



# A Peace Built on Quicksand

## Causes of WWII



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<b>Grade Level</b>	10th Grade	<b>Time Frame</b>	100
<b>Subject</b>	Social Studies	<b>Duration</b>	2 Periods
<b>Course</b>	World History		

### Essential Question

1. Did economic challenges following WWI lead the world into a second war? 2. How did leaders and political blunders pave the road to WWII?

### Summary

This lesson is meant to be taught after WWI content and introduces your students to WWII. Students will learn how economic and political issues after WWI lit a fuse that exploded into WWII. Using hands-on activities and discussions, students will explore the vocabulary and multiple causes of WWII. Following completion of the lesson, students will gain a deeper understanding of why WWII began.

### Snapshot

#### Engage

Students draw upon previous knowledge of what led up to the outbreak of WWII.

#### Explore

Students are introduced to key vocabulary terms, followed by brainstorming each term's meaning.

#### Explain

Students read and share an article to facilitate in the understanding of the causes of WWII.

#### Extend

Students create a meme of an economic or political cause of WWII.

#### Evaluate

Students complete a Two-Minute Paper to demonstrate understanding.

## Standards

*Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))*

**WH.4.5:** Describe the economic, social, and political conditions that caused WWII including

**WH.4.5A:** failure of the Treaty of Versailles

**WH.4.5B:** impact of global depression

**WH.4.5C:** rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan

## Attachments

- [30-Second Expert T-Chart—A Peace Built On Quicksand - Spanish.docx](#)
- [30-Second Expert T-Chart—A Peace Built On Quicksand - Spanish.pdf](#)
- [30-Second Expert T-Chart—A Peace Built On Quicksand.docx](#)
- [30-Second Expert T-Chart—A Peace Built On Quicksand.pdf](#)
- [Jigsaw—A Peace Built On Quicksand - Spanish.docx](#)
- [Jigsaw—A Peace Built On Quicksand - Spanish.pdf](#)
- [Jigsaw—A Peace Built On Quicksand.docx](#)
- [Jigsaw—A Peace Built On Quicksand.pdf](#)
- [KIMS—A Peace Built On Quicksand - Spanish.docx](#)
- [KIMS—A Peace Built On Quicksand - Spanish.pdf](#)
- [KIMS—A Peace Built On Quicksand.docx](#)
- [KIMS—A Peace Built On Quicksand.pdf](#)
- [Lesson Slides—A Peace Built On Quicksand.pptx](#)
- [The Great Depression and WW2A Peace Built On Quicksand - Spanish.docx](#)
- [The Great Depression and WW2A Peace Built On Quicksand - Spanish.pdf](#)
- [The Great Depression and WW2—A Peace Built On Quicksand.docx](#)
- [The Great Depression and WW2—A Peace Built On Quicksand.pdf](#)
- [The Rise of Militarism and Dictators—A Peace Built On Quicksand - Spanish.docx](#)
- [The Rise of Militarism and Dictators—A Peace Built On Quicksand - Spanish.pdf](#)
- [The Rise of Militarism and Dictators—A Peace Built On Quicksand.docx](#)
- [The Rise of Militarism and Dictators—A Peace Built On Quicksand.pdf](#)
- [Treaty of Versailles—A Peace Built On Quicksand - Spanish.docx](#)
- [Treaty of Versailles—A Peace Built On Quicksand - Spanish.pdf](#)
- [Treaty of Versailles—A Peace Built On Quicksand.docx](#)
- [Treaty of Versailles—A Peace Built On Quicksand.pdf](#)

## Materials

- Lesson Slides (attached)
- 30-Second Expert T-Chart handout (attached; 1 per student)
- K.I.M.S. handout (attached; 1 per student)
- Jigsaw handout (attached; 1 per student)
- The Rise of Militarism and Dictators handout (attached; 1 per group)
- The Great Depression and WW2 handout (attached; 1 per group)
- Treaty of Versailles handout (attached; 1 per group)
- Student devices with internet access
- Pencils
- Paper

10 minutes

## Engage

Use the attached **Lesson Slides** to guide the lesson. Begin with **slide 2** and share with the students that they are discovering the causes of WWII. Review **slides 3-4** to introduce the students to the essential questions and learning objectives.

Display **slide 5** and share the [T-Chart](#) instructional strategy with students. Instruct them to create a t-chart with a sheet of paper or pass out the attached **30-Second Expert T-Chart** handout and have them complete the left side of their t-chart, answering the question *"What do I know about the causes of WWII?"*

Once students have completed the left side of their chart, display **slide 6** and introduce the instructional strategy, [30-Second Expert](#) with them. This slide has a 30-second timer that can be used to keep students on task as they share what they know about the causes of WWII. Instruct students to work with an [Elbow Partner](#) to share their knowledge. As their partner is sharing, students fill in the right column labeled, *"What I learned from my partner."*

### Possible Student Responses

The end of WWI led to WWII

The rise of dictators

The Great Depression

30 minutes

## Explore

Display **slide 7** and pass out the attached **K.I.M.S.** handout, and introduce students to the [K.I.M.S.](#) instructional strategy. Instruct students to complete their handout by searching for *important information*, creating a *memory clue*, and writing a *sentence* using the following *keywords*.

