Table of Contents

ABOUT THE RESOURCE GUIDE ........................................................................................................................................ 1
  Layout of the Guide ................................................................................................................................................... 1
  Viewing the Series .................................................................................................................................................. 1
  A SPECIAL NOTE TO TEACHERS: Before you play the series in-class .............................................................. 1

DISC 1 – EPISODE 1, THE 1930s: THE STRONGMEN .............................................................................................. 2
  Episode Summary .................................................................................................................................................. 2
  Pre-Viewing Activity ............................................................................................................................................ 2
  Video Questions .................................................................................................................................................. 2
    Adolf Hitler (Start time 1:15) ............................................................................................................................... 2
    Benito Mussolini (Start time 16:00) .................................................................................................................... 3
    Joseph Stalin (Start time 21:00) .......................................................................................................................... 3
    Spanish Civil War: 1936 (Start time 25:15) ......................................................................................................... 3
    Japan and China (Start time 27:10) ................................................................................................................... 3
    Hitler’s Rise to Power (Start time 33:50) ........................................................................................................... 3
  Follow-Up Activities ........................................................................................................................................... 4

DISC 1 – EPISODE 2, 1939-1940: SELLING WAR ...................................................................................................... 5
  Episode Summary .................................................................................................................................................. 5
  Pre-Viewing Activity ............................................................................................................................................ 5
  Video Questions .................................................................................................................................................. 5
    Convincing Germans to Go To War (Start time 0:00) ......................................................................................... 5
    The Fall of France (Start time 14:05) .................................................................................................................. 5
    Campaign for the Master Race (Start time 23:00) .............................................................................................. 6
  Post-Viewing Reflection ....................................................................................................................................... 6

DISC 2 – EPISODE 3, 1941: MEET THE ENEMY ...................................................................................................... 7
  Episode Summary .................................................................................................................................................. 7
  Pre-Viewing Activity ............................................................................................................................................ 7
  Video Questions .................................................................................................................................................. 7
    The Bombing of Britain (Start time 00:00) .......................................................................................................... 7
    Recruiting the Americans (Start time 9:00) ......................................................................................................... 7
    The Invasion of Russia (Start time 13:35) ............................................................................................................ 7
    Canada’s Role (Start time 25:00) ....................................................................................................................... 8
    Pearl Harbour (Start time 31:30) ....................................................................................................................... 8
  Post-Viewing Questions ....................................................................................................................................... 9

DISC 2 – EPISODE 4, 1942-1943: TRUTH AND TOTAL WAR .................................................................................. 10
  Episode Summary ................................................................................................................................................ 10
Acknowledgements

Researched and written by educator Jill Colyer and The Historical Thinking Project, www.historicalthinking.ca
ABOUT THE RESOURCE GUIDE

This Resource Guide has been written for use with students at the secondary level. Teachers can work through the Guide sequentially or focus on one or two individual episodes. Each section of the Guide corresponds to a particular episode of the series and it concludes with the section “Delving Deeper” which pulls together themes and issues that run across the episodes.

LAYOUT OF THE GUIDE

Each section of the Guide contains: a brief summary of the episode; a Pre-viewing activity that gets students to access prior knowledge about the issues that are to be explored in the episode; viewing questions that help students to process the information they learn from the videos, and record information for later recall and extension activities; and a post-viewing activity that has students reflect on larger issues/themes explored in the video.

The Guide ends with a section call “Delving Deeper” that explores some of the big issues/themes from the series. Many of these questions and activities are organized around historical thinking concepts (see www.historicalthinking.ca)

VIEWING THE SERIES

Each episode is approximately 42 minutes long and can be viewed within one class period. However, because each episode contains a great deal of information, you should plan on starting and stopping the video frequently to help students make notes, and to use the information as a teaching tool for an exploration of World War II, or of propaganda. If you are planning to have students complete both the Pre- and Post-viewing activities you should expect that an episode would take two class periods to complete.

Start times for each section of the episode are provided to help you find the section you want when you are working with your students.

If you plan to use two or more episodes in a row, it would be good to allow for an additional class period to have students complete some of the questions/activities in the Delving Deeper section. This will push them to a higher level of historical critical thinking, as well as act as a way to conclude and summarize the larger topic.

