

The Rise of Totalitarianism in Europe

Grade Level or Special Area: 7th Grade History and Geography

Written by: LeAnndra Beeman, Cesar Chavez Academy, Pueblo, Colorado

Length of Unit: Eight lessons, twelve–fifteen class periods (one class period=65 minutes)

I. ABSTRACT

Totalitarianism is a form of government that can take many different forms and throughout history, many countries have been controlled by some form of a totalitarian government. Students will learn about four countries that dominated as world powers starting around World War II, each controlled by one man that improved the economy of his country, but at the expense of the citizens of that country and others.

II. OVERVIEW

A. Concept Objectives

1. Students understand that societies are diverse and have changed over time. (Colorado State Standards (C.S.S.) 2 - History)
2. Students understand political institutions and theories that have developed and changed over time. (C.S.S. 5 – History)
3. Students recognize that religious and philosophical ideas have been powerful forces throughout history. (C.S.S. 6 – History)

B. Content from the *Core Knowledge Sequence*

1. Seventh Grade History and Geography: World War II: The Rise of Totalitarianism in Europe, p. 165
 - a. Italy
 - i. Mussolini establishes fascism
 - ii. Attack on Ethiopia
 - b. Germany
 - i. Weimar Republic, economic repercussions of WWI
 - ii. Adolf Hitler and the rise of Nazi totalitarianism: cult of the *Fuhrer* (“leader”), *Mein Kampf*
 - iii. Nazism and the ideology of fascism, in contrast to communism and democracy
 - iv. Racial doctrines of the Nazis: anti-Semitism, the concept of *Lebensraum* (literally, “living space”) for the “master race,” *Kristallnacht*
 - v. The Third Reich before the War: Gestapo, mass propaganda, book burning
 - c. The Soviet Union
 - i. Communist totalitarianism: Josef Stalin, “Socialism in one country”
 - ii. Collectivization of agriculture
 - iii. Five-year plan for industrialization
 - iv. The Great Purge
 - d. Spanish Civil War
 - i. Franco, International Brigade, Guernica

C. Skill Objectives

1. Students will be able to describe different types of government. (C.S.S. 1.2 Civics)
2. Students will be able to examine data for point of view, historical context, bias, distortion, or propaganda. (C.S.S. 2.2 History)

3. Students will be able to explain how societies have been liked by economic factors. (C.S.S. 4.2 History)
4. Students will be able to describe how political power has been acquired maintained, used, and/or lost throughout history. (C.S.S. 5.3 History)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Fussell, Paul. *Wartime: Understanding Behavior in the Second World War*. Oxford University Press: London, 1989. 0195037979.
 2. Kilpatrick, Jeane J. *Dictatorship and Double Standards: Rationalism and Reason in Politics*. Simon and Schuster: New York. 1982. 0671438360
- B. For Students
 1. Ed E.D. Hirsh. *What Yout Sixth Grader Needs to Know*. New York: Core Publications, Inc. 1993. 0385314671
 - A. *Revolution Comes To Russia* p. 171
 - B. *Hitler's Rise to Power* p. 171
 - C. *The Holocaust* p. 179

IV. RESOURCES

- A. Nazi Propaganda (examples – pictures/translations) (Lesson Five)
- B. www.calvin.edu/academic/cas/gpa/ww2era.thm (Lesson Five)
- C. Propaganda www.bbc.co.uk/history/war/wwtwo/nazi_propaganda_gallery.shtml (Lesson Five)
- D. More Propaganda explanation <http://propaganda.mrdonn.org/techniques.html> (Lesson Five)
- E. Book Burning Photos www.fcit.coedu.usf.edu/holocaust/gallery/01622.htm (Lesson Five)

V. LESSONS

Lesson One: What is Totalitarianism? (one class period = 65 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand political institutions and theories that have developed and changed over time. (C.S.S. 5 – History)
 2. Lesson Content
 - a. The Rise of Totalitarianism in Europe, p. 165
 3. Skill Objective(s)
 - a. Students will be able to describe different types of government.
 - b. Students will be able to describe how political power has been acquired maintained, used, and/or lost throughout history.
- B. *Materials*
 1. One copy of Appendix A: T-Chart – *Rise of Totalitarianism* for every student
- C. *Key Vocabulary*
 1. *Totalitarianism* is a system of government that is controlled by a leader that has *total* power and control, often forced on people using violence.
 2. *Reparations* are the compensation demanded of a defeated nation by the victor in a war, especially that demanded of Germany by the Treaty of Versailles after World War I.
- D. *Procedures/Activities*
 1. Pass out a copy of appendix A to each student. Students will be using this t-chart throughout the unit to compile the information necessary for the final assessment.

