

World History

Oak Meadow Teacher Manual

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Introduction

The study of history requires active interpretation and participation. By connecting the events and forces of the past to their lives today, students can gain a unique perspective on history, humanity, and themselves.

This teacher manual is designed to help you support your student in sorting through, analyzing, and organizing the information in this course. In addition to factual answers to assignment questions, you will find tips on how to assess student responses, and suggestions for ways to guide your student's learning in order to encourage in your student a lively spirit of discovery and an open mind to the diverse perspectives of participants from both sides of every story.

The student's coursebook contains all the instructions and assignments for a full year course in world history. Throughout the course, students will be doing research and reading using additional sources such as non-fiction books, websites, films, textbooks, journals, novels, artwork, news archives, etc. While some lessons have a lot of research and reading, other lessons have no extra reading. This gives students a break from the research and allows them time to absorb and process what they have been learning.

This course is designed to be textbook-independent. This means your student can use ANY textbook or other research materials to learn about the lesson topics. Students are welcome to purchase a textbook to use as their primary reading material, or use any combination of materials, but there isn't one specific textbook attached to this course.

This course is intended to present history in an unbiased manner and to give students an objective view of human history around the world. The assignments encourage critical thinking and integrate history with geography, art, literature, music, politics, biographies, culture, and technology.

The focus of this course is not on memorizing and reciting facts, but rather to learning how to analyze and think critically. Students will be expected to view events from various perspectives and to reconcile diverse bodies of information. Throughout this course, they will analyze literature, apply concepts, synthesize ideas, evaluate causes, and formulate their own opinions.

In this teacher manual, you will find the full text for all assignments and activities. Teacher manual answers are seen in color. If you are homeschooling independently, this teacher manual can serve as your support as you guide and evaluate your student's work. When a student gets a factual answer wrong, you can share the correct answer and address any underlying misconceptions. The focus should always be on the learning process rather than on a sense of judgement. Several incorrect answers related to a particular topic point to an area the student will benefit from revisiting.

For obvious reasons, it is best not to share this teacher manual with your student. Each student is expected to produce original work, and any incidence of plagiarism should be taken very seriously. If you notice a student's answers matching those of the teacher manual word for word, a discussion about plagiarism and the importance of doing original work is necessary. While students in high school are expected to be well aware of academic honesty, any discussion about it should be approached as a learning opportunity. Make sure your student is familiar with when and how to properly attribute sources (there's an extensive section on this in the appendix of the student's coursebook).

We encourage you and your student to explore the topics introduced this year through lively discussions and shared experiences. Taking a special interest in your student's work can result in greater engagement and effort. We hope this course introduces your student to new areas of interest and guides your student towards a greater sense of connection with the world.

Lesson



Ancient Rome

The Roman Empire expanded to cover a vast region. As you learn about it in this lesson, consider what makes a successful empire. What purpose did expansion serve? What do you think is required of an empire such that it is capable of expanding its borders and maintaining control of newly conquered lands for hundreds of years? What type of leadership was needed, and how did a change in leadership styles impact Roman conquest and governance? What rationale did its various leaders use to justify their actions? What impacts did Roman conquest have on those who were conquered? Are there any parallels you can draw to other societies you know today?

In the context of what you learn about the expansion of the Roman Empire, is there ever a time when taking over someone else's land is right, moral, or just? Is there a time when it is not?

Learning Objectives

- Compare and contrast the rise and decline of two ancient empires.
- Identify similarities and differences between ancient Rome and a modern-day country.
- Develop a plan for the layout of a city.

Lesson



Assignments

Reading

Read about ancient Rome and the rise and decline of the Roman Empire (600 B.C.E.–500 C.E.). You can use the assignments and activities below to help guide your research efforts. Remember to scan the visuals that accompany any text you read—they often contain valuable information in a format

ASSIGNMENT CHECKLIST

- ☐ Read about the rise and decline of the Roman Empire.
- ☐ Complete comprehension and critical thinking questions.
- ☐ Respond to the Central Question.
- ☐ Optional activities:
 - Activity A: Pictorial Timeline
 - Activity B: Greek and Roman Architecture

that highlights relevant connections. Feel free to focus on areas of interest to you in addition to exploring the following topics:

Roman Empire (600 B.C.E.–500 C.E.)

