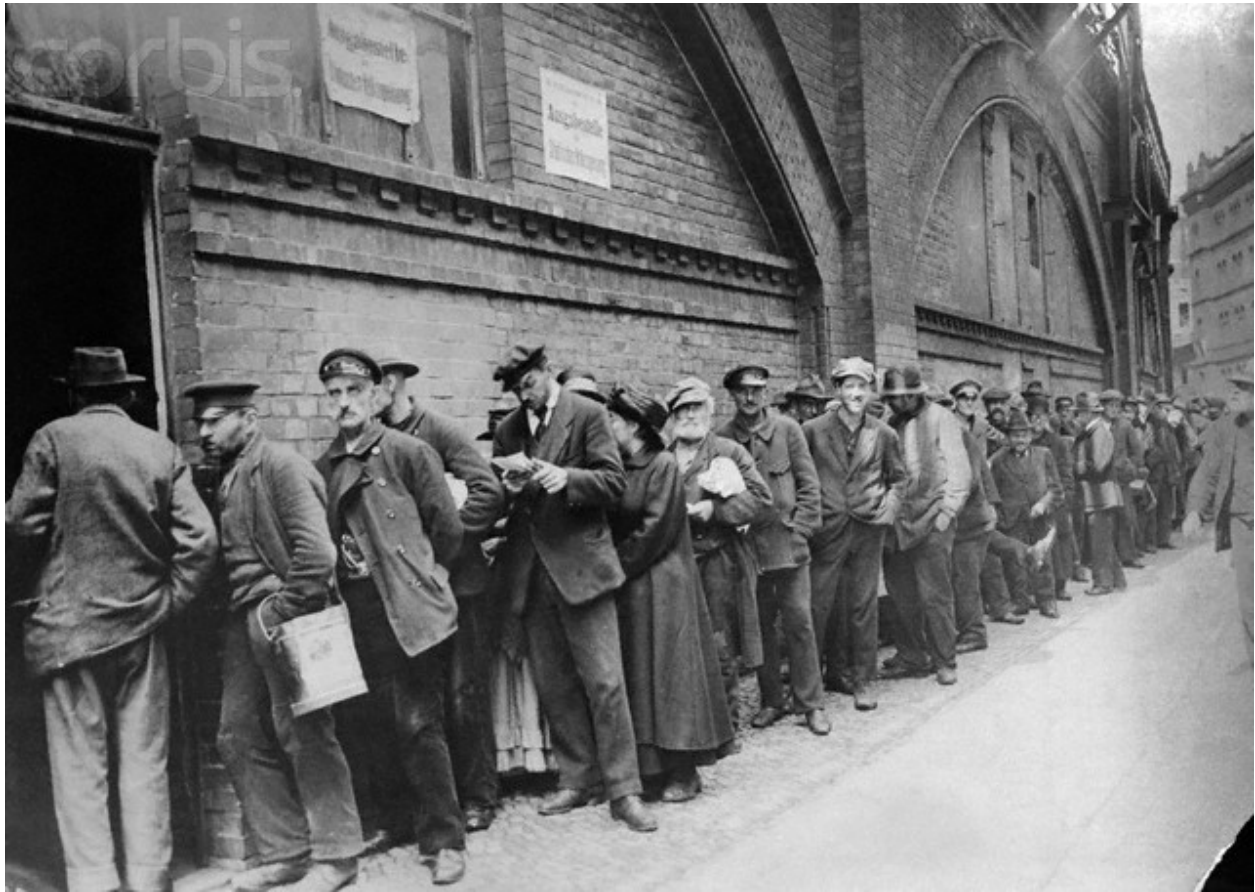


The Interwar Years:  
Russian Revolution, Worldwide Depression, and the Rise of Totalitarian  
Governments



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Unit Plan, Third Nine-Weeks

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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. Russia witnessed a challenge to its government through the form of a violent and chaotic revolution which resulted in a civil war and the first Communist State. Meanwhile in Europe, after a brief recovery from the World War I, 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. Learning about the Russian Revolution lays the groundwork for a complete comprehension of communism, the Cold War, and US-Russian relations today. 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 Russia become the first Communist State?
2. Why did the world experience depression in the 1930's?
3. How did the depression change the world?
4. 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, discussion, and improve their writing.

**Objectives:**

1. Students will comprehend the causes of the Russian Revolution and evaluate why Russia became a Communist State through role playing and a timeline activity.
2. Students will identify the causes of world wide depression after World War I, and evaluate the impact by analyzing primary and secondary documents.
3. Students will develop an understanding of totalitarianism and apply its critical attributes to identify examples.
4. Students will be able to compare and contrast the political ideologies and governments of totalitarian governments by creating a profile.

**Standards:***State (SOL)*

1. The Student will demonstrate knowledge of the worldwide impact of World War I by citing causes and consequences of the Russian Revolution (WHII.10c).
2. Identify the causes and assess the impact of the worldwide depression in the 1930's (WHII.11b)
3. 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.11c)
4. 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 Russian Revolution**

#### **A. Causes**

1. Military Defeat
2. Social Unrest
3. Weak Economy
4. Bad Leadership

#### **B. Events**

1. March Revolution
2. November Revolution
3. Civil War

#### **C. Dictators**

1. Lenin
  - a. Created first proletarian state
  - b. War Communism
  - c. New Economic Policy
2. Stalin
  - a. Five-Year Plans
  - b. Collectivization
  - c. Great Purge

### **II. The Great 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

## III. 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

### **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 Russian Revolution

Objective #1

Event: Following a test on World War I, students will listen to a lecture on the causes of the Russian Revolution. Students will take guided notes on a PowerPoint.

