

## Unit 4 Learning from History

### Text Analysis

#### I. Background information

##### 1. About the author

The text is written by Christopher Hamner, who teaches at George Mason University, serves as Editor-in-Chief of *Papers of the War Department, 1784–1800*, and is the author of *Enduring Battle: American Soldiers in Three Wars, 1776–1945*.

##### 2. About the text

The text is one of the articles analyzing the outbreak of World War II in Europe, retrievable at <https://teachinghistory.org/history-content/ask-a-historian/25268>. Teachinghistory.org, also known as the National History Education Clearinghouse (NHEC), is a website that provides educational resources for the study of U.S. history.

#### II. General analysis of the text

The essay analyzes the cause and the effect of the outbreak of World War II from the standpoint of historians, who probe historical events by taking multifaceted factors such as trends, developments, and circumstances into consideration rather than pinpointing a seemingly triggering cause.

In the case of World War II, virtually all historians of this war agree that the proximate cause of it was the rise to power of Hitler, who disguised his fanatical desire to conquer Europe as the reasonable quest for more living space and the sincere promise to restore German honor. The unbalanced Treaty of Versailles served as another contributing cause of the outbreak of World War II. Under the humiliating terms of the treaty, German people, who struggled to survive as well as sought an opening to escape, resorted to the war to relieve themselves of the torture of hardship. Meanwhile, politicians in Britain, France, and the United States were busy working out solutions to their own economic problems during the global depression instead of keeping an eye on Germany, the effect of which was the outbreak of this lengthy and devastating world war.

In this essay, the author uses exemplification, which can be found in Paragraph 2 and Paragraph 3. With the analysis of the cause of the American Civil War, the author

points to multifaceted aspects involved in the outbreak of a war, which helps readers better understand the cause of World War II. In addition, numerals in this essay serve as the convincing evidence for the author's arguments. The author also adopts simile in Paragraph 10 to explain how Germany performed their military conquest of Europe.

The text can be divided into three parts.

Part	Paragraph(s)	Main idea
I	Beginning (paras. 1-3)	The author presents the historians' approaches to the analysis of causes of a vast, global event.
II	Body (paras. 4-9)	The author analyzes the proximate cause of World War II in the European theater and explains why Germany went to war again in detail.
III	Conclusion (para. 10)	The author introduces the outbreak of World War II in Europe with German invasion of Poland in 1939 and the attack on France and the Low Countries later, and highlights the effect of the war: the largest catastrophe in human history by far.

### III. Detailed study of the text

**1. In their attempts to explore cause and effect, however, historians often probe more deeply beyond the “triggers” to locate trends, developments, and circumstances that contributed equally, if not more, to events.**

In this sentence, “that contributed equally, if not more, to events” is an adjective clause, which modifies the nouns “trends, developments, and circumstances.”

#### ◆ **trigger:** v. [T]

- **trigger sth (off):** to make sth happen suddenly

*Nuts can **trigger off** a violent allergic reaction.*

- **to cause a device to start functioning**

*to **trigger** an alarm*

**trigger:** n. trigger (for sth); trigger to sth/to do sth

*The **trigger** for the strike was the closure of another factory.*

#### ◆ **contribute to sth:**

- **to be one of the causes of sth**

*Medical negligence was said to have contributed to her death.*

- **to increase, improve, or add to sth**

*Immigrants have contributed to American culture in many ways.*

**2. In the case of the Civil War, for example, historians often point to the growing sectional polarization that divided the nation in the 1840s and 1850s, the national debate over the future of slavery, and the divergent economic paths that distinguished North and South during the antebellum period.**

In this sentence, “that divided the nation in the 1840s and 1850s” is an adjective clause, which modifies the noun “polarization.” And, “that distinguished North and South during the antebellum period” is also an adjective clause, which modifies the noun “paths.”

- ◆ **in the case of sb/sth:** in a situation that relates to a particular person or thing  
*in your case; in the case of pain pills*
- ◆ **polarize:** v. [T] to separate or make people separate into two groups with completely opposite opinions  
*The issue has **polarized** public opinion.*
- ◆ **polarization:** n.  
*income **polarization** in the United States*
- ◆ **diverge:** v. **diverge (from sth)** (formal) (of opinions, views, etc.) to be different  
*Opinions **diverge** greatly on this issue.*
- ◆ **divergent:** adj. (formal) different  
*Warming leads to **divergent** responses.*
- ◆ **antebellum:** adj. [only before noun] connected with the years before a war, especially the American Civil War

**3. Those factors created the backdrop against which Lincoln’s election and the shelling of Fort Sumter led to full-blown armed conflict in the spring of 1861...**

In this sentence, “against which Lincoln’s election and the shelling of Fort Sumter led to full-blown armed conflict in the spring of 1861” is an adjective clause, which modifies the noun “backdrop.” The word “armed” is a past participle, which modifies the word “conflict.”

