

Course Name: World History

Grade Level(s)10

Curriculum – What do students need to know?

Brief overview of the lesson (what is the specific enduring understanding or “big idea”?)
Students will compare and contrast the various responses to Neville Chamberlain’s signing of the Munich agreement which allowed Germany to acquire the Sudetenland in 1938 from Czechoslovakia. Students will compare various musical pieces and political cartoons and determine the impact those songs had in inspiring opposition to Nazi aggressions in Europe.

Objectives

TLW understand the importance of the role of political cartoonists and musicians in shaping public opinion and growing resistance to German occupation or threats of occupation during the pre-World War II era in the US, Europe and the Caribbean

Guiding (Essential) Questions (what questions will guide the lesson?)

- What is appeasement? Is appeasement an effective political strategy?
- How did British and French appeasement to Hitler’s demand for the Sudetenland in 1938 embolden and empower Hitler?
- How did artists – political cartoonists and musicians – react to Chamberlain’s willingness to negotiate with Hitler?
- How did musicians in the then-colonies and former colonies react to the real or implied threats from a major power like Germany to a relatively smaller country like Trinidad?
- How did the calypso artists respond to Chamberlain’s actions?
- How did American cartoonists react to Chamberlain’s treaty with Hitler?

Next Generation

Sunshine State Standards

SS.912.W.7.5:
Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

Lesson Materials & Resources

- 1) Copies of the British Prime Minister Neville Chamberlain’s 1938 September 10th speech after his meeting with the German Chancellor Adolph Hitler in Munich which allowed Germany to occupy the with the lyrics from three different resistance songs
<http://www.britannia.com/history/docs/peacetime.html>
- 2) Copies of the calypso song: Chamberlain Says Peace by Egbert Moore
- 3) Copies of several Dr Seuss political cartoons
- 4) Graphic organizer such as the cartoon analysis worksheet found at the National Archives website
http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf
- 5) Or use the list of questions found at the National Museum website to analyze the Dr Seuss cartoons
<http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/dr-seuss.html>
- 6) You Tube video clips of Chamberlain
<http://www.bing.com/videos/search?q=chamberlain+appeasement+hitler&FORM=VIRE1#view=detail&mid=A8A58D37E9861AD10133A8A58D37E9861AD10133>

<http://www.bing.com/videos/search?q=chamberlain+appeasement+hitler&FORM=VIRE1#view=detail&mid=D4F9B7FF6FF053146C50D4F9B7FF6FF053146C50>

<http://www.bing.com/videos/search?q=chamberlain+appeasement+hitler&FORM=VIRE1#view=detail&mid=3EB0C7354303974ABEC13EB0C7354303974ABEC1>
- 7) US Holocaust Museum film archives: Appeasement – Peace protests

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mass terror
against
populations in
the Soviet
Union, Nazi
Germany, and
occupied
territories.

SS.912.W.7.8:
Explain the
causes, events,
and effects of
the Holocaust
(1933-1945)
including its
roots in the long
tradition of anti-
Semitism, 19th
century ideas
about race and
nation, and Nazi
dehumanization
of the Jews and
other victims.

SS.912.A.5.6:
Analyze the
influence that
Hollywood, the
Harlem
Renaissance,
the
Fundamentalist
movement, and
prohibition had
in changing
American
society in the
1920s.

MU.912.H.1.4:
Analyze how
Western music
has been
influenced by
historical and
current world

- 9) Access to the Internet and Smart Board to display the lyrics and play the speech by Chamberlain and the Calypso protest song
- 10) Access to world map or globe

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music on
specific
historical
periods.

LACC.1112.RH.1
.2: Determine
the central
ideas or
information of a
primary or
secondary
source; provide
an accurate
summary that
makes clear the
relationships
among the key
details and
ideas.

Primary/Historical Sources

- 1) Copies of the speech given by Neville Chamberlain:
- 2) Lyrics and song: Chamberlain Says Peace ó Calypso by Egbert Moore
- 3) Political cartoons:
 - a) The Appeaser – Dr Seuss
 - b) The Great US Sideshow – Dr Seuss
 - c) One More Lollypop – Dr Seuss
 - d) Life Saver – Evening Philadelphia Ledger

From the National Museum of World War II – Dr Seuss political cartoons lesson plan

<http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/dr-seuss.html>

- 4) BBC article on the British Prime Minister Neville Chamberlain:
http://www.bbc.co.uk/history/historic_figures/chamberlain_arthur_neville.shtml

Assessment – What evidence of learning needs to be provided?