Assessment: Guided notes worksheet

### *Day Two*

Topic: Important People of the Russian Revolution

Objective #1

Event: Students will participate in a “Russian Revolution Mixer” where each student is assigned a different person from the Russian Revolution. Students must then meet other characters and find the answers to questions about particular people.

Assessment: Formative observation of mixing activity and completion of mixer activity worksheet.

### *Day Three*

Topic: Revolution Timeline and Introduction to Dictators

Event: Students will observe a brief PowerPoint that focuses on the timeline of events during the Russian Revolution. Students will then complete a comparison chart on Lenin and Stalin.

**Assessment:** Formative observation of discussion and completion of comparison chart. Summative assessment in the form of a quiz which will be given on Day 4.

#### *Day Four*

Great Depression

#### Objective #2

**Event:** Students will begin class by creating a foldable chart on the causes and effects of the Great Depression. Inquiry lesson on the causes of the Great Depression.

**Assessment:** Formative observation of reading skills through use of scaffolding worksheet and completion of a chart through the identification of causes of the Great Depression.

#### *Day Five*

**Topic:** The Impact of world depression.

#### Objective #2

**Event:** Class will begin with a Bell Ringer in which students identify the causes of the Great Depression. 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 Six*

**Topic:** Totalitarian Governments

#### Objective #s 3, 4

**Event:** Students will identify the effects of the Great Depression. Students will participate in a concept formation lesson on totalitarianism.

**Assessment:** Identification of the causes of the Depression and formative observation of discussion and participation in class

#### *Day Seven*

**Topic:** Totalitarian Governments, characteristics of Germany, Italy, and the Soviet Union

#### Objective #s 3, 4



Event: Students will engage in an interactive PowerPoint which identifies the characteristics of the Totalitarian Regimes of Hitler, Mussolini, and Stalin.

Due: Analysis of an example of Totalitarianism

Assessment: bell ringer and formative observation of participation in class

*Day Eight*

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

**Daily Lesson Plans**

## DAY ONE

**Topic:** The Causes of the Russian Revolution

Overview:

In this first lesson of a unit on the Interwar Period, students will identify the causes of the Russian Revolution (Military defeat, social unrest, weak economy, bad leadership) through a PowerPoint. Students will complete a guided notes worksheet that identifies the most important information to “take-away” from the lecture.

Objectives:

1. The Student will demonstrate knowledge of the worldwide impact of World War I by citing causes and consequences of the Russian Revolution (WHII.10c).
2. Students will improve analysis of paintings for bias.

Procedure

After completing a test on World War I, students will be introduced to a new unit on the Interwar Period, beginning with the Russian Revolution.

**Opening Journal Activity-15 minutes**

To hook students, they will be asked to answer two questions. What is a Revolution? What are the causes of Revolutions? Students will be given five minutes to write down their ideas to the two questions. Afterwards, students will discuss their ideas with the class.

**Causes PowerPoint-45 minutes**

Students will be introduced to the causes of the Russian Revolution which have been grouped into four large categories: military defeat, social unrest, weak economy, and bad leadership. Students will read an example of each cause from a variety of primary and secondary documents before identifying the cause. Identification will be followed by a brief explanation by the teacher.

Name: \_\_\_\_\_

**DIRECTIONS: Complete the questions and charts below by listening to the lecture on the Russian Revolution.**

The Four Causes of the Russian Revolution were

- 1.
- 2.
- 3.
- 4.

The Russian Baltic Fleet and 125,000 soldiers were killed in the \_\_\_\_\_ War.

What were some of the factors that caused Russia to stop fighting WWI?

- 1.
- 2.
- 3.
- 4.

Why was the Russian Economy weak?

What led to Bloody Sunday in 1905?

- 1.
- 2.
- 3.
- 4.

How were the following czars bad leaders?

Nicholas I

Alexander II

Nicholas II

## Day Two

**Topic:** Russian Revolution Mixer

### **Overview:**

In this lesson students will learn about the important people during the time of the Russian Revolution and the creation the U.S.S.R. This lesson is the second day of a unit on the Russian Revolution. To identify the major players during the Revolution and understand why they are important, students will participate in a mixer activity. Students will each be assigned a person from the Revolution. They will use their text to research their role in order to succeed in the role-playing activity. Once students are familiar with their assigned role, they will then meet with each person in the class to discuss a question about their participation before or during the Russian Revolution. Following the mixer activity, the teacher will lead a debriefing session.

### **Objectives:**

1. The student will demonstrate knowledge of the worldwide impact of World War I by citing causes and consequences of the Russian Revolution (WHII.10c).
2. Students will improve presentation and discussion skills by preparing and participating in a role-playing activity.

### **Procedure:**

#### **Research-15 minutes**

While the teacher takes attendance and prepares the class for the lesson, students will research a role that they have each been assigned using identified pages of their textbook.

#### **Activity introduction-5 minutes**

The teacher will introduce the activity to the class by explaining what a mixer is, and its application to the day's material

#### **Revolution mixer-50 minutes**

The class will break up and students will walk around the classroom in order to speak with each and every other student in the class. Students will speak to one another in first-person, as the character they have been assigned. Through the course of discussion students will answer an identified question on a worksheet. Once students receive an answer, they must also obtain a signature as proof of a face-to-face discussion.

