockade</u> remains in effect. All German ships to be captured.	16) <u>blockade</u>
17. All limitations by Germany on <u>neutral shipping</u> to be removed.	17) <u>freedom of the seas</u>
18. Armistice lasts <u>30 days</u> .	18) <u>set timeframe</u>

Document 9



Treaty of Versailles Background Reading

Directions: Use this document to complete **Student Handout 6**. As you read use the column on the right to take notes on the text or ask questions.

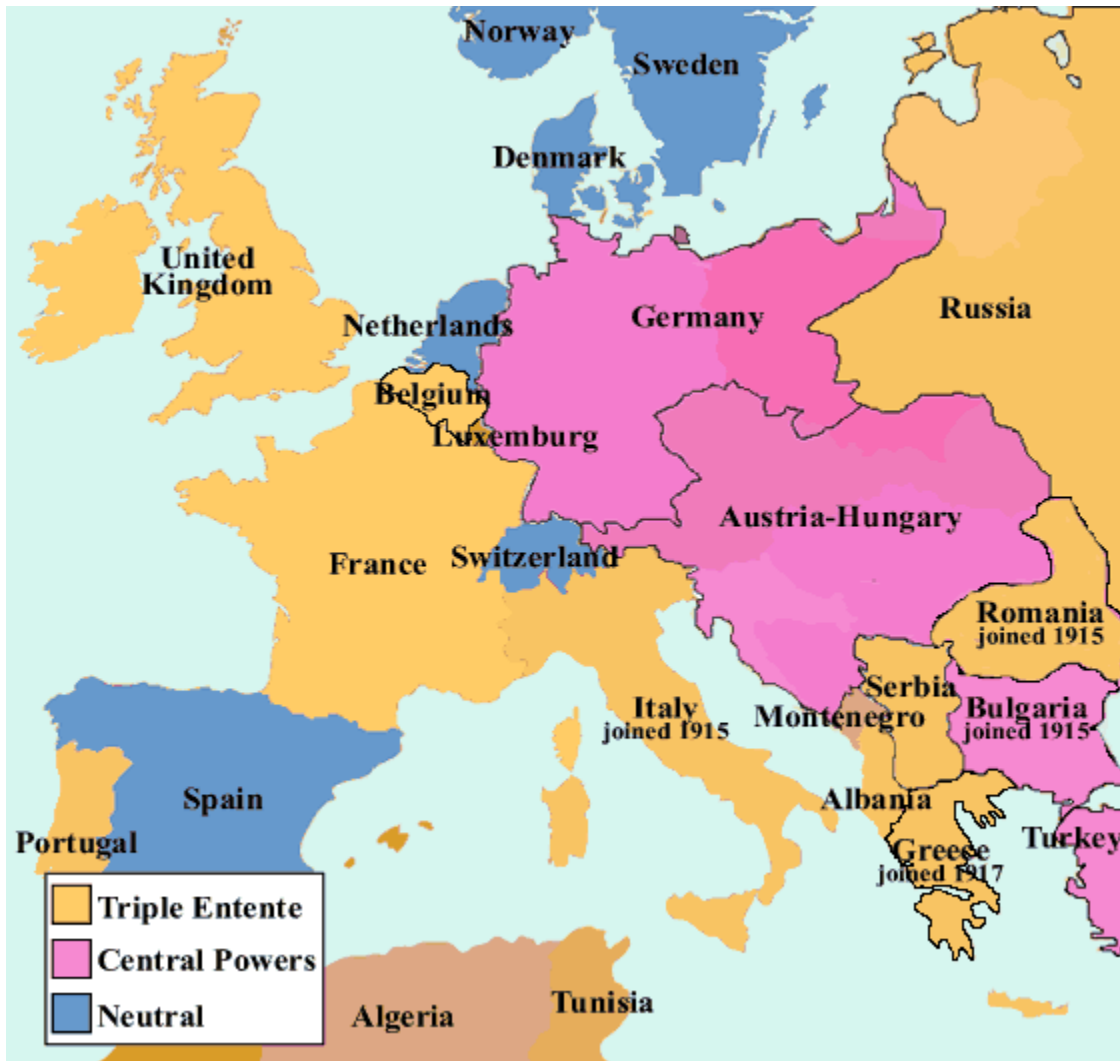
	Background	Notes and Questions
5	<p>When Germany sought peace terms in 1918, the Germans thought that these terms would be based on President Woodrow Wilson's Fourteen Points. Wilson had set these out in an address to the United States Congress in January 1918. President Wilson had set out his beliefs on a peace based on justice, democracy, and equality. President Wilson later stated that the peace should include no annexations, no contributions, and no punitive damages.</p>	
10	<p style="text-align: center;">The Big Three</p>	
15	<p>In the years following the end of World War I, peace treaties were signed with Germany and her allies (Austria-Hungary, Turkey, and Bulgaria). The treaties were: Treaty of Saint Germain with Austria in 1919, Treaty of Neuilly with Bulgaria in 1919, Treaty of Sevres with Turkey in 1920 and Treaty of Trianon with Hungary in 1920. The terms of these treaties were made up mainly by the Big Three:</p>	
20	<p>Clemenceau of France, Lloyd-George of Britain, and President Wilson of the United States during negotiations in Paris. The treaty with Germany was by far the most important. It was signed in the Hall of Mirrors in June 1919 and is called the Treaty of Versailles.</p>	
25	<p>When judging the terms of the peace treaties, in particular the Treaty of Versailles, it is important to keep in mind the atmosphere in Europe and the attitude towards Germany in the period just after the war. Anti-German feeling was strong in 1919.</p>	
30	<p>Woodrow Wilson, the American President, aimed to secure a peace based on the Fourteen Points: a peace that would be based on justice, that would have liberal principals at its core, and that would be maintained by a new international organization (The League of Nations). Wilson did agree that Germany needed to be punished for starting the war, but he wanted the punishment to be fair.</p>	
35	<p>David Lloyd-George, the British Prime Minister, was in a difficult</p>	