- patricians and plebeians in early Roman society
- Roman law and the Twelve Tables of Rome
- Cathage, Hannibal, and the Punic Wars
- Julius Caesar and Augustus
- reign of the five “good emperors” in the Roman Empire
- the expansion of the Roman Empire
- Roman culture and family life
- Circus Maximus
- Spartacus and slave revolts
- Jesus and the rise of Christianity
- political, economic, and social changes in the Late Roman Empire
- Huns, Visigoths, Vandals, and the fall of the Western Roman empire

Please keep track of the sources you use when researching the reading topics in this lesson and all future lessons. Include a list of both print publications and online sources (including URL) when you submit your assignments.

Think About It

Imperialism is a word used to denote how a powerful nation expands its territory at the expense of another. The Romans had a history of imperialism that went back to their beginnings in central Italy. They conquered other Latin tribes, then the Gauls and southern Italy before crossing the sea to acquire Sicily, Iberia, Macedonia, Greece, Asia Minor, and North Africa. This imperialistic expansion became a key factor in Rome’s fall, as its frontiers were too spread out to defend successfully. When Rome could no longer police its borders, it left itself open to determined and strategic attacks from Asian and Germanic warriors. The inability to administer and control its vast territory ultimately led to Rome’s decline.

Comprehension and Critical Thinking Questions

1. Compare and contrast the rise and fall of the Roman Empire with the expansion and decline of another ancient civilization you have learned about in Greece, Egypt, Persian, Han China, or Gupta India. What similarities do you notice and what differences? Make your comparison in list form or using some type of graphic organizer (Venn diagram, idea web, etc.). When you have completed your list or diagram, what observations can you draw from it? Considering what you think makes for a healthy or meaningful society, which civilization do you think was the most successful? Explain your thoughts in a paragraph.

The Roman Empire rose to power in part due to a well-trained army and numerous well-orchestrated military conquests. At its height, Roman society enjoyed prosperity in many forms, and benefitted from, among other things, the building of extensive networks of roads and water systems. However, the larger the Roman Empire became, the harder it was to effectively rule and defend far-flung regions. Subsequent military losses and economic hardships as well as government corruption and the resulting political unrest contributed to the decline of the Roman Empire.

Students may find similarities and differences in other ancient civilizations. If a graphic organizer is used to present information, make sure that it effectively highlights the comparison between the two cultures. Students should draw conclusions about the success of the different cultures, based on their comparison.

2. Outline the economic, political, and social problems that ended the Roman Republic. Then, outline the problems that exist in your own country. How are the outlines similar? How do they differ?

Noted similarities may include economic hardships, government corruption, or civil unrest. Noted differences may include the fact that Roman rulers were often subject to military coups (and died violently) and the Roman Empire's main goal was the conquest of new lands.

Central Question

As the Roman Empire spread, Romans built cities with streets in a neat grid and public buildings around an open space. Today, urban growth boundaries, planned communities, and other intentional decisions are made by city planners to help shape, define, and give identity to our cities. How can design elements contribute to a healthy, thriving community? Do you like

the layout of your city or town? Why or why not? What elements do you see working well in your community? What is lacking?

Come up with a design for your ideal community, town, or city. You might want to discuss this with others who might want to live there with you. There are no right and wrong answers here—just an opportunity to share ideas and think about how our communal shared spaces affect our lives. What are your priorities and goals for a shared space?

Draw or describe your city design. Take into account any geographic features, such as mountains, rivers, valleys, flood plains, etc. You can specify any type of natural features you'd like to build your town near or around.

Students may benefit from studying actual maps or urban designs while working on this project.

Activities

The following activities are **optional**. Feel free to choose any activity that interests you.

