TWENTIETH CENTURY WORLD HISTORY

A Century of Total War: Experience and Remembrance 1914-1945

PLEASE SEE NOTES ON THE PDF, PAGE 3.
LESSONS IN WORLD HISTORY
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THE UCI CALIFORNIA HISTORY-SOCIAL SCIENCE PROJECT
The California History-Social Science Project (CH-SSP) of the University of California, Irvine, is dedicated to working with history teachers in Orange County to develop innovative approaches to engaging students in the study of the past. Founded in 2000, the CH-SSP draws on the resources of the UCI Department of History and works closely with the UCI Department of Education. We believe that the history classroom can be a crucial arena not only for instruction in history but also for the improvement of student literacy and writing skills. Working together with the teachers of Orange County, it is our goal to develop history curricula that will convince students that history matters.

HUMANITIES OUT THERE
Humanities Out There was founded in 1997 as an educational partnership between the School of Humanities at the University of California, Irvine and the Santa Ana Unified School District. HOT runs workshops in humanities classrooms in Santa Ana schools. Advanced graduate students in history and literature design curricular units in collaboration with host teachers, and conduct workshops that engage UCI undergraduates in classroom work. In the area of history, HOT works closely with the UCI History-Social Science Project in order to improve student literacy and writing skills in the history classroom, and to integrate the teaching of history, literature, and writing across the humanities. The K-12 classroom becomes a laboratory for developing innovative units that adapt university materials to the real needs and interests of California schools. By involving scholars, teachers, students, and staff from several institutions in collaborative teaching and research, we aim to transform educational practices, expectations, and horizons for all participants.

THE SANTA ANA PARTNERSHIP
The Santa Ana Partnership was formed in 1983 as part of the Student and Teacher Educational Partnership (STEP) initiative at UC Irvine. Today it has evolved into a multi-faceted collaborative that brings institutions and organizations together in the greater Santa Ana area to advance the educational achievement of all students, and to help them enter and complete college. Co-directed at UC Irvine by the Center for Educational Partnerships, the collaborative is also strongly supported by Santa Ana College, the Santa Ana Unified School District, California State University, Fullerton and a number of community based organizations. Beginning in 2003-2004, HOT has contributed to the academic mission of the Santa Ana Partnership by placing its workshops in GEAR UP schools. This unit on A Century of Total War: Experience and Remembrance reflects the innovative collaboration among these institutions and programs.

CONTENT COUNTS: A SPECIAL PROJECT OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES
This is one in a series of publications under the series title Content Counts: Reading and Writing Across the Humanities, supported by a generous grant from the National Endowment for the Humanities. Content Counts units are designed by and for educators committed to promoting a deep, content-rich and knowledge-driven literacy in language arts and social studies classrooms. The units provide examples of “content reading”—primary and secondary sources, as well as charts, data, and visual documents—designed to supplement and integrate the study of history and literature.
A Century of Total War: Experience and Remembrance

OBJECTIVES

- To develop a better understanding of the way in which the world, as a global community, participated in and experienced the total wars of the twentieth century,
- Explore the human, social, and material costs of total war,
- Examine how non-combatants experience and deal with the destruction and social transformations brought by total war, and
- Become familiar with diaries, letters and photographs as forms of historical evidence.

SUMMARY AND LESSON CONTENT

Using photographs, posters, and diaries, this lesson teaches students about some of the ways in which people experienced and remembered the total wars of the twentieth century. Topics addressed through photographs and posters are trench life in World War I, French and British colonial subjects fighting on French soil in World War I, and the air raids of World War II. There are two diary entries, one from a Japanese man and the other from a French woman, which discuss important events of World War II. The Japanese man reminisces about his wife's death due to radioactive poisoning from the atomic bomb dropped on Hiroshima. The French woman describes having her home occupied by German soldiers. In both diaries the psychological trauma of total war on non-combatants is clearly seen.

Group Size
4-6 students

Time
2-3 hours

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS ADDRESSED

10.5.1
Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of propaganda and nationalism in mobilizing the civilian population in support of “total war.”

10.5.4
Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.

10.8.6
Discuss the human costs of the war, with particular attention to the civilian and military losses in Germany, Britain, the United States, and Japan.