A SPECIAL NOTE TO TEACHERS: BEFORE YOU PLAY THE SERIES IN-CLASS

This series contains a great deal of highly disturbing footage. This includes footage of soldier and civilian casualties, emaciated prisoners of war, and the horrors that occurred in the Warsaw ghetto and in the Nazi extermination camps. As well, the propaganda explored in the series is, by its very nature, racist and dehumanizing. Teachers will need to prepare their students for the nature of this material before playing the first episode, and will need to stop and debrief with students frequently while viewing. Allow students to express their feelings about what they are seeing in a safe, supportive classroom environment.
DISC 1 – EPISODE 1, THE 1930s: THE STRONGMEN

EPISODE SUMMARY
Episode 1 tells the story of Adolf Hitler, Benito Mussolini, Joseph Stalin and Emperor Hirohito. Each employed propaganda in their own way to gain control over their citizens.

PRE-VIEWING ACTIVITY
With a partner or in a small group consider the qualities or characteristics that some people possess that allow them to influence others. After some initial discussion, record the name of someone that you feel is influential. This might be an activist, a politician, a musician, etc. Below that person’s name, record the characteristics the person possesses that make him/her influential (e.g., they are truthful; they make the world a better place).

When you are finished, join with another partner or group and compare your work. Were their characteristics in common that both groups identified? Update your list with additional you learned while sharing your responses. Your teacher may call on a number of groups to share their work.

VIDEO QUESTIONS
As you watch the video, record your responses to the questions below.

Vocabulary –
Propaganda: Information, ideas, or rumors spread widely to help or harm a person, group, movement, institution, or nation.

Adolf Hitler (Start time 1:15)
1. In the 1920s, Hitler did not want anyone to know what he looked like. Why? How did he think this would be of benefit?
2. Record three reasons why Hitler’s message in the 1920s was so appealing?
3. In 1923 Hitler unsuccessfully tried to overthrow the German government by force.
   a) What did he learn from this mistake?
   b) How did he change his approach to winning over the people of Germany?

   Vocabulary –
   Persuasion: The act of persuading. To convince someone of something they might not normally believe.

4. When Hitler was released from prison, his image was re-shaped to appeal to an even wider audience. Record at least four points that explain how he was packaged and sold to the people of Germany.

cbclearning.ca
Fascist: A right-wing authoritarian ruler who uses violence, intimidation, and force to control the people of the country.

Benito Mussolini (Start time 16:00)
5. What image had been created for Mussolini? Record at least three aspects of this image.
6. In 1944 Hitler met Benito Mussolini in person for the first time.
   a) Why didn’t the meeting go well?
   b) What event(s) occurred that led to Mussolini and Hitler becoming allies?

Joseph Stalin (Start time 21:00)
7. What image had been created for Stalin? Record at least three aspects of this image.
8. What aspects of Stalin’s rule were kept hidden from view to protect his image?

Spanish Civil War: 1936 (Start time 25:15)
9. In what ways were Hitler, Mussolini, and Stalin involved in the Spanish Civil War?
10. What impact did the Spanish Civil War have on other Europeans?

Japan and China (Start time 27:10)
11. What cultural values were important in Japan in the 1930s, and how did these values lead to the country’s involvement in war against China?
12. How did writer Ishikawa Tatsuzō demonstrate the difference between Japanese cultural beliefs about war, and the reality of war?
13. How long did the war between Japan and China continue? What were the casualties?

Hitler’s Rise to Power (Start time 33:50)
14. When one examines Hitler’s behaviour in the late 1930s, why was it ironic that he became more and more popular during this time?
15. How did the Nazis use radio and other avenues of communication to further their propaganda machine?

Anti-Semitism: Discrimination, hatred, or persecution of someone who is Jewish.

16. Explain the ways that the Nazis promoted anti-Semitism amongst Germans.
17. Outline the steps in Hitler's campaign to isolate and eradicate Jewish Germans.
18. What happened during Kristallnacht?
FOLLOW-UP ACTIVITIES

1. Compare and contrast the similarities and differences in the images created for Hitler, Mussolini, and Stalin.

<table>
<thead>
<tr>
<th>Hitler's image</th>
<th>Mussolini's image</th>
<th>Stalin's image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key characteristics</td>
<td>Key characteristics</td>
<td>Key characteristics</td>
</tr>
</tbody>
</table>

   a) What was similar about the images of all three dictators?

   b) Why might these characteristics have appealed to the people of each nation?

   c) What was dissimilar about the images of these three?

   d) Why were there variations in the key characteristics depicted in propaganda?

