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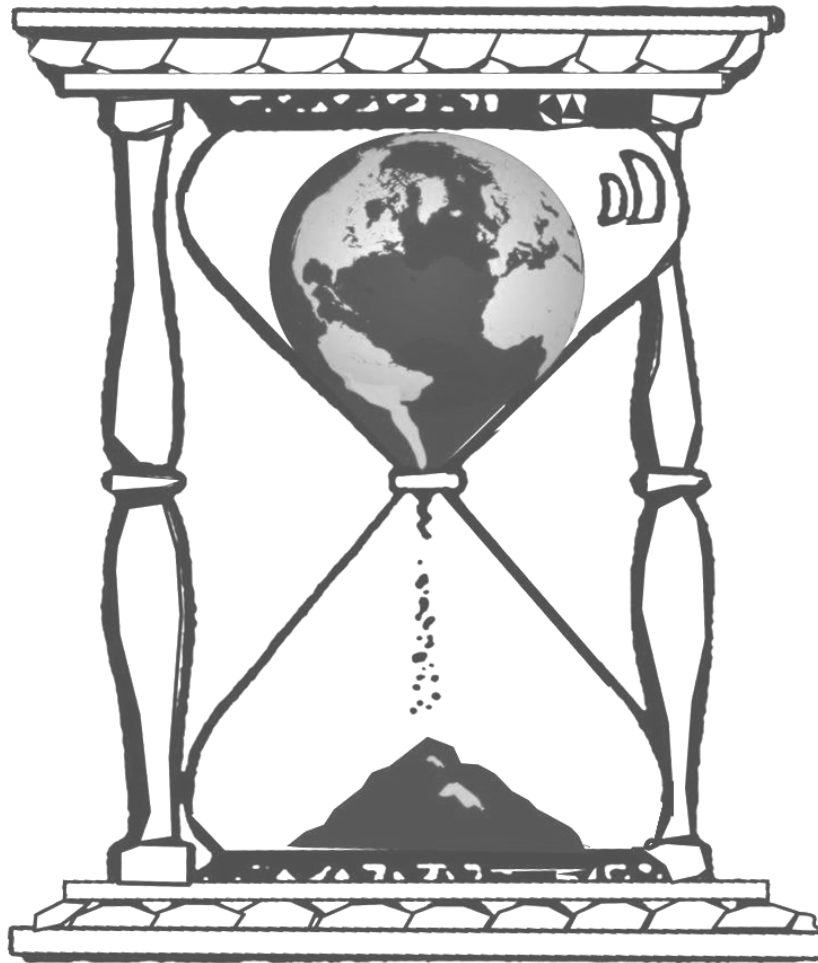
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i Think: World History

INTERWAR YEARS



by Kendra Corr

** It is the goal of InspirEd Educators to create instructional materials that are interesting, engaging, and challenging. Our student-centered approach incorporates both content and skills, placing particular emphasis on reading, writing, vocabulary development, and critical and creative thinking in the content areas.

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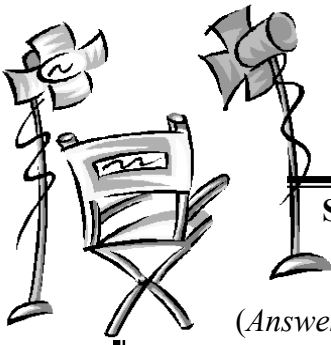
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Setting the Scene

Springboard:

Students should study the “Between the Wars” timeline and answer the questions.

(Answers will vary but should be based on information on the timeline.)

Objective: The student will be able to explain the costs and possible outcomes of World War I.

Materials:

Between the Wars (Springboard handout)
World War I Costs Cards (one handout per pair)
Foreshadowing the Future (handout)
glue or tape

Terms to know:

Communism - form of government under which everything is owned “in common” by the people under strict government control

revolution - a sudden, dramatic change, such as in government

disarmament - reduction in armies and weapons

exile - order to leave one’s home country

Procedure:

- After reviewing the Springboard, explain that *in this lesson the student(s) will learn about the state Europe was in following World War I.*
- The student(s) should work independently or in pairs (or with the teacher or parent). For each student or pair, distribute the “World War I Cost Cards.” They should cut out the cards and sort them into categories based on who or what was affected and how.
- Review the student(s) groupings, making any needed corrections. *(Suggested answers include:*
 - Personal costs -- affecting people and their families:** *9 million soldiers died; 21 million military people wounded; 100’s of thousands driven from their homes; 42 million total dead; and many loved ones lost.*
 - Psychological costs:** *People lost faith in government leaders; disturbed by new weapons; and many were disillusioned and even suicidal. Germans in particular were furious about the Treaty of Versailles.*
 - Political costs -- effects on governments:** *Kaiser Wilhelm lost his throne; Austro-Hungarian rulers exiled; Ottoman Empire destroyed; map of Europe redrawn; and many possible future leaders were dead.*
 - Economic costs:** *Much of Europe a wasteland; over 1 million head of livestock lost; 600,000 buildings destroyed; bridges highways, etc. were damaged; the war costs 100’s of billions, leaving Europe in particular deeply in debt.)*
- Have the student(s) use glue or tape to attach the cards to paper and label as a review sheet.
- Distribute “Foreshadowing the Future” and have the student(s) complete the handout individually or in pairs.
- Have the student(s) share their ideas and discuss. *(Answers will vary but should be well-reasoned and spark discussion.)*

