The Second World War ‖ Rise of Fascism in Europe

## Goals & Objectives

Goal: Students will understand the rise of Fascism in Europe and Japan’s search for an Empire.

Objective: Students will evaluate the causes for the rise of Fascism in Europe and Japan’s desire to create an empire. Students will also analyze the rise of these regimes by filling out the lesson’s graphic organizer and be able to identify the reasons why these nations turned to totalitarian regimes.

## California State Content Standards

10.7.3- 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.

10.8.1- Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

10.8.5- Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.

## Common Core Literacy Standards

[CCSS.ELA-LITERACY.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[CCSS.ELA-LITERACY.RH.9-10.4](http://www.corestandards.org/ELA-Literacy/RH/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.

[CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## Driving Historical Question

### What were the causes for the rise of Fascism in Europe and militarism in Japan and what impact did these regimes have on society?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 7 min**

When students take their seats in the classroom the teacher will introduce the lesson by engaging students in a brief whole class discussion. The teacher will orally ask the questions, “What is fascism” and “what is militarism”. Students will write down the questions in their quick write sheets and proceed to answer them. The teacher will ask volunteers to share their answers as well as call upon students to share their responses with the class.

### Vocabulary (Content Language Development) ‖ **Time:**

1. Fascism
2. Benito Mussolini
3. Adolf Hitler
4. Nazism
5. Mein Kampf
6. Lebensraum
7. Axis Powers

Vocabulary will be introduced and discussed throughout the lesson. The vocabulary words will be posted in the front white board in order to familiarize students with the terms that will be introduced during the lesson. Students will also be provided with a handout that consists of the definitions of the vocabulary words that are introduced in the lesson. Furthermore, the vocabulary words will be discussed as they come up during the lesson.

### Content Delivery (Method of Instruction) ‖ **Time: 20 min**

The teacher will briefly provide students with background information regarding the topic of fascism and militarism in order to ensure that students familiarize themselves with the reading and are aware of the type of information that they can expect as they read the text book. Students will read section 3 and the first two pages in section 4 of chapter 15 in their textbook entitled, *Modern World History: Patterns of Interaction.* Pre-Reading- The teacher will begin the reading lesson by reading all the bold titles in both sections as a class and ask students what they expect each sub-section to be about and what type of information they will find in each. This will help students familiarize themselves with the chapter as well as become aware of the main themes and information that the chapter will cover. Students will then read the required sections of chapter 15 and be paired into groups so that they collaborate with one another in order to complete a graphic organizer.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: 25 min**

For the During reading section of the lesson students will be given a graphic organizer which they will complete as a group. The graphic organizer will require students to organize their thoughts and compare and contrast the rise of fascism in Germany and Italy, as well as militarism in Japan. Groups will be assigned different nations so that they fill out information only for the specific nation assigned to their groups. Groups will then present the information that they provided for their nation in front of the class. Students not presenting will fill out the rest of their graphic organizers according to the information and concepts that other groups present regarding their particular nation.

### Lesson Closure ‖ **Time: 5 min**

Post- reading- At the bottom of the graphic organizer there will be main idea questions that students will answer as a class. The teacher will discuss the questions in whole class format and students will be called on to share their responses with the class. This closure activity will enable students to reflect on what they learned in the lesson and communicate their ideas in writing and orally.

### Assessments (Formative & Summative)

Formative Assessment: The warm up entries at the beginning of the lesson would serve as a formative assessment. Student discussion of the warm up will also serve as a formative assessment.

Summative Assessment: The graphic organizer would serve as a summative assessment. The teacher would go around the class checking for student understanding and then collect the graphic organizer at the end of class. The graphic organizer will be graded for completion and accuracy. The teacher will provide both a grade and written comments about positive aspects of their graphic organizer and areas in which they can improve.

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

Accommodations for English Learners: The inclusion of a vocabulary worksheet with definitions will enable English language learners to familiarize themselves with the lesson’s vocabulary. Furthermore, emphasizing the vocabulary will allow English learners to have a preliminary understanding of what the reading will be about before they begin to read the textbook. Group discussions will give English learners the opportunity to observe how English proficient students communicate and write in English. Furthermore, group and whole class discussion will also enable English learners to practice their English speaking skills.

Accommodations for Striving Readers: The graphic organizer will help striving readers organize their thoughts and self assess whether or not they understood the reading. The graphic organizer will reemphasize information and concepts in order to ensure that striving readers grapple with the lesson’s concepts and are able to demonstrate their understanding.

Accommodations for Students with Special Needs: The lesson provides students with special needs multiple opportunities to interact with their classmates and receive information in different ways. Furthermore, because each student is different, special accommodations will be made according to the needs of individual students.

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

1. Textbook- *Modern World History: Patterns of Interaction.* 2006 by McDougal Littell.

2. Graphic Organizer