



Rise of Totalitarian Governments

Goals & Objectives

Students will be able to identify and describe the three totalitarian governments that emerged between the two world wars.

Students will be able to explain the global economic crisis that occurred between the two world wars, and how this contributed to the rise of these governments.

Students will be able to describe the Treaty of Versailles and how it set up the events that occurred between the wars.

California State Content Standard

10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.

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.
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Lesson Introduction (Anticipatory Set)

Students will come in and respond to a prompt on the board that asks them to describe the Treaty of Versailles and how it affected Germany. They will take a few minutes to write down what they remember from the previous lecture that closed the First World War.

Vocabulary (Content Language Development)

Students will be engaging with the new vocabulary in three ways, through a group exercise, direct lecture instruction, and a word wall that contains the vocabulary words of the unit.

Reparations
Militarism (Second Time)
Totalitarian
Regime
Fascism
Benito Mussolini
Nazism
Adolf Hitler
Josef Stalin
Soviet Union
Communism
Authoritarian
1929 Stock Market Crash
Treaty of Versailles

League of Nations
Inflation

Content Delivery (Lecture, Inquiry, Reading, Discussion and Debate, DBQ, Concept Formation, Simulation, Problem-Based Learning)

Content will be delivered in a lecture and small discussion accompanied with a short presentation containing major points, visuals, and vocabulary.

Student Engagement & Critical Thinking (Student Activities)

Students will recall prior knowledge during the opening Anticipatory Set, thus setting them up with the attitude that let the Nazi Party take over Germany.



Students will work in three large groups to create a poster with the all the relevant information about the totalitarian government has been designated for that group. They will then share and present this information to the rest of the class. Each group will have to list the following:

Country

New Flag

Leader

Party

Year they came into power

Main reasons that country turned to this group

Methods of militarism

What each group believed in

Type of Totalitarianism

Three interesting facts about the Party, Leader, or events that occurred with them.

Students will then take notes on their own work and the two other groups that they will be listening to.

Demonstrated Learning (Formative & Summative Assessments)

No summative assessments will be used in this lesson.

Students will demonstrate through a formative assessment of creating a poster and presenting it with their group. This will allow the teacher to listen to each group during the designated work time, and then the teacher can view the posters to make sure all the information is presented. A short quiz on this information will occur the next day to make sure that the students have learned this information.

Lesson Closure

Teacher will discuss the setting to how these people came to power, and why the people within these countries wanted change. The teacher will also discuss how their controlling, militaristic tendencies will lead to aggression, which will be a preview of the following days class lecture.

Accommodations for English Learners, Struggling Readers and Students with Special Needs

Students will be given a print out of the notes/lecture presentation so they can follow along more than just write. This will benefit all students, but will be particularly helpful for English Learners, Struggling Readers, and Students with



special needs. If any student is at a lower literacy level, I will provide them with material corresponding to their level.

The presentation itself will contain visuals and written words that will be modeled by the teacher using the language clearly with proper enunciation. Consistent checking for understanding will help all students, but will give opportunity for EL, SR, and any Special Needs to ask me for clarification and/or more information.

These types of students will be distributed among the three groups evenly so they can be assisted by their other group members to clarify information, let them practice vocabulary safely in a smaller group and not the whole class, which will lower their affective filter. They will find a role that suits their skills while still engaging in the material. During this time the teacher will also be checking with these students more specifically.

The initial assignment will be written and have feedback that fits the particular expectations of the student EL, SR, Special Needs.

What Came Before...

Before this lesson was a lesson closing the First World War ending with the Treaty of Versailles and a summative test for the WWI Unit.

What Came After...

The next lesson in the class will contain a short quiz on basics about the totalitarian governments. Then we will talk about the actions of these totalitarian groups and how it leads to WWII, and then the discussion will be about the beginning and early years of WWII.