- ◆ **backdrop:** n. the general conditions in which an event takes place, which

sometimes help to explain that event

*It was against this **backdrop** of racial tension that the civil war began.*

- ◆ **shell:** v. [T] to fire shells at sth

*They **shelled** the city all night.*

- ◆ **shelling:** n. [U] the firing of shells from large guns

*They suffered weeks of heavy **shelling**.*

- ◆ **full-blown:** adj. [only before noun] having all characteristics of sth/sb; fully developed

***full-blown** AIDS*

*The border dispute turned into a **full-blown** crisis.*

**4. ...those conditions contributed to a state of affairs in which a triggering event could exert such enormous influence and touch off a four-year war.**

In this sentence, “in which a triggering event could exert such enormous influence and touch off a four-year war” is an adjective clause, which modifies the nominal phrase “a state of affairs.” The word “triggering” is a present participle, which modifies the noun “event.”

- ◆ **exert:** v. [T] to use power or influence to affect sb/sth

*The moon **exerts** a force on the earth that causes the tides.*

- ◆ **exert influence on sb/sth:** to use power to affect sb/sth

*She probably **exerted strong influence on** the manager to get herself a job.*

- ◆ **touch sth off:** to make sth begin, especially a difficult or violent situation

*Her remarks **touched off** a controversy.*

*His behavior **touched off** a national outrage.*

**5. The unbalanced Treaty of Versailles (which forced a crippling peace on Germany to end the First World War) and the global depression that enveloped the world during the 1930s (which led to particularly desperate conditions in many European nations as well as the United States) emerged as two of the most crucial factors...**

In this sentence, “which forced a crippling peace on Germany to end the First World War” is an adjective clause, which modifies the nominal phrase “the unbalanced Treaty of Versailles.” “That enveloped the world during the 1930s” and “which led to

particularly desperate conditions in many European nations as well as the United States” are both adjective clauses modifying the nominal phrase “the global depression.”

- ◆ **cripple:** v. [T] to seriously harm or damage sb/sth

*A total cut-off of supplies would **cripple** the country's economy.*

- ◆ **crippling:** adj. having a serious, harmful effect

*The high cost of capital has a **crippling** effect on many small American high-tech firms.*

- ◆ **envelop:** v. [T] (formal) to wrap sb/sth or cover them or it completely  
**envelop sb/sth (in sth)**

*That lovely, rich fragrant smell of the forest **enveloped** us.*

*Clouds **enveloped** the mountain tops.*

- ◆ **emerge as:** to start to exist; to appear or become known

*He **emerged as** a key figure in the campaign.*

*Vietnam has **emerged as** the world's third-biggest rice exporter.*

**6. Without Hitler, a megalomaniacal leader bent on establishing a 1,000-year German empire through military conquest, it becomes extremely difficult to imagine Europe suffered from such a lengthy and devastating war.**

In this sentence, “bent on establishing a 1,000-year German empire through military conquest” is an adjectival phrase, serving as a post-modifier of “leader.”

- ◆ **magalomania:** n. [U] a strong feeling that you want to have more and more power

*It is difficult to feed his **megalomania** for power.*

- ◆ **magalomaniacal:** adj. having a serious, harmful effect

*He is a **megalomaniacal** leader in the company.*

- ◆ **bent on (doing) sth:** determined to do sth (usually sth bad)

*She seems **bent on** making life difficult for me.*

*He is **bent on** suicide.*

**7. The agreement forced Germany to accept full responsibility for the Great War, and levied a massive system of reparation payments to help restore areas in Belgium and France devastated during the fighting.**

In this sentence, “devastated during the fighting” is a v-ed adverbial clause, serving as a post-modifier of “areas.”

- ◆ **levy:** v. [T] to use official authority to demand and collect a payment, tax, etc.

**levy sth (on sb/sth)**

*They **levied religious taxes on** Christian commercial transactions.*

- ◆ **reparation:** n. (formal) 1) **reparations** [pl.] money that is paid by a country that has lost a war, for the damage, injuries, etc. that it has caused; 2) [U] the act of giving sth to sb or doing sth for them in order to show that you are sorry for the suffering that you have caused

*Israel accepted billions of dollars in war **reparations**.*

*There is a clear demand amongst victims for some sort of **reparation** from offenders.*

**8. The Treaty of Versailles also required Germany to disarm its military, restricting it to a skeleton force intended only to operate on the defensive.**

In this sentence, “restricting it to a skeleton force” is a v-ing adverbial clause, which gives more specific details or additional information about the Treaty of Versailles. In this sentence, “intended only to operate on the defensive” is a v-ed adverbial clause, serving as a post-modifier of “a skeleton force.”

