

# Lesson Plan #1 - Interwar Europe: Post War Fallout

**Unit:** World War II

**Topic:** European recovery

**Grade:** 12

**Time allotted:** 80 minutes

## Measurable Outcomes (TSWBAT)

*It is expected that students will:*

- Apply critical thinking practices
  - Questioning, comparing, summarizing
- Demonstrate effective research skills, including:
  - accessing information
  - assessing information
  - collecting data
  - evaluating data
  - organizing information
  - presenting information
  - citing sources
- Demonstrate effective written, oral, and graphic communication skills
- Demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness,
- Respect for diversity, and collaboration

## Lesson Specific Purpose: (MO's)

- Students should learn about the difficulties in European economies between WWI and WWII
- Understand the circumstances average citizens were under
- Students should learn about important dates, figures and events which led to the start of war
- Students should have a clear view of the times and how they affected public opinion of leadership during the inter-war years

## PLO's

- D3 - Explain the significance of key developments in World War II
- C1 - Assess significant historical events in relation to social, political, economic, technological, cultural and geographical factors.

Time 10 minutes	<u>Opening:</u> <ul style="list-style-type: none"> <li>Review previous unit (The Great Depression)</li> <li>Check for student understanding</li> <li><i>What was the economic climate after WWI?</i></li> <li><i>How had WWI affected the average European citizen?</i></li> <li><i>What happens when unemployment rates stay high?</i></li> </ul>	Monitor/Feedback <ul style="list-style-type: none"> <li>Look for understanding of previous topics</li> <li>Provide cues but allow time for response</li> </ul>
25 minutes	<u>Lesson Structure:</u> <ul style="list-style-type: none"> <li><b>Powerpoint slides</b> <ul style="list-style-type: none"> <li>Great Depression Review</li> <li>Treaty of Versailles impact</li> <li>War Guilt</li> <li>Reparations</li> <li>Unemployment in Germany</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Check for student understanding</li> <li>Clarify and elaborate where needed</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li><b>Photo Montage Clip</b> <ul style="list-style-type: none"> <li>Primary sources displaying Germany's downtrodden economy and results</li> <li>Wheels barrows of money to by bread</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discuss how students would have reacted</li> <li><i>Would you have been open to a drastic change?</i></li> </ul>
30 minutes	<ul style="list-style-type: none"> <li><b>Road to War Collaborative Worksheet</b> <ul style="list-style-type: none"> <li>See Appendix 1</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Circulate and facilitate learning.</li> <li>Ensure that understanding is occurring</li> </ul>
5 minutes	<u>Closing/Assessment</u> <ul style="list-style-type: none"> <li>Provide brief overview of class</li> <li>Reinforce main points of             <ul style="list-style-type: none"> <li>War Guilt</li> <li>Economic uncertainty (Reparations)</li> <li>Frustrated populous</li> </ul> </li> </ul>	
	<u>Homework</u> <ul style="list-style-type: none"> <li>Complete the "Road to War" Worksheet to be checked over next class</li> </ul>	

<h3><u>Self Evaluation of the Lesson</u></h3> <ul style="list-style-type: none"> <li>• Today's class was based heavily on lecture and group work. I believe this creates a good knowledge base to begin the Unit.</li> </ul>
<h3><u>Resources and Materials</u></h3> <ul style="list-style-type: none"> <li>• Road to War Handout</li> </ul>






## **Lesson Plan #1 Rationale**

### Objectives:

I placed the objectives in their particular order to try and give the students a linear process to follow. The first Measurable outcome deals with the economic uncertainty of European countries coming out of WWI and the great depression (previous unit). This forms the foundation for the rise of dictators in several countries and gives the students an eye into why citizens would go for a such a drastic change. Both the first and second MO correlate well with the photo montage of the destitution effecting the general population in Germany. This directly leads into the third MO of having students discover the key elements that led to the start of WWII. I have tied the third MO into the main activity "Road to War" worksheet. While I am not a huge fan of worksheets, I felt that the beginning of the unit needed a solid knowledge base in order to continue. I believe the PLO's are met with this lesson as students are given an opportunity to discover some of the build up to WWII as well as some of the socioeconomic and political issues surrounding Europe in the early 1930's.

