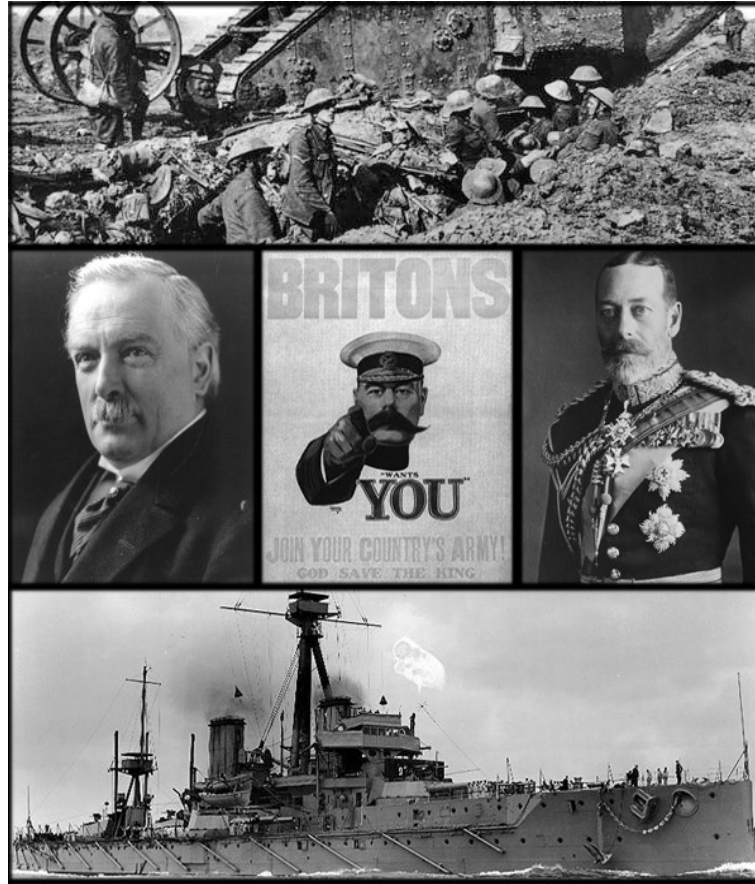


100 Years Since World War I :

The Making of Modern Europe



https://upload.wikimedia.org/wikipedia/commons/8/86/WWI_Collage.jpg

A RESOURCE PACKET FOR EDUCATORS

COMPILED BY:

Tobias Osterhaug and Ryan Hauck

August 14, 2018



CENTER FOR
GLOBAL STUDIES

UNIVERSITY of WASHINGTON
The Henry M. Jackson
School of International Studies

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FOR RUSSIAN, EAST EUROPEAN
AND CENTRAL ASIAN STUDIES

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USING THIS RESOURCE GUIDE

NOTE: Many of these descriptions were excerpted directly from the source website.



Recommended Resource



Visual Media



Audio



Charts and Graphs



Lesson Plans



English/Language Arts



Fun Facts



Article

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YOU HAVE USED THIS RESOURCE PACKET IN
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AND TELL US YOUR STORY.



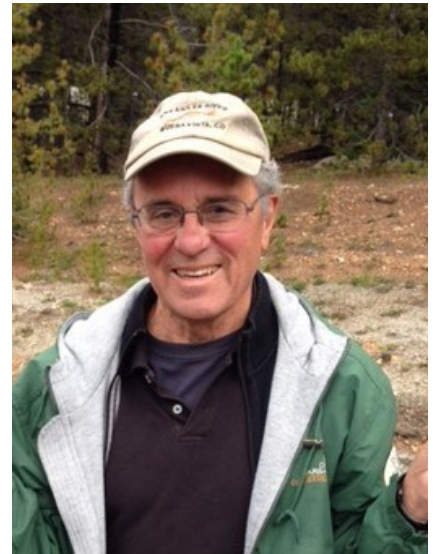
<https://pixabay.com/en/WWI-trench-warfare-one-war-world-2187095/>

Introduction to Presenters



Chris Jones is Associate Professor at the Henry M. Jackson School of International Studies at the University of Washington and former Co-Director of the UW's Institute for Global and Regional Security Studies. Previous books include *Soviet Influence in Eastern Europe* and (with Teresa Raknowska Harmstone, co-editor) *The Warsaw Pact: The Question of Cohesion*, vols. I, II, III. He has recently completed a book-length manuscript on Soviet/Warsaw Pact nuclear doctrine and policies from Khrushchev to Gorbachev.

James Caporaso is a Professor in the Department of Political Science at the University of Washington. He is a specialist in international political economy and international relations theory. He is a past President of the International Studies Association (1997-98) and past Chair of the European Union Studies Association (1995-97). In 2003 he received an award for Distinguished International Political Economy Scholar from the International Studies Association. He edited *Comparative Political Studies* until 2013. He is coauthor with David Levine of *Theories of Political Economy*. His current research is on political institutions and the financial crisis in comparative perspective.



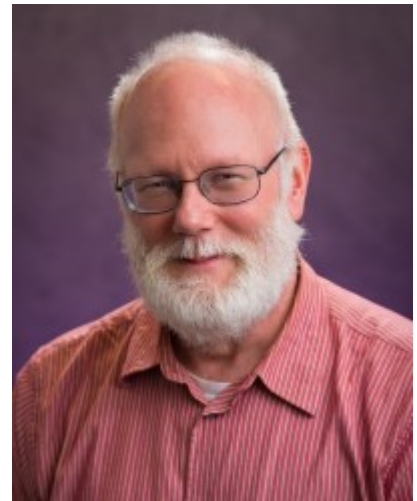
Ryan Hauck is the Director of Global Classroom, the K-12 teacher program of the Seattle chapter of World Affairs Council. He is a teacher at Glacier Peak High School in Snohomish and was previously a teacher at Marysville-Pilchuck High School for 22 years, serving as Department Chair in History/Social Sciences. He holds a master's degree in Globalization and Educational Change from Lehigh's Comparative & International Education Department. He is often applauded for bringing the world into his classroom and school by engaging students around the importance of living in an increasingly interconnected, interdependent world.

Introduction to Presenters



Steve Pfaff is a Professor of Sociology at the University of Washington. His current research is in Comparative and Historical Sociology (focus on Central and Eastern Europe and the Baltic), Social Movements and Collective Action, Political Sociology, Sociology of Religion. He was the Director of the Center for West European Studies in the Jackson School of International Studies from 2007-2010. He earned his PhD in Sociology from New York University in 1999, and has since earned many awards and accolades, including the Excellence in Graduate Training Award from the UW Sociology Department (2007) and the Excellence in Teaching Award (2006).

James Felak is a Professor in the Department of History at the University of Washington. He received his Ph.D. from Indiana University in 1989. His interest in East Central Europe started in the late 1970s. He covers Modern Europe, especially the 20th century, with a focus on the countries of Poland, the Czech Republic, Hungary and Slovakia. His research interests are in the intersection of religion, politics, and nationalism within the region, especially during the interwar, wartime, and Communist periods. He has published books on Slovak nationalism in the 1930s, the struggle between Catholics and Communists in post-war Slovakia, and is currently finishing a book on the visits of Pope John Paul II to his native Poland during and after the Communist period.



A Note on Learning Standards Presented in this Packet:

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS



There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

COLLEGE, CAREER, & CIVIC LIFE C₃ FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C₃ Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

C₃ Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> Civics Economics Geography History 	<ul style="list-style-type: none"> Gathering and Evaluating Sources Developing Claims and Using Evidence 	<ul style="list-style-type: none"> Communicating and Critiquing Conclusions Taking Informed Action