1. Performance Task (How will students demonstrate learning?)

Students will be able to compare and contrast the similarities and differences between responses to the attempts to appease Hitler as he pushed to acquire more territory in Europe during the 1930's.

2. Criteria (Rubric, Checklist, etc.) Please attach your assessment.

Would vary depending on breadth and depth of assignments

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ish and French appeasement prior to the outbreak of World War II. effectiveness and ineffectiveness of appeasing an enemy such as

Germany which has aspirations for territorial conquest.

Was Britain conceding to the Germans or giving itself time to prepare for war?

- 2) Teacher will discuss how Europeans were concerned with the outbreak of war on the heels of the "Great War"
- 3) Teacher will discuss how there were a diversity of opinions about whether it was prudent to appease Germany or oppose their demands
- 4) Teacher will discuss how the then present and former colonies were equally concerned with German aspirations

Directions/Procedures for Instruction

National Museum of World War II – Dr Seuss political cartoons lesson plan

<http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/dr-seuss.html>

- 1) Using a global map, what were the conditions in pre-war Europe and in the Caribbean?
- 2) Discuss how German re-armament was disconcerting to European leaders especially during a time when Italy and Russia were also expanding their borders
 - a) Discuss how opinions varied about how to respond to German aggressions
 - b) under pressure as the Trinidadians were who feared annexation by Hitler
- 1) Distribute hard copies of the Chamberlain speech and or display on the Smart Board
- 2) Have students read silently the speech
- 3) Have the students read some of the background information from the British National Archives or the BBC files
- 4) Have students analyze the Dr Seuss political cartoons using either the
- 5) Have students read the Egbert lyrics and play the song *Chamberlain Says Peace – Calypso*
- 6) Have students complete a graphic organizer such as a multi-column compare and contrast chart or an intersecting Venn diagram graphic organizer – what do the songs and political cartoons have in common, how do they differ?
- 7) Discuss finding with the class: Possible questions:
How does the tone vary from cartoon to cartoon?
What is motivating the authors of the cartoons? Why would Dr Seuss favor intervention?
How did the song and cartoons inspire readers and listeners?
How did the song raise awareness of the challenges they faced?
How did the song inspire Trinidadians?
- 8) Possible projects and or class assignments listed below

Student-centered activity
Students will read the cartoons and song lyrics silently
Students will listen to the song lyrics
Students will compare and contrast the song lyrics and

Collaboration
Students can work collaboratively when completing the compare and contrast activity

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and geographic conditions shaped different political responses in the song lyrics

Concluding Activities

Possible projects and or class assignments:

- Have students write a song in response to Egbert supporting appeasement
- Have students use large sheet of poster paper and write excerpts from each of the songs and include maps of the various resistance movements discussed.
- Have students write a "Letter to the Editor" supporting or opposing the policy of appeasement using information from the cartoons and lyrics as support for their arguments
- Have students write an essay explaining how they are moved to action by the lyrics or political cartoons
- Have students create protest signs that include excerpts from the lyrics
- Have students write letters to the political leaders in power (Chamberlain, Roosevelt, etc.) which include references to the cartoons and lyrics
- Students create a PowerPoint that includes resources from the Holocaust Museum of Southwest Florida and the US Holocaust Museum in Washington about the background for the songs and their impact on public opinion
- Students research other protest songs of the era that either supported or opposed the policy of appeasement

Integration of Technology

- [BBC: GCSE Bitesize History. Chamberlain and Appeasement](http://www.bbc.co.uk/.../history/mwh/ir1/chamberlainandappeasementrev1.shtml)
- www.nationalarchives.gov.uk/education/lesson31.htm
- [BBC - History - Neville Chamberlain](http://www.bbc.co.uk/history/historic_figures/chamberlain_arthur_neville...)
- <http://www.youtube.com/watch?v=FO725Hbzfls>
- <http://www.bing.com/videos/search?q=chamberlain+appeasement+hitler&FORM=VIRE7#view=detail&mid=3EB0C7354303974ABEC13EB0C7354303974ABEC1>
- <http://www.holocaustmuseumsfl.org/>

Notes (Approx. time, resources, etc.)

Accommodations/Modifications
ESOL and ESE students: Graphic organizer, students will hear the songs and see the lyrics in print (could translate the lyrics into students language using free on-line translation programs such as Bing



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use period has ended.
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Students will use excerpts of the song and references to the political cartoons
in their writing assignments

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the resistance
movements
during World
War II or
extended as a
research project
on resistance in
occupied
Europe during
World War II

Reflection

1. What worked?

2. How can I improve this lesson?