## Lesson Plan #2 - Rise of Totalitarianism

**Unit:** World War II

**Topic:** Rise of Totalitarianism

**Grade:** 12

**Time allotted:** 80 minutes

### Measurable Outcomes (TSWBAT)

*It is expected that students will:*

- Apply critical thinking practices
  - Questioning, comparing, summarizing, drawing conclusions
- Demonstrate effective research skills, including:
  - accessing information
  - collecting and evaluating data
  - organizing information
  - presenting information
  - citing sources
- Demonstrate effective written, oral, and graphic communication skills
- Demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, and tolerance
- Respect for diversity, and collaboration

### Lesson Specific Purpose: (MO's)

- Students should learn what totalitarianism is
- Students should learn the circumstances surrounding the rise of totalitarian dictators in Europe
- Students should learn about important dates, figures and events which led to the start of war
- Students should learn about the power struggle in Germany

### PLO's

- D2 - Evaluate the circumstances and events that led to World War II in Europe and the Asia-Pacific region, including:
  - Japanese imperialism
- D3 - Explain the significance of key developments in World War II
- C1 - Assess significant historical events in relation to social, political, economic, technological, cultural and geographical factors.

Time	<b>Opening:</b>	Monitor/Feedback
10 minutes	<ul style="list-style-type: none"> <li>• Check Worksheet from previous day</li> <li>• (Formative assessment - Part of homework grade)</li> <li>• Use this time to review previous class and answer any questions as they arise</li> </ul>	<ul style="list-style-type: none"> <li>• Go over answers</li> <li>• Discuss rationale for some answers</li> <li>• Check for understanding of previous topics</li> <li>• Provide cues but allow time for response</li> </ul>
20 minutes	<b>Lesson Structure:</b> <ul style="list-style-type: none"> <li>• <b>Powerpoint slides</b></li> <li>• Introduce: <ul style="list-style-type: none"> <li>• Stalin</li> <li>• Tojo</li> <li>• Mussolini</li> </ul> </li> <li>• Elaborate further on Hitler</li> <li>• Discuss circumstances that led to rise in power by aforementioned men</li> </ul>	<ul style="list-style-type: none"> <li>• Check for student understanding</li> <li>• Clarify and elaborate where needed</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>• <b>Video Clip</b></li> <li>• “Rise of Fascism in postwar Europe”</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how students would have reacted</li> <li>• <i>Would you have been open to a drastic change?</i></li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>• Briefly discuss video</li> <li>• <b>“Big Brother Activity”</b></li> <li>• Groups of 4-6 are given a country (Soviet Union, Germany, Japan, Italy)</li> <li>• Discuss the issues surrounding the rise of totalitarian leaders in their country and from the perspective of a “Nation’s Big Brother”, offer advice.</li> <li>• Each group will be responsible for outlining their main points</li> <li>• <b>**Encourage the use of hindsight. Big brother’s usually have that life experience and can speak to the positives/negatives of certain situations**</b></li> </ul>	<ul style="list-style-type: none"> <li>• Circulate and facilitate learning.</li> <li>• Use results of activity to gauge students understanding of underlying issues related to rise on totalitarianism.</li> </ul>

20 minutes	<u>Closing/Assessment</u> <ul style="list-style-type: none"> <li>• Provide brief summary of the class</li> <li>• Present the outline for the project that will be due at the end of the unit (<i>See Appendix #2</i>)</li> <li>•</li> <li>• Assign group members</li> <li>• Allow 5 minutes at the end for groups to get together and begin formulating a schedule to begin working on the assignment</li> </ul>	
	<u>Homework</u> <ul style="list-style-type: none"> <li>• Connect with group members to schedule work times outside of class</li> </ul>	
<u>Self Evaluation of the Lesson</u> <ul style="list-style-type: none"> <li>• Today's class featured a good balance of lecture, cooperative, and reflective work</li> </ul>		
<u>Resources and Materials</u> <ul style="list-style-type: none"> <li>• Outline for end of unit project</li> <li>• Powerpoint Slides</li> <li>• Video "Rise of Fascism in postwar Europe"</li> </ul>		