- ◆ **skeleton:** n. [U] **skeleton staff, crew, etc.** the smallest number of people that you need to do sth

*There will only be a **skeleton** staff on duty over the holiday.*

*We managed to operate a **skeleton** bus service during the strike.*

- ◆ **operate:** v. to be involved in military activities in a place

*This freed the Austrian army to **operate** against the French.*

*Troops are **operating** from bases in the north.*

**9. German armies had not been defeated in the field, he held; rather, they had been betrayed by an assortment of corrupt politicians, Bolsheviks, and Jewish interests who sabotaged the war effort for their own gain.**

In this sentence, “who sabotaged the war effort for their own gain” is an adjective clause, which modifies “corrupt politicians, Bolsheviks, and Jewish interests.”

- ◆ **assortment:** n. [usually sing.] a collection of different things or of different types

of the same thing

*a wide **assortment** of gifts to choose from*

*He was dressed in an odd **assortment** of clothes.*

- ◆ **interest:** *n.* [usually pl.] a group of people who are in the same business or who share the same aims which they want to protect

*powerful farming **interests***

*relationships between local government and business **interests***

- ◆ **sabotage:** *v.* [T] 1) to damage or destroy sth deliberately to prevent an enemy from using it or to protest about sth; 2) to prevent sth from being successful or being achieved, especially deliberately

*The main electricity supply had been **sabotaged** by the rebels.*

*Protesters failed to **sabotaged** any chance of the firm's recovery.*

**10. To a German people saddled with a weak and ineffective democratic government, a hyperinflated currency, and an enfeebled military, this “stab in the back” mythology proved an enormously seductive explanation that essentially absolved them of the blame for the war and their loss in it.**

In this sentence, “saddled with a weak and ineffective democratic government, a hyperinflated currency, and an enfeebled military” is a v-ed clause, which modifies “a German people.” And, “that essentially absolved them of the blame for the war and their loss in it” is an adjective clause, which modifies “explanation.”

- ◆ **saddle sb/yourself with sth:** [often passive] to give sb/yourself an unpleasant responsibility, task, debt, etc.

*I've **been saddled with** organizing the conference.*

*The company **was saddled with** debts of 12 million pounds.*

- ◆ **hyperinflated:** *adj.* extremely inflated

***hyperinflated** prices*

- ◆ **hyperinflation:** *n.* [T] a situation in which prices rise very fast, causing damage to a country's economy

*That will certainly lead to dollar crash and **hyperinflation**.*

- ◆ **enfeeble:** *v.* [T] (*formal*) to make sb/sth weak

*Pneumonia **enfeebled** her.*

- ◆ **seductive:** *adj.* attractive in a way that makes you want to have or do sth  
*The idea of retiring to the south of France is highly **seductive**.*  
*It's a **seductive** argument.*
- ◆ **absolve:** *v.* [T] **absolve sb (from/of sth)** 1) to state formally that sb is not guilty or responsible for sth; 2) to give absolution to sb  
*The court **absolved him of** all responsibilities for the accident.*  
*I **absolved you from** all your sins.*

**11. In Hitler's account, creating the 1,000-year Reich required the creation of a racially pure cohort of blond-haired, blue-eyed "Aryans" and the simultaneous liquidation of ethnic undesirables.**

The gerund "creating" is the subject of the sentence.

- ◆ **cohort:** *n.* (*technical*) a group of people who share a common feature or aspect of behavior; (*disapproving*) a member of a group of people who support another person  
*Robinson and his **cohorts** were soon ejected from the hall.*  
*She speaks for a whole **cohort** of young Japanese writers.*
- ◆ **undesirable:** *n.* sb who is not wanted in a particular place, especially because they are considered dangerous or criminal  
*He's been mixing with drug addicts and other **undesirables**.*

**12. Hitler's vision of a racially pure German nation expanding across Europe, combined with his aggressive rearmament programs, proved a powerful enticement for the German people in the 1930s.**

The phrase "combined with his aggressive rearmament programs" is a v-ed adverbial clause, which modifies "Hitler's vision."

