



**Big Era Eight
A Half-Century of Crisis: 1900-1950 CE**



**Landscape Teaching Unit 8.2
The Search for Peace and Stability in the 1920s and 1930s**

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Why this unit?

This unit explores global developments in the 1920s and 1930s. Because of the horrors of WWI (1914-1918), people around the world made desperate searches for peace and stability. Social, political, and economic relations between women and men, rich and poor, colonizer and colonized were dramatically changed by the demands of the Great War. A resulting wave of **revolution** transformed prewar **states**, and the Russian, Ottoman, German, and Austro-Hungarian empires crumbled. The ideology of **nationalism** formed the foundation of this transformation as the world was shrunk by technological development. Individuals were empowered by technology to an unprecedented degree.

Unit objectives

Upon completing this unit, students will be able to:

1. Examine how technological developments drove social, political, and economic change in ways not possible in prior eras.
2. Analyze the strengths and flaws of the **League of Nations**.
3. Assess how peace and stability might have been more fully served through the League than it was.
4. Evaluate the events and leaders of the Russian Revolution and its potential for success.
5. Examine responses of Arabic-speaking peoples to the political geography of the Middle East established after World War I.
6. Evaluate the impact of early twentieth-century technological advances on tropical African societies.

Time and materials

This unit is divided into five lessons. Each lesson takes from two to four days, depending on classroom circumstances and size. If time is limited, parts of each lesson may be used at the discretion of the instructor. Individual lessons may also be used independently of others.

Author

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The historical context

Did you ever have a sickening sense of loss when you learned something in life you wish you did not know? This is how it felt on a world-wide scale after World War I. Each nation involved in that war had its own motives and its own goals. None of the combatants expected the long and costly war that resulted, and by all accounts the price was staggering. It is said of this war that the world lost its innocence and learned lessons it wished never to know. No one could have conceived that human beings could commit acts against each other that characterized World War I, such as the horrors of poison gas and trench warfare. At the peace conference there were those who sought peace and there were those who sought revenge. The world knew it could not have both, so it built a forum in which differences could be negotiated and called it the League of Nations.



**Former League of Nations Headquarters
Geneva, Switzerland**

The World at War

<http://worldatwar.net/timeline/other/league18-46.html>

Meeting in Geneva in January, 1920, the League sought to be a congress that could facilitate discussion, debate, and resolution. When the original 42 nations met to form their charter, the union was weakened by the failure of some superpowers to participate and the absence of a vehicle by which to enforce its decisions. It could suggest a course of action, but it could not compel compliance. However, because states were desperate to find lasting peace, it was hoped that the strengths of the League would outweigh its weaknesses.

One of the transformations of war was the collapse of four empires. Peoples ruled by autocratic **governments** came to recognize that there were alternatives. Revolutions were launched in order to serve the needs of the great mass of people. Some in Russia believed that Communism offered the best model for future peace and prosperity. Upheavals also began to restructure China, India,

the Ottoman empire, and European colonial possessions in Africa. The fall of the Romanov dynasty in Russia was propelled by political, economic, and social injustices within, and serious mistakes in foreign policy abroad. In the 1904 Russo-Japanese war, Japan sought to gain the rich resources of Manchuria to fuel its [industrialization](#). Russia had the same idea, but when the Japanese navy staged a surprise attack on the Russian base at Port Arthur and sank two thirds of the massive Russian fleet in 36 hours, Tsar Nicholas II was humiliated. Resulting criticism of the imperial Romanov government was harsh and unyielding. When Russia joined the Triple Entente some criticized the alliance as payback for earlier allied loans made to the Tsar's regime. In addition, Russia could not defend its endless front against the aggression of the Central Powers—Germany, Austria, and the Ottoman empire. When the Allied Powers (Britain, France, Russia, and others) failed in an attempt to invade Turkey at Gallipoli, hopes were dashed for an Allied supply line to Russia. Workers and peasant farmers paid the greatest price when they were sent to the front in horse-drawn carts, sometimes even without weapons, to fight against Germany's armored war machine. Russian farmers and workers were placed in situations in which they had nothing left to lose. Lenin promised “peace, land, and bread” to his Bolshevik followers. As workers' strikes and peasant insurrections escalated the Tsar's days became numbered. Nicholas established an elected State Assembly known as the Duma to create the illusion of popular support. The Duma, however, served at the pleasure of the crown and was soon dissolved for insubordination.

When Lenin pledged “peace, land, and bread” to his people, peace meant withdrawing from the war, which Lenin formally did in the Treaty of Brest-Litovsk in 1918. Lenin felt no loyalty to Russia's former allies, Britain and France, and he made documents public which were secret until 1917. One such document was the Sykes-Picot Agreements of 1916 in which Britain and France agreed to share control of the Arab world after the war. Diplomatic embarrassment for these two countries was alarming because the agreement contradicted earlier promises made to Arab leaders. Themes of the post-war peace that U.S. President Wilson promoted included renunciation of secret treaties and calls for independence and self-determination for peoples under imperial rule.

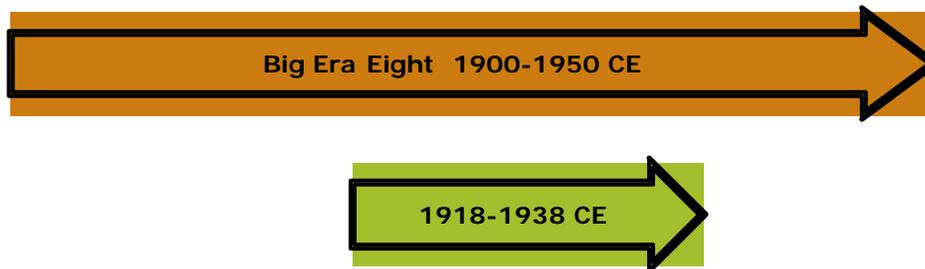
Britain and France were the two pivotal leaders at war's end when the League created the Mandate System in accord with Article 22 of the League of Nations Covenant. The U.S. and Russia were not members of the League. According to the Mandate System there were A, B, and C Level Mandates. Level A Mandates applied to lands that were to be self-governing within a short time. Until that time Palestine and Iraq were to be under British control, and Syria and Lebanon under French control. Most of Africa was in Level B, declared to be less advanced. Level C were small Pacific islands that were unlikely candidates for independence.

Newly-created states carved out of the former Austro-Hungarian and Russian empires after the war were given complete [sovereignty](#) and membership in the League. These included Poland, Austria, Yugoslavia, Hungary, Czechoslovakia, Latvia, Lithuania, Estonia, and Finland. Imagine how news of the Mandate system was received by states of the former Ottoman empire such as Palestine, Iraq, and Syria, and how this weighed against their hopes for sovereignty. News traveled fast given new technological advancements. The masses were aware of these world events on an unprecedented scale.

If, as it is said, necessity is the mother of invention, the war pioneered new technologies that revolutionized military potential. Technological advances reached far beyond the military sphere, however. They ultimately revolutionized how humans sent messages, got places, and exchanged ideas. Technology such as the radio, telegraph, telephone, photography, movie, phonograph, automobile, and trans-oceanic flight became commonly available. These were features that made the twentieth century one world. Also, more people went abroad to study, and they came home to share new ideas they had learned.

