

## World at War Unit 8 Overview: World History, 10th Grade

### **Driving Concept 6: World Wars (1870–1945)**

*In this driving concept students will evaluate the roles of nationalism and imperialism in global conflict in the 20th century. Students will analyze the causes, course and consequence of World War I and World War II, including the impact of genocide, migration, and new nation states. Students should analyze the ways in which these conflicts differed from prior global conflicts including the impact of the extreme violence of modern war, the global scale of politics and interconnectedness of people around the world, the increased impact of international politics on ordinary people, and the impact of mass political and ideological movements such as fascism, communism, anti-colonialism and suffragism.*

#### **Essential Question**

*How did global conflicts in the 20th century reshape socio-political ideologies, geopolitical dominance, and the lives of ordinary people?*

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### **About This Unit**

**Unit 8: World at War** examines the roles of geopolitical dominance and political ideologies in shaping 20th-century global conflicts. Students will analyze the causes, course, and consequences of World War I and World War II, exploring how these wars reshaped international relations, political ideologies, and societies. Key topics include the rise of fascism and communism, the interwar years, and the impact of genocide and migration. Students will assess how modern warfare introduced unprecedented destruction, how global politics became more interconnected, and how wartime decisions affected ordinary people. The unit will also explore how movements like anti-colonialism and suffragism intersected with these conflicts. The unit culminates in a thematic digital museum exhibit, where students will curate and present panels to demonstrate the historical significance of this time period.

*Use the Best Practices Repository for information on implementing every strategy and lesson activity!*

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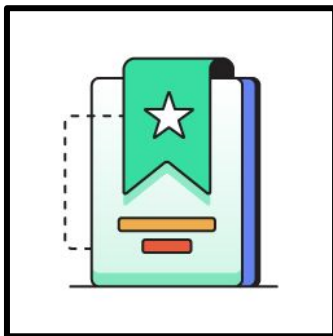
Priority Standards	
2.59	Analyze the causes of World War I in Africa, Asia, Europe and the Americas, including the role of new technology, alliances and nationalism.
2.64	Analyze political, economic and social changes in the 1920s, including the rise of communism, the dismantling of Ottoman, Austro-Hungarian and German empires, the Irish Civil War, the Chinese Civil War and the nationalization of countries in Latin America.
2.65	Analyze the factors that led to the rise of totalitarian states and the erosion of individual liberties in the 1920s and 1930s, including the rise of fascism in Russia, Germany, Japan and Italy.
2.66	Analyze the causes and events of World War II in Africa, Asia, Europe and the Americas.
2.68	Evaluate the causes, course and consequences of the Holocaust, as well as Jewish, Romani, Slavic, disabled and/ or LGBTQ+ resistance to Nazism.
2.69	Analyze the reasons for and the consequences of human rights violations during World War II, including the Nanjing Massacre, Japanese War Crimes in Manchuria and the Philippines, actions of the Red Army and the dropping of the atomic bombs, and analyze the cooperative global response of the Universal Declaration of Human Rights.
2.70	Analyze the short- and long-term economic, political, environmental and social consequences of World War II.
2.71	Compare the ideologies of socialism, communism, fascism and liberal democracy, and explain the reasons for their growth and decline around the world in the 20th century.
2.72	Evaluate the shift in global power dynamics after World War II and the reasons for the start of the Cold War.

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<b>Additional Standards</b>	
2.61	Evaluate the causes, course and consequences of the Armenian genocide.
2.62	Evaluate the experience of soldiers, including Chinese workers, in World War I and the impact of World War I on the political, social and economic structures of different countries.
2.63	Evaluate the efficacy of different women's movements for equality and political rights, including the suffrage movement.
2.67	Analyze the history, causes and consequences of discrimination against religious minorities in Europe, Asia, Africa and Latin America, including antisemitism.

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<b>Unit Preview</b>		
<b><i>Subtopic(s)</i></b>	<b><i>Compelling Question</i></b>	<b><i>Standard(s)</i></b>
World War I	In what ways did the peace settlements after World War I address—or fail to address—the underlying causes of the war?	2.59, 2.62, 2.63, 2.64, 2.65
Interwar Years	How did the political and economic instability of the interwar years contribute to the rise of totalitarian regimes in Europe?	2.62, 2.64, 2.65, 2.68, 2.71
World War II	How did the causes of World War II, major military developments, and wartime atrocities shape both the war's course and its impact on global human rights?	2.66, 2.69, 2.70, 2.72
Genocides & the Holocaust	What do genocides reveal about the causes, human choices, and lasting impacts of mass atrocities?	2.61, 2.65, 2.67, 2.68, 2.70
Assessment:		All Unit Standards



### **Unit Focus Skill: Historical Significance**

Thinking historically means identifying and exploring the reasons why historical people, places, events, or ideas are worth remembering; that is, their historical significance.

