



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



Landscape Teaching Unit 8.5
The Causes and Consequences of World War II
1939 – 1945 CE

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Why this unit?

All the challenges of the 1920s and 1930s may have led inevitably to a new round of conflict. In some sense, World War II was a continuation of the tensions over resources and markets that partially caused the first war. **Fascist** Italy invaded Ethiopia in 1935. Japan, seeking to expand beyond Korea and the Pacific islands, invaded Manchuria in 1931, and began to conquer mainland China in 1937. In Europe, Fascist Germany's aggression against its neighbors, first Austria and Czechoslovakia, then Poland, led it in 1939 into war with France and Britain.

The conflict soon became global. Nazi Germany attacked the communist Soviet Union in 1941, and Japan, Hitler's ally, attacked the US at Pearl Harbor, Hawai'i, and Great Britain at Singapore on December 7, 1941. World War II was fought in Europe, the Soviet Union, North Africa, West Africa, East Asia, Southeast Asia, and the Atlantic and Pacific oceans. Eventually, the sheer weight of resources and human numbers ranged against the Fascist alliance made the difference. Britain and France fought with the support of both soldiers and civilians from colonies and former colonies throughout the world; the US concentrated its wealth, industry, and citizenry on the war effort; and the Soviet Union mobilized huge human and material resources with brutal efficiency. The Allied Powers invaded Germany from both east and west in 1945, and Hitler died in his Berlin bunker. Japan surrendered after the US dropped atomic bombs on Hiroshima and Nagasaki in August.

In human terms, World War II was even more costly than the first conflict. Perhaps 60 million people died, or three percent of the world's population. This time, most of the casualties were civilians. Weapons such as bombers and rockets brought warfare into the centers of cities. Mobilization for war was even more "total" than in the first war, particularly in Germany and the Soviet Union. The horror of the war found its most potent symbol in the Nazis' systematic murder of almost six million Jews.

This landscape unit gives students the opportunity to debate the causes of the global conflict using historians' rather than politicians' tools. Students will practice analyzing **primary sources**, mostly photographs, posters, and speeches. Moreover, students will analyze **secondary source** data on national military preparedness and a timeline of the creation and use of military technology during World War II. Finally, students will debate the consequences of aerial attacks on civilian populations during World War II.

Unit objectives

Upon completing this unit, students will be able to:

1. Analyze statistical data and speeches to compare military expenditures and role of **nationalism** as causes of the Second World War.
2. Analyze textbook presentations of starting and ending dates for the Second World War to discuss periodization of the first half of the twentieth century
3. Compare propaganda posters used by combatant countries during the war to identify similar techniques used to demonize enemies

Time and materials

This unit can be completed in five class periods.

The only materials required in this unit are index cards, poster board, and pencils.

Author

Sharon Cohen teaches world history at Springbrook High School in Silver Spring, Maryland. She was a member of the Advanced Placement World History Test Development Committee from 2002 to 2006 and a founding member of the editorial board for the e-journal *World History Connected*. In addition to writing curriculum units for World History For Us All, Ms Cohen also wrote the curriculum guide for the website accompanying the video series *Bridging World History*. Various materials authored by Ms Cohen were commissioned by the College Board for the Advanced Placement World History program.

The historical context

In 1919, when the Treaty of Versailles was signed, many peoples in the world hoped that there never again would be such a destructive global military conflict. Unfortunately, their hopes were dashed. Furthermore, the devastation caused by the [Great Depression](#) probably surprised them as well. Nor would many of them have realized that the increased military expenditures that helped mitigate the economic effects of the Great Depression would, in fact, be a decisive rearmament for another world war.

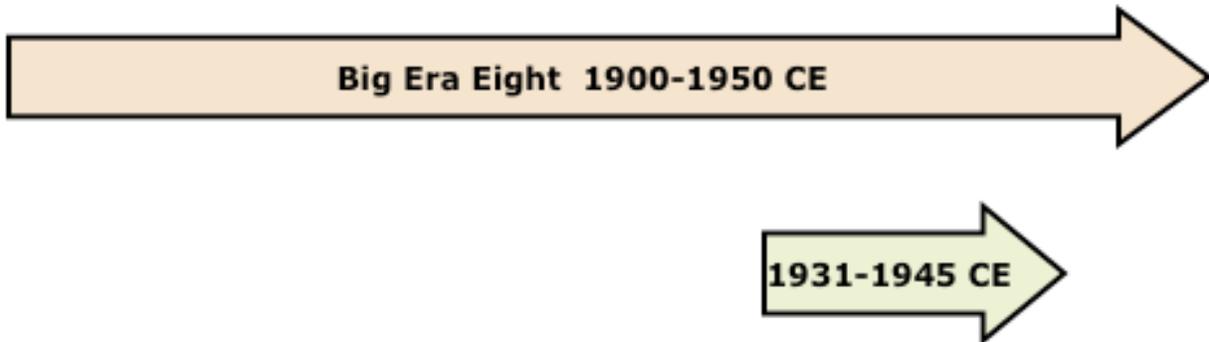
The increase in spending for military supplies and training sparked reactions among the stronger nations of the world. This was true especially of the fascist [governments](#) of Germany, Italy, and Japan, whose military buildup revealed their expansionary goals. Although the rearmament by the Germans, Italians, and Japanese did not provoke an immediate military response from the winners of the First World War, diplomatic concerns were expressed through the [League of Nations](#). At first, the major [states](#) like the US, France, and Great Britain engaged in massive arms production to promote economic growth and to begin some military protection against the rearmament by the fascist leaders. In all of the economies negatively affected by the Depression, industrial growth, aided by new military contracts, helped put workers back in factories to make weapons and supplies. The Communist state of the Soviet Union under Josef Stalin expanded its military also in response to the perceived threats from Nazi Germany's actions against its European neighbors. Thus, nationalism, militarism, and industrialism were key factors, similar to their roles in causing the First World War, to beginning the second.