Among the European colonies of Africa, the impact of new ideas caused both leaders and the masses to rethink traditional standards. One new idea was the notion that resources were to be used for the benefit of the people. In a continent as rich in natural resources as Africa, it was an encouraging prospect indeed. However, imperialist powers organized colonial economies in such a way that the resources flowed mostly out of the colonies and into Europe. The very nature of imperialism is built on the premise that colonies exist for the benefit of the ruling country. Telephone lines were installed in French Algeria and French Senegal, for example, but it was impossible to make a phone call between these two states without going through Paris. Railroad tracks were built in African colonies using whatever track gauge the ruling colonial power wanted. Tracks led mainly from interior points to ports where Europeans could collect precious natural resources and ship home. That is, colonial powers often did not build rail and other communications networks that linked one African colonial with another, even within a single colonial system, though such connections would have encouraged broader economic exchange within Africa.

This unit in the Big Era Timeline



Lesson 1
William Butler Yeats
“The Second Coming”

Introduction

The British poet William Butler Yeats was attracted to the spiritual and occult world and fashioned for himself an elaborate mythology to explain human experience. “The Second Coming,” written in 1919 right after the catastrophe of World War I ended and with communism and **fascism** rising, is a compelling glimpse of an inhuman world about to be born. Yeats believed that history in part moved in two-thousand-year cycles. The Christian era, which followed that of the ancient world, was about to give way to an ominous period represented by the rough, pitiless beast in the poem.

Activity

Ask students to read the poem, then discuss its meaning in the context of the aftermath of World War I, the bloodiest and most destructive war in history up to that time. Students may consider the following questions:

1. How might this poem be a harbinger of danger in relation to things that happened in the world in the 1920s and 1930s?
2. Sometimes World War I is characterized as the loss of the world’s innocence because nobody could have conceived that humans could commit such atrocities against one another. What do you think Yeats means in line 6, “innocence is drowned”?
3. Who or to what gazes “blank and pitiless as the sun”?
4. Do you think, as Yeats did, that in 1919 it looked like the heritage of Western European civilization was collapsing?
5. Why do you think Yeats worries that “the world will be swept by a tide of savagery from the ‘uncivilized’ portions of the globe”?
6. What do you think the “beast” slouching toward Bethlehem to be born represents?

William Butler Yeats
“The Second Coming”

Turning and turning in the widening gyre (1)
The falcon cannot hear the falconer;
Things fall apart; the center cannot hold;
Mere anarchy is loosed upon the world,
The blood-dimmed tide is loosed, and everywhere
The ceremony of innocence is drowned;
The best lack all conviction, while the worst
Are full of passionate intensity.

Surely some revelation is at hand;
Surely the Second Coming (2) is at hand;
The Second Coming! Hardly are those words out
When a vast image out of Spiritus Mundi (3)
Troubles my sight: somewhere in sands of the desert
A shape with lion body and the head of a man,
A gaze blank and pitiless as the sun,
Is moving its slow thighs, while all about it
Reel shadows of the indignant desert birds.
The darkness drops again; but now I know
That twenty centuries (4) of stony sleep
Were vexed to nightmare by a rocking cradle,
And what rough beast, its hour come round at last
Slouches towards Bethlehem to be born?

Notes:

(1) Spiral, making the figure of a cone.

(2) Second Coming refers to the promised return of Christ on Doomsday, the end of the world; but in Revelation 13 Doomsday is also marked by the appearance of a monstrous beast.

(3) Spirit of the World.

(4) 2,000 years; the creature has been held back since the birth of Christ. Yeats imagines that the great heritage of Western European civilization is collapsing, and that the world will be swept by a tide of savagery from the “uncivilized” portions of the globe.

Lesson 2

League of Nations

Mock League Strategy

Preparation

Photocopy Student Handouts. Arrange access to the Internet. Have 5 x 7 index cards and colored markers ready for preparation of credentials.

Introduction

In considering their war aims and possible peace settlement, the delegates at the Versailles Peace Conference sought a vehicle by which future conflicts could be negotiated rather than resolved through military conflict. President Woodrow Wilson, the United States delegate, saw this vehicle as an avenue for lasting peace. To this end he suggested in his *Fourteen Points*, “A general association of nations should be formed on the basis of covenants designed to create mutual guarantees of the political independence and territorial integrity of States, large and small equally.” Such an association of nations materialized as the League of Nations. The following strategy allows students to simulate the working of the League in a mock session.

Delegates: Each state must be represented by two students. Select the number of states based on the size of the class. Select the major states based on the original members of the League, January 10, 1920: Argentina, Australia, Belgium, Bolivia, Brazil, Canada, Chile, China, Colombia, Cuba, Czechoslovakia, Denmark, El Salvador, France, Greece, Guatemala, Haiti, Honduras, India, Italy, Japan, Liberia, Netherlands, New Zealand, Nicaragua, Norway, Panama, Paraguay, Persia, Peru, Poland, Portugal, Rumania, Siam, Spain, Sweden, Switzerland, South Africa, United Kingdom, Uruguay, Venezuela, and Yugoslavia. Select the states most relevant to the topics being discussed.

Credentials: Have students prepare their own credentials using authenticity and artistic creation. Fold a 5 x 7 index card in half and write the name of the state on both sides. This is what is used for all roll calls, and for recognition on floor.

Research: Have students research on the Internet possible topics to be selected, such as the League mandate on the dismantled Ottoman empire, admittance of Iraq, Turkey, Germany, U.S.S.R., or Egypt, the Japanese invasion of Manchuria, and the Lytton Commission findings. Once they have selected or been assigned a state, have them collect research on their state’s position on the issues. From research prepare Student Handout 2.1 (Field Force Analysis).

Position Paper: Each state or member will be expected to write a position paper. The purpose of the position paper is to establish the views and goals of one’s state for other states to read. States need to know who to seek as allies, who to avoid, and what they have in common with other states. See Student Handout 2.2 (Position Paper).

Parliamentary Procedure

Topics of Discussion: Decide what three or four topics will be discussed. This will be the first action after the delegates are assembled, roll has been called, and each delegation has responded verbally and by a show of credentials (placard). Place topics in order to be discussed, combine

topics if possible, but only allow discussion on the topic selected at the time. For example, after topic 1 is resolved, topic 2 may be addressed, but not topic 3, or 1.

Speaker's List: A state gains access to the floor by raising the state placard (also credential for admittance to floor). When recognized by the chair, the state will have one minute to make a substantive statement on the topic being discussed. Speaking on any other topic is out of order and will not be allowed. Whenever a state raises its placard to make a statement, it should be recognized by placing the name of the state on the speaker's list (visible on the chalk board). Speakers are taken in the order in which their state appears.

Unused Time: If the state does not use all its time, there are three choices. The state may yield remaining time to the chair. The state may yield remaining time to another speaker. The state may yield remaining time to accept and answer questions about its statement.

Responses: Two responses may be accepted, and in the order in which the chair sees the state's raised placard. Each respondent will have 30 seconds to reply to the substantive statement. If a respondent does not use the full 30 seconds, the floor goes back to the chair.