Document 9

40 45 50 55 60 65	<p>position. Britain had suffered huge casualties in the war and the general public was demanding revenge. Typical headlines in British newspapers, such as “Make Germany Pay” and “Hang the Kaiser,” reflected British public feeling. Lloyd-George was determined to maintain Britain’s naval supremacy and to enlarge the British Empire. He had also announced in the 1918 election campaign that he expected Germany to pay as much as it could for the damage it had caused. Lloyd-George was also prepared to see Germany’s military strength reduced. On the other hand, he was also aware that the new Weimar leaders of Germany were different from those of the Kaiser’s time. An overly harsh treaty might undermine them and create an embittered Germany. Lloyd-George was also concerned that if the peace treaty humiliated Germany, it might provoke a Bolshevik revolution, similar to what had happened in Russia in 1917. While he was prepared to talk in harsh terms for the people home in Great Britain, Lloyd-George worked to ease some of the harsher terms demanded by Clemenceau.</p> <p>Clemenceau, the French leader, was determined to punish Germany. This had been the second time in living memory that France had been invaded by Germany. In 1871, Germany had taken Alsace-Lorraine from France and forced them to pay huge reparations. French casualties had also been massive during World War I, the highest amongst the Allies. Clemenceau wanted German power reduced so that it could never again pose a military threat. The French people were fully behind their leader.</p> <p>The war had been extremely expensive. By the end of it, Britain and France had large debts to repay. France especially had suffered extensive damage to large parts of the country that would cost a great deal to repair. Following the war, public opinion in both Britain and France felt strongly that Germany should be made to meet these costs of the war.</p>	Notes and Questions
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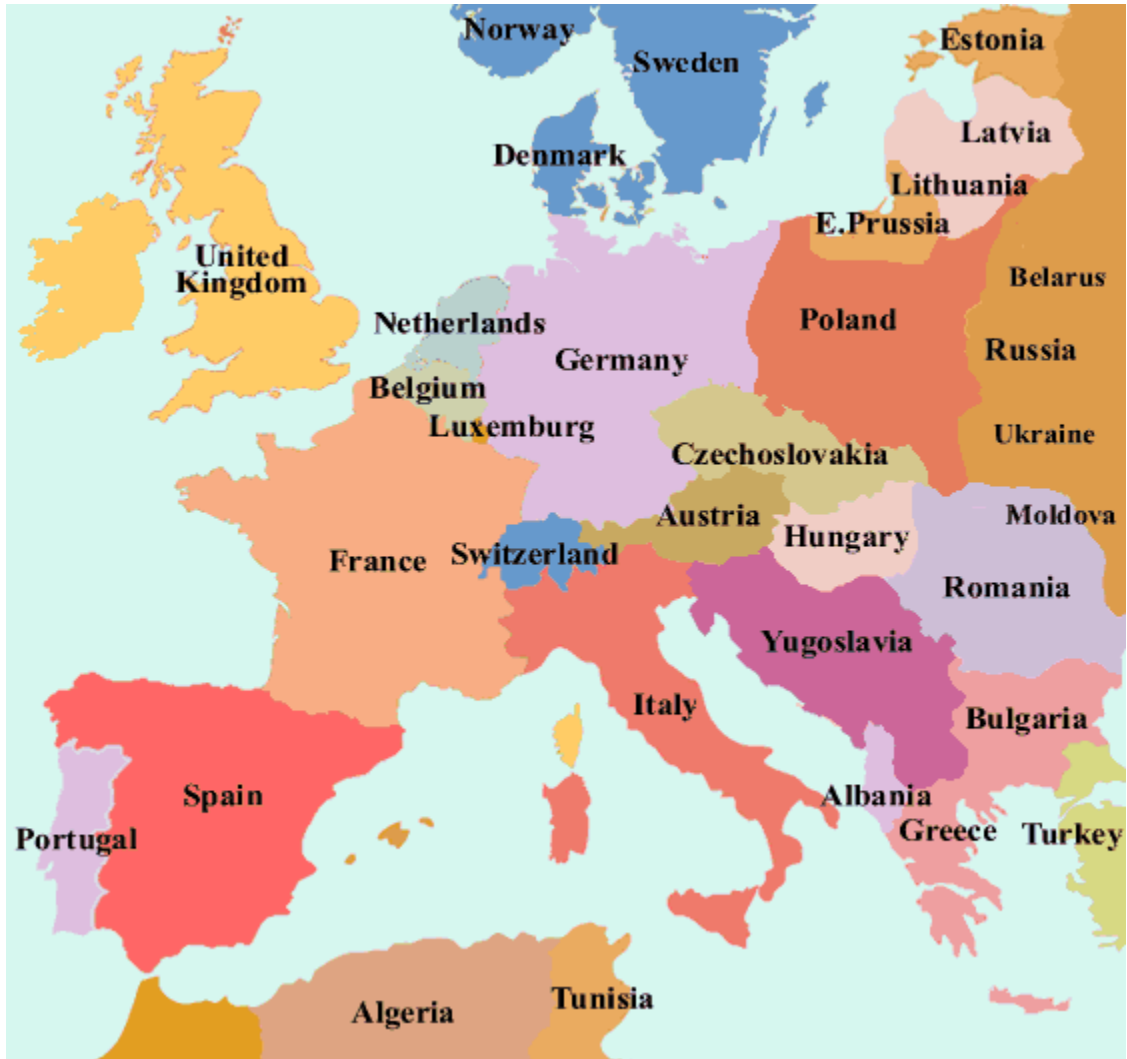
Document 5

Europe 1914



Document 6

Europe 1918



Document 9

Treaty of Versailles Background Reading

Directions: Use this document to complete **Student Handout 6**. As you read, use the column on the right to take notes or write questions

	<p style="text-align: center;"><i>The Main Terms of the Treaty of Versailles</i></p> <p style="text-align: center;">Territorial Changes</p>	<p style="text-align: center;">Notes and Questions</p>
5	<p>Before the end of the war, President Woodrow Wilson issued his famous Fourteen Points. Germany had signed the armistice in November 1918 on the understanding that these 'Fourteen Points' would be the basis of the peace treaty.</p>	
10	<p>One of these points established the principle of self-determination. This principle proposed that the old pre-war European empires should be broken up and that the map of Europe should be re-drawn so that each nationality would live within its own borders, independent of foreign powers and with its own form of government. This was a</p>	
15	<p>sound principle in theory, but the ethnic mixture in some parts of Europe meant that some groups of people would become inhabitants of a new and/or different country. Also, the principle sometimes had to take 'second place' to practical considerations - such as making sure that countries had sensible borders for purposes of defense,</p>	
20	<p>trade, and economic stability. Significant territorial changes included:</p> <ul style="list-style-type: none">▪ Alsace-Lorraine was given back to France.▪ Eupen and Malmedy on the border with Belgium were given to Belgium after a vote.	
25	<ul style="list-style-type: none">▪ The Saar region was placed under League of Nations control for 15 years, during which time the French could work its coal mines. A vote would then be held to decide the area's future.▪ Northern Schleswig was given to Denmark after a vote.	
30	<ul style="list-style-type: none">▪ Parts of Upper Silesia, Posen and West Prussia were given to the new country of Poland. This was partly to make the new country of Poland stronger as this area contained mineral reserves and also to give Poland access to the sea. Many Germans were in these territories. This also cut East Prussia off from the rest of Germany.	
35	<ul style="list-style-type: none">▪ The city of Danzig was to be a free city under the League of Nations.▪ Germany was not allowed to unite with Austria.▪ All of Germany's colonies were taken away.	
40	<p>As a result of the territorial changes, Germany lost 13.5% of its land and 12.5% of its population. These losses were to hit the German economy hard in the following years.</p>	

Document 9

45	<p>These losses also created considerable resentment in Germany, especially the losses in eastern Germany and the perceived failure of the peace-makers to allow self-determination.</p>	Notes and Questions	
	Military Terms		
50	<ul style="list-style-type: none">▪ The West Bank of the Rhine was to be demilitarized. An allied army of occupation was to be stationed there for 15 years. On the East Bank, German troops were to be excluded of land 50 kilometers (31 miles) wide.		
55	<ul style="list-style-type: none">▪ The German army was to be reduced to 100,000 men.▪ The German navy was to have no battle ships and no submarines. The German High Seas Fleet was to be handed over to Britain, but it was scuttled on the day the Treaty of Versailles was signed as an act of defiance and disgust at the treaty.		
60	<ul style="list-style-type: none">▪ Germany was prohibited from having an air force. <p>An Allied Control Commission was set up to police these arrangements.</p>		
65	<p>The Treaty also stated that Germany was being disarmed. This was only a precursor to general world disarmament.</p>		
	Special Clauses		
70	<p>Article 231 stated, “The Allied and Associated Governments affirm that Germany accepts the responsibility of Germany and her allies for all the loss to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.”</p>		
75	<p>Article 231 became known as the War Guilt Clause. It provided the moral grounds to demand war reparations from Germany. In Germany it was seen as an unfair attempt to place the total blame for the war onto Germany and its allies.</p>		
80	<p>Article 232 imposed reparations upon Germany and was designed to help the Allied countries pay for the cost of the war and to keep Germany financially weak for many years. The Germans saw this as an attempt to destroy their industrial power.</p>		
85	The League of Nations		
90	<p>The setting up of a League of Nations was also written into the Treaty of Versailles. The Allies had different views about the League, but all agreed that Germany should not be allowed to join until it had given concrete proof of its intention to carry out the peace terms.</p>		
	<p>No representatives of the new German Weimar Republic were</p>		

Document 9

<p>95</p> <p>100</p> <p>105</p> <p>110</p> <p>115</p>	<p>allowed to take part in the negotiations at Versailles. The Germans were simply told to sign the treaty at the Palace of Versailles in 1919. The Germans did try to have input into the negotiations, but were not allowed to participate. This perpetuated the view that the Versailles Treaty was a <i>diktat</i> (a harsh settlement unilaterally imposed, as on a defeated nation).</p> <p style="text-align: center;"><i>Reactions to the Treaty of Versailles</i></p> <p>The treaty was well received in Britain, although it did not take long for critics of the harshness of the treaty to emerge.</p> <p>The French thought the treaty was too soft.</p> <p>Wilson was disappointed at the treaty's overall outcome.</p> <p>The Germans felt that the treaty was both punitive and unfair, and a major departure from Wilson's Fourteen Points.</p> <p>The treaty was to have long term effects for Germany and be a contributing factor to the events that led to the rise of Adolf Hitler and the Nazi Party.</p>	<p>Notes and Questions</p>
---	--	-----------------------------------

Student Handout 6

Directions: Using Document 9, complete the following chart.

Aims and Interests of the Allied Powers

	Aims and Interests	Reasons for Aims	Notes
United States			
France			
Great Britain			

Student Handout 7

Anticipatory Set-World War I Peace Process Revisited

Directions: Read each question and circle either yes or no, the appropriate key terms, document(s), and effects.

1. Should Germany have to pay money for the damages caused during the war? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

4. Should Germany withdraw its troops from foreign lands it occupied during the war? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

3. Should Germany have to give up its weapons? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

5. Should Germany have to release its prisoners of war? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

3. Should Germany have to let the Allied Powers keep German prisoners of war? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

6. Should Germany have to give up some of its land claimed by other countries? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

Student Handout 8

Pre-Writing Graphic Organizer

Directions: Using Student Handouts 2, 4, 5, and 6, complete the following chart on the Treaty of Versailles.