## Lesson Plan #2 Rationale

### Objectives:

The first measurable outcome for this lesson surround a major topic: What is totalitarianism? I believe this to be the most important aspect of the lesson. It matches well with PLO D2 as well as C1. I feel that the powerpoint slides will provide the students with several examples of totalitarianism and offer different viewpoints for how those people came to power. Additionally, I feel the film clip will offer the students a visual representation of the powerful leadership regimes and their desire to maintain power at all costs. The power struggle within the German political sphere will be

highlighted in order to transition into the following lessons. The activity, “Big Brother” is used to provide students with an opportunity to discuss the “coulda, woulda, shoulda” approach that historians love so much. By allowing students the privilege of hindsight, they can consider the impact of a totalitarian regime on a population and the steps they may have been able to take to avoid such a situation. Or they may come to the conclusion that the regimes can to be due to the ‘perfect storm’ of circumstances that was interwar Europe.

## Lesson Plan #3 - Final Steps to War

**Unit:** World War II

**Topic:** German Aggression

**Grade:** 12

**Time allotted:** 80 minutes

### Measurable Outcomes (TSWBAT)

*It is expected that students will:*

- Apply critical thinking practices
  - Questioning, comparing, summarizing
- Demonstrate effective research skills, including:
  - accessing information
  - assessing information
  - collecting data
  - evaluating data
  - organizing information
  - presenting information
  - citing sources
- Demonstrate effective written, oral, and graphic communication skills
- Demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness,
- Respect for diversity, and collaboration

### Lesson Specific Purpose: (MO's)

- Students should learn about Lebensraum
- Students should learn about the expansion of Nazi Germany into The Rhineland, Austria, Czechoslovakia, and Poland
- Students should learn about important dates, figures and events which led to the start of war
- Students should learn about the pressures surrounding Great Britain to act
- Appeasement

### PLO's

- D2 - Evaluate the circumstances and events that led to World War II in Europe and the Asia-Pacific region, including:
  - Appeasement
- D3 - Explain the significance of key developments in World War II
- C1 - Assess significant historical events in relation to social, political, economic, technological, cultural and geographical factors.



Time 10 minutes	<b>Opening:</b> <ul style="list-style-type: none"> <li>• Review previous class</li> <li>• Answer questions surround group project</li> </ul>	<b>Monitor/Feedback</b> <ul style="list-style-type: none"> <li>• Look for understanding of previous topics</li> <li>• Provide cues but allow time for response</li> </ul>
25 minutes	<b>Lesson Structure:</b> <ul style="list-style-type: none"> <li>• <b>Powerpoint slides</b> <ul style="list-style-type: none"> <li>• Lebensraum</li> <li>• Conscription and Rearmament</li> <li>• The Rhineland</li> <li>• Austria</li> <li>• The Sudetenland</li> <li>• Appeasement</li> <li>• Czechoslovakia</li> <li>• Poland</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Check for student understanding</li> <li>• Clarify and elaborate where needed</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>• <b>Film Clip</b></li> <li>• World War II: Invasion of Poland (Britannica.com) <a href="http://www.youtube.com/watch?v=h5lQr-G0lOw">http://www.youtube.com/watch?v=h5lQr-G0lOw</a></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss video. Check for understanding through direct questions</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>• <b>ACTIVITY</b></li> <li>• Students are to create a map of Europe from 1938.</li> <li>• Focus will be placed on the expanding German force.</li> <li>• Use of symbols, drawings, colours are encourage to display the countries political positions and how they may feel about Nazi occupation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Circulate and facilitate learning.</li> <li>• Ensure that understanding is occurring</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>• <b>Group Work on Project</b></li> </ul>	

5 minutes	<u>Closing/Assessment</u> <ul style="list-style-type: none"> <li>• Provide brief summary of class</li> <li>• Reinforce main points of               <ul style="list-style-type: none"> <li>• Occupation</li> <li>• Appeasement</li> <li>• Lebensraum</li> </ul> </li> </ul>	
	<u>Homework</u> <ul style="list-style-type: none"> <li>• Work on Final debate assignment</li> </ul>	
<u>Self Evaluation of the Lesson</u> <ul style="list-style-type: none"> <li>• Today's class was based heavily on lecture and then group work to highlight the spread of Nazism in Europe as the 1930's roll along. Time was provided for the culminating project in order to gauge how students are progressing and to assist.</li> </ul>		
<u>Resources and Materials</u> <ul style="list-style-type: none"> <li>• Video player</li> <li>• Powerpoint slide</li> </ul>		