Precedence: 1) Motion: If a delegate rises to move a motion, this is given precedence over the speaker's list. A motion must have a second and requires a three-fourths vote to pass. For example, in order to vote on a working paper, a motion must be made to end debate for the purpose of voting to suspend rules for caucusing on a stated topic for a stated amount of time or to introduce a working paper or resolution. 2) Right of Parliamentary Inquiry: Parliamentary Inquiry also takes precedence over the speaker's list. This may be used if a delegate wishes to inquire what proper parliamentary procedure is for the action the state wishes to take.

Point of Order: Point of Order also takes precedence. It is used if a delegate feels parliamentary procedure has been violated, for example, if a substantive statement is given more than one minute or if a motion is permitted to pass without a three-fourths vote.

Right of Reply: This also takes precedence and is used if a state feels its integrity has been violated, for example, if France says, "England, that nation of shopkeepers, is driven only by a profit motive." England may rise to a right of reply to have the statement stricken.

Caucus: As talking on the floor is exclusively the right of the speaker recognized by the chair, no informal discussion can take place on the floor. If individuals wish to talk informally, they may caucus with any other state by simply leaving the room with other delegates. Caucuses should occur in a visible place outside the classroom. One delegate must always remain on the floor to keep track of floor debate and/or cast votes. A state must always be represented on the floor.

Resolution: The final product is to write a resolution. A resolution can be written on each topic discussed, or the topics may be combined in one resolution owing to the time constraints of the classroom.

Working Papers: In the classroom modification, each working paper passed is collected by the chair to be included in the final resolution. A working paper is written by a delegate who feels there is a consensus on an issue to be passed by the body. In order to be introduced on the floor, a working paper must have at least three signatures; more is better. Once a motion to read the working paper passes, debate can be allowed until a motion to vote is made. If it passes, it goes into the resolution; if not, it is dead. It is suggested to have at least three-fourths vote for passage.

Voting: There are three ways voting may take place. On a simple issue, a voice vote (showing placards) of "all in favor" or "opposed" is sufficient. Usually for passage of a working paper, a

roll call vote is taken, always on a resolution. In a roll call a delegate may vote publicly, ask to be placed at the end, or abstain.

Activities

1. Have students research three or four issues to be discussed on the floor.
2. Select states to be represented based upon the number in the class (two students per state).
3. One or two students should help the teacher at the dais by keeping the speaker's list and keeping track of time.
4. One or two students should be research technicians to secure any documents required on the floor which need to be viewed by a delegate or the body as a whole.
5. Three or four students (depending on size of class) should be press. They will try to secure quotes from the delegates during preparation, caucus, and on the floor. They will be the eyes and ears of the public, and they will write a newspaper article instead of a position paper.
6. Have students research the position of their state on these issues.
7. Students prepare Student Handout 2.1 (Field Force Analysis) to organize their research.
8. Students should write their position paper to be graded: Student Handout 2.2 (Position Paper).
9. After roll is called and delegates have presented credentials, each delegation should make a 1-2 minute opening statement. Require both delegates to deliver this statement. It should be the most important words the delegation offers, summarizing the salient points of the opening statement.
10. Begin speakers list for first topic; follow parliamentary procedure

Assessment

The position paper is a formal written evaluation. Evaluate this paper on all the criteria mentioned in Student Handout 2.2 and all the criteria of a formal paper. That is, avoid ending a sentence with a preposition, maintain agreement in tense between subject and verb, and so on. For the opening statement, each delegate should be graded for content, conviction, diplomacy, and scholarship.

In assessing performance in the floor debate, analyze the quality of arguments and strength of support. Look for use of diplomatic language. Gauge the degree to which students seek compromise. Gauge the use of parliamentary procedure. Keep track of each time a delegate makes a substantive statement.



**First Assembly of the League of Nations
Geneva, 1920**

League of Nations Photo Archives
Indiana University
Center for the Study of Global Change
<http://www.indiana.edu/~league/index.htm>

Lesson 2***Student Handout 2.1—Field Force Analysis***

Name of State _____ Name of Delegate _____

I. Goals

A. Forces working for goals

- 1.
- 2.
- 3.

Forces blocking goals

- 1.
- 2.
- 3.

B. Our State wants:

- 1.
- 2.
- 3.

C. We deserve this because:

- 1.
- 2.
- 3.

D. In order to secure what we want, we are willing to offer:

- 1.
- 2.
- 3.

E. Under no circumstances are we willing to offer

- 1.
- 2.
- 3.

II. Analysis

A. Which forces are most important?

- 1.
- 2.
- 3.

Which obstacles are most important?

- 1.
- 2.
- 3.

B. What actions can your state take to achieve your goals?

III. Recommended Action:

Lesson 2

Student Handout 2.2—Position Paper

Write a paper stating the position of your state at the League of Nations on the subjects selected for discussion. Present the support for your Field Force Analysis in a full, formal essay. Refer to your delegation by the name of your state. For example, “Argentina respectfully submits its requirements covering the appropriate action to be taken regarding mandates over the former Ottoman empire. Argentina believes that ...”

The purpose of a position paper is to inform the other delegations of where your state stands on the issues and for your state to know how others stand. Those who support your views are your allies. Those with little opinion on an issue may be persuaded to support your views. Those who are strongly opposed should probably be avoided, or else approach their allies. These papers are to be made public for all delegations and the press to read so use your best diplomatic, positive language, as you would in floor debate. Refer to every other delegation by the name of their state, for example, “Japan is reminded that Argentina has long held a tradition of respect for national integrity, therefore Japan is urged to offer its support for ...”

The paper will be graded on these criteria:

- Staying in the character of your state
- Scholarly support for arguments and precise documentation
- Grammar and spelling
- Addressing all issues to be discussed on floor
- Best diplomatic language

This paper will provide the foundation of your opening statement. The support for your arguments will be the basis of your floor debate.

Offer a solution which you wish the League to act on. Remember that you are working toward a compromise. You want a solution which every state can support. Therefore, you must be willing to compromise, and you may suggest compromises other states should take.

Are there any issues on which your state has no particular opinion? If so, you can stand on propriety (what is right and what is wrong). Always support something which is right, denounce something which is wrong, if you can.

If there is something that your state specifically wishes to gain at the conference and you wish to make that public, state it here, otherwise keep it within your delegation. Make a distinction between what your state wishes to be public and private.

Make historical references from all you have learned in your world history studies. Definitely quote from the documents uncovered in class and in your research to support your historical examples. This will make a convincing and scholarly position paper.

Lesson 3

Sixty Minutes

The Russian Revolution

Preparation

Photocopy Student Handouts. Arrange access to library and Internet.

Introduction

The Romanov dynasty of imperial Russia was unable to sustain the demands of the Triple Entente and the war it defined. Russia had changed little since Tsar Nicholas II came to power. Agriculture remained primitive owing to heavy taxes on farmers, lack of arable land, and burgeoning population. Technology and industrialization were rudimentary at best. Education reached only a quarter of school-age children, with only one percent reaching secondary levels. Tsar Nicholas II was ill-advised, giving an image of complacency. Foreign policy disasters such as the Russo-Japanese War of 1904, and World War I after 1916, fueled discontent and paved an invitation for promised Bolshevik reforms.

