The Interwar Years:
Worldwide Depression and the Rise of Totalitarian Governments

Unit Plan, Third Nine-Weeks

Developed by

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World History II
Unit: The Interwar Period

Course: World History II

Time: Six 90-minute block classes over a period of two weeks

Overview:
At the conclusion of the war to end all wars, the world experienced a time of change and upheaval. After a brief recovery from the war the economy took a turn for the worst and launched the world into a global depression. Surmounting debt from the war, overproduction, and overextension of credit created a fragile economy that came crashing down along with the stock market in 1929. The global depression had profound effects on nations, their citizens, and forms of government. The search for answers to vast unemployment and misery led to experimentation with social programs, a growth of nationalism, and a quest to both find and punish those that were responsible. Out of the depression emerged totalitarian leaders that restored hope in their people by promising change and creating a strong military. In the quest for power, wealth, and territory totalitarian governments under Hitler, Mussolini, Stalin, and Hirohito, brought the world towards the brink of war once more.

Rationale:
An understanding of the Interwar period is essential for any student to comprehend the full spectrum of world history from 1500 to present. The historical events, actions, and actors of the Interwar period had a profound effect upon the twentieth-century, and why the world is the way it is today. Teaching students about the Interwar period is necessary to understand the full impact of World War I. Students have the chance to study the immediate and long-term effects of warfare. Understanding the Treaty of Versailles is integral to comprehending the causes of global depression, and the rise of totalitarian governments. The Interwar period presents students with the opportunity to analyze the transition from Marxist ideals to a communist state and characteristic differences between leadership under Lenin and Stalin. In conclusion, this unit sets the stage for World War II while meeting Virginia and NCSS Standards.

Essential Questions:
1. Why did the world experience depression in the 1930’s?
2. How did the depression change the world?
3. What reasons best explain the rise of totalitarian governments under leaders such as Hitler, Mussolini, Stalin, and Tojo?
Goals:
Students will continue to develop skills in analysis of primary and secondary documents, and improve their writing.

Objectives:
1. Students will identify the causes of world wide depression after World War I, and evaluate the impact by analyzing primary and secondary documents.
2. Students will develop an understanding of totalitarianism and apply its critical attributes to identify examples.
3. Students will be able to compare and contrast the political ideologies and governments of totalitarian governments by creating a profile.

Standards:
State (SOL)
1. Identify the causes and assess the impact of the worldwide depression in the 1930’s (WHII.10b)
2. The Student will examine events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identify their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo (WHII.10c)
3. The student will improve skills in historical research and geographical analysis by identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in World History since 1500 A.D. (WHII1.a)

NCSS
1. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations (NCSS VI.f)
2. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (NCSS VII.h)
3. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations (NCSS IX.b)

Outline of Content
I. The Depression
   A. Causes
      1. Long-Term Causes
         a. Huge debt resulting from WWI
b. European dependence on American loans
   c. Widespread use of credit
   d. Overproduction of goods paired with a decline in demand

2. Immediate Causes
   a. Stock market crash 1929
   b. Banks demand repayment of loans
   c. America can no longer loan to other countries
   d. Businesses and factories fail

B. Effects
   1. Immediate Effects
      a. Vast, unemployment and misery
      b. Growth of economic nationalism which emphasize tariffs to protect industry
      c. Loss of faith in capitalism and democracy
      d. Authoritarian leaders gain support
   2. Long-Term Effects
      a. Nazis take control of Germany
      b. Fascist leaders win support in Eastern Europe
      c. Governments experiment with social programs
      d. People blame scapegoats for economic woes
      e. World War II begins