2. Have students take out an additional piece of paper to take notes on. These notes will provide them with information to help them remember what was going on at the end of WWI. This will be especially helpful since the events that took place at the end of WWI led to what started WWII.
 - a. World War II lasted six years in Europe, cost about \$1.6 trillion dollars and took the lives of around 53 million people (soldiers and civilians). The most well known introduction of the war was the horrible and destructive atomic bomb.
 - b. At the end of WWI the Treaty of Versailles was signed and gave all of the blame to Germany and ordered it to give up its army, navy, weapons, and to pay the other countries involved millions of dollars in reparations.
 - c. Germany was not happy with the settlement and out of this developed many problems. Germany added problems of huge war debts and reparations that added to the economic depression that most European countries were facing. The German people had been badly beaten in the war, lost millions of men and land that was necessary to their economic survival, their military had been dismantled, they were in a horrible amount of debt and were ostracized by much of the world.
 - d. Italy was also plagued with problems and was unhappy with the outcome of the war. Technically, Italy had been on the side of the winners. They did not receive the lands that they were promised by the allies.
 - e. Russia went through the revolution and a civil war. Lenin, who was in charge of the country, turned to communism, which was supposed to bring peace, bread and land to all citizens. Unfortunately, it did not.
 - f. These countries and others had the desire to find strong leadership. The desired forceful people to lead them out of their troubles and regain some of their lost glory.
 - g. Leaders to appear were Benito Mussolini in Italy, Adolph Hitler in Germany, Josef Stalin in the Soviet Union, and Francisco Franco in Spain.
3. Write the word “Totalitarianism” on the board to overhead. Ask students what they think it means. Give them about a minute to develop a definition. Now have them dissect it. Ask what the word ‘total’ means. They should respond with ‘all of something or whole’. Instruct them to now try to figure out the rest of the meaning.
4. After they have made an attempt at a definition, discuss the answers that they have. After a short sharing of possible definitions, write the following under the word on the board: *A system of government where the leaders assume ‘total’ control and demanded ‘total’ allegiance. Power is vested in one person and individuals are of little value. There is only one system and no parties or factions are allowed. Leaders would frequently use violence to get rid of people who did not conform to their system.*
5. Discuss the definition of totalitarianism. Provide some examples of a totalitarian society, they do not necessarily need to be factual, but give situations where this type of government might function. Saddam Hussein in Iraq is a good example. He controlled the military, the police, the educational system, and the businesses, not to mention the lives of individual citizens. He forbid women from working or getting an education and those that stood against him were usually killed.
6. Other similar examples will be helpful to provide and illustration of the definition for the students.

7. After the discussion, tell students that in this unit you will be covering the individuals and ideals listed on their t-charts that were passed out earlier. The men on the chart functioned much the same way that the examples given did.
- E. *Assessment/Evaluation*
1. Classroom discussion and completion of notes

Lesson Two: Mussolini, Fascism, and the Attack on Ethiopia (one – two class periods = 65 minutes each)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado State Standards (C.S.S.) 2 - History)
 - b. Students understand political institutions and theories that have developed and changed over time. (C.S.S. 5 – History)
 - c. Students recognize that religious and philosophical ideas have been powerful forces throughout history. (C.S.S. 6 – History)
2. Lesson Content
 - a. Mussolini establishes fascism
 - b. Attack on Ethiopia
3. Skill Objective(s)
 - a. Students will be able to describe different types of government.
 - b. Students will be able to explain how societies have been linked by economic factors.
 - c. Students will be able to describe how political power has been acquired maintained, used, and/or lost throughout history.

B. *Materials*

1. One copy of Appendix B: *Benito Mussolini* to every student
2. One copy of Appendix C: *Benito Mussolini Questions*
3. Appendix C, page 2: *Benito Mussolini Questions (KEY)* for teacher only

C. *Key Vocabulary*

1. Mussolini governed Italy under this form of government, known as *Fascism*, it was characterized by dictatorship, centralized control of private enterprise, repression of opposition, and extreme nationalism, or any movement, tendency, or ideology that favors the same.
2. A political system in which the means of production and distribution are controlled by the people and operated according to equity and fairness rather than market principles is known as *socialism*.