Activity

Probing interviews are to be conducted on the pattern of the television program, "Sixty Minutes." Working in pairs, one student should take the part of Leslie Stahl, or Mike Wallace, another should take the part of one of the key players in the Russian Revolution, which began on November 7, 1917. A minimum of topics should be probed at each interview. Topics for each interview are chronicled in Student Handout 3 as follows:

1. Nicholas II (1894-1917)
2. Soldier at the front in 1916
3. Alexandr Kerensky (July-October, 1917)
4. Vladimir Illyich Ulyanov (Lenin) (1917-1924)
5. Priest of the Russian Orthodox Church in 1916
6. Worker of the Petrograd Soviet (1905-1918)
7. Lev Davidovich Bronstein (Trotsky) (1915-1940)
8. Joseph Dzhugashvili (Stalin) (1920-1953)

Sixty Minutes: Questioner and interviewee should work together to prepare the interview. There should be no surprises when interview takes place. If the guest answers superficially, or evades the question, the interviewer should probe to bring out information. An abundance of short questions and answers is most interesting. Interview should be five to eight minutes long.

If there are enough students in the class, designate a press contingency to do newspaper reports and resource people to help find documents needed.

Assessment

Grade students on a total of 60 points using the following grid:

Activity	Total points possible	Quality of support	Quality of sources	Addresses all issues	Credibility and interest
Interview notes with sources	20				
Interview: five minutes minimum	20				
60 Minute quiz on interviews	20				

Lesson 3***Student Handout 3—Interview Topics for Sixty Minutes*****I. Nicholas II (1894-1917)**

- 1904-5 Russo-Japanese War, causes and consequences, Tsar's support among subjects
- Serge Witte, Economic Advisor to Tsar:
 - Increased taxes
 - Increased foreign investment and built industry
 - Built Trans-Siberian Railroad
- October, 1905 Tsar created Duma
- January, 1905 March on Winter Palace, Bloody Sunday
- Triple Entente, World War I, Russia as Protector of the Slavs
- Prince Alexei and Rasputin (Assassinated by nobles, December 31, 1916)
- January, 1917 Workers petition Tsar, troops join workers
- March 15, 1917 Double Abdication

II. Soldier at the front in 1916

- 1914 Soldiers mobilized immediately after assassination of Austrian Archduke at Sarajevo
- Workers and peasants sent off to 1500-km front
- 1915 Fourteen million soldiers sent to the front, poor training of generals and under-equipment of troops
- Wartime statistics for 1915 alone: 2.5 million Russian soldiers killed, wounded, or taken prisoner. Nevertheless, Russia's battered peasant army continued to fight courageously
- Substantial number of Russian soldiers sent to the front without rifles. They were told to find their arms among the dead
- Poor leadership in the army, Tsar appointed nobles to commands, obsolete equipment
- 1916 1.5 million dead, 2 million prisoners, morale collapses, deserters abound
- February 26, 1917 Soldiers join food march, Tsar orders troops to fire on marchers. Troops join marchers

III. Alexandr Kerensky (July-October, 1917)

- July-October, 1917 Provisional Government takes charge, parliamentary, democratic
- Kerensky elected Premier of the Fourth Duma, Menshevik Coalition
- Opposition from General Kornilov: opposition on the right, Bolsheviks: opposition on left, Kerensky armed Bolsheviks
- Kerensky tried to close down *Pravda*, Bolshevik newspaper
- October, 1917 Kerensky fled into exile when soldiers sided with Petrograd Soviet
- November 7, 1917 Bolsheviks marched into Duma “without resistance”

IV. Vladimir Illyich Ulyanov (Lenin) (1917-1924)

- Editor: *Pravda*, Bolshevik Party newspaper
- Returned from Switzerland to Russia by Germany in armored railway car
- April, 1917 April Thesis: “Peace, Land, Bread”
- November 7, 1917 “Everything fell without resistance”
- March, 1918 Treaty of Brest-Litovsk, “A third of old Russia’s population was sliced away by the German meat ax in the treaty,” also three-fourths of Russia’s coal mines
- Trotsky led Red Army
- 1920 Checka, or secret police, sowed fear
- Execution of Tsar
- War Communism
- Whites aided by France, Britain, and the United States, 15,000 strong; Kornilov, one of the White leaders, wanted Tsar or provisional government restored
- 1924 Lenin selected Trotsky as successor, mistrust of Stalin

V. Priest of the Orthodox Church in 1916

- Mid-Seventeenth Century Orthodox Church became dependent on state for its authority
- Peter the Great made the Church a vehicle of the state, placing the Tsar's authority over that of the Church
- During the reign of Nicholas II, the Orthodox Church became one of the mainstays of the Tsar's power.
- Nicholas II wished to maintain the sacred inheritance of supreme royal power which, with the Orthodox Church, was for him the key to Russia's greatness
- The Church was an important part of the celebration of the 300th anniversary of Romanov rule
- Priests blessed the soldiers at the front, fueling the patriotic and sacred mission of their service, priests blessed fresh troops again in 1916 to replace staggering casualties of war
- When Lenin came to power he referred to the Church as the "opium of the people"
- Lenin closed the churches

VI. Worker of the Petrograd Soviet (1905-1918)

- January 8, 1905 **Bloody Sunday**
- Shipyard strikes, 2 million strikers
- Exodus from cities to seek food
- Petrograd Soviet, first Soviet Council of Workers
- War Communism: 11-hour work day, child labor, poor salaries, Black Saturday (six-day work week), nationalization of banks and industry, food rationing, state seized grain from peasants
- Money system replaced by barter
- National Economic Policy (N.E.P.)
- Red Army: low volunteerism, draft 400,000 to 5 million
- "Workers of the world unite, you have nothing to lose but your chains"

VII. Lev Davidovich Bronstein (Trotsky) (1915-1940)

- April, 1917 Trotsky returned from Boston
- Spellbinding orator, articulate and scholarly
- Bolshevik leader with Lenin from the start of the revolution
- Trotsky's leadership as War Commissar under Lenin was decisive
- Lenin's second in command
- As leader of the Red Army he resumed the draft because not enough volunteers, tightened discipline in the army to emergency proportions, soldiers shot for disobedience or desertion
- Negotiated the Treaty of Brest-Litovsk in 1918
- Organized the Communist Party, Politburo, Comintern

VIII. Joseph Dzhugashvili (Stalin) (1920-1953)

- 1921 N.E.P., small business, private farmers sell surplus
- Lenin: "Comrade Stalin has concentrated enormous power in his hands and I am not sure he always knows how to use it"
- 1928 Five-Year Plan replaces N.E.P., tripling of output, long work days, low wages, collective farms, Kulaks (rich peasants) had crops destroyed, sent to gulags, or shot
- Stalin: "We are 100 years behind advanced countries. We must make this up in ten years or they will crush us."
- 1933-1938 Second Five-Year Plan, progress to third largest industrial power
- 1934 Kirov murdered
- 1935-39 Reign of Terror
- 1939 Purges, N.K.V.D. (secret police)
- 1940 Trotsky exiled to Mexico and later assassinated there
- Lend Lease during WWII caused production to soar
- Loyalty most important to Stalin

Lesson 4

The Mandate System in the Middle East

Preparation

Photocopy Student Handouts.