The involvement of civilians in the Second World War also mirrored their participation in the first one. Both colonial peoples and citizens of free nation-states fought in and supported the war efforts, but a substantial amount of persuasion was used by their governments to convince them to enlist in the military, buy war bonds, work in factories, and accept the sacrifices required of them. Common images of soldiers as masculine ideals and women as strong helpmates appeared in propaganda posters. Although many citizens felt inspired by nationalism to rally behind their

country's involvement in the war, others needed to be convinced that their enemies were dangerous and required military actions. In order to invoke emotional responses, most of the nation-states fighting in the war hired graphic artists and film makers to rally support by depicting the enemies as inferior and sometimes even like monsters or animals. Often, national leaders identified the enemies as opposing nation-states, but just as frequently the demonized groups were domestic populations such as Jews or Roma in Nazi-occupied territories or people of Japanese descent in Canada and the United States. The constant use of propaganda resulted in governments becoming experienced in using communication technologies to shape public opinion. The heightened nationalistic messages unfortunately also led to the support of a war that resulted in millions of deaths and widespread environmental destruction.

If the causes and effects of the Second World War are pretty clear, then why do historians disagree about its periodization? An easy answer might be that historians from different countries might want to portray their own governments as more or less actively engaged in preparing for war in the years after the First World War ended in 1919. Or, historians more concerned with presenting a narrative of their own national history might suggest through a particular ending date that their own country played a key role in bringing about an end to the fighting. A more complicated answer to the periodization question reveals an essential task of historians, i.e., analyzing the past by demarcating time periods to highlight developments they deem important. The arguments that historians develop rely on selecting evidence from events and then making their arguments. For example, it might be our task as students of history to debate whether Japanese troops invading China in 1937 or German troops invading Poland in 1939 mark the beginning of the Second World War. We also need to marshal evidence of the causes of those events as well as their effects to determine which one could be considered the one that led most clearly to the other parts of the global conflict.

This unit in the Big Era Timeline



Lesson 1

Who Was Prepared for War?

Activities

Activity 1: Armaments.

- A. Using tables of military spending, students analyze, in a whole class discussion, Japan's military strength during the 1930s and 1940s and the risks it took in invading China.
- B. The teacher can use the following specific questions for the tables to help direct students toward conclusions about military preparations for war.
- In Student Handout 1.1, use the tables titled “Armaments Production of the Powers, 1940-1943” to answer the following questions:
 - Which government spent the most on armaments (weapons) in 1940, 1941, 1943?
 - Why was the Axis alliance spending more in 1940 and 1941? Why did the Allied governments spend more in 1943?
 - In Student Handout 1.2 use the table entitled “National Income of the Powers in 1937 and Percentage Spent on Defense” to answer the following questions:
 - In 1937, which three governments spent the largest percentage of their budgets on defense?
 - Which government spent the smallest percentage on defense?
 - Using the data in all the tables, briefly explain the global context for armaments production and government budgets for defense from the end of World War I to 1943.

Activity 2: Nationalism.

Using the three primary source texts in Student Handout 1.3, ask students to answer the following questions:

1. According to Tanaka, how is Japan different from England and the United States?
2. According to Hitler, how is land ownership determined?
3. What are the similarities between Tanaka's and Hitler's arguments for expansion?

4. What argument could be made against Tanaka's justification for expansion? What arguments against Hitler's?
5. According to Stalin, how is Russia different from other countries?
6. In what ways are Stalin, Hitler, and Tanaka taking the same position on the importance of industrialization for their countries' power relative to other countries?

Adapted from: <http://www.montgomeryschoolsmd.org/schools/wjhs/depts/socialst/Cohen/ww2pacific/tanaka.html>

Lesson 1***Student Handout 1.1***

Armaments Production of the Powers, 1940-1943
(in billions of 1944 dollars)

Allies

Year	1940	1941	1943
Great Britain	3.5	6.5	11.1
USSR	5.0	8.5	13.9
United States	1.5	4.5	37.5
Total	3.5	19.5	62.5

Axis

Year	1940	1941	1943
Germany	6.0	6.0	13.8
Japan	1.0	2.0	4.5
Italy	0.75	1.0	-
Total	6.75	9.0	18.3

Source: R. Wagenfuhr, *Die Deutsche Industrie im Kriege, 1939 - 1945* (Berlin: Duncker & Humblot, 1945): *passim*.

