Unit 3: Totalitarianism

Expected Learning Outcomes

Content Standards:
10.7.1,2,3 Students analyze the rise of totalitarian governments in World War I.
10.8.1,2,3,4,5,6 Students analyze the international development in the post-World War II.

FLT's

15.2 A Global Depression
1 I CAN describe the impact of World War I on postwar Europe
2 I CAN summarize the causes of the Great Depression
3 I CAN explain how the United States and Europe reacted to the depression.

15.3 Fascism Rises in Europe
1 I CAN describe the autocratic methods of Alexander III.
2 I CAN describe Mussolini's rise to power.
3 I CAN explain how Hitler and the Nazis gained control of Germany.
4 I CAN describe the shift from democratic governments to dictatorships in Eastern Europe.

15.4 Aggressors on the March
1 I CAN describe Fascist aggression in Asia, Africa, and Europe.
2 I CAN summarize why British and French appeasement and American isolationism fail to stop Fascist aggression.
3 I CAN explain why the Soviet Union and Germany signed a peace pact.

Assignments

<table>
<thead>
<tr>
<th>Assignment #</th>
<th>Assignment</th>
<th>Completed</th>
<th>Points Possible (On Time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit Vocabulary</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Notes: Dictators Threaten Peace</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Worksheet: Fascism Rises in Europe</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Worksheet: Red Light/Yellow Light/Green Light</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>Worksheet: Aggressors on the March</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>Chart: Compare Totalitarian Leaders</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Chart: Analyzing Totalitarian Leaders</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>Facebook Project</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Total /260
<table>
<thead>
<tr>
<th>Word Bank: Totalitarianism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word</strong></td>
</tr>
<tr>
<td>Totalitarianism</td>
</tr>
<tr>
<td>Dictator</td>
</tr>
<tr>
<td>Fascism</td>
</tr>
<tr>
<td>Communism</td>
</tr>
<tr>
<td>Propaganda</td>
</tr>
<tr>
<td>Totalitarian Leaders</td>
</tr>
</tbody>
</table>
Rise of Fascism and Dictators

- WWI stroked the fires of ____________
- After WWI, dictators come to power feeding on ____________
- Dreams of territorial ________________

Rise of Totalitarianism

- Dictators come to power in Europe and Asia
- Define Fascism:
  - Totalitarian Traits
    - 1. ________________
    - 2. ________________
    - 3. ________________
    - 4. ________________
    - 5. ________________
- Question: What is the fundamental difference between Fascism and Communism?

Versailles still angers many

- WWI peace settlement resented by ________________ and ________________
- Russia was upset at land lost under the Treaty of ________________
- German ________________ was economically and politically weak.
Tools of Totalitarianism

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
* Question: Which tool do you think is the most effective and why?

Fascist Leaders

- Russia:
  - ____________ “Man of Steel”, ____________ Party
- Italy:
  - ____________ (“Il Duce”), ____________ Party.
- Japan:
  - ____________ Prime Minister/Militarist
- Germany:
  - ____________ (the Fuhrer) ____________ Party

Adolf Hitler and Germany

- 1. ____________ Nationalist Socialist
  Germany Worker’s Party goal was to overturn the
  ____________ and establish a ____________ government.
- 2. “__________”, Hitler, became head
  of the NAZI Party.
- A. Inspired by ____________
- B. Tried to take power by marching on ____________
  but failed, was arrested and wrote:
  ____________, where he outlined the
  goals of a new Germany. It called for the
  ____________, or master race to rule and the need for
  more living space “__________”

Adolf Hitler and Germany

- Germans turned to Hitler because of the collapse of the
  German ____________ brought on by the
  US ____________.
- Once in power Hitler bans all ____________
  arrests ____________, created the
  ____________ as his personal protection squad.
- Spreads ____________ by blaming
  ____________ for Germany’s troubles and
  passes the ____________, laws
  depriving Jews of their rights.
**A. Perceiving Cause and Effect**  As you read about Fascist policies, note some of the causes and effects of the event identified.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Event</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mussolini gains popularity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. King Victor Emmanuel III puts Mussolini in charge of the government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Hitler is chosen leader of the Nazi party.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Hitler is tried for treason and sentenced to prison.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. President Paul von Hindenburg names Hitler chancellor in 1933.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Hitler has books burned in huge bonfires.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Recognizing Facts and Details** On the back of this paper, identify or define each of the following:

fascism        Nazism          Mein Kampf         lebensraum
### Section 4

#### A. Drawing Conclusions
As you read this section, take notes to answer the questions based on the timeline.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931</td>
<td>Japan invades Manchuria.</td>
<td>1. Why did the Japanese invade Manchuria?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1935</td>
<td>Mussolini invades Ethiopia.</td>
<td>2. Why did Britain and France take no action against Italian aggression?</td>
</tr>
<tr>
<td></td>
<td>U.S. Congress passes first of three Neutrality Acts.</td>
<td></td>
</tr>
<tr>
<td>1936</td>
<td>German troops move into the Rhineland.</td>
<td>3. Why did isolationists want these laws passed?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1937</td>
<td>Japan invades China.</td>
<td>4. What were some effects of appeasing Hitler after his invasion of the Rhineland?</td>
</tr>
<tr>
<td></td>
<td>Hitler plans to absorb Austria and Czechoslovakia into the Third Reich.</td>
<td></td>
</tr>
<tr>
<td>1938</td>
<td>Munich Conference is held.</td>
<td>5. What were the immediate results of this invasion?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1939</td>
<td>Franco becomes Spanish dictator.</td>
<td>6. Why was the Munich Conference unsuccessful?</td>
</tr>
<tr>
<td></td>
<td>Germany and Russia sign a nonaggression pact.</td>
<td>7. How did other countries help Franco's Nationalist forces bring about the collapse of Republican resistance?</td>
</tr>
</tbody>
</table>

#### B. Recognizing Facts and Details
On the back of this paper, explain how each of the following contributed to the march of aggression:
- appeasement
- Axis Powers
- isolationism
- Third Reich
1. Collapse of German Economy: (Circle/underline one light color)

Red light: Stepped in and stopped economy from collapsing yellow light: Cautiously slowed decline green light: allowed decline

Write a 3 sentence explanation explaining what color light this event is and why, and what America could or should have done differently during this event.

2. Japan takes over Manchuria

Red light: Stepped in and stopped Japan yellow light: Cautiously slowed Japan green light: allowed Japan to rise

Write a 3 sentence explanation explaining what color light this event is and why, and what America could or should have done differently during this event.

3. Mussolini takes over Ethiopia

Red light: Stepped in and stopped Mussolini to rise yellow light: Cautiously slowed Mussolini to rise green light: allowed Mussolini to rise

Write a 3 sentence explanation explaining what color light this event is and why, and what America could or should have done differently during this event.

4. Spanish Civil War

Red light: Stepped in and stopped Franco yellow light: Cautiously slowed Franco green light: allowed Franco to rise

Write a 3 sentence explanation explaining what color light this event is and why, and what America could or should have done differently during this event.

5. Early Appeasement/Munich Conference

Red light: Stopped Hitler yellow light: Cautiously slowed Hitler down green light: allowed Hitler to rise

Write a 3 sentence explanation explaining what color light this event is and why, and what America could or should have done differently during this event.
6. Invasion of Czechoslovakia

**Red light:** Stepped in and stopped Hitler  
**Yellow light:** Cautiously slowed Hitler  
**Green light:** allowed Hitler to rise

Write a 3 sentence explanation explaining what color light this event is and why, and what America could or should have done differently during this event.

7. Invasion of Poland

**Red light:** Stepped in and stopped Hitler  
**Yellow light:** Cautiously slowed Hitler  
**Green light:** allowed Hitler to continue

Write a 3 sentence explanation explaining what color light this event is and why, and what America could or should have done differently during this event.

**Critical Thinking:**

Grab a book and go to page 552. Read both Point and Counter Point Arguments for or against US isolationism and answer the following reading prompt:

**Question:**

After World War I, many Americans became isolationists. Currently we are involved in two wars, Iraq and Afghanistan, plus we have troops in over 100 countries. Do you recommend that the US practice isolationism today? Why or Why not?
**Chart: Compare Totalitarian Leaders**

For each Leader, fill in:
1. One main thought/idea (Head)
2. One significant action he took (Hands)

<table>
<thead>
<tr>
<th></th>
<th>USSR</th>
<th>Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td>Joseph Stalin</td>
<td>Adolph Hitler</td>
</tr>
<tr>
<td></td>
<td>![Image of Stalin]</td>
<td>![Image of Hitler]</td>
</tr>
<tr>
<td></td>
<td>![Image of thoughts]</td>
<td>![Image of thoughts]</td>
</tr>
<tr>
<td></td>
<td>![Image of actions]</td>
<td>![Image of actions]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Italy</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td>Benito Mussolini</td>
<td>Stalin, Hitler, Mussolini</td>
</tr>
<tr>
<td></td>
<td>![Image of Mussolini]</td>
<td>![Image of thoughts]</td>
</tr>
<tr>
<td></td>
<td>![Image of actions]</td>
<td>![Image of actions]</td>
</tr>
<tr>
<td>What propaganda tools are being used? (list at least two, explain)</td>
<td>What image is the cartoon portraying to the audience?</td>
<td>What is the effectiveness of the cartoon?</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Political Cartoons: Analyzing Totalitarian Leaders</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
After WWI, the major countries of Europe experienced major changes socially, economically and politically. These changes led to the Age of Anxiety, a time period during which countries lived in immense fear of other countries and of repression from within their own countries. Fascism, Militarism and Communism were the major themes and ideologies that shaped the new dictators in Germany, Russia, and Italy to create totalitarian states.