- ◆ **rearmament:** *n.* [U] the process of building up a new stock of military weapons  
*The chief aim of these speeches was to promote **rearmament**, without regard for international restrictions.*
- ◆ **rearm:** *v.* to obtain, or supply sb with, new or better weapons, armies, etc.  
*NATO's decision to **rearm** West Germany*  
*They neglected to **rearm** in time and left Britain exposed to disaster.*
- ◆ **enticement:** *n.* sth that makes people want to do a particular thing



*The party is offering low taxation as its main **enticement**.*

- ◆ **entice:** v. [T] to persuade sb/sth to go somewhere or to do sth, usually by offering them sth

*The bargain prices are expected to **entice** customers away from other stores.*

*Try and **entice** the children to eat by offering small portions of their favorite food.*

**13. Politicians in Britain, France, and the United States, encumbered with their own economic troubles during the global depression, were reluctant to act to check Hitler's expansionism without irrefutable evidence of his ultimate intentions.**

In this sentence, “encumbered with their own economic troubles during the global depression” is a v-ed adverbial clause, which gives more specific details or additional information about “politicians in Britain, France, and the United States.”

- ◆ **encumber:** v. [T] [usually passive] **encumber sb/sth (with sth)** (*formal*) 1) to make it difficult for sb to do sth or for sth to happen; 2) to be large and/or heavy and make it difficult for sb to move

*The police operation was **encumbered** by crowds of reporters.*

*The frogmen were **encumbered** by their diving equipment.*

- ◆ **encumbrance:** n. (*formal*) a person or thing that prevents sb from moving easily or from doing what they want

*I felt I was an **encumbrance** to them.*

- ◆ **irrefutable:** adj. (*formal*) that cannot be proved wrong and that must be therefore be accepted

***irrefutable** evidence*

*Her logic was **irrefutable**.*

**14. Only later would the world learn that those intentions revolved around the methodical military conquest of Europe from the center outward, a process one historian of the Second World War has likened to eating an artichoke leaf by leaf from the inside out.**

This sentence contains a **subject-operator inversion** structure, with “only later” placed at the beginning of the sentence and the modal verb “would” placed before the subject of the sentence. And, “(that) one historian of the Second World War has

likened to eating an artichoke leaf by leaf from the inside out” is an adjective clause, which modifies “process.”

◆ **methodical:** *adj.* done in a careful and logical way

*a **methodical** approach/study*

*to have a **methodical** mind*

◆ **liken sth/sb to sth/sb:** (*formal*) to compare one thing or person to another and say they are similar

*Life is often **likened to** a journey.*

*She **likens** marriage **to** slavery.*

**15. By March of 1942, Hitler’s fanatical desire to conquer Europe—along with Japan’s concurrent push across East Asia and the Pacific—had plunged the world into a war that would last so many years and cost the lives of millions of soldiers and civilians: by far the largest catastrophe in human history.**

In this sentence, “that would last so many years and cost the lives of millions of soldiers and civilians: by far the largest catastrophe in human history” is an adjective clause, which modifies “war.”

◆ **fanatical:** *adj.* if you describe sb as fanatical, you disapprove of them because you consider their behavior or opinions to be very extreme

*As a boy he was a **fanatical** patriot.*

*He has a **fanatical** interest in football.*

◆ **plunge sth/sb into sth:** 1) to push sth/sb quickly and with force into sth else; 2) to make sth/sb experience sth unpleasant

*She **plunged** the knife deep **into** his chest.*

*The news **plunged** them **into** deep depression.*

◆ **catastrophe:** *n.* 1) a sudden event that causes many people to suffer; 2) an event that causes one person or a group of people personal suffering, or that makes difficulties

*From all points of view, war would be a **catastrophe**.*

*The attempt to expand the business was a **catastrophe**.*

## Key to the Exercises

### Pre-Class Tasks

#### 1 Mini-Research

1. The German invasion of Poland in 1939 marked the beginning of World War II. Subsequently, France and the United Kingdom declared war on Germany. The war in Europe ended with the German unconditional surrender on 8 May 1945, before which the Allies and the Soviet Union invaded Germany and Hitler committed suicide. In Asia, after the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki on 6 and 9 August respectively, Japan finally surrendered on 2 September 1945, which marked the end of World War II.
2. World War II caused mankind to experience an unprecedented disaster. Most independent countries in the world, whether active or passive, almost survived, and thousands of years of human civilization were almost destroyed. This extremely cruel and antagonistic war fundamentally changed the face of human history, exerted a far-reaching influence on the development process of human society, and pushed the world into a new historical period. Firstly, the war landed a heavy blow to Europe, and the conditions for European powers to compete for supremacy ceased to exist. The traditional balance of power system in Europe with Britain, Germany, and France as the core collapsed, and the European central era became history. Additionally, the war caused the realignment of world political forces. In the world, two parallel forces represented by the United States and the Soviet Union confronted and competed in various fields. The war dealt a devastating blow to the old colonial system and accelerated the complete disintegration of the colonial system that had existed for hundreds of years. Thirdly, the war promoted science and technology to advance by leaps and bounds, and pushed the third scientific and technological revolution to flourish. Finally, the war brought new principles of international relations, and every nation-state was recognized as an equal member of the international community. The principles of national equality and national self-determination increasingly became the basis for dealing with relations among countries.

