

Introduction

Unit: A Rise of Totalitarianism

Description: Students will be taught the major events that occurred following WWI, as well as many vocabulary terms relating to these proceedings. During the unit, the students will be lectured and participate in activities to better understand what events were happening and why they were. They will show understanding of material by being assessed through discussion questions following each lesson, and also through critical thinking in open discussions. Students will be able to comprehend the academic language through the use of it in assessments as the unit progresses.

Importance: This unit is a major turning point in the history of the world. Following WWI, it is important for students to understand culture and society changes that will take place. It is also critical to understand the turning points in leadership throughout Europe, which will ultimately lead to the beginnings of WWII and the Cold War in units to follow. By be able to recognize conflicts that were occurring at the time, it will allow for students to piece together the reasons for events that will occur in units to come. It can also become a factor in why economies and nations function in a certain manner during present day times too.

Grade Level: 9th Grade

Standards and Objectives:

Modern World History: High School pg 18/34. Achievement and Crisis (1900-1945):

Content Statement 15: The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement, which in turn led to World War II.

Content Statement 16: Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.

Objectives:

1. Students will be able to define academic language terms by matching correctly 9/10 items. (Knowledge)
2. Students will be able to identify correct government transitions and characteristics of European nations by correctly selecting 10/12. (Comprehension)
3. Students will be able to apply understanding to social changes post-WWI and economic troubling aspects by responding critically at a 90% accuracy rate. (Application)
4. Student will be able to compare and contrast the differences between government theologies, as well as leaders in Europe by summarizing them in essay form at an 80% accuracy rate. (Analysis)

Table of Specifications

Content	Knowledge Objective 1	Comprehension Objective 2	Application Objective 3	Analysis Objective 4	Total
A Rise in Totalitarianism	10 items item #s: (1-10)	12 items Item #s: (11-22)	5 items Item #s: (23-27)	1 item Item #: (28)	28

Pre-Assessment Plan

Approach: Initially, to begin the unit, students will be presented with a YouTube clip showing the different lifestyles in social changes within the United States following WWI. During the clips, students will be asked to take notes on different aspects that they notice would be different than in society prior to the war. They will be asked to pay specific attention to the women in the videos. The clips will also give a brief outlook to what else will be faced economically in this unit and will play a critical role and gaining the students attention.

Explanation: The reason for this approach is because it will actively engage the students in visually seeing the differences that are beginning in relation to the previous unit. Beginning with a short video could create interest, rather than a dull introduction starting with lecturing. It can also bring liveliness to the class in responding with their opinions to how the economy was changing.

Modification: In response to the pre-assessment activity, there will also be discussion in a warm where the students will be required to answer questions. These questions will be opinion based, as well as have correct answers to certain ones. The student's answers to these will be collected and it will give an outlook to where the student's prior knowledge may be before starting this unit. This will give an understanding to which sections will need to be focused on more than others. If shown that some areas of focus are answered extremely poorly, it will be necessary to effectively cover the material within that section of the unit.

Formative Assessment Plan:

Approach: Throughout the unit, students will be given lessons on each section. The students following each section will be asked to complete a half page reflection on the day's lesson to provide feedback on what they understand and what they don't understand. The lesson would involve the beginnings of social changes post-WWI. Students will be presented with material that relates to the changing of nations economic control. Also during the lesson, student's behavior and engagement in the lesson discussions will be monitored to gain understanding of student understanding.

Explanation: The purpose of this approach is to gain a viewpoint as to where students are following each lesson and understand if they are picking up on material or struggling. This can establish a helpful manner to what students respond well to and what they do not. By enhancing the attention to student's responsiveness and attentiveness during lessons, it will allow the teacher to give feedback in order to increase learning desires.

Modification: When receiving the feedback to how well the students understand the material from the unit, I will then necessarily modify the lesson. If student understanding of the changes that are occurring in European nations are moderate and above average, I will briefly begin the following day lesson by touching on the topic as a refresher. If the majority of students show little understanding and comprehension to the material, then the following class may be committed to re-establishing the lesson. Alternative approaches to how the lesson is presented may also be necessary, if the current format is unsuccessful.

Approach: After lessons are conducted, students will be asked to complete the review questions that are provided at the end of each section. These will be a homework assignment and assessment to refresh understanding of the material. Students will have time at the end of class to complete this work, and also ask questions when necessary. At the end of the final section of the unit, students will be placed into groups and create a chart to diagram the differences between Italy, Soviet Union, and Germany during this unit. It will give students a broad understanding to the main ideas in this unit and engage in team activities.

Explanation: The students being able to have time at the end of class to complete their assignments will give the teacher more of an understanding to how well students are taking in the information. It will also allow students to work together to complete the tasks. If a student is collaborating together to understand answers to questions and correctly complete them, it will increase productivity. In allowing students to work together to wrap up the unit, they gain teamwork skills, and place all the pieces together to how this is all forming as foreshadowing to the following event; WWII.

