



Pluriliteracies making meaning happen

# A Pluriliteracies Approach to Teaching for Learning

## Arguing History IV - Appeasement

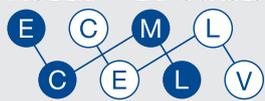


Advanced  
learners

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## 4.5 Appeasement

### Historical Context

When Hitler entered the stage of foreign policy in the 1930s, it did not take him long to question and violate the very pillars of post-war European order, namely the Treaties of Versailles and Locarno. Faced with this political challenge, Britain under Prime Minister Neville Chamberlain followed a policy of appeasement. By trying to alleviate Hitler's grievances, he hoped to bring the dictator back into the flock of cooperative and peaceful politicians.

In this unit, it is your task to decide and argue to what extent this policy was appropriate.



“The Glutton”, cartoon published in the Daily Herald on March 17, 1939

(Source: Praxis Geschichte 1/2002, p.37.)



“Peace for our time!”

Prime Minister Chamberlain waving the paper with Hitler's signature after the Munich Conference, 30 September 1938  
(Source: <http://www.yourememberthat.com/files/4d79501a4a8ea2a9.jpg>)



Peaceful change?

(Source: <http://www.bbc.co.uk/schools/gcsebiteize/history/mwh/1r1/chamberlainandappeasementrev2.shtml>)

## A) Thesis – Merits of Appeasement

### Step 1: Collecting Arguments

#### Assignments

Together with your partner, analyze one of the Sources A-C.

- 1) Underline **nominalizations** in red, **appraising adjectives and adverbs** in green, **qualifiers** in blue and **discipline-specific complex words of history** in orange.
- 2) Find out the argument in favor of Chamberlain's policy of appeasement which your source contains. Sum it up in a short sentence. Make use of techniques and phrases of **academic language** such as the elements you worked with in assignment 1.
- 3) Tell the class about your source and present the argument you have found.
- 4) Write both your argument and those which other students have found out into the list on Worksheet No.14.

#### Source A: Prime Minister Chamberlain Trying to Save the World

*This cartoon by David Low was published on 25 September 1938 in the "News of the World".*



*(Source: Praxis Geschichte 1/2002, p.38.)*

Embedded text: Peace / War / Czech Crisis / Chaos

Context: "Czech Crisis": In 1938, Hitler demanded the *Sudetenland* for Germany by threats of war. The *Sudetenland* was a protracted region on the borders of Czechoslovakia whose people mostly spoke German (see the map on the bottom of Worksheet No.9).

#### Source B: Lord Londonderry on Germany's Role in International Politics, 1938

*Londonderry (1878-1949) was a conservative politician and cabinet member 1931-1935.*

Our Foreign Office appears to condone the associations with Communism and Bolshevism through our affiliation with France, while paying but little regard to the robust attitude of Germany, Italy and Japan which whole-heartedly condemns Communism and Bolshevism. Bolshevism is a world-wide doctrine which aims at the internal disruption of all modern system of Government with the ultimate object of what is termed World Revolution. That Germany, Italy and Japan condemn Bolshevism is an attitude of mind which is not properly appreciated in this country.

*(The Marquess of Londonderry: Ourselves and Germany. Bristol 1938, p.21.)*

*to condone sth.* = etwas (moralisch Falsches) akzeptieren, stillschweigend dulden  
*affiliation* = Verbundenheit  
*to condemn sth. whole-heartedly* = etwas mit ganzem Herzen verabscheuen  
*doctrine* = Doktrin, politisches Programm  
*disruption* = Zusammenbruch  
*object* = Ziel

Source C: Lord Londonderry on German Rearmament, 1938

*Londonderry (1878-1949) was a conservative politician and cabinet member 1931-1935.*

The suggestion made often here that Germany is thirsting for revenge, that she is impatiently waiting until her rearmament has reached a further stage so as to fall upon her neighbors, is purely fantastic. [...] I was intensely gratified and relieved in conversation with many Germans to find their horror of war and their belief in Herr Hitler to save Germany from war. The great mass of people in this country fail to see that Herr Hitler is rearming Germany for the same reason as the Prime Minister and the Government are propounding the policy of rearmament here. They are aiming at maintaining both their security and the power to speak with authority in international affairs. Germany remembers that when she was weak her claims and protests were wholly disregarded.