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

Four Categories within Dimension 2

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

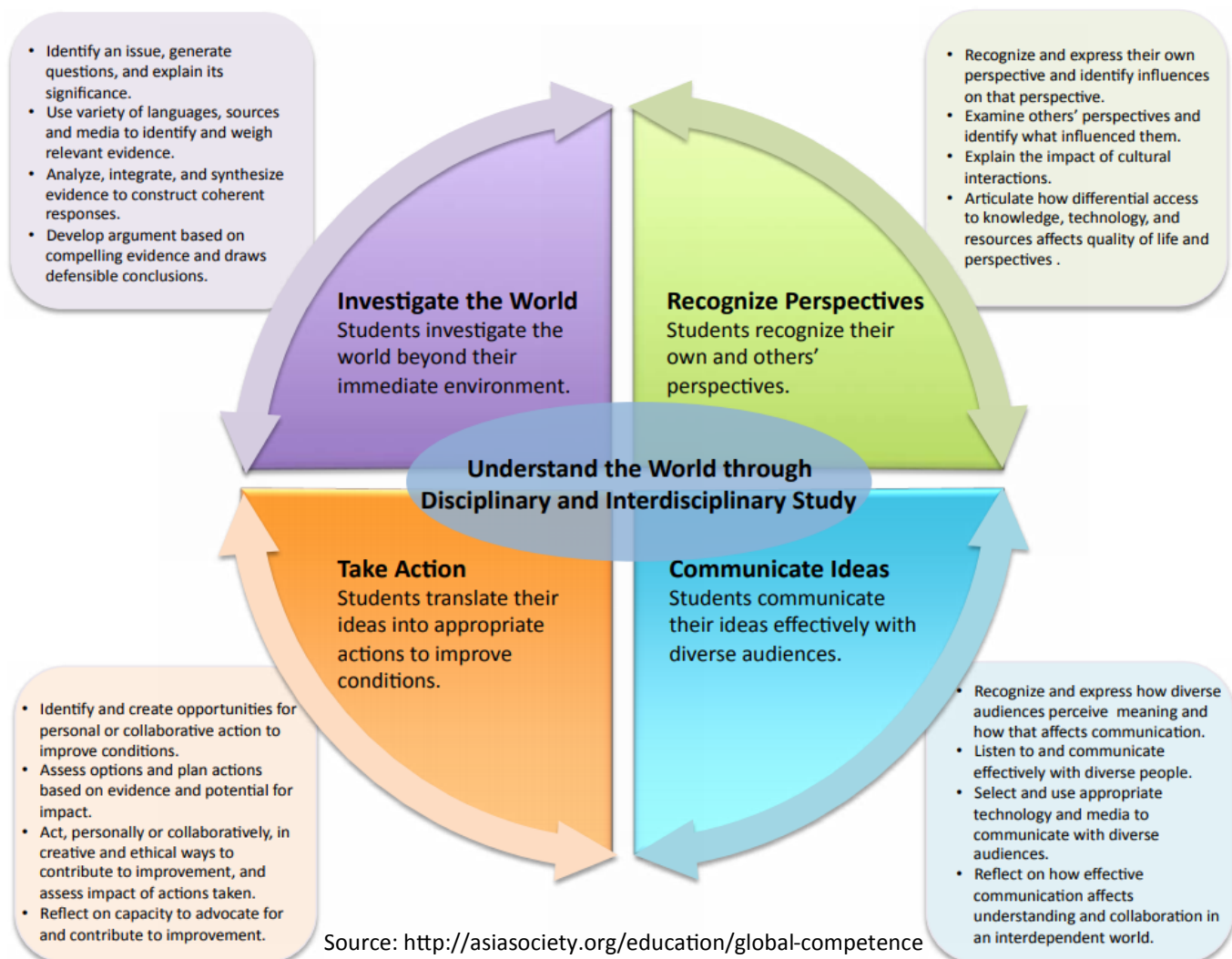
EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

"Global competence is the capacity and disposition to understand and act on issues of global significance" (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



Key Terms

Sources: <https://www.britannica.com/>, <https://www.cia.gov/library/publications/the-world-factbook/>

Section 1: Historical Background

Nationalism: an ideology based on the premise that the individual's loyalty and devotion to the nation-state surpass other individual or group interests. Widely seen as becoming a major historical force in the 1700s.

Collective Defense: a system of alliances that provide military security for independent member states by assuring that all parties will respond to an attack on a member by an external party.

Triple Alliance: military alliance between Germany, Austria-Hungary, and Italy before WWI.

Triple Entente: military alliance between Great Britain, Russia, and France before WWI.

Central Powers: alliance between Germany, Austria-Hungary, Ottoman Empire in WWI.

Allied Powers: alliance between Great Britain, Russia, and France in WWI.

Propaganda: dissemination of information—facts, arguments, rumors, half-truths, or lies—to influence public opinion. A more or less systematic effort to manipulate beliefs, attitudes, and actions using symbols.

Total War: when a country mobilizes its citizens to get involved in the war effort beyond participating in the military, such as economically and politically.

Section 2: Geography and Politics

Geopolitics: a study of the geographic influences, such as a country's size, position, economics, demography, etc., that contribute to power relationships within global politics and international relations.

Imperialism: the policy of extending one nation's power either by conquest or by establishing direct or indirect economic or cultural authority over another.

Western Front: France-Trenches where Germany lined up against France.

Eastern Front: Russia- Trenches where Germany and Austria-Hungary lined up against Russia.

Trench Warfare: warfare in which the opposing forces attack and counter-attack from a system of trenches protected by barbed wire.

Section 3: The Role of NGOs and International Organizations

International Organization: an international organization or Inter-governmental Organization (IGO) is a formal institution that fosters collaboration and cooperation between sovereign states. Typically, it is created through an international agreement with the goal of coordinating unity or agreement in specific areas.

NGO: a Non-Governmental Organization is a non-profit or international organization that is independent of governments and intergovernmental organizations. Typically, their work consists of bringing positive change to society through development of humanitarianism, education, health care, human rights, public policy, environmental policy, and other areas according to their objectives.

Key Terms

League of Nations: Association of countries that aimed to promote international cooperation, achieve international peace and security, and protect basic rights from Jan. 1920-April 1946.

United Nations: An international organization formed in 1945, shortly after the end of WWII, to increase political and economic cooperation among its member countries. Its four main purposes include: maintaining worldwide peace and security, developing relations among nations, fostering cooperation between nations, and providing a forum for bringing countries together to meet the UN's purposes and goals.

NATO: The North Atlantic Treaty Organization is an intergovernmental military alliance between 29 North American and European countries based on a treaty that was signed on April 4, 1949.

EU: The European Union is a political and economic union of 28* member states. Its fundamental purpose is to promote greater social, political and economic harmony among member states based on the idea that "nations whose economies are interdependent are less likely to engage in conflict." (*Will likely be 27 soon due to Brexit.)

OECD: The Organization for Economic Co-operation and Development is an intergovernmental economic organization with 36 member countries, founded in 1961 to stimulate economic progress and world trade.

World Bank: An international financial institution that provides loans to countries of the world for capital projects. With 189 member countries, its framework provides the capacity to develop global partnerships to fight poverty worldwide.

Section 4: Eastern Europe and Russia from WWI to WWII and Beyond

Imperial Russia: The third largest empire in the world, lasting from 1721 until the February Revolution of 1917.

The February and October Revolutions: Occurring in February and October of 1917 respectively, these revolutions overthrew the Tsarist regimes in Russia, and ended with Bolshevik control of Russia.

The Russian Civil War: Fought after the revolutions of 1917, the Russian Civil war was fought primarily between the Bolsheviks (Reds) and Mensheviks (Whites), based on differing visions for Russia's future. Foreign armies also became briefly involved, occupying two Russian cities for two years.

Union of Soviet Socialist Republics (USSR): Created on December 29, 1922, The USSR rose to become a major world power by WWII, and one of only two nuclear-armed superpowers during the Cold War, alongside the United States. Headquartered in Moscow, Russia, the USSR, or Soviet Union as it is more commonly called, exerted influence over countries as distant as Vietnam, Cuba, and Venezuela.

Allied Power: Alliance between Great Britain, France, Soviet Union, and United States in WWII.

Lebensraum: "Living space," based on the idea that Germany's "natural" territory extended beyond the established borders, this term represents Hitler's justification for Germany's aggressive territorial conquests around Europe in the late 1930's.

Genocide: The deliberate extermination of a large racial or cultural group, especially those of a particular ethnic group or nation.

Key Terms

Section 5: Political Economy; WWI/WWII and their Impact on the Modern World

Bretton Woods System (1944-1971): A system of monetary management that established rules for commercial and financial relations. Countries were obligated to maintain the exchange rate of ± 1 percent by tying its currency to gold.

International Monetary Fund: Formed out of the Bretton Woods Conference, it is an international organization working to foster global monetary cooperation, secure financial stability, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty around the world.

Embargo: An official ban on trade or other commercial activity with a particular country or group of countries.

Sanctions: A targeted official ban on trade and commercial activity with an individual, group, or country. Smaller scale than an embargo, and can target non-governmental entities.

The 1973 Oil Crisis: The 1973 oil crisis was a period when members of the Organization of the Petroleum Exporting Countries (OPEC) proclaimed an oil embargo targeted at nations with perceived support of Israel.

World Trade Organization: An intergovernmental organization that regulates international trade of goods, services, and intellectual property between participating countries through a framework for negotiating trade agreements and resolving disputes.

Marshall Plan: The Marshall Plan was an American initiative to aid Western Europe, in which the United States gave over \$13 billion in economic assistance to help rebuild Western European economies after the end of World War II.

Iron Curtain: The political, military, and ideological barrier erected by the Soviet Union after World War II to seal off itself and its dependent eastern and central European allies from open contact with the West and other noncommunist areas.

Teaching Strategy: Text-to-Text, Text-to-Self, Text-to-World

<https://www.facinghistory.org/resource-library/teaching-strategies/text-text-text-self-text-world>

Facinghistory.org has provided this guide to three strategies which can help students develop the habit of making these connections between their own beliefs and experiences to the larger world and their understanding of history. Think about how you could apply this guide to the resources listed in the sections below as you find specific texts that you would like to use in your classroom.

A Note on Articles and Paywalls

Some of the resources found within this packet require a subscription or other payment in order to be viewed. If you do not have free access to these resources through your home institution, you may be able to access them through the University of Washington's borrowing program for Educators. To find out how to utilize this program, please follow the link below:

<http://www.lib.washington.edu/services/borrow/card/eligible>

Section 1: Historical Background

Learning objectives:

- Students will be able to identify and analyze the causes (political, historical, economic, geographic, social, etc.) and consequences of WWI. In addition, students will be able to evaluate how the outcome of WWI led to renewed conflict among nations during the 1930s and 1940's (WWII).
- Students will be able to effectively analyze primary source documents and personal narratives from WWI and its aftermath. As a result, students will be able to recognize and interpret diverse perspectives from those affected by the war across different contexts and experiences.
- Students will be able to identify and explain issues affecting European society in the 1920's & 1930s and evaluate which ones have been resolved and which are still occurring 100 years after WWI.

