Turbulent Totalitarianism ‖ Collectivization

## Goals & Objectives

Students will be able to analyze and interpret the author’s intent of a primary source document, Industrialization of the Country.

Students will be able to describe the short and long term impacts of Stalin’s economic, political and social policies.

## California State Content Standards

10.7 Students analyze the rise of totalitarian governments after World War I.

1. Understand the causes and consequences of the Russian Revolution, including

Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).

**2. Trace Stalin’s rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).**

3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and

Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

## Common Core Literacy Standards

Reading 9-10. 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

## Driving Historical Question

### How did those totalitarian leaders hold onto their power? What political, social and economic factors enabled their power?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 15 – 20 Minutes**

At the beginning of class students will respond to the question “An alien lands on Earth and asks you ‘Where are you from?’ how do you answer?” on a post-it.

The teacher will call on the students and write their answers on the board, all students who share the same answer will place their post-it next to their answer. I anticipated answers to range from Earth to Irvine California.

This will lead into a short discussion about how we identify with where we are from.

### Vocabulary (Content Language Development) ‖ **Time: N/A**

Content vocabulary and academic vocabulary will both be addressed in the Primary document. Important vocabulary is highlighted in the document and a vocabulary sidebar is provided, students will be instructed to write down any words that they don’t understand in context and define them in the space provided.

### Content Delivery (Method of Instruction) ‖ **Time: 15 minutes**

The teacher introduce the primary source document and provide a brief background/recap of Stalin’s taking control of Soviet Russia and his 5-year plan.

The teacher will remind students of the SOAPSTone reading strategy and pair students off. The teacher will ensure that all striving readers/ELs/students with special needs are paired with a strong reader, to reduce the frustration that tackling this difficult primary source document and help ensure comprehension.

The teacher will circulate the classroom during the close reading to help correct any misconceptions and ensure content delivery is effective.

Once the reading has been completed, the teacher will lead a short whole class discussion, to check for comprehension of the document. The teacher will ask questions focusing on, **What was Stalin afraid of? What was Stalin’s “plan of attack” for getting Soviet Russia on top?**

The teacher will then transition into a short lecture on Stalin’s methodology in executing his “plan of attack”. This will cover his political and economic plans, as well as, his use of propaganda.

The teacher will then begin the map activity, by grouping students into predetermined groups of 5. Once in groups, the teacher will go over instructions and expectations for the activity. Each student will represent a different ethnic group in Russia and be given a specific flavor of jelly bean. They will place their flavor on their traditional ethnic region of the map. As the teacher calls out instructions to disperse the ethnic groups around the map, the students will intermix the different flavors of jelly beans. Throughout the activity students will be instructed to remove jelly beans from the map, which will represent the influence of Stalin’s Gulag and fear tactics. Once the map is adequately intermixed, students will be allowed to share and eat the jelly beans as they discuss in their group, **“Predict what impact uprooting and moving the soviet population would have on the people’s identity?”**

**“How do you think the kid of a displaced Soviet would answer the question, ‘Where are you from?’”**

**“Does removing people’s regional identity help or hurt the stability of the young Soviet Government? Why? Support your answer”**

The teacher will circulate the class and monitor student discussion. The teacher will then bring the class together to have them share their predictions. The teacher praise answers for thoughtfulness and inform the students of the actual impact of the uprooting, if the answer is not given.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: 45-50 minutes**

In pairs students will read Stalin’s 5-year plan. They will approach the primary source document as we have established as a procedure within the class, utilizing the SOAPSTone close reading strategy.

The students will respond to the discussion question, being called on by equity cards.

Students will then break into their assigned groups and complete the “5-Year Plan Activity”.

Students will then participate in the alternating small group and whole class discussion.

### Lesson Closure ‖ **Time: 10 minutes**

When there are 7 minutes left in class, the teacher will have the students write a reflection on Stalin’s 5-year plan and the displacement of people. Students will turn this in as their “ticket out the door.”

### Assessments (Formative & Summative)

Teacher will access student prior-knowledge with the opening activity and assess their content knowledge through the whole class discussion.

Teacher will assess student progress throughout the lesson by circulating the classroom and monitoring student progress as they work through the DBQs.

Teacher will assess student achievement of lesson goals by the final whole class discussion and students’ reflection.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

By having students work in pairs, it ensures that they have someone to commiserate with as they work through the text.

Having students define key vocabulary, helps students build their academic lexicon. This specifically helps ELs, striving readers and students with special needs by paying specific attention to building their vocabulary.

Any resource students who need it, they will be given an annotated version of the text, with a vocabulary sheet.

By creating differentiated groups, there is an opportunity for peer learning and there is a strong support group which will help keep their affective filters down and frustration levels low, despite the high academic level of the

### Resources (Books, Websites, Handouts, Materials)

Stalin’s 5-year plan handout, pen/pencil, post-its, map of Russia, 5 flavors of jelly beans