*(The Marquess of Londonderry: Ourselves and Germany. Bristol 1938, p.14, p.22.)*

*rearmament* = Wiederbewaffnung, Aufrüstung  
*to propound sth.* = etwas darlegen

**Step 2: Working with a Line of Reasoning: from Partisan to Academic**

Source D contains several arguments following a common reasoning. It is your job to turn this partisan reasoning into academic language.

Assignments

- 1) Read the text and underline these arguments.
- 2) Write them down in **colloquial language**.
- 3) Turn your colloquial text into a text of **academic language**:
  - use connectives of order, sequence and addition (cf. Word Bank 1).
  - use modals and qualifiers (cf. Word Banks 3 and 4).
  - use nominalizations.
  - use appraising adjectives and adverbs.
  - use discipline-specific complex words of history.
- 4) Find the overall argument and add it to your list on Worksheet No.14.

Source D: Prime Minister Neville Chamberlain's View of National Defence, December 1937

*Excerpt from cabinet records, 8 December 1937.*

It was true, as the Chiefs of Staff had pointed out, that we could not hope to confront Germany satisfactorily and, when we looked round as to what help we could get from other nations, the results were not very encouraging. France was our most important friend. Though she was strongly defensive and possessed a powerful army, the French air force was far from satisfactory. [...] A long time may elapse before France could be able to give us much help in the air. The power that had the greatest strength was the United States of America, but he would be a rash man who based his calculations on help from that quarter. [...] The Chiefs of Staff, as he had mentioned, said they could not foresee the time when our defence forces would be strong enough to safeguard our territory, trade and vital interests against Germany, Italy and Japan simultaneously.

*(Public Record Office, CAB 29/90/A. Quoted by: Frank Mc Donough: Hitler, Chamberlain and Appeasement. Cambridge 2002, pp.41 f.)*

Here you can write down your solution for Assignment No.2:

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Here you can write down your solution for Assignment No.3:

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### Step 3: Working with an Exposition: from Partisan to Academic

Like the previous one, Source E offers a complex reasoning made up of several arguments. However, it also provides a **frame** for those arguments, consisting of a **thesis** and a **conclusion**.

#### Assignments

- 1) Read the text and underline the arguments (second passage).
- 2) Write them down in **colloquial language**.
- 3) Read the first and the last paragraph. What is their function?
- 4) Re-write this exposition, using **academic language**:
  - render the thesis in your own words, using appraising adjectives and adverbs
  - use your results of Assignment No.2 for the line of arguments, making use of techniques and phrases of academic writing: connectives, qualifiers, modals, nominalization and appraising adjectives and adverbs (cf. Word Bank 1, 3 and 4)
  - render the conclusion in your own words, using a proper connective (cf. Word Bank 2).
- 5) Find the overall argument and add it to your list on Worksheet No.14.

Source E: Lord Londonderry on the Treaty of Versailles, 1938

*Londonderry (1878-1949) was a conservative politician and cabinet member 1931-1935.*

The treatment of Germany since the Great War deserves the severest criticism and is responsible to a very large extent for the present unhappy international situation. [...]

5 The other Powers maintained their armaments and increased their colonial possessions while Germany was forced to disarm completely, and was deprived of the whole of her colonial Empire. “We wish her,” said President Wilson, “only to accept a place of equality among the peoples of the World instead of a place of mastery.” In point of fact, the place which she was obliged to accept was very definitely one of inferiority and subjection. Prefixed to the  
10 Reparations Chapter in the Treaty was the remarkable clause charging Germany and her allies with the responsibility for the War. Whether or not the charge is substantially true need not concern us here, but the war-guilt clause was humiliating and out of place in a Treaty of Peace. As for the reparations themselves, the Germans soon realized that the burden imposed was intolerable, and it became a point of honour to pay as little as possible. [...]

15 It is our failure to extend the hand of true friendship to the Third Reich in the past which has been partly responsible for those actions of Herr Hitler which, if they have astonished Europe, have only been intended to show the world that the regenerated Germany is an equal and not an inferior nation.