Introduction

During World War I, the Ottoman empire was allied with the Central Powers. But at that time it was a relatively weak state economically and much reduced in size from previous centuries. Sharif Hussein ibn Ali, an Arab prince of the Hashemite dynasty living under Ottoman rule, cooperated with Britain during the war, especially after the Central Powers began to lose. Britain hoped to divide Ottoman loyalties to the advantage of the Allied Powers. After the Allies defeated the Central Powers in the war, Sharif Hussein was very upset at what he considered a British betrayal in establishing the Mandate System, which denied independence to a new, united Arab state. In the Mandate System, the former regions of the Ottoman empire were considered unable to govern themselves and placed under the trusteeship of Britain and France. Hussein's two prominent sons were imposed as monarchs under British supervision, King Faisal I in Iraq and King Abdullah in Trans-Jordan. Turkey became a sovereign state with Mustafa Kemal Ataturk as its leader.

Activities

1. Distribute Student Handout 4.1 (Vocabulary)
2. Have students examine the three primary sources in Student Handouts 4.2-4.4 (Sykes Picot Agreement, 1916; Fourteen Points, January 8, 1918; Article 22 of the Covenant of the League of Nations, 1919)
3. Have students construct answers to these questions regarding the three primary source documents as a basis for class discussion.
 - a. Who wrote each document?
 - b. What was the purpose of writing each document?
 - c. Who was the intended audience for each document?
 - d. Which documents were intended to be public? Why or why not?
 - e. When the revolutionary Russian Government took over at the end of 1917, it no longer honored its alliance with Britain and France. The revolutionary government released the Sykes Picot Agreement, which was secret up until that point. Why was this embarrassing to the British and French governments?
 - f. What part of the Fourteen Points was in direct conflict with the contents of the Sykes-Picot Agreement?
 - g. What would Sharif Hussein and his sons have thought of the Fourteen Points?
 - h. What might they have expected to happen as a result?

- i. What would President Wilson have thought of the Sykes-Picot Agreement? What would he have thought of the Mandate System in Article 22 of the Covenant?
- j. On the map of the Sykes-Picot Agreement, what are the differences between the Blue Zone, Red Zone, A Zone, and B Zone?
- k. How might the people living in any of these zones have viewed the Sykes-Picot Agreement?
- l. Do you think the Agreement changed their views of Britain or France in any way? How?
- m. If you were writing a history about the division of the Ottoman empire, who might these documents influence what you would write?

Assessment

- Examine the quality of analysis in the written answers to questions.
- Evaluate contributions to classroom discussion based on documents.
- Have students write their brief history of the division of the Ottoman empire.



King Faisal of Iraq (1920-30)

Library of Congress
Created/Published 1921
LC-USZ62-105339

Lesson 4

Student Handout 4.1—Vocabulary

Covenant: Similar to the constitution of the League of Nations, the binding principles by which members mutually agree to operate.

Egalitarian: Based on the principle of equality, as in all are created equally.

Interventionist: The opposite of *isolationist*, when a state chooses to make connections with other states or take an active role in world affairs, diplomatically, politically, militarily, economically, etc.

Isolationist: A foreign policy by which a state chooses not to make connections with other states. It could take different forms, such as diplomatically, politically, militarily, economically, etc.

Mandate: A charge to a nation from the League of Nations authorizing the administration and development of a territory or state, such as the former Ottoman territories of Syria, Iraq, Palestine and Trans-Jordan.

Mandatory: This is the state authorized to administer said development, such as Britain and France.

Paternalism: A position in which a stronger state treats a weaker state, like a child that needs to be guided and developed.

Sovereign: Free, independent, and in no way limited by external authority or influence

Sultan: The highest office in the Ottoman empire, similar to emperor.

Lesson 4***Student Handout 4.2—Document 1: Selection from the Sykes-Picot Agreement***

The Sykes-Picot Agreement was a secret understanding concluded in May 1916, during World War I, between Great Britain and France, with the assent of Russia, for the dismemberment of the Ottoman empire. When the imperial Russian government was overthrown in the Russian Revolution in November, 1917, the new revolutionary government released the contents of this agreement publicly.

It is accordingly understood between the French and British governments:

That France and Great Britain are prepared to recognize and protect an independent Arab state or a confederation of Arab states (a) and (b) marked on the annexed map, under the suzerainty of an Arab chief. That in area (a) France, and in area (b) Great Britain, shall have priority of right of enterprise and local loans. That in area (a) France, and in area (b) Great Britain, shall alone supply advisers or foreign functionaries at the request of the Arab state or confederation of Arab states.

That in the blue area France, and in the red area Great Britain, shall be allowed to establish such direct or indirect administration or control as they desire and as they may think fit to arrange with the Arab state or confederation of Arab states.

That in the brown area there shall be established an international administration, the form of which is to be decided upon after consultation with Russia, and subsequently in consultation with the other allies, and the representatives of the sharif of Mecca.

Sykes-Picot Agreement Map



BBC News, In Depth: Israel and the Palestinians, Key Documents

http://news.bbc.co.uk/2/hi/in_depth/middle_east/2001/israel_and_the_palestinians/key_documents/1681362.stm

Lesson 4***Student Handout 4.3—Document 2: Selection from the Fourteen Points***

This selection contains Points I and XII from the Fourteen Points delivered to a joint session of the U.S. Congress by President Woodrow Wilson on January 8, 1918. The president's goal was to explain the principles upon which peace could be secured. The President took these principles to the Versailles Peace Conference in France after World War I in the hope of forming the basis of the final Peace Treaty. The two principles here applied to how empires should be restructured.

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.

XII. The Turkish portion of the present Ottoman empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of autonomous development, and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.

Lesson 4***Student Handout 4.4—Document 3: Article 22 of the League of Nations Covenant***

The character of the mandate must differ according to the stage of the development of the people, the geographical situation of the territory, its economic conditions and other similar circumstances.

(A) Certain communities formerly belonging to the Turkish empire have reached a stage of development where their existence as independent nations can be provisionally recognized subject to the rendering of administrative advice and assistance by a Mandatory until such time as they are able to stand alone. The wishes of these communities must be a principal consideration in the selection of the Mandatory.

(B) Other peoples, especially those of Central Africa, are at such a stage that the Mandatory must be responsible for the administration of the territory under conditions which will guarantee freedom of conscience and religion, subject only to the maintenance of public order and morals, the prohibition of abuses such as the slave trade, the arms traffic and the liquor traffic, and the prevention of the establishment of fortifications or military and naval bases and of military training of the natives for other than police purposes and the defense of territory, and will also secure equal opportunities for the trade and commerce of other Members of the League.

(C) There are territories, such as South-West Africa and certain of the South Pacific Islands, which, owing to the sparseness of their population, or their small size, or their remoteness from the centers of civilization, or their geographical contiguity to the territory of the Mandatory, and other circumstances, can be best administered under the laws of the Mandatory as integral portions.

Lesson 5

Technological Change

Preparation

Photocopy Student Handout. Arrange access to library and Internet.

Introduction

Technology introduced at the end of the nineteenth century became popularly accessible at the beginning of the twentieth. When technology became accessible to the masses, it had social, economic, political, and cultural impact. In many ways technology was the great leveler. There were vast improvements in **standards of living** and communication in some parts of the world. Sometimes for good, sometimes for bad, it made the twentieth century one world.

Activities

1. Distribute Student Handout 5 (Matrix for Technological Change) to each student.
2. Divide the class into pairs or groups of three, depending on class size.
3. Assign each pair or group one technological development on the matrix.
4. Have each group research its topic, record facts, and speculate on changes.
5. Exchange information among groups formally or informally so that all students share the information of each group.