Lesson 1***Student Handout 1.2*****National Income of the Powers in 1937
and Percentage Spent on Defense**

	National Income (billions of dollars)	Percentage on Defense
United States	68	1.5
Great Britain	22	5.7
France	10	9.1
Germany	17	23.5
Italy	6	14.5
USSR	19	26.4
Japan	4	28.2

Source: S. Mintz (2007), *Digital History*, available at <http://www.digitalhistory.uh.edu/historyonline/us35.cfm>

Lesson 1

Student Handout 1.3—Primary Sources

The following excerpt is from a letter that General Giichi Tanaka, the prime minister of Japan, is believed to have written to the Japanese emperor in 1927.

Letter of General Tanaka, 1927

England can afford to talk about trade relations only because she has India and Australia to supply her with foodstuff and other materials. So can America because South America and Canada are there to supply her needs. ... But in Japan her food supply and raw materials decrease in proportion to her population. If we merely hope to develop trade, we shall eventually be defeated by England and America, who possess unsurpassable capitalistic power. In the end, we shall get nothing. A more dangerous factor is the fact that the people of China might some day wake up. Even during these years of internal strife, they can still toil patiently, and try to imitate and displace our goods so as to impair the development of our trade. When we remember that the Chinese are our sole customers, we must beware, lest one day China becomes unified and her industries become prosperous ... our trade in China will be ruined. ... Our best policy lies in the direction of taking positive steps to secure rights and privileges in Manchuria and Mongolia ... The way to gain actual rights in Manchuria and Mongolia is to use this region as a base and under the pretense of trade and commerce penetrate the rest of China. Armed by the rights already secured we shall seize the resources all over the country. Having China's entire resources at our disposal we shall proceed to conquer India, ... Asia Minor, Central Asia, and even Europe. But to get control of Manchuria and Mongolia is the first step.

Source: "Japan and the Next World War, Secret Memorial." *The China Critic*, IV (September 24, 1931). Available at: <http://www.montgomeryschoolsmd.org/schools/wjhs/depts/socialst/Cohen/ww2pacific/tanaka.html>



http://en.wikipedia.org/wiki/Image:Tanaka_Giichi.jpg

Speech of Adolf Hitler, 1930

If the German people does not solve the problem of its lack of space, and if it does not open up the domestic market for its industry, then 2,000 years have been in vain. Germany will then make its exit from the world stage and peoples with more vigor will come into our heritage. Space must be fought for and maintained. People who are lazy have no right to the soil. Soil is for him who tills it and protects it. If a people disclaims soil, it disclaims life. If a nation loses in the defense of its soil, then the individual loses. There is no higher justice that decrees that a people must starve. There is only power, which creates justice ... Parliaments do not create all of the rights on this earth; force also creates rights. My question is whether we wish to live or die. We have more right to soil than all the other nations because we are so thickly populated. I am of the opinion that in this respect too the principle can be applied: God helps him who helps himself.

Source: Völkischer Beobachter, May 7, 1930. Available at:
<http://www.montgomeryschoolsmd.org/schools/wjhs/depts/socialst/Cohen/ww2pacific/tanaka.html>



Library of Congress, Prints and Photographs LC-USZ61-142

Joseph V. Stalin
“On the Industrialization of Russia.” Speech to Soviet Industrial Managers,
February 1931.

It is sometimes asked whether it is not possible to slow down the tempo somewhat, to put a check on the movement. No, comrades, it is not possible! The tempo must not be reduced! On the contrary, we must increase it as much as is within our powers and possibilities. This is dictated to us by our obligations to the workers and peasants of the USSR. This is dictated to us by our obligations to the working class of the whole world.

To slacken the tempo would mean falling behind. And those who fall behind get beaten. But we do not want to be beaten. No, we refuse to be beaten! One feature of the history of old Russia was the continual beatings she suffered because of her backwardness. She was beaten by the Mongol khans. She was beaten by the Turkish beys. She was beaten by the Swedish feudal lords. She was beaten by the Polish and Lithuanian gentry. She was beaten by the British and French capitalists. She was beaten by the Japanese barons. All beat her because of her backwardness, military backwardness, cultural backwardness, political backwardness, industrial backwardness, agricultural backwardness. They beat her because to do so was profitable and could be done with impunity. ... It is the jungle law of capitalism. You are backward, you are weak—therefore you are wrong; hence, you can be beaten and enslaved. You are mighty—therefore you are right; hence, we must be wary of you.

That is why we must no longer lag behind.

In the past we had no fatherland, nor could we have one. But now that we have overthrown capitalism and power is in our hands, in the hands of the people, we have a fatherland, and we will defend its independence. Do you want our socialist fatherland to be beaten and to lose its independence? If you do not want this you must put an end to its backwardness in the shortest possible time and develop genuine **Bolshevik** tempo in building up its socialist system of economy. There is no other way. That is why Lenin said on the eve of the October **Revolution**: “Either perish, or overtake and outstrip the advanced capitalist countries.”

We are fifty or a hundred years behind the advanced countries. We must make good this distance in ten years. Either we do it, or we shall be crushed.

Source: J. V. Stalin, *Problems of Leninism* (Moscow: Foreign Languages Publishing House, 1953). Available at: <http://artsci.shu.edu/reesp/documents/Stalin--industrialization.htm>.



Lesson 2

Periodization Debate: When did World War II Begin and End?