*(The Marquess of Londonderry: Ourselves and Germany. Bristol 1938, p.14, p.24, pp.27 f; slightly edited.)*

Here you can write down your solution for Assignment No.2:

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Here you can write down your solution for Assignment No.3:

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## B) Antithesis – Demerits of Appeasement

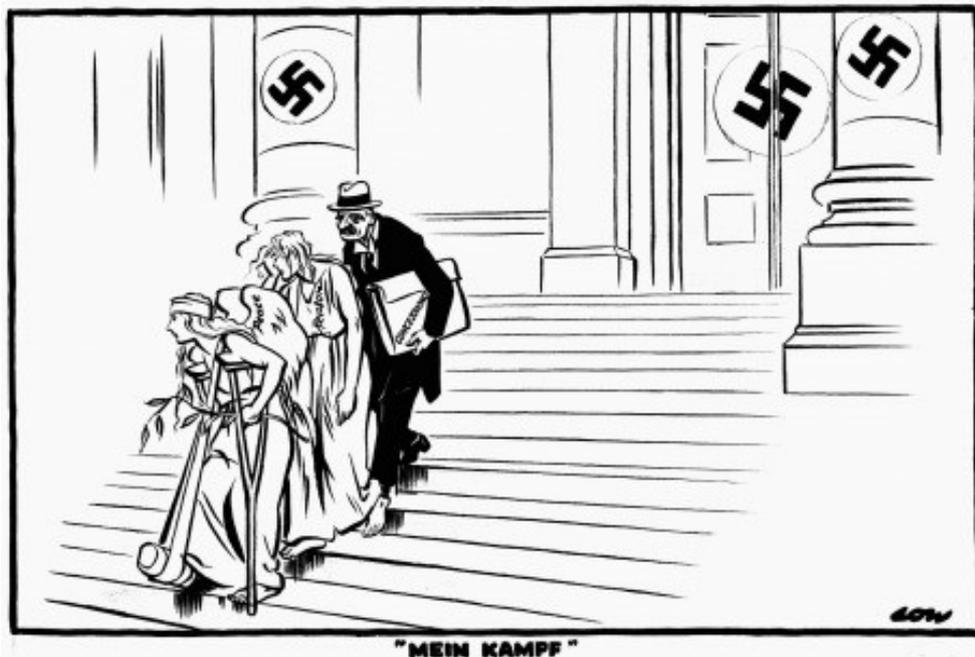
### Step 1: Collecting Arguments

#### Assignments

- 1) Together with your partner, analyze one of the Sources F-H and find out the argument against Chamberlain's policy of appeasement which it contains. Sum it up in a short sentence. Use **academic language**.
- 2) Tell the class about your source and present the argument you have found.
- 3) Write both your argument and those which other students have found out into the list on Worksheet No.14.

#### Source F: Chamberlain after a Meeting with Hitler

Another cartoon by David Low, published on 24 September 1938 in the "Evening Standard".



(Source: Centre for the Study of Cartoons and Caricature, Kent, reference number: DL1372  
[http://www.cartoons.ac.uk/browse/cartoon\\_item/anytext=appeasement?page=13](http://www.cartoons.ac.uk/browse/cartoon_item/anytext=appeasement?page=13))

Caption: "Mein Kampf"

Embedded text: Peace / Reason / Concessions

Context: Chamberlain leaves Bad Godesberg after a meeting with Hitler during which the latter had stepped up his demands for the *Sudetenland*. The Prime Minister had given in. The *Sudetenland* was a protracted region on the borders of Czechoslovakia whose people mostly spoke German. In 1938 Hitler categorically asked for the area to be ceded to Germany.



(Source: Tony Rea and John Wright: *International Relations 1914-1995*. Oxford 1997, p.63.)