2. Propaganda is dangerous because it only presents one side of an issue. Because of this, it is — at the very least — misleading, and at the very worst — dangerous. Identify the differences between the projected images of the three dictators that appeared in each country’s propaganda, and the reality of the three as rulers.

3. The propaganda campaign to turn non-Jewish German citizens against Jewish German citizens was both horrific and successful. Reflecting on that propaganda campaign can leave us with many valuable lessons about how to critically examine propaganda today.

   Prepare a short report that compares the targeting of Jews in Germany during World War II, and the targeting of Muslims after 9/11. In what ways are they similar? In what ways are they different?

4. Do you agree with the belief of the Japanese government that if the people of Japan read the reality of war, as recorded by writer Ishikawa Tatsuzō, that they would no longer support the government and the war against China? Should governments be able to cover up the truth about military conflict in order to enjoy the support of the citizens of the country?
**DISC 1 – EPISODE 2, 1939-1940: SELLING WAR**

**EPISODE SUMMARY**

When Adolf Hitler begins his campaign of conquest in 1939, most Germans actually don’t want war. But Hitler and Joseph Goebbels use every tool of propaganda to change their minds.

**PRE-VIEWING ACTIVITY**

Take a moment to record your responses to the questions that follow.

1. If Canada sent soldiers to fight in a military conflict in another country, would you sign up to go if you were of age? Why or why not?
2. If Canada was attacked or invaded by a hostile nation would you sign up to join the Canadian armed forces if you were of age? Why or why not?
3. If the answer is no, what might it take for you to be convinced that it was your duty to fight?
4. Should governments be able to pressure/influence citizens to sign up to fight in military conflicts? Explain your answer.

**VIDEO QUESTIONS**

As you watch the video, record your responses to the questions below.

**Convincing Germans to Go To War (Start time 0:00)**

1. At the beginning of 1939 most Germans did not want to go to war. Hitler and his Master of Propaganda, Joseph Goebbels developed a strategy to change the minds of the German people. What country was targeted in this strategy? Why was it targeted?
2. How were newspapers used to create hysteria and fear of Poland?
3. In the documentary you learn that propaganda campaign didn’t end once the war in Poland started. How did the Nazis use propaganda to cover up the reality of the war in Poland?
4. Why is the Nazi film called “Baptism of Fire” considered by some to be a weapon of war?

**The Fall of France (Start time 14:05)**

5. How was propaganda used to convince the French that all would be well despite the fact that Nazis had invaded the country?
6. The Nazis put General Pétain — a French military hero from World War I — in charge of France. What were the goals and beliefs of Pétain?
7. Why did Pétain target school teachers as the enemies of France?
8. Why are children the most effective targets of propaganda?
Campaign for the Master Race (Start time 23:00)

9. Why did Hitler want to kill all those who were mentally ill?

10. What evidence does the documentary use to show that Hitler was aware this campaign was illegal?

11. How did he use propaganda to convince Germans that the mentally ill should be exterminated?

12. Why did many physicians support the Nazi plan to exterminate the mentally ill?

13. Why didn’t the Nazis execute Cardinal August Graf von Galen after he publicly denounced the Nazis euthanasia program?

14. By 1945, how many mentally ill Germans had been put to death?

15. The Nazi Plan to Exterminate Jews (Start time 29:45)

16. In the opening part of this section, how did the footage of Polish Jews taken by a Polish citizen differ from the footage of Polish Jews taken by the Nazis?

17. Record examples that show that the Nazis were trying to make sure that Polish Jews died.

18. Why did the Nazis create the propaganda film “The Eternal Jew”? What were they trying to achieve with the film?

19. When it became apparent that Polish Jews were not dying fast enough within the Warsaw ghetto, the Nazis decided to deport the people to death camps. How many Polish Jews died in the ghetto? And how many died in the camps?

POST-VIEWING REFLECTION

1. Outline the reasons why was the propaganda campaign against the Jews successful, when the campaign against the mentally ill was not?

