

# **Take a Stand! World History**

**Socratic Discussion in History**

**Student's Edition**

## DEDICATION

Dedicated to Zdenka and the De Gree Kids

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## Week One: The Earliest Civilizations

### Fact or Opinion?

#### Fact

A **fact** in history is a statement that is accepted as true and is not debatable. A fact often refers to a date, a person, or a document. For example, “The Declaration of Independence was written and signed in 1776.” We know this happened because we have the original document, the men who wrote and signed this document wrote about it, and observers wrote about it as well. There is no doubt in anybody’s mind whether the facts in this statement are true.

Which of these sentences are facts and which are not?

#### Fact or Not a Fact?

- |     |    |   |
|-----|----|---|
| ___ | 1. | The first Egyptian settlements were near the Euphrates River. |
| ___ | 2. | Early civilizations often settled near major rivers.          |
| ___ | 3. | Another way of saying Old Stone Age is Paleolithic.           |
| ___ | 4. | Early man used guns to hunt buffaloes.                        |
| ___ | 5. | California has the best waves to surf in the United States.   |

#### Opinion

An **opinion** is an expression of somebody’s ideas and is debatable. Opinions that are based on facts and good reasoning are stronger than opinions not based on facts. In history, opinions alone tend to be less persuasive than when a person supports his opinions with facts.

Are the following opinions or facts?

#### Opinion or Fact?

- |     |    |   |
|-----|----|---|
| ___ | 1. | Life for early man was more peaceful than our life today. |
| ___ | 2. | Teachers who are nice don’t assign homework.              |
| ___ | 3. | Almost everybody’s favorite food is pizza.                |
| ___ | 4. | Mesopotamia means “the land between two rivers.”          |
| ___ | 5. | Sumerians were the first people to use wheeled vehicles.  |

Now that you've learned the difference between fact and opinion, read the example paragraphs below and answer the questions. These two students attempted to answer the question "Did the ancient civilizations of Mesopotamia contribute much to world civilizations?"

**Student 1:** The ancient civilizations of Mesopotamia contributed much to the world. These societies rocked! When there was a really big war, the Sumerians and Assyrians knew how to fight hard. These societies would use a lot of arrows in their battles, and the enemy wouldn't know how to respond. Most of the time, the enemy would just die, or quit. Also, everyone knows that Mesopotamia had the best kind of clothing. Have you seen pictures of the great Babylonian kings? Their clothing was "tight." And, Mesopotamia was the land between two rivers, so therefore this area had to have a lot of water. All in all, the ancient civilizations of Mesopotamia contributed much to the world.

**Student 2:** The ancient civilizations of Mesopotamia contributed much to the world. The Sumerians created the first written language. We call this "Cuneiform." Sumerians also were the first people to use the wheel for transportation. The Babylonian king Hammurabi established one of the first written law codes, known as Hammurabi's Code. These laws helped the weak against the strong, protected women's property rights, and regulated doctors' fees. Also, the Hittites discovered how to use iron, which at that time was the strongest metal in the world that humans could work with. Phoenicians gave us the world's first alphabet, with 22 symbols. In addition, the Hebrews were the first people ever to worship only one God. Yes, the ancient civilizations of Mesopotamia contributed much to the world.

### Questions

1. Which of these two students uses more opinion than fact? \_\_\_\_\_
2. Copy one sentence that is an opinion. \_\_\_\_\_
3. Copy one sentence that details at least one fact. \_\_\_\_\_
4. Which of these two students' writings is more persuasive? Why? \_\_\_\_\_

## Judgment

**Judgment** in social studies means a person's evaluation of facts. For example, if we use the fact that the Romans believed citizens could vote, we can judge from this that the Romans looked somewhat favorably on democracy. Good judgment is very persuasive but bad judgment is not.

Write facts and judgments in the spaces provided. Discuss your judgments in class.

Fact:	11-year-old Maria Perez won the gold medal in the city 800-meter sprint.
Judgment:	Maria is a fast runner.
Fact:	Private Smith was killed in war and had one wife and 7 children.
Judgment:	Private Smith's death was a tragedy.
Fact:	Thursday's temperature in Santa Ana was 105 degrees Fahrenheit.
Judgment:	Thursday was very hot.