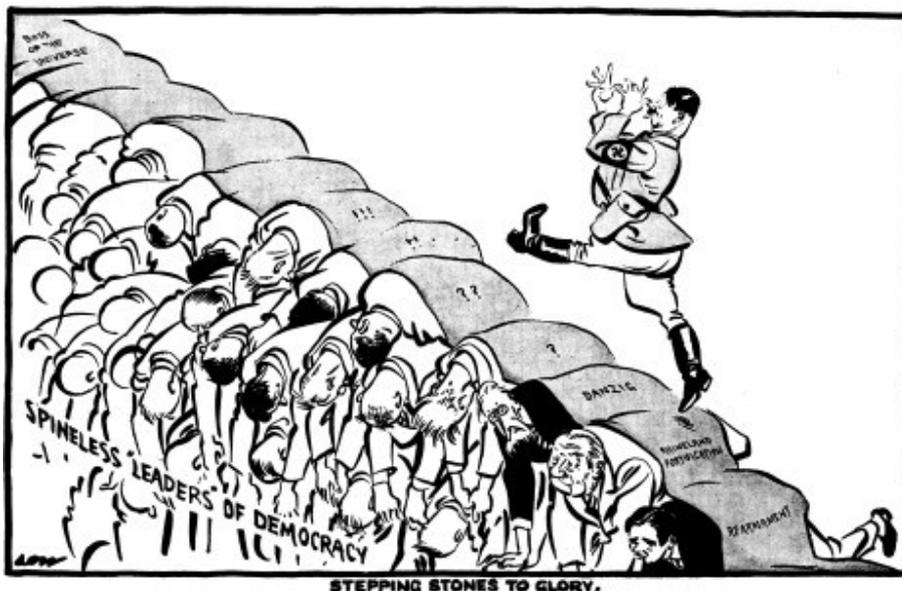
Source G: The Territorial Expansion of Nazi Germany, 1936-1939



(Source: Frank Mc Donough: *Hitler, Chamberlain and Appeasement*. Cambridge 2002, p.66.)

Source H: Hitler Cocking a Snook

British cartoonist David Low published this cartoon on 8 July 1936 in the “Evening Standard”.



(Source: Centre for the Study of Cartoons and Caricature, Kent, reference number: LSE2322 [http://www.cartoons.ac.uk/browse/cartoon\\_it\\_em/anytext=appeasement?page=5](http://www.cartoons.ac.uk/browse/cartoon_it_em/anytext=appeasement?page=5))

Caption: Stepping Stones to Glory

Embedded text: Boss of the Universe / Spineless Leaders of Democracy / ? / !!! / !! / ?? / ? / Danzig / Rhineland Fortification / Rearmament

## Step 2: Working with an Exposition: from Partisan to Academic

### Assignments

- 1) Read the text and underline the arguments (second passage).
- 2) Write them down in **colloquial language**.
- 3) Re-write this exposition, using **academic language**:
  - render the thesis in your own words
  - use your results of Assignment No. 2 for the line of arguments and resort to connectives, modals, qualifiers and nominalizations (cf. Word Banks 1 to 3)
  - render the conclusion in your own words (cf. Word Bank 4).
- 4) Find the overall argument and add it to your list on Worksheet No.14.

Source I: Speech by Winston Churchill on the Results of the Munich Conference<sup>1</sup>, October 1938

*Churchill (1874-1965) was a conservative politician who succeeded Chamberlain as Prime Minister in May 1940.*

I will begin by saying what everybody would like to ignore or forget but which must nevertheless be stated, namely, that we have sustained a total and unmitigated defeat [...].

Herr Hitler gained in this particular leap forward in substance all he set out to gain. The utmost my right hon. Friend the Prime Minister has been able to secure by all his immense exertions [...] has been that the German dictator, instead of snatching his victuals from the table, has been content to have them served to him course by course.<sup>2</sup> [...] At any moment there may be an order for Herr Goebbels to start again his propaganda of calumny and lies; at any moment an incident may be provoked, and now that the fortress line is given away<sup>3</sup> what is there to stop the will of the conqueror? [...] Many people, no doubt, honestly believe that they are only giving away the interests of Czechoslovakia, whereas I fear we shall find that we have deeply compromised, and perhaps fatally endangered, the safety and even the independence of Great Britain [...]. What I find unendurable is the sense of our country falling into the power, into the orbit and influence of Nazi Germany, and of our existence becoming dependent upon their goodwill or pleasure. [...] We do not want to be led upon the high road to becoming a satellite of the German Nazi system of European domination. [...] We have sustained a defeat without a war, the consequences of which will travel far with us along our road. We have passed an awful milestone in our history.