Assessment

1. Record the names of students for each group so that the quality of research can be evaluated for each student. 10 points
2. Evaluate the quality of analysis for each group. 10 points
3. Organize class discussion based on the research and analysis collected.

Lesson 5***Student Handout 5—Matrix for Technological Change***

Technological development	Year developed and by whom	Where developed	Impact on mass communication and media	How social life and family might change	Impact on popular culture	Political potential and impact	Impact on and role of women
Steam locomotive railways	1825 George Stephanson	Liverpool, England					
Telegraph	1851 Samuel Morse	U.S.					
Telephone	1885 Alexander Graham Bell	U.S.					
Radio	1885 Guglielmo Marconi	Italy					
Photography	1877 L. J. M. Daguerre	France					
Light bulb	1879 Thomas Edison	Menlo Park, N.J.					
Motion picture	1894 Louis Lumière	France					
Automobile	1885 Karl Benz	Germany					
Airplane	1903 Wright	Kitty Hawk, N.C					

Lesson 6
Tirailleurs Sénégalais
(Senegalese Riflemen—French Colonial African Soldiers)

Preparation

Make overhead transparencies of graphs and charts. Photocopy questions about charts. Photocopy Scenario paragraphs.

Introduction

This lesson examines the disappointment among African colonials who fulfilled their obligation of citizenship but did not gain its benefits. African troops fulfilled their obligation of citizenship by fighting for their imperial masters during World War I. How would you feel as a colonial African if you had served in the French army during the war but did not gain expected benefits? Not only would your contributions have gone largely unrewarded, but demands from Paris for compulsory military service would have continued after the war ended. According to the Conscript System, youths from French West Africa (FWA) continued to be drafted well into the 1920s and 1930s to conduct military missions or work building roads and bridges. The French legislature passed the Conscription Law of 1919, setting quotas and conditions for the annual draft for FWA for the entire interwar period. In the year 1926,

after volunteers were subtracted from the quota a lottery was held to determine the balance. Those who drew a *bad number* went into the army as conscripts; they were called the first portion. The remainder whose numbers had not been drawn became part of the second portion, similar to an *inactive reserve*, the first to be called up in case of partial or total mobilization.¹

This lesson investigates how the effects of the Conscript System affected French West Africa politically, economically, and socially in the 1920s and 1930s.

Activities

1. With students, go over the terms in Student Handout 6.1 (Vocabulary).
2. Show graphs and charts of conscription figures in 1926, Student Handout 6.2 (Conscription Table and Chart). Discuss some generalizations drawn from the table and chart before proceeding to questions.
3. Distribute Student Handout 6.3 (Questions about Table and Chart) about the table and chart. Discuss answers students extract from the evidence in the charts.

¹ Myron Echenberg, *Colonial Conscripts: The Tirailleurs Sénégalais in French West Africa, 1857-1960* (Portsmouth, NH: Heinemann Educational Books, 1990), 60.

4. The Conscript System affected FWA in the 1920s and 1930s politically, economically, and socially. Divide class into seven groups, depending on class size. Give each group a scenario from Student Handout 6.4 (Analysis of Conscript System in FWA in 1920s and 1930s). Have each group explain whether its scenario is a primary or secondary source and what bias it might have. Ask each group to gauge the political, economic, or social consequences they would expect from their scenario, and why they would expect it. Students may also infer from the information in the scenarios to compare conditions in FWA with those in Europe during and after the war. After 15 minutes, have students present the groups' findings to the full class. After the presentations, ask the full class what comparisons they would make and what results they would expect.

Assessment

- Evaluate oral contributions from statistics in the table and charts. Collect questions from Student Handout 6.3 to evaluate the quality of analysis that each student contributed.
- Evaluate the quality of oral contributions from each scenario group as they present their findings and analysis.



Attack of Senegalese Riflemen, 1914

Drawing from *Rodina*, a Russian magazine.

Wikipedia, Senegalese *Tirailleur*

http://en.wikipedia.org/wiki/Tirailleurs_sénégalais

Lesson 6***Student Handout 6.1—Vocabulary***

Absentees: Those who ran away or fled the mobile draft officials; draft dodgers.

Conscripts: Young men drafted into military service. In Senegal during World War I, the length of required service was three years for colonials and 24 months for French youth. Quotas for French West Africa were set in Paris.

FWA: French West Africa.

Soudan (Sudan): The region of open or wooded grassland south of the Sahara Desert and north of the tropical forest. The French Soudan was name of part of France's West African colonial empire. The use of this term in the West African context should not be confused with the region south of Egypt, also called the Sudan under British colonial rule and today the Republic of Sudan.

Tirailleurs Sénégalais: Literally *sharp shooters* or *riflemen*, the name given to World War I conscripts from the French African empire.

Lesson 6

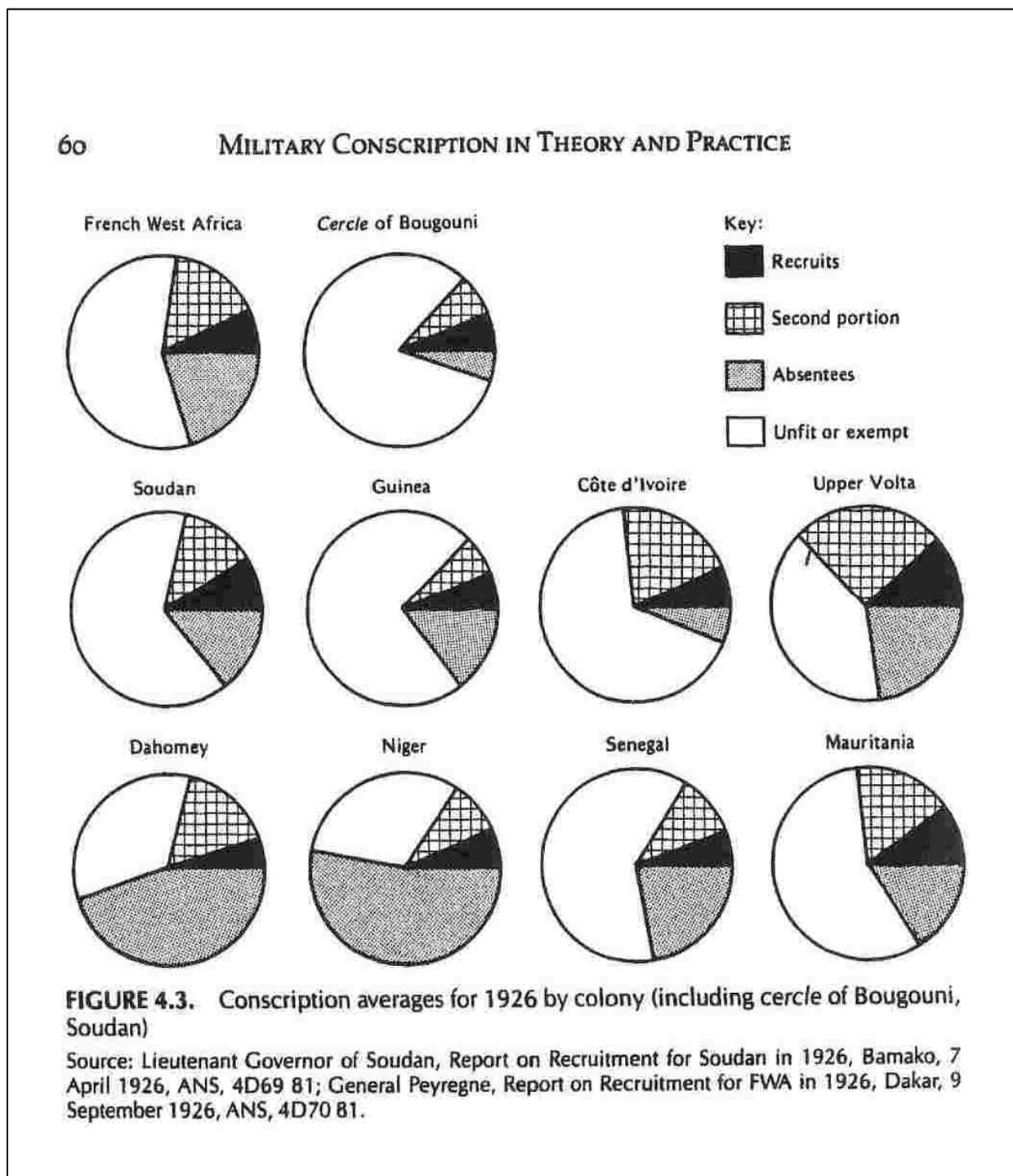
Student Handout 6.2—Conscription Table and Chart