- 2 **Co-Learning**  
Open-ended question.
- 3 **Presentation**  
Open-ended question.

### Comprehension

#### 1

1. **Treaty of Versailles** was the most important of the treaties that brought World War I to an end. The treaty ended the state of war between Germany and the Allied Powers. It was signed on 28 June 1919 in Versailles, exactly five years after the assassination of Archduke Franz Ferdinand which directly led to World War I. The other Central Powers on the German side of World War I signed separate treaties. Although the armistice, signed on 11 November 1918, ended the actual fighting, it took six months of Allied negotiations at the Paris Peace Conference to conclude the treaty. The treaty was registered by the Secretariat of the League of Nations on 21 October 1919.
2. **Low Countries** refer to the region of Western Europe bordering on the North Sea and comprising modern Belgium, Luxembourg, and the Netherlands. The Low Countries are so called because much of their land along the North Sea coast and for some distance inland is either below sea level or just slightly above it. During World War I, the Netherlands remained neutral, while Belgium and Luxembourg were occupied by German forces. All the Low Countries were occupied by the Germans in World War II.

#### 2

<b>Beginning</b> (paras. 1-3)	The author presents the historians' <u>approaches</u> to the analysis of causes of a(n) <u>vast, global</u> event.
<b>Body</b> (paras. 4-9)	The author analyzes the <u>proximate cause</u> of World War II in the European theater and explains why Germany <u>went to war again</u> in detail.
<b>Conclusion</b> (para. 10)	The author introduces the outbreak of World War II in Europe with German <u>invasion</u> of Poland in 1939 and the <u>attack</u> on France and the Low Countries later, and highlights the effect of the war: the largest <u>catastrophe</u> in human history by far.

**3**

1. Because events—especially enormous, multifaceted events—have multiple causes and multiple inputs.
2. He intended to convince readers that events had multiple causes and multiple inputs by analyzing the cause of American Civil War.
3. They are the unbalanced Treaty of Versailles and the global depression. Conditions like these two formed the background against which Hitler could ascend to the position of German Chancellor in the 1930s.
4. Hitler promised to restore German honor for Germans, who viewed their defeat in the Great War as shameful. His promises helped win much support from German people, which facilitated his rise to power.
5. He thought the war was humiliating in that German armies had not been defeated in the field, but had been betrayed by corrupt politicians, Bolsheviks, and Jewish interests.
6. In Hitler's accounts, his first racial theory was that creating the 1,000-year Reich required the creation of a racially pure cohort of blond-haired, blue-eyed "Aryans." Hitler's second racial theory was that ethnic undesirables who betrayed and exploited Germany for their own gain, must be liquidated. His racial theories, which were the product of Hitler's careful packaging of racial discrimination in order to confuse people and deceive the broad masses of German people, were provocative, absurd and bloody. Under the influence of Hitler's racial theories, more than six million Jews were brutally killed, which was almost genocide.
7. They were encumbered with their own economic troubles during the global recession.
8. Their invasions were similar. They both wanted to strengthen their countries by invading other countries.

### Word Application

**1**

- |               |               |              |                |                |
|---------------|---------------|--------------|----------------|----------------|
| 1. polarized  | 2. diverge    | 3. cataclysm | 4. citizens    | 5. devastating |
| 6. humiliated | 7. pretending | 8. desirable | 9. encumbrance | 10. fanatics   |

2

1. However, when historians try to investigate cause and effect, they usually go deeper into things other than the “trigger factors” to find trends, developments and environments that also contribute to events.
2. Those conditions created a situation in which an immediate cause could have such a huge impact and lead to a four-year war.
3. Those conditions constituted the background of Adolf Hitler’s accession to the German Chancellor’s throne in the 1930s.
4. His attractiveness to German citizens was mostly related to his commitment to revive German honor, which many Germans thought had been mortgaged by the Treaty of Versailles.
5. Many Germans thought that the unbalanced clauses in the treaty were unnecessarily punitive and extremely shameful.
6. For a German people burdened with a weak and incompetent democratic government, an extremely inflated currency and a weak army, this myth of “stabbing a knife in the back” proved to be a tempting explanation which in essence exempted them from the responsibility for war and their loss.
7. The Germans joined the “flying clubs” functioning as a feeble excuse for training military pilots.
8. Hitler’s idea of an ethnically pure German nation seeking expansion across Europe, coupled with his radical rearmament plans, was a powerful temptation for the German people in the 1930s.