# World War I: Topic Overview

	<u><a href="#">LESSON 1 (60 MINS)</a></u>	<u><a href="#">LESSON 2 (90 MINS)</a></u>	<u><a href="#">LESSON 3 (90 MINS)</a></u>
<b>SUPPORTING QUESTION</b>	What was the most significant cause of World War I?	How did World War I change the lives of people and nations?	How did the end of World War I reshape European empires and influence global relationships?
<b>STANDARD(S)</b>	2.59	2.59, 2.62, 2.63	2.60, 2.64, 2.65
<b>FOCUS SKILL(S)</b>	Causation Evaluating Evidence	Contextualization Causation	Contextualization Historical Significance
<b>DO FIRST</b>	Frayer: Global Conflict A-Z Guide	Frayer: Total War Anticipatory Guide	Frayer: Armistice Give One, Get One
<b>ACTIVITY 1 - LAUNCH</b>	Inquiry Journal Topic 1: Supporting Questions	"What is the Context?" - World War I	End of War Video and Guided Notes
<b>ACTIVITY 2- PRACTICE</b>	Causes of World War I Group Work	World War I Stations	Treaty of Versailles Gallery Walk
<b>ACTIVITY 3- EXHIBIT</b>	You Be the Judge Class Discussion	Optional: Review Anticipatory Guide	Treaty of Versailles Group Work
<b>CONCLUSION</b>	Exit Ticket: Final Verdict	Exit Ticket: Triangle, Square, Circle	Unit 8 Inquiry Journal Topic 1: Compelling Question



## Interwar Years: Topic Overview

	<u>LESSON 4 (60 MINS)</u>	<u>LESSON 5 (60 MINS)</u>	<u>LESSON 6 (60 MINS)</u>
<b>SUPPORTING QUESTION</b>	What key factors contributed to the establishment of the Soviet Union?	Why did some countries embrace fascist leadership in the interwar period?	How did the Nazi Party harness nationalism to strengthen their control over Germany?
<b>STANDARD(S)</b>	2.62, 2.64, 2.65, 2.71	2.64, 2.65, 2.71	2.64, 2.65, 2.67, 2.68, 2.71
<b>FOCUS SKILL(S)</b>	Contextualization Comparison	Contextualization Comparison	Causation Contextualization
<b>DO FIRST</b>	Frayer: Communism Notice, Wonder, Think	Frayer: Fascism Quote Analysis	Frayer- Nationalism Quickwrite
<b>ACTIVITY 1 - LAUNCH</b>	Inquiry Journal Topic 2: Supporting Questions	Rise of Fascism Webquest	United States Holocaust Memorial Museum's Digital Exhibit
<b>ACTIVITY 2- PRACTICE</b>	Rise of Soviet Union Guided Notes	Fascist Leaders Comparison	Classroom Post-it Activity and Discussion
<b>ACTIVITY 3- EXHIBIT</b>	Document Jigsaw: Lenin and Stalin's Rise to Power  Comparison Graphic Organizer	N/A	N/A
<b>CONCLUSION</b>	Formative Assessment: Collectivization CTX	Exit Ticket: Newspaper Headline	Unit 8 Inquiry Journal Topic 2: Compelling Question



## World War II: Topic Overview

	<u><a href="#">LESSON 7 (60 MINS)</a></u>	<u><a href="#">LESSON 8 (90 MINS)</a></u>	<u><a href="#">LESSON 9 (90 MINS)</a></u>
<b>SUPPORTING QUESTION</b>	What was the most significant cause of World War II?	How did military strategies, technology, and key battles shape the course of WWII?	How did atrocities during WWII contribute to a push for a global human rights framework?
<b>STANDARD(S)</b>	2.66	2.66, 2.69, 2.70, 2.72	2.66, 2.69, 2.70
<b>FOCUS SKILL(S)</b>	Causation Contextualization	Continuity & Change Over Time Comparison	Causation Historical Significance
<b>DO FIRST</b>	Frayer: Appeasement Evaluate the Claim	Frayer: Axis Powers Notice, Wonder, Think	Frayer: Human Rights Anticipatory Guide
<b>ACTIVITY 1 - LAUNCH</b>	Inquiry Journal: Supporting Questions Topic 3	WWII Events Digital Timeline	Human Rights Violations of WWII Research Worksheet
<b>ACTIVITY 2- PRACTICE</b>	"Why did World War II Happen?" Reading	WWII Significant Events of WWII  Continuity and Change Over Time Graphic Organizer	Human Rights Violations of WWII Museum Panel & Gallery Walk
<b>ACTIVITY 3- EXHIBIT</b>	Causes of World War II Inside/Outside Circle	European and Pacific Theater Partner Work	Universal Declaration of Human Rights Source Annotation
<b>CONCLUSION</b>	Causation Graphic Organizer	Exit Ticket: Quote Reflection	Optional: Review Anticipatory Guide  Inquiry Journal Topic 3 Compelling Question