### Make your own.

Fact:	
Judgment:	

Fact:	
Judgment:	

Fact:	
Judgment:	

## **Socratic Discussion Open-Ended History Question**

### **Mesopotamia, Egypt, and Kush**

Many of the world's earliest civilizations were located in Mesopotamia and Egypt. The great rivers of the Nile, the Euphrates, and the Tigris were centers of these societies, which have given mankind great contributions. Spanning from about the year 4000 B.C. to 350 A.D., incredible inventions, discoveries, and new ways of thought emerged from these lands.

Answer the question “What are the two most important contributions to the world made by the ancient civilizations of Mesopotamia, Egypt, and Kush?” Explain which civilization is responsible for the contributions you choose, and explain how these contributions are important to us today.

## Ancient Civilizations of Mesopotamia, Egypt, and Kush

Research the greatest contributions of civilizations of Mesopotamia, Egypt, and Kush. Write fifteen contributions, which civilization was responsible for them, and what this contribution means to world civilizations today. Below are listed the major ancient civilizations of Mesopotamia, Egypt, and Kush.

**Sumeria (c. 4000–2300 B.C.)**

**Hittite (c. 1600–1200 B.C.)**

**Hebrew (c. 1200–600 B.C.)**

**Chaldea (c. 605–539 B.C.)**

**Ancient Egypt (c. 3000–343 B.C.)**

**Babylonia (c. 2300–1600 B.C.)**

**Phoenicia (c. 1200–146 B.C.)**

**Assyria (c. 1100–650 B.C.)**

**Persia (c. 550–330 B.C.)**

**Kush (c. 1070 B.C.–A.D. 350)**

CONTRIBUTIONS	
Contributions	Civilization
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.

### Rating the Contributions

Rate the contributions of the various civilizations of Mesopotamia, Egypt, and Kush. Which contribution do you think is the most important? Which is the second most important? Write the origin of the contribution. From which civilization did it come?

Contributions in order of importance	Civilization
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.

#### Question

What made you decide which were the top three contributions made to world civilizations?\_\_\_\_\_

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## Socratic Discussion and Reflection

When you share ideas with other students, your ideas may be reinforced, rejected, or slightly changed. Listening to your classmates' ideas will help you form your own judgment. After the class discussion, write down your answer to the question, "What are the two most important contributions to the world made by the ancient civilizations of Mesopotamia, Egypt, and Kush?" Explain which civilization is responsible for the contributions you choose, and explain how these contributions are important to us today.

[illegible]

## Week Two: The Ancient Hebrews

### Primary or Secondary Source Analysis

A **primary source** is a piece of evidence authored by a person who witnessed or experienced a historical event. For example, diaries and journals are primary sources. It is usually better to find out something from a person who experienced a particular event than to hear about it secondhand. Primary source documents are usually the most useful for historians.

A **secondary source** is a piece of evidence that has been worked on by somebody who was not a witness to the historical event. Examples of secondary sources are textbooks, documentaries, and encyclopedias. Secondary sources are valuable but not as valuable as primary sources. Secondary sources contain the bias of the writer. This means that the writer of a secondary source will put his ideas into his explanation of the historical event, even when he may be trying not to.

Take a look at these two examples regarding the same event.  
Event: Car accident outside of school

Example 1: "Oh no! I was in the back seat of my mom's car. This kid threw his friend's handball onto the street. All of a sudden, his friend jumped in front of my mom's car to get his ball. He didn't even look if a car was coming. My mom hit him and his body smashed against our windshield. Blood was everywhere!"

Example 2: "Did you hear what happened? Mario told me that his brother was walking home when he dropped his handball onto the street. After his brother looked both ways for cars, he stepped out onto the street to get his ball. Then this mad lady came speeding down the street and aimed her car at him. She hit him on purpose!"

<b>Questions</b>
1. Which is a primary source?
2. Which is a secondary source?
3. What is usually more believable, a primary or secondary source? Why? _____
_____
_____

## Using Quotes

A **quote** is when a writer uses the exact words of another writer. An effective analytical essay in social studies will use quotes. For example, an essay about the use of violence in the Middle Ages will be stronger if certain quotes from this time period are used. When you argue a point about the past, there is no better evidence than a primary source document or quote.

Look at the example below. The paragraph is part of an answer to the question “Was the plague a problem in ancient Greece?”

The plague was most certainly a problem to the ancient Greeks. The Greek historian Thucydides, in “The Peloponnesian Wars,” wrote, “Words indeed fail one when one tries to give a general picture of this disease; and as for the sufferings of individuals, they seemed almost beyond the capacity of human nature to endure.” To the ancient Greeks, the plague was a serious problem.