3

- |                 |                |                    |               |
|-----------------|----------------|--------------------|---------------|
| 1. multifaceted | 2. irrefutable | 3. conquest        | 4. full-blown |
| 5. crippling    | 6. embarked on | 7. revolved around | 8. levied     |
| 9. proximate    | 10. ethnic     |                    |               |

4

- |       |       |       |       |         |
|-------|-------|-------|-------|---------|
| 1. to | 2. in | 3. in | 4. as | 5. from |
|-------|-------|-------|-------|---------|

6. with                      7. against                      8. as                      9. into                      10. of

### Grammar Application

**1**

1-5: KJMBA      6-10: OGCIE

**2**

1. a) set                      b) cohort      2. a) series                      b) assortment  
3. a) crowd                      b) gang      4. a) cluster                      b) flock  
5. a) herd                      b) pack

**3**

1. Participating in research as an undergraduate was an immensely rewarding experience.
2. Choosing to work in my hometown after graduation is the best decision that I have made so far.
3. Winning two gold medals in the Olympics made her a celebrity.
4. During the first week at campus, deciding what classes to take is the first step for freshmen.
5. There were lawsuits against this social networking service for tracking users on other sites.
6. The drawback with communicating through text is that it is difficult to denote mood and convey meaning.
7. Tom started to practice Chinese calligraphy in 2018 by learning from social media platforms.
8. That British man regards reading Chinese novels everyday as the key to his good command of Chinese.

**4**

1. He was able to pinpoint on the map the site of his hometown.
2. Clouds enveloped the mountain tops at dawn, attracting many visitors.
3. The media seem bent on depicting him as a bad person.
4. Moral values cannot be taught in a vacuum.
5. The court absolved him of all responsibility for the accident.

6. Da Vinci was methodical in his research, carefully recording his observations and theories.
7. People often liken life to a journey.
8. Concurrent with her cause of education, she has managed to write two books of her own.
9. The failure of the plan plunged them into deep depression.

### **Oral Practice**

Open-ended question.

### **Writing**

**One version for reference:**

#### **The Benefits of Learning History**

People can learn many different and amazing things from history, which is the depiction of how the people of different times, places, and races lived. When we really take the time to probe into history, the benefits of learning history beat our imagination.

Generally, there are three benefits of learning history (the topic sentence). Initially, one benefit of learning history is that its findings of humanity throughout history contribute to people's empathy and cooperation with others who have different backgrounds, beliefs, and cultures. In addition, learning history helps people avoid past mistakes, because they will be bound to start looking for alternatives rather than follow the wrong past routes. Finally, people can mind-travel to different times and places by learning history, which adds to their mental and psychological pleasure.

Learning history improves people's understanding of humanity, prevents them from repeating past mistakes and adds to the fun of life. Then why not open a history book, visit a history museum or watch a history movie to begin your history learning?



## Text B *The Diary of a Young Girl*

### Working with Words and Expressions

1. *The Diary of a Young Girl*, also known as *The Diary of Anne Frank*, was written by Anne Frank while she was hiding in the “Secret Annex” of an old office building for two years with her family during the Nazi occupation of the Netherlands. When living cut off from the outside world, they were faced with the problems of hunger, boredom, and the ever-present threat of being discovered and killed. In the diary, Anne Frank wrote about the things that happened there, her school days, or imaginary stories, offering vivid impressions of her experiences during this period and a fascinating commentary on human courage.
2. **Anne Frank** (1929–1945) was a Jewish teenager, who wrote the famous *The Diary of a Young Girl*. Born in a typical upper middle-class, German-Jewish family, Anne Frank and her family escaped Nazi persecution by emigrating to the Netherlands, which was invaded by the German army soon. Then the family managed to hide in an old office building, which they referred to as the “Secret Annex” and where Anne spent two years with her family and narrated her experiences in the world-famous work *The Diary of a Young Girl*. On August 4, 1944, a German secret police officer arrested Anne Frank and her family after they were betrayed by an anonymous tip. At 15, Anne died of typhus in the Bergen-Belsen concentration camp.
3. **agitated** *adj.* so nervous or upset that you are unable to keep still or think calmly  
紧张不安的，焦虑的
4. **call-up** *n.* an order to join the armed forces（服兵役的）征召令，征集令
5. **The SS** is the abbreviation for the Schutzstaffel, which was a major paramilitary organization under Adolf Hitler and the Nazi Party in Nazi Germany, and later throughout German-occupied Europe during World War II. From the time of the Nazi Party’s rise to power until the regime’s collapse in 1945, the SS was the foremost agency of surveillance and terror within Germany and German-occupied Europe.