II. Rise of Totalitarian Governments
A. Italy-Mussolini
   1. Rise to Power
      a. As a victorious ally in World War I Italy expected to gain territory and prestige
      b. The war left Italy in debt, with vast unemployment, high taxes, and a government that could not cooperate to end the chaos
      c. Black shirts
         i) Using intimidation and fear, this Fascist “combat squad” attacked socialists, the press, and farmers unions
         ii) Used violence and swift action to accomplish goals that the constitutional government could not.
      d. Mussolini
         i) Prime Minister of Italy
         ii) Dictator and leader of the constitutional monarchy
   2. Appeal
      a. Promised a strong stable government
      b. Ended political feuding
c. Revived national pride, by restoring glory to Rome

B. Germany-Hitler

1. Rise to Power
   a. Struggles of the Weimar Republic
      i) Reparations payment
      ii) Massive inflation
      iii) Government factions—Communists, Conservatives, Bourgeois
   b. Appeal of Hitler
      i) Promised to end reparations, create jobs, and rearm Germany
      ii) Identified Jews and Communists as scapegoats to blame for economic woes and defeat in WWI.

2. Nazi Germany
   a. Totalitarian State
   b. Initiated large public works programs
   c. Created jobs and stimulated business through sale and development of military hardware.
   d. Preserved capitalism but brought big business and labor under government control.
   e. Social Policy
      i) Indoctrination of youth with racist ideology
      ii) Limited role of women
      iii) Purged German culture, including religion

C. Soviet Union-Stalin

1. Rise to power
   a. Member of the Bolshevik underground
   b. General secretary of the party
   c. Used political muscle to defeat Trotsky as successor of Lenin

2. Five-Year Plans
   a. Command economy
   b. Increase in heavy industry and mining
   c. Standard of living remained poor

3. Revolution in Agriculture
   a. Collectives
   b. Removal of Kulaks
   c. Increased Stalin’s control, but did not improve farm output

4. The Great Purge

5. War on Religion

D. Imperial Japan-Hirohito and Tojo
1. Rise to Power
   a. Economic growth during WWI
   b. Zaibatsu
   c. Foreign trade suffers during depression
   d. Rapidly growing population
   e. Appeal of nationalism and militarism

2. Expanding the Empire
   a. The Manchurian Incident
   b. Increasing political power of the military
   c. League of Nations condemns, but does not punish Japan

3. Leaders
   a. Emperor Hirohito
   b. Prime Minister and General of armed forces, Hideki Tojo

Assessments and Evaluations
Each day students will receive formative assessments in the form of observations of class discussions and student participation. Several bell ringers assess students on material from the previous class or earlier in the unit. There will also be several homework assignments to provide me with the opportunity to evaluate their learning. To conclude the unit, students will take a summative assessment in the form of a unit test. The test will feature a number of select-response questions, as well as an essay. The essay will assess students’ ability to evaluate the impact of the global depression.

Materials and Resources
1. Overhead projector
2. Textbook-World History: Connections to Today
3. Construction Paper, scissors, markers
4. Data Sets/Documents
5. Wireless Keyboard
6. Inspiration software
7. Document Camera
8. Computer projector
9. School issued Macbook

Unit Calendar
Day One
Topic: The Causes of the Great Depression
Objective #1
Event: Students will begin class by creating a foldable chart on the causes and effects of the Great Depression. Check understanding of vocabulary. Inquiry lesson on the causes of the Great Depression.

Due: Vocabulary Definitions

Assessment: Formative observation of reading skills through use of scaffolding worksheet

Day Two
Topic: The Impact of world depression.
Objective #1

Event: Class will begin with an analysis of a German breadline in 1923. Students will participate in a jigsaw activity to understand how various groups were affected by the depression and evaluate its overall impact. Students will also complete a foldable that identifies both immediate and long-term effects of the depression.

Assessment: Formative observation of discussion and participation

Day Three
Topic: Totalitarian Governments
Objective #s 2, 3

Event: Students will write one paragraph about the causes of the Depression. Students will participate in a concept formation lesson on totalitarianism.

