

UNIT 3

AN AGE OF CONFLICT



TEACHER'S GUIDE

## Introduction

In this third unit, “An Age of Conflict”, we will have the two Axes, the First and the Second World War, and we will deduce the antecedents, the war itself and the consequences of the two wars.

First of all we will learn about the antecedents of the Great War: the colonial system (its causes, development, and consequences), the alliances between various states, and the Balkans problem. After summarising the causes of the war, we will learn about the war itself, its characteristics and novelties. At this moment we will learn a new procedure, the analysis of propagandistic posters, which is quite similar to art attack or the cartoon analysis we have already done. We will show students some guide-lines and how to do it themselves. They will have to apply this new procedure three or four times in this unit.

After that, we will look at the consequences of the war, which turn out to be the characteristics of the Inter-war period and the causes of the Second World War: the Russian Revolution, the economic Crisis of 1929, the crisis of the liberal systems, the appearance of Fascism, and Hitler’s route to the war. In this part we have also included the changes which occurred in Spain during this period: The dictatorship of Primo de Rivera, the Second Republic and the Civil War. We have included some newspaper reports about the bombing of Gernika in their original languages, in order to analyse the different points of view regarding that event.

We will finish the block mentioning the characteristics of the Second World War, the differences between the first and the second, and their consequences. About the latter, we have just one activity where we indicate the main events of the post-war period (the creation of UNO, NATO, Two Blocs, the Cold War...).

At the end of the unit we will see a very short section about Art, focused on Painting, requiring the students to identify the different movements of this period.

## AN AGE OF CONFLICT ( 1870-1945)

Main conceptual contents	New procedural contents	Attitudinal contents
<p>WORLD WARS</p> <p>-Towards 1<sup>st</sup> World War:            Bismarck's systems            Balkans &amp; Colonialism            Spain</p> <p>-First World War.:            Cause and consequences</p> <p>-Inter War period:            Russian Revolution            Crisis 1929 &amp; Fascism            Spain,            -2<sup>nd</sup> World War</p> <p>ART MOVEMENTS</p>	<p>-Critical analysis of propagandistic posters</p>	<p>Critical analysis of information, maintaining awareness of different points of view</p>

### Objectives:

1. To deduce the main characteristics of the events that occurred between 1870 and 1945, based on the causes and consequences of the two World Wars.
2. To critically analyse propagandistic posters in order to extract relevant information of the period described.
3. To differentiate between the various movements in contemporary art.

## RESOURCES ON LINE

<http://www.schoolhistory.co.uk/>

Online history lessons, revision, and..

<http://www.bbc.co.uk/history>

Especially about the world wars.

There is also a page to schools, [www.bbc.co.uk/schools/teachers/history](http://www.bbc.co.uk/schools/teachers/history) for revisions and tests.

**Power points** (to download and change )

<http://www.historyteacher.net/PPTPortalPage.htm>

**Posters to comment on**

War poster collection <http://content.lib.washington.edu/postersweb/index.html>

Spanish Civil War <http://orpheus.ucsd.edu/speccoll/visfront/vizindex.html>

Francoist propaganda posters <http://www.fuenterrebollo.com/Gobiernos/propaganda-franco.html>

**Historical maps**

Historical atlas of the 20<sup>th</sup> century : <http://users.erols.com/mwhite28/20centry.htm>

**Historical texts**

Internet Modern History sourcebook

<http://www.fordham.edu/halsall/mod/modsbook.html>

For primary sources and more

<http://www.digitalhistory.uh.edu/historyonline/us37.cfm>

**Videos**

<http://video.google.com/videoplay?docid=-4733475773762050424&q=1+world+war>  
(1<sup>st</sup> world war)

<http://www.evtv1.com/player.aspx?itemnum=4932&aid=> (In the trenches 1<sup>st</sup> world war)

<http://www.eyewitnesstohistory.com/himwomenworkers.htm> (women workers in WW2)

**Audios**

American Leader speaks (with the texts) the index by subject (1914-1920)