NOTES ON THE PDF:

1) Please note that in this pdf document the page numbers are two off from the printed curriculum. For example, page 2 in the printed curriculum is now page 4 in this pdf document.
2) We apologize if some of the hyperlinks are no longer accurate. They were correct at the time of printing.
3) Full-page versions of the images in this unit—some in color—can be found at the back of this pdf.
4) You can easily navigate through the different parts of this document by using the “Bookmark” tab on the left side of your Acrobat window.
A Century of Total War: Experience and Remembrance

The twentieth century has been a century of total war. As a world community we have experienced two world wars and a cold war, which had the potential to become a nuclear war. These total wars could be felt across the entire planet. Indian and Moroccan Soldiers in World War I, for example, witnessed first hand the destructive potential of modern weapons. Women and children were affected as well by having their way of life drastically altered by occupying armies, war-time rationing, new work conditions, and the loss of loved ones. By the time of World War II civilians were in as much danger of being hurt or killed as soldiers. Air raids on cities in England and Germany, for example, killed thousands of civilians. Weapons technology had advanced to such a degree that for many people the division between home and the battlefront had largely disappeared.

But what was an Indian soldier’s life like in the trenches of World War I? Who and what were the targets of the air raids of World War II? What was it like for civilians who had their homes occupied by the enemy? Just how destructive was the atom bomb dropped on Hiroshima, and how long and far reaching were its aftereffects? These are some of the questions we address in this lesson.

Glossary of Terms

**Total war:** a modern war in which nations mobilize their entire national economies, populations and natural resources.

**Civilian:** a person following the pursuits of civil life as distinguished from one serving in the military.

**Combatant:** one taking part in a battle.
TRENCH LIFE IN WORLD WAR I, 1914-1918

World War I quickly turned into a trench war on the Western Front, the area of eastern France where the armies of Britain and France met the army of Germany. The effectiveness of trench defenses, particularly barbed wire and machine guns, were far superior to attacks by infantry, the offensive strategy of the age. The war in France quickly turned into a stalemate, where opposing forces faced each other behind trench defenses sometimes only hundreds of feet apart. Trench life could often be brutal, particularly during battles when tens of thousands of men on both sides were killed. Repeated assaults and shelling from artillery left the landscape torn and potted with craters. The land between the opposing forces became known as “no man’s land,” a small strip of desolate land held by no one but continually fought over. Between the major assaults were long periods without activity. Thus trench life could often be as boring as it was dangerous. Still, life went on.

Directions: Look at the trench images (IMAGES 1-6) and answer the questions that follow.
Image 4 (above). German Troops at Aisne, France.
From The Manchester Guardian History of the War.

Image 5 (left). Canadian Troops at Passchendaele, France.
Imperial War Museum.

Image 6. Indian Troops in France Baking Bread.
From The Manchester Guardian History of the War.
Questions for Trench Life Images (IMAGES 1-6):

1. Compare the German trenches to the British and French trenches. What are the similarities?

2. Describe the landscape in the images where it is shown. What are some of the distinguishing features? The strip of land between the trenches was called “no man's land.” Why and how do you think it got that title?

3. List some of the activities of the soldiers. How has daily life, such as eating and sleeping, been mixed with combat? Activities such as these could be seen on both sides.

4. What other hardships do you think these soldiers faced?

5. What would be your greatest fear in these trenches?
COLONIAL SUBJECTS IN A EUROPEAN WAR

Both sides in World War I used soldiers from their colonies. The British relied heavily on Indian, South African and Australian soldiers. The French used African troops from Senegal, a French colony in West Africa. Though having fewer colonies than the British and French, Germans still employed African troops from their colonies in German West and East Africa.

Examine the images below and answer the questions that follow.

British Colonial Troops from India and South Africa

Imperial War Museum.

Images 8. Indian Stretcher Bearers.
Imperial War Museum.


Capetown Archives Repository, National Archives of South Africa.
Questions for *British Colonial Troops from India and South Africa Images* (IMAGES 7-12):

• List the regions of the world where these troops come from. Keep in mind that this is just a small sample of the regions and peoples involved in World War I.
  1. ________________________________ 3. ________________________________
  2. ________________________________ 4. ________________________________

• List at least four tools and weapons that you see these troops using.
  1. ________________________________ 3. ________________________________
  2. ________________________________ 4. ________________________________

• Describe some of the activities of the soldiers. What do you think their role was in the war?

• Compare the French Poster to the other images. What are some of the distinguishing differences? Who is fighting next to whom in the poster? Judging by the other images you have seen in this lesson, do you think this poster was telling the truth? Would you call this poster propaganda?