Assessment: Paragraph on causes of the Depression and formative observation of discussion and participation in class

Day Four
Topic: Totalitarian Governments, characteristics of Germany, Italy, Soviet Union, and Japan
Objective #s 2, 3

Event: Bell Ringer-writing activity the impact of worldwide depression. Students will create a profile chart identifying the characteristics of totalitarian governments such as Germany, Italy, the Soviet Union, and Imperial Japan.
Due: Analysis of an example of Totalitarianism

Assessment: bell ringer and formative observation of participation in class

Day Five
Topic: Totalitarian Acts of Aggression and Test Review
Objective #3

Event: Bell Ringer- Matching quiz; totalitarian dictatorships. Students will complete an atlas activity to locate and identify acts of aggression taken by totalitarian nations before World War II. Review activity for exam.

Assessment: Formative-matching quiz, observation of test review

Day six
Summative unit test on the interwar period including the worldwide depression, and totalitarian dictatorships.

Daily Lesson Plans

DAY ONE

Topic: The causes of the Great Depression

Overview:
In this first lesson of a unit on the Interwar Period, students will use primary and secondary sources to identify the causes of the Great Depression. Students will create a foldable chart in order to provide themselves with a graphic organizer.

Objectives:
1. Students will demonstrate knowledge of the economic developments during the Interwar Period by citing causes of worldwide depression through the analysis and interpretation of primary and secondary sources (WHII.10b & WHII.1a)
2. Students will be able to identify the long and short-term causes of the Great Depression on a foldable chart.

Procedure:
OPENING ACTIVITY- 10 minutes
Students will create a foldable chart that identifies the causes and affects of the Great Depression. The foldable will contain four columns: long-term causes, immediate causes, immediate effects, and long-term effects.

Vocabulary Review- **10 minutes**

The teacher will check to see that students defined vocabulary words for the topic of the depression. The class will briefly go over each term to ensure that students understand the meaning of each word.

Inquiry lesson-70 minute

I. **Eliciting Hypothesis - 5 minutes**
   A. Have student pairs work together to create a list of four to six possible causes of global depression
   B. Then instruct students to think outside the box and list any causes that they may have missed.

II. **Presenting Hypothesis- 10 minutes**
   A. Each pair will present a cause that they believed contributed to the global depression.
   B. A wireless keyboard will be handed to each pair to include causes in an inspiration graphic organizer
   C. Before implementing a wireless keyboard, the class will go over appropriate use of technology in the class.

III. **Data Gathering and Processing- 40 to 45 minutes**
   A. Hand out Data set #1 and a scaffolding sheet to each pair
   B. Have students read the data set and discuss the impact of the new data on their causes.
   C. Have pairs complete the scaffolding sheet for each data sheet.
   D. Share findings with the class.
   E. Pass the wireless keyboard and add new causes to the inspiration web diagram.
   F. Repeat steps for remaining data sets.

IV. **Conclusion- 10 to 15 minutes**
   A. Have student pairs take out their foldable sheet on the causes of the depression.
   B. Using the causes that students have identified during the data-gathering portion of the lesson, have students identify whether they are long-term or short-term causes.
   C. Students will list the long and short-term causes of the Depression on their foldable worksheets.
The Treaty of Versailles includes no requirements for the economic recovery of Europe, nothing to make the Central Powers good neighbors, or promote economic unity amongst the allies. The large amount of money spent on the war effort has left us in debt. There is an inability of the allied powers to repay America for the lend-lease program which loaned military equipment, humanitarian aid, supplies, and money.

In the two generations before the outbreak of war, Germany transformed from an agrarian state to an industrial state. As an agrarian state, Germany could feed forty million inhabitants. As an industrial state, Germany could feed sixty-seven million inhabitants, but the war has hurt German industry. Much of their food and resources were imported from their colonies. Now that the war is over, they have lost their colonies, merchant fleet, and foreign investments. There is no doubt that their industry will suffer greatly. Businesses and factories are failing, and soon Germany will not be in a position to give bread and work to her numerous millions of inhabitants who are prevented from earning their livelihood by navigation and trade.