United States	Germany
<p>Aims:</p> <p>Actual Outcome:</p> <p>Evaluation of the Treaty from the U.S. Point of View:</p> <p>Evidence:</p>	<p>Aims:</p> <p>Actual Outcome:</p> <p>Evaluation of the Treaty from the German Point of View:</p> <p>Evidence:</p>
Other Allied Nation (Great Britain or France)	Notes
<p>Aims:</p> <p>Actual Outcome:</p> <p>Evaluation of the Treaty from the _____ Point of View:</p> <p>Evidence:</p>	

Student Handout 10

Great War Peace Process and its Effects: Writing Assignment

Historical Background

The Great War was among the most devastating events of the 20th century. The Treaty of Versailles officially brought about the end of the war in 1919. Each nation that was involved in the fighting had a great interest in what the terms of the Treaty would be, and therefore had differing national aims and expectations for the Treaty.

Prompt

Evaluate the Treaty of Versailles from the perspective of the United States, one other Allied power (Great Britain or France), and Germany. Be certain to include the national aims and actual outcomes for each country, and the impact of Wilson's Fourteen Points in your answer.

Task

Write a multi-paragraph response in which you:

1. Write an introductory paragraph that contains background on the Treaty of Versailles and a thesis statement evaluating the Treaty.
2. Write one paragraph from the perspective of the United States that includes its national aims and actual outcomes regarding the Treaty of Versailles. Be certain to include specific evidence from the documents in the lesson.
3. Write one paragraph from the perspective of either Britain or France that includes its national aims and actual outcomes regarding the Treaty of Versailles. Be certain to include specific evidence from the documents in the lesson.
4. Write one paragraph from the perspective of Germany that includes its national aims and actual outcomes regarding the Treaty of Versailles. Be certain to include specific evidence from the documents in the lesson.

Suggested terms to include in your writing:

disarmament
withdrawal
occupation
spoils of war
reparations

Treaty of Versailles
War Guilt Clause
League of Nations
freedom of the seas
self-determination

Student Handout 9

Writing Graphic Organizer

Paragraph 1	<u>Historical Context:</u> 2-3 sentence summary of the Treaty of Versailles	
Paragraph 2	<u>Thesis:</u>	
Paragraph 2	<u>Main Idea</u> <i>Perspective of the United States</i>	Topic Sentence Supporting Detail/Evidence <i>National Aims/Fourteen Points</i> Supporting Detail/Evidence <i>Actual Outcomes</i> Analysis <i>Evaluation of the Treaty</i> Concluding Sentence
Paragraph 3	<u>Main Idea</u> <i>Perspective of Great Britain or France</i>	Topic Sentence Supporting Detail/Evidence <i>National Aims</i> Supporting Detail/Evidence <i>Actual Outcomes/Fourteen Points</i> Analysis <i>Evaluation of the Treaty</i> Concluding Sentence
Paragraph 4	<u>Main Idea</u> <i>Perspective of Germany</i>	Topic Sentence Supporting Detail/Evidence <i>National Aims/Fourteen Points</i> Supporting Detail/Evidence <i>Actual Outcomes</i> Analysis <i>Evaluation of the Treaty</i> Concluding Sentence

Student Handout 9a

Writing Graphic Organizer

Paragraph 1	<u>Historical Context:</u> 2-3 sentence summary of the Treaty of Versailles		
	<u>Thesis:</u>		
Paragraph 2	<u>Main Idea</u> <i>Perspective of the United States</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims/Fourteen Points</i>
		Supporting Detail/Evidence	<i>Actual Outcomes</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	
Paragraph 3	<u>Main Idea</u> <i>Perspective of Great Britain or France</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims</i>
		Supporting Detail/Evidence	<i>Actual Outcomes/Fourteen Points</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	
Paragraph 4	<u>Main Idea</u> <i>Perspective of Germany</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims/Fourteen Points</i>
		Supporting Detail/Evidence	<i>Actual Outcomes</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	
Paragraph 5	<u>Restate Thesis</u>		
	<u>Review Main Points</u>		

Model Lesson 4

The Rise of Totalitarianism

Standard 10.7.3

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Student Handout 1

Dictators?

Directions: Consider the leaders in the chart below. Decide if they are dictators or democratic leaders. Using a check mark, indicate your choices. Be sure to explain your choices.

Leader and Country	Dictator	Democratic	Reason(s)
Bill Clinton - United States			
Fidel Castro - Cuba			
Adolf Hitler - Germany			
Mao Tse-tung - China			
Benito Mussolini - Italy			
Nelson Mandela - South Africa			
Kim Jong Il - North Korea			
Joseph Stalin - U.S.S.R.			

Criteria Chart

Your Criteria	Criteria from Document 1 and Student Handout 2

Document 1

Criteria of Totalitarian Regimes

“...I saw a little boy, perhaps ten years old, driving a huge carthorse along a narrow path, whipping it whenever it tried to turn. It struck me that if only such animals became aware of their strength we should have no power over them...”

-George Orwell

Germany, the Soviet Union, and Italy had dictatorships that were unique in the history of the world. They went beyond mere dictatorships. They were *totalitarian* dictatorships. Their control went beyond traditional, authoritarian dictatorships and monarchies. Totalitarian dictatorships wanted total control over the lives of their people, as the name totalitarian implies or suggests. How did these totalitarian governments achieve this kind of control?

Re-read the quote above. In it, the writer George Orwell tells us two of the ways that people, as well as animals, can be controlled. The 2,000 pound horse could be controlled by a small boy of less than 100 pounds because the boy used some of the methods that dictators used to control the large populations of their countries. These dictators used eight methods to gain total control over their people. Look at the following characteristics of totalitarian control. Just as the boy controlled the horse, dictators were able to control people by using the following methods.

- Indoctrination
- Propaganda
- Censorship
- Terror
- Charisma
- One Party Rule
- Economic Control
- Extreme Nationalism

Student Handout 2

Say-Mean-Matter

- What does it say? (Read the definition and underline important phrases.)
- What does it mean? (Put definition into your own words.)
- Why does it matter? (Explain why principle is important in totalitarian states.)

What does it Say?	What does it Mean?	Why does it Matter to totalitarian states?
<u>Indoctrination</u> - To teach people to accept a system of beliefs (thoughts) without questioning.		
<u>Propaganda</u> -Using newspapers, magazines, radio, speeches, and movies to give people a one sided message.		
<u>Censorship</u> -The removal of anything objectionable to or critical of the ruling party.		
<u>Terror</u> -The use of violence or the threat of violence to produce fear so that people will obey the state.		
<u>Charisma</u> -A quality about a leader that makes people eager to follow him or her.		
<u>One Party Rule</u> - Only one political party is allowed to exist. It has complete power.		
<u>Economic Control</u> -The state decides what will be made and sold.		
<u>Authoritarian</u> -Having control, but not total control, over the lives of the people.		
<u>Totalitarian</u> -Having total control over the lives of the people.		
<u>Extreme Nationalism</u> -The belief by a group of people that their country is better than any other country.		

Document 2

Ascent of the Dictators

Mussolini's Rise to Power

Benito Mussolini was born in Italy in 1883. During his early life he worked as a schoolteacher, bricklayer, and chocolate factory worker.

In December 1914, Mussolini joined a group of Italian socialists who broke away from socialism and formed the first fascist group to support Italian expansion.

With the Italian defeat at Caporetto during World War I, Mussolini called for national discipline and a dictator to take over the weak government.

In 1919, Mussolini launched his fascist movement, the Italian Combat Fascists. He formed paramilitary squads and used them against his political enemies.

In 1921, Mussolini and his fascist party won 35 seats in the Italian Parliament and the party was renamed the National Fascist Party.

In October 1922, the paramilitary squads began seizing government offices, and King Victor Emanuel III decided to make Mussolini Prime Minister of Italy.

In the 1924 elections, the fascists won 65% of the vote by using violence and intimidation.

In 1926, Mussolini expelled all opposition from Parliament, abolished all political parties other than the Fascist Party, and created a totalitarian dictatorship with no free press, and a secret police force.

In 1928, Italy signed a friendship treaty with Ethiopia; however, Mussolini sent arms and troops to the Italian colonies of Eritrea and Somalia and prepared for a future invasion of Ethiopia.

In 1929, Pope Pius XI agreed to accept the authority of the Fascist dictatorship.

In 1931, Mussolini built 1700 summer camps for city children, gave workers an 8-hour work day and insurance benefits. No unions or strikes were allowed.