Preparation

For homework, students should use the timelines in Student Handout 2 to select one of the dates for the beginning of World War II and one date for the ending of the war. They may use their textbook and other sources to find evidence to defend their choices. Students prepare four index cards on which they will write:

1. Two reasons on one index card for selecting the date they think World War II began.
2. Two reasons on one index card for selecting the date they think World War II ended.
3. Two reasons on one index card for NOT selecting one of the other dates for the beginning of World War II.
4. Two reasons on one index card for NOT selecting one of the other dates for the ending of World War II.

Introduction

Periodization of chunks of time in history is a key reflection of the historian's view of the past. Large events such as World War II have been periodized differently by historians from various parts of the world. This activity will help students act like historians by seeing that the beginning and ending dates for big events can be changed by arguments with clear evidence.

Activity

1. When entering the classroom, students place their index cards on one of eight posters (one for each year: 1931, 1937, etc.) under "Pro" or "Con" headings.
2. Students find three other students who selected the same beginning and/or ending dates. Each group should write a thesis statement (for an opening statement in the debate) and agree on two major points they will use to support their thesis when presenting their argument to the whole class.
3. Students debate the beginning and ending dates for World War II.
4. When student finish presenting and arguing all major points, they then write a short response to the following question: "In what ways might world historians have different perspectives on the beginning and ending dates of major events like World War II?"

Lesson 2***Student Handout 2—Timelines on Beginning and End Dates of World War II*****Possible Beginning Dates for WWII**

1931	Japanese invasion of Manchuria
1937	Japanese invasion of China
1939	German invasion of Poland
1940	German attacks on Britain
1941	Japanese attacks on Pearl Harbor and Singapore

Possible Ending Dates for WWII

February 1943	German army surrendered to Soviets
June 1945	German army surrendered to Allies in Germany
August 1945	Japanese government surrendered to Allies on US naval ship

Lesson 3

War Propaganda: Messages and Media used to Promote Nationalism

Preparation

As a whole class, review the goals governments had in using propaganda posters during wartime in the twentieth century.

Introduction

According to Marc Choko, author of *Canadian War Posters* (Meridien 1994), print runs of Canadian war posters ranged from several hundred to 50,000 copies. In World War II, Canadian posters reflected the fact that Canada was not attacked on its own turf. Its posters generally avoided showing violence in graphic detail, as did the posters from other countries.

While some posters encouraged enlistment and financial support of the war effort, others urged workers to increase productivity. Some posters were produced by private companies, and there were even war poster competitions.

Source: <http://digital.library.mcgill.ca/warposters/english/introduction.htm>

Activity

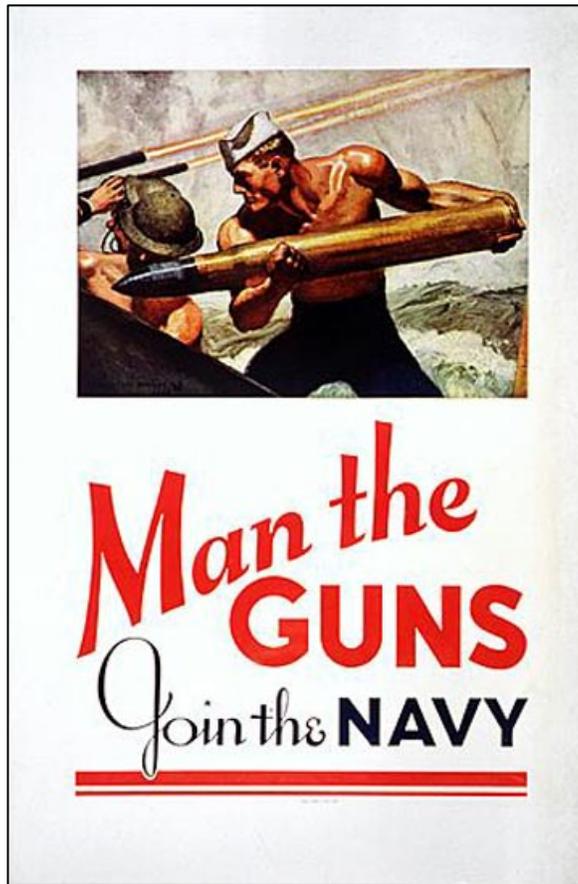
Students compare the propaganda used in the war efforts in Europe and in the Pacific and determine the cultural and ideological differences between them.

Ask students to look carefully at each poster, and then to write short responses to the questions that follow:

1. What is the title of the poster?
2. What is the name of the artist who created the poster?
3. Which government sponsored the creation of the poster?
4. When was the poster created?
5. What colors and symbols did the artist use to create an emotional reaction in the viewer?
6. What did the colors and symbols mean to the viewers?
7. Which gender(s) and social class(es) was the artist trying to reach?
8. Was the country of the government which sponsored the poster directly under attack by the enemy?

9. What action did the government that sponsored the poster want the viewers to take?
10. What slogans or phrases did the artist use? Does the text support the colors and symbols or give a different message?