A Dangerous Imbalance
World History Textbook page 765

Both the American and the world economy had weak spots in the 1920s. Overproduction was a major problem. The war had increased demand for raw materials from Africa, Asia, and Latin America. Improved technology and farming methods contributed to higher output. When demand dwindled after the war, prices fell. Consumers benefited from the lower prices, but farmers, miners, and other suppliers of raw materials suffered severe hardship.

At the same time, industrial workers won higher wages, which raised the price of manufactured goods. An imbalance emerged because farmer’s earnings had fallen, and they could afford fewer manufactured goods. Factories ignored the slowing demand and continued to pump out goods. Large amounts of credit had been extended to farmers and businesses, but as prices fell, there was an inability to repay credit.

Many nations attempted to nationalize their economy. In order to protect industry, they imposed tariffs, a tax on imported goods. By taxing imported goods, it raises the price and encourages the purchase of goods from within a country. The United States imposed the highest tariffs in history, and many European countries responded by raising their own tariffs. In the end, all countries lost access to the larger global market.
DATA SET #3- The Crash of 1929

DIRECTIONS: Read the document below with your partner and look for any clues to possible causes of the Great Depression. Add causes, or change causes you listed on your worksheet.

The market dropped sharply at the beginning of the month but rose again only to drop and rise again. The rollercoaster ride continued in October as the beginning of the month saw another drop followed by another burst of strength. Then came Black Thursday – October 24 – when a drop in stock prices triggered a burst of panic-selling so frantic that it overwhelmed the Stock Exchange's ability to keep track of the transactions.

Wall Street financiers were able to reverse the downward plunge only by buying as many shares of stock as they could over the next two days. It was a temporary victory. Monday's opening bell unleashed a frenzy of selling that soon turned into an uncontrolled panic that continued for the rest of the trading day. The following day – Black Tuesday, October 29 – saw the previous day's panic turn into bedlam on the trading floor.

According to one observer, traders "hollered and screamed and clawed at one another's collars. It was like a bunch of crazy men. Every once in a while, when Radio or Steel or Auburn would take another tumble, you'd see some poor devil collapse and fall to the floor." This was the Crash, although few could see it at the time. The Market continued its decline but never as dramatic. Thirty billion dollars had been lost - more than twice the national debt.

The Stock Market Crash launched America and a world into chaos. Banks demanded a repayment of loans which people could not afford. Money seemed to disappear. The economic situation in America made the European economy even worse. America, faced with its own financial crisis, could no longer afford to give loans to other countries.
DIRECTIONS: Work with your partner to complete the following tasks.

Write down any causes that you think might have caused Worldwide Depression in the 1930’s.

Data Set #1-List any new causes you found in the reading. Did the document mention a cause you already listed above? Which ones?

Data Set #2-List any new causes you found in the reading. Did the document mention any causes you already listed? Which ones?

Data Set #3-List any new causes you found in the reading. Did the document mention any causes you already listed? Which ones?
<table>
<thead>
<tr>
<th>Causes and Effects of the Great Depression</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long-Term Causes</strong></td>
</tr>
<tr>
<td>• Huge debt resulting from WW I</td>
</tr>
<tr>
<td>• European Loans</td>
</tr>
<tr>
<td>• Widespread use of credit</td>
</tr>
<tr>
<td>• Overproduction of goods paired with a decline in demand</td>
</tr>
<tr>
<td><strong>Immediate (Short-term) Causes</strong></td>
</tr>
<tr>
<td>• Stock Market Crash of 1929</td>
</tr>
<tr>
<td>• Banks demand repayment of loans</td>
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<tr>
<td>• Americans can no longer give loans to other countries</td>
</tr>
<tr>
<td>• Businesses and factories fail</td>
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<tr>
<td>• High protective tariffs</td>
</tr>
<tr>
<td><strong>Immediate (Short-term) Effects</strong></td>
</tr>
<tr>
<td>• Vast unemployment and misery</td>
</tr>
<tr>
<td>• Bank Failures and collapse of credit</td>
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<tr>
<td>• Loss of faith in capitalism and democracy</td>
</tr>
<tr>
<td>• Authoritarian leaders gain support</td>
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<tr>
<td><strong>Long-Term Effects</strong></td>
</tr>
<tr>
<td>• Nazis take control of Germany</td>
</tr>
<tr>
<td>• Scapegoats are blamed for economy</td>
</tr>
<tr>
<td>• Fascist leaders gain control of Eastern Europe</td>
</tr>
<tr>
<td>• World War II begins</td>
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</tbody>
</table>
DAY TWO