Guiding Questions:

- What is nationalism, why does it develop in certain societies, and what are its consequences politically, economically, and/or socially?
- How are people and places affected by the rise of nationalism? How might societies address the negative consequences of nationalistic patterns and why is this important?
- How did the role of treaties and/or alliances lead to conflict or cooperation among states/nations/empires from 1900 to 1945?
- Why have we seen a rise in populism across Europe and what consequences does this have for collective security? Are we seeing a resurgence of nationalism and ethnocentrism?

Section 1 Learning Standards

WA Social Studies Standard: History 4.1.2: Understands how the following themes and developments help to define eras in world history: International conflicts (1870—present)

WA State Social Studies Standard: 4.3.2: Analyzes the multiple causal factors of conflicts in world history (1450 – present).

WA State Social Studies Standard: 4.2.1 Analyzes how individuals and movements have shaped world history (1450—present).

WA Social Studies Standard: History 4.3.1. Analyzes and interprets historical materials from a variety of perspectives in world history (1450—present).

WA Social Studies Standard Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

C3 Framework D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

C3 Framework D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

C3 Framework D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

C3 Framework D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

C3 Framework D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time

C3 Framework D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past

Section 1 Resources



What is the Lasting Impact of World War I?

<http://www.pbs.org/education/blog/what-is-the-lasting-impact-of-world-war-1>



For the 100th anniversary of the U.S. involvement in World War I, PBS invited Jeanne Hamacher to write a blog post with tips to help kick off meaningful discussion in the classroom about the war, and the U.S.' involvement in it.

WWI Photos a Century Later



<https://www.theatlantic.com/photo/2014/04/world-war-i-in-photos-a-century-later/507341/>

The Atlantic Senior Editor Alan Taylor presents a compilation of photos related to the First World War to mark 100 years since the assassination of Archduke Franz Ferdinand. The photos include modern images of memorials and battles as well as digitized contemporary photographs.

Historical Context: The Global Effect of World War I



<https://www.gilderlehrman.org/content/historical-context-global-effect-world-war-i>

This brief article argues that the First World War was the root cause of the vast majority of major global trends that occurred in the 20th century. The author highlights the impact of the war on participating nations' economies, the change in philosophy engendered by the scale of death in the war, and the major shift in geopolitics following its end.



Why it Matters Whether Students Learn About World War I in American History or World History Class

<https://www.smithsonianmag.com/history/how-should-world-war-i-be-taught-american-schools-180962761/>



This article explores the methods and implications of teaching World War I history as nationalist history or world history, and how neither approach offers students a complete picture of the war and its effects on both the U.S. and the world.

World War I Changed America and Transformed Its Role in International Relations



<https://www.neh.gov/humanities/2017/summer/feature/world-war-i-changed-america-and-transformed-its-role-in-international-relations>

An article from *Humanities* magazine explaining the large impact World War I played on forming modern America and its role in international affairs. The article also investigates why the American public, and American schools don't spend more time reflecting on the war.

Lesson Idea:

<http://www.presidency.ucsb.edu/ws/?pid=65366>



Have students work in small groups of two or three to analyze what many historians consider the one of the most important foreign policy speeches given in American history. The address given by Woodrow Wilson on April 2, 1917, was given to a Joint Session of Congress requesting a declaration of war against Germany. Have students read through the speech and actively underline key ideas, highlight Wilson's rationale (evidence from the speech) for entering the war, and writing questions they have in the margins. Then, have the group collaboratively synthesize Wilson's address in one or two sentences. Ask each group to discuss whether or not Wilson made the right decision? Have students share their analysis and ideas in large group discussion.

Section 1 Resources

Baseball's Connection to World War I and World War II Helps Frame Our History



<https://www.abmc.gov/news-events/news/baseball%E2%80%99s-connection-world-war-i-and-world-ii-helps-frame-our-history#.W00MYDpKjct>

A page by the American Battle Monuments Commission detailing the connections between baseball and both world wars, including the fates of many Major League Baseball players who served during one of the two wars. Offers an interesting angle with which to connect life at home in the U.S. and the wars going on overseas.

U.S. WWI Centennial Commission Education Site



<https://www.worldwar1centennial.org/educate-home.html>

The U.S. Centennial Commission was created by congress in 2013 and tasked with developing educational programs and organizing activities to commemorate the U.S.' involvement in WWI. The education site is home to a wide variety of lesson plans and tools to help teachers educate students about the U.S. role in the war and beyond.

In Pictures: World War One Anniversary



<https://www.bbc.com/news/uk-28636232>

A BBC compilation of photos from the UK's joint observance with Belgium of the beginning of WWI in 2014.

100 Years Ago, The United States Enters World War I



<https://www.nationalgeographic.com/archaeology-and-history/magazine/2017/03-04/world-war-i-united-states-enters/>



A Natural Geographic overview of the timeline of the war and the events leading to the involvement of the U.S. This resource contains a large amount of visual media, including famous illustrations and posters from the war period, as well as images and maps.

TheWorldWar.org Education Resources



<https://www.theworldwar.org/education>



Compiled by the National WWI Museum and Memorial, this website contains a large collection of media resources, lesson plans, movies, sheet music, games, and articles covering every element of the U.S. involvement in WWI. The database is searchable by subject, grade level, and media type.

The Impact of the First World War and its Implications for Europe Today



<https://www.boell.de/en/2014/07/08/impact-first-world-war-and-its-implications-europe-today>

An article written by a German International Relations professor which analyzes the First World War in the context of what they describe as "the German Question", or how to view the role of the largest and most powerful state in Europe.

Section 1 Resources



Sights and Sounds of WWI: Cinema

<http://anzacsightsound.org/collections/cinema-going-during-the-war>

A collection of videos dating from the period of the war, with specific attention paid to films relating to Australia and New Zealand, but produced in a variety of countries. Each film is accompanied with its context relating to the war.



The War That Changed the Course of History

<https://www.youtube.com/watch?v=QJfTft3Cfk>

A thirty-minute documentary covering the aspects of WWI which made it exceptional in human history, and describes both the root causes of the war and the daily life for participants.

The Legacy of WWI Propaganda



<https://www.bl.uk/world-war-one/articles/the-legacy-of-world-war-one-propaganda>

<https://www.bl.uk/world-war-one/articles/patriotism-and-nationalism>

<https://www.bl.uk/world-war-one/articles/women-in-world-war-one-propaganda>



<https://www.bl.uk/world-war-one/articles/commercial-advertising-as-propaganda>

<https://www.bl.uk/world-war-one/articles/childrens-experiences-and-propaganda>

A series of articles combined with short videos and images that explore WWI propaganda, including major events that were featured heavily, the process behind creating and disseminating the propaganda, and more.



British Library WWI Teaching Resources

<https://www.bl.uk/world-war-one/teaching-resources>

A list of teaching resources organized by language, curriculum, topic, and level. Includes Lessons plans, activities, images, and how to relate the resources to the website, and integrate lessons with website materials.

Americans in World War One: History and Stories



<https://www.nypl.org/blog/2017/11/08/remembering-world-war-one>

A database of the New York Public Library's collection of WWI materials by American authors, including diaries.

Classroom Activity: Peace Negotiations

<https://www.bl.uk/teaching-resources/origins-etc-peace-negotiations>

An example lesson for the British Library teaching resources listed above. Suggested for ages 11—18.

In this activity, students will use primary source material to examine the difficulties of international relations and the expectations of peace from the perspective of the different countries involved. Students will gain an insight into how peace was made at the end of WWI and will develop an understanding of how WWI laid the foundations for World War Two.

Section 1 Resources



The Great War and the Modern World

<https://www.washington.edu/alumni/the-great-war-and-the-modern-world/>

In a series of lectures, faculty from the University of Washington Department of History offer four perspectives on the Great War one hundred years after it began.



Unit War Diaries

<http://www.nationalarchives.gov.uk/first-world-war/centenary-unit-war-diaries/>



The National Archives of the United Kingdom have digitized over 1.5 million pages of war diaries and made several of them available online for the public to read. They cover entire periods of specific units' involvement in the war, from their arrival at the front to their departure at the end of the war. These are not personal diaries, instead covering daily information about unit casualties, logistics, locations, intelligence summaries, operations, and more.



The Great War on PBS

<https://www.pbs.org/wgbh/americanexperience/films/great-war/>



Drawing on unpublished diaries, memoirs and letters, The Great War tells the rich and complex story of World War I through the voices of nurses, journalists, aviators and the American troops who came to be known as "doughboys."



World War II: After the War

<https://www.theatlantic.com/photo/2011/10/world-war-ii-after-the-war/100180/>



An anthology of less-viewed photographs from the period immediately following the end of WWII through 1949, as well as one photo from 1974 of the last Japanese soldier to surrender in the aftermath of the war.

The End of WWII and the Division of Europe



<https://europe.unc.edu/the-end-of-wwii-and-the-division-of-europe/>

An article by the Center for European Studies at UNC Chapel Hill, covering the process of establishing new borders and a new status quo by the allies as World War II came to a close.