Between the Wars



- 1919 Treaty of Versailles signed ending World War I
- 1920 First meeting of the League of Nations
- 1921 Washington Conference held to discuss naval disarmament
- 1922 Benito Mussolini marches on Rome to come to power in Italy
- 1923 Failed Beer Hall Putsch (revolt) led by Adolf Hitler, who is jailed for two years for his role
- 1924 Communist revolutionary leader Vladimir Lenin dies; Josef Stalin takes over leadership of Soviet Russia
- 1925 Locarno Pact signed to normalize relations between Germany other nations
- 1926 General workers' strike in Great Britain
- 1927 Saudi Arabia wins independence from Great Britain
- 1928 Nazi party wins 2% of the vote in Germany
- 1929 Stock market crash in the United States
- 1930 Nazi party wins 18% of the vote in Germany
- 1931 Japan invades Manchuria
- 1932 Nazi party wins 32% of the vote in Germany
- 1933 Hitler named Chancellor of Germany
- 1934 Night of Long Knives: Nazis execute at least 32 suspected traitors
- 1935 Hitler announces plans to expand the German army to 550,000 troops
- 1936 Rome-Berlin Axis announced
- 1937 Guernica massacre in Spain during Spanish Civil War
- 1938 *Kristallnacht*: 91 Jews killed, thousands arrested, 2,000 + synagogues destroyed
- 1939 World War II begins

DIRECTIONS: Explain three things you can learn about life and government in the world in the years between World War I and World War II based on the timeline.

1. _____

2. _____

3. _____

World War I Co\$ts Cards

Germany's Kaiser Wilhelm forced to give up his throne	Total cost of the war was between \$330-375 billion.
Bridges, highways, tunnels, canals, railroads, and telegraph lines ruined.	A total of 42 million died from war-related wounds, famine and diseases.
Over 600,000 buildings destroyed or damaged.	Many future leaders among the war dead.
Most of Europe turned into wasteland.	People disturbed by new weapons and their killing power.
Over 9 million soldiers and sailors died.	Hundreds of thousands of civilians driven from their homes.
Over 21 million military personnel were wounded.	Germans in particular were VERY angry about the Treaty of Versailles.
European nations in particular were deeply in debt.	Farmers lost over 1 million head of livestock.
Map of Europe redrawn; several new countries created.	People lost faith in their leaders and governments.
Many people lost loved ones in the war.	Rulers from Austria-Hungary's empire forced into exile.
Ottoman Empire destroyed	Many people became disillusioned and suicidal.



Foreshadowing the Future

What are some ways you think the costs of World War I could have impacted future events in Europe and the world?
Record your ideas below.

Personal Costs:

Political Costs:

Psychological Costs:

Economic Costs:



The Lost Boys and Girls

Springboard:

Students should read “The Lost Generation” and answer the questions.

Objective: The student will be able to describe the attitudes and works of the lost generation writers.

Materials: The Lost Generation (Springboard handout)
Americans in Paris (2-page handout)
Taking in the Tone (handout)

Terms to know: **disillusioned** - disappointed and distrustful

Procedure:

- After reviewing the Springboard, explain that *in this lesson the student(s) will learn about some of the most famous writers of the interwar years.*
- Distribute “Americans in Paris.” Have students work individually or in pairs to read and analyze the poetry and other writings of the American writers of the lost generation. (*Answers will vary but should be well-reasoned based on references in the writings.*)
- Have the student(s) share and compare ideas and then distribute “Taking in the Tone.” The student(s) should use the Internet to search “lost generation writers” and choose a poem, novel, or short story by a lost generation writer. (For novels and short stories, they could read synopses, reviews, and other online information to complete the form; for poetry, they should read the actual poem.)
- **For individualized instruction** have the student share his/her analysis. He/she can read then novel or short story in its entirety and write a book report (or this can be done as part of the analysis phase).
- **For group instruction** have the student(s) present their analyses, having any students who analyzed the same piece of work compare and contrast their interpretations.



The Lost Generation



The “lost generation” refers to a group of disillusioned writers who left their home countries and went to live in Paris during the decade following the end of World War I. Gertrude Stein, one **expatriate** from America, is usually given credit for their name. While having her car repaired in France, she remarked to a local friend about how good the young auto mechanic was. The friend told her that most boys his

age were good workers, except those who had fought in World War I. According to her friend, those in the war had missed out on the years of transition from teenagers to adults so they were “*une generation perdue*” (a lost generation).

The term was made popular, however, by Stein’s friend and fellow writer Ernest Hemingway, who used it in the introduction of his novel *The Sun Also Rises*. While “the lost generation” originally described W.W.I soldiers who couldn’t adjust to postwar life, it came to refer to the group that spent several years roaming the streets of Paris, living in one-bedroom flats debating the state of world affairs of their day. In addition to Hemingway and Stein, F. Scott Fitzgerald, Ezra Pound, T.S. Eliot, Sylvia Beach, John Dos Passos, and Zelda Fitzgerald are some of the other notables that spent time in Paris after the war.

