

# Unit 2: European Identity & Rise of Dictatorship

Content Area: **Social Studies**  
Course(s): **World History A**  
Time Period: **Marking Period 1**  
Length: **7-8 weeks**  
Status: **Not Published**

## Standards

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
MA.S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
MA.S-ID.C.9	Distinguish between correlation and causation.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
MA.S-CP.A.2	Understand that two events <i>A</i> and <i>B</i> are independent if the probability of <i>A</i> and <i>B</i> occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
WL.7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
WL.7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
WL.7.1.IH.A.L.1.a	Analyze written and oral text.
WL.7.1.IH.A.L.1.e	Infer and interpret author's intent.
WL.7.1.IH.A.L.1.g	Identify the organizing principle in written and oral text.
WL.7.1.IH.B.L.1.b	Identify some cultural perspectives.
WL.7.1.IH.B.L.1.e	Offer and support opinions.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
SCI.9-12.5.1.12.B	Students master the conceptual, mathematical, physical, and computational tools that need to be applied when constructing and evaluating claims.

SCI.9-12.5.1.12.B.c	Empirical evidence is used to construct and defend arguments.
SOC.6.2.12.D.4.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.
SOC.6.2.12.D.4.f	Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
SOC.6.2.12.D.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.
SOC.6.2.12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
VPA.1.1.12.C.1	Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and non-Western theatre traditions.
VPA.1.1.12.C.CS1	Theatre and the arts play a significant role in human history and culture.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.  Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.  Relating population statistics to individual predictions.

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**Enduring Understanding**  
**European Identity Objectives:**

Students will be able to: explain the attitudes of the lost generation writers.

Students will be able to: describe the conditions of Great Britain and France between the wars.

Students will be able to: explain the growth of nationalism, and eventually militarism, after World War I.

### **Rise of Stalin Objectives:**

Students will be able to: Describe the totalitarian government of the Soviet Union.

Students will be able to: Analyze the effectiveness of Stalin's collectivization plan.

Students will be able to: Describe conditions of gulags in the Soviet Union.

Students will be able to: Understand the Great Terror of the 1930s and how the purges greatly depleted the Soviet's of military strength and ingenuity.

Students will be able to: Analyze the involvement of the communist Soviet Union and the democratic United States during WWII.

Students will be able to: Explain how WWII enabled the Soviet Union to expand.

### **Rise of Mussolini Objectives:**

Students will be able to: Describe how fascism took root in Italy.

Students will be able to: Analyze the effectiveness of the Public Works Program.

Students will be able to: Examine the relationship between Mussolini and Hitler and compare conditions in both countries.

Students will be able to: Examine the significance of the Spanish Civil War

### **Rise of Hitler Objectives:**

Students will be able to: Describe the policy of appeasement and how it failed.

Students will be able to: Explain the growth of German National pride after WWI.

Students will be able to: Explain how the Great Depression contributed to support of Hitler's policies.

Students will be able to: Describe Hitler's plans for Germany's future.

Students will be able to: Describe the abuses endured at the hand of the Nazis during the reign of Hitler.

## **Essential Questions**

### **European Identity Essential Questions:**

1. What were the roots of anti-Semitism in Europe and what did Hitler use them as a scapegoat for in the 1930s and 1940s?

2. What was the attitude of the “lost generation” of writers?
3. How did nationalism contribute to the rise of dictators?

### **Rise of Stalin Essential Questions:**

1. How did Stalin rise through the ranks of the Bolshevik Party and ultimately seize control of the Communist party?
2. What was the economic status of the Soviet Union after WWI and how was Stalin successful at industrializing so rapidly?
3. What was the social response to Stalin’s forced industrialization plans?
4. How would Stalin’s increasing paranoia inevitably contribute to his demise?

### **Rise of Mussolini Essential Questions:**

1. What were the political and economic conditions of Italy after WWI and how did they produce an environment that allowed for Mussolini to rise as a totalitarian leader?
2. How did Mussolini transform multi-party democracy into a single party state?
3. How did totalitarian dictators of single party states in the 20th century maintain their regimes?
4. What were the roots of antisemitism in Italy, and how did Hitler contribute to antisemitic feelings?
5. What factors contributed to Mussolini losing support of the Italian people and his eventual demise?

### **Rise of Hitler Essential Questions:**

1. How did the Treaty of Versailles and World War I ultimately create an environment that fostered the rise of the Nazi Party and Adolf Hitler?
2. What were the political and economic conditions of Germany after World War I?
3. What were the roots of antisemitism in Germany and how did Hitler use them to scapegoat certain groups of people?
4. How was propaganda used to increase support for Hitler and motivate German national pride?

## **Knowledges and Skills**

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### **European Identity:**

Lost Generation

Nationalism & Propaganda

Militarism

### **Rise of Stalin:**

Bolshevik seizure of power in Russia in 1917

Rapid industrialization

The Great Terror of the 1930s in which Stalin purged “enemies of the people”

Development of the Red Army

Involvement in WWII

The Soviet Union's nuclear age.

### **Rise of Mussolini:**

Socialist Party vs. Fascist Party

Black Shirts

Public Works Program

Involvement in Ethiopia

Spanish Civil War

### **Rise of Hitler**

Rise of the Nazi Party 1932

Great Depression & the effect on Germany

Dictatorship & Anti-Jewish Laws

Invasion of Poland – beginning of WWII

Propaganda

## **Resources**

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McGraw and Hill: World History and Geography

Chapter 28, Lesson 2: The Rise of Dictatorial Regimes

Chapter 28, Lesson 3: Hitler and Nazi Germany

## **Transfer Goals**

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1. Students will be able to independently apply the knowledge of early European identity when assessing the impact of totalitarianism throughout the world.
2. Students will be able to independently apply the lessons of the past to better understand other historical/current event issues we face today in the 21st century.
3. Students will be able to independently participate actively and effectively as an informed citizen of a

democracy while understanding how totalitarian regimes came to power.