• Why do you think Africans and Indians fought for European countries that had colonized them? Do you think they had a choice?

• Who do you think was the audience for these pictures: Africans, Indians or Europeans?
AIR RAIDS IN WORLD WAR II

Examine the images of World War II air raids (IMAGES 13 and 14). Some images are of actual air raids taking place. Others show the traumatic effects of repeated air raids. Try to place yourself in the images. Would you be frightened? Would you worry about your family and friends? Would you worry that you might no longer have a job if the bombs hit the factory where you were employed?

Image 13 (right). British Bombers Over Germany.

Image 14 (below). German Gymnasium filled with Dead.
Both images from Richard Overy, Why the Allies Won.
Examine the drawing of the British bombers attacking the German city (IMAGE 13) and the image of the dead German civilians laid out in the gymnasium (IMAGE 14).

• What does the description beneath the drawing of the British bombers say?

• Were more than just factories “battered” during air raids? What were other targets?

• Would you want to keep on fighting if one of those people in the gymnasium was a friend? Why or why not?

• List two major reasons why warring nations would want to bomb each other’s cities?

1. 

2.
February 13, 1944

I go through a succession of unpleasant emotions: panic, anger, dumb resignation, discouragement, with a kind of physical fatigue; rubbery legs, nausea, intense cold. It’s hard having to fight alone, and yet it’s so much better this way!

I realize, nevertheless, that I have become inured [unfeeling] to it and that if, at the beginning of 1940, I had seen the invasion of the house taking this form, I would have suffered far more. One really does get used to many things. I also think that all this is beyond me, and that I only have the will to fight for the little things, and especially to look like the proprietor, the landlady who wants to show that she is there…but that’s all. The fate of this property is no longer in my hands; we are in the midst of chaos—heading toward a near and terrible unknown, and the preservation of rare furniture, antique tapestries, fragile curios, all that seems ridiculous.

Read the excerpt from Marie-Louise Osmont’s diary and answer these questions:

• List the words that describe Marie-Louise Osmont’s state of mind and physical health.
  1. 
  2. 
  3. 
  4. 
  5. 
  6. 
  7. 
  8. 

• List the things that are no longer worth fighting to keep?
  1. 
  2. 
  3. 

• How does Marie-Louise deal with the trauma of having her home occupied?

• What are some of the sacrifices required of civilians who happen to be caught up in the actual fighting?
August-September, 1945

Generally speaking, however, people who were near the hypocenter (near the direct center of the blast) were exposed to radiation, while those who were more than three kilometers away were not. Being indoors at that time afforded no protection, since the radiation...penetrates solid objects...It can be generally said that most people killed on August 6 were the victims of wounds and burns, while those who died later were victims of radiation sickness...Whatever the direct or indirect cause of the death—external injuries were the result of the blast; burns were caused by heat rays; the disease that killed you was caused by radiation—all these were of course effects of the atomic explosion...

...I would like to summarize what I have observed about injuries and burns...External wounds were caused mainly by the air blast accompanying the explosion: many people were killed or injured when buildings collapsed on them. Victims who were killed at that time sustained injuries such as lacerations, bruises, sprains, broken bones or being showered with flying glass fragments. Such victims were generally inside at the time. Many people who were outdoors at location near the hypocenter were flung to the ground and died instantly...There were many cases in which people more than four kilometers from the hypocenter still sustained injuries when they were knocked to the ground by the blast.

Read the excerpt from Ogura Toyofumi’s accounting of the dropping of the atomic bomb over Hiroshima. Answer the questions.

1. What are some of the different ways that the people of Hiroshima suffered from the atomic explosion?

2. At what distance did people still feel the effect of the explosion?

3. Was being indoors any protection from the blast? How could people still be affected even if they were well protected?

4. Why do you think Yoyofumi wrote this letter? What was the cost of survival?
UNIT THEMES

Industrial Nations Wage Total War and Cold War
1. Industrialization is applied to developing weapons of mass destruction.
2. World conflicts and geopolitics shape states politically, economically and socially.
3. Technological advances accelerate in a climate of world conflict.

The Culture and Impact of War
1. World conflicts have social and cultural consequences for both nations and individual citizens.
2. States utilize propaganda and mass media to mobilize citizens, both male and female.
3. Individuals are impacted by war experiences.
4. Nations and individuals remember war through art, literature and monuments.