Modification: It will depend on student's responsiveness and focus during the allotted time permitted to complete their homework assignments together in class. If students are unproductive and do not choose to work on the assignment, then a different assessment to follow class will be developed. I do believe that the group work will be a positive and allow students to engage with each other to complete a specific goal to present to the class. Students can extract different ideas from one another and critical thought while working together. If needed, an alternate group activity may be developed to create a more efficient learning objective for the students. For example, allowing students to form their own groups to create reviews that will lead into the unit exam.

Summative Assessment Plan

Component	Point Value	Weight
Pre-Assessment Video Participation	10 pts	10%
Homework	20 pts	30%
Attendance/Participation	10 pts	10%
Group Project	30 pts	10%
Quiz 1	10 pts	5%
Quiz 2	10 pts	5%
Unit Exam	40 pts	30%
Total	130 pts	100%

Grading Scale:

80-100%	A
60-79%	B
40-59%	C
20-39%	D
0-19%	F

Alternative Assessment Plan:

Alternate Form: A student in the class has an IEP dealing with a cognitive disability that leads to struggling of comprehending what is being asked on the exam. The student will be given the exam instructions orally in a paced manner, also in a separate location. The instructions will be altered to be more understanding for the student.

Alternate Administration: A student in the class has ADHD and struggles with continuously taking an exam without having a break. The student will take the exam in a separate location under supervision of a teacher and be allowed three different breaks during the exam. The assessment will not change and the learning objectives remain the same, though the environment will be more appropriate.

Test Modification: The student has visual processing disability and is unable to understand maps proficiently. Due to the condition, students will be given specific alternative material to answer on the exam which will be in words rather than asked to locate on the map. The student's assessment will remain the same in all other areas.

Selected Response

Students will be able to define academic language terms by matching correctly 9/10 items.

(Knowledge)

Matching (1 point each)

Directions: Match each definition with the correct vocabulary term given in the list below. Fill in the correct letter on the line provided. Letters will only be used once. Some answers will not be used at all.

- A. Flapper
- B. Prohibition
- C. Surrealism
- D. General Strike
- E. New Deal
- F. Benito Mussolini
- G. Fascism
- H. Command Economy
- I. Third Reich
- J. Totalitarian State
- K. Black Shirts
- L. Chancellor
- M. Atheism
- N. Abstract

- ___ 1. Italian Socialist that led the idea of fascism (**F**)
- ___ 2. Government where a one party dictatorship regulates citizens lives (**J**)
- ___ 3. Artistic movement attempting to portray workings of the unconscious mind (**C**)
- ___ 4. System which allow government officials to make all economic decisions (**H**)
- ___ 5. A rebellious young woman in the roaring 20s, located in Europe or America (**A**)
- ___ 6. Workers from multiple industries striking at the same time (**D**)
- ___ 7. Banishment of the sale, production, and manufacturing of alcohol in the United States (**B**)
- ___ 8. Economic and social programs designed for assistance during the Great Depression (**E**)
- ___ 9. Authoritarian government system, which glorifies the state over the individual (**G**)
- ___ 10. A regime located in Germany that held power from 1933-1945 (**I**)

Students will be able to identify correct government transitions and characteristics of European nations by correctly selecting 10/12. (Comprehension)

Multiple Choice (.5 points each)

Directions: Choose the best answer for each of the following questions.

11. What was the name of the event occurring in the 1920s involving the African American cultural awakening? **(C)**
 - a. Roaring Twenties
 - b. Jazz Age
 - c. Harlem Renaissance
 - d. Cultural Boom

12. What Scottish scientist accidentally discovered an antibiotic that kills bacteria and would be a major advancement in medicine? **(D)**
 - a. Albert Einstein
 - b. Edward Teller
 - c. Sigmund Freud
 - d. Alexander Flemming

13. On what border was the Maginot Line located? **(A)**
 - a. Germany and France
 - b. Netherlands and Germany
 - c. Austria and Hungary
 - d. Spain and France

14. What did the Federal Reserve do to slow the stock market down in 1928-1929? **(B)**
 - a. Lowered interest rates
 - b. Raised interest rates
 - c. Increased money supply
 - d. Decreased money supply

15. What was the most critical characteristic that was part of the New Deal created during the Great Depression? **(A)**
- Create new jobs
 - Provide pension programs
 - Regulate stocks
 - Aid farmers
16. Which of the following was also known as “combat squads,” and resorted to violence against democratic supporters? **(B)**
- Military Officials
 - Black Shirts
 - Gulags
 - Gestapo
17. Which ideology favors a centralized, authoritarian government and glorifies the state over the individual? **(C)**
- Communism
 - Democratic
 - Fascism
 - None of the above
18. What type of economy did Joseph Stalin want to create after gaining power? **(B)**
- Agricultural
 - Industrial
 - Labor
 - Technological

19. A government that has the authority to make all social decisions in an economy is known as an: **(B)**
- Open market economy
 - Command economy
 - Free-market economy
 - Market economy
20. The Weimar Republic gave women which of the following rights? **(A)**
- Voting
 - Job Opportunity
 - Government Opportunity
 - Equal Salary Opportunity
21. Individuals that were Jewish and living in Germany during Nazi reign were deprived of citizenship due to the passing of which document? **(C)**
- Kellogg-Briand Pact
 - Neutrality Act
 - Nuremberg Laws
 - Mein Kampf
22. What was the date of the night of Kristallnacht, or the “Night of Broken Glass?” **(D)**
- November 16, 1938
 - November 25, 1938
 - December 25, 1938
 - November 9, 1938

Constructed Response

Short Answer (2 points each) **Objective 3/4**

Directions: Answer the following questions to your best ability. Each question should be answered completely and correctly to obtain full credit. Write your answers in the space provided below the question.