TABLE 4.2 Conscription figures for 1926 by colony (including cercle of Bougouni, Soudan)

	Men on Lists	Men Examined	Unfit or Exempt 1926	Absentees	2nd Portion	1st Portion Drafted	Volunteers	Total Recruited
<i>Cercle of Bougouni</i>	2,514	2,377	2,052	137	179	145	1	146
Soudan	38,043	32,280	24,433	5,763	5,047	2,740	60	2,800
Guinea	42,921	36,314	31,349	6,607	2,865	1,221	879	2,100
<i>Côte d'Ivoire</i>	24,692	23,081	16,417	1,611	4,964	1,644	56	1,700
Upper Volta	32,815	25,401	13,025	7,414	8,776	2,916	684	3,600
Dahomey	23,660	12,877	8,065	10,783	3,830	751	231	982
Niger	5,077	2,323	1,584	2,754	441	134	164	298
Senegal	20,204	15,626	12,281	4,578	2,288	1,044	13	1,057
Mauritania	1,043	874	594	169	180	89	11	100
FWA	188,455	148,776	107,748	39,679	28,391	10,539	2,098	12,637

Source: Lieutenant Governor of Soudan, Report on recruitment for Soudan in 1926, Bamako, 7 April 1926, ANS, 4D69 81; the CIC, General Peyregne, Report on recruitment for FWA in 1926, Dakar, 9 September 1926, ANS, 4D70 81.

Source: Myron Echenberg, *Colonial Conscripts: The Tirailleurs Sénégalais in French West Africa, 1857-1960* (Portsmouth, NH: Heinemann Educational Books, 1990), 59.



Source: Myron Echenberg, *Colonial Conscripts: The Tirailleurs Sénégalais in French West Africa, 1857-1960* (Portsmouth, NH: Heinemann Educational Books, 1990), 60.

Lesson 6***Student Handout 6.3—Questions for Chart and Table Analysis***

From the information given in the table and chart on Student Handout 6.2 answer the following questions:

1. Of the total number of men in FWA examined, what portion was considered exempt?
2. What is interesting about the answer to question 1?
3. What was the total number of men processed each year in order to produce the quota of 12,637?
4. In which African countries were the percentages of “unfit and exempt” highest? In which countries were the “absentees” highest?
5. What do you think these charts might reveal about inefficiency, waste, and corruption in the conscription system?
6. How much time do you think was spent by medical personnel separating the “fit” from the “unfit”?
7. How different might the standard of living have been in FWA in the 1920s and 1930s if medical personnel, instead of spending their time separating “fit” from “unfit,” had spent their time diagnosing and treating medical problems in Africa?

Answer guide for teachers

1. 107,748 of 148,776 – 72%.
2. So many were exempt: Explain that it was because exemptions were made for medical reasons as “unfit,” a “substitute” could be arranged to fulfill one’s service, or an influential family might secure an exemption if it had valuable political connections.
3. 188,455.
4. Use circle chart.
5. Speculate from statistics.
6. Speculate.
7. Analyze.

Lesson 6***Student Handout 6.4—Analysis of Conscript System in FWA in the 1920s and 1930s*****Scenario A**

During World War I in Europe, troops were transported by railroad. In Africa, however, the railroad was not extended to transport troops until the 1930s. Until then troops were expected to walk to ships, railheads, or battle fronts. During WWI and throughout the 1920s, infantry life as African soldiers moved on foot is described as follows:

This introduction to infantry life was too much for many, however realistic it might have appeared on paper. Poorly clothed to bear the cold nights in tents ... inadequately fed at stopovers ... by locals who were obliged to absorb the costs of feeding these military transients, and under close guard to ensure they did not desert, many young conscripts must have found these literally forced marches a horrible introduction to military life.

Source: Myron Echenberg, *Colonial Conscripts: The Tirailleurs Sénégalais in French West Africa, 1857-1960* (Portsmouth, NH: Heinemann Educational Books, 1990), 77.

Scenario B

This is how Dramane Sarambé, who served in the military brigades building installations at Markala, Soudan in the 1930s, recalled his ordeal:

To put it bluntly, it was labor at the cheapest possible price. We were paid 30 francs CFA a month. We were poorly fed but we received work clothes as if we were really soldiers. Any Malian or Voltaïque (village) family still has a fresh memory of the building of the bridge (at Markala) where men worked in the rain and under the whip without respite. The lazy and the revolutionaries were thrown into the river to intimidate the other workers ...”

Source: Myron Echenberg, *Colonial Conscripts: The Tirailleurs Sénégalais in French West Africa, 1857-1960* (Portsmouth, NH: Heinemann Educational Books, 1990), 61.

Scenario C

In the pre-industrial economic system of many villages in Côte d'Ivoire, jobs were agricultural or domestic. It was a type of barter system as few jobs actually paid a wage. Military service paid a wage, and wages paid taxes. For these reasons, when conscription officials appeared,

Absentee rates were considerably below average in Côte d'Ivoire generally ... While no single factor explanation can account for all these regions, it is entirely possible in many of these cases that military service had become an accepted vocation. The Tirailleurs Sénégalais may very well have become the preferred, if not the only, alternative for earning wages with which to pay annual taxes.

In some cases, in the 1930s, outside the *Tirailleurs Sénégalais* only two percent of the population was working for wages in the private sector.

Source: Myron Echenberg, *Colonial Conscripts: The Tirailleurs Sénégalais in French West Africa, 1857-1960* (Portsmouth, NH: Heinemann Educational Books, 1990), 74.

Scenario D

Remember that in many ways France introduced to the world the ideas of equality and democratic government. The mortality rate for the *Tirailleurs Sénégalais* ran three times as high as that of Europeans. The army drained labor away from the African village economy. "At least one in every three conscripts never returned to his rural home." The result was the "loss of at least one third to the village economy."