When using quotes, write the original author’s name and the speech or document from which the quote was taken from. Punctuate correctly with quotation marks.

### Practice

Practice writing three quotations taken from your textbook. Use correct punctuation! Pay attention to the commas, the quotation marks, and the end marks. For example, Julius Caesar, when crossing the Rubicon River, said, “The die is cast.”

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## **Socratic Discussion Open-Ended Question**

### **Ancient Hebrews**

In the middle of a large number of civilizations that practiced similar religious beliefs, one group of people emerged which, in many ways, was completely different than its neighbors. The ancient Hebrews, when compared to neighbors such as the Egyptians, the Phoenicians, and the Assyrians, stood out as a distinct group when it came to issues of ethical teachings (what is right and wrong) and central beliefs (religion).

Although the ancient Hebrews were in the minority, many of their beliefs and ideas are reflected in Western civilization today. In many ways, beliefs and ideas of the ancient Hebrews are very similar to beliefs and ideas of modern Americans. Answer the question, "What are two most important contributions the ancient Hebrews of the Old Testament gave to Western civilization?"

## What is Western Civilization?

When historians use the term “Western civilization,” they are normally talking about societies that share certain ideas and practices together. Many of these ideas and practices came from ancient peoples like the Hebrews, the Greeks, and the Romans. Some of these ideas are a belief in one God (historians call this monotheism), democracy, a society governed by laws, political equality, justice, freedom, and respect for written language.

In this prewriting activity, your goal is to find the continents of the world that are typically associated with being part of Western civilization. By using your textbook, your teacher, your classmates’ knowledge, and asking any adult you think may know the answer, complete the following activities. The Hebrews were the first to practice monotheism. The Greeks were the first to practice democracy.

<b>Belief in One God</b>
List the continents where most of the people believe in one God.
1.
2.
3.
4.
5.

<b>Democracy</b>
List the continents where citizens vote for their leaders.
1.
2.
3.
4.

Look on a map. The continents that you have listed in both categories are typically known as Western civilization.

## Ancient Hebrew Beliefs

Ancient Hebrew beliefs and ideas have had a profound effect on Western civilization. In this activity, read these written laws from the Hebrews, known as the Ten Commandments. Rewrite them, using your own words, and choose two you think are the most important.

### The Ten Commandments

1. You should have no other Gods but Me.
2. You shall not make for yourself any idol, nor bow down to it or worship it.
3. You shall not misuse the name of the Lord your God
4. Remember to keep holy the Sabbath day.
5. Honor thy father and mother.
6. You shalt not kill.
7. You shalt not commit adultery.
8. You shalt not steal.
9. You shalt not bear false witness against thy neighbor.
10. You shalt not covet thy neighbor's wife or your neighbor's goods.

Write these in your own words.
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

<b>QUESTION:</b> Which two do you think are the most important? Why? _____
_____
_____

## Contributions of Ancient Hebrews

Using your textbook, write down five contributions the ancient Hebrews have made to Western civilization.

Contributions
1.
2.
3.
4.
5.

Prioritize
List these five in order of importance.
1.
2.
3.
4.
5.

<b>Question:</b> Why did you list the top two as being most important? _____ _____ _____
--

## **Week Twenty-Five: Causes and Effects of World War I**

### **Socratic Discussion Open-Ended Question**

#### **Causes of World War I**

Can the value of one life be so high that it could start a world war? In 1914, Serbian nationalists shot the future ruler of the Austro-Hungarian Empire, Archduke Francis Ferdinand. This one act started a chain reaction, setting off a series of events that led to the first great catastrophic war of the twentieth century. At the time it was called *The War to End All Wars*, or *The Great War*. President Woodrow Wilson had high hopes this war would make the world "safe for democracy." Unfortunately, World War I became Act I of a terrible play for humanity. In addition, many of the European countries that fought in World War I turned to totalitarian governments after the war.

Discuss and evaluate the causes of World War I. After the Serbs assassinated Archduke Francis Ferdinand, was World War I avoidable? If your research shows you it was avoidable, explain how Europeans could have avoided the death and destruction of this four-year conflict. If you find it was unavoidable, explain your answer.