Discussion Question: The importance of WWI on the 20th Century and Beyond

<https://www.gilderlehrman.org/content/historical-context-global-effect-world-war-i>



"A recent list of the hundred most important news stories of the twentieth century ranked the onset of World War I eighth. This is a great error. Just about everything that happened in the remainder of the century was in one way or another a result of WWI, including the Bolshevik Revolution in Russia, World War II, the Holocaust, and the development of the atomic bomb. The Great Depression, the Cold War, and the collapse of European colonialism can also be traced, at least indirectly, to the First World War."

What impact did WWI have on nations and society throughout the 20th century? Recently, WWI was ranked 8th on a list of the most important events of the 20th century. Do you agree or disagree? Why? Have students discuss in small groups. You could use the quote above after your discussion or as a prompt to spark discussion.

Section 1 Classroom Activity: Photo Analysis

In this classroom activity students will have the opportunity to search through a large number of photographs from the First World War. Students will then pick a photograph to analyze, using a provided photo analysis handout from the National Council for the Social Studies. Following completing the handout, students will write a caption for their photo that fits their analysis, but may also be emotionally compelling. Teachers can then print the pictures if they choose, and attach the captions to them to create an activity board for their classroom.

Activity plan:

Step 1:

Have students search through the WWI photographs depicted in the websites below (and/or other relevant photo databases you are aware of). Ask them to think about the context of the image beyond what is shown.

Websites:

<https://foto.gettyimages.com/archive/historic/the-color-photographers-of-world-war-i/>

<https://www.iwm.org.uk/history/10-photos-of-life-in-the-trenches>

<https://www.theatlantic.com/photo/2014/04/world-war-i-in-photos-a-century-later/507341/>

Step 2:

Ask students to pick one of the photos that had an impact on them to analyze using the following handout:

https://www.virginiahistory.org/sites/default/files/uploads/resources_mllworksheet.pdf

For extra key questions related to analyzing photographs, see the following resource:

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

Step 3:

Ask the students to use their analysis to write a caption for the photograph. Ask the students to share why they chose to write the caption they did, and how they incorporated their analysis in the caption.

Optional: Print out each student's picture and caption, and create a poster collage for your classroom.



<https://www.flickr.com/photos/usmcarchives/8366713237>

Section 2: Geography and Politics

Learning objective:

- Students will be able to explain how geography (or geopolitics) plays a role in the development of conflict or cooperation within and across countries or regions (World War I and other 20th century conflicts can be used as case studies in this analysis). In addition, students will be able to evaluate the political, economic, and social implications of changes in borders from historical and contemporary perspectives.

Guiding Questions:

- What is “geopolitics” and what role does it play in the making of domestic and/or foreign policy?
- How do geographic features and/or geopolitical elements such as natural resources, access to water, size, terrain, or location impact the decisions nations make? Can you identify and discuss a historical or current example?
- How have changes to borders created internal or external conflict among people or nations? Can you cite specific examples and explain why these conflicts occur? How have changes in borders after World War I, World War II, and the Cold War shaped international relations?

Section 2 Learning Standards

WA Social Studies Standard: Geography 3.1,2: Evaluate the complexity of regions and the problems involved in defining those regions.

WA Social Studies Standard: Geography 3.2.2: Analyzes and evaluates the social and political factors affecting cultural interactions.

WA Social Studies Standard: Geography 3.1.1: Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.

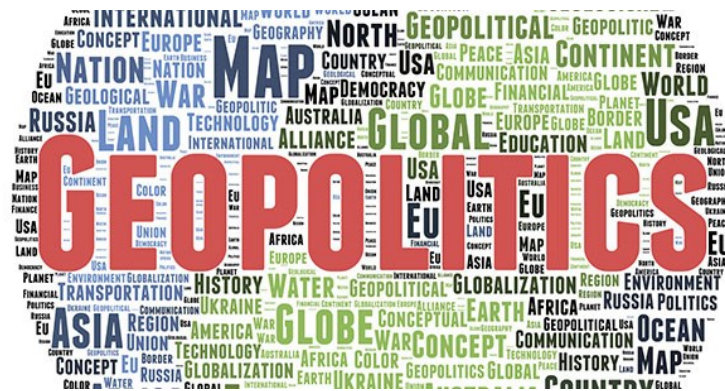
WA State Social Studies Standard: History 4.2.2: Analyzes how cultural identity can promote unity and division.

WA State Social Studies Standard: Geography 3.3.1: Understands how the geography of expansion and encounter has shaped global politics and economics in the past or present.

WA State Social Studies Standard: Geography 3.2.3: Understands the causes and effects of voluntary and involuntary migration in the world in the past or present.

WA State Social Studies Standard: Geography 3.3.1 - Understands how the geography of expansion and encounter has shaped global politics and economics in the past or present.

D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.



https://www.khouse.org/enews_article/2016/2534/print/

Section 2 Resources



40 Maps that Explain WWI

<https://www.vox.com/a/world-war-i-maps>



An excellent visual guide of WWI by Vox. This website uses a series of maps to illustrate the geopolitics of the war, as well as the historical background, logistics, progression, and end of the war.



<https://cdn0.vox-cdn.com/assets/4625763/WWOne02.gif>

Classroom Activity: Compare and Contrast Historical Maps of Europe

<https://www.nationalgeographic.org/activity/compare-and-contrast-historical-maps-of-europe/>

In this classroom activity students will identify physical and cultural features of Europe using National Geographic resources, build background knowledge of the European Union, and then begin comparing and contrasting maps of Europe from different eras, comparing era maps to physical maps, and also to cultural maps.

Learning Objectives:

Students will identify how political borders in Europe have changed over the past 100 years

Students will compare changes in political borders to physical and cultural features in Europe.

Section 2 Resources



The Map As History: The First World War 1914-1918

<https://www.the-map-as-history.com/First-World-War-1914-1918>



This website uses maps to go beyond the trenches and uses visual imagery to demonstrate the effects of the war in different parts of the world. The maps are animated to visualize changes over time.

Interactive Global First World War Map



<http://www.nationalarchives.gov.uk/first-world-war/interactive-global-first-world-war-map/>

The National Archives of the United Kingdom provides an interactive map of the WWI which allows users to click on countries involved in the war and learn about their internal situations and external relations in 1914 and beyond.

How World War I Changed Europe's Borders



<https://www.businessinsider.com/animated-map-how-wwi-changed-europe-borders-2017-4>

This video from Business Insider (originally from the National WWI Museum and Memorial) illustrates how borders within Europe changed over the course and after the end of the war.



Spatial History Project: Building the New Order 1938-1945

<https://web.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=51>



A Stanford project utilizing ArcGIS and Flash animation illustrates the changing borders of Europe during WWII, beginning with the German annexation of Austria in 1938 and ending with the formal surrender of Germany in 1945.

42 Maps that Explain World War II



<https://www.vox.com/2014/11/13/7148855/40-maps-that-explain-world-war-ii>

A Vox compilation of maps spanning the origins of the war to its legacy, including battles, economics, changing borders, and more.

Classroom Activity: WWI Travelogue

<http://www.latimes.com/travel/deals/la-tr-18-centennials-in-18-20180107-htmlstory.html>

Use this article by the LA times as a guide to help introduce your students to the key locations of World War I, and what they look like today. Then have your students create a travelogue in the form of a brochure or presentation (or other form of media) that takes their audience on a journey through places of importance in WWI. Consider using the following guiding questions to help them create their travelogues:

- 1) What made this country/city/place important in WWI? Is it still important for that reason today?
- 2) What were the culture/economy/politics of this place like in 1914? What is it like today?
- 3) If a traveler visited this place in 1914, how would they write about it differently than if they visited it today?

Section 2 Resources



Europe's Changing Borders

http://news.bbc.co.uk/2/shared/spl/hi/europe/02/euro_borders/html/default.stm



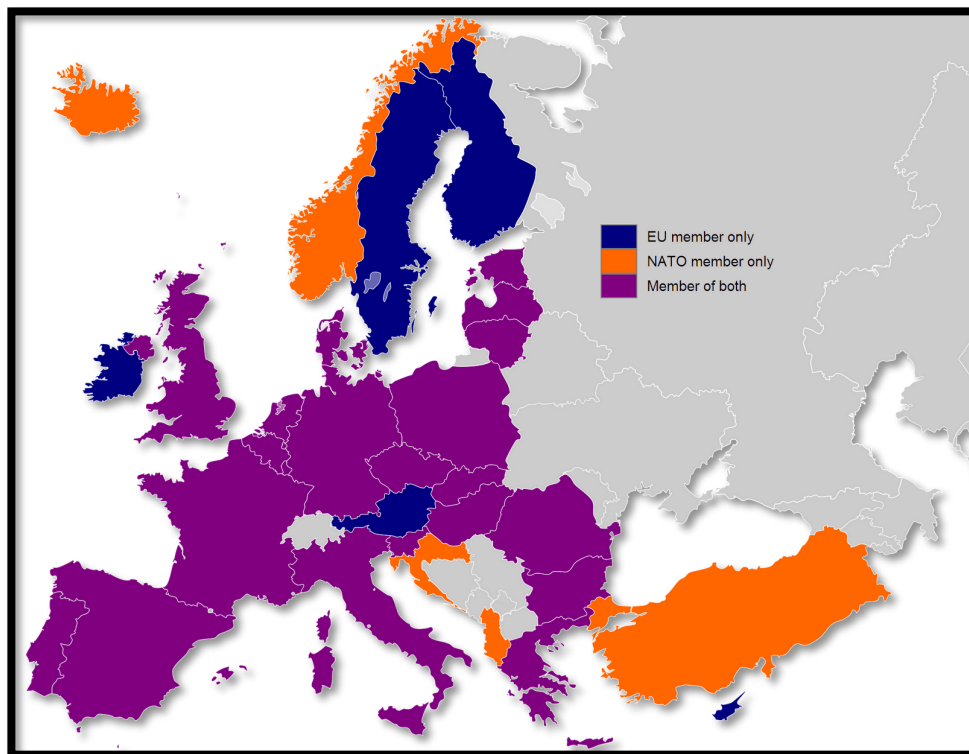
A comprehensive series of maps compiled by the BBC. Offers 15 different maps showing border changes beginning with Imperial Europe in 1900 and ending with EU expansion in 1994. Each map provides context for the changes from the previous map, and shows the formation of new countries, or their inclusion in new political bodies.