6. **A concentration camp** is a large detention center which is created for political opponents, specific ethnic or religious groups, civilians of a critical war-zone, or other groups of people, usually during a war. The most notorious concentration camps were the Nazi death camps, which were utilized to implement the killing of millions of Jews.
7. **suspense** *n.* a feeling of worry or excitement that you have when you feel that sth is going to happen, sb is going to tell you some news, etc. (对即将发生的事等的) 担心, 焦虑, 兴奋, 悬念
8. **preoccupy** *v.* If sth is preoccupying you, you think or worry about it very often or all the time 使日夜思考, 使忧心忡忡
9. **suffocate** *v.* **be suffocating** to feel uncomfortable because there is not enough fresh air 感到窒息, 呼吸困难
10. **stuff...with...** to fill a space or container tightly with sth 填满, 装满, 塞满, 灌满

### Understanding the Text

#### 1

1. The first shock was that “Father has received a call-up notice from the SS” and the second shock was that the call-up was not for Father, but for Margot, Anne’s sister.
2. The word “great” is to show the high degree of uncertainty and confusion about their unknown hiding place.
3. From this sentence, it can be concluded that the living environment of Anne Frank’s family was good, clean and tidy. So “the stripped beds” and “the breakfast things on the table” impressed Anne Frank so much. However, they were in extreme danger and to “reach our destination in safety” was the most important. Therefore, “nothing else mattered” and they “weren’t interested in impressions.”
4. She was optimistic because she could still fall asleep in spite of the upcoming danger. She was soft-hearted as she said “a warm rain” in extreme danger which

made people feel cold. She was humorous when she wrote, they “were wrapped in so many layers of clothes it looked as if we were going off to spend the night in a refrigerator.” Young as she was, she was sensible in that she was not complaining about being ignored.

5. Anne named her diary Kitty, regarded it as her friend, and wrote a letter to Kitty to describe her daily life. Therefore, the language was friendly and easy to understand, unpretentious, and truly reflected her feelings.

## 2

1. 从星期天早上到现在好像过了好几年。发生了这么多事，好像整个世界突然颠倒了。
2. 过了一会儿，玛戈特出现在厨房门口，看起来很激动。“父亲收到了党卫队的征召通知。”她低声说道。
3. 集中营和孤独牢房的景象在我脑海中闪过。
4. 一想到父亲要去犹太医院探望某人，却完全不知道发生了什么，对母亲的漫长等待，酷热，悬念——所有这些都让我们陷入了沉默。
5. 撤下被单床单的床铺，桌上残留的早餐，厨房里给猫的一磅肉——所有这些都给人留下了我们匆忙离开的印象。

### Voicing Your Views

Open-ended question.

### Reading Between the Lines

#### **the first period: being shocked and worried**

Anne Frank was shocked twice, and was worried about her father and sister. Firstly, she was shocked when hearing that her father had received a call-up notice from the SS. And “the thought of Father off visiting someone in the Jewish Hospital and completely unaware of what was happening” reduced her to silence. Secondly, she was shocked as her sister told her that the call-up was for her. She began to cry and worry about the future of her family.

### **the second period: being upset but not querulous**

She was upset by the reality that they should escape. First, when packing their most important belongings in a schoolbag, she stuck the craziest things while abandoning some, which upset a little girl who wanted to keep memories. Then she didn't feel like eating and felt exhausted when suffering from the upsetting reality. Before leaving, she was suffocating with too much dressing. As a little girl, she experienced such an upsetting period, but no one bothered to ask her how she felt. She didn't behave in a spoiled manner, but helped do the packaging, never complaining to anyone.

### **the third period: being sad but hopeful**

She was sad because they had to leave their beloved home for an unknown hiding place. The first description that reflected her sadness was their closing the door behind them and saying goodbye to their cat, who had to be left behind. Another description of sadness was the stripped beds and the breakfast things on the table, which created the impression of leaving in a hurry. However, this sense of sadness soon gave way to the hope for survival guaranteed by riding into the great unknown and reaching their destination in safety.