To answer the question, you should be familiar with these terms and people as they relate to World War I:

nationalism	imperialism	alliances	militarism
balance of power	Pan-Slavism	Pan-Germanism	the Triple Alliance
assassination of Archduke Francis Ferdinand			the Triple Entente
Balkans	First Balkan War	Second Balkan War	

### Evaluating Causes

On the chart below, first write all the causes of World War I on the right. (You may have causes that are not found on the assignment page. You may also decide not to use all the terms from the assignment page.) Then rank the causes on the left from 1-10, 1 being the greatest cause and 10 the weakest.

Ranking (1–10)	Causes of World War I

### Questions

1. Explain your top three rankings. Why do you think these top three were the greatest causes of World War I? \_\_\_\_\_

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2. After the assassination of Archduke Francis Ferdinand, do you think World War I was avoidable? If so, what could have been done to avoid the war? If you think the war was unavoidable, explain why you think this. \_\_\_\_\_

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## Effects of World War I

World War I was a war of incredible and catastrophic scope. This "War to End All Wars" may have caused the Russian Revolution, the rise of Hitler, World War II, and the disillusionment of a generation. For the next 70 years, the effects of World War I could be felt throughout the world. Europe — the continent of Socrates, Euclid, Augustine, Dante, and Aquinas — sparked a war that killed over ten million, wounded over 20 million, and may have led to the enslavement of tens of millions in totalitarian regimes. How could such an advanced culture of countries have created the groundwork for the most violent century of humanity?

Discuss the various aims of world leaders at the Paris Peace Conference. Based on your research, were Woodrow Wilson's aims at the conference visionary or naïve? In your answer, compare and contrast the aims of the world leaders with Wilson's goals.

To answer your question best, you should be familiar with these terms and people:

David Lloyd George (Britain)

Georges Clemenceau (France)

Vittorio Orlando (Italy)

Woodrow Wilson (U.S.A.)

secret treaties

Fourteen Points

the Treaty of Versailles

definitions of "visionary" and "naïve"

## Secret Treaties

The winning powers of World War I had created secret treaties among each other to divide up the Central Powers, who had lost the war. According to these treaties, the Ottoman Empire, Germany, and Austria-Hungary were to lose parts of their own territories and at least parts of their colonies. In this section of your prewriting activities, research the secret treaties made by the victorious powers of World War I. The United States, led by President Woodrow Wilson, did not make secret treaties.

**Spoils of war** is a term that refers, in part, to the property or money that the victors in war receive. Russia, Great Britain, France, and Italy made secret treaties that were to dismember the losing countries. In the following graph, write what was promised the victors of war.

The Spoils of War: the Secret Treaties		
Country	Leader in 1916	Territory Promised in Secret Treaties if Country Won the War
1. France	1. Clemenceau	1.
		2.
		3.
		4.
2. Great Britain	2. <u>George</u>	1.
		2.
		3.
3. Italy	3. <u>Orlando</u>	1.
		2.
		3.
4. Rumania	4. <u>Bratianu</u>	1.
5. Japan	5. <u>Count Okuma</u>	2.
6. Russia	6. <u>Tsar Nickolas I</u>	1.
		2.
7. Serbia	7. <u>Pasic</u>	1.

### Question

Based on these secret treaties between the World War I victors, describe the aims of these leaders at the Paris Peace Conference.

## Woodrow Wilson's Fourteen Points

When President Woodrow Wilson attended the Paris Peace Conference after World War I, he came with a plan for Europe and the world that he called "the Fourteen Points." In this prewriting activity, research the main ideas of the Fourteen Points, and think how these ideas compare with the secret treaties of the victorious European leaders of World War I.

Main Ideas of Wilson's Fourteen Points	
Main Ideas	Explanation
1. Freedom of the seas	1. _____ _____
2. No secret treaties	2. _____ _____
3. Arms reduction	3. _____ _____
4. League of Nations	4. _____ _____
5. Self-determination and nationality	5. _____ _____

### Questions

Compare and contrast the secret treaties with Woodrow Wilson's Fourteen Points.

1. Based on these main ideas of Wilson's Fourteen Points, describe this president's aims at the Paris Peace Conference in a sentence or two. \_\_\_\_\_  
\_\_\_\_\_

2. How did Wilson's aims differ from the other leaders' aims at the Peace Conference? \_\_\_\_\_

3. Which plan — the secret treaties or Wilson's Fourteen Points — do you think would do more for world peace? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Socratic Discussion and Reflection

When you share ideas with other students, your ideas may be reinforced, rejected, or slightly changed. Listening to your classmates' ideas will help you form your own judgment. After the class discussion, write your reflection.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

**Week Twenty-Six: Totalitarianism**  
**Socratic Discussion Open-Ended Question**  
**The Rise of Totalitarianism**

The period between the end of World War I and the onset of World War II was a time of great instability, world depression, and disillusionment of republican values in the great powers of Germany, Italy, and Russia (Soviet Union). Totalitarian governments emerged in these societies and threatened not only Europe, but the entire world as well. *Fascism* and *communism*, though enemies to each other, were two types of totalitarian systems which shared many traits.