Topic: Impact of the worldwide depression

Overview:
Students will participate in a jigsaw activity in which they encounter the effects of the Great Depression on various groups of people. Using the information they uncover in their assigned role, students will complete their foldable chart on the effects of the Great Depression.

Objectives:
1. Students will evaluate the impact of worldwide depression in the 1930s by analyzing and interpreting primary and secondary sources (WHII.10b & WHII.1a)
2. Students will improve group work skills including cooperative learning, active listening, and participation.

Procedure:
I. Document Analysis- **10 minutes**
   Students will analyze a photograph of a German food line and answer the question, what events led to this situation.

II. Jigsaw activity- **40 to 50 minutes**
   A. **expert group-20 to 25 minutes**
      1. Assign a historical role to each group: Farmers, German factory workers, Jewish citizen of Germany, and a Fascist Dictator
      2. Issue each group with background information and scaffolding worksheets
      3. Have each member complete the worksheet with the group
   B. **jigsaw group-20 to 25 minutes**
      1. In jigsaw groups, each member will represent a different role.
      2. Students will share how they were affected by the depression with their new group in order to fill out the remainder of the worksheet.

III. Class discussion- **30 to 40 minutes**
   A. Have students share the ways in which their assigned role was affected by the depression with the class.
   B. As effects are mentioned, have students fill out their foldable chart
   C. After immediate and long-term effects are identified, review the previous class by having students identify long-term and immediate causes.
   D. If time runs out, direct students to page 768 in the text to complete their chart.
E. If there is remaining time, introduce students to why Germans begin to blame the Jewish population for their economic woes.

Unemployment, 1928-1938

- Germany
- Great Britain
- United States
DAY THREE

Topic: Totalitarian Governments

Overview:
Students will participate in a concept formation lesson on totalitarianism. Students will look at several examples of totalitarianism and compare the similarities and differences of each example. They will then work on producing three critical attributes of the concept that apply to all examples. Following the identification of three critical attributes, students will produce a definition for the concept, and finally label the concept. Next students will look at several examples and use their critical attributes to decide whether or not these are examples of totalitarianism.

Objectives:
1. Students will identify the critical attributes of “totalitarianism” through a comparison of examples.
2. Students will examine events related to the rise and aggression of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identify their major leaders (WHII.10c.)

Procedure:
I. Introductory Activity- **10 to 15 minutes**
   In a paragraph, students will answer the following question: What caused the Great Depression?
II. Concept Formation Lesson- **75 to 80 minutes**
   A. The Concept Definition
      1) Totalitarianism is a concept in which all political, social and economic activities within a state are regulated by a single ruler and ideology which suppresses all opposition.
      2) Critical attributes
         i) Single Party Dictatorship with obedience to one ruler
         ii) State controlled of politics, society and economy.
         iii) Suppression of all Opposition
   B. Data retrieval chart and data analysis- **30 minutes**
      Students will read each example on the “examples of concept” worksheet. Once they are finished they will answer questions provided in the space and complete a data chart. If this is the first time students are encountering a concept formation lesson, the teacher should work through the first example with students.
C. Defining and labeling- **30 minutes**
   1) Using the back of their chart students will identify at least four differences between the examples of the concept that they just read.
   2) Students will then identify at least four similarities between all the examples of the concept they read.
   3) Next students will create a list of four critical attributes from the list of similarities.
   4) Finally, students will create their own definition of the concept and share with the class to produce a common definition.
   5) Lastly, the label “totalitarianism” will be ascribed to the definition

D. Classifying **15 to 20 minutes**
   Students will go through a series of examples and non examples of the concept. Using their three critical attributes they will decide if the examples they are reading are or are not examples of the concept. They will complete whatever they do not finish for homework, in addition to analyzing a hypothetical example of totalitarianism.
Directions: Please fill out the worksheet below after reading “Examples of Concept” and completing your chart. Work on each section as instructed. Do not go ahead of the teacher.