2. In this episode of Love, Hate & Propaganda you witnessed some awful images and learned about the Nazis horrific plans to fuel hatred against Jewish people, and eventually kill them. Take a moment to write a reflection that captures some of your thoughts and feelings. You may choose to discuss the way you felt when you were watching, you may want to comment on how the Jewish citizens must have felt when they saw the propaganda, or were herded into the ghetto, or some other issues that stand out in your mind. When you are finished, you may want to discuss your reflection with a partner, or in a small group.
DISC 2 – EPISODE 3, 1941: MEET THE ENEMY

EPISODE SUMMARY

In Episode 3, Germany invades Russia and Japan attacks Pearl Harbour. Leaders on all sides launch skillful campaigns to convince their populations that the war is winnable, despite their formidable enemies.

PRE-VIEWING ACTIVITY

Have you ever had a friend turn his/her back on you? How did it feel? How did it change your behaviour? Were you able to rebuild your relationship at a future point? If so, why or why not?

VIDEO QUESTIONS

As you watch the video, record your responses to the questions below.

The Bombing of Britain (Start time 00:00)

1. How did the British prepare for anticipated German attacks?
2. Why was British Prime Minister Winston Churchill such an effective leader during the war?

Vocabulary –

“The Blitz”: The term used to describe the systematic bombing of Britain and Ireland by the Nazi air force from September 1940 to May 1941. At one point, the city was bombed for 76 consecutive nights.

3. Explain the steps in the German bombing campaign.
4. What was life like in the subways (underground) in Britain during this time?
5. What were some of the popular slogans in Britain during World War II?

Recruiting the Americans (Start time 9:00)

6. Why did Churchill turn his attention to the Americans during the Blitz?
7. How did American journalists in Britain influence Americans at home?
8. What impact did British resolve, and their refusal to surrender, have on Hitler and his plans?

The Invasion of Russia (Start time 13:35)

9. In the summer of 1941, Hitler decides that Russia is no longer an ally. He decides that Germany should invade Russia.
Vocabulary –

**Operation Barbarossa:** This was the code name given to the invasion of Russia.

a) How did the Russians feel about this development?
b) Why do you think Hitler made this decision?

10. How did Hitler and Goebbels control the propaganda related to the Russian invasion to build German confidence back up about the Nazi army and progress of the war?

11. How does Stalin use propaganda to counter the impact of the invasion and motivate the Russian people?

12. Explain the popularity of the female character Anka who was depicted in a Russian World War II movie.

13. Lyudmila Pavlichenko was a Russian sniper and World War II war hero. Why did Stalin love her? And why was she so popular amongst Russian citizens?

14. How did heroes like Lyudmila Pavlichenko and Russian artists, musicians and writers play a role in raising the spirits of the Russian people?

15. Describe conditions in Leningrad during the ongoing attacks on that city, known as the Siege of Leningrad.

16. What finally turned the course of the attack on Russia?

**Canada’s Role (Start Time 25:00)**

17. When did Canada join the war? When were women allowed to join the Canadian Forces? Why the delay?

18. How was propaganda used to get Canadian women to take jobs in munitions factories, and other jobs normally held by men?

19. What role did the National Film Board play in Canadian war propaganda?

**Pearl Harbour (Start time 31:30)**

20. What happened on December 6, 1941?

21. Why did Japan want to attack the United States?

22. How did Japanese propaganda depict Americans?

23. What Japanese cultural values made them good soldiers/warriors?

24. The Japanese military had a very strict “no surrender” policy: soldiers could not be captured alive. Why would they have had such a policy?

25. What happened to the Japanese men who had piloted the mini subs involved in the Pearl Harbour attack? And what happened to their recovered submarine?
POST-VIEWING QUESTIONS

1. Reflect on your response to the Pre-Viewing questions you completed prior to watching the video. Do you think that Russia would have felt betrayed by the Nazis? Is the betrayal of one country by another similar to one friend betraying another? Explain your answer.

2. Why do you think that propaganda at the time wanted to show women in factories as still being feminine? Why was this considered a necessary part of the propaganda campaign?

3. American propaganda about Japan and the Japanese military was extremely racist. Was it necessary for the propaganda to be so offensive? Explain why or why not.
**DISC 2 – EPISODE 4, 1942-1943: TRUTH AND TOTAL WAR**

**EPISODE SUMMARY**
Episode 4 explores German and Japanese mastery of the seas and control of the major theatres of war. But by 1943, the tide is changing and both countries are forced to change their messaging.

