

## **Appeasement – What If It Worked?**

So far we have taken a very in-depth look at appeasement. We know exactly what it was about, who supported it, what they had hoped would happen, and ultimately, what happened when Hitler refused to be appeased with Czechoslovakia, the Sudetenland, the Rhineland, Austria and Poland. But – what if appeasement HAD worked? Or what if the Allies NEVER tried to use it?

Counter-factual histories are stories where historians and authors sit and think, “What if something hadn’t happened?” Popular counter-factual histories revolve around such situations as “What if Kennedy had not been shot?” or “What if D-Day failed?” or even “What if the South had won the Civil War?” These stories are a chance to be creative and to think about how history would be different if something had never happened, or if something had.

Our task for this assignment is to have you write your own counter-factual history surrounding appeasement. You can take any approach that you wish. You can write about how appeasement worked – and World War II was avoided, but that Poland no longer exists. Maybe the Allies stood strong against Germany and refused to offer what they did in appeasement – what would Europe (and maybe the world) look like today because of that. Maybe the Allies offer appeasement as they did, but Hitler initially refuses, and starts World War II earlier than 1939. These are all scenarios that you can write about, plus any other that you can think of.

While you can take the story of how appeasement played out in almost any direction, you must keep it within certain restrictions. The story must be believable in some sense – this means that you cannot have aliens come down and attack the Nazis or zombies pop out of the ground to fight the Allies. While the story is fictional, it must read like it could have actually happened. That is the hallmark of a good, interesting counter-factual history. Your story should be at least one and one-half pages long (two pages would be ideal), typed, double-spaced, in 12-point font. You will need to use the same main characters as appeared in the way it really happened, and will need the standard story structure – a beginning, a middle, and an end.

This is your chance to make history your own and to be as creative as possible. You have been given the chance to forever change history in whatever way you decide. You have almost unlimited possibilities for this assignment – let your imagination run wild.

**DUE DATE: Friday April 1, 2011**

Rubric – Please be sure to submit this rubric with your assignment for marking

Name: \_\_\_\_\_

Categories	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
<b>Knowledge and Understanding</b> Understanding of historical cause and effect and consequences of singular actions  _____/15	- demonstrates limited understanding of historical cause and effect and consequences of singular actions	- demonstrates some understanding of historical cause and effect and consequences of singular actions	- demonstrates considerable understanding of historical cause and effect and consequences of singular actions	- demonstrates thorough understanding of historical cause and effect and consequences of singular actions
<b>Thinking and Inquiry</b> Use of critical/creative thinking processes in creating a counter-factual history  _____/15	- uses critical/creative thinking processes with limited effectiveness	- uses critical/creative thinking processes with some effectiveness	- uses critical/creative thinking processes with considerable effectiveness	- uses critical/creative thinking processes with a high degree of effectiveness
<b>Application</b> Transfer of knowledge, reality and skills to the creation of a counter-factual history  _____/15	- transfers knowledge and skills to new context with limited effectiveness	- transfers knowledge and skills to new context with some effectiveness	- transfers knowledge and skills to new context with considerable effectiveness	- transfers knowledge and skills to new context with a high degree of effectiveness
<b>Communication</b> Use of conventions, vocabulary and terminology in paper  _____/15	- uses conventions, vocabulary and terminology with limited effectiveness	- uses conventions, vocabulary and terminology with some effectiveness	- uses conventions, vocabulary and terminology with considerable effectiveness	- uses conventions, vocabulary and terminology with a high degree of effectiveness

\_\_\_\_\_/60

COMMENTS