Task: In groups of 3-4 people, you will create a poster of a Facebook page profile of an assigned dictator. You will also individually write a report about your totalitarian leader.

Part One: Visual (50 points)
- You will use the textbook (Stalin: pg. 395-398; Mussolini: pg. 427-428; Hitler: pg. 428-430), class notes, and outside research (Internet) to create a Facebook profile of your dictator.
- Be able to answer questions from teacher, classmates about each section of your poster.
- Required Categories (see outline on back):
  - Title of the page
  - About Me
  - Basic Info box
  - Quote from the leader
  - Picture of the leader
  - Music
  - Top Three Friends and their pictures
  - Interests
  - Comments (predict three comments from people who like this leader)
  - Details box

Part Two: Writing (50 points)
A writing component will accompany your Facebook poster to serve as a teaching guide for those who do not know of this particular totalitarian leader. It will discuss how the leader came into power. It must be typed and should be in a reader-friendly, clear, concise format, approximately 3-pages long total. Each PERSON will write their own essay.

1) Dictator’s Biography: Their Early Life
   a. What was their childhood like? What were major events of their lives?
   b. When and why did they become involved in politics?
   c. What were their political beliefs and ideas?
   d. What political organizations did they become involved in?

2) Their Rise to Power: How did they gain power?
   a. When and how did they come to power?
   b. What government was in power before they became leaders?
   c. How did they convince people to support them and their ideas while they were coming to power?
   d. What actions did they take to come to power (ex. did they overthrow the government? did they win elections? did they get appointed?)

3) Their Dictatorship: What was it like under their rule?
   a. Once they were in power what did they do? What type of government did they put in place?
   b. How did they control the political, economic, and social life of their people?
   c. What were the ideas they were trying to make people believe in and support?
   d. How did they maintain power? What types of propaganda did they use to maintain power?

Part Three: Presentation
- Presentations will be followed by a gallery walk, during which your group will decide who of the other dictators that your dictator would want to be friends with... So start thinking!

You must turn in your RUBRIC with your project and essay or they will not be graded!
**Project Outline:** The following outline describes what is expected in each section. Each section will be graded, so be sure to complete EACH task for your poster/presentation.

### Title (Facebook address)

| **Quote:** a significant quote from the actual person |
| **Music:** What would be a good song for your dictator? Make sure it would match appropriately. Past or present. |
| **Picture:** Positive picture of your leader. can be print out or a drawing. |

#### Basic Info Box:
- **Gender:**
- **Age:** (Years alive)
- **Location:** city and country
- **Emoticon:**

#### Interests:
The following *don't need* to be limited to that time period, can be current books or TV shows that you think this person would like.

- **Music:**
- **Movies:**
- **Books:**
- **Television:**
- **Heroes:**
- **Groups:**

#### Details/Brief Biography:
(This section needs to be *historically significant* to the time period of your dictator.)

- **Life Events:** Describe three significant events that happened in this person's life.
- **Here For:** (what would they use Facebook for?)
- **Zodiac/Sign:**
- **Hometown:** (where born –city, country?)
- **Ethnicity:**
- **Education:** How far did they make it through school? How were they educated?
- **Occupation:**
- **Status:** (married, single)

#### About Me:
- Political beliefs
- Political party name
- Actions taken by this person to get into power
- What lead this person to his beliefs (was he angry with what was happening in the country before taking power? If so why was he angry?)
- Did your leaders have any enemies? Who were his enemies and how did he feel about them? What did he do to his enemies? **Be specific when possible, specific names of individuals or groups, dates, countries, wars etc.**

#### Who I'd like to meet:
What people interest your leader – politically, culturally etc?

#### Who I don’t want to meet:
What types of people (groups of individuals) does your leader not like and why?

#### Check out my Friends:
*Who would some of your dictator's friends be? They must be actual famous leaders and can be from any period in time. Pick THREE – describe each below each WHY.*

- Detective Dan
- Farmer Frank
- Policeman Pete

#### Comments:
*What would an average citizen of this country say about your dictator? You need at least three comments.*

- Great job controlling everything!