**PRE-VIEWING ACTIVITY**
With a partner or in a small group discuss the questions below and then record your answers.

In which of the following situations do you believe that it is necessary for the military, and governments, to bury the truth (keep information hidden from the public)?

<table>
<thead>
<tr>
<th>Issue/Situation</th>
<th>Acceptable to Hide the Truth</th>
<th>Unacceptable to Hide the Truth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details of campaigns and/or battle plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information about number of <em>military</em> casualties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>following a campaign or battle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information about number of <em>civilian</em> casualties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>following a campaign or battle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information about the progress of the war</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source information about propaganda: who wrote it,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>produced it, and paid for it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason:</td>
<td></td>
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</tbody>
</table>
VIDEO QUESTIONS
As you watch the video, respond to the questions below in your notebooks.

Dieppe (Start time 0:00)
1. How did the plan for the Dieppe raid come about?
2. Why was the Dieppe raid risky?
3. What message did the British want to release to the public about the Dieppe raid? (A message they developed even before the raid.)
4. How did the propaganda message differ from the reality of the raid?
5. How was the reality of the Dieppe failure handled at home in Canada?

Hollywood (Start time 11:00)
6. How did the Warner brothers influence American attitudes toward Hitler and the Nazis?
7. How did American propaganda heat up after the bombing of Pearl Harbour?
8. What lies were contained in the film “Mission to Moscow”?

The Nazi Occupation of France (Start time 18:20)
9. Record the ways that life was made impossible for Jews in France.
10. What happened during the round-up of French Jews?
11. What was the fate of thousands of French Jews who were sent to Auschwitz concentration camp?

Stalingrad (Start time 28:00)
12. Why does Hitler decide to attack Stalingrad, especially after the Nazi failure to take Leningrad the previous winter?
13. How does Stalin prepare citizens and the army for the Nazi attack?
14. What surprised the Nazis about the battle for Stalingrad? In what ways was it harder than they expected?
15. Once again, how did Nazi propaganda differ from the reality of the battle?
16. By the time the Germans surrendered to the Russians, how many German soldiers had been killed in the battle? How many had been taken prisoner?
17. After the defeat at Stalingrad, how does Minister Goebbels change the approach he takes to propaganda? What feelings does he try to create amongst German citizens and the Nazi party?

POST-VIEWING ANALYSIS
1. Re-visit the chart you completed prior to watching the video. Now that you’ve watched this episode, would you like to change any answers? If so, which ones and why.
2. How would the nature of modern warfare change if governments and the military were not allowed to produce propaganda and lie to the public?
3. Why were people willing to look the other way during the round-up and deportation of Jews?

4. By 1943, because the Germans were starting to lose their grip on the war, propaganda within Germany switched from promoting the idea that Germany would take over Europe, to promoting fear of failure. With a partner discuss the issue of positive v. negative propaganda. List three reasons why positive propaganda is more effective than negative.
DISC 3 – EPISODE 5, 1944-1945: HIDING THE HORRORS

EPISODE SUMMARY
Episode 5 examines the final years of World War II, when leaders on all sides kept their propaganda machines churning to conceal the extent of civilian losses.

PRE-VIEWING QUESTIONS
With a partner, discuss the following questions and then record your responses in your notebook.

1. Do you think that the presence of a camera changes the way people behave? Explain.
2. Have you ever been somewhere when a cell phone or other camera was produced? How did effect how you or others acted?
3. Do you think there are specific places or situations where all cameras should be banned? If so, state those places. If not, explain why.

VIDEO QUESTIONS
As you watch the video, record your responses to the following question in your notebooks.

D-DAY: The Invasion of Normandy (Start time 0:00)
1. Why were there so many cameramen at the site of the Normandy invasion? What role did their coverage of the events play?
2. According to John Grierson of the National Film Board, what is the role of propaganda?
3. Did Grierson believe propaganda was more or less important in a democracy than in a totalitarian state? Why did he believe this?
4. How many films did Grierson and the NFB film produce during the war?
5. How many allied casualties occurred during the summer of 1944?
6. What was the impact on civilians as the allied forces drove the Germans out of France and back towards Germany?
7. How did allied propaganda handle the reality of this destruction?
8. How did the Nazis depict the same events in their own propaganda?