Adapted from Truman Presidential Museum & Library website: <http://www.trumanlibrary.org/educ/warposters.pdf>

Lesson 3***Student Handout 3.1—Posters: Men*****“Man the Guns, Join the Navy,” 1942**

Created by McClelland Barclay

Barclay was a professional artist before joining the US Navy during World War II. He contributed many posters, illustrations, and officer portraits for the Navy. Produced for the Navy Recruiting Bureau, NARA Still Picture Branch.

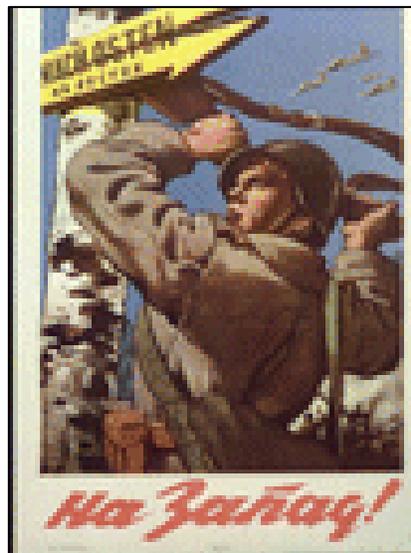
Source: http://www.archives.gov/exhibits/powers_of_persuasion/man_the_guns/images_html/man_the_guns.html



“Petrograda Ne Otdadim” (We will not give up Petrograd!)

Artist and date unknown

Source: <http://filebox.vt.edu/users/efalwell/sovietprop/stalin5.html>



“Na Zapad!” (To the West!), 1943

Created by Victor Ivanov

Russian soldier knocking German sign “To the East” off birch tree, a symbol of Russia.
Published by Izd-vo “Izobrazitel’noe iskusstvo”; printed by “Plakat.” Yanker poster collection
(Library of Congress)

Source: http://memory.loc.gov/cgi-bin/query/D?yan:14:./temp/~pp_7fVL::

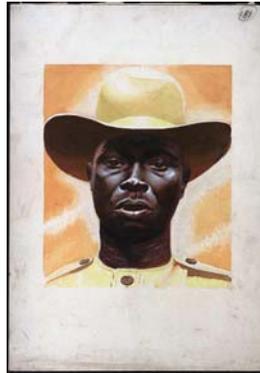


“Allons-y ... Canadiens” (Let’s Go, Canadians)

Created by Henri Eveleigh, undated

Published by the Director of Public Information, Ottawa, issued under the authority of the Honorable J. T. Thorson, Minister of National War Services.

Source: <http://digital.library.mcgill.ca/warposters/search/searchdetail.php?ID=8722&version=e>

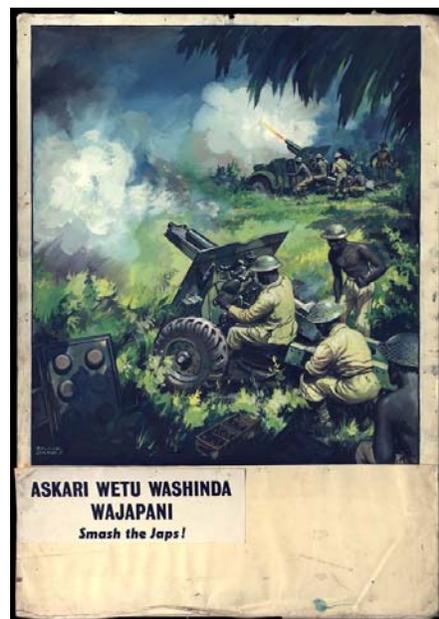


“Royal West African Frontier Force,” 1942

Unknown artist

A head-and-shoulders shot of a uniformed African soldier of the Royal West African Frontier Force. This image belongs to the series “Our Allies the Colonies,” launched in September 1942.

Source: <http://snuffy.lib.umn.edu/image/srch/bin/Dispatcher>



“Askari wetu washinda wajapani” (Our soldiers beat the Japanese). Date unknown

Created by Roland Davies

An anti-Japanese poster, depicting troops of the African artillery in action.

Source: http://www.nationalarchives.gov.uk/theartofwar/prop/allied_unity/INF3_0394.htm

Lesson 3***Student Handout 3.2—Posters: Women*****“We Can Do It!” Date unknown**

Created by J. Howard Miller

Miller was a professional graphic artist commissioned to make posters for the American participation in World War II. Produced by Westinghouse for the War Production Coordinating Committee, NARA Still Picture Branch.

Source:

http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/its_a_womans_war_too.html



“Seeing it Through,” 1944

Created by E. H. Kennington

Kennington was a British portrait artist. Published by London Passenger Transport Board.

The text at the bottom of this poster is the following poem by A. P. Herbert:

How proud upon your quarterdeck you stand,
Conductor - Captain of the mighty bus!
Like some Columbus you survey the Strand,
A calm newcomer in a sea of fuss.

You may be tired - how cheerfully you clip,
Clip in the dark with one eye on the street -
Two decks - one pair of legs - a rolling ship -
Much on your mind - and fat men on your feet!

The sirens blow and death is in the air:
Still at her post the trusty Captain stands,
And counts her change, and scampers up the stair,
As brave a sailor as the King commands.

Source:

<http://www.st-andrews.ac.uk/~pv/pv/courses/posters/images3/through1x.html>



“Frauen Warte” (Women’s Viewpoint), 1940

Artist unknown

Poster based on the April 1, 1940 issue of the *Frauen Warte*, the Nazi Party’s biweekly illustrated magazine for women.