Trace the origins of fascism and communism. Compare and contrast these two totalitarian regimes in terms of political philosophy, their aggressive nature, and cost in human lives.

You should be familiar with these terms and people as they relate to the rise of totalitarianism:

fascism	communism	world depression (1930s)
totalitarianism	Vladimir Lenin	Josef Stalin
Adolf Hitler	Benito Mussolini	Weimar Republic
human rights	Russian Revolution	Karl Marx

## The Rise of Communism

1. What are the main points of *The Communist Manifesto* (1848) by Karl Marx and Robert Engels? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What kind of government did Russia have in 1916? \_\_\_\_\_
3. What were the problems in Russia in 1916? \_\_\_\_\_
4. Who were the Bolsheviks and when did they take over Russia? \_\_\_\_\_
5. In 1920, who were the top two Bolsheviks in Russia? \_\_\_\_\_
6. Under Vladimir Lenin, Russia reorganized into a federation. What was the new name of the country? \_\_\_\_\_
7. In the Soviet Union what freedoms were denied? What could people not do, nor say, that they could in the United States? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What did the Communists do to private property and to Church property? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. After Lenin died who took over in the Soviet Union? \_\_\_\_\_
10. What was *The Five-Year Plan*? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. How many civilian lives were killed because of communism? \_\_\_\_\_
12. The Soviet Union is known as the world's first modern totalitarian state. Why was it called totalitarian? \_\_\_\_\_
13. How long did the Communists remain in power in the Soviet Union? \_\_\_\_\_
14. In a Communist state, who or what is more important — the state or the individual? \_\_\_\_\_
15. Does communism continue the tradition of Western political thought, begun by the Greco-Roman and Judeo-Christian cultures? How or how not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## The Rise of Fascism

1. What problems did Italy have after World War I? \_\_\_\_\_  
\_\_\_\_\_
2. Who was the leader of the Fascists in Italy and what name did he give himself? \_\_\_\_\_  
\_\_\_\_\_
3. From whom did the Italian Fascists claim they were protecting Italy? \_\_\_\_\_  
\_\_\_\_\_
4. How did Mussolini seize power in Italy? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Who controlled businesses and employees in Fascist Italy? \_\_\_\_\_  
\_\_\_\_\_
6. What was the Lateran Treaty? \_\_\_\_\_  
\_\_\_\_\_
7. Who or what was more important in Fascist Italy, the state or the individual? \_\_\_\_\_
8. After World War I, what economic problems did the first democratically elected government in Germany, the Weimar Republic, have? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. After World War I, which countries occupied parts of Germany? \_\_\_\_\_  
\_\_\_\_\_
10. Under the Weimar Republic, Germany had to admit *war guilt* for World War I and pay war reparations to the victors of WW I. How did this make Germans feel? \_\_\_\_\_  
\_\_\_\_\_
11. What was the shorter name for the *National Socialist German Worker's Party* in Germany? \_\_\_\_\_
12. What is a scapegoat? How did Hitler and the Nazis use the Jews as a scapegoat for Germany's problems? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. What did Hitler write about the German race (sometimes he called it the Aryan race)? \_\_\_\_\_
14. How did Hitler and the Nazis seize power in Germany? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. How many civilian lives were killed because of fascism? \_\_\_\_\_
16. Does fascism continue the tradition of Western political thought, begun by the Greco-Roman and Judeo-Christian cultures? How or how not? \_\_\_\_\_  
\_\_\_\_\_

## Socratic Discussion and Reflection

When you share ideas with other students, your ideas may be reinforced, rejected, or slightly changed. Listening to your classmates' ideas will help you form your own judgment. After the class discussion, write your reflection.

[illegible]

**Week Twenty-Seven: Causes of World War II**  
**Socratic Discussion Open-Ended Question**  
**World War II—Causes of Appeasement**

World War II has been the largest and most tragic war of human history. Over 20.5 million civilians were murdered, 12.5 million soldiers were killed, and over 23 million soldiers were wounded. It was a war in which armies targeted whole civilian populations. The German army attempted to exterminate all Jews in the world, and it killed over 6 million, along with 5 million people Nazis deemed subhuman. Germany, Italy, Japan and the Soviet Union invaded and brutalized smaller nations, while the western, democratic countries slowly geared up for war. Consequences of this war can still be seen today in world conflicts, borders, attitudes, treaties, and many other ways.