D. *Procedures/Activities*

1. Ask your students if anyone who has ever heard of a man named Benito Mussolini. Some may have, generally most have not.
2. Ask them: what is totalitarianism? The definition that they provide should come from the previous lessons notes.
3. Explain that there are different types of totalitarianism and the one that rules Italy is called Fascism.
4. Pass out a copy of appendix B to every student. Have students get into pairs. Once they are paired, instruct them that they are going to take turns reading. Have the pairs decide who will go first, that person will read the first paragraph, the second person then tells the reader what the paragraph meant, giving details contained in the reading. The second person then reads the next paragraph and the listener tells what the paragraph was about and giving details contained

- within it. The pair will continue to take turns until they finish reading the entire handout.
5. Once the reading is complete, pass out appendix C. The pairs can then answer the questions together and recall what they have read.
 6. When the pairs have finished the questions have them take out their t-charts and fill in the information for Benito Mussolini and Fascism. They should be writing the details about the two in the second column.
 7. Remind them details only, do not need to be complete sentences on the t-chart.
- E. *Assessment/Evaluation*
1. Have students hand in questions for grade.

Lesson Three: After WWI in Germany (two class periods = 65 minutes each)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado State Standards (C.S.S.) 2 - History)
 - b. Students understand political institutions and theories that have developed and changed over time. (C.S.S. 5 – History)
 - c. Students recognize that religious and philosophical ideas have been powerful forces throughout history. (C.S.S. 6 – History)
 2. Lesson Content
 - a. Weimar Republic, economic repercussions of WWI
 3. Skill Objective(s)
 - a. Students will be able to describe different types of government.
 - b. Students will be able to explain how societies have been liked by economic factors.
 - c. Students will be able to describe how political power has been acquired maintained, used, and/or lost throughout history.
- B. *Materials*
1. Students will need their copy of Appendix A (handed out in Lesson One)
- C. *Key Vocabulary*
1. The chief minister of government in some parliamentary democracies is called a *chancellor*.
- D. *Procedures/Activities*
1. Students will need to understand what Germany was going through after WWI.
 2. Have students take out their notes and ask them to think about what they remember from the end of WWI.
 3. Ask what they remember about the Treaty of Versailles. What did Germany get? (*They got the blame for the war and were made to pay millions of dollars for what they started, they had to dismantle their army and navy and destroy their weapons.*) Germany was very upset after the treaty was signed, explain why. (*When they met to create the treaty, Germany was not invited and the decisions that Germany had to follow were made with out their representation being there.*)
 4. Now show the class a picture of Hitler. Ask if they know who it is. Explain that it is Adolph Hitler – once they hear his name, they will probably know who he is. Ask if they think this individual would be responsible for saving Germany. Most, of course, will answer no. Explain that this is how Hitler can to power, through legitimate means, he promised that Germany would once again be a great and powerful nation and that it would avenge the wrongs forced on the country, by the Treaty of Versailles.

5. Direct students to take note now.
 - a. The government in Germany at the end of World War I was a republic, with elected representatives of the people and a chancellor.
 - b. This government was called the Weimar Republic.
 - c. The Treaty of Versailles striped Germany of 13 per cent of her territory, 10 per cent of her population, 15 per cent of arable land, 75 per cent of iron and 68 per cent of zinc ore, 26 per cent of her coal resources, the entire potash and textile industries, and a communications system built. Huge amounts of ships and shipping facilities and of railway rolling-stock were delivered to the Allies. Millions of dollars in reparations were imposed the German army was limited to 100,000 soldiers, and Germany was prohibited from having an air force or submarines.
 - d. Economically, Germany was in terrible shape after the war with millions of dollars in war debts.
 - e. In the mid-1920s, some of the debt was forgiven and later there was a boom in production and land prices.
 - f. A serious depression followed the boom, just as it had done in the United States. Factories closed, banks failed, and millions became unemployed in Germany.
 - g. The National Socialists (Nazis) came into the situation, which Hitler had founded in the early 1920s when he tried to overthrow the republic and failed. Hitler was in jail and later forbidden from speaking in public, so the party was dormant for a few years.
 - h. Nazism is a form of Fascism, which is a form of totalitarianism. Nazism was more extreme in its beliefs, such as racism and anti-Semitism, as well as how these beliefs were enforced. The Nazis wanted to eliminate everyone that was not German.
 - i. Times got quite difficult in Germany and the Nazi party won many seats in the German legislature, the Reichstag, going from 12 to 107 seats and then to more than 200. (The Nazis used not only coercion, but intimidation to win some if these seats.)
 - j. In 1933, Hitler was appointed as chancellor of Germany. Some historians believe that he was given this position because other thought that he would be a person that could be controlled in this role.
6. Once the students are finished with the note taking, have a discussion about the information that they just covered. Review the terms of the Treaty of Versailles and how those terms created the problems within Germany.
7. Ask: how can a country in such bad economic shape, be saved by a man that wanted to eliminate everyone except the Germans.