- Activity A: Pictorial Timeline
- Activity B: Greek and Roman Architecture

Activity A: Pictorial Timeline

Create a pictorial history of the events in this chapter. Your history might include drawings of events or objects, illustrated maps, diagrams of such things as a Roman bath, charts showing the Roman government's structure during the republic or the organization of the Roman legions, or political cartoons. Include a caption that explains each image.

Activity B: Greek and Roman Architecture

Create a pictorial comparison of Greek and Roman architecture. Use labels, captions, or brief descriptions to highlight the similarities and differences.

Lesson



Renaissance and Reformation/ Europe in Crisis

Do you think humans have the potential to accomplish anything they put their minds to? Do we each have the responsibility to embrace knowledge, cultivate our innate talents, and expand our capacities to their fullest? This is the core ideal of humanism, a driving force during the Renaissance.

Learning Objectives

- Compare and contrast the ideas of Hobbes and Locke.
- Examine themes in Renaissance art.
- Identify modern influences of humanist ideals.

Lesson



Assignments

Reading

Read about the Renaissance, the Protestant Reformation and religious conflict in Europe, and the rise of absolute monarchies. During this relatively short period of time there were many political, religious, and cultural upheavals. You can use the following lists to help you identify key areas of importance to help guide your research and reading.

Renaissance (1350–1600)

- Medici family and other patrons of the arts
- Machiavelli's *The Prince*
- Renaissance art and artists
- Gutenberg's printing press
- Dante and Chaucer
- humanism

ASSIGNMENT CHECKLIST

- ☐ Read about the Renaissance, the Protestant Reformation, and the rise of absolute monarchies.
- ☐ Complete comprehension and critical thinking questions.
- ☐ Respond to the Central Question.
- ☐ Optional activities:
 - Activity A: Physical Ideal of the Renaissance
 - Activity B: Religious Debate
 - Activity C: Versailles
 - Activity D: Mannerism and Baroque Artistic Styles

Protestant Reformation and Religious Conflict (1517–1685)

- Martin Luther's Ninety-five Theses
- Holy Roman emperor Charles V
- Peace of Augsburg
- spread of Protestant religions
- religious wars between Protestants and Catholics
- Elizabeth Tudor and the Church of England
- Phillip II and the Spanish Armada
- Huguenots and the Edict of Nantes
- religious zeal and witchcraft trials
- Thirty Years' War and dissolution of the Holy Roman Empire

Absolute Monarchies (1550–1715)

- divine right of kings and absolute monarchy
- Cromwell's revolution and military dictatorship
- William of Orange and establishment of a constitutional monarchy
- the reign of Louis XIV
- Prussia and Austria after the Thirty Years' War
- Russian czars Ivan IV (Ivan the Terrible) and Peter the Great
- mannerism in art and the baroque period
- William Shakespeare
- Miguel de Cervantes
- Thomas Hobbes and John Locke

Continue to make a list of the print and online sources you use for your research in each lesson, and include this list with your assignments.

Comprehension and Critical Thinking Questions

1. What is a "Renaissance man"? How well might this type of person do in today's society?

Renaissance Italy valued holistic development and excellence in not just one aspect of life, but many. A Renaissance man strives for achievement in

Think About It

Reflect on what it would be like to be born to an absolute monarch, knowing from the day of your birth that you, too, were destined by divine right to rule. Imagine growing up believing that your right to rule was granted by God and you only had God to answer to. Imagine, then, what it might be like to have political ideas and religious beliefs turn around in your lifetime so that suddenly your “divine” right is questioned, opposed, and finally taken away. This scene played out over and over across Europe in the late 1600s. How hard would you and your followers fight to retain control of the realm? What would it take to convince you to relinquish control?

mental, physical, and creative realms. It can be argued that this type of balanced, well-rounded individual is best suited to excelling in today’s world.