In 1931, by public decree, all meetings and public occasions began with the official Roman salute to Mussolini and all fascists were required to wear military-style uniforms.

Stalin's Rise to Power

In 1917, Stalin entered the Soviet cabinet as People's Commissar for Nationalities and began to emerge as a leader of the new regime. During the civil war from 1918 to 1920, he played an important administrative role on military fronts and in government.

Document 2

In 1922, he was elected General Secretary of the Central Committee of the Party, enabling him to control the rank-and-file members loyal to him.

In 1924, he was highly regarded by Lenin as an administrator but not as leader. Toward the end of his life, Lenin wrote a testament in which he strongly criticized Stalin's arbitrary conduct as General Secretary and recommended that he be removed.

On Lenin's death, Stalin and two others allied against Leon Trotsky, who was a strong contender to replace Lenin. After Trotsky was ousted as Commissar of War, Stalin allied himself with Nikolai Bukharin. Stalin subsequently broke with Bukharin and engineered his fall from power.

A primary issue around which these party struggles centered was the course of the Russian economy. The right wing, led by Bukharin, favored granting concessions to the peasantry and continuing Lenin's New Economic Policy. The left wished to proceed with industrialization on a large scale at the expense of the peasants. Stalin's position wavered, depending on the political situation.

In 1928, Stalin reversed this policy and inaugurated collectivization of agriculture and the Five-Year Plan. Ruthless measures were taken against the kulaks, the farmers who had risen to prosperity under the New Economic Policy.

Hitler's Rise to Power

In 1919, a former corporal in the German Army named Adolf Hitler joined the National Socialist Party (Nazi Party). He was typical of many Germans who were disillusioned after the German defeat in the First World War. Ex-soldiers felt that they had been stabbed in the back by their own government.

Economic hardship was coupled with humiliation as a result of the terms of the Treaty of Versailles. Right-wing groups like the Nazi Party gained popularity by saying that they would not adhere to the terms of the Treaty.

The Nazi Party gained support through the use of force against communists and trade unionists. In addition, the Nazis campaigned on a message of traditional values and with the constant reminders of who was to blame for Germany's economic crisis. Members of the Nazi Party were identified by the military uniforms they wore, which demonstrated strength at a time when the government was weak.

By 1923, Adolf Hitler had assumed control of the Nazi Party and attempted to seize control of the German government through force. This attempt failed and he was imprisoned.

While in prison, he wrote *Mein Kampf (My Struggle)*, in which he outlined his political beliefs. Also at this time, Hitler's political supporters began developing propaganda tactics to influence the German people.

Document 2

In 1929, because of world-wide economic depression, the German people became increasingly receptive to the Nazi Party message. At this time many people were unemployed, inflation was skyrocketing, the threat of communism increased, and the German government failed to address these problems.

By 1931, the Nazi Party was growing in strength. Propaganda played on people's fear for the future. The Nazi emphasis on military strength led many former soldiers to support the Nazi Party.

In 1932, the Nazi Party gained the most seats in the German Parliament. In 1933, Hitler was appointed Chancellor of Germany. When President Hindenburg died in 1933, Hitler assumed presidential powers. The Nazi Party's rise to power was complete.

Document 3

Aggressive Foreign Policy

Italy Invades Ethiopia

Italian dictator Benito Mussolini had long held a desire for a new Italian Empire. Reminiscent of the Roman Empire, Mussolini's new empire was to rule over the Mediterranean and North Africa. His new empire would also avenge past Italian defeats. Chief among these defeats was the Battle of Adowa which took place in Ethiopia on March 1, 1896. Mussolini promised the Italian people "a place in the sun", matching the extensive colonial empires of the United Kingdom and France.

Ethiopia was a prime candidate of this expansionist goal for several reasons. Following the scramble for Africa by the European imperialists it was one of the few remaining independent African nations, and it would serve to unify the Italian-held Eritrea to the northwest and Italian Somaliland to the east. It was considered to be militarily weak, but rich in resources.

On October 3, 1935, Italy advanced into Ethiopia from Eritrea without declaration of war. The Italian forces numbered greater than 100,000. The Ethiopians were outnumbered but fought bravely while appealing to the League of Nations for assistance.

After several months of fighting the Italians were victorious and Italy annexed the Ethiopia on May 7, 1936.

Germany Invades Poland

In September 1939, Nazi Germany and the Soviet Union invaded Poland. The invasion of Poland marked the start of World War II in Europe, as Poland's western allies, the United Kingdom, Australia and New Zealand, declared war on Germany on September 3, 1939, soon followed by France, South Africa and Canada, among others. The invasion began on September 1, 1939, one week after the signing of the Nazi-Soviet Non-Aggression Pact, and ended October 6, 1939, with Germany and the Soviet Union occupying all of Poland.

The Soviet Union Invades Poland and Finland

The 1939 Soviet invasion of Poland was a military operation that started without a formal declaration of war on September 17, 1939, during the early stages of World War II, sixteen days after the beginning of the Nazi German attack on Poland. It ended in a decisive victory for the Soviet Union's Red Army.

The Soviet Union attacked Finland on November 30, 1939. Because the attack was judged as illegal, the Soviet Union was expelled from the League of Nations on December 14, 1939. Finnish resistance frustrated the Soviet forces, which outnumbered the Finns 4 to 1 in men, 200 to 1 in tanks and 30 to 1 in aircraft. Finland held out until March 1940, when the treaty was signed ceding about 9% of Finland's territory and 20% of its industrial capacity to the Soviet Union.

Student Handout 3

Characteristics of Totalitarian Regimes

Directions: Using **Documents 2** and **3**, and your textbooks, identify specific examples of each of the characteristics of totalitarian regimes in Italy, Germany, and the Soviet Union. Write your examples in the appropriate section under each country.

Characteristics of Totalitarian Regimes	Italy	Germany	Soviet Union
Indoctrination			
Propaganda			
Censorship			
Terror			
Charisma			
One Party Rule			
Economic Control			
Extreme Nationalism			

Student Handout 4

Poster Analysis Worksheet

Analysis Questions	Nazi Propaganda Poster
What are the main colors used in the poster? Why do you think these colors were chosen?	
What symbols (if any) are used in the poster and what do they mean?	
Are the messages in the poster primarily visual, verbal, or both?	
Who do you think is the intended audience for the poster?	
What government purpose is served by the poster?	
Which of the eight criteria of totalitarian regimes are represented in the poster?	

Are there any other clarifying questions that you have about this poster?

Document 4



Document 5



Document 6



Document 7

Map of the 1939 Partition of Poland



Document 8

Map of Africa (1939)



Document 9

Map of Europe (1939)