<http://memory.loc.gov/ammem/nfhtml/nforSubjects01.html>

Wikipedia audio articles (with the text)

<http://video.google.com/videoplay?docid=-4733475773762050424&q=1+world+war>

### *Interactive activities on line*

**First Word War** (many games in <http://www.schoolhistory.co.uk/games/>)

Multiple choice <http://www.schoolhistory.co.uk/quizzes/wwi/outbreak.htm>

Treaty of Versailles

<http://www.schoolhistory.co.uk/games/penaltyshootout/versailles.htm>

## DESCRIPTION OF THE ACTIVITIES

<b>Activity</b> 74	<b>New Section Time-Line</b>			
	<b>Objective</b>	<b>Page No.</b>	<b>Difficulty Level</b>	<b>Interaction</b>
	4	84	1	Pairs or small group

**Summary:** Matching events to dates on a time-line.

**Specific Objective:** To identify basic dates and events of the period to be studied.

### Comments

- Make sure you read the introduction in class. Ask them what ‘chums’ means (old-fashioned informal word for ‘friends’)
- The difficulty level is ‘1’ because it doesn’t matter too much about the rights and wrongs as they’re doing it. The best way is to enter it in an open spirit, and just ask them to do a rough version. they either guess or look up – or both! A nice version of this would be to ask them to do the time-line in groups of 3 (for example) and then the next day, they bring in the real answers. If they share out the work and there are enough home PC’s in the group, then it can be a useful search-engine activity.
- Another way of doing this, at least to begin, is to ask the class which they definitely know, or which they suspect they know. So for example, the two world wars, Russian Revolution, Hiroshima, Hitler, Spanish Civil War..... leaving the rest for the home search.

### Key

1885 – Berlin Congress (see page 88)  
 1914 – 1<sup>st</sup> WW  
 1917 – Russian Rev  
 1922 – Mussolini becomes Italian PM  
 1929 – Financial crisis in USA  
 1931 – 2nd Spanish Republic  
 1933 – Hitler becomes Chancellor  
 1939 – World War 2  
 1945 – First nuclear bomb used on civilians

<b>Activity</b> 75	<b>General facts quiz</b>			
	<b>Objective</b>	<b>Page No.</b>	<b>Difficulty Level</b>	<b>Interaction</b>
	4	85	1	Pairs

**Summary:** Guessing or speculating on a series of multiple-choice warm-up questions.

**Specific Objective:** To identify some of the basic content for the section to come.

### Comments

## Key

1. Scramble means to move in a fast and uncontrolled sort of way, usually because you want something that somebody else might want too. Think of ‘scrambled eggs’ (huevos revueltos). It’s a good word because the desire for African territory was undignified in this sense. The word has been used by historians to show their disapproval of the ‘race’.
2. Bring western values to Africa. Its culture and its technology. There was also a religious sense – as missionaries.
3. Tribes were divided up arbitrarily, and often became enemies where before they were friends. Cultures were divided or mixed up. Languages too.
4. Britain, then France.
5. Probably: Economic, Strategic, Prestige, Christianity
6. In terms of possessions (and the size and importance of those possessions, both economically and strategically): Britain, France, Holland, Germany, Italy, Belgium, Portugal, Spain (?)
- 7.

Britain	France	Holland	Spain	Belgium	Italy	Portugal	Germany
Canada	F Guyana	Indonesia	Morocco	Zaire	Somalia	Angola	Burundi
B. Guyana	Haiti	Surinam	Sahara	-Central	Eritrea	Mozambique	Rwanda
Jamaica	Algeria		Equatorial	African	Ethiopia	The Azores	Tanzania
Australia	Angola		Guinea	Republic			Namibia
N.Zealand	Tunisia		-Canary	-The			
India	Morocco		Islands	Congo			
Burma	Libya		-Western				
Pakistan	Senegal		Sahara				
Egypt	Indochina		(Rio de				
Sudan	Cameroon		Oro)				
South	Chad						
Africa	Central						
Rhodesia	African						
Botswana	Republic						
Nigeria	(parts)						

Activity 78	Colonial Consequences			
	Objective	Page No.	Difficulty Level	Interaction
	4	90	2	Pairs

**Summary:** Drawing a diagram based on a text and a previous diagram.

**Specific Objective:** To produce/identify the consequences are regards the colonial powers.

### Comments

- It might seem confusing, since there is already a diagram, but the one on page 90 focuses on the effects as regards the colonies themselves. This is important, but the students’ job is to think of the effects this colonialism had on the colonial powers themselves.
- It’s not a long activity. It doesn’t need to be done to the same extent or detail as the one on page 90.