2. Compare and contrast the political thinking of Thomas Hobbes and John Locke.

The English revolutions of the 17th century prompted very different responses from two English political thinkers, Thomas Hobbes and John Locke. Hobbes was alarmed by the upheavals in England, and argued that a ruler with absolute power was needed to preserve order in society. John Locke argued against the absolute rule of one person, believing the contract between people and government should involve mutual obligations, with government protecting the rights of citizens, and citizens acting reasonably toward the government. However, if a government broke the contract, the people might form a new government. Locke’s ideas proved important to both the Americans and the French in the 18th century.

3. Choose one of the following assignments:
 - a) Renaissance art reflected the humanist emphasis on the individual as the center of the universe, unlimited in the potential or capacity to accomplish all things. Examine samples of the works of Michelangelo, Leonardo di Vinci, and Raphael, and explain how the themes of the works emphasize the individual or “universal” person. Then find examples in modern popular music, film, painting, or advertising that exemplify how humanist ideals influence culture today.
 - b) Why are humans moved to create art? What is the role of art in life? How does preserving masterpiece works of art enrich human culture?

Find two (or more) pieces of art that help answer these questions. Choose one work of art from the Renaissance and one from another time period to respond to the questions and explain how your choices relate to your answers. For instance, perhaps you feel that one reason humans create art is to commemorate or remember things that happened. In Raphael's famous painting *The School of Athens*, he depicts ancient Roman culture while at the same time immortalizing famous artists of the day (Michelangelo, Leonardo da Vinci, and Raphael himself are painted into the picture to represent famous people from ancient Greece).

Central Question

Maintaining order and increasing political and economic stability has been the primary goal of most modern governments. What is the best way to do this, by extending government controls and powers, or by guaranteeing individual rights and limiting government?

Analyze this question by researching current examples of two governments that have taken different approaches to solving this issue. Write an essay stating your opinion on this issue, as supported by the results of your research. (It might help to consider the philosophies of John Locke and Thomas Hobbes.) Include the sources of your research.

This analytic essay requires students to research current governmental systems and use them as evidence of the effectiveness of one system over another. Students are expected to state a clear opinion and back it up with research. Make sure that the research comes from reputable sources.

Activities

The following activities are optional.

- Activity A: Physical Ideal of the Renaissance
- Activity B: Religious Debate
- Activity C: Versailles
- Activity D: Mannerism and Baroque Artistic Styles

Activity A: Physical Ideal of the Renaissance

The Renaissance revived the Greek concept that an ideal person participated in a variety of activities, including sports. Research one of the following popular Renaissance games or sports: javelin hurling, tennis, chess,

archery, fencing, boxing, falconry, or hunting. Explain how your chosen activity resembles or differs from the same activity today. Prepare an illustrated report with your findings.

Activity B: Religious Debate

Imagine that you are living in Germany in the 16th century. Write a discussion, argument, or debate between yourself and a Catholic or Lutheran during the Reformation. Alternately, you can write a letter to the editor asserting a Catholic or Lutheran point of view regarding the implications of Luther's reforms on the Catholic Church in Germany.

Activity C: Versailles

Research the building of Versailles, including when and how it was built, the size of the grounds and the palace, and the style of architecture. Also, explore the art that is in the Versailles Museum. Write a summary analysis about how the art and architecture reflect the power and grandeur associated with the reign of Louis XIV. Design a visual aid to accompany your report, using a model, drawings, or photos to illustrate your research.

Activity D: Mannerism and Baroque Artistic Styles

Study the artwork of El Greco, Bernini, and Gentileschi. Identify the characteristics of each of the representative styles of mannerism and baroque as seen in their work, and explain how each achieves the goals of that particular style. Also, identify symbols used by each artist. Finally, express how you personally are affected by each work.

Lesson



Semester 1 Project and Reflection

You are now halfway through the course—congratulations! In this lesson, you'll complete a comprehensive project and a learning reflection.

NOTE FOR STUDENTS ENROLLED IN OAK MEADOW SCHOOL:

All projects must be preapproved by your teacher. After you make your choice of topic and have a general idea of what you'll do, please let your teacher know so you can get initial feedback on your ideas before you begin. As always, your teacher is there to offer guidance and advice.