The Expanding Geographical and Political Borders of Europe



<http://natoassociation.ca/the-expanding-geographical-and-political-borders-of-europe/>

A contemporary (2016) look into how fluid the concept of borders is within Europe, and recent events have challenged the very notion of what constitutes Europe.



https://commons.wikimedia.org/wiki/File:EU_and_NATO.svg

Classroom Activity: Mapping a Crisis

<http://www.choices.edu/teaching-news-lesson/refugee-stories-mapping-crisis/>

In this classroom activity students will have the opportunity to explore the human geography of the current refugee crisis, employ data to create a map of the crisis, examine one refugee's story and use it to map their experiences, and consider different responses to the crisis and their effectiveness.

The activity also includes videos for the students to watch that cover the individual stories of refugees. Some videos contain graphic content and may be inappropriate for some classrooms.

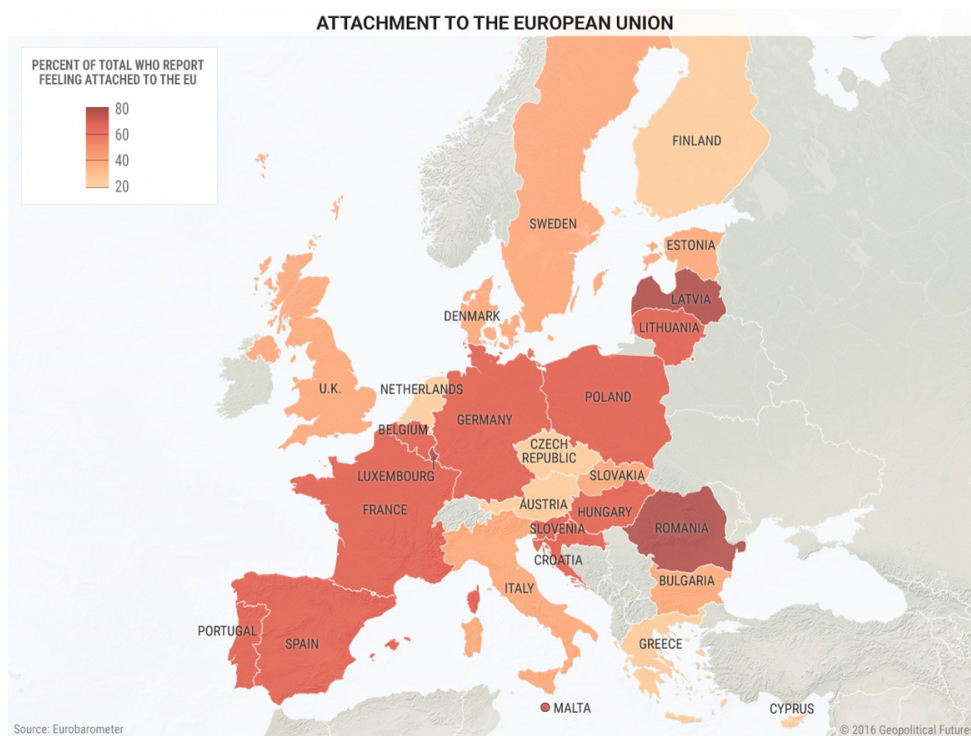
Section 2 Resources

Classroom Activity:

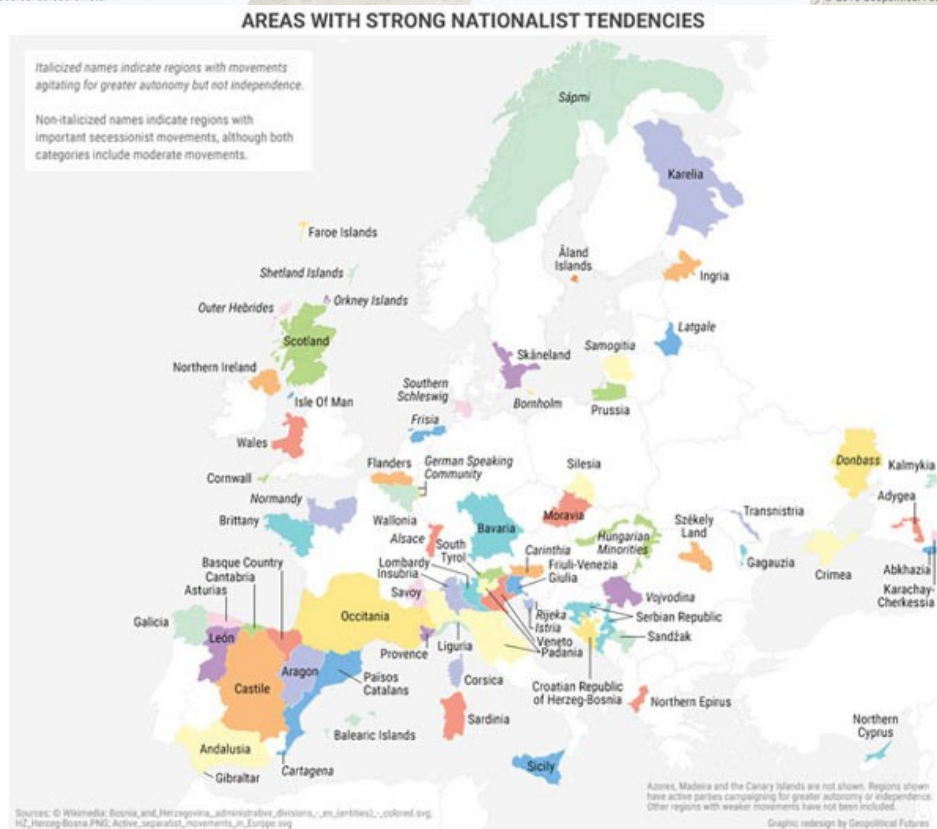
Using the maps below, ask students to first determine which EU countries seem to have a strong attachment to the European Union. Then ask students to do research to try and match up the regions with strong nationalist tendencies to their parent countries. Once you have verified students have accurately matched regions to countries, ask them to analyze whether there is a correlation between many regions with nationalist tendencies and a strong attachment to the EU, and why or why not that correlation exists.