*(Winston S. Churchill (ed.): Never Give in! The Best of Winston Churchill's Speeches. London 2003, p.171-180; slightly edited.)*

<sup>1</sup> At this conference, Britain (Chamberlain), France and Italy finally gave in to Hitler's demands for the *Sudetenland* - at the expense of the Czechs (cf. "Context" of Source A on Worksheet No.2).

<sup>2</sup> The Munich Agreement (see above) had only settled the principles of the cessation of the *Sudetenland*, charging an international committee to deal with the details.

<sup>3</sup> The *Sudetenland* was home to most military fortifications of Czechoslovakia.

Here you can write down your solution for Assignment No.2:

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☺ Arguments in favor of appeasement ☺	☹ Arguments against appeasement ☹

## C) Synthesis

### Step 1: Considering Counter-Arguments

With the list on Worksheet No.14, there is a vast arsenal of arguments on the merits and demerits of appeasement at your disposal now. You have also become acquainted to features and techniques of academic language. This has enabled you to write two basic academic expositions at the ends of Passage A) and Passage B).

A convincing exposition is hardly ever a one-sided affair, though. No matter how good your arguments are, there will always be a partisan tinge to your reasoning if you ignore those arguments that point at a different, often opposite direction. An elaborate exposition should take those **counter-arguments** into account, too.

Example: **Although** Germany was an important bulwark against the fatal danger of communism, giving in to unjustified demands at the expense of weak nations must be considered morally reprehensible.

As you can see in the example above, the argument and the counter-argument are juxtaposed with the help of a distinctive connective: *although*.

You will find a list of such **connectives of concession and contrast** in Word Bank 5.

#### Assignment

Link the following sentences with suitable connectives of concession and contrast (cf. Word Bank 5).

a) Appeasement was a proper political course because the country's reason for rearmament was basically defensive in nature and did not constitute a threat for its neighbors.  
The Hitler regime should not be appeased because making concessions to unfounded demands is unreasonable and puts peace at risk.

b) Appeasement was faulty because lack of resistance made it increasingly brazen in its demands and paved the way for Nazi domination of the world.  
A robust stance against Hitler's pretensions at an early stage would have been a gamble with the risk of another war and thus lacked sufficient public support.

c) Even abroad, many people felt respect for the Nazi Germany of the early years.  
Giving in to unjustified demands at the expense of weak nations is morally reprehensible.

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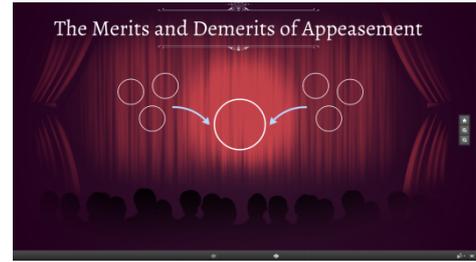
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### Step 3: Visualizing a Historical Controversy

Now that you have thoroughly dealt with the merits and demerits of appeasement, you are fully able to visualize this historical controversy.



#### Assignments

1) In groups of three, find a suitable way to display the historical controversy of this unit.

- Use the program Prezi.
- Make use of pictures, charts, maps, audio data and video material to support your claim.
- Create instructive data by yourself, e.g. record a discussion.
- Use **academic language**.



2) Send your result to your teacher. The most interesting ones will be published on our international learning community platform in Edmodo.

3) Comment on two of the works published. Be *polite* and *constructive*.

4) Feel free to respond to comments. Always be polite and constructive.



## Model solutions

### A) Thesis – Merits of Appeasement

#### Step 1: Collecting Arguments

1)

##### Source A

Context: “**Czech Crisis**”: In 1938, Hitler demanded the *Sudetenland* for Germany by **threats** of war. The *Sudetenland* was a protracted region on the borders of Czechoslovakia whose people **mostly** spoke German (see the map on Worksheet No.9).

##### Source B

Our Foreign Office **appears** to condone the **associations** with **Communism** and **Bolshevism** through our **affiliation** with France, while paying but little **regard** to the **robust** attitude of Germany, Italy and Japan which **whole-heartedly** condemns Communism and Bolshevism. Bolshevism is a world-wide **doctrine** which aims at the internal **disruption** of all modern system of **Government** with the ultimate object of what is termed **World Revolution**. That Germany, Italy and Japan condemn Bolshevism is an attitude of mind which is **not properly** appreciated in this country.