**Mixer debrief-15 to 20 minutes**

Once students have completed their worksheet and each student has had the chance to speak with their classmates, they will return to their seats. The teacher will lead a debriefing of the activity whereby students will summarize their character, and offer an answer to their particular question on the worksheet.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Block: \_\_\_\_\_

**DIRECTIONS:** You and your classmates have each been assigned the role of a person living at the time of the Russian Revolution. In order to complete the questions below, you must talk with each of your classmates to get information that answers the question about that person. Once you speak with them, **THEY MUST SIGN THEIR NAME** next to your question to prove you met with them. Your classmates will be asking you to do the same when you offer information about your role.

1. Russian Peasant- Why were Russian Peasants unhappy?
2. Russian Factory Worker- What were conditions like in Russian factories?
3. Russian Sailor- Why was the Russo-Japanese War humiliating for Russia?
4. Bloody Sunday Protester-What was in your petition addressed to Nicholas II?
5. WWI Soldier- Why did you refuse to fight any longer?
6. Czar Nicholas I- How did you keep your power over Russia?
7. Czar Alexander II- Why were you assassinated?
8. Czar Alexander III- How did you respond to your father's assassination?
9. Czar Nicholas II- How were you a bad leader?
10. Czarina Alexandra- Why did you have to run the domestic affairs of Russia?

11. Rasputin- Why do you think five nobles plotted to assassinate you?
12. Member of the Russian Duma- Why were you mad at Czar Nicholas II?
13. Member of the Provisional Government- Why were Russian's upset with your government?
14. Bolshevik- What is your purpose or goal?
15. Member of the Red Guard- Who were the Red Guards, and what did they do?
16. White Army Soldier- What were you fighting for?
17. Lenin- What were your goals for the Revolution?
18. Member of the Cheka- What is the Cheka, and what did you do?
19. Leon Trotsky- How did you help the Bolsheviks win the Revolution?
20. Joseph Stalin- How did you gain power in Communist Russia?

## DAY THREE

**Topic:** Russia becomes the U.S.S.R

### **Overview:**

In this lesson students will understand the transition from the nation of Russia to the Union of Soviet Socialist Republics. Students will begin the lesson with a formative assessment of content from the previous class. Students will complete a matching exercise that identifies major people and events surrounding the Russian Revolution. Following the Bell Ringer, students will listen to a brief lecture on the sequence of events of the Russian Revolution through a PowerPoint presentation. Afterward students will compare and contrast Lenin and Stalin by completing a graphic organizer that identifies similarities and differences in their leadership with emphasis on their economic policies.

### **Intended Learning Outcomes:**

1. Students will understand the major events and outcomes of the Russian Revolution through a lecture and PowerPoint presentation.
2. Students will be able to compare and contrast the leadership and economic policies of Lenin and Stalin through the completion of a graphic organizer and chart.
3. Students will improve active listening and note-taking skills

### **VA Standards of Learning**

1. The student will demonstrate knowledge of the worldwide impact of World War I by citing causes and consequences of the Russian Revolution (WHII. 10c).
2. The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by examining events related to the rise, aggression, and human costs of the dictatorial regime under Joseph Stalin in the Soviet Union (WHII.11c).

### **Procedure:**

#### **Bell Ringer-15 minutes**

Students will complete a select-response assessment in the form of a matching exercise. The matching exercise will assess students on key people, groups, and events of the Russian Revolution that were taught in the previous class. Students will have ten minutes to answer the questions displayed on the overhead while the teacher takes attendance and prepares for the lesson. Once students are finished the teacher will briefly go over the answers.



### PowerPoint Presentation-**30 minutes**

The Teacher will lead a PowerPoint presentation that outlines notes for a lecture on the sequence of events of the Russian Revolution. The teacher will discuss the major events of the November and March Revolutions including the abdication of the czar, the failure of the provisional government, the victory of the Bolsheviks, and the civil war between the reds and the whites.

### Policy Chart-**30 minutes**

Students will use their text on pages 722 to 727 to complete a chart identifying the major policies of Lenin and Stalin that established communism in Russia. Students will spend about twenty minutes on their own completing the chart. When they are finished the teacher will spend about 10 minutes going over the answers and making connections between policies.

### Venn Diagram-**15 minutes**

Students will copy a Venn diagram for Lenin and Stalin in their notes. They will then spend ten minutes completing the diagram by comparing and contrasting Lenin and Stalin. After students are finished, the teacher will have students share their similarities and differences between Lenin and Stalin. The teacher will use student suggestions to complete an overhead transparency.

**DIRECTIONS: Match the description in the left column with the person/group it describes in the right column.**

- |  |                           |
|--|---------------------------|
| 1. The Russian Parliament established after the 1905 Revolution which was given no real power to challenge the czar.   | A. Nicholas II            |
| 2. Humiliating war in which Russia lost its entire Baltic fleet to a new Asian Imperial Power.                         | B. Bloody Sunday          |
| 3. Mysterious advisor who used his influence over the czar and czarina to gain power and control the Russian Monarchy. | C. Provisional Government |
| 4. Meaning "majority" this group led the November Revolution to establish a dictatorship of the proletariat in Russia. | D. White Army             |
| 5. When their spouse left to lead troops in WWI, this ruler proved incapable of handling Russia's problems.            | E. Alexander III          |
| 6. Counter-revolutionaries who remained loyal to the czar.   | F. Russo-Japanese War     |
| 7. Groups of armed factory workers who joined Lenin to overthrow the provisional government.                           | G. Duma                   |
| 8. The last czar of Russia who's poor leadership resulted in the Revolution and his family's death.                    | H. Bolshevik              |
| 9. Event in 1905 that led to the death of hundreds of Russians protesting poverty, oppression, and starvation.         | I. Rasputin               |
| 10. After the February Revolution, the czar abdicated, leaving this group temporarily in charge of Russia.             | J. Czarina Alexandria     |
|  | K. Red Guards             |
|  | L. World War I            |