E. *Assessment/Evaluation*

1. Completion of notes and class discussion.

Lesson Four: Adolph Hitler and Nazi Ideology (two class periods = 65 minutes each)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand political institutions and theories that have developed and changed over time. (C.S.S. 5 – History)
 - b. Students recognize that religious and philosophical ideas have been powerful forces throughout history. (C.S.S. 6 – History)

2. Lesson Content
 - a. Adolf Hitler and the rise of Nazi Totalitarianism: Cult of the *Fuhrer* (“leader”), *Mein Kampf*
 - b. Nazism and the ideology of fascism, in contrast to communism and democracy
 - c. Racial doctrines of the Nazis: anti-Semitism, the concept of *Lebensraum* (literally, “living space”) for the “master race,” *Kristallnacht*
 3. Skill Objective(s)
 - a. Students will be able to describe different types of government.
 - b. Students will be able to explain how societies have been liked by economic factors.
 - c. Students will be able to describe how political power has been acquired maintained, used, and/or lost throughout history.
- B. Materials
1. Photo of Adolph Hitler
 2. Students will need their copy of Appendix A (handed out in Lesson One)
 3. One copy of Appendix D: Adolph Hitler, Mein Kampf, and the Nazi Party
- C. *Key Vocabulary*
1. A *demagogue* is a person who gains power through impassioned public appeals to the emotions and prejudices of a group by speaking or writing.
 2. *Anti-Semitism* is the policies, views, or actions that harm or discriminate against Jewish people.
 3. Also known as the “Night of Broken Glass,” *Kristallnacht* was the Nazi’s answer to the murder of a German diplomat, by destroying synagogues, business windows, and killing at least 100 Jews.
 4. Living space, also known as *Lebensraum*, is part of the Nazi plan to take over the lands in the Soviet Union and Eastern Europe to provide more “living space” for the “master race.”
 5. The Nazi regime in Germany between 1933 and 1945 was known as the *Third Reich*.
- D. *Procedures/Activities*
1. As class begins, ask students what they know about Adolph Hitler. Take a few minutes to discuss what they know about him.
 2. Have students take out their copy of the t-chart from lesson one. Pass out a copy of Appendix D to every student.
 3. The text of this assignment could be a little overwhelming for many students, so it might be best to make this a class activity.
 4. Have students take turns reading paragraphs or break the text down even further, and have them read one sentence at a time. Instruct the students to point out when they hear some information that they feel needs to be added to their t-chart.
 5. As the students add the facts, add the same facts to a t-chart that you have on the board. This will help many students keep what they are doing organized and together.
 6. After the class has finished reading, discuss the information that they have just read. This information is very difficult for many students since they know some information about the Holocaust, but do not always have all of the information about the ideology of the Nazi’s.
 7. What were the factors that created Nazism/National Socialism? (*poor public opinion of the country, desire to follow a group that would lead Germany into a successful position again, promise of better life*)

8. What contributed to the rise to power of Hitler and the Nazi Party? (*Hitler's speaking prowess, again the defeated feeling after WWI, etc.*)
 9. Who was Adolf Hitler? (*Use first couple of paragraphs from Appendix D*) Discuss aspects of Hitler's early life - Hitler's background. Why do you think the Nazi party ideology appealed to him? (*Students will have a variety of reasons, but generally, it is thought that his hatred of Jews from is past made the Nazi party appeal to him.*)
 10. Explain why the Germans felt humiliated at the end of World War I. (*loss of face in the community of nations; 1929 financial collapse and Depression; power struggle -communists, capitalists, socialists; fear of a communist revolution; unstable coalition government; fear of change*).
 11. What were the main beliefs of Hitler and the Nazi party? (*That the Jews were to blame for the troubles the Germans faced, a truly Aryan nation was the only way to succeed, "the master race," and Lebensraum "living space" for the Germans after they have taken over the lands of those that are to be eliminated.*)
 12. What made people want to support Hitler? What was the appeal of the Nazis? (*strong message, authoritarian rule, nationalism, glorious master plan, propaganda and pageantry, sense of belonging; emphasis on family, morality; work; scapegoats*).
 13. After you have finished the discussion, have students make sure that they have all of the necessary information written down.
- E. *Assessment/Evaluation*
1. Completion of t-chart