Please list at least four differences between the examples you just read.
1.
2.
3.
4.
5.

Please list at least four similarities between the examples you just read.
1.
2.
3.
4.
5.

Critical Attributes:
1.
2.
3.

Definition: All of the examples you read are examples of a concept. How would you define this concept? Write a definition in one sentence below and be sure to include your critical attributes.

Label:
<table>
<thead>
<tr>
<th>Concept Example</th>
<th>How Many Rulers are there?</th>
<th>What does the State (government) control</th>
<th>How many political parties or ideologies are there?</th>
<th>How does the state deal with any opposition?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>3</td>
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</tbody>
</table>
Directions: Read the following four examples. After you read each example, go to your blank chart and fill it out. For example, read #1, and answer all four questions on your chart for concept example #1. Once you are done go on to #2 and repeat the same steps until you are finished with example #4.

1. At first, Fascists in Italy held only a few cabinet posts, but in 1925 Benito Mussolini had assumed a large amount of control for his Fascist party. Mussolini took the title *Il Duce* (The Leader) using combat squads known as the “black shirts,” he used violence instead of democracy to attack socialists, intimidate unions, remove elected officials and suppress all opposition. To strengthen his position and the Fascist Party, Mussolini controlled the press, limited the number of voters, and rigged elections. To help his country, the Fascist government took strict control of the economy, industry, agriculture, trade, and workers. In order to strengthen Italy and the power of the Fascist Party, men were urged to be ruthless, selfless, warriors. Women were pushed out of paid jobs and encouraged to give birth to more than fourteen children. In school children were taught military discipline and to chant “Mussolini is always right.”

2. Communists were the sworn enemy of Fascist Italy. No where was the Communist Party stronger than in the Soviet Union. In 1929, Joseph Stalin, the “Man of Steel,” defeated Trotsky to become the leader of Soviet Russia. In order to modernize Russia’s industrial power, Stalin brought all economic activity under government control and developed a command economy where the government owned all businesses and resources. Through his development of collectives all agriculture was directly controlled by the state. Peasants resisted Communist collectivization by producing just enough food to feed themselves. Stalin responded to this opposition by seizing all grain which produced a famine that killed between five and eight million people in Ukraine alone. Fearing rivals, Stalin initiated the Great Purge in which party activists, army heroes, industrial managers, writers, and ordinary citizens were sent to forced-labor camps in Siberia or executed. Stalin’s use of violence, movies, art, literature, and education of children produced absolute loyalty to the Soviet Union and its leader.

3. Legally elected to the position of Chancellor in 1933, Adolf Hitler became a powerful head of state and leader of the Nazi party in Germany. Within a year, Hitler suspended civil rights, destroyed Communists, and disbanded all other political parties. Like Stalin, Hitler purged his party and executed all disloyal Nazis. Using a brutal system of terror, repression, and violence, Hitler enforced the power of the Nazi Party with his SS troops and secret police known as the Gestapo. To combat the effects of the Great Depression, Hitler reorganized the economy and brought all big business and labor under government control. Churches and religions were reorganized into a single state church that reflected Hitler’s racial creed. School courses and textbooks were rewritten to reflect Nazi racial views while all other unapproved books were burned. To prevent the spread of Marxist ideas or a Jewish influence, the Hitler Youth was formed to prepare young Germans for war and to pledge absolute loyalty to Germany, the Nazi Party, and Hitler.
Example of Totalitarianism?