## ESTABLISHING COMMUNISM IN RUSSIA

LENIN p. 722 →

STALIN p. 724 →

BUILDING A PROLETARIAN STATE	FIVE YEAR PLANS
<ul style="list-style-type: none"> <li>- End private ownership of land</li> <li>- workers control factories and mines</li> <li>- Russian people controlled by communists</li> </ul>	<ul style="list-style-type: none"> <li>- Build heavy industry</li> <li>- improve transportation</li> <li>- increase farm output</li> <li>- Command economy</li> </ul>
WAR COMMUNISM	COLLECTIVIZATION
<ul style="list-style-type: none"> <li>- Communist party takes over banks, factories, mines, R.R.</li> <li>- Peasants forced to give surplus food to cities</li> <li>- Peasants drafted into military or work in factories.</li> </ul>	<ul style="list-style-type: none"> <li>- Reversed NEP</li> <li>- Peasants give up land live on collectives</li> <li>- Destroys kulaks</li> </ul>
NEW ECONOMIC POLICY	GREAT PURGE
<ul style="list-style-type: none"> <li>- Reverses war communism</li> <li>- Allows some capitalism <sup>- small businesses</sup></li> <li>- state control of banks, trade, industries.</li> <li>- Peasants sell grain/excess food</li> </ul>	<ul style="list-style-type: none"> <li>- kills potential enemies</li> <li>- Removes anyone who may be "disloyal"</li> <li>- Begins a Famine that kills 7 million Ukrainians</li> <li>- uses secret police and sends people to prison in Siberia.</li> </ul>



A Venn diagram consisting of two overlapping circles. The top circle is labeled 'LENIN' and the bottom circle is labeled 'STALIN'. The circles overlap in the center, creating a lens-shaped intersection.

LENIN

STALIN

## DAY FOUR

**Topic:** The causes of the Great Depression

**Overview:**

On the fourth day of the Interwar unit, students will begin the Great Depression. 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- 15 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.

**Inquiry lesson-80 minutes**

**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.

## DATA SET #1

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

“The Economic Consequences of the Peace”  
John Maynard Keynes

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.

Source: Modern History Sourcebook. Fordham University.  
<<http://www.fordham.edu/halsall/mod/1920keynes.html>>

## DATA SET #2

**DIRCTIONS:** Read the document below with your partner and look for any clues to possible causes of the Great Depression. Once you are done, either add causes, or change causes you listed on your worksheet.

### 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.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Block: \_\_\_\_\_

**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?

# Causes and Effects of the Great Depression

Long-Term Causes	Immediate (Short Term) Causes	Immediate (Short-term) Effects	Long-Term Effects
<ul style="list-style-type: none"> <li>• Huge debt resulting from WW I</li> <li>• European Dependence on American Loans</li> <li>• Widespread use of credit</li> <li>• Overproduction of goods paired with a decline in demand</li> </ul>	<ul style="list-style-type: none"> <li>• Stock Market Crash of 1929</li> <li>• Banks demand repayment of loans</li> <li>• Americans can no longer give loans to other countries</li> <li>• Businesses and factories fail</li> <li>• High protective tariffs</li> </ul>	<ul style="list-style-type: none"> <li>• Vast unemployment and misery</li> <li>• Bank Failures and collapse of credit</li> <li>• Loss of faith in capitalism and democracy</li> <li>• Authoritarian leaders gain support</li> </ul>	<ul style="list-style-type: none"> <li>• Nazis take control of Germany</li> <li>• Scapegoats are blamed for economy</li> <li>• Fascist leaders gain control of Eastern Europe</li> <li>• World War II begins</li> </ul>

## DAY FIVE

**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. Russian Revolution Quiz- **20 minutes**

Students will take a short quiz on the Russian Revolution.

II. Jigsaw activity- **50 to 60 minutes**

A. expert group-**25 to 30 minutes**

1. Assign a historical role to each group: Peter Holden, Gladys Cole, or Thomas Moon.
2. Issue each group with background information and scaffolding worksheets
3. Have each member complete the worksheet with the group

B. jigsaw group-**25 to 30 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-**10 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. After the documents have been discussed, introduce students to any remaining effects that have not been mentioned.
- E. If time runs out, direct students to page 768 in the text to complete their chart.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Block: \_\_\_\_\_ Score: \_\_\_\_\_

### Russian Revolution Quiz

True or False (5 points each)

- \_\_\_\_\_ 1. Lenin promised his supporters peace, jobs, and land.
- \_\_\_\_\_ 2. The Provisional Government was made up of members of the Bolsheviks.
- \_\_\_\_\_ 3. The White Army fought against the czar.
- \_\_\_\_\_ 4. Before the November Revolution, Russia was losing World War I.
- \_\_\_\_\_ 5. Czar Nicholas II was considered a good leader by most Russians.

Fill in the Blank (5 points each)

Complete each sentence with the **most** appropriate word or phrase.

1. Russia lost the entire Baltic fleet and was humiliated by a new industrial power in the \_\_\_\_\_ war.
2. Armed factory workers who attacked the provisional government were known as \_\_\_\_\_.
3. The czar and czarina were heavily influenced by a "Mad Monk" named \_\_\_\_\_.
4. Large farms owned and operated by peasants as a group were known as \_\_\_\_\_.
5. The leader of the Bolsheviks and the first communist dictator of Russia was \_\_\_\_\_.

Matching (5 points each): Identify whether each phrase describes a policy of Lenin or Stalin.

