

# Unit #4: Origins and Development of Authoritarian and Single Party States: Adolf Hitler and Fidel Castro

Content Area: **Social Studies**  
Course(s): **IB 20th Century Topics**  
Time Period: **Second Marking period**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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The 20th century produced many authoritarian and single-party states. The origins, ideology, form of government, organization, nature, and impact of these regimes should be studied. Major themes will include the origins and nature of the authoritarian and single-party states in Germany and Cuba, the establishment of these regimes, and their domestic policies and impact.

## STAGE 1- DESIRED RESULTS

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## 2016 New Jersey Student Learning Standards- Social Studies

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SOC.6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s.
SOC.6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
SOC.6.1.12.A.15.d	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
SOC.6.1.12.D.10.a	Analyze how other nations responded to the Great Depression.
SOC.6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.6.1.12.D.12.c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
SOC.6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

## Essential Questions

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- What common characteristics account for the rise and rule of single party leaders?
- What differences can be found in the rise and rule of single party leaders?
- What conditions produce single-party states?
- What role does ideology play in single-party states?
- What methods do single-party states use to maintain power?
- What is the impact of single-party states on politics, the economy, and social policies?
- What is the role of education, the arts, the media, and propaganda in a single-party state?
- How are women, minorities and religious groups impacted by single-party states?
- How does foreign policy act as a means of maintaining a single-party state?
- What is the impact of a single-party regime outside of the state?

## **Enduring Understanding**

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- Ideological differences and other factors contributed to the Cold War and to US involvement in conflicts intended to contain communism
- Cold War tensions between the US and communist countries resulted in conflict.
- The Cold War conflict influenced domestic and foreign policy for over forty years.
- World War I affected politics, the economy, and geopolitical relations after WWI
- The development of nuclear weapons by industrialized countries and developing countries affected international relations.
- After World War I, there was a rise in authoritarian forms of government and ideologies.

## **Students will know...**

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Germany- Friedrich Ebert, Spartacus League, Freikorps, Kapp Putsch, White Terror, Dawes Plan, Golden Years, D.A.P., NSDAP, Gau, Heinrich Brüning, Franz Von Papen, Kurt von Schleicher, Gregor Strasser, Reichstag Fire, Enabling Act, Gleichschaltung, Volksgemeinschaft, Lebensraum, Führerprinzip, Übermensch, Kreisau Circle, July Bomb Plot, Mefo bills, Volksgenossen Cuba-Agrarian Reform Act, autarky, Bay of Pigs, Mariel Boat lift, centralization, command economy, Cuban Missile crisis, decentralization, literacy campaign, nationalization, Nikita Khrushchev, OAS, Operation Mongoose, PCC

### **Students will be able to...**

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- Identify the reasons for the rise to power of Adolf Hitler and Fidel Castro
- Discuss the use of propaganda in maintaining control in a single party state
- Analyze the effectiveness of single party regimes in maintaining power
- Examine the effectiveness of the Hitler and Castro regimes
- Compare and Contrast the regimes of Hitler and Castro
- Identify opposition to the regimes of Hitler and Castro
- Discuss the social impact of the regimes on women, religion, education, and minorities

### **STAGE 2- EVIDENCE OF LEARNING**

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#### **Formative Assessment During Lesson**

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- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check

- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

### **Authentic Assessments- Suggested**

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- Identify activities/assessments that students will complete to show that they understood the materials covered in the unit.
- development of multiple essays
- fishbowl discussions
- readings of time period appropriate documents
- debates
- analysis of political cartoons
- creation of political cartoons
- flipped classroom questioning
- presentations(PowerPoint, Prezi, Kahoot)
- Boss Battle questioning

### **Benchmark Assessments**

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- writing samples
- literary responses
- oral reports
- demonstrations showing understanding how-to-manuals
- dramatizations
- memory maps

## STAGE 3- LEARNING PLAN

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### Instructional Map

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- Students will conduct fishbowl discussion on what makes up a dictatorship.
- Student IBooks are updated to serve as a study guide for the IB exams. As students create research papers or presentations they will be added to these iBooks for an all-encompassing iBook textbook to be completed and used to study for the IB exam.
- Video documentary on the Hitler regime shown to students
- Flipped Classroom video "The Rise of the Dictators" shown to students from YouTube
- Documents are supplied and the students will examine, analyze, and draw conclusions from the supplied information.
- Students will conduct research on historical controversies of their own choosing to identify historiography.
- The class as a whole will conduct peer writing.
- Small groups will develop presentations debating historiographical arguments.
- Students will write an essay discussing a historical topic being sure to discuss the topics historiography.

### Modifications/Differentiation of Instruction

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In order to modify the unit for students with **different academic abilities**, the teacher will provide extra time for students who are in need of it. Also, oral directions would be provided in order to make clear the requirements of the assignments.

In order to modify the unit for **ELL students**, the highlighted text will be given to students. Also, oral direction and repeated Drill/Practice will be provided to the student. Use of Audio resources could also be incorporated.

In order to modify the unit for **students with special needs**, the teacher will provide extra time for students who are in need of it. Also, oral directions would be provided in order to make clear the requirements of the assignments. Depending of the needs of the student, extended time, frequent breaks, preferential seating, and audio resources could be incorporated in the unit.

### Modification Strategies

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- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## **Differentiation Strategies**

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### **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments

- Varying Graphic Organizers

## **Low Preparation Differentiation**

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- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## **Horizontal Integration- Interdisciplinary Connections**

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Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

## **Vertical Integration- Discipline Mapping**

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The IB 20th Century course is offered during the Senior year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade

5), United States History Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and IB History of the Americas. The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 12th grade can successfully address the demands required of them in the IB program.

### **Additional Materials**

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*The National Experience: A History of the United States (8th Edition)* Harcourt Brace Jovanovich College Publishers by Blum, McFeely, Morgan, Schelesinger Jr., Stamp, and Woodward

*The Media at War* St. Martin's Press by Susan L. Carruthers

*Hitler and Nazi Germany* Routledge by Stephen J. Lee

*Peacemaking, Peacekeeping: International Relations 1918-1936* Cambridge University Press by Nick Follis

*The Cold War* Pearson by Keely Rogers and Jo Thomas

*The Cold War* Cambridge University Press by Allan Todd

*Causes, Practices and Effects of Wars* Cambridge University Press by Mike Wells

*Causes, Practices and Effects of Wars* Pearson by Keely Rogers and Jo Thomas

*Authoritarian and Single-Party States* Pearson by Brian Mimmack, Daniela Senes, Eunice Price

*War and Peace: International Relations 1878-1941* Hodder Education by David G. Williamson

*Russian, America and the Cold War* (2nd Edition) Pearson by Marin McCauley