Source: <http://www.calvin.edu/academic/cas/gpa/images/fw/fw8-19.jpg>



“Weapons for the front ... From the Soviet women”

Date and artist unknown

Source: <http://filebox.vt.edu/users/efalwell/sovietprop/stalin5.html>



“Attack ... on all Fronts,” 1943

Created by Hubert Rogers

This poster was published by the Wartime Information Board, Canada.

Source: http://www.civilization.ca/cwm/propaganda/poster14_e.html

Lesson 4
Military Technology

Activities

1. Analyze the timeline for changes and continuities in development and use of military technology.
2. Write a thesis statement to answer the following question:
“Do developments in military technology during World War II show more changes or continuities from previous large-scale conflicts?”

Lesson 4

Student Handout 4—Military Technology

Timeline of Some New Military Technology used during World War II

- **1939** Germans developed the assault rifle but it was not widely adopted until after World War II because it lacked the power of standard rifles
- **1940** Soviets introduced Katyusha multiple rocket launchers mounted on trucks
- **1941** Plutonium first produced in secret at UC Berkeley for potential weapon
- **1942** US Manhattan Project began in order to develop the first atomic bomb
- **1942** The anti-tank rocket, or bazooka, invented for use by the US army. The grenade warhead was fit with a rocket motor, and it was fired from a simple tube launcher
- **1942** Aircraft carriers became the major offensive arm used by the US Navy
- **1942** Acoustical homing torpedoes developed by German military
- **1943** First use of air-launched, radio command-guided anti-ship missiles by the US Navy
- **1944** First V-1 flying bomb used by Germany against Great Britain
- **1944** V-2 rockets used by Germany
- **1944** First German military jet, the Messerschmidt, used in battle
- **1945** Atom bombs developed and used by the US

Directions

Annotate the following timeline by identifying the continuities in military technology and marking the key new inventions that show major changes.

Write a thesis statement to answer the following question:

“Analyze the continuities and changes in military technology from 1750 to 1945.”

Timeline of Military Technology

- **Early eighteenth century.** The wheel replaced the tiller on ships

- **1742** Ballistic pendulum was invented. This gave gunners the ability to measure the power of a given quantity of gunpowder
- **1750** Some foundries could cast cannon barrels as solid pieces and bore them out. This made cannons more accurate
- **1800** British developed cylinder-burned charcoal
- **1802** First practical paddle-steamer ship was built
- **1803** First use of the exploding canister shell invented by Henry Shrapnel
- **1820** First iron steam ship, the Aaron Manby, was built
- **1821** Paixhans invented the explosive shell
- **1829** A practical ship's screw was invented which would replace the paddle on ships. Sails on ships were still in use
- **1846** Guncotton, an explosive substance, was invented
- **1849** Minie ball invented by Claude E. Minie
- **1850** A primitive submarine was built by Wilhelm Bauer
- **Mid-nineteenth century** Development of methods for measuring pressure inside cannons allowed for the building of more effective cannons
- **1853** Britain began using the Enfield rifle
- **1853-1856** During the Crimean War, the Russians were the first to use mines as a strategic weapon
- **1859** French launched the Gloire, the first sea-going armored ship
- **1862** The Gatling gun was patented. Two ironclad ships, the Monitor and the Merrimack, fought to a draw in the US Civil War
- **1860s** Heavy-rifled cannon made of high-quality cast iron was used extensively in the US Civil War. The early modern fortress based on the sunken profile and bastioned trace was made obsolete
- **1867** Dynamite was invented by Alfred Nobel
- **1875** Smokeless gunpowder, ballistite, was invented by Alfred Nobel

- **1880s** Steam-powered torpedo boats were used for harbor defense. These evolved into the modern destroyer. Rigging and sails were discarded for all except training ships
- **Late nineteenth century** Brass cartridges for breech-loading cannons were developed
- **1891** During the Chilean Revolutionary War, a self-propelled torpedo sank an armored warship for the first time
- **1896** Armed and armored car was designed by E. J. Pennington
- **1900** First rigid dirigible, the zeppelin, was built by Ferdinand von Zeppelin
- **1903** Powered flight was effectively demonstrated by Wilbur and Orville Wright
- **1904** Radar was patented by Christian Hulsmeyer
- **1904-1905** Wireless communications were used in war for the first time (Russo-Japanese War)
- **1914** Submarines began to have a heavy impact on sea warfare
- **1915** British began using the depth charge as an anti-submarine weapon. Sonar was developed by Paul Langevin. Fokker warplane became the first to have its machine guns synchronized with its propeller. Trench mortars were first used
- **World War I** Anti-aircraft guns were introduced. Aircraft carriers were developed at the end of World War I for scouting and air defense. Flame throwers were developed
- **1916** Phosgene gas was developed. Mark I tanks were first used in action
- **1926** First liquid-propellant rocket was launched
- **1927** Italy accomplished the first instance of planned military parachuting after adopting escape parachutes for the task
- **1930s** First practical helicopters were developed by Igor Sikorsky
- **1931** Deuterium was discovered
- **1935** Robert Alexander Watson-Watt developed a practical aircraft-detecting radar
- **World War II** Soviets introduced rocket artillery. Germans developed the assault rifle but it was not widely adopted until after World War II because it lacked the power of standard rifles