ASSIGNMENT CHECKLIST

- ☐ Create a comprehensive project.
- ☐ Reflect on your learning.

Objectives

- Analyze historic events and find a common denominator.
- Reflect on learning experiences and challenges.

Lesson



Assignments

Project

For your first semester project, you'll have the opportunity to explore trends and influences throughout history in a creative way. Using the list of suggested topics below, or adding additional topics you'd like to explore, you will examine patterns and common themes between three or more events across a span of history.

You have a great deal of freedom in designing your project. Choose your topics, identify common denominators, and then decide how you would like to interpret and present this information. You could concentrate on commonalities in the economic realm, the political realm, or the social realm. You might look at common personality traits among leaders, common problems of the working class, or common actions of the ruling class.

You could look at patterns in cause and effect. Or you could concentrate on similarities in how the events shaped the future by influencing thought and action, or how the symbolic meaning of the events influenced larger movements of culture and history.

Once you've selected your topics and approach, you can design your project in any way that suits you. This is an opportunity to challenge yourself both academically and creatively. All of the topics listed will require additional research, but how you present that research will be up to you. You can prepare a traditional research paper, complete with in-text citations and a bibliography, or you can prepare a multimedia presentation, video, slide show, speech, short story, play, interview, travel log, presentation of photos or artwork, animation, computer model, or any other expression of your work. Anything is fair game as long as it clearly shows the connection between the events and presents your research and ideas in a clear and structured manner.

Suggested topics:

Anasazi	Early Codes of Law
Assyrian Empire	France's three estates
Bantu migration	Great Exhibition of 1851
Bastille	Greek Theatre
British East India Company	Gupta Empire
Buddhism	Huns, Visigoths, and Vandals
Catholic Church in the Middle Ages	Indo-European nomads
Charlemagne and the Carolingian Empire	Invention of Zero
Circus Maximus	Iroquois League and constitution
class system during the Tokugawa era	Kabuki theater
Columbian Exchange	mannerism in art and the baroque period
Constantinople and Istanbul	Martin Luther's Ninety-five Theses
constitutional monarchy	Megaliths: Stonehenge, Nabta Playa, Easter Island
Crusades	military dictatorship
Dante and Chaucer	Ming dynasty

Mogul Empire	Silk Road
Muhammad and the rise of Islam	Socrates, Plato, and Aristotle
Ottoman Empire	Sparta and Athens
Paul Revere's Ride	Thirty Years' War
Prehistoric Art	Thomas Hobbes and John Locke
Quran	Tower of London
romanticism and rationalism	Triangle Trade
Shinto and Zen	U.S. Constitution and the Bill of Rights
Shogunates of Japan	

You do not want to overburden yourself with work, but you also want to spend enough time with your topic to gain an understanding of the history, culture, and issues surrounding it. No matter what the format you choose, be sure to include a bibliography and/or notes to support your research.

Once your project is approved, it's time to get started! You may consult with your parent or teacher along the way if you run into difficulties, but remember that learning to work independently and address problems creatively is one of the objectives of this project.

Over the course of two weeks, students have the opportunity to delve deeply into one topic of study from this semester. Projects should reflect the student's own interest in the topic. Look for creative, original work.

Learning Reflection

Answer the following questions. You can elaborate as much as you feel necessary.

1. Thinking back on what you have learned, choose one or two events that stand out for you or touched you in some way. Explain their significance to you personally.
2. What was your biggest challenge this semester? What do you want to work on in the next semester?

These learning reflection prompts can be used to discuss strategies for the second semester or make changes that will enhance the student's learning.

Lesson



The West in the 1920s and '30s

The Great Depression was an international crisis. Unemployment led to widespread hunger and homelessness. Many people were bewildered and even despairing about their lives. Yet for the most part, they reached out to others and pulled together in the crisis. Several families might share a single-family home, or a couple would give a meal to a stranger who knocked on their door. That same kind of spirit was reflected again during the national crisis of September 11, 2001, when terrorists attacked the United States. Hard times often promote unity, patriotism, and national resolve. Hard times can also pave the way for radical leaders to rise to power with promises of new national prosperity.