European Conflicts have World-wide Consequences
1. Imperial territories become arenas for war.
2. Imperial subjects’ lives are impacted by world wars.
3. Alliances are formed and break down with worldwide repercussions.

TWENTIETH CENTURY WORLD HISTORY

“The War Is Over!!”
Japan, 1945: World War II has ended. Your country, Japan, has been through 3 years of total war, which has left its economy, industry, cities, and people devastated. Now the job of rebuilding your nation must begin, but you cannot do it alone because the war has been too destructive. You need to ask either the USSR or the US, the only nations left in the world with strong industries and economies, for aid. You have two options: 1.) the USSR, which has occupied Manchuria, a nearby region of China, has offered you financial and material support to help rebuild your country; 2.) the US, which has actually occupied your country, has offered similar support. Whatever option you choose will influence how your country looks after it has been rebuilt. You can choose one or the other, but to receive aid from the USSR means to adopt a pro-Communist outlook on society and the world. Likewise, to receive help from the US means to adopt a pro-capitalist view of the world.

Directions: Pretend that you are a Japanese photojournalist who is trying to influence the economic, social and political direction of Japan after World War II. You need to create a photo essay that per-
suades other people to follow what you feel is the best path for Japan after the war. That path will either be an alliance with the USSR or the US. Your photo essay should tell a persuasive story. Copy images from textbooks, library books, the web, or books that your teacher might have. The images that you decide to use need to be tied together with words. So besides just finding images, you need to also be thinking about how to describe them. Follow the directions below.

1. Choose either the USSR or the US as your ally in the post-war world.
2. Find at least one photo/image that shows the devastating effects of World War II on Japan. This could be an image of Hiroshima or Nagasaki after the atomic bombs had been dropped, the fire bombing of Tokyo, or any other image that shows the destruction of Japan or the Japanese military.
3. Depending on your choice of alliance, either the USSR or the US, find images that show the virtues of your new ally. You want images that not only promote your argument but also show the benefits of the new alliance.
4. Find images that make the other option, the USSR or the US, look like a bad choice. For example, if you want to ally with the US you need to find images that make the USSR look bad, or vice-versa.

Note: Try to find images that relate to each other. This will help your photo essay read like a story.

BIBLIOGRAPHY

A Century of Total War: Experience and Remembrance

Texts:

Internet:
http://www.lib.byu.edu/~rdh/wwii/
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“The curriculum in World History shows students that history matters. Demonstrating the connections among regions that shaped a global economy and society, these innovative curricular units also show students how to build bridges between the past and the present. Correlated with the California State Content Standards for tenth grade world history, these units in world history take young historians from the industrial revolution of the late eighteenth century to the Cold War.”

—Robert G. Moeller, Professor of History and Faculty Director of the California History-Social Science Project, University of California, Irvine

**CONTENT STANDARDS ADDRESSED**

**10.5.1**
Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of propaganda and nationalism in mobilizing the civilian population in support of “total war.”

**10.5.4**
Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.

**10.8.6**
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Cover Image/ Image 7: Women of Britain Say “Go,”
The Imperial War Museum, London.
OUR BOMBERS BATTER HITLER’S FACTORIES

Ever since Hitler began his Western offensive on May 10, the R.A.F. has carried out daily raids on Germany—on aircraft, chemical, armament and munitions works, petrol, oil and ammunition stores, railway marshalling yards and other military objectives. This is our artist’s impression of Blenheim bombers—which fly in formations of three by day—scoring direct hits on a German chemical works during a daylight raid on an industrial area.

Cover Image/Image 13: British Bombers Over Germany. From Richard Overy, Why the Allies Won.
Image 1: French Troops at Ypres, France. From The Manchester Guardian History of the War.
Image 2: British Troops Writing Home.
Imperial War Museum.
Image 3: British Troops in France. From The Manchester Guardian History of the War.
Image 4: German Troops at Aisne, France. From The Manchester Guardian History of the War.
Image 5: Canadian Troops at Passchendaele, France. Imperial War Museum.
Image 6: Indian Troops in France Baking Bread. From The Manchester Guardian History of the War.
Images 7: Indian Soldiers on Bikes. Imperial War Museum.
Images 8: Indian Stretcher Bearers. Imperial War Museum.
Image 12: German Colonial Troops in East Africa. Bundesarchiv.
Image 14: German Gymnasium filled with Dead. From Richard Overy, Why the Allies Won.