##### Source C

The **suggestion** made often here that Germany is thirsting for revenge, that she is **impatiently** waiting until her **rearmament** has reached a further stage so as to fall upon her neighbors, is **purely** fantastic. [...] I was **intensely** gratified and relieved in **conversation** with many Germans to find their horror of war and their **belief** in Herr Hitler to save Germany from war. The great mass of people in this country fail to see that Herr Hitler is rearming Germany for the same reason as the Prime Minister and the **Government** are propounding the **policy** of **rearmament** here. They are aiming at maintaining both their **security** and the power to speak with **authority** in international affairs. Germany remembers that when she was weak her claims and **protests** were **wholly** disregarded.

4)

Appeasement was a proper political course because ...

- **Source A**: ... otherwise the world would have tumbled into the abyss of another war.
- **Source B**: ... Germany was an important bulwark against the fatal danger of communism.
- **Source C**: ... the country's reason for rearmament was basically defensive in nature and did not constitute a threat for its neighbors.

#### Step 2: Working with a Line of Reasoning: from Partisan to Academic

1)

It was true, as the Chiefs of Staff had pointed out, that we could not hope to confront Germany satisfactorily and, when we looked round as to what help we could get from other nations, the results were not very encouraging. France was our most important friend. Though she was strongly defensive and possessed a powerful army, the French air force was far from satisfactory. [...] A long time may elapse before France could be able to give us much help in the air. The power that had the greatest strength was the United States of America, but he would be a rash man who based his calculations on help from that quarter. [...] The Chiefs of Staff, as he had mentioned, said they could not foresee the time when our defence forces

would be strong enough to safeguard our territory, trade and vital interests against Germany, Italy and Japan simultaneously.

2) The students' answers in colloquial language are not displayed.

3) To begin with, resistance against Germany could not be performed successfully due to the weakness of the British military. Moreover, support from the French air force was unlikely. To boot, US assistance would presumably not be available. Finally, the prospects for British military readiness in the future were apparently also bleak.

4) Britain's military was not prepared for a war with Germany.

### Step 3: Working with an Exposition: from Partisan to Academic

1)

The other Powers maintained their armaments and increased their colonial possessions while Germany was forced to disarm completely, and was deprived of the whole of her colonial Empire. "We wish her," said President Wilson, "only to accept a place of equality among the peoples of the World instead of a place of mastery." In point of fact, the place which she was obliged to accept was very definitely one of inferiority and subjection. Prefixed to the Reparations Chapter in the Treaty was the remarkable clause charging Germany and her allies with the responsibility for the War. Whether or not the charge is substantially true need not concern us here, but the war-guilt clause was humiliating and out of place in a Treaty of Peace. As for the reparations themselves, the Germans soon realized that the burden imposed was intolerable, and it became a point of honour to pay as little as possible. [...]

2) The students' answers in colloquial language are not displayed.

3)

- first paragraph: putting forward the overall position (→ thesis)
- last paragraph: reaffirmation and strengthening of the overall position (→ conclusion)

4)

The terms of the Treaty of Versailles were politically wrong and hard on Germany. They largely accounted for the present political crisis.

In the first place, it can be argued that total disarmament and the cessation of all its colonies was too much for Germany to bear. Besides, public announcements notwithstanding, the country was consigned an inferior and dependent place among nations. Furthermore, Germany was apparently humiliated by the entirely superfluous war-guilt clause. What is more, the country seemed to have been subjected to a precarious burden of reparations.

Consequently, it was mainly due to these political mistakes of the wartime allies that the German government so vigorously asserted its position under Hitler.

5)

Germany had been treated harshly by the Treaty of Versailles, so there was some justification for its revisionist policy.

### Step 4: Finding More Arguments

- With his early moves, Hitler only "stepped into his own backyard."

- A robust stance against Hitler’s pretensions at an early stage would have been a gamble with the risk of another war and thus lacked sufficient public support.
- By appeasing Hitler, Britain and the other democratic nations gained time to increase their military.
- Even abroad, many people felt respect for the Nazi Germany of the early years. (In 1938, the American magazine “Time” declared Hitler “Man of the Year”.)