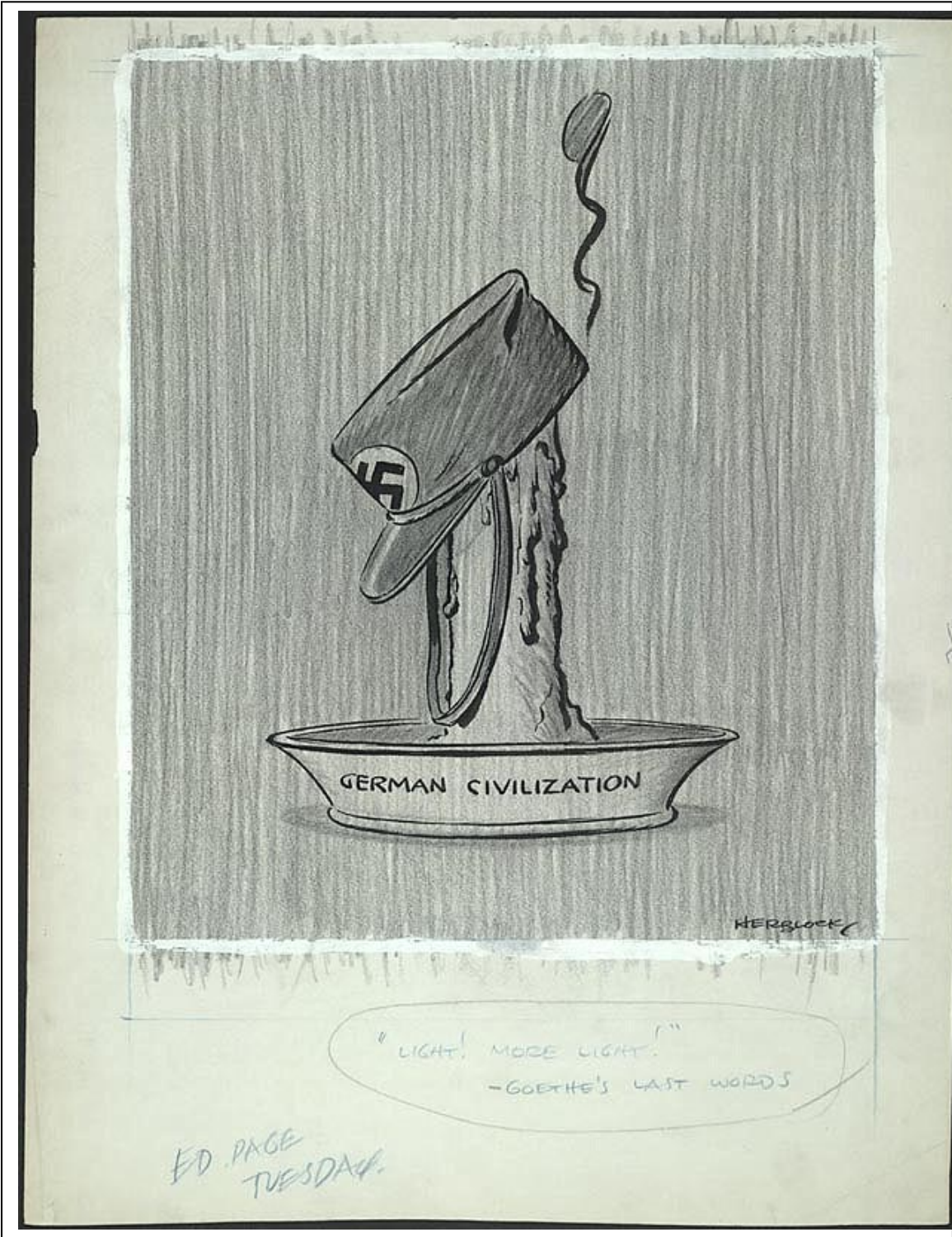
Document 10

Mussolini Political Cartoon



Document 11

Nazi Political Cartoon



“Light!, more Light!”

-Goethe’s last words

Hitler/Stalin Political Cartoon

Evening Standard, Wednesday, September 20, 1939



RENDEZVOUS

DIALOGUE:

Man on the left: "The scum of the earth, I believe?"

Man on the right: "The bloody assassin of the workers, I presume?"

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Student Handout 5

Document Analysis Worksheet

Directions: As you analyze Documents 4 through 12, complete the following chart:

Document What type of document? (photo, map, political cartoon)	Regime Which regime is being represented?	Rise to Power or Aggressive Foreign Policy and Evidence What category does the document relate to? How do you know? (Key quote, detail, etc.)	Characteristics of a Totalitarian Regime and Evidence What characteristics does the document reveal? How do you know? (Key quote, detail, etc.)	Questions/Notes What questions does this document bring to mind? Write down one question for each document.
Document 4:				
Document 5:				
Document 6:				
Document 7:				

Student Handout 5

Document Analysis Worksheet

Directions: As you analyze Documents 4 through 12, complete the following chart:

Document What type of document? (photo, map, political cartoon)	Regime Which regime is being represented?	Rise to Power or Aggressive Foreign Policy and Evidence What category does the document relate to? How do you know? (Key quote, detail, etc.)	Characteristics of a Totalitarian Regime and Evidence What characteristics does the document reveal? How do you know? (Key quote, detail, etc.)	Questions/Notes What questions does this document bring to mind? Write down one question for each document.
Document 8:				
Document 9:				
Document 10:				
Document 11:				
Document 12:				

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Student Handout 6

Totalitarian Timeline

Directions: Match the events by writing the appropriate number in the correct box.

The timeline is a horizontal bar with a black background and white text for the years 1920, 1925, 1930, 1935, and 1940. Vertical lines extend downwards from the timeline at these years. At 1920, there are three boxes: one on the line, one to the left of the line, and one further to the left. At 1930, there are two boxes on the line. At 1935, there are two boxes: one on the line and one to the right of the line. At 1940, there are three boxes: one on the line, one to the right of the line, and one further to the right.

Totalitarian Timeline

Fill in the white spaces in the timeline with the numbers of the following events:

1. Mussolini's marches on Rome
2. Hitler becomes dictator of Germany and declares one party rule
3. King Victor Emanuel appoints Mussolini Prime Minister of Italy
4. Stalin & Hitler signs a non-aggression pact
5. Italy attacks Ethiopia
6. The Soviet Union Invades Finland
7. Germany attacks Poland, WW II begins
8. Stalin becomes Communist Party Secretary of the Soviet Union
9. Germany takes over the Rhineland
10. Stalin collectivizes all Soviet farms

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Student Handout 7

Evidence Organization Chart Italy

Directions: Complete the chart using information from the readings, documents, handouts, and your textbook. You must include at least one item per box. You will use this chart to respond to the following prompt: *Compare the totalitarian regimes of Mussolini, Hitler and Stalin. Evaluate their rise to power, foreign policy, and common characteristics.*

Rise to Power					Foreign Policy				
Document Type	Event	Totalitarian Characteristic	Evidence	Citation/ Source	Event	Totalitarian Characteristic	Evidence	Citation/ Source	
Secondary Sources									
Primary Sources									

Student Handout 7

Evidence Organization Chart Germany

Directions: Complete the chart below using information from the readings, documents, handouts, and your textbook. You must include at least one item per box. You will use this chart to respond to the following prompt: *Compare the totalitarian regimes of Mussolini, Hitler and Stalin. Evaluate their rise to power, foreign policy, and common characteristics.*

Rise to Power					Foreign Policy				
Document Type	Event	Totalitarian Characteristic	Evidence	Citation/ Source	Event	Totalitarian Characteristic	Evidence	Citation/ Source	
Secondary Sources									
Primary Sources									

Student Handout 7

Evidence Organization Chart Soviet Union

Directions: Complete the chart below using information from the readings, documents, handouts, and your textbook. You must include at least one item per box. You will use this chart to respond to the following prompt: *Compare the totalitarian regimes of Mussolini, Hitler and Stalin. Evaluate their rise to power, foreign policy, and common characteristics.*

Rise to Power					Foreign Policy				
Document Type	Event	Totalitarian Characteristic	Evidence	Citation/ Source	Event	Totalitarian Characteristic	Evidence	Citation/ Source	
Secondary Sources									
Primary Sources									

Student Handout 8

Rise of Totalitarianism Writing Assignment

Historical Background

During the years between World War I and World War II, three dictators rose to prominence and power in Europe after the chaos left by the First World War. Adolf Hitler, Benito Mussolini, and Joseph Stalin gained control of their countries through similar tactics.

Prompt

Compare the totalitarian regimes of Mussolini, Hitler, and Stalin. Evaluate the rise to power, foreign policy, and common characteristics of these totalitarian regimes.

Task

Write a multi-paragraph essay in which you:

1. Write an introductory paragraph that contains information on totalitarianism in the interwar years. This paragraph must also include a thesis statement.
2. Write one paragraph that addresses the common characteristics of each regime. Include evidence from the documents in the lesson.
3. Write one paragraph that addresses the aggressive foreign policy of each regime. Be certain to include evidence from the documents in the lesson.
4. Write one paragraph that addresses the rise to power of each regime. Be certain to include evidence from the documents in the lesson.
5. Write a concluding paragraph which restates the thesis and includes a summarizing or final thought.

Suggested terms to include in your writing

indoctrination
propaganda
censorship
terror
charisma
one party rule
economic control
authoritarian
totalitarian
extreme nationalism

Student Handout 9

Writing Graphic Organizer

Para-
graph
1

Para-
graph
2

Para-
graph
3

Para-
graph
4

Para-
graph
5

<u>Historical Context:</u> 2-3 sentence summary of background on totalitarianism in the interwar years		
<u>Thesis:</u>		
<u>Main Idea</u> <i>Rise to Power</i>	Topic Sentence	
	Supporting Detail/Evidence	<i>(Cite source: reading, maps, cartoons, etc.)</i>
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis	<i>Comparison /Evaluation</i>
	Concluding Sentence	
<u>Main Idea</u> <i>Foreign Policy</i>	Topic Sentence	
	Supporting Detail/Evidence	<i>(Cite source: reading, maps, cartoons, etc.)</i>
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis	<i>Comparison /Evaluation</i>
	Concluding Sentence	
<u>Main Idea</u> <i>Common Characteristics</i>	Topic Sentence	
	Supporting Detail/Evidence	<i>(Cite source: reading, maps, cartoons, etc.)</i>
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis	<i>Comparison/Evaluation</i>
	Concluding Sentence	
<u>Restate Thesis</u>		
<u>Review Main Points</u>		
<u>Final Thought</u>		

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Model Lesson 5

Causes of the Cold War

Standard 10.9.2

Student Handout 1

Points of View on an Issue

Directions: Respond to the following question considering what the different groups of people might say. Be prepared to discuss your responses.