Lesson Five: How Did the Nazi's Get Everyone to Follow Them? (two – three class periods = 65 minutes each)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize that religious and philosophical ideas have been powerful forces throughout history. (C.S.S. 6 – History)
 2. Lesson Content
 - a. The Third Reich before the War: Gestapo, mass propaganda, book burning
 3. Skill Objective(s)
 - a. Students will be able to examine data for point of view, historical context, bias, distortion, or propaganda.
 - b. Students will be able to describe how political power has been acquired maintained, used, and/or lost throughout history.
- B. *Materials*
1. One copy of Appendix E: *The Gestapo, Propaganda and Book Burning* for every student
 2. Access to computers or a library
- C. *Key Vocabulary*
1. Propaganda – Information or publicity put out by an organization or government to spread and promote a policy, idea, doctrine, or cause is called *propaganda*.
- D. *Procedures/Activities*
1. How exactly did the Nazi's get people to follow them? This is the question with which you should start this lesson. Students can use the information gathered from the previous lesson to help answer. (*They should answer that the work of Hitler to make the people of the country proud again, to make them feel like they are no longer the scapegoats for WWI and of course using force.*)

2. Pass out a part of Appendix E to every student. This is a brief handout with information on the three topics of this lesson. This lesson can be divided up into a jigsaw activity. Make copies of the handout and then cut it into three separate pieces.
 3. Separate the class into groups that are made up of about 4 – 5 students. Give them the handouts for each group.
 4. Instruct the students to read the small piece of information that they have on their topic. They are to then use the computers or the library to gather more information about their topic. If you have print capabilities – pictures would be a great asset to this small project.
 5. Groups will then compile their information into individual 11x14 posters that are to include all of the information gathered by the group. (Remind them that only the truly necessary information should be added.)
 6. The original groups will then break up and get into groups of three (one member from each topic.) The students will then take turns and present their information to the other two members of their new smaller group. Those that are listening to the presentation need to take notes on the information that is presented to them.
 7. When the presentations are complete, all students should have received information on the Gestapo, book burning, and propaganda.
 8. As a class activity, you can take the propaganda lesson even further. An entire lesson can be focused on propaganda and how it works, in which you can require a propaganda poster from each student.
- E. *Assessment/Evaluation*
1. Small group research and individual presentations.

Lesson Six: Josef Stalin and the Soviet Union (two - 65 minute class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado State Standards (C.S.S.) 2 - History)
 - b. Students understand political institutions and theories that have developed and changed over time. (C.S.S. 5 – History)
 - c. Students recognize that religious and philosophical ideas have been powerful forces throughout history. (C.S.S. 6 – History)
 2. Lesson Content
 - a. Communist totalitarianism: Josef Stalin, “Socialism in one country”
 - b. Collectivization of agriculture
 - c. Five-year plan for industrialization
 - d. The Great Purge
 3. Skill Objective(s)
 - a. Students will be able to describe different types of government
 - b. Students will be able to explain how societies have been linked by economic factors.
 - c. Students will be able to describe how political power has been acquired maintained, used, and/or lost throughout history.
- B. *Materials*
1. Students will need their copy of Appendix A (handed out in Lesson One)
- C. *Key Vocabulary*
- None