#### Step 5: Setting up a Basic Academic Exposition

The policy of appeasement must be considered a proper political stance at that time.

To begin with, it cannot be denied that Germany had been treated unfairly by the Treaty of Versailles. So there was apparently some justification for Hitler’s revisionist policy. Particularly with its early moves, the Hitler regime only seemed to be stepping into its own backyard. Moreover, many people presumably felt respect for the Nazi Germany of the early years even abroad. To boot, Germany had to be regarded as an important bulwark against the fatal danger of communism. Besides, the country’s reason for rearmament seemed to be basically defensive in nature, which implied that it did not constitute a threat for Germany’s neighbors.

Above all, a tough stance against Hitler might easily have pushed the world into the abyss of another war, and Britain’s military was certainly not prepared for that at all. Appeasement was likely to provide time for Britain and the other democratic nations to increase their military. Furthermore, a robust stance against Hitler’s pretensions at an early stage might have seemed to lightly gamble with the risk of another war, which would probably have lacked sufficient public support.

Therefore, it is safe to assume that appeasement was a sound and promising political course in dealing with the Hitler regime.

### **B) Antithesis – Demerits of Appeasement**

#### Step 1: Collecting Arguments

1) Appeasement was a faulty political course, because ...

- **Source F:** ... making concessions to unfounded demands is unreasonable and puts peace at risk.
- **Source G:** ... Germany followed a continuous course of territorial expansion at the expense of its neighbors.
- **Source H:** ... lack of resistance made it increasingly brazen in its demands and paved the way for Nazi domination of the world.

#### Step 2: Working with an Exposition: from Partisan to Academic

1)

Herr Hitler gained in this particular leap forward in substance all he set out to gain. The utmost my right hon. Friend the Prime Minister has been able to secure by all his immense exertions [...] has been that the German dictator, instead of snatching his victuals from the table, has been content to have them served to him course by course.<sup>2</sup> [...] At any moment there may be an order for Herr Goebbels to start again his propaganda of calumny and lies; at any moment an incident may be provoked, and now that the fortress line is given away<sup>3</sup> what is there to stop the will of the conqueror? [...] Many people, no doubt, honestly believe that they are only giving away the interests of Czechoslovakia, whereas I fear we shall find that

we have deeply compromised, and perhaps fatally endangered, the safety and even the independence of Great Britain [...]. What I find unendurable is the sense of our country falling into the power, into the orbit and influence of Nazi Germany, and of our existence becoming dependent upon their goodwill or pleasure. [...] We do not want to be led upon the high road to becoming a satellite of the German Nazi system of European domination. [...]

2) The students' answers in colloquial language are not displayed.

3)

The Munich Agreement was clearly a defeat for Great Britain.

To begin with, it must be said that Hitler's impudent demands were basically met by Prime Minister Chamberlain at Munich; the latter just brought about an orderly transaction of the affair. On top of that, the safety of Czechoslovakia was unlikely to be ensured by the agreement. On the contrary, the country was apparently weakened by the loss of its border areas and must be considered to find itself at the mercy of its mighty neighbor, Germany, now. Above all, Britain's safety and its standing as an independent nation were definitely put at risk by allowing Germany to rise to a position of European hegemony.

Taking everything into account, it cannot be denied that Britain suffered a grave defeat at Munich.

4) Appeasement eventually endangered the safety and independence of Great Britain itself.

### Step 3: Finding More Arguments

- Each successful coup made Nazi Germany stronger and more dangerous.
- Giving in to unjustified demands at the expense of weak nations is morally reprehensible.
- Russia concluded that Britain and France would never stand up to Hitler, so Stalin might opt for a rapprochement with the German dictator.

### Step 4: Setting up a Basic Academic Exposition

There can be little doubt that appeasement was a faulty political course in dealing with Hitler Germany. There is a whole range of arguments to prove this point.

In the first place, a look at the map shows clearly Germany followed a continuous course of territorial expansion at the expense of its neighbors. In doing so, lack of serious resistance was bound to make it increasingly brazen in its demands and paved the way for Nazi domination of the world. Moreover, each successful coup inevitably made Nazi Germany stronger and more dangerous. Like this, appeasement eventually endangered the safety and independence of Great Britain itself.