Objectives

- Identify the causes of the Great Depression.
- Differentiate between different types of dictatorships.
- Predict whether or not another depression might occur and how it might manifest.

Lesson



Assignments

Reading

Read about the West in the 1920s and 1930s. Start with the following topics and then learn more about any particular areas of interest.

The West between the Wars (1919–1939)

- League of Nations
- Ruhr Valley

ASSIGNMENT CHECKLIST

- ☐ Read about the West in the 1920s and 1930s.
- ☐ Complete comprehension and critical thinking questions.
- ☐ Respond to the Central Question.
- ☐ Optional activities:

Activity A:
Cartoons with a Message

Activity B: Policies in the Soviet Union

Activity C: Movie Night

- runaway inflation in Germany
- Dawes Plan
- Great Depression
- dictators and totalitarianism
- Mussolini and fascism in Italy
- Stalin and communism in U.S.S.R.
- Franco and Spain's authoritarian regime
- Hitler and the Nazi state
- Enabling Act
- Nuremberg laws and *Kristallnacht*
- Hitler youth
- surrealism in art

Comprehension and Critical Thinking Questions

1. Why were peace and prosperity short-lived after World War I? What were some of the causes of the Great Depression?

After World War I, many nations faced economic, political, and social challenges. Germany made financial reparations for one year and then stopped, unable to pay more. Germany's economy collapsed, which had a ripple effect throughout Europe. American investment in Europe soared with the Dawes Plan, but the resulting prosperity was short-lived, ending with the economic collapse of the Great Depression.

Two factors played major roles in the start of the Great Depression. One important factor was a series of downturns in the economies of individual nations in the second half of the 1920s. By the mid-1920s, for example, prices for farm products, especially wheat, were falling rapidly because of overproduction. The second factor was an international financial crisis involving the U.S. stock market. In October 1929, the U.S. stock market prices plunged to all-time lows. In a panic, U.S. investors withdrew funds they had invested in Germany and other European markets. This weakened the banks of Europe. By then, trade was slowing down, industrial production was declining, and unemployment was rising. The Great Depression had begun.

2. Differentiate between totalitarianism, fascism, and authoritarianism, and identify similarities in how Mussolini (Italy), Stalin (Soviet Union), Franco (Spain), and Hitler (Germany) came to power.

Students are asked to analyze and compare different authoritarian and totalitarian regimes that developed in Europe after World War I. Look for student responses to contain original ideas (rather than just reporting facts) and support those ideas with historical detail. A summary of the different types of governments and dictators is below to help you assess your student's work for accuracy.

Totalitarianism: absolute control by the government over all aspects of citizens' lives.

Fascism: a form of totalitarianism that stresses the subordination of citizens in service to the state (the state is more important than individual rights).

Authoritarianism: a government demanding obedience through force with the goal of preserving the existing social order but not necessarily controlling every aspect of people's lives.

Mussolini started a movement toward a fascist government in Italy in the early 1920s. Fascism appealed to many citizens who feared socialism, communism, and disorder created by workers' strikes—all of which abounded after World War I. Mussolini leveraged a strong sense of nationalism and lingering resentment over the failure to receive more land under the Treaty of Versailles, and rode this general discontent into a groundswell of support. He created a fascist dictatorship that prevented anyone from criticizing the Catholic Church, the monarchy, or the state, and police were given a wide range of power to enforce the new laws.

Stalin was a member of the Soviet Union's Politburo, the communist governing body, when Lenin died in 1924. Stalin used his political power to quickly gain control of the Communist Party. Stalin enacted sweeping economic, political, and social changes designed to modernize the country, emphasizing the production of military machinery and supplies. This increased production led to deteriorating conditions for the nation's workers, who were pressured to work harder in service to the socialist state.