Question: *“Who is most responsible for the low graduation rates in American high schools?”*

What might a parent say? _____

What might a teacher say? _____

What might a student say? _____

Document 1

The Underlying Causes of the Cold War

"It is a man's own mind, not his enemy or foe that lures him to evil ways."
- Buddha

Introduction

During World War II, the Soviet Union and the United States were allies fighting against the common enemy of Germany and the other Axis powers. At the end of World War II however, the differences between the Soviets and the Americans became more and more apparent. The competition and conflict between these two superpowers eventually became known as the Cold War. During the Cold War, the Soviet Union and the United States did not fire missiles or drop bombs on each other directly. However, they engaged in spying, propaganda, and secret operations to gain an edge in their quest for global domination.

Three of the main causes of the Cold War were the conflicts regarding **spheres of influence, ideology, and military factors**. Behind all of these was the mutual distrust between the Soviets and the West.

Spheres of Influence

In his famous "Iron Curtain" Speech, former British Prime Minister Winston Churchill accused the Soviet Union of dominating Eastern Europe and of threatening civilization all over the world. Josef Stalin, the Soviet Premier, responded a few weeks later. Stalin said that the Soviet Union was only protecting itself from future invasion.

Trying to assure that it would never be invaded again from the west, the Soviets dominated and placed Communist governments in Poland, Romania, Hungary, and Bulgaria. By controlling these neighboring countries, the Soviets secured their western border while spreading Communist ideas.

The West felt that the Soviets could no longer be trusted allies. Western leaders like Churchill and President Harry Truman thought that Stalin was not much better than Hitler. They recalled the Hitler-Stalin treaty which divided Poland between the Soviet Union and Germany.

In 1945, President Franklin Roosevelt, British Prime Minister Winston Churchill, and Soviet leader Josef Stalin agreed to have free democratic elections in Poland. The West felt that Stalin never had the free elections in Poland as promised. While the Soviets did hold a vote, Churchill accused the Soviets of fixing the elections so the Poles and other Eastern European nations elected Communist governments. Stalin denied this and said he had lived up to the Yalta agreements.

The two sides differed over the meaning of sphere of influence. The West said that Stalin was doing everything that he could to militarily, politically, and economically dominate areas that were in the Soviet sphere of influence. Stalin said the West was doing the same thing in Western Europe.

Document 1

Ideology

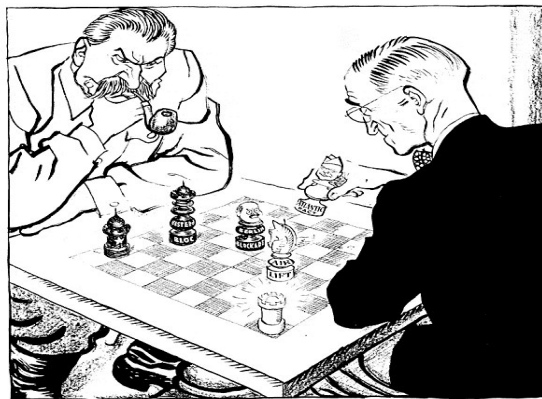
Both the West and the Eastern Bloc had very different ideologies which affected the way they viewed each other. The western ideology was based on free market capitalism, individualism and personal rights. The United States, Britain, France, Canada, and most western European countries practiced capitalism's free market ideal which called for as little government intervention as possible. The Soviet government practiced a form of socialism that regularly intervened in the economy and daily life of their citizens.

These differing beliefs led to very different economic and political systems. The Soviet Union practiced a command economy in which the government decided how much and what kind of goods would be produced. The Western nations, on the other hand, believed that the market itself would decide how much and what would be produced.

From these perspectives, both sides made judgments about each other that increased fear. The United States assumed the Soviet Union was trying to take over everything, and the Soviets believed the United States was trying to take over.

Military Factors

The fear of expanding spheres of influence and ideologies exploded into an unprecedented military buildup between the United States and the Soviet Union. After World War II neither side ever disarmed. Each time one side made an adjustment in military technology, the other side responded in kind. Military factors, spheres of influence, and competing ideologies continued to play an ongoing role in the Cold War.



A political cartoon showing Soviet Premier Josef Stalin and U.S. President Harry Truman in a chess match

Document 2

"...Soviet sphere..."

The countries the Soviets controlled or highly influenced.

"...all are subject...but to...increasing measure of control from Moscow..."

All those ancient cities behind the Iron Curtain are controlled by the Soviet Union (Moscow).

"...requires a unity in Europe..."

The Western nations need to stick together.

"...Communist fifth columns are established..."

The Soviets have set up groups of people in other countries who are secret Communists for the purpose of helping to make those countries Communist.

The "Iron Curtain" Speech

"A shadow has fallen...an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe...famous cities and the populations around them lie in what I must call the **Soviet sphere**, and **all are subject**, in one form or another, not only to Soviet influence **but to a very high and in some cases increasing measure of control from Moscow**...The safety of the world, ladies and gentlemen, **requires a unity in Europe**, from which no nation should be **permanently outcast**...In a great number of countries, far from the Russian frontiers and throughout the world, Communist **fifth columns are established** and work in complete unity and absolute obedience to the directions they receive from the Communist center [USSR]...[a]... growing challenge and peril to Christian civilization...The outlook is also anxious in the Far East and especially in Manchuria..."

Excerpt from the "Iron Curtain" speech that Winston Churchill gave in Fulton, Missouri on March 5, 1946

Document 3

Josef Stalin's Response to the "Iron Curtain" Speech

quarters—an specified person, place, or group.

inclination—tendency or habit.

"...colossal sacrifices of the Soviet people..."—The Soviet Union suffered enormous losses during World War II.

"...the Hitlerite Yoke."—Hitler had Europe under his control.

aspirations—goals.

"...expansionist tendencies..."—The Soviet Union has no intention of taking over other countries.

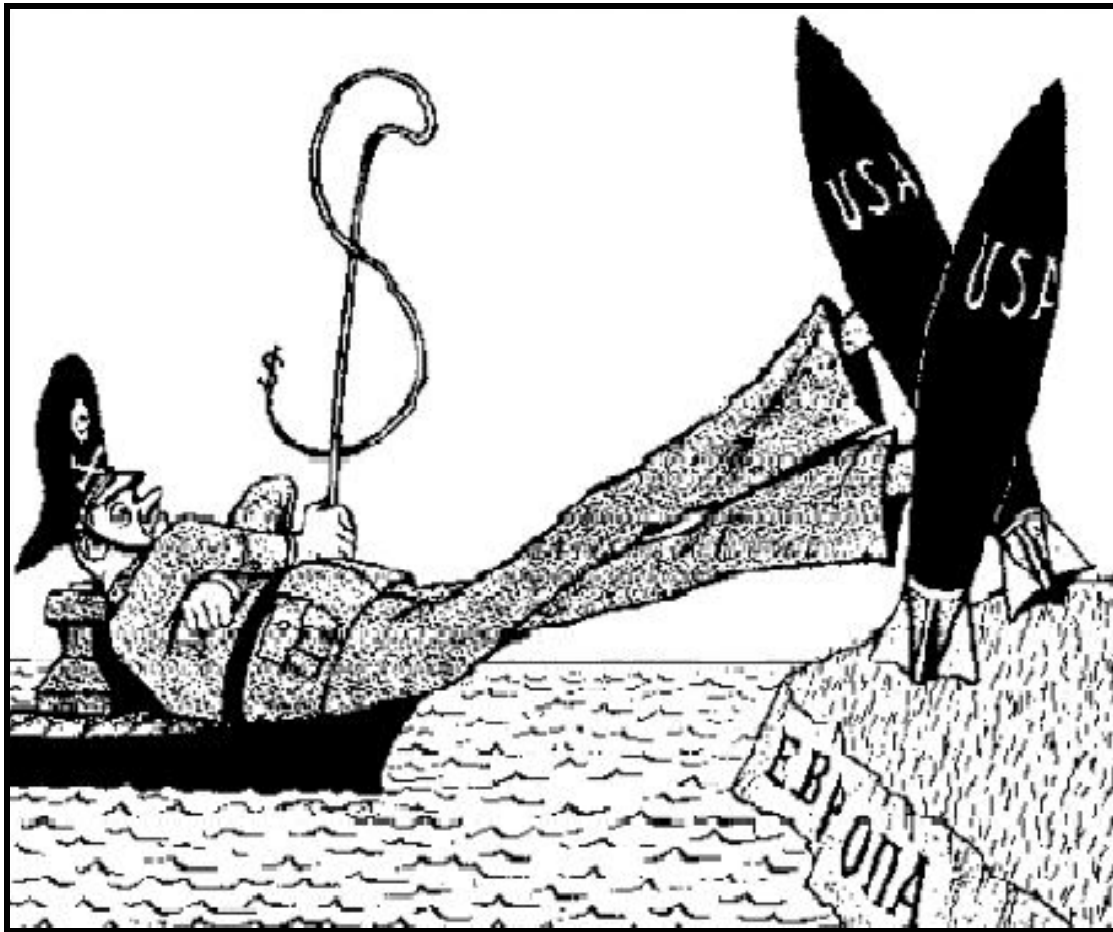
Pravda—A Soviet newspaper.