Directions:
Read the following example below and decide whether or not it is an example of the concept we are studying. Make sure to use the critical attributes and definition of the concept to test the examples. If you think it is an example of the concept, write yes, and identify the three critical attributes that prove that. If you do not think it is an example of the concept, write no, and explain which critical attributes are missing.

Like much of the World, Japan was hit hard by the Depression. The government of Japan proved unable to end the economic crisis and its people demanded help. Many people turned to the military to take control and help. In 1931 a military attack on Manchuria restored National Pride and a sense of hope in Japan’s future. People turned to ultranationalists and militarists who soon dominated the government. Socialist ideas and democratic freedoms were eliminated. The government arrested critics, imposed censorship, and used a secret police force to hunt-down and punish enemies. To spread nationalism, the government taught students nationalism, and absolute obedience to Emperor Hirohito. With Militarists in power, traditional values were restored. Ancient warrior values were restored, and a cult was built around Emperor Hirohito, who was believed to be descended from the sun goddess. Unlike many other countries, the Japanese political and religious systems are identical.
Topic: Characteristics of totalitarian governments: Germany, Italy, the Soviet Union and Japan

Objectives:
1. Students will compare and contrast the rise to power, goals and leaders of dictatorial regimes including the Soviet Union, Germany, Italy, and Japan (WHII.10c)

Procedure:
I. Bell Ringer- 10 minutes
   A. Students will write a one paragraph response.
   B. The question is, “What were the effects of the worldwide depression?”
II. Characteristics chart- 80 minutes
   A. Students will complete a chart on the characteristics of totalitarian governments.
   B. Using their text, photographs, united streaming, and other sources, students will compare and contrast the governments of Germany, Italy, the Soviet Union, and Japan.

DAY FIVE

Topic: Totalitarian Aggression

Overview:
Students will complete an atlas activity that requires students to locate and identify areas of the world that were the victims of totalitarian acts of aggression.

Objectives:
1. Students will be able to locate and understand acts of aggression taken by dictatorial leaders in the period before WWII (WHII.10c)
2. Students will prepare for a unit test on the Interwar Period

Procedure:
I. Bell Ringer-10 minutes
   Students will complete a short matching quiz on totalitarian governments during the interwar period.
II. Atlas activity-50 minutes
Students will complete an atlas activity that will ask students to locate and identify countries and territories that were victims of aggressive acts in the years before World War II.

III. Test Review- 30 minutes

The teacher will identify the format of the test and the content that will be assessed. Students will participate in a review activity (jeopardy) for the unit assessment next class period.

**Day Six-Unit Assessment**

**Differentiation:**

The unit has been developed in order to teach students at a variety of different academic and cognitive levels. A variety of forms of instruction have been included in daily lesson plans to offer students variety, and to provide various opportunities to succeed. Students will work independently, in pairs, and in groups to learn the material. A coterie of lesson formats including inquiry, concept formation, guided discovery, and lecture will be implemented. Lessons require document analysis of a variety of sources. Due to the wide spectrum of reading levels that span the average, honors, and gifted class, material will be selected that challenges students without frustrating them. For that reason I have varied the difficulty level of primary documents, have included secondary documents including my own summaries. For students that are visual learners, they will be able to work with maps, photographs, paintings, and streaming video. When appropriate, technology has been integrated to both engage students and enhance the lesson. Lastly, assessments have been varied between formative and summative categories. The unit provides students with multiple ways to demonstrate learning including participation, homework, in-class quizzes, journaling, a multiple-choice exam and an essay.

**Accommodations:**

The classes I will be teaching this unit to feature a diverse population including students with disabilities. Most commonly my students have been diagnosed with AD/HD. Aside from strictly following all IEP and 504 Plan accommodations, I have varied tasks, chunked activities, and provided scaffolding whenever possible. All oral directions will also be displayed on a screen or overhead. When appropriate, back up copies of notes will be provided.