Franco was a military leader in Spain who was instrumental in a revolt against the democratic government in 1936 that developed into a devastating civil war. Fascist regimes in Italy and Germany wanted Franco to succeed, and sent him money, weapons, and soldiers. Franco's forces captured Madrid in 1939 and he established himself as dictator in an authoritarian

regime that favored traditional groups (landowners, business owners, and the Catholic Church) but did not try to control every aspect of society.

Hitler began to gain power after fighting in World War I, spurred on by his extreme sense of nationalism and racism, particularly toward Jews. He gained control of an extreme right-wing nationalist party and, despite a brief prison sentence, continued to develop his vision for an ethnically superior German race. Hitler's promise for a new, stronger Germany helped the Nazi Party gain traction. He was seen by many as Germany's savior. Hitler became chancellor in 1933 and soon enacted legislation that allowed him basically unlimited powers. The way was clear for him to establish an extremely repressive and savage fascist regime.

Central Question

Economic events affected the world's governments after World War I. During the 1920s and '30s, economic conditions resulted in unemployment, hunger, homelessness, and despair. In Europe and Latin America, these conditions allowed dictators and military governments to assume power, as people became more willing to surrender personal liberties in exchange for food, jobs, shelter, and security.

Do you think another depression could occur today? Why or why not? What might happen if it did?

This is a complex question. Take your time to reflect, discuss it with others, and form your opinion. Express yourself clearly in writing, revising and editing your words until they convey your thoughts as succinctly as possible.

Activities

The following activities are optional and can be used to further your understanding of the material. Choose any that interest you.

- Activity A: Cartoons with a Message
- Activity B: Policies in the Soviet Union
- Activity C: Movie Night

Activity A: Cartoons with a Message

Create a political cartoon about one of the events or issues you learned about in this lesson. Consider the audience for your cartoon, and what message you wish to convey.

Think About It

Prior to 1921, before the reparations payments required of Germany were raised to \$33 billion, the British economist John Maynard Keynes said, “The policy of reducing Germany to servitude for a generation, of degrading the lives of millions of human beings, and of depriving a whole nation of happiness should be abhorrent and detestable...

Nations are not authorized, by religion or by natural morals, to visit on the children of their enemies the misdoings of parents or rulers.” This economic punishment of Germany had disastrous consequences in the decades to come.

In his book *Mein Kampf*, Hitler spelled out the ideas that would direct his actions once he took power in Germany. In 1923, he essentially wrote for anyone to read what he planned to do. It was to his great advantage that other people did not take his extreme ideas seriously. If they had done so from the beginning, the course of history might have been very different.

The 1936 Olympics were held in Berlin, and became a showcase for the power of the new Germany and the Nazi idea of the superior Aryan race. When the African American athlete Jesse Owens won four gold medals, the Nazis were humiliated. These Olympics were so controversial that many nations planned on boycotting them and attending an alternative “People’s Olympics” in Barcelona. However, when the Spanish Civil War broke out those games were canceled.

Activity B: Policies in the Soviet Union

Create an advertisement for one of the following: 1) The Bolshevik policy of communism, or government control over all major industries; 2) Lenin’s New Economic Policy (NEP) that allowed some private businesses to operate but maintained government control over steel, railroads, and large-scale manufacturing; or 3) Stalin’s Five-Year Plan, which set Soviet economic goals for that period and brought industrial and agricultural production under government control.

Activity C: Movie Night

Motion pictures became a major industry in the 1920s. One of the earliest silent film stars was British comedian Charlie Chaplin. Sound was added to films in the late 1920s. Research the movie industry and the technological advances it made during the postwar decade, and write a report about your

findings. Some popular films you might watch are *Dracula*, starring Bela Lugosi; *Mata Hari* with Greta Garbo; *Rose Marie* with Jeanette MacDonald and Nelson Eddy; or *Top Hat* with Fred Astaire and Ginger Rogers. What values or ideals do these films portray?

This image shows a single page from a notebook or ledger. It features a series of evenly spaced, light blue horizontal lines running across the width of the page. The lines are thin and uniform, providing a guide for writing without being distracting. There is no handwriting or other markings on the page.