"The following circumstances should not be forgotten. The Germans made their invasion of the USSR through Finland, Poland, Rumania, Bulgaria and Hungary. The Germans were able to make their invasion through these countries because, at the time, governments hostile to the Soviet Union existed in these countries... Possibly in some **quarters** an **inclination** is felt to forget about these **colossal sacrifices of the Soviet people** who secured the liberation of Europe from **the Hitlerite yoke**. But the Soviet Union cannot forget about them. And so what can there be surprising about the fact that the Soviet Union, anxious for its future safety, is trying to see to it that governments loyal in their attitude to the Soviet Union should exist in these countries? How can anyone who has not taken leave of his senses describe these peaceful **aspirations** of the Soviet Union as **expansionist tendencies** on the part of our state?"

Excerpt from Stalin's Response to Churchill's Iron Curtain Speech, from *Pravda*, March 14, 1946

Document 4

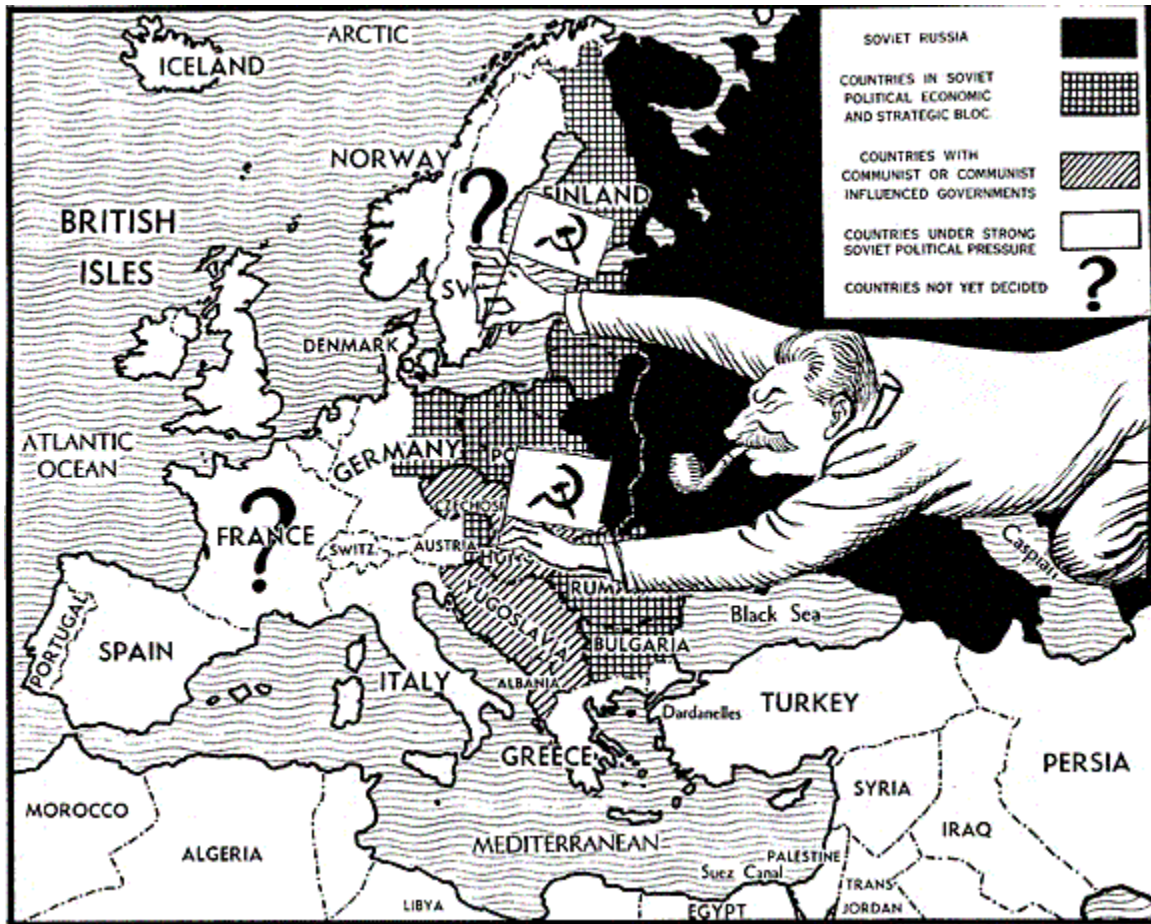
Political Cartoon



An untitled Soviet political cartoon from the Cold War Era.

Document 5

Political Cartoon



Created by Leslie Illingworth, a British cartoonist, June 16 1947.

Document 6

The Long Telegram

compacts—
agreements

compromises—
When both sides
in a
disagreement
give up a little bit
of what each
wants in order to
solve their
differences.

“At bottom of [the Soviet] view of world affairs is...Russian sense of insecurity. Originally, this was insecurity of a peaceful agricultural people trying to live on vast exposed plain in neighborhood of fierce nomadic peoples...For this reason they have always feared foreign penetration, feared direct contact between Western world and their own, feared what would happen if Russians learned truth about world without or if foreigners learned truth about world within. And they have learned to seek security only in patient but deadly struggle for total destruction of rival power, never in **compacts** and **compromises** with it.”

Excerpt from George F. Kennan's Long Telegram, February 22, 1946

Document 7

inevitable

Something is going to happen no matter what.

redistribute

To give out things on an equal basis.

employing

To put to work.

catastrophic

The worst thing that could possibly happen.

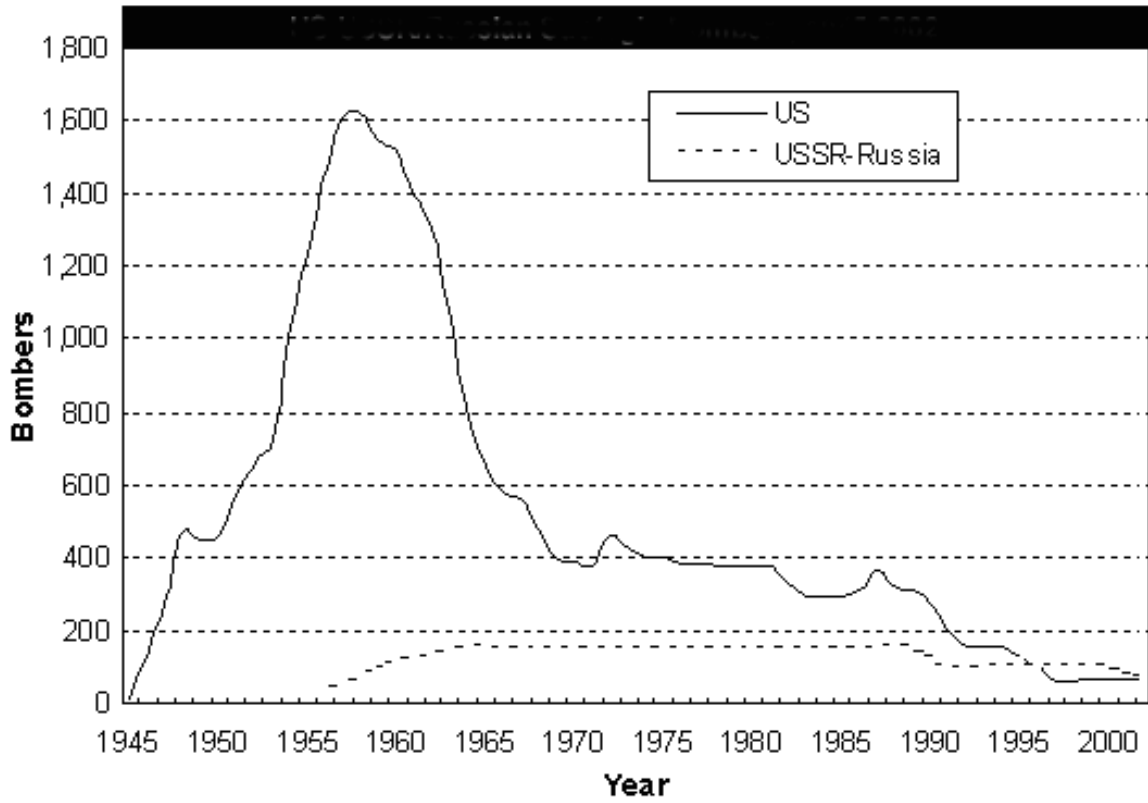
Stalin's Election Speech

“It would be wrong to think that the Second World War broke out accidentally... As a matter of fact, the war broke out as the **inevitable** result of...capitalists with [less] raw materials and markets usually attempt[ing] to change the situation and to **redistribute** "spheres of influence" in its own favor - by **employing** armed force. As a result of this, the capitalist world is split into two hostile camps, and war breaks out between them. Perhaps **catastrophic** wars could be avoided [was it not for Capitalism]....”