23. What did prohibition enforce in the United States? How long did it last?

Prohibition was the banishment of the manufacturing and sale of alcohol products. It was put into effect in 1919 and lasted until 1933.

24. What was the New Deal? Who issued it? Was it effective?

The New Deal was a package of economic and social program that was issued by President Franklin D. Roosevelt. It was issued to implement aid to the economy during Great Depression hardships and was minimally effective. It was said to have eased suffering.

25. As we discussed, Joseph Stalin implemented five year plans during his reign over the Soviet Union economy. Describe the goals of the plans, as well as the results. Also talk about the differences in effects of agriculture and industry in the Soviet Union.

The five year plan that was put into place by Stalin was created to build up industries, improve transportation and also increase farm output. The Soviets set very high goals for their industry workers which had made major progress. In agriculture, goals set were not reached due to lack of motivation by farmers and inclement weather.

Extended Response (4 points each) **Objective 3**

Directions: Answer the following questions to the best of your ability. Each question should be answered in all parts, and be completed in 3-5 sentences.

26. During post-WWI, there were many social changes occurring in the United States. List the most important changes and scientific discoveries that occurred. Explain why they were important.

There were many changes that occurred in the United States society following WWI. There were changes in the women culture, music that was listened to, scientific discoveries, art that was created and writings by authors. Women began to wear more revealing clothing, jazz was extremely popular, and art was now drawn in ways to expand thinking. A major scientific discovery was the accidental finding of penicillin. This was very important because it would lead to more advancement in the curing of sicknesses and diseases.

27. Benito Mussolini overtook the Italian government and became leader. Discuss a goal that Mussolini had economically and explain the ways that he sought to achieve this goal.

A goal that Mussolini had economically was to force the Italian society to understand that the state was more important than the individual. Mussolini's fascist views, created a loyal system to establish a society that would root for extreme nationalism and glorify expansion. The way he achieved these goals was major propaganda and shaping these ideas in youth groups. The propaganda used to continuously give a daily exposure to citizens of Italy and force them to hear what the government wanted.

Essay (10 points) **Objective 3/4**

Directions: Respond to the following in complete sentences. Be sure to answer all parts of the question and create a quality response. Answers should be completed in 5-7 sentences.

28. This unit was discussing events that would ultimately lead into the beginnings of WWII. Describe what you believe will happen in the unit to follow. Think about the different styles of government entering European nations, and describe whether they are beneficial to their economy or not. Lastly, explain the similarities in place between Mussolini, Stalin, and Hitler.

This unit showed all of the new changes that were occurring in European nations. I believe that much of the power many of these countries leaders want will ultimately cause conflict and lead to the beginnings of WWII in the next unit. Since many of their ideologies they practice include expanding borders and powers, it will cause conflict since all three are relative close to bordering one another. The different styles of governments, such as communistic, authoritarian, and fascist all show little benefits to the individuals. All three seem to aim at putting the state before the individual. It seems that all three leaders of these nations thrive on similar aspects including: power, land, and resources. They look to build their nations up to the highest level and to at last become a superpower in the world. As discussed before, I feel that this could lead to extreme conflict since these nations are close to bordering and will bring dilemmas about.

Short Answer Rubric

0 Points	1 Point	2 Points
No response given, response is irrelevant to question asked.	Answer partially answers question asked correctly.	Answer fully responds to all parts of question correctly.

Extended Response Rubric

0 Points	1 Point	2 Points	3 Points	4 Points
No response given, response is irrelevant to question asked.	Response is unclear, inaccurate with little thought. Answer remains vague and minimally correct.	Answer responds partially to the questions asked. Does not fully elaborate on answers given.	Response is on the right track. Shows accuracy towards points given and shows understanding.	Answer shows complete understanding to question. Answers correctly in all parts and elaborates very thoroughly on answers given.

Essay Rubric

Category	Below Average 0 Points	Average 1 Point	Advanced 2 Points
Structural Organization	Essay lacks logical progression of ideas	Essay includes logical progression of ideas and transitions clearly	Essay is powerfully organized and fully developed
Understanding of Material	Apparent misunderstanding of material	Developing an understanding of material	Clear understanding of material displayed by concrete and complex ideas
Focus	Essay addresses topic but loses focus by including irrelevant ideas	Essay is focused on topic and includes relevant ideas	Essay is focused, purposeful, and reflects clear insight along with ideas
Support	Few to no solid supporting ideas or evidence for content	Support lacks specificity and is loosely developed	Specific, developed details and superior support to evidence given in essay.
Completeness	Essay does not full answer question at all and shows minimal effort	Essay has partially answers to questions but some remain unanswered	Essay is fully answered with elaboration on all questions asked