## Lesson Plan #3 Rationale

### Objectives:

Today's lesson was developed with the intent to illustrate the steps that finally led to Great Britain declaring war on Germany. The main MO of understanding Lebensraum is used to correlate the moves Germany made in occupying land in other countries. I believe the order in which the MO's are delivered provide a clear, linear framework for the students to grasp. The underlying element of British hesitation and use of appeasement is spread throughout the lesson and works well with PLO D2, D3 and C1. The main activity of the creating a map using artistic creativity will hopefully allow students to understand the geography of the prewar Europe and will display their understanding of the situations by the use of symbols and descriptions. This assignment can be used to check for student understanding.

## Lesson Plan #4 - Total War

**Unit:** World War II

**Topic:** Theaters of War

**Grade:** 12

**Time allotted:** 80 minutes

### Measurable Outcomes (TSWBAT)

*It is expected that students will:*

- Apply critical thinking practices
  - Questioning, comparing, summarizing
- Demonstrate effective research skills, including:
  - accessing information
  - assessing information
  - collecting data
  - evaluating data
  - organizing information
  - presenting information
  - citing sources
- Demonstrate effective written, oral, and graphic communication skills
- Demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness,
- Respect for diversity, and collaboration

### Lesson Specific Purpose: (MO's)

- Students should learn about the characteristics of total war
- Students should learn about blitzkrieg
- Students should learn about impact on Japanese
- Students should learn about impact on civilians in London

### PLO's

- D2 - Evaluate the circumstances and events that led to World War II in Europe and the Asia-Pacific region, including:
  - Appeasement
- D3 - Explain the significance of key developments in World War II, including
  - Military battles and campaigns
  - Total war
  - Technological advances
- C1 - Assess significant historical events in relation to social, political, economic, technological, cultural and geographical factors.

Time 10 minutes	Opening: • Opening Activity “Who wants to be a millionaire: World War II Edition”	Monitor/Feedback • Check for understanding of previous topics  • Use the “lifelines” as cues to help students arrive at correct answer
10 minutes	<u>Lesson Structure:</u> • Review previous class • Answer questions surrounding group project	
15 minutes	• <b>Powerpoint slides</b> • Blitzkrieg • Axis Powers • Allied Power • European and Pacific Theaters of war	• Check for student understanding • Clarify and elaborate where needed
15 minutes	• <b>Film Clip</b> • Bombing of Britain • <b>Film Clip</b> • Bombing of Hiroshima and Nagasaki	
10 minutes	• <b>Activity “Values in a Time of War”</b> -See Appendix #3 • (Formative assessment - Participation mark)	
15 minutes	• In groups of 3-4 discuss and record what your pre-determined alliance would value most during times of war. • Compare results with other groups  • <b>Activity</b> (Formative assessment - 5% total grade) Use as “Exit Slip” • Individually answer the following question: Did total war benefit either of the Allies or Axis? Do you consider the attack on civilians a war crime?	• Circulate and facilitate learning.  • Answer questions • Provide feedback

5 minutes	<u>Closing/Assessment</u> <ul style="list-style-type: none"> <li>• Provide brief summary of class</li> <li>• Reinforce main points of             <ul style="list-style-type: none"> <li>• Blitzkreig</li> <li>• Total War</li> </ul> </li> <li>• Answer any questions about Debate</li> </ul>	
	<u>Homework</u> <ul style="list-style-type: none"> <li>• .Work on Debate research and response</li> </ul>	
<u>Resources and Materials</u> <ul style="list-style-type: none"> <li>• Powerpoint Projector</li> <li>• Video player</li> <li>• Handout</li> </ul>		

## Lesson Plan #4 Rationale

### Objectives:

Lesson #4 offers students a window in the horrors of war, not just for enlisted men and women but for civilians as well. The focus is placed on defining “total war” and the following MO’s focus on the specifics of blitzkrieg and its effectiveness throughout the war, the impact of Japanese civilians during the pacific theatre, as well as the London bombings. The use of the “Who Wants to be a Millionaire” game is a fun way to check for students understanding and retention and perhaps display what needs further reinforcement before we continue on with the unit. I believe the MO’s and PLO’s are well developed through the use of collaborative group work in the “Values of War” activity where students must place themselves into the position of a war general and consider the implications of using total war against your enemies. I believe this conflict of morality is a great way for students to begin to realize the impact of the war and the justifications made on both sides to win. Losing was not an option for the Axis or the Allies.