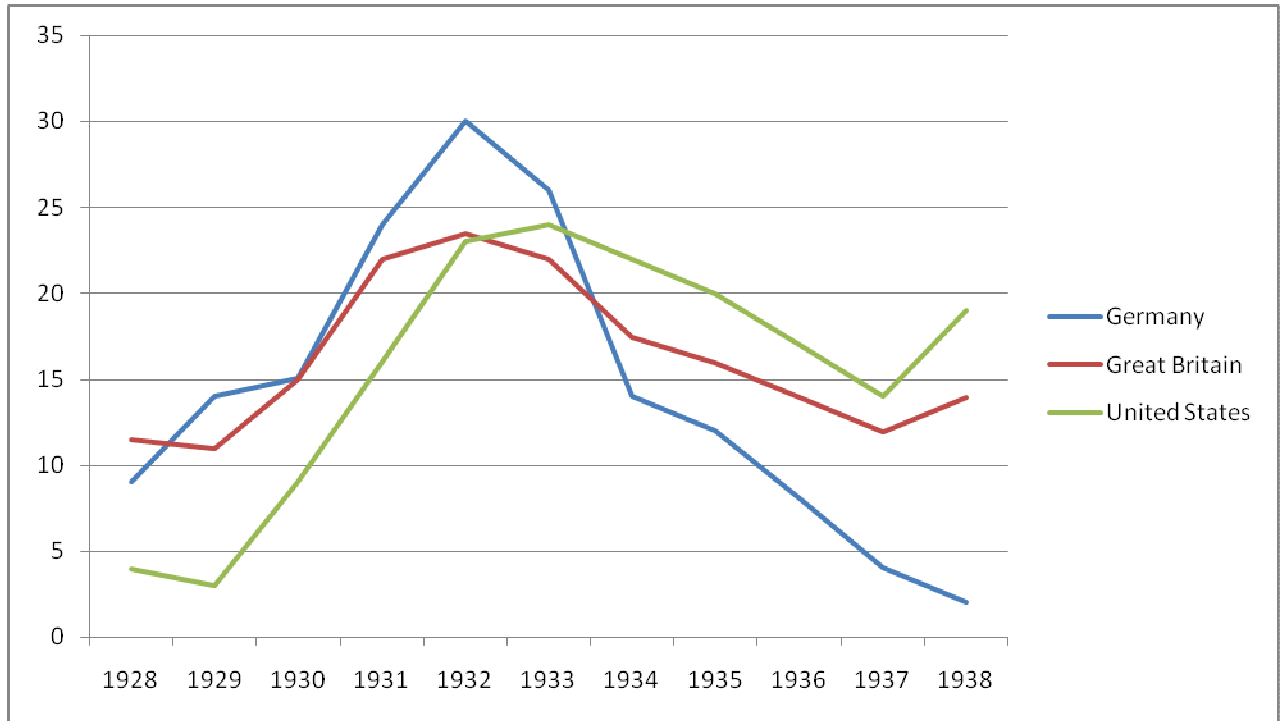
A. Lenin                      B. Stalin

- \_\_\_\_\_ 1. Forced farmers off their small plots of land and onto collectives.
- \_\_\_\_\_ 2. Led the November Revolution against the provisional government.
- \_\_\_\_\_ 3. Ended private ownership of land and distributed land to peasants.
- \_\_\_\_\_ 4. Implemented "Five-Year Plans" to build heavy industry, improve transportation, and increase farm output.
- \_\_\_\_\_ 5. Developed a command economy in which the government makes all economic decisions.
- \_\_\_\_\_ 6. Signed a peace treaty with Germany, ending Russian involvement in World War I.
- \_\_\_\_\_ 7. Launched the Great Purge to get rid of potential enemies and people who he believed had committed crimes against the government.
- \_\_\_\_\_ 8. Adopted the New Economic Policy.

Short Answer (10 Points)

What are two causes that led to the Russian Revolution?

Unemployment, 1928-1938



The New York Times



1929 - The Great Depression was a worldwide economic crisis that in the United States was marked by widespread unemployment, near halts in industrial production and construction, and an 89 % decline in stock prices.

## Making Ends Meet in the Great Depression

By JOYCE WADLER

AT a time when life in America is beginning to resemble a roller-coaster ride on the way down and everyone is trying to find ways to save money, it may be instructive — both in terms of offering helpful hints and putting things in perspective — to look at how people ran their households during the Great Depression. Back then there was little money for food, let alone new curtains, but people found ways to cope. Backyard gardens were cultivated not because of a sudden itch to eat locally grown produce, but out of necessity; homeowners did their own repairs and found ingenious ways to make their homes functional and attractive.

Below, some who lived through the Depression share their memories.

**PETER G. HOLDEN, 92**

**New York**

*Peter Holden worked for the New York City parks department for 35 years and still lives in Manhattan. He grew up in Raleigh, N.C., where his mother took a job as a cleaning woman for North Carolina State University when he was 7, after the death of his father, a brick mason. Mr. Holden's home had electricity, but no water; water had to be drawn from a neighbor's well or hauled from a stream several houses away.*

We lived high up on a hill above the southwestern campus, and we just worked together and shared. There was a great feeling of cooperation and help, even among the poor whites and the poor blacks. My grandfather had a farm and most any time he would come in, he would bring enough for two or three days — corn or tomatoes, whatever the season was — and we would share.

We ate beans maybe four times a week, boiled in salt pork. On Saturday or Sunday somehow or other we would have a nice meal. My mother would bring back a steak, that might have been 25 cents a pound. She was paid \$8 or \$9 a week, but at that time you could have more than a whole week's groceries with that and have a little money left over.