- **1940** Plutonium was discovered
- **1942** US Manhattan Project began in order to develop the first atomic bomb. The anti-tank rocket, or bazooka, was invented. Before the bazooka, only anti-tank grenades or “elephant guns” would damage well-armored tanks, but even these performed poorly. Aircraft carriers became the major offensive arm of the Navy
- **1943** First use of air-launched, radio command-guided anti-ship missiles
- **1944** First V-1 flying bomb was used by Germany against the Great Britain. V-2 rockets were used by Germany. First German military jet, the Messerschmitt, was used in battle
- **1945** Atom bomb was developed and used
- **Late World War II** Acoustical homing torpedoes were developed

Source: <http://www.warscholar.com/Year/TechnologyOutline.html>

Lesson 5
Turning Point in Global Warfare Debate: Attacks on Civilians

Activity

Distribute copies of Student Handout 5 and ask students to do the following:

1. Explain which of these events could be classified as causes of World War II.
2. Explain which of these events could be classified as happening during World War II.
3. Discuss why the countries that signed the international agreements to refrain from bombing civilians did not honor those agreements during World War II.

Lesson 5

Student Handout 5

- International Organization: League of Nations agreements on not bombing civilians
- Shanghai, China, January 1932: Chinese boycott of Japanese goods
- Ethiopia, December 1935 - May 1936: mustard gas, air power, and indiscriminate bombing including Red Cross units; the League of Nations imposed minor sanctions against Italy, and Italy resigned in protest. More than 700,000 Ethiopians were killed during the fighting, while just 2,000 Italians soldiers were lost.
- Guernica, Spain, April 26, 1937: massive air raid by 43 German Luftwaffe on the Basque town of Guernica in Northern Spain killed almost a thousand people and destroyed 70 percent of the buildings
- Shanghai, 1937: 200,000 residents of the city were killed
- Dresden, Germany, February 1945: Five raids, with over 650,000 incendiaries dropped, created a firestorm that covered eight square miles, totally destroying 4,200 acres. Around 135,000 people died. The city center was buried under 18 million cubic meters of rubble. So many people died that the corpses had to be burned in mass piles.

Source : http://www.dresden.de/de/02/110/01/c_13.php

- Tokyo, Japan, March 9-10, 1945: 300 American B-29s used low level incendiary bombing runs over Tokyo to create firestorms that destroyed 15 square miles of the city, killing 83,000 and injuring 102,000. All of the raids on the Japanese islands destroyed over two million buildings, made nine million homeless, killed 260,000, and injured 412,000. From July 1945 on, the Allied fleets closed in on Japan, using their heavy guns to bombard the coastal cities from close range.

Source: Paul Johnson, *Modern Times* (New York: Harper Collins, 2001): 424.

- London, 1940-1941: “Beginning on September 7, 1940, and for a total of 57 consecutive nights, London was bombed. ... Other British cities targeted during the Blitz included Portsmouth, Southampton, Plymouth, Exeter, Bristol, Bath, Cardiff, Birmingham, Coventry, Nottingham, Norwich, Ipswich, Sheffield, Manchester, Liverpool, Hull, Middleborough, Sunderland, Newcastle, and also Glasgow, Scotland, and Belfast, Northern Ireland. ...

By the end of 1940, German air raids had killed 15,000 British civilians. One of the worst attacks had occurred on the night of November 14-15 against Coventry, an industrial city east of Birmingham in central England. In that raid, 449 German bombers dropped 1,400 high explosive bombs and 100,000 incendiaries which destroyed 50,000 buildings, killing

568 persons, leaving over 1,000 badly injured. The incendiary devices created fire storms with super-heated gale force winds, drawing in torrents of air to fan enormous walls of flames. .

In London, on the night of December 29-30, the Germans dropped incendiaries, resulting in a fire storm that devastated the area between St. Paul's Cathedral and the Guildhall, destroying several historic churches. Other famous landmarks damaged during the Blitz included Buckingham Palace, Westminster Abbey, and the Chamber of the House of Commons. The Blitz climaxed in May of 1941, leaving 375,000 Londoners homeless."

Source: <http://www.historyplace.com/worldwar2/timeline/about-blitz.htm>

"By May 1941, 43,000 had been killed across Britain and 1.4 million had been made homeless."

Source: http://www.historylearningsite.co.uk/blitz_and_world_war_two.htm

Assessment

Directions

Imagine that you are a journalist working in September 1945, and write headlines for the following newspapers:

- Tokyo Times
- London Times
- New York Times
- Dresden Times
- Moscow Times
- Shanghai Times
- Addis Ababa, Ethiopia Times

Now, explain the point of view you expressed in those headlines. What makes them similar and what makes them different?