## Genocide & The Holocaust: Topic Overview

	<u><a href="#">LESSON 10 (90 MINS)</a></u>	<u><a href="#">LESSON 11 (90 MINS)</a></u>	<u><a href="#">LESSON 12 (90 MINS)</a></u>	<u><a href="#">LESSON 13 (60 MINS)</a></u>
<b>SUPPORTING QUESTION</b>	How do the Armenian and Holodomor genocides demonstrate the warning signs and consequences of mass atrocities?	How and why did Nazi Germany strip victims of their humanity?	What factors shaped people's decisions to collaborate with or resist Nazi oppression?	How did the Holocaust impact Jewish communities and global affairs immediately and in the modern era?
<b>STANDARD(S)</b>	2.61, 2.65. 2.67	2.65, 2.67. 2.68	2.65, 2.67, 2.68, 2.70	2.67, 2.68, 2.70
<b>FOCUS SKILL(S)</b>	Causation Historical Significance	Causation Historical Significance	Historical Empathy Evaluating Arguments	Causation Historical Significance
<b>DO FIRST</b>	Frayer: Genocide Give One, Get One	Frayer: Holocaust A-Z Guide	Frayer: Dehumanization Notice, Wonder, Think	Frayer: Fabrication Quote Analysis
<b>ACTIVITY 1 - LAUNCH</b>	Inquiry Journal: Supporting Questions Topic 4	Introduction to the Holocaust & Guided Notes	Introduction to Human Choice and Review of Historical Empathy	Liberation Guided Notes and Videos
<b>ACTIVITY 2- PRACTICE</b>	Introduction to Genocides	Formative Assessment: Nuremberg Laws CAU	Collaboration and Resistance Guided Notes	Aftermath Guided Notes and Video
<b>ACTIVITY 3- EXHIBIT</b>	Genocide Mini Research Project	Holocaust Webquest	Collaboration & Resistance Readings	N/A
<b>CONCLUSION</b>	Exit Ticket: Genocide Jigsaw	Exit Ticket: Quickwrite	Exit Ticket: Resistance ID Card	Inquiry Journal Topic 4 Compelling Question

## Assessment Overview

	LESSON 14 (60 MINS)	<u>LESSON 15 (120 MINS)</u>
<b>SUPPORTING QUESTION</b>	<p><b>Place-Based Lesson Extension</b></p> <p><i>See page 11 for lesson options and view Best Practice Repository for additional information about implementation</i></p>	How did global conflicts in the 20th century reshape socio-political ideologies, geopolitical dominance, and the lives of ordinary people?
<b>STANDARD(S)</b>		All Unit Standards
<b>FOCUS SKILL(S)</b>		Historical Significance
<b>DO FIRST</b>		Frayer: Museum Curator Video Reflection
<b>ACTIVITY 1 - LAUNCH</b>		Digital Museum Exhibit Instructions & Creation
<b>ACTIVITY 2- PRACTICE</b>		Digital Museum Exhibit Visits
<b>ACTIVITY 3- EXHIBIT</b>		N/A
<b>CONCLUSION</b>		Unit 8 Inquiry Journal Essential Question

## Place Based Lesson Extension

	LESSON 14 (60 MINS)
<b>SUPPORTING QUESTION</b>	
<b>STANDARD(S)</b>	
<b>FOCUS SKILL(S)</b>	
<b>DO FIRST</b>	
<b>OPTION 1 - PODCAST</b>	
<b>OPTION 2 - SYNCHRONOUS PRESENTATION</b>	
<b>OPTION 3 - FIELD TRIP</b>	
<b>CONCLUSION</b>	



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### **Unit Commentary:**

Unit 8 provides students with an in-depth exploration of global conflicts in the 20th century, examining the roles of nationalism, imperialism, and political ideologies in shaping World War I and World War II. As students progress through the unit, they will develop their ability to assess historical significance, which will be the focus of their culminating project—a thematic digital museum exhibit. This skill will help students understand how key events and developments in modern warfare have reshaped global politics, economies, and societies.

Topic 1 focuses on World War I, exploring the war's causes, the impact of modern warfare, and the challenges of postwar peace settlements. Students will analyze how nationalism and alliances contributed to the outbreak of war and examine how the Treaty of Versailles and other postwar decisions failed to resolve tensions, leading to future conflict.