Before World War II, the western democracies had a number of opportunities to stop or slow down the aggressors. However, throughout the 1930s, Germany, Italy, and Japan were able to get their way. Answer the question "What were the two main causes that led democratic leaders of the world to follow a policy of appeasement towards Adolf Hitler and Benito Mussolini?"

You should be familiar with these terms and people.

appeasement	the Munich Conference	Joseph Stalin
World War I	isolationism	pacifism
Axis Powers	Holocaust	Benito Mussolini
Eastern Europe	Czechoslovakia	Poland
Spanish Civil War	F.D. Roosevelt	Great Depression
Munich Conference (1938)	Winston Churchill	Allies
General Tojo		

## Events Preceding World War II

1. The Treaty of Versailles was one of the peace treaties that ended World War I. What in the Treaty of Versailles did not seem fair to Germany? \_\_\_\_\_  
\_\_\_\_\_
2. Describe Kristallnacht. Did European countries protest against Germany after Kristallnacht happened? Did the United States protest against Germany? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Adolf Hitler used the Jews in Germany as a scapegoat, an excuse for all of Germany's problems. What did Hitler write about the Jews in his book *Mein Kampf*? \_\_\_\_\_  
\_\_\_\_\_
4. Name two ways in which Hitler defied (went against) the Treaty of Versailles before 1937. \_\_\_\_\_
5. During the Spanish Civil War, which countries sent much military support to Spain? Which side won in the war? \_\_\_\_\_  
\_\_\_\_\_
6. What was the *Anschluss* (annexation) of Austria? \_\_\_\_\_
7. a) What was the *Munich Conference* in 1938? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b) What did the British prime minister announce after these talks? \_\_\_\_\_  
\_\_\_\_\_
8. Who did Italy attack in 1936? What did the League of Nations do in response? \_\_\_\_\_  
\_\_\_\_\_
9. The United States signed a number of neutrality acts in the 1930s. Why didn't the U.S. want to take a stand during the violence of the 1930s? \_\_\_\_\_  
\_\_\_\_\_
10. a) What aggressive action did Japan commit in 1931? \_\_\_\_\_  
b) How did the League of Nations respond? \_\_\_\_\_  
\_\_\_\_\_
- c) How did Japan respond? \_\_\_\_\_  
\_\_\_\_\_

## Appeasement as a Policy

Below are six different questions that will lead you to reasons why Great Britain and France followed a policy of appeasement towards Hitler and Mussolini. They will also help you learn why the United States and the League of Nations did nothing to challenge Japan's aggression against China.

1. How many British and French soldiers and civilians died or were wounded because of World War I? \_\_\_\_\_

2. Some years after the end of World War I, many British and French felt the peace treaties that ended the war were unfair towards Germany. Describe here how the peace treaties treated Germany harshly, and perhaps unfairly. \_\_\_\_\_  
\_\_\_\_\_

3. What in America's early history has led the United States to have a strong tradition of caution towards war? \_\_\_\_\_  
\_\_\_\_\_

4. From the Russian Revolution of 1917, when the communists seized power, to 1939, the world's democratic governments had a great fear of Soviet communism. The Soviet Communists, under Lenin and then Stalin, had outlawed religion, shut down all churches, killed religious leaders, murdered from 10 – 20 million innocent civilians, and ran the largest work/death camps — the Gulag — known to man. Look at a map. Why would Great Britain and France not mind a stronger Germany? \_\_\_\_\_  
\_\_\_\_\_

5. a) What was the Great Depression? \_\_\_\_\_

b) How did the Great Depression affect the British, the French, and the Americans psychologically? (Did they feel very strong, or weak, because of their difficulties?) \_\_\_\_\_  
\_\_\_\_\_

6. Pacifism: a) What is pacifism? \_\_\_\_\_

b) In which countries were there many pacifists? \_\_\_\_\_  
\_\_\_\_\_

## Socratic Discussion and Reflection

When you share ideas with other students, your ideas may be reinforced, rejected, or slightly changed. Listening to your classmates' ideas will help you form your own judgment. After the class discussion, write your reflection.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