<http://ec.europa.eu/commfrontoffice/publicopinion/index.cfm>

Data gathered in
2016



Data gathered in
2016

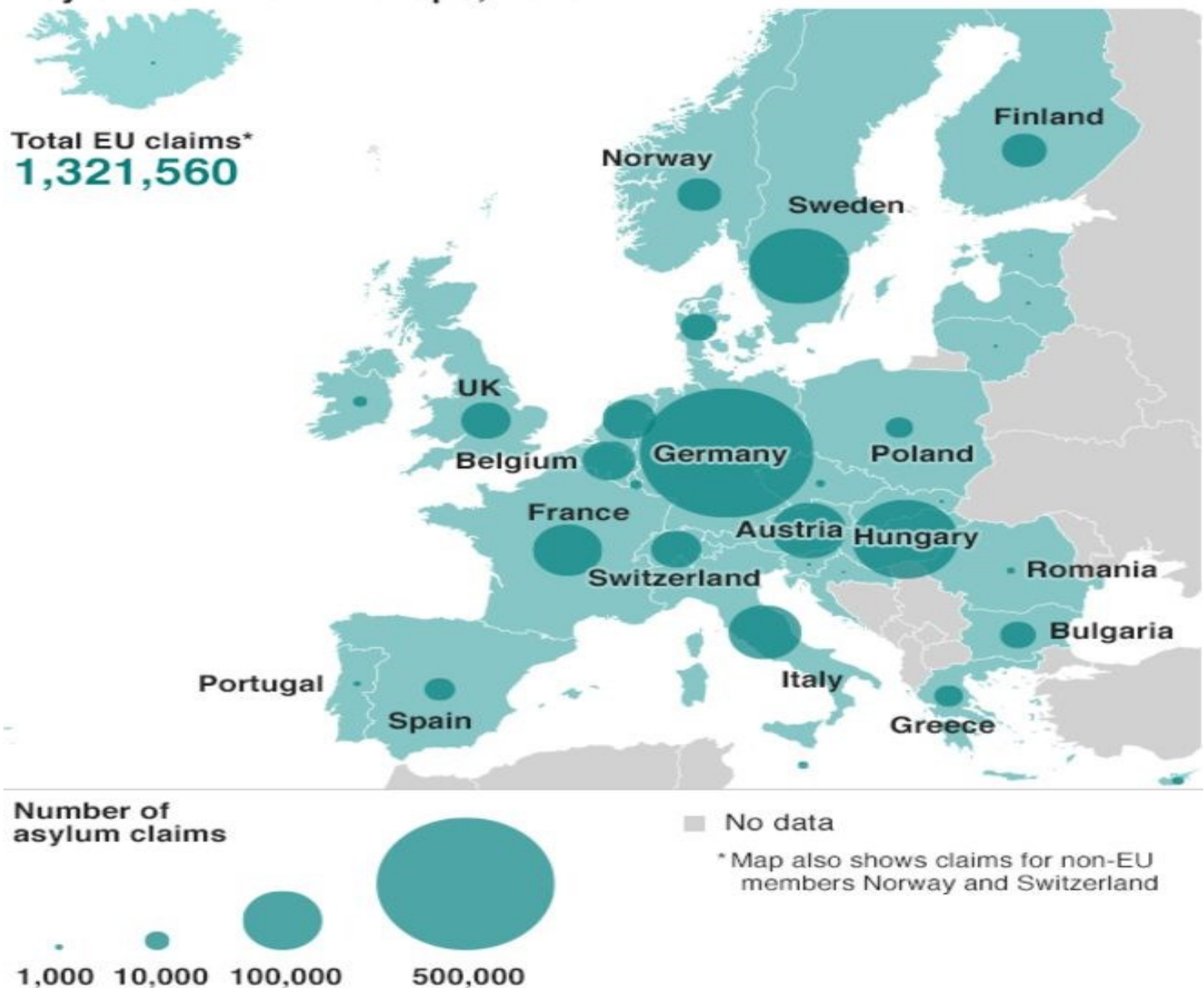


Section 2 Discussion Questions

Discussion Questions:

- How will the largest movement of people since WWII impact the way Europeans and Russians think about national identity and border issues?
- Do you think countries who see more asylum claims react differently than those who receive smaller amounts of claims?
- How has the refugee crisis affected your own perception of national identity and border issues?

Asylum claims in Europe, 2015



Source: Eurostat

BBC

<https://www.bbc.com/news/world-europe-35549169>

Section 3: The Role of IGOs and NGOs

Learning objectives:

- Students will be able to identify key international organizations and NGOs, and explain their role in promoting/providing collective security nationally, regionally, and globally. In addition, students will be able to evaluate the successes and/or failures of international organizations (for example, League of Nations, United Nations, NATO, EU, OECD, World Bank, etc.) or NGOs in past (WWI, WWII, Cold War) and present (Syria, Iraq, North Korea) contexts.
- Students will be able to explain the legacy of WWI and WWII on modern security, including the development of technology, diplomacy, and rising (or diminishing) military tensions globally.

Guiding Questions:

- How do international organizations (such as the UN or NATO) and/or NGOs play a role in preventing conflict within or across countries? What level of success have these organizations had in securing short or long-term peace? How is sustainable peace created and what conditions are established? Can you cite specific ideas and examples?
- What role should international organizations and/or NGOs play in the post-conflict period? What happens to those nations who lose a war and how are they brought back into the community of nations? What does the post-conflict era look like in terms of rebuilding society and sustainable institutions?
- What lessons can we derive from failed attempts at collective security during the post-WWI era? Could this legacy have been different? Explain.
- How can international organizations and/or NGOs address demographic features (or changes) that might lead to conflict?
- What is Russia's perspective on NATO and possible NATO expansion? How has this contributed tensions between Russia, NATO members, and possible NATO candidates?

Section 3 Learning Standards

WA State Social Studies Standards: History 4.3.1: Analyzes the motives and interests behind an interpretation of a recent event.

WA State Social Studies Standards: History 4.4.1: Evaluates positions on a current issue based on an analysis of history.

WA State Social Studies Standards: Skills 5.3.1: Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.

WA State Social Studies Standards: Civics 1.4.1: Analyzes and evaluates ways of influencing national governments and international organizations to establish or preserve individual rights and/or promote the common good.

WA State Social Studies Standards: Civics 1.3.1: Analyzes the relationships and tensions between national interests and international issues in the world in the past or present.

WA State Social Studies Standards: History 4.1.2: Understands how the following themes and developments help to define eras in world history: • Challenges to democracy and human rights

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Section 3 Resources

The League of Nations



<https://history.state.gov/milestones/1914-1920/league>

An overview of the founding of the League of Nations, focusing mainly on U.S. involvement in the founding and President Woodrow Wilson, and ending with the U.S. decision not to enter the League in 1920.

The History of NATO



<https://history.state.gov/milestones/1945-1952/nato>

An overview of the history of NATO by the Washington State Office of the Historian. Covers 1949 to 1952.

NATO's Enemies Within; Celeste A. Wallander



<https://www.foreignaffairs.com/articles/2018-06-14/natos-enemies-within?cid=int-lea&pgtype=hpg>

The author details how the breakdown of liberal democracy within NATO states is leading to the decline and possible demise of the alliance altogether.

The Myth of the Liberal Order; Graham Allison



<https://www.foreignaffairs.com/articles/2018-06-14/myth-liberal-order>

The author refutes the previous article to some degree, and claims that the entire premise of a global “liberal order” is flawed. They instead offer alternative explanations for current global affairs and a different framework for international relations.

NATO Declassified: A Short History of NATO



https://www.nato.int/cps/ie/natohq/declassified_139339.htm



The official history of the North Atlantic Treaty Organization as laid out on the organization’s website. The history portion of the website is broken down into four in-depth sections: the origins of NATO, The Cold War, The Fall of the Wall, and 9/11 and Beyond. The history references the main conflicts NATO has taken part in, and the politics surrounding the organization and its activities. It also contains many photos from a variety of NATO operations throughout history.

Lesson Plan:

<https://edsitement.neh.gov/lesson-plan/debate-united-states-over-league-nations-five-camps-voices-consent-voices-dissent#sect-thelesson>

In this lesson, students read the words and listen to the voices of some central participants in the debate over the League of Nations. Students are asked to reflect on President Wilson’s role in and vision for peace through the League, and the central issues present in the debate in the United States over whether to join the league.

This lesson may be taught either as a stand-alone lesson or as part of the curriculum unit, [The Debate in the United States Over the League of Nations](#). This curriculum unit may serve as a sequel to the complementary EDSITEMent lesson [U.S. Entry into World War I: A Documentary Chronology](#).

Section 3 Resources

The History of the United Nations



<http://www.un.org/en/sections/history/history-united-nations/index.html>

An overview of the history of the United Nations provided by the UN website. It covers predecessors to the UN, the years leading up to its formation, the coining of the term by Franklin Delano Roosevelt, and the conferences that laid the foundation for the organization's founding.

The UN Collective Security System; Eugenia López-Jacoist



http://www.mpil.de/files/pdf3/mpunyb_07_lopez-jacoiste_14.pdf

An academic paper describing how the UN collective security system functions and how it interacts with economic sanctions and human rights. This is a very in-depth resource which would be more suitable for higher grade levels and as a source for student papers.

UN Charter Chapter VII



<http://www.un.org/en/sections/un-charter/chapter-vii/index.html>

Chapter VII of the UN Charter covers actions with respect to threats to the peace, breaches of the peace, and acts of aggression. It lays down the UN policy on collective security, and empowers the security council to take actions, implement sanctions, and otherwise act towards violations of collective security.

The UN and the Development of Collective Security (book); Dan Sarooshi



<http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780198299349.001.0001/acprof-9780198299349>

"This book examines one of the most important challenges facing the United Nations (UN) today: the effective and lawful use of force by or under its authority to maintain or restore peace. In particular, the book provides a legal analysis of the institutional mechanisms and processes which the UN employs to use force to maintain or restore peace."

The UN Work to Maintain International Peace and Security

<http://www.un.org/en/sections/what-we-do/maintain-international-peace-and-security/index.html>

The UN webpage on maintaining international peace and security outlines the roles of the security council and general assembly in pursuing these goals, as well as the specific methods employed such as mediation, peacekeeping, peacebuilding, counter-terrorism, and disarmament.

Lesson Plan: Avoiding Armageddon

https://www.pbs.org/avoidingarmageddon/getInvolved/involved_02_01_lesson2.html

This lesson explores the role of the United Nations' international peacekeeping and peacemaking abilities. The United Nations was designed to "maintain international peace and security" and "to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest" (United Nations Charter). In this lesson students will evaluate what the UN can and should do, under its charter, to reduce the threats from terrorists and rogue nations and promote stable economic and political environments throughout the world.

Section 3 Resources

The EU, the UN, and Collective Security (book); Joachim Krause and Natalino Ronzitti

<https://www.routledge.com/The-EU-the-UN-and-Collective-Security-Making-Multilateralism-Effective/Krause-Ronzitti/p/book/9780415699174>



This book examines how effective multilateralism* is in ensuring collective security, and the specific role of the UN and especially the EU in ensuring that security. The author explores the reasons multilateralism is effective in some areas and ineffective in others, how to improve its efficacy, and how Europeans can attempt to improve the UN's collective security efforts. (*Multilateralism is the process of organizing relations between groups of three or more states.)

Security Council Vetoes History

<https://research.un.org/en/docs/sc/quick>



A complete list of the usage of UN Security Council Vetoes from permanent members.

