

Unit 3: Oppression and Dissent in the Interwar Era

Unit #:	APSDO-00025724	Duration:	4.0 Week(s)	Date(s):	
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Team:
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Grades:
 10

Subjects:
 Social Studies

Unit Focus

In this unit, students will explore the rise of totalitarian regimes in Nazi Germany, the Soviet Union and Fascist Italy. Students will explore the conditions which led to the rise of these regimes and the techniques they used to "sell" their regimes and strip people of their rights. In addition, students will explore the ways people and groups resisted these regimes. Students will be assessed by a persuasive essay they will write on whether the United States should have boycotted the Nazi Olympics in 1936. The primary instructional materials for this unit include a range of secondary sources and primary sources, including a variety of Nazi children's books, propaganda posters, and films.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 10</i></p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>CCSS.ELA-LITERACY.WHST.9-10.4</i> • Draw evidence from informational texts to support analysis, reflection, and research. <i>CCSS.ELA-LITERACY.WHST.9-10.9</i> <p>Connecticut Goals and Standards <i>Social Studies : 10</i></p>	<p>T1 (T1) Access and analyze text for context, reliability and accuracy to determine relevance. T2 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions. T3 (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language. T4 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1</p> <p>Crises often prompt the rise of totalitarian regimes</p>	<p>Q1</p> <p>How are people capable of committing such evil acts?</p>

<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. <i>HIST.9-12.4</i> Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. <i>HIST.9-12.8</i> Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights. <i>CIV.9-12.19</i> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights and human rights. <i>CIV.9-12.12</i> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <i>INQ.9-12.2</i> 	<p>U2</p> <p>There are common characteristics and patterns of control among totalitarian regimes</p> <p>U3</p> <p>Citizens respond with obedience, apathy/indifferent or resistance to totalitarian regimes</p>	<p>Q2</p> <p>Under what circumstances could sacrificing human rights make society safer?</p> <p>Q3</p> <p>Whose responsibility is it to protect human rights? Why and how should they go about doing so?</p> <p>Q4 (Q702) When and why are individual rights limited?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
<p>K1</p> <p>Different political, social and economic factors led to the rise of the Fascist Italy, Soviet Union and Nazi Germany</p> <p>K2</p> <p>Different strategies and techniques were used by these regimes to gain and maintain power (e.g., cult of personalities, propaganda, fear and violence, purges)</p> <p>K3</p> <p>Resistance movements were prevalent and persisted under extraordinary circumstances</p> <p>K4</p> <p>Essential Concepts/Terms: February Revolution, October Revolution, Russian Civil War, White Army, Red Army, Totalitarianism, Communism, Fascism, Purges, Pogroms, Cult of Personality, assimilation, dehumanization, dissident, emigration, five year plans, collectivization, Holodomor, Nuremberg Laws,</p>	<p>S1</p> <p>Compare and contrast the policies of the totalitarian regimes</p> <p>S2</p> <p>Synthesize patterns governments use to dehumanize, disenfranchise and discriminate against perceived enemies to the state</p> <p>S3</p> <p>Evaluate the arguments for and against boycotting the 1936 Olympics</p> <p>S4</p> <p>Construct arguments using precise and knowledgeable claims with supporting evidence</p> <p>S5</p> <p>Communicate ideas through different genres, media formats, and styles of presentation</p>	

	Kristallnacht, Nazi Olympics, Operation T-4, Reichstag Fire, Weimar Republic, Book Burnings, responses by international community to crises, Tsar Nicholas II, Tsarina Alexandra Rasputin, Alexander Kerensky, Vladimir Lenin, Leon Trotsky, Joseph Stalin, Benitro Mussolini, Adolf Hitler	
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