The words of these writers reflected the confusion and hopelessness many people felt after the death and destruction of the war. Many young people in particular were also angry and disillusioned since older generations had taught them that good things come to those who lead good lives. The horror of the war made their parents’ values seem completely **obsolete**. Their aimlessness and sense of loss led them to Paris, where they drank heavily and generally behaved badly. Even so, these wild young adults wrote some of the most celebrated literature and poetry of the modern age.

Based on its use in the passage, an “expatriate” is **MOST LIKELY** someone who

- A. leaves his/her home country.
- B. writes literature and poetry.
- C. was alive after World War I.
- D. is disillusioned and angry.

The passage suggests that many young people in years following W.W.I were

- A. writers.
- B. in Paris.
- C. disillusioned.
- D. soldiers.

What word would be a good synonym for “obsolete” in the third paragraph?

- A. useless
- B. famous
- C. important
- D. disgusting

Which sentence **BEST** summarizes the main idea of the passage?

- A. The lost generation writers were some of the best of any time period.
- B. Many returning young soldiers just could not adjust to post war life.
- C. Stein and Hemingway were the most famous writers of this time.
- D. World War I had a profound effect on young writers and artists.

The Lost Generation - Answers & Explanations



The “lost generation” refers to a group of disillusioned writers who left their home countries and went to live in Paris during the decade following the end of World War I. Gertrude Stein, one **expatriate** from America, is usually given credit for their name. While having her car repaired in France, she remarked to a local friend about how good the young auto mechanic was. The friend told her that most boys his age were good workers, except those who had fought in World War I. According

to her friend, those in the war had missed out on the years of transition from teenagers to adults so they were “*une generation perdue*” (a lost generation).

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The words of these writers reflected the confusion and hopelessness many people felt after the death and destruction of the war. Many young people in particular were also angry and disillusioned since older generations had taught them that good things come to those who lead good lives. The horror of the war made their parents’ values seem completely **obsolete**. Their aimlessness and sense of loss led them to Paris, where they drank heavily and generally behaved badly. Even so, these wild young adults wrote some of the most celebrated literature and poetry of the modern age.

Based on its use in the passage, an “expatriate” is **MOST LIKELY** someone who

- A. leaves his/her home country. *
- B. writes literature and poetry.
- C. was alive after World War I.
- D. is disillusioned and angry.

(The sentence that immediately precedes the term provides the definition, and the words following offer support.)

The passage suggests that many young people in the years following W.W.I were

- A. writers.
- B. in Paris.
- C. disillusioned. *
- D. soldiers.

(Few young people were writers, in Paris, or soldiers, though B describes MANY.)

What word would be a good synonym for “obsolete” in the third paragraph?

- A. useless *
- B. famous
- C. important
- D. disgusting

(Choices B, C, and D don’t make sense substituted for “obsolete.”)

Which sentence **BEST** summarizes the main idea of the passage?

- A. The lost generation writers were some of the best of any time period.
- B. Many returning young soldiers just could not adjust to post war life.
- C. Stein and Hemingway were the most famous writers of this time.
- D. World War I had a profound effect on young writers and artists.

(Choices A and C are opinions and not mentioned; B is a detail. Choice D summarizes the key points in the passage.)

Americans in Paris



A bag which was left and not only taken
but turned away was not found.
The place was shown to be
very like the last time.
A piece was not exchanged,
not a bit of it,
a piece was left over.
The rest was mismanaged.

~ Gertrude Stein, "A Frightful Release"

Explain Stein's feelings and attitudes based on her words. _____



"By the time Krebs returned to his home town in Oklahoma the greeting of heroes was over. He came back much too late. The men from the town who had been drafted had all been welcomed elaborately on their return. There had been a great deal of hysteria. Now the reaction had set in. People seemed to think it was rather ridiculous for Krebs to be getting back so late, years after the war was over."

~ Ernest Hemingway, from Soldier's Home

Explain Hemingway's feelings and attitudes, based on his words. _____

Americans in Paris



“This land here cost twenty lives a foot that summer.... See that little stream – we could walk to it in two minutes. It took the British a month to walk it -- a whole empire walking very slowly, dying in front and pushing forward behind. And another empire walked very slowly backward a few inches a day, leaving the dead like a million bloody rugs. No Europeans will ever do that again in this generation.”

~ F. Scott Fitzgerald, from *Tender is the Night*

Explain Fitzgerald’s feelings and attitudes based on his words. _____



*We are the hollow men
We are the stuffed men
Leaning together
Headpiece filled with straw. Alas!
Our dried voices, when
We whisper together
Are quiet and meaningless.*

*As wind in dry grass
Or rats' feet over broken glass
In our dry cellar
Shape without form, shade without colour,
Paralysed force, gesture without motion.*

~ T.S. Eliot, “The Hollow Men” (excerpt)

Explain Eliot’s feelings and attitudes, based on his words. _____