She got laid off from the N.C. State job and there was just no jobs around Raleigh, so she went to Stamford — she had a sister living up there — and took my younger sister with her. I finished high school in 1934. My mother always told us you can be anything you want, don't come here telling me you can't be this and they won't let me be that.

That first year, I didn't think I would be able to go to college, but my mother sent \$10 from Stamford. She said, 'Boy, you take this to St. Augustine's and see if they don't take this as a down payment, and if they don't take it, you send my money back to me or I'll come back to Raleigh and beat you all over.'



**GLADYS COLE, 74**

**Nokomis, Fla.**

*Gladys Cole, a retired teacher and insurance investigator in Nokomis, Fla., was born in the middle of the Depression and grew up in Hartford. Her father was a mechanical engineer at a dairy there; her mother ran the boarding house where they lived. That meant keeping the tenants in linens and trying to make the house attractive when buying new things was not a good option.*

My mother never threw anything away. If a sheet got worn, she would cut it up and put it together with another sheet for the people who lived in the rooms — they didn't care, they weren't fussy about linens the way people are today. She mended towels, and when they frayed around the edges, she cut them up to make washcloths.

The sheets that got old and were worn out in the middle, they cut strips from the sides, narrow strips, and tied the ends together and put it on the loom and wove blankets. If they wanted color, they added narrow strips of fabric from old dresses.

You didn't go to the store and buy clothing; you went to the 5-and-10-cent store, where you could buy fabric very inexpensively. You darned socks — you had a special little wooden ball you put inside the sock; you had cotton yarn. You could actually weave it so it didn't show. You can't do that today because the socks are synthetic; it doesn't hold. My mother would make picture frames out of papier-mâché, and she cut pictures from the Sears catalog and then would make the frames to go around the pictures.

They recycled everything, I tell you, everything.

**THOMAS MOON, 87    Huntsville, Ala.** *Thomas Moon, a retired electrical engineer, grew up in New Hope, Ala., 20 miles from Huntsville. One of six children of a sharecropper, he began working in the fields just as the Depression hit, when he was 7 or 8, earning 50 cents a day. At 17, he joined the Navy, where he served in World War II.*

The house I grew up in, all we had was a fireplace for heat and a wood stove in the kitchen to cook with, and two kerosene lamps. The living room had the fireplace — we had two full-size beds in that room.

In the winter the chickens would come up under the house and sit in the basement, so if we wanted a chicken we'd raise a plank up and reach down and get the chicken. (It was warm in the wintertime. The base of that chimney would be nice and warm; I don't blame them for going down there.)

There was nothing thrown away. We'd make soup out of the feet that was delicious. The gizzard, oh, man, that was choice meat, everybody loved the gizzard. We used to make featherbeds out of chicken feathers and geese, but we'd pick the goose without killing him: all you do is pick him up, yank the feathers off when he was still alive. He don't mind it. It grows back in two or three months.

In the summer, I took a washtub and put it on a little scaffold out near the chicken house and put burlap sacks around it to make it private. You'd fill that tub full of water in the morning, the sun would heat the water. I found a valve somewhere and I had a valve in the bottom of the tub, and that's where we got the warm water. It held about 20 gallons. We might take one shower a week.

When you got hungry, you could take a walk out in the mountains. There was always something to eat — all kinds of berries — and in the winter you got pecans, hickory nuts, walnuts. We used to eat bullfrog; that's a delicacy. And we used to eat squirrels and rabbits.

## DAY SIX

### 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 control 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.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Block: \_\_\_\_\_

### Concept Formation Notes

**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:**

Concept Example	How Many Rulers are there?	What does the State (government) control	How many political parties or ideologies are there?	How does the state deal with any opposition?
1				
2				
3				

## EXAMPLES OF CONCEPT

**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. Nowhere 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.



## DAY SEVEN

**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- **15 minutes**

- A. Students will write a one paragraph response.
- B. The question is, "What were the effects of the worldwide depression?"

II. Interactive PowerPoint- **45 minutes**

- A. Students will participate in an interactive PowerPoint.
- B. Students will be presented with a slide that contains an image of a Totalitarian Dictator. They will then be required to answer four questions based on the image:
  - 1) Who is the totalitarian leader?
  - 2) What country is he in charge of running?
  - 3) What is his political party?
  - 4) What is his political ideology?

III. Test Review-30 minutes

Students will review for a test on the Interwar Period which will be issued next class. The teacher will issue a study guide highlighting content and material that will be assessed. Remaining time will be spent on a Jeopardy review game, followed by a question and answer session.

## Day EIGHT-Unit Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Block: \_\_\_\_\_

### Unit Test-Russian Revolution and Great Depression

**DIRECTIONS:** Please complete all of the multiple choice questions below. Fill in your answers on your scantron form. When you are finished complete the writing portion of the test on lined paper.

#### Multiple Choice-Worth 90 Points

- \_\_\_\_\_ 1. Which of the following was **NOT** a cause of the Russian Revolution?
- A) Military Defeat
  - B) Weak Economy
  - C) Bad Leadership
  - D) Russian Civil War
- I. Civil War between the Reds and Whites begins  
II. The Provisional Government replaces the czar  
III. Stalin becomes Dictator of the Soviet Union  
IV. Lenin leads the November Revolution
- \_\_\_\_\_ 2. Which answer below contains the correct sequence of events listed above?
- A) I, II, III, IV
  - B) I, II, IV, III
  - C) II, IV, I, III
  - D) IV, II, II, I
- \_\_\_\_\_ 3. Which of the following contributed to the start of the Russian Revolution?
- A) The Great Purge
  - B) The assassination of Rasputin
  - C) Russian victory against Japan
  - D) Demand for land, food, and peace
- \_\_\_\_\_ 4. During the Russian Civil War, which former leader of Russia was executed?
- A) Czar Nicholas I
  - B) Czar Nicholas II
  - C) Czar Alexander II
  - D) Czar Alexander III
- \_\_\_\_\_ 5. Revolutionary supporters of Lenin were known as \_\_\_\_\_
- A) the Bolsheviks
  - B) the Duma
  - C) the Cheka
  - D) the Whites