Excerpt from Josef Stalin's Election Speech, February 9, 1946

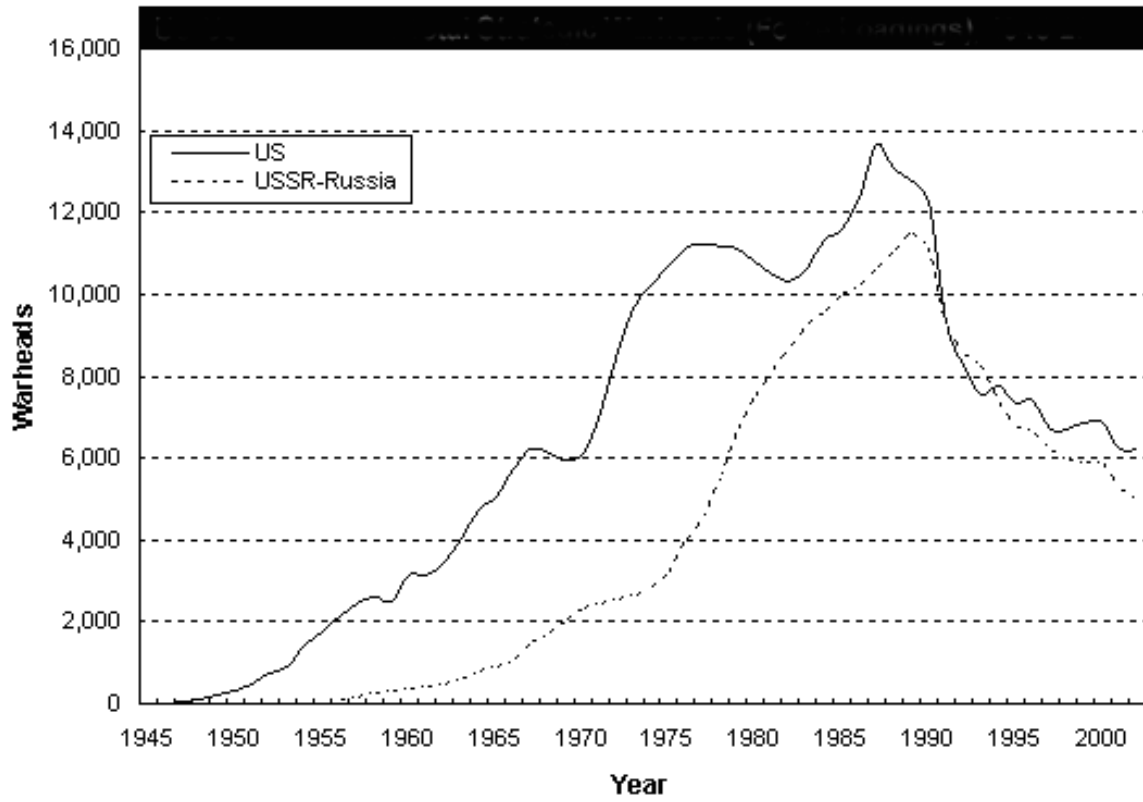
Document 8

United States-USSR/Russian Strategic Bombers, 1945-2002



Document 9

United States-USSR/Russian Total Strategic Warheads, 1945-2002



Student Handout 2

Document Analysis Worksheet

Doc. #	Type of Document and Source	Which Cause of the Cold War? (Circle One)	What does the document reveal about the Western or Soviet perspective on the Cold War? Include specific details from the documents.	
			Western Perspective	Soviet Perspective
2	<p>“Iron Curtain” Speech</p> <p>Winston Churchill March 5, 1946</p>	<p>spheres of influence</p> <p>ideology</p> <p>military factors</p>	<p>Key Idea:</p> <p>Direct Quote:</p>	<p>Key Idea:</p> <p>Direct Quote:</p>
3	<p>Stalin’s Response to Churchill’s “Iron Curtain” Speech</p> <p>Josef Stalin March 14, 1946</p>	<p>spheres of influence</p> <p>ideology</p> <p>military factors</p>	<p>Key Idea:</p> <p>Direct Quote:</p>	<p>Key Idea:</p> <p>Direct Quote:</p>

Student Handout 2

Document Analysis Worksheet

Doc. #	Type of Document and Source	Which Cause of the Cold War? (Circle One)	What does the document reveal about the Western or Soviet perspective on the Cold War? Include specific details from the documents.	
			Western Perspective	Soviet Perspective
4	Political Cartoon	spheres of influence ideology military factors	Key Idea: Detail from the political cartoon:	Key Idea: Detail from the political cartoon:
5	Political Cartoon	spheres of influence ideology military factors	Key Idea: Detail from the political cartoon:	Key Idea Detail from the political cartoon:

Student Handout 2

Document Analysis Worksheet

Doc. #	Type of Document and Source	Which Cause of the Cold War? (Circle One)	What does the document reveal about the Western or Soviet perspective on the Cold War? Include specific details from the documents.	
			Western Perspective	Soviet Perspective
6	Long Telegram George F. Kennan Feb 22, 1946	spheres of influence ideology military factors	Key Idea: Direct Quote:	Key Idea: Direct Quote:
7	Election Speech Josef Stalin Feb 9, 1946	spheres of influence ideology military factors	Key Idea: Direct Quote:	Key Idea: Direct Quote:

Student Handout 2

Document Analysis Worksheet

Doc. #	Type of Document and Source	Which Cause of the Cold War? (Circle One)	What does the document reveal about the Western or Soviet perspective on the Cold War? Include specific details from the documents.	
			Western Perspective	Soviet Perspective
8	Graph US-USSR/Russian Strategic Bombers 1945-2002	spheres of influence ideology military factors	Key Idea: Detail from the graph:	Key Idea Detail from the graph:
9	Graph US-USSR/Russian Total Strategic Warheads 1945-2002	spheres of influence ideology military factors	Key Idea: Detail from the graph:	Key Idea: Detail from the graph:

Based on the analysis you have done, which side (the Soviets or the West) do you feel was more responsible for the Cold War? Why?

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Student Handout 3

Causes of the Cold War Writing Assignment

Historical Background

After World War II, the Soviet Union and the United States engaged in a conflict that has come to be known as the Cold War.

Prompt

Which side was most responsible for the Cold War -- the Soviets or the West?

Tasks

Write a multi-paragraph essay in which you:

1. Write an introductory paragraph that contains background on the Cold War. This paragraph must also include a thesis statement that takes a position.
2. Write a paragraph explaining what the three main underlying causes of the Cold War were.
3. Write a paragraph explaining who was most responsible for the Cold War.
4. Write a paragraph explaining who was least responsible for the Cold War.
5. Include evidence from at least three documents to support your ideas. Explain how your evidence proves your point.
6. In the final paragraph, provide a concluding thought that reconnects with your thesis.

Suggested terms to include in your writing:

spheres of influence
ideology
communist
capitalist
conflict
Cold War
military
political
economic

Student Handout 4

Writing Graphic Organizer

<u>Historical Context:</u> 2-3 sentence summary of the Cold War		
<u>Thesis:</u> Which side was most responsible for the Cold War -- the Soviets or the West?		
<u>Main Idea</u> <i>The three main causes of the Cold War</i>	Topic Sentence	
	Supporting Detail/Evidence	
	Analysis	
	Concluding Sentence	
<u>Main Idea</u> <i>The West or the Soviets</i>	Topic Sentence	
	Supporting Detail/Evidence	
	Analysis	
	Concluding Sentence	
<u>Main Idea</u> <i>The West or the Soviets</i>	Topic Sentence	
	Supporting Detail/Evidence	
	Analysis	
	Concluding Sentence	
<u>Conclusion</u>	Restate thesis and add a concluding thought	