In Topic 2, students will study the interwar years, assessing how political and economic instability contributed to the rise of totalitarian regimes in Germany, Italy, the Soviet Union, and Japan. This topic encourages students to compare the rise of fascism and communism and evaluate how leaders manipulated public sentiment to gain and maintain power.

Topic 3 examines World War II, including the military strategies, key battles, and technological advancements that shaped its course. Students will also investigate wartime atrocities to understand how mass violence and human rights violations defined this period.

In Topic 4, students will analyze the causes, course, and impacts of genocides. By investigating the 10 stages of genocides alongside several examples, students will examine how governments, societies and individuals contribute to mass atrocities. It encourages students to critically assess the role of propaganda and dehumanization while simultaneously considering the choices that humans make in the face of rising opposition.

The unit concludes with a thematic digital museum exhibit, where students will select and analyze primary and secondary sources to evaluate the historical significance of 20th-century global conflicts. This final project encourages students to engage deeply with historical evidence and communicate their understanding of the long-term effects of modern warfare.

## World at War Unit 8 Overview: World History, 10th Grade

### Helpful Resources:

For information on:

- World War I
  - [National WWI Museum & Memorial](#)
  - [Imperial War Museums](#) (Also WWII)
  - [National Army Museum](#) (Also WWII)
- Interwar Years
  - [United States Holocaust Memorial Museum \(USHMM\) Series: The Third Reich](#)
- World War II
  - [The National WWII Museum Educator Resources](#)
  - [Warfare History Network: WWII](#)
  - [The Debated Holocaust: Japanese War Atrocities During WWII](#)
- Genocide & the Holocaust
  - [USHMM Introduction to the Holocaust](#)
  - [USHMM The Holocaust: A Learning Site for Students](#)
  - [USHMM Online Exhibitions](#)
  - [USHMM Holocaust ID Cards](#)
  - [University of Minnesota Holocaust & Genocide Studies Resource Guides](#)
  - [The Armenian Genocide Museum](#)
  - [Holodomor Research and Education Consortium](#)
  - [Canadian Institute of Ukrainian Studies University of Alberta Resource Guide](#)
  - [USC Shoah Foundation IWitness](#)
  - [UN Universal Declaration of Human Rights](#)
  - [UN Definitions of Genocide & Related Crimes](#)

### Suggested Readings (Secondary Sources):

- *Different Voices: Women and the Holocaust*, ed. Carol Rittner and John K. Roth
- *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*, Christopher R. Browning
- *Social Outsiders in Nazi Germany*, ed. Robert Gellately and Nathan Stoltzfus
- *Hitler's Furies: German Women in the Nazi Killing Fields*, Wendy Lower
- *The Hitler Myth: Image and Reality in the Third Reich*, Ian Kershaw
- *Hitler's Third Reich in 100 Objects*, Roger Moorhouse
- *Hitler's Army: Soldiers, Nazis, and War in the Third Reich*, Omer Bartov
- *Nazism and German Society 1933-1945*, ed. David F. Crew
- *Home/Front: The Military, War, and Gender in Twentieth-Century Germany*, ed. Karen Hagemann and Stefanie Schüler-Springorum
- *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*, Sheila Fitzpatrick
- *Soviet Women: Walking the Tightrope*, Francine du Plessix Gray
- *Hidden Horrors: Japanese War Crimes in World War II*, Yuki Tanaka

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### Suggested Readings (Primary Sources):

- *Survival in Auschwitz*, Primo Levi
- *Salvaged Pages: Young Writers' Diaries of the Holocaust*, ed. Alexandra Zapruder
- *I, Pierre Seel, Deported Homosexual: A Memoir of Nazi Terror*, Pierre Steel, Trans.by Joachim Neugroschel
- *Five Chimneys: The Story of Auschwitz*, Olga Lengyel
- *The Other Victims: First-Person Stories of Non-Jews Persecuted by the Nazis*, Ina R. Friedman
- *Outwitting the Gestapo*, Lucie Aubrac
- *...I Never Saw Another Butterfly... Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944, Expanded Second Edition with a Foreword by Chaim Potok*
- *The Nazi Officer's Wife: How One Jewish Woman Survived the Holocaust*, Edith Hahn Beer

### Unit Pedagogical Resources:

- [Guidelines for Teaching About the Holocaust](#)
- [Guidelines: Teaching Genocide](#)
- [Ten Tips for Facilitating Discussions on Sensitive Topics](#)
- [Tips for Teaching Difficult History](#)
- [Using Content Warnings in Your Course: A Trauma-Informed Approach](#)

### Museum Component:

- Optional Field Trip: [United States Holocaust Memorial Museum](#)
  - Exhibit → The Holocaust