This unit and the Three Essential Questions

 <p>HUMANS & the ENVIRONMENT</p>	<p>The expanded military production before and during the war required increased use of natural resources and produced more pollution. The new military technologies developed for World War II also caused more environmental destruction. Research the extent of human and material destruction as a result of bombing in places such as Ethiopia, China, Germany, and England. Some historians believe that the dramatic written and visual evidence of the atomic bombs dropped on the Japanese cities of Hiroshima and Nagasaki overemphasize their environmental destruction compared to the firebombing of other cities in Japan, Europe, and Africa? Based on your own research, determine whether you agree or disagree with this point of view.</p>
 <p>HUMANS & other HUMANS</p>	<p>The military and civilian leaders of countries at war often made their foreign and domestic enemies appear as evil as possible. Propaganda used during World War II was not that different in approach from that used in earlier conflicts. How did new communications technologies affect how the war was promoted? Is it possible that the enduring effects of the demonization of foreign and domestic enemies affected how the winners and losers remember the war? Can a historiographical study of how the war was promoted to the public and remembered by the public help show us what is important to know about it as students of history?</p>
 <p>HUMANS & IDEAS</p>	<p>As in most modern military conflict, nationalism played a major role in promoting the ideas of the leaders and citizens of particular countries. To what extent did authoritarian ideology in the forms of fascism and communism also help inflame tensions? Are the ideologies of fascism and communism separable from nationalism?</p>

This unit and the Seven Key Themes

This unit emphasizes:

Key Theme 3: Uses and Abuses of Power

Key Theme 6: Science, Technology, and the Environment

This unit and the Standards in Historical Thinking

Historical Thinking Standard 1: Chronological Thinking

The student is able to (E) interpret data presented in timelines.

Historical Thinking Standard 2: Historical Comprehension

The student is able to (B) identify the central question(s) the historical narrative addresses.

Historical Thinking Standard 3: Historical Analysis and Interpretation

The student is able to (E) analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.

Historical Thinking Standard 4: Historical Research Capabilities

The student is able to (A) formulate historical questions.

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

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

Resources

Resources for teachers

Choko, Marc. *Canadian War Posters*. Ottawa: Meridien, 1994.

Dower, John. *Embracing Defeat: Japan in the Wake of World War II*. New York: W. W. Norton, 1999.

Johnson, Paul. *Modern Times*. New York: Harper Collins, 2001.

Kennedy, Paul. *The Rise and Fall of Great Powers*. New York: Random House, 1987.

Stalin, J. V. *Problems of Leninism*. Moscow: Foreign Languages Publishing House, 1953.

Taylor, A. J. P. *The Origins of the Second World War*. New York: Atheneum, 1961.

Truman Presidential Museum and Library, <http://www.trumanlibrary.org/educ/warposters.pdf>.

Williams, Trevor I. A. *Short History of Twentieth-Century Technology, c. 1900 - c. 1950*. Oxford: Oxford UP, 1982.

Resources for students

Keegan, John, ed. *The Times Atlas of the Second World War*. New York: Harper, 1989.

Propaganda posters:

Canada

<http://digital.library.mcgill.ca/warposters/>

http://www.civilization.ca/cwm/propaganda/index_e.html

Germany

<http://www.calvin.edu/academic/cas/gpa/>

Great Britain

<http://www.st-andrews.ac.uk/~pv/pv/courses/posters/posters3.html>

<http://www.nationalarchives.gov.uk/theartofwar/prop/>

Soviet Union

<http://filebox.vt.edu/users/efalwell/sovietprop/stalin5.html>

United States

<http://memory.loc.gov/>

<http://www.archives.gov/education/lessons/wwii-posters/activities.html>

Information on technologies and time lines for World War II

<http://www.warscholar.com/Year/TechnologyOutline.html>

<http://www.historyplace.com/worldwar2/timeline/about-blitz.htm>

http://www.historylearningsite.co.uk/blitz_and_world_war_two.htm

Correlations to National and State Standards and to Textbooks

National Standards for World History

Era 8: A Half-Century of Crisis and Achievement, 1900-1945. 4A: The student understands the causes of World War II.

Arizona Social Studies Standards

Standard 1: History. 1SS-P8. Analyze the causes and events of World War II.

California: History-Social Science Content Standard

Grade Ten, 10.8.4: Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower). 10.8.6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

Virginia History and Social Science Standards of Learning

WHII.11. The student will demonstrate knowledge of the worldwide impact of World War II by:
a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on ... Joseph Stalin, Adolf Hitler ...

Conceptual links to other teaching units

Probably all wars in modern times have bred scientific and technological advances. World Wars I and II were no exception. The second war, for example, produced numerous inventions, discoveries, and production methods that continued to shape human society, for useful and peace ends as well as for military ones. Radar, jet engines, vacuum tube computers, penicillin, and productive nuclear power are among a few of the momentous scientific and technological developments of the war era. In the first war and especially the second, national governments, pressing to find fast solutions to wartime technological problems, trained and recruited thousands of engineers and scientists, many of whom turned to innovative non-military research after peace returned. The more intimate relationship that governments and private firms established with science during the World War II continued after it. Since then governments, especially in industrialized countries, have provided lavish public funding of scientific and technological research, and most scientists and engineers work for governments or corporations on highly specialized problems. These developments have hugely accelerated the pace of change in human material life since the war. In Landscape Teaching Unit 8.6, classrooms will step back to consider the broad sweep of change in science and technology during the first half of the twentieth century, fifty years when many of the scientific principles, technologies, and medicines we take for granted today were first introduced.