The Death Camps (Start time 14:40)
9. How many Jews were the Nazis able to kill in the death camps during the Second World War?
10. Outline how the Nazis were able to hide what was occurring at Theresienstadt — the Terezin concentration camp — north of Prague, for most of the war.
11. What happened when the Red Cross demanded, and was given, a tour of Theresienstadt in June 1944?
12. How many Jews died in Theresienstadt of hunger and starvation alone?
13. Where were the rest of the inmates sent when they were deported from the camp?
14. What happened when the Red Cross visited the extermination camp at Auschwitz?
15. Why did the West refuse to respond to news of the death camps as reports of the atrocities leaked out?
16. What happened to the children of Theresienstadt who were deported to Auschwitz?

**The War in the Pacific (Start time 27:50)**

17. What had happened by early 1945 during the war in the Pacific?
18. How did Japanese propaganda create feelings of patriotism amongst Japanese citizens, and generate hatred against the Americans?
19. How was American propaganda against the Japanese created with a different focus than the propaganda against the Nazis in Europe?
20. What happened on March 10, 1945? Describe the level of destruction.
21. How did the Americans and Japanese report on the bombings of Tokyo?

**POST-VIEWING ANALYSIS**

1. In your opinion, do you think that something like the Jewish Holocaust would be possible today because of the presence of cell phones and other devices with cameras? Would it be possible to keep something like that a secret?

2. In this episode of *Love, Hate & Propaganda* you witnessed some horrible images taken from battle, as well as some completely horrific images from the Nazi death camps. Take a moment to write a reflection that captures some of your thoughts and feelings. You may choose to discuss the way you felt when you were watching, you may want to comment on how Jewish citizens must have felt when they experienced the camps or saw family members suffer, or some other issues that stand out in your mind. When you are finished, you may want to discuss your reflection with a partner, or in a small group.
DISC 3 – EPISODE 6, 1945: CHANGING THE STORY

EPISODE SUMMARY
In Episode 6, the final episode of the series, propaganda machines that had geared up populations for war now have to prepare them for peace. With the end of WWII and the start of the Cold War, enemies would become partners and allies now foes.

PRE-VIEWING ACTIVITY
With a partner or in a small group discuss the following questions and then record your responses in your notebook.

1. At what age do you think males should be able to enlist in the armed forces?
2. At what age do you think females should be able to enlist in the armed forces?
3. If you feel there should be different ages for males and females, explain why.
4. Why did you pick the ages you did?
5. Do you think war has more of an impact on young soldiers who are 18, than experienced soldiers that are 35? Explain your answer.

VIEWING QUESTIONS
As you watch the video, record your responses to the questions below in your notebooks.

The Liberation of France (Start time 0:00)
1. What role did the French resistance play in the defeat of the Nazi occupation in France?
2. How did both the French resistance and Nazi collaborators in France use the radio and other methods of propaganda to promote their own message?
3. Explain how the French took back control of their country from the Nazis.

The Nazis are Defeated (Start time 12:45)
4. Who was recruited for the German People’s Army? What were the ages of the recruits? Why was the army necessary?
5. How did you feel when you saw the footage of the young boys going off to war for the Nazis?

The Fall of Berlin (Start time 19:11)
6. How many soldiers were involved in the attack on Berlin?
7. How did Adolph Hitler die?
8. How did Joseph Goebbels die?
9. When did the war in Europe officially end?
The End of the War in the Pacific (Start time 23:35)
10. What did the Americans do to create even more hatred and fear of the Japanese during the summer of 1945?
11. Record the ways that Japanese citizens were trained to prepare for the war.
12. a) In what way did the United States try to warn the Japanese before dropping the atomic bomb?
   b) Do you think this was a sincere warning?
   c) How did the Japanese respond when they read the pamphlets?
13. Describe what it was like when the atomic bombs were dropped, and its effects.
14. When did the War in the Pacific officially end?
15. How many were killed in World War II?

The Legacy of the War (Start time 33:48)
16. What horrors are documented when the extermination camps were liberated?
17. a) Why did Eisenhower demand that German citizens be forced to witness the dead bodies at Buchenwald?
   b) Do you think this was a good idea? Explain your answer.
18. How did the Americans get German citizens to watch the film “The Death Mills”?
19. Who was put on trial during the Nuremberg trials?
20. Why did Russia and America decide to stop their denazification programs?