- Treaty of Versailles
- Great Depression
- Hitler
- Fascism
- Axis Powers

Once students have completed their charts, ask for volunteers to share their findings with the class in a large group discussion.

After students share out their K.I.M.S. Chart, display **slides 8-12** to review key points of each word on the chart.

### Optional Technology Integration

Students may complete the K.I.M.S. Chart by using Google Docs.

### Teacher's Note

Use the [Causes of WWII](#) as a resource to facilitate in completing the K.I.M.S. Chart.

### Possible Student Response

The Treaty of Versailles (K); ended WWI, harsh on Germany, facilitated the rise of Hitler (I); students draw an hourglass to reflect the Treaty of Versailles was doomed from the beginning (M); and The Treaty of Versailles occurred at the end of WWI to create peace; however, Germany felt like they didn't deserve the harsh treatment, leading to mass resentment and a need for a new leader in Germany (S)

30 minutes

## Explain

Display **slide 13** and instruct students to utilize the [jigsaw](#) strategy to become more familiar with the causes of WWII. Place students into groups of 3. Then give each group three attached articles: **The Rise of Military Dictators**, **To What Extent Did The Great Depression Cause World War II?**, and **Treaty of Versailles**. Each group member should select a different article.

Pass out the attached **Jigsaw Chart**. The left column of the Jigsaw Chart is prefilled with one of the 3 causes of WWII. Students read their article and write a summary of the cause in the right column. Display **slide 14** and students gather with peers who examined the same cause. Students analyze takeaways, questions, and wonderings from their article.

Display **slide 15** and instruct students to move back to their original group of 3. Students share their cause of WWII and summary of the article. During the share out, students should complete the remaining two summary of causes to WWII on the Jigsaw Chart.

### Teacher's Note

For further clarification and information over the causes of WWII have students watch [Heimler's History: Causes of WWII](#).

### Embedded video

<https://youtube.com/watch?v=oZXmTsPLQ20>

20 minutes

## Extend

After reading their article and completion of their Jigsaw handout, the student groups partake in the [What Do You Meme](#) strategy. Display **slide 16**. Students should be in the same groups from the Jigsaw strategy. Instruct groups to create a meme of an economic or political cause that led to the breakout of WWII using: [imgflip.com](http://imgflip.com) or <https://makeameme.org/>. Display **slide 17** to show an example.

Display **slide 18** and have students participate in a [Gallery Walk](#). Have one student from each group stay at their station to explain how their meme represents an economic or political cause of WWII. The rest of the students should move from station to station and evaluate their peers' memes by leaving two questions and/or comments about each group's cause of WWII. Once the students finish visiting each station, they move back to their original station and examine the feedback left with their meme. The students who remained at their station should debrief the gallery walk with their group and through a large class discussion.

### Teacher's Note

Students may create a meme on a piece of paper.

### Teacher's Note

Assign student groups either the specific theme of an economic or political cause in order to create a variety of memes.

10 minutes

## Evaluate

Students are evaluated by using the [Two Minute Paper](#) strategy. Display **slide 19** and have students complete a response to the question: *What conditions led to the breakout of WWI?*

Have students turn in their responses before leaving class.

## Resources

- Heimler's History. (2020). Causes of WORLD WAR II [AP World History] Unit 7 Topic 6 (7.6). <https://www.youtube.com/watch?v=oZXmTsPLQ20&t=2s>
- K20 Center. (2021). 30-Second Expert. <https://learn.k20center.ou.edu/strategy/1048>
- K20 Center. (2020). Elbow Partners. <https://learn.k20center.ou.edu/strategy/116>
- K20 Center. (2020). Gallery Walk/Carousel. <https://learn.k20center.ou.edu/strategy/118>
- K20 Center. (2020). Jigsaw. <https://learn.k20center.ou.edu/strategy/179>
- K20 Center. (2021). K.I.M.S. <https://learn.k20center.ou.edu/strategy/780>
- K20 Center. (2020). T-Chart. <https://learn.k20center.ou.edu/strategy/86>
- K20 Center. (2020). Two-Minute Paper. <https://learn.k20center.ou.edu/strategy/152>
- K20 Center. (2021). What Do You Meme?. <https://learn.k20center.ou.edu/strategy/984>
- Lumen Learning. (n.d.). Causes of WWII. <https://courses.lumenlearning.com/atd-tcc-worldciv2/chapter/causes-of-world-war-ii/>