- \_\_\_\_\_ 6. The Communist Government controlled all aspects of the economy, also known as what?
- A) Collectivization
  - B) Control Economy
  - C) Command Economy
  - D) New Economic Policy
- \_\_\_\_\_ 7. The Treaty of Brest-Litovsk was signed by Lenin and ended Russian participation in \_\_\_\_\_
- A) World War I.
  - B) World War II.
  - C) the Russian Civil War.
  - D) the Russo-Japanese War.
- \_\_\_\_\_ 8. All of the following were causes of the Great Depression **except**:
- A) widespread use of credit
  - B) European dependence on American loans
  - C) an increase in popularity of Fascism in Europe
  - D) huge debt resulting from the costs of World War I
- \_\_\_\_\_ 9. Totalitarian governments came to power in Europe as a result of \_\_\_\_\_
- A) victory during World War I
  - B) economic recovery during the 1920s
  - C) the formation of the League of Nations
  - D) loss of faith in capitalism and democracy

*In violation of the treaty of Versailles, tens of thousands of jobs were created to produce military hardware and weapons.*

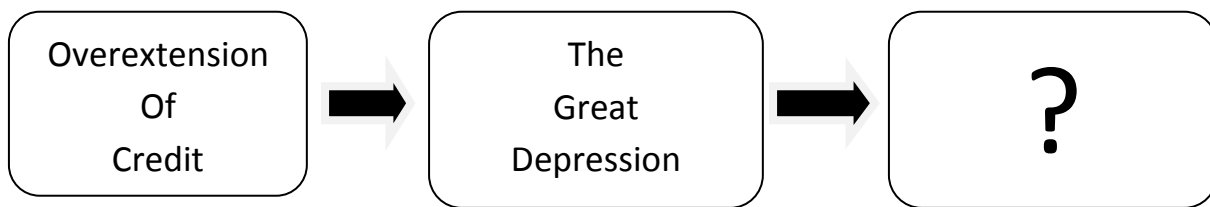
- \_\_\_\_\_ 10. Which totalitarian government was responsible for the above statement?
- A) Fascist Italy
  - B) Nazi Germany
  - C) Imperial Japan
  - D) The Soviet Union
- \_\_\_\_\_ 11. Who were the Black Shirts?
- A) a group of fascists
  - B) a group of Marxists
  - C) members of the Gestapo
  - D) members of the Nazi Party
- \_\_\_\_\_ 12. Which statement below describes how Hitler gained political power in Germany?
- A) He began a civil war
  - B) He started World War II
  - C) He was legally elected as chancellor
  - D) He used the Holocaust to scare his enemies

- \_\_\_\_\_ 13. What was the event that began the Great Depression?
- A) World War I
  - B) The New Deal
  - C) Nazis control of Germany
  - D) The New York stock market crash
- \_\_\_\_\_ 14. Fascist Italians wanted all of the following **except**:
- A) more democracy
  - B) restored nationalism
  - C) jobs and a better economy
  - D) a strong stable government
- \_\_\_\_\_ 15. When banks demanded repayment of loans, this became \_\_\_\_\_
- A) a long-term cause of the Great Depression
  - B) a short-term cause of the Great Depression
  - C) an immediate effect of the Great Depression
  - D) a long-term effect of the Great Depression

*In the nation of Vespa, the Scooter Party is the only political party in the country. General Motor is the official dictator and leader of both the party and of the nation. All aspects of the life including politics, education, and the economy are controlled by the state. Because General Motor demands complete obedience, he suppresses all forms of opposition to him or his political party.*

- \_\_\_\_\_ 16. The nation of Vespa is **MOST** likely a \_\_\_\_\_.
- A) democracy
  - B) socialist state
  - C) imperial state
  - D) totalitarian state
- \_\_\_\_\_ 17. This led to reparations and economic problems in Germany
- A) The Mandate System
  - B) The League of Nations
  - C) The Treaty of Versailles
  - D) Wilson's Fourteen Points
- \_\_\_\_\_ 18. Italians who were outraged by the Treaty of Versailles, wanted jobs, and sought increased nationalism, would have **most likely** supported\_\_\_\_\_.
- A) Adolf Hitler
  - B) The Gestapo
  - C) Benito Mussolini
  - D) Victor Emanuel III

- \_\_\_\_\_ 19. When wages for industrial workers increased, which groups earnings decreased?
- A) farmers
  - B) bankers
  - C) dictators
  - D) business owners
- \_\_\_\_\_ 20. The loss of faith in capitalism and democracy produced by the Great Depression lead to:
- A) motivation to continue imperialism.
  - B) the assassination of the Russian Czar.
  - C) European dependence on American loans.
  - D) increasing support for totalitarian leaders.



- \_\_\_\_\_ 21. Which statement below **BEST** completes the diagram above?
- A) High unemployment
  - B) German reparations
  - C) High Protective Tariffs
  - D) New York Stock Market Crash

Famine "Man of Steel" The Great Purge Siberian labor camps
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- \_\_\_\_\_ 22. The terms above are characteristics of which totalitarian government?
- A) Fascist Italy
  - B) Soviet Union
  - C) Nazi Germany
  - D) Imperial Japan
- \_\_\_\_\_ 23. How did totalitarian leaders suppress their political opposition?
- A) They held political debates
  - B) They gave freedom to the press
  - C) They tampered with elections
  - D) They controlled industry.