From Mutual Assistance to Collective Security

https://ec.europa.eu/epsc/publications/strategic-notes/mutual-assistance-collective-security_en



A 2015 article exploring the implications of the EU regarding collective security for its members. The article was written in the wake of France invoking the “mutual assistance” articles of the EU charter for the first time in history in response to the 2015 terrorist attacks.

Discussion Questions:

- What are the policymaking procedures for the European Union?
- When addressing current issues/challenges, how are national differences, competing perspectives, and historical context managed by those empowered to make decisions within the EU?
- When disagreement occurs between member states, how is this handled by EU politicians?



Section 4: Russia and Eastern Europe from WWI to Now

Learning objective:

- Students will be able to identify, explain, and assess the impact of WWI and WWII on Eastern Europe and Russia politically, economically, socially, and/or geographically. In addition, students will be able to recognize diverse perspectives and compare the legacy of WWI in Eastern Europe and Russia to Western Europe (or other contexts).
- Students will be able to analyze how the failures of post-World War I settlements in Eastern Europe contributed to outbreak of World War II.
- Students will be able to identify and assess which issues in Eastern Europe and Russia since the 1920s/1930s have been resolved and which ones are still occurring 100 years after WWI.

Guiding Questions:

- How did WWI affect Eastern Europe and Russia politically, economically, and socially? Were there certain factors that contributed to their involvement in WWII?
- Were there specific issues resolved as a result of WWI and/or WWII? Why or why not? Are there still issues unresolved that historically date back to the World Wars and the first half of the 20th century?
- What important developments occurred in Eastern Europe and Russia in between WWI and WWII? How did these developments shape national involvement in WWII and the Cold War era?
- What role did international organizations play in the aftermath of WWI in Eastern Europe and Russia? Did these international organizations enhance national and regional security/stability? Why or why not? How effective were they in rebuilding?

Section 4 Learning Standards

WA Social Studies Standard: History 4.1.2: Understands how the following themes and developments help to define eras in world history: International conflicts (1870—present)

WA Social Studies Standard: 4.3.2: Analyzes the multiple causal factors of conflicts in world history (1450 – present).

WA Social Studies Standard: 4.2.1 Analyzes how individuals and movements have shaped world history (1450—present).

WA Social Studies Standard: History 4.3.1. Analyzes and interprets historical materials from a variety of perspectives in world history (1450—present).

WA Social Studies Standard: Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

WA Social Studies Standard: Social Studies Skills: 5.3.1 Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.

WA Social Studies Standard: Civics 1.3.1: Evaluates the impact of international agreements on contemporary world issue

C3 Framework D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

C3 Framework D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

C3 Framework D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

C3 Framework D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

Section 4 Resources



Project 1917

<https://project1917.com/>



This engaging website provides day to day coverage of the 1917 revolution in Russia, following the timeline exactly 100 years later. The website authors use social media posts from a variety of perspectives to document the daily events, and provide context through maps, videos, and other media to help visitors understand the revolution's progression.

War and Revolution in Russia 1914-1921 (BBC History)

http://www.bbc.co.uk/history/worldwars/wwone/eastern_front_01.shtml



BBC history provides a brief overview of the period of Russian history beginning with entry into WWI and following through the Russian Civil War until 1921. The webpage provides contemporary photographs and quotes, as well as suggestions for further reading on the topic.

The Balkans in WWI

<http://dmorgan.web.wesleyan.edu/balkans/wwone.htm>



A thorough guide to the circumstances in every Balkan country at the beginning of WWI, and that country's fate as the war progressed. Includes information on every major, and several minor countries and principalities.



<http://www.crf-usa.org/resources/a-fire-waiting-to-be-lit-the-origins-of-world-war-i>



Class Activity: Cartooning and the Collapse of the Soviet Union

<https://hti.osu.edu/opper/lesson-plans/cartooning-collapse-soviet-union>



A short activity provided by Ohio State University. Students are asked to examine political cartoons from 1979-1990 as a means of analyzing the events and issues leading to the collapse of the USSR. The website provides a full list of worksheets and evaluation materials to help educators provide a full lesson, as well as extension activities.

Section 4 Resources



The Warsaw Pact

<http://www.coldwar.org/articles/50s/TheWarsawPact.asp>

A summary of the Warsaw Pact, its signatories, its function, and its history provided by the Cold War Museum.



Soviet Union Timeline

<https://www.bbc.com/news/world-europe-17858981>

A BBC timeline of the history of the Soviet Union, including images and profiles of leaders. Covers from the 1917 Revolution through the end of the USSR at the end of 1991. The timeline is broken down into eras for easy navigation.



Russia as a Permanent Member of the UN Security Council; Alexander Nikitin

<http://library.fes.de/pdf-files/iez/09461.pdf>

A 2012 article detailing the history of Russia (and the Soviet Union) as a permanent member of the UN Security Council, including Russia's role in founding the organization and its voting record on peacekeeping operations. The author, Alexander Nikitin, was a political science professor at the Moscow State Institute of International Relations under the Ministry of Foreign Affairs of Russia.



Impact of Russia's WTO Entry on U.S.

<https://www.cfr.org/interview/impact-russias-wto-entry-us>

A 2011 article from the Council on Foreign Relations which outlines the process of Russia joining the WTO (ongoing at the time of the article), why Russia had not joined previously, what changed, and how Russia joining would affect the United States.



The Role of Russia

<https://www.coursera.org/lecture/changing-global-order/the-role-of-russia-prof-dr-andre-gerrits-SAWQE>

A recorded video lecture accompanied by graphics from Dr. André Gerrits, previous chair in Russian History and Politics at Leiden University in The Hague. Dr. Gerrits discusses the role of Russia in the current world order, and the country's international relations.



Russia in International Organizations

<https://www.coursera.org/lecture/changing-global-order/russia-in-international-organizations-prof-dr-andre-gerrits-nbeUG>

A follow-up to the above video, in this video Dr. Gerrits discusses Russia's involvement in international organizations including the UN, the Council of Europe, and the NATO-Russia Council, and how it makes foreign policy decisions.



Glasnost and Goodwill: Teacher Resource Packet

<https://www.world-affairs.org/resource/glasnost-and-goodwill-the-cold-war-washington-state-and-the-power-of-citizen-diplomacy/>



A Global Classroom resource packet covering Cold War connections between Washington State and the Soviet-Union.

Section 4 Resources



100 Years after WWI: History Lesson from the Balkans

<https://www.aljazeera.com/indepth/opinion/2014/06/100-years-wwi-sarajevo-2014628122151880244.html>



Written by a local reporter in Bosnia, this article explains the shift in how people in the Balkans have viewed WWI, how it has been taught in the education system, and how it has shaped worldviews. Authored in 2014.

Index of POLITICO Articles on the EU/Russia Relationship



<https://www.politico.eu/tag/eurussiarelations/>

A chronological anthology of POLITICO articles tagged with EU/Russia relations, beginning with the most current news articles. Updated almost daily.

How Russia's Relationship with the EU has Evolved



<https://www.bbc.com/news/world-europe-35154633>

A 2016 BBC article exploring how Russian relations began on a positive note, but started to deteriorate even before Russian intervention in the Ukraine and Crimea.



European Relations with Russia

https://www.rand.org/pubs/research_reports/RR1579.html



A free and extensive analysis published in 2017 by the think tank RAND. The report explores major divisions between the EU and Russia, how NATO factors into these issues, and measures individual European states are planning to take to address relations with Russia. The webpage also lists key findings and policy recommendations.

Current Articles on Russia and European Security (Centre of European Reform)



<https://www.cer.eu/hot-topics/russia-european-security>

A list of recent articles published by members of the European think tank CER, which cover issues relating to EU security vis-à-vis Russia. Includes articles on Eastern Europe in general, and recent elections.



How Russian Kids are Taught WWII

<https://themoscowtimes.com/articles/how-russian-kids-are-taught-world-war-ii-57930>

A brief article from the English-language publication The Moscow Times on Russia's 2017 WWII curriculum.

Class Activity: Russian Revolution with The New York Times

<https://www.nytimes.com/2017/11/01/learning/lesson-plans/teaching-the-russian-revolution-with-the-new-york-times.html>

In honor of the 100th anniversary of the Russian Revolution, The New York Times has released a series of lessons and classroom activities that use current and past materials from the newspaper and its archives to help students learn about the event and its significance. Activities are divided between those able to be accomplished in one or two class periods, and those which can be extended across several weeks or a semester.

Section 5: Political Economy of WWI to the Modern Day

Learning objective:

- Students will be able to identify and explain the political and economic transformations of Europe since WWI and WWII. Students will also be able to analyze and describe the impact of these transformations on society including the economic integration of Europe through multilateral agreements, the democratization of Europe, and the development of European security in the post-war era.
- Students will be able to evaluate the impact of political and economic transformations and/or developments on modern Europe, including possible achievements and failures.

Guiding Questions:

- How did the effects of World War I and World War II encourage political and economic cooperation among European nations? What specific agreements were made and how did they shape European political and economic institutions in the post-war era?
- Did political and economic transformations in Europe during the post-World War II era enhance peace and stability among European countries? Why or Why not?
- In what ways has the integration of Europe through economic and political agreements (development of European Community and eventually European Union) impact Europe in the 21st century?
- With the rise of nationalistic parties, populist movements, and more authoritarian regimes (for example, Hungary, Turkey, or Russia) in parts of Europe, is the democratization of Europe in the post-war era coming to an end? Why or why not?

