Turbulent Totalitarianism ‖ The Faces of Fascism

## *Goals & Objectives*

*Students will learn the similarities and differences between Hitler and Mussolini, especially in regards to their rise to power, styles of leadership, goals, and how they handled the economic crisis.*

*Students will define important vocabulary and organize information from their texts about the two Fascist leaders (Mussolini and Hitler) to illustrate their similarities and differences.*

## *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 9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.*

*Reading 9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis*

## *Driving Historical Question*

### How did Fascist leaders in Europe after WWI, rule their nations? What were the similarities/differences?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ Time: 17 minutes

When students enter the classroom, pictures of Mussolini and Hitler will be projected on the board along with the question "Faces of Fascism." Once students have sat down, the teacher will ask the class "Do you know who either of these men are?. Students will provide answers, teacher will praise correct answers and allow students to continue to guess until either both men are correctly identified or 3 minutes has passed.

Once the men have been identified the teacher will instruct students to get out a piece of paper and quick-write an answer to "What does Fascism mean?" Students will have 6 minutes to answer the question. Students will then be instructed to share their definition with a partner and discuss any similarities or differences they may have had in their definition and construct a new definition to share with the whole class. The teacher will have each group share their definition, not correct for accuracy and then transition into the next step in the lesson.

### Vocabulary (Content Language Development) ‖ Time: 23 minutes

The key vocabulary discussed in this lesson will be introduced after the graphic-organizer has been passed out. Students will be instructed to define the key terms provided on the bottom of the graphic organizer BEFORE they open their textbooks and begin the reading. Student's may utilize dictionaries within the class and/or a dictionary app on their phone/tablet/personal electronic device.

Once the class has completed defining the vocabulary, the teacher will pose the question "Based on the vocabulary, what key ideas do you think you will come across in the reading?" and have students write down their ideas on the back of the graphic-organizer. Then the students will be instructed to share their answer with a partner and finally the teacher will bring the discussion whole class writing all ideas on the board.

### Content Delivery (Method of Instruction) ‖ Time: 7 minutes

The teacher will go over the directions for the graphic organizer with the whole class, describing expectations along the way. Before instructing the students to begin, the teacher will ask for any questions or clarifications that the students may have and answer them.

The teacher will circulate around the classroom ensuring that students are on task and answering any questions.

### Student Engagement (Critical Thinking & Student Activities) ‖ Time: 30 minutes

Students will then go and get their textbooks, one row at a time. Then they will read independently and complete the graphic-organizer note taker.

### Lesson Closure ‖ Time: 27 minutes

The teacher will call the class' attention, once the students have finished the reading and graphic-organizer, and instruct them to divide into groups of three and discuss their graphic-organizers, specifically what did they all find? what was similar/different? and based on the information that they just read and their knowledge of Stalin's Russia, what do they predict will happen next in history and why?

The teacher will circulate the classroom, praise quality responses/contributions and reteach any misconceptions (if they are not corrected within the group).

Once students have discussed all questions, teacher will bring the whole class together and instruct that each group must share what they predicted will happen next. The teacher will ask for any volunteers and continue calling on groups until all have offered their predictions.

The students will then be instructed to make sure that their names are on the graphic organizer and hand them in.

### Assessments (Formative & Summative)

The graphic-organizer and multiple class discussion will act as progress-monitoring formative assessment to ensure that all students met the learning objectives for the lesson. The graphic organizer will be graded for completion and correctness.

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

The images of Mussolini and Hitler projected on the board at the beginning of class will help EL, striving readers and students with special needs, by providing visual aid and introducing the topic in a text-light manner.

The vocabulary think-pair-share will help EL, striving readers and students with special needs define the key concepts and vocabulary *before* they come across the words in the reading.

Predicting what the text will be about discussion will help EL, striving readers and students with special needs anticipate the reading.

Primary language-English dictionary/translator use will be permitted during the reading assignment (and at all times in class) to assist ELs' comprehension of the content.

The graphic-organizer will help EL, striving readers and students with special needs parse the text and organizer their notes.

Working in small groups to discuss the key information in the reading will help EL, striving readers and students with special needs make sure that they grasped the key concepts of the reading, as well as, helping them predict what we will study next in class.

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

Textbooks, graphic organizer, dictionary