## Appendices

### I. Chinese version of Text A

#### 第二次世界大战在欧洲的爆发

克里斯托弗·哈姆内特

1 对于历史学家来说，明确像第二次世界大战这样的全球性事件的起因是一项具有挑战性的任务。重大事件——特别是巨大的、多方面的事件——有多种原因和多种信息。

2 为了帮助分析这些不同信息的影响，历史学家经常将事件的原因分为不同的类别。直接原因是一个似乎直接触发事件的冲突，如同 1860 年 11 月亚伯拉罕·林肯的当选和对萨姆特堡的炮击导致了内战的爆发。这种戏剧性的冲突往往是我们认为“导致”事件的那些因素，因为触发和结果之间的联系既直接又明显。

3 然而，在探索因果的尝试中，历史学家们常常超越“触发因素”进行更深入的探索，以找到对事件做出同等贡献(如果不是更多)的趋势、发展和环境。例如，在内战中，历史学家经常指出 19 世纪 40 年代和 50 年代分裂国家的日益严重的地区分化，关于奴隶制未来的全国性辩论，以及战前区分南北的不同的经济道路。这些因素创造了林肯当选和炮击萨姆特堡以及导致 1861 年春天全面武装冲突的背景；这些情况促成了一种状态，在这种状态下，触发性的事件会产生如此巨大的影响，并引发一场四年之久的战争。

4 在第二次世界大战的情况下，日本军队在 1931 年侵略中国的东北部，发动了东方战场的战争。对于欧洲战场的战争，历史学家通常会指出一系列促成其爆发的条件。不平等的《凡尔赛条约》(迫使德国陷入瘫痪的和平以结束第一次世界大战)和 20 世纪 30 年代笼罩世界的全球经济萧条(导致许多欧洲国家和美国陷入特别绝望的状况)通常是最关键的两个因素。这些条件构成了阿道夫·希特勒在 20 世纪 30 年代晋升为德国总理的背景。

5 几乎第二次世界大战的所有历史学家都认为希特勒的掌权是席卷欧洲的灾难性战争的直接原因。没有希特勒这样一个一心要通过军事征服建立一个 1000 年的德意志帝国的狂妄自大的领袖，去想象如此漫长而毁灭性的战争的爆发是极其困难的。

6 与此同时，希特勒的掌权并不是在真空中发生的。他对德国公民的吸引力很大程度上与他恢复德国荣誉的承诺有关，许多德国人认为德国荣誉已经被通过

《凡尔赛条约》抵押了。这项协定迫使德国对第一次世界大战承担全部责任，并征收了大量赔偿金，以帮助恢复比利时和法国在战争中遭受破坏的地区。《凡尔赛条约》还要求德国解除其军队的武装，将其限制在一个只进行防御行动的“空架子”。许多德国人认为该条约的不平等的条款是不必要的苛刻和深刻的耻辱。

7 希特勒为德国人民在大战中遭受耻辱的失败提供了另一种解释。他认为德国军队没有在战场上被打败；相反，他们被腐败的政客、布尔什维克和犹太人利益集团出卖了，他们为了自己的利益破坏了德军在战争中的努力。对于德国人民来说，他们被软弱无能的民主政府、过度膨胀的货币和衰弱的军队所累，这个刀刺在背传说证明是一种极其诱人的解释，从根本上免除了他们对战争及其损失的责任。希特勒对德国战败的描述不仅提供了一伙明显的罪魁祸首，而且通过追求其昔日的军事荣耀，为国家荣誉开辟了一条独特的道路。

8 20 世纪 30 年代，希特勒的德国直接违反《凡尔赛条约》的条款，开始了重整军备的计划。德国工业生产军用车辆和武器；德国男子加入了“飞行俱乐部”，这是训练军事飞行员的借口。重新武装和军事化为德国人寻求某种方式来重新树立民族自豪感提供了有吸引力的途径。

9 希特勒的种族理论为他解释第一次世界大战的失败和他建立一个 1000 年德国帝国的计划提供了更多的背景。在希特勒的叙述中，创建 1000 年的帝国需要创造一群金发碧眼的“雅利安人”，同时清算种族不受欢迎的人。希特勒关于一个种族纯净的德意志民族在欧洲扩张的远景，加上他激进的重整军备计划，在 20 世纪 30 年代被证明是对德国人民的强大诱惑。在全球大萧条期间，英国、法国和美国的政客们被自己的经济问题所困扰，在没有确凿证据证明希特勒最终意图的情况下，他们不愿意采取行动来遏制希特勒的扩张主义。

10 直到后来，全世界才知道这些意图以有条不紊地军事征服欧洲为主题，从中心向外，而这个过程被一位二战的历史学家比作从里到外一片一片地吃洋葱。这一征服始于 1939 年德国入侵波兰，几个月后对法国和低地国家进行攻击。希特勒为了给他的帝国寻求更多的“生存空间”，1941 年入侵苏联。到 1942 年 3 月，希特勒征服欧洲的狂热愿望——连同日本同时在东亚和太平洋地区的推进——已经使世界陷入了一场战争。这场战争将持续近多年，并导致数以万计的士兵和平民丧生：这是迄今为止人类历史上最大的灾难。