*Adolf Hitler and the Nazi Party took control of Germany in the 1930s. Under Hitler's leadership, Jews were blamed for economic collapse. Eventually Germany rearmed, grew its military strength, and began another world war.*

- \_\_\_\_\_ 24. What does the above passage describe?
- A) Causes of the Depression in Germany
  - B) Effects of the Depression in Germany
  - C) Events in Germany that led to World War I
  - D) Events in Germany that led to reparations

*In Japan in the 1930's, nationalists gained support after conquering parts of China. Politicians and business leaders who stood in the way of military expansion were assassinated and rivals in the government were removed.*

- \_\_\_\_\_ 25. Which critical attribute of totalitarianism is **best** described in the above passage?
- A) Suppression of opposition
  - B) State control of the economy
  - C) State control of politics and society
  - D) Obedience to a single-party dictatorship

## **Part II. Short Answer and Essay**

**Short Answer-Answer the question in the space provided.**

1. In a paragraph, compare and contrast Vladimir Lenin and Joseph Stalin. 10 Points

### **Short Essay-25 Points**

There are two Essay choices below. Choose **one** essay question and answer it on the lined paper provided.

2. In class we discussed several effects of the Great Depression. In at least three paragraphs, rank the three most important effects of the depression and use historical evidence or examples from class to explain and support your answer. .

<p>Exemplary (25 Points)</p>	<p>The student's essay presents an astute understanding of how the Great Depression affected the world. The student identifies three effects of the depression, ranks them in order of importance, and uses historical evidence to justify their choices. The essay contains five paragraphs including an introduction and conclusion. The introduction contains a well developed thesis that identifies and ranks effects of the depression. Paragraphs begin with a topic sentence that relates back to the thesis, and there are minimal or no grammatical errors.</p>
<p>Proficient (20 points)</p>	<p>The student's essay demonstrates understanding of how the Great Depression affected the world. The student identifies three effects of the depression and ranks them in order of importance. The justification of effects is present but lacks strong historical evidence. The essay contains five paragraphs and a clear thesis is present in the introductory paragraph. Topic sentences begin each sentence and relate back to the thesis. Grammatical errors are present</p>
<p>Satisfactory (15 points)</p>	<p>The student's essay demonstrates a limited understanding of the effects of the depression. The student identifies and ranks three effects but does not provide sufficient historical evidence to support their choices. The essay contains five paragraphs but the thesis is not clear. Topic sentences do not always relate to the thesis. Grammatical errors are present</p>
<p>Needs Improvement (10 Points)</p>	<p>The student's essay indicates an unclear understanding of the effects of the Great Depression. Two effects are stated. Effects are ranked but justification is not supported by historical evidence. The thesis statement is not clearly stated. Paragraphs are not fully developed or there are less than five. Topic sentences do not relate to the thesis. There are numerous grammatical errors.</p>
<p>Unsatisfactory (5 Points)</p>	<p>The student's essay conveys a weak or inaccurate understanding of the effects of the Great Depression. Less than two effects are stated and there is no historical support. There are three paragraphs or less and there are no topic sentences. There are numerous grammatical errors.</p>
<p>No Response (0 Points)</p>	

**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.

**Unit Plan Reflection:**

After teaching this lesson on the Interwar Period, I learned several things about long-range planning. For one, the final product is very different from my original unit plan. Long-range planning is essential to lay the groundwork of a successful unit, but it certainly is not the final product. Right before beginning my unit, I was forced to include a smaller section on the Russian Revolution after my cooperating teacher was a week behind schedule. Teaching a unit proved that I need to be flexible. The best, most comprehensive and well-prepared lessons in my unit were still subject to the scrutiny of student behavior, lock-downs, and issues with technology. Aside from the unforeseen issues that came up, I believe this unit was a success, and would gladly use it again if I were teaching World History II.

The Interwar Unit I prepared successfully meets PASS Standards. I believe this unit would score high for Higher Order Thinking. Students were given several opportunities to synthesize and generalize information while producing their own meaning. Higher Order Thinking was achieved when students completed a Venn diagram, charts, and other graphic



organizers. Students did a significant amount of hypothesis when participating in an inquiry lesson on the causes of the Great Depression. The in-depth study of various topics in history built deep knowledge. The choice to devote a ninety-minute lesson to totalitarianism was a good one, because students understood the concept due to the thoroughness of the concept formation lesson.

During a jigsaw activity students were presented with the opportunity to engage in authentic discussion with each other and with the teacher, thus building substantive conversation. The unit gave students more than a few chances to make connections to the world outside of the classroom. The Great Depression engaged students due to the current economic recession. I was able to make parallels between the Great Depression and the current recession that enhanced learning, and motivated students to learn.

Lessons on Totalitarianism brought up some interesting ethical issues. Aside from making judgments about the Holocaust, students had discussions over the authority of leaders, power of the government, and over the rights and freedoms all people should enjoy. Finally, I believe this unit scored high based on integration. Lessons integrated various forms of technology including computers, Microsoft PowerPoint, Inspiration Software, an LCD Projector, and an overhead projector. It also incorporated numerous social studies disciplines. Focusing on history, the unit required students to learn geography, civics, and government. Lastly, and one of the things I am most proud of, was the units ability to improve social studies skills of my students. Students had the opportunity to improve skills in writing, document analysis, synthesis, reading, group work, and discussion. Overall this lesson meets the PASS standards and was successful in helping students learn identified content while engaging them in the material.