What is more, giving in to unjustified demands at the expense of weak nations must be considered morally reprehensible. Moreover, making concessions to unfounded demands is unreasonable and puts peace at risk.

What it all boils down to is that appeasement was a thoroughly wrong and fateful policy.

## C) Synthesis

### Overview of all arguments

☺ Arguments in favor of appeasement ☺	☹ Arguments against appeasement ☹
Appeasement was a proper political course because otherwise the world would have tumbled into the abyss of another war.	Appeasement was faulty because Germany followed a continuous course of territorial expansion at the expense of its neighbors.
Appeasement was a proper political course because Germany was an important bulwark against the fatal danger of communism.	Appeasement was faulty because lack of resistance made it increasingly brazen in its demands and paved the way for Nazi domination of the world.
Appeasement was a proper political course because the country's reason for rearmament was basically defensive in nature and did not constitute a threat for its neighbors.	The Hitler regime should not be appeased because making concessions to unfounded demands is unreasonable and puts peace at risk.
Britain's military was not prepared for a war with Germany.	Appeasement eventually endangered the safety and independence of Great Britain itself.
Germany had been treated harshly by the Treaty of Versailles, so there was some justification for its revisionist policy.	Each successful coup made Nazi Germany stronger and more dangerous.
With his early moves, Hitler only "stepped into his own backyard."	Giving in to unjustified demands at the expense of weak nations is morally reprehensible.
A robust stance against Hitler's pretensions at an early stage would have been a gamble with the risk of another war and thus lacked sufficient public support.	Russia concluded that Britain and France would never stand up to Hitler, so Stalin might opt for a rapprochement with the German dictator.
By appeasing Hitler, Britain and the other democratic nations gained time to increase their military.	...
Even abroad, many people felt respect for the Nazi Germany of the early years.	...
...	...

### Step 1: Considering Counter-Arguments

a) Appeasement might be considered a proper political course because the country's reason for rearmament was said to be basically defensive in nature and not to constitute a threat for its neighbors. **Still**, making concessions to unfounded demands is unreasonable and puts peace at risk.

b) Appeasement was faulty because lack of resistance made it increasingly brazen in its demands and paved the way for Nazi domination of the world, **although** a robust stance against Hitler's pretensions at an early stage would have been a gamble with the risk of another war and thus lacked sufficient public support.

c) **In spite of the fact that** even abroad, many people felt respect for the Nazi Germany of the early years, giving in to unjustified demands at the expense of weak nations is morally reprehensible.

### Step 2: Setting up an Elaborate Academic Exposition

“Peace for our time” – on 30 September 1938, British Prime Minister Neville Chamberlain was convinced that ceding the Sudetenland to Germany would prevent another war in Europe. But there can be little doubt that appeasement was a faulty political course in dealing with Hitler Germany. There is a whole range of arguments to prove this point.

In the first place, a look at the map shows clearly Germany followed a continuous course of territorial expansion at the expense of its neighbors. **Even though** it might be argued that with his early moves, Hitler only “stepped into his own backyard,” any lack of serious resistance was bound to make him increasingly brazen in his demands and paved the way for Nazi domination of the world. **Admittedly**, one could retort that by appeasing Hitler, Britain and the other democratic nations gained time to increase their military. **However**, each successful coup inevitably made Nazi Germany stronger and more dangerous. Like this, appeasement eventually endangered the safety and independence of Great Britain itself, **in spite of** Germany’s pretensions that its reason for rearmament was basically defensive in nature and did not constitute a threat for its neighbors.

What is more, giving in to unjustified demands at the expense of weak nations must be considered morally reprehensible, **although** Germany was treated harshly by the Treaty of Versailles. Moreover, making concessions to unfounded demands is unreasonable and puts peace at risk.

**Although it cannot be denied** that there seemed to be a measure of justification for the policy of appeasement, what it all boils down to is that this political course was thoroughly wrong and fateful in the end.

### Step 3: Visualizing a Historical Controversy

Students’ results cannot be predicted, as there is an infinite range of options.



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