### Key

Things to include would be:

Consequences for colonial empires

- Economic consequences.
  - Development of industrialisation because of the raw materials provided by colonies and the market
- Social consequences
  - These raw materials and foodstuffs from the colonies improved the lives of the colonial powers' populations.
- Political consequences.
  - Strategic moves – alliances and pacts between powers.
  - Mutual suspicion between powers
  - Arms race
  - Prestige
- Cultural consequences
  - Introduced and spread 'conquering' language, religion and culture.

<b>Activity</b> <b>79</b>	<b>Build-up to War</b>			
	<b>Objective</b>	<b>Page No.</b>	<b>Difficulty Level</b>	<b>Interaction</b>
	4	91-92	2	Individual or pair

**Summary:** Matching descriptions to specific countries then matching agreements with reasons (strategic) for those agreements.

**Specific Objective:** To identify the basic alliances before WW1.

**Comments**

- Number 2 is more difficult, and requires careful reading.

**Key**

1.

- (a) Russia
- (b) Britain
- (c) Austria-Hungary
- (d) France
- (e) Germany

2.

- (a) Britain & Japan
- (b) Italy and France
- (c) Germany and Ottoman Empire
- (d) Russia and Serbia
- (e) Britain and Belgium

<b>Activity</b> <b>80</b>	<b>Spanish decline</b>			
	<b>Objective</b>	<b>Page No.</b>	<b>Difficulty Level</b>	<b>Interaction</b>
	4	93-94	1	Individual

**Summary:** Choosing details from a text in order to illustrate the reasons for Spain's decline.

**Specific Objective:** To synthesize the main problems in Spain in the last third of the 19<sup>th</sup> century .

## Comments

- The **Constitution** is not a problem in itself, but the Constitution of 1876, and the government system of Cánovas, created some other problems in Spain.
- The text of Navarro y Rodrigo is perfect for a short text commentary.

## Key

Nationalist Movements: Catalonia, Basque Country

Colonial independence Movements: Philippines & Cuba, also Morocco

Workers' “: Catalonia, Biscay, Asturias. Anarchist violence

Economic Problems: Prices high. Loss of colonies was loss of income

Constitutional “: Catalans disagreed with Cánovas' system. Some people in the military wanted to change things. The uprising of 1917. After that, there were 13 different governments between 1917 and 1923.

Activity 81	1 <sup>st</sup> WW Causes Concept-Map			
	Objective	Page No.	Difficulty Level	Interaction
	4	96	2/3	Individual

**Summary:** Completing a concept map (model provided).

**Specific Objective:** To show understanding by summarising in visual form the causes of WW1.

## Comments

- This activity synthesizes all the causes (studied) of the 1<sup>st</sup> World War. They need to go back to page 90 and 91. The Balkans aspect is on the same page though (96).
- Be careful! Perhaps it is easier to ask students to do their own diagram; we have put this half done in order to facilitate their work but it is difficult to think what the writer had thought when preparing the diagram...

## Key

### Political rivalry

- Alliances
  - Bismarck's alliances – *Triple Alliance* between Germany, Austria-Hungary, Italy
  - French alliances – *Triple Entente*, France, Russia, Britain.
- Balkans
  - Weakness of the Turkish Empire, Austria and Russia wanted to take advantage.
  - Great Britain didn't want any other powerful empire there.

### Economic rivalry

- Colonialism
  - Competition between countries for lands.
  - Increase in military expenditure.

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