## Lesson Plan #5 - The Holocaust

**Unit:** World War II

**Topic:** The Holocaust

**Grade:** 12

**Time allotted:** 80 minutes

### Measurable Outcomes (TSWBAT)

*It is expected that students will:*

- Apply critical thinking practices
  - Questioning, comparing, summarizing
- Demonstrate effective research skills, including:
  - accessing information
  - assessing information
  - collecting data
  - evaluating data
  - organizing information
  - presenting information
  - citing sources
- Demonstrate effective written, oral, and graphic communication skills
- Demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness,
- Respect for diversity, and collaboration

### Lesson Specific Purpose: (MO's)

- Students should learn about the point of view of the Nazis has of Jewish people
- Students should learn about the creation of concentration camps
- Students should learn about death camps in Poland
- Students should learn about the Nazi leadership within the camps and government
- Students should learn about prejudice

### PLO's

- D3 - Explain the significance of key developments in World War II, including
  - Military battles and campaigns
  - Total war
  - Technological advances
- D4 - Analyse the significance of the Holocaust
- C1 - Assess significant historical events in relation to social, political, economic, technological, cultural and geographical factors.

Time	<b>Opening</b> <ul style="list-style-type: none"> <li>Review material from previous day</li> </ul>	Monitor/Feedback <ul style="list-style-type: none"> <li>Check for understanding of previous topics</li> </ul>
15 minutes	<b>Powerpoint</b> <ul style="list-style-type: none"> <li>Students will be taught about the cinematic techniques used to influence viewers in historical film</li> <li>Several sample clips to illustrate use of camera angles, lighting, music...</li> </ul>	<ul style="list-style-type: none"> <li><i>"How does that music make you feel as a viewer?"</i></li> </ul>
20 minutes	<b>Lesson Structure:</b> <b>Powerpoint slides</b> <ul style="list-style-type: none"> <li>Give an overview of the timeline surrounding the Holocaust</li> <li>Discuss the locations of concentration camps vs death camps</li> <li>Provide primary documents displaying the horrific conditions</li> <li>Provide statistics to show the massive loss of life</li> </ul>	<ul style="list-style-type: none"> <li>Check for student understanding</li> <li>Clarify and elaborate where needed</li> </ul>
25 minutes	<b>Film Clip</b> <ul style="list-style-type: none"> <li>Schindler's List - 15 minute segment</li> </ul>	<ul style="list-style-type: none"> <li>Pause on occasion to explain context and answer questions</li> </ul>
10 minutes	<b>Film Clip</b> <ul style="list-style-type: none"> <li>Schindler's List - 10 minute segment</li> </ul> <b>Activity</b> (Formative assessment - Participation mark) <ul style="list-style-type: none"> <li>Have students draw a line down the center of their page</li> <li>Label one side "Real" and the other "Reel"</li> <li>As they watch the clip, have them write down what they believe to be accurate and what is Hollywood.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce 6 most prolific cinematic practices</li> </ul>
10 minutes	<b>Closing/Assessment</b> <ul style="list-style-type: none"> <li>Hand out an "exit slip"</li> <li><i>"Name 3 cinematic techniques used in historical film"</i></li> <li><i>"In what way did Schindler's List follow those techniques?" What ways did it stay faithful to the true story?"</i></li> <li>Answer any questions about Debate</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the students understand the aim of the class</li> </ul>
	<b>Homework</b> <ul style="list-style-type: none"> <li>.Work on Debate research and response</li> </ul>	

<b><u>Resources and Materials</u></b>
<ul style="list-style-type: none"><li>• Powerpoint Projector</li><li>• Video player</li><li>• Handout</li></ul>