Source: Myron Echenberg, *Colonial Conscripts: The Tirailleurs Sénégalais in French West Africa, 1857-1960* (Portsmouth, NH: Heinemann Educational Books, 1990), 81-2.

Scenario E

The practice of permitting soldiers to take their families with them when they were dispatched to places such as Morocco to take part in the French conquest there, was halted because it was too expensive.

Thereafter soldiers were not permitted to take spouses abroad, and had to remain celibate, frequent prostitutes, or more rarely, either marry or cohabit with women of local overseas population. For African soldiers fighting in France, army authorities relied on pen pals or surrogate sisters who corresponded with lonely soldiers. As might be expected, such correspondence frequently led to misunderstandings. It was not until after the Second World War that the army again provided housing and allowances for wives and families to provide companionship for lonely African soldiers stationed abroad.

Source: Myron Echenberg, *Colonial Conscripts: The Tirailleurs Sénégalais in French West Africa, 1857-1960* (Portsmouth, NH: Heinemann Educational Books, 1990), 78.

Scenario F

“Despite discouragement from army authorities and the racial bias of European society (there were) liaisons between African soldiers.” A Guinean World War I veteran, Kandé Kamara wrote that *Tirailleurs* stationed in France did not have wide latitude to leave their camps. He cautioned that “People—special police—were given orders to look for soldiers, particularly black soldiers. If they saw you walking around town—and obviously there was no reason for you to be in town, because no soldier would be sent there by himself—you would be arrested.”

Source: Myron Echenberg, *Colonial Conscripts: The Tirailleurs Sénégalais in French West Africa, 1857-1960* (Portsmouth, NH: Heinemann Educational Books, 1990), 78.

Scenario G

In France, compulsory military service came to be seen as legitimate duty in exchange for the benefits of citizenship in a democratic state. In the colonies, however, French authorities slipped into the injustice of applying the obligation without the accompanying democratic privileges. “No egalitarianism was ever intended or extended.” The purpose of the Conscription laws was simple: “to obtain more soldiers.”

Source: Myron Echenberg, *Colonial Conscripts: The Tirailleurs Sénégalais in French West Africa, 1857-1960* (Portsmouth, NH: Heinemann Educational Books, 1990), 84.

This unit and the Three Essential Questions

 <p>HUMANS & the ENVIRONMENT</p>	<p>In the 1920s and 1930s the volume and value of world trade slowed dramatically compared to the decades before World War I. We can think of many reasons why this slowdown, followed by the Great Depression of the 1930s, hurt people economically. But was the reduction of global trade perhaps good for the world's natural and physical environment? Make arguments for and against this proposition. In relation to today's world, are economic growth and environmental health and preservation always compatible?</p>
 <p>HUMANS & other HUMANS</p>	<p>History tends to look upon the League of Nations as a failure. Did the League accomplish anything useful? Research the history of the League and try to compile lists of both its successes and failures. Was the League weaker and less effective than the United Nations is today? Why or why not?</p>
 <p>HUMANS & IDEAS</p>	<p>Research a movement in the visual arts that flourished in Europe in the twentieth century before World War II. Choices might include surrealism, cubism, Dadaism, futurism, expressionism, and the Bauhaus school. How do you think any of these movements might have reflected or expressed cultural moods and values in the era from the early twentieth century to World War II?</p>

This unit and the Seven Key Themes

This unit emphasizes:

Key Theme 3: Uses and Abuses of Power

Key Theme 4: Haves and Have-Nots

Key Theme 7: Science, Technology, and the Environment

This unit and the Standards in Historical Thinking

Historical Thinking Standard 1: Chronological Thinking

The student is able to (B) identify the temporal structure of a historical narrative or story: its beginning, middle, and end (the latter defined as the outcome of a particular beginning).

Historical Thinking Standard 2: Historical Comprehension

The student is able to (A) identify the author or source of the historical document or narrative and assess its credibility.

Historical Thinking Standard 3: Historical Analysis and Interpretation

The student is able to (B) consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

Historical Thinking Standard 4: Historical Research Capabilities

The student is able to (B) formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

Historical Thinking Standard 5: Historical Issues-Analysis and Decision-Making

The student is able to (B) marshal evidence of antecedent circumstances and current factors contributing to contemporary problems and alternative courses of action.

Resources***Resources for teachers***

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Echenberg, Myron. *Colonial Conscripts: The Tirailleurs Sénégalais in French West Africa, 1857-1960*. Portsmouth, NH: Heinemann Educational Books, 1990.

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Hopkins, Anthony G. *Economic History of West Africa*. London: Longman, 1973.

MacMillan, Margaret. *Paris 1919: Six Months That Changed the World*. New York: Random House, 2001.

Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations*. 3rd ed. New York: McGraw-Hill, 2000.

Spodek, Howard. *The World's History*. Upper Saddle River, NJ: Prentice Hall, 2001.

Resources for Students

Avalon Project at Yale Law School. The Covenant of the League of Nations.
<http://www.yale.edu/lawweb/avalon/leagcov.htm>

Avalon Project at Yale Law School. The Sykes-Picot Agreement.
<http://www.mideastweb.org/mesykespicot.htm>

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http://news.bbc.co.uk/2/hi/in_depth/middle_east/2001/israel_and_the_palestinians/key_documents/1681362.stm

Strollo, Philip J. The World At War. League of Nations Timeline.
<http://worldatwar.net/timeline/index.html>

President Woodrow Wilson's Fourteen Points.
<http://net.lib.byu.edu/~rdh7/wwi/1918/14points.html>

Correlations to national and state standards

National Standards for World History

Era 8: A Half-Century of Crisis and Achievement, 1900-1945. 2B: The student understands the global scope, outcome, and human costs of the war; 2C: The student understands the causes and consequences of the Russian Revolution of 1917; 3A: The student understands postwar efforts to achieve lasting peace and social and economic recovery; 3B: The student understands economic, social, and political transformations in Africa, Asia, and Latin America in the 1920s and 1930s.

California: History-Social Science Content Standards

Grade Ten, 10.5.4: Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort; 10.6.1: Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics.

Texas Essential Knowledge and Skills for Social Studies

§113.33 (c) (9) The student understands the impact of totalitarianism in the 20th century. The student is expected to: (A) identify and explain causes and effects of World Wars I and II, including ... the rise of communism in the Soviet Union ...

Virginia History and Social Science Standards of Learning

WHII.10: The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by: a) describing the League of Nations and the mandate system.

Conceptual links to other teaching units

Europeans and Americans talked about a “return to normalcy” after World War I, though, as this unit has shown, the war helped set in motion many developments that could hardly be described as normal—revolutions, nationalist movements, economic crises, the rise of fascist regimes, and accelerating technological change. Prosperity returned to large parts of Europe in the early 1920s, but much of this growth was dependent on the American economic engine and on huge loans from American banks to Germany and other countries. Farmers and commercial growers in the United States and Latin America ratcheted up food production to meet European demand. Serious overproduction resulted, and as the decade progressed, prices started going down again. Because this happened, farmers in much of the world could not repay loans or get nearly as good a price for exportable foods. Therefore, they had less power to buy manufactured goods.

Countries began to raise tariffs to safeguard their own manufacturing plants, but that reduced international trade even more. The scene was set for the Great Depression, which hit the world in 1929. Landscape Teaching Unit 8.3 explores the causes and consequences of that event.