Section 5 Learning Standards:

WA Social Studies Standard: History 4.1.1: Analyzes change and continuity within a historical time period.

WA Social Studies Standard: History 4.3.2: Analyzes the multiple causal factors of conflicts in world history (1450 – present).

WA Social Studies Standard: Geography: 3.3.1: Understands how the geography of expansion and encounter has shaped global politics and economics in the past or present.

WA Social Studies Standard: History: 4.1.2: Understands how the following themes and developments help to define eras in world history (International conflicts (1870—present)).

WA Social Studies Standard: Civics: 1.3.1: Analyzes the relationships and tensions between national interests and international issues in the world in the past or present.

WA Social Studies Standard: Skills 5.2.1: Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

WA Social Studies Standard: Geography 3.2.2: Understands and analyzes examples of ethnocentrism.

WA Social Studies Standard: History 4.1.1: Analyzes how an understanding of world history can help us prevent problems today.

C3 Framework: D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level

C3 Framework: D2.His.2.9-12. Analyze change and continuity in historical eras.

C3 Framework: D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Section 5 Resources



The Economics of WWI

<http://www.nber.org/digest/jan05/w10580.html>



An article summarizing a report from the National Bureau of Economic Research which addresses the question of how WWI affected the economics of the United States. The article deals with how, similarly to WWII, the U.S. economy was in a downturn prior to the war, but was boosted by arms sales and weapons production, as well as other issues.



The Economic Factors That Shaped WWI

<https://www.weforum.org/agenda/2014/11/the-economic-factors-that-shaped-the-first-world-war/>



An article from The World Economic Forum detailing the economic factors contributing to the start, course, and end of WWI. Includes references and graphs, and makes direct comparison between the Allied Powers and the Central Powers.



The Economics of WWI in One Minute

<https://www.youtube.com/watch?v=N1NFVblfDL0>

A one-minute animated video from One Minute Economics which covers the very basics of the economic factors of WWI. Also covers the economic consequences of the war and its aftermath.



100 Years Legacies: The Lasting Impact of WWI

<https://graphics.wsj.com/100-legacies-from-world-war-1/>



An in-depth website organized by thumbnail pictures which explores important developments during World War I and how these developments and the people who developed them created lasting legacies that shape modern life. Covers topics as wide as the Second World War and as narrow as Cuban sugar and cakes in Japan.

Classroom Activity: A Glossary of Political Economy Terms—Ideology

<http://www.auburn.edu/~johnspm/gloss/ideology>

This is the online edition of *A Glossary of Political Economy Terms* by Dr. Paul M. Johnson of Auburn University. Dr. Johnson provides a clear definition of ideology and includes hyperlinks to additional definitions of various ideologies including anarchism, communism, conservatism, fascism, legitimacy, liberalism, libertarianism, populism, socialism, and totalitarianism. If a set of computers is available to the class, instruct students to visit this website. Working first in pairs and then discussing as a whole class, have students examine each of the relevant terms and discuss the following:

- 1) What sets this ideology apart from others, and what are its central values and beliefs?
- 2) What incentives would people have to support this ideology; why might it be appealing to some?
- 3) What downsides does this ideological system have, causing it to be potentially unsuccessful?
- 4) Historically, how has this ideology shaped a specific country, region, or society? Examples?

Secton 5 Resources

A History of Europe's Economic Integration



<https://www.weforum.org/agenda/2015/04/a-history-of-europes-economic-integration/>

A thorough analysis of the gradual process of Europe's formal economic integration beginning primarily in the late 1980s as the Soviet Union began to collapse. The World Economic Forum looks at the primary trends and date from integration to draw conclusions about the current status and future issues facing the European economy.

Memorandum to the European Economic Union on the coordination of economic and monetary policies



http://ec.europa.eu/archives/emu_history/documentation/chapter2/19690212en015coordineconpoli.pdf

A 1969 primary source document, which was submitted to the EEU in order to begin the process of planned European monetary and economic integration which would take place over the next several decades.

Timeline of Economic Union



<http://www.ecb.europa.eu/ecb/history/emu/html/index.en.html>

An annotated timeline of the formal process of European Economic Union, beginning on July 1, 1990 with the implementation of the first pan-European currency, freedom for capital transactions, and central bank cooperation.



A History of Currency Unions

<https://www.theguardian.com/world/2001/dec/10/euro.eu>



An article from the Guardian written just before the first major transition to the Euro in 2001, the author provides a brief overview of the currency unions that preceded the Euro and their fates.



The Eurozone

<https://commons.wikimedia.org/wiki/File:Eurozone.svg>

Section 5 Resources

Charts: Why are Anti-Immigration Parties so Strong in Nordic States?



<https://www.theguardian.com/news/datablog/2015/jun/19/rightwing-anti-immigration-parties-nordic-countries-denmark-sweden-finland-norway>

The Danish People's Party's success in the election continues a trend of rising support for rightwing parties across Finland, Denmark, Sweden and Norway.

Rise of Far-Right Party in Denmark Reflects Europe's Unease



http://www.nytimes.com/2015/06/20/world/europe/rise-of-far-right-party-in-denmark-reflects-europes-unease.html?_r=1

The surprisingly strong showing in elections of Denmark's anti-immigration, anti-Brussels Danish People's Party has underlined a growing crisis of confidence in traditional political institutions and in the European Union itself.

Across Europe, distrust of mainstream political parties is on the rise



<https://www.theguardian.com/world/2016/may/25/across-europe-distrust-of-mainstream-political-parties-is-on-the-rise>

The narrow defeat – by just 0.6 percentage points – of the nationalist Freedom Party's Norbert Hofer in the Austrian presidential elections has focused attention once more on the rise of far-right parties in Europe.

Is populism in Western Europe and Central Eastern Europe the same thing?



<http://www.nouvelle-europe.eu/en/populism-western-europe-and-central-eastern-europe-same-thing>

A systematic comparison of populism in Western and post-communist Europe.

Essay: The backward East? Explaining differences in support for radical right parties in Western and Eastern Europe

<http://www.jofcp.org/assets/jcp/JCP-January-2015.pdf>



Support for radical right parties in Eastern Europe hinges on a different set of factors than in the West. Findings show that the commonly cited factors, such as economic development, immigration, and types of electoral institutions, do not explain cross-national differences in electoral support for the radical right or the difference in electoral support between Eastern and Western Europe. Rather, it is political stability and social trust that explain differences between West and East.

Report: Populism in Central and Eastern Europe—Challenge for the Future



<https://pl.boell.org/en/2014/02/14/populism-central-and-eastern-europe-challenge-future>

This Green European Foundation publication presents the phenomenon of right-wing populism from a variety of thematic angles and national perspectives. It touches upon the similarities as well as the differences between European cases of populism, and several authors discuss how Green and progressive parties in particular should respond to this phenomenon.

Section 5 Resources



The Assault on Intelligence: American National Security in an Age of Lies (book); Michael V. Hayden (2018)

This volume is aimed at educators, citizens, and elected officials. Hayden is a former air force general, former director of CIA and now public critic of the origins and trajectories of the Trump Administration's information wars on history.



On Tyranny: Twenty Lessons from the Twentieth Century (book); Timothy Snyder (2017)

With Twenty Lessons, Snyder draws from the darkest hours of the twentieth century to provide hope for the twenty-first. As he writes, "Americans are no wiser than the Europeans who saw democracy yield to fascism, Nazism and communism. Our one advantage is that we might learn from their experience."



Recording of Timothy Snyder's book talk at the University of Washington, 4.26.18

<https://soundcloud.com/ellisoncenteruw/timothy-snyder-on-tyranny-twenty-lessons-from-the-20th-century-4262018>



Video of Timothy Snyder's book talk at the University of Washington, 4.26.18

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



Liberal World; Daniel Deudney & John Ikenberry

<https://www.foreignaffairs.com/articles/world/2018-06-14/liberal-world?cid=int-now&pgtype=hpg®ion=br1>

The authors detail how the rise of illiberal forces and leaders represents a threat to the institution of liberalism as the leading theory of international relations and framework for global politics. They also refute the idea that liberalism is dying and lay out how it may persist despite the resurgence of illiberal politics and leadership.

Lesson Plan: *Germany Takes The Lead in Addressing the Needs of Refugees*

<https://drive.google.com/open?id=oB5wALGSYcftaNognSIVmdWpaM2xJeHZ1VVM5Ynp3bWotdkpR>

This lesson provides an opportunity for students to explore how Germany is addressing the large number of migrants who have arrived due to conflict and poverty in the Middle East and North Africa. Through student-centered activities, students will develop an understanding of the challenges facing German society and assess the role of governments in aiding displaced peoples. Within this context, students will explore diverse perspectives, cultivate 21st century skills (critical thinking, collaboration, creativity, awareness of social justice issues, etc.), and provide a rationale for dealing with the migrant issue. This lesson will also require students to evaluate the differences between "hate speech" and "free speech" as it relates to Germany and other contexts, while ultimately preparing students for college, career, and civic life.

Student Learning Objectives/Key Understandings:

- Students will be able to analyze how conflict and poverty in the Middle East/North Africa has resulted in the largest migration of people since WWII.
- Students will be able to assess migrant/refugee issues within the context of Germany and identify specific ways (policy proposals) to address the issue.
- Students will develop 21st century skills (see overview) as they differentiate between hate speech and free speech.