## **Lesson Plan #5 Rationale**

### **Objectives:**

Lesson #5 is a class that provides information on one of the most horrific incidents in world history. Many have claimed that such a mechanized destruction of human life had never occurred until the Holocaust. To attempt and teach this topic is a difficult and emotional burden for any teacher. I believe the MO's are met through the powerpoint slides which provide all the necessary background on formation of concentration camps, the use of zyklon-b gas, and the hierarchy of German leadership in both the camp structure and operational duties. The use of Schindler's List provides students with a very visual and emotional rendition to attempt and bring a very abstract and distant event to the forefront of their learning. Students develop critical thinking skills as a part of the lesson by exposing the cinematic tendencies of historical film, particularly Schindler's List. The significance of the Holocaust and the overall prejudice that acted as a point of pride for Nazis will be developed throughout the lesson. This is a topic that I would use several classes to truly bring to light, but for the purpose of this assignment, only one class is allotted.



## **Lesson Plan Order Rationale**

I chose a very dense topic to create a unit plan on. The Second World War contains an enormous amount of information, is steeped in complex political and socioeconomic issues, and has the ability to draw upon emotions like few topics can. As I mentioned in a previous rationale, I would likely spend several more days on this unit in the classroom in order to properly provide my students with a well rounded understanding of all the underlying factors and perhaps an extra day on the Holocaust and the postwar fallout of the European communities.

Lessons that I have created are placed in an order that I believe offers students a very clear, linear description of events; from interwar European economic and political instability, to the mechanized extermination of people at the hands of the Nazis which did not end until 1945. I believe my MO's are realistic and ask the students to consider complex ideas and try to comprehend difficult and foreign situations. The formative assessment tools used throughout the unit included drawing on understanding of material to form opinions and create responses to the activities; worksheets to provide the base of understanding and knowledge; and exit slips to check for student understanding and maintain structure to the lessons. Finally, the group project at the end of the unit would take place in Lesson #6. Students would be required to perform their debate with myself as the moderator. Students would be assessed on their understanding of the topic, their ability to articulate their thoughts as well as the quality of their individual essays. The summative assessment takes place throughout the unit. As the teacher, I would take the opportunity to circulate the class during activities and provide clarification, ask and answer questions that students have, and attempt to gauge the quality of understanding that is occurring throughout.

## Reference List

Feinberg, A. *Share my lesson*. (May 2013) <http://www.sharemylesson.com/teaching-resource/WWII-Films-and-Values-Total-War-50010636/>  
Accessed November 10, 2013

Integrated Resource Package (2006) History 12. [http://www.bced.gov.bc.ca/irp/pdfs/social\\_studies/2006history12.pdf](http://www.bced.gov.bc.ca/irp/pdfs/social_studies/2006history12.pdf) Accessed November 10, 2013

## Appendix #1

### Road to War Worksheet

1. In point form, outline the unrest in Germany between 1919 and 1933 that contributed to the outbreak of WWII.
2. Examine the map on page “14”. Explain the idea of “lebensraum” and access the reasoning why the Germans expanded east.
3. Define and explain the significance of the “War Guilt”.
4. What was the world’s response to Hitler’s rise to power?
5. Briefly outline why Fascism grew so quickly in Germany
6. Create a timeline of Germany’s road to war from 1933 to 1939. Ensure all the major concepts and events are included.

The following questions are added to the TERM BOOKS

7. Define and provide a historical significance for the following terms:

Anschluss	Total war
Lebensraum	
The Furher	
Star of David	
Appeasement	

8. Create a timeline of terms for the following battles. Each battle must include the following information:
  - Date it happened
  - Location
  - Who fought
  - Significance to Canada
  - Historical Significance of battle

**Appendix #2 - Final Project:**Class debate:4 groups of 6 people

Each group is given a position on the Anschluss of Austria

- 1) Appeasement (Britain)
- 2) Negotiation (Britain)
- 3) Use of Arms (France)
- 4) Remain Neutral (USA)

- Each group member is responsible for a portion of the debate.
- Each group member is responsible for handing in a two page response to the following questions:
  - Present your group's position in the strongest form possible
  - Present your personal position on the subject. Why? What led you to this decision? How might your position of changed the result of the war?

Students will be assessed on:

- Their understanding of the subject,
- Their ability to articulate their point,
- Their preparedness for the debate
- Their structure, grammar and writing ability in their response.