POST-VIEWING ANALYSIS
The level of death and destruction caused by the Second World War were staggering. Did the world learn any lessons from this war? What didn't the world seem to learn? Write a short reflection of one or two paragraphs that summarizes your thoughts.
DELVING DEEPER

LOOKING FOR POINTS OF CONTINUITY AND CHANGE

Compare how propaganda was used during the Second World War to get citizens to enlist in the army, and how is it used today. (You’ll have to visit the Canadian Armed Forces website, and think about any time you have been exposed to army recruiters, or messages you have received from the media.)

If may be helpful to communicate your findings through a graphic representation on a timeline. Similarities, or continuities, can be written above the timeline. Dissimilarities, or changes, can be written below the timeline.

If you have time, you may also choose to research how propaganda was used in other periods of history (e.g., the Cold War, the invasion of Iraq following 9/11) and include that information on your timeline.

ESTABLISHING HISTORICAL SIGNIFICANCE

An event or development is seen as historically significant if it (a) resulted in change (Its impact — How many people were affected? Its scope — For how long?), and (b) whether it is relevant for us today (What lessons still apply to life today? What does it reveal to us about ourselves?)

When analyzing World War II, historians point to different events as being the most historically significant in the development/progress of the war. Copy a chart similar to the one below into your notebook.

<table>
<thead>
<tr>
<th>Event</th>
<th>Impact/Scope of the Event</th>
<th>Is it Revealing? (Does it help us understand the past?)</th>
<th>Is it Relevant? (Shed light on issues that concern us.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Blitz (bombing of Britain)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invasion of Russia</td>
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</tbody>
</table>

a) For each of the events listed, determine the impact and scope of the event, and its relevance.

b) Add three more events that you think were the most historically significant of the war and complete each column in the chart.

c) Finally, reflect on your chart and determine the two most historically significant events of World War II, with your reasons. Be prepared to defend your answers.
ANALYZING CAUSES AND CONSEQUENCES

Major events do not happen out of the blue; they are the result of a number of complex causes. These causes can involve both long-term conditions and short-term actions. And this is true whether the event we are studying is current (contemporary) or historical.

When we are examining an event, it is sometimes easy to oversimplify why the event occurred. For example, some people might believe that The Holocaust occurred because Hitler was an anti-Semite. While that certainly was the case, and one of the causes, it certainly is not a complete explanation.

Vocabulary –

**Anti-Semite:** A person who discriminates against, or is prejudiced or hostile, toward people who are Jewish.

CAUSATION EXERCISE

a) With a partner, reflect on all that you learned about The Holocaust in the series *Love, Hate & Propaganda*. After discussion with your partner, complete a multiple causation web, like the one shown here. Place “The Holocaust” in the centre of the web.

[Note: Please use a graphic similar to the one used in the News in Review worksheet at: http://newsinreview.cbclearning.ca/worksheets/cause_consequence/
It doesn't need to be full-size; students can copy the graphic into their notes.]

b) Study the web and decide which of the causes could be considered:
   i. Short-term
   ii. Long-term

Identify each of these categories by shading the boxes different colours.

c) Alternatively, you might want to determine which of the causes could be considered:
   i. Economic
   ii. Social and cultural
   iii. Political

Be prepared to share your responses with your classmates.
CONSEQUENCE EXERCISE

And just as one event may be the result of numerous complex causes, the consequences of a single event or action can be equally complex. These consequences may be intentional (planned) or unintentional (unplanned), and their impact can be far-reaching.

a) With your partner, discuss the many consequences of The Holocaust. Then complete a multiple consequence web, like the one shown here. Place “The Holocaust” in the centre of the web.

[Note: Please use a graphic similar to the one used in the News in Review worksheet at: http://newsinreview.cbclearning.ca/worksheets/cause_consequence/ It doesn’t need to be full-size; students can copy the graphic into their notes.]

b) Use one colour to shade each box that is an intended (or planned) consequence. With another colour, shade those boxes that you believe are unintended (or unplanned) consequences.

c) Based on the information you have learned, do you believe that the intentional consequences had a greater or lesser impact than the unintentional consequences? Why?

d) Which of these do you believe were, or will be, the most long-lasting consequences?