D. *Procedures/Activities*

1. On the board or overhead write: *On a lined piece of paper, write ten lines or more of details that you remember of Russian history at the end of WWI. (Hint: Russian Revolution)*
2. After students have completed the detail list have them count the lines – if they have ten lines or more tell them to give themselves a 4, if they did less than ten lines put a 4- on their paper. This will be a check mark for completion.
3. Once they have finished, review the information that they have listed. *(Be sure that they include the information about the two revolutions, the tsar abdicates, the new leader; Lenin, people starving – remember the cries for “bread”, the Bolsheviks coming to power after the second revolution, Russia leaving WWI, any other information that they covered in the unit on the Russian Revolution)*
4. Have students define communism (*form of socialism where property is held in common, all people are considered equal socially and communal living is the ideal.*) Tell students that communism became another form of totalitarianism in Russia. All property was held in common and a man named Josef Stalin took individual farms away from their owners. This power was held by one smaller power-hungry group and only one political party.
5. Have students take out their t-chart and prepare to take notes in the Stalin and communism.
6. Start note taking.
 - a. Josef Stalin was born Josef Dzhugashvili in 1879. His father was a shoemaker and a washerwoman. He attended a church school and then entered the seminary. He was expelled for revolutionary activities and possibly insubordination at the age of 20. He became a professional revolutionary and was exiled to Siberia for these activities.
 - b. He took the name of Stalin, which means “man of steel.”
 - c. Stalin came to power in 1924 after Lenin died.
 - d. Stalin was physically strong, not intelligent – but intellectual, a great organizer, able to manipulate every area of Soviet life to meet his goals. Those that admired him created a cult like following, encouraged by statues, icons and legends of Stalin.
 - e. Stalin’s government was totalitarian. He believed it could be a socialistic society through industrial and agricultural revolutions.
 - f. Agricultural collectivization – Most farms were small and privately owned. Stalin “collected” all of the farms and turned them into large, state-run farms. If people did not turn over their farms, they were arrested, sent to concentration camps or killed for standing in the way of agricultural progress.
 - g. Industrialization – Industry had remained in the hands of small craftsmen and tradesmen. The government took over factories and built, new larger ones that provided greater production, mostly military materials.
 - h. Individuals did not see their prosperity grow or quality of life improve, but the country benefited.
 - i. The USSR became the second in industrial output only to the U.S by 1937.
 - j. Stalin had the “Five-Year Plans” to institute these changes.
 - k. Stalin began to eliminate all of those that spoke against him or his communist government, this was known as “The Great Purge.” These included two waves of violence and intimidation in the mid to late 30s.

- l. Those against Stalin would be taken to court on trumped up charges, found guilty and imprisoned or executed. To increase his power he had millions of people eliminated this way. Victims included government officials and military leaders.
 - m. The reign of terror continued with neighbors protecting themselves by making up charges against others.
 - n. Stalin feared and hated Hitler and Nazism. He made a pact with Hitler that gave Russia more land, but no protection. As learned in the last lesson, Germany invaded Russia in 1941.
 - o. Stalin remained in power for many more years.
7. When students have completed their t-chart notes, a discussion of the facts that they added to their chart can be discussed. Also, be sure to discuss how communism and socialism are also totalitarianism.
 8. Collect the ten-line review of Russian history for credit.
- E. *Assessment/Evaluation*
1. Completion of review and t-chart notes.

Lesson Seven: Franco and Spanish Civil War (one class period = 65 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - i. Students understand that societies are diverse and have changed over time. (Colorado State Standards (C.S.S.) 2 - History)
 - ii. Students understand political institutions and theories that have developed and changed over time. (C.S.S. 5 – History)
 - iii. Students recognize that religious and philosophical ideas have been powerful forces throughout history. (C.S.S. 6 – History)
 - a.
 2. Lesson Content
 - a. Franco, International Brigade, Guernica
 - b. Spanish Civil War
 3. Skill Objective(s)
 - a. Students will be able to describe different types of government.
 - b. Students will be able to examine data for point of view, historical context, bias, distortion, or propaganda.
 - c. Students will be able to explain how societies have been liked by economic factors.
 - d. Students will be able to describe how political power has been acquired maintained, used, and/or lost throughout history.
- B. *Materials*
1. One copy of Appendix F: *Spain and Franco* for every student
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Start the lesson off with a review of information covered, thus far. Discuss the following questions as review.
 2. Who was Benito Mussolini? (*Mussolini was the fascist leader of Italy.*) What is Fascism? (*Fascism is a totalitarian form of government. It is Italy's form of totalitarianism.*) What is Mussolini remembered for doing? (*He is known for taking over Italy's government, bringing the country out of economic and political trouble, and for going against the League of Nations and overthrowing the emperor and the defeating the country of Ethiopia.*) Who was Adolph Hitler?

(Hitler was the leader of the Nazi Party in WWII Germany. He took control of the government and called his new control the Third Reich.) What was the form of totalitarianism called that Hitler supported? (Nazism, it is another form of totalitarianism, that gives all control to the leader of the government.) What is Hitler known for doing? (Hitler is known for wanting to support an Aryan “master race” in Germany, the desire for Lebensraum or ‘living space’, and most of all Hitler is known for being responsible for the death of approximately eleven million people – not of ‘pure’ German blood lines.) Who is Josef Stalin? (Stalin was the ‘man of steel’ that took communism to a different level of total control. Stalin led the USSR into an economic era in which the farms and factories were all state run and benefited the state, there was little improvement in the regular citizens lifestyle. He is also responsible for the execution of millions of people that opposed him and his government. This put the government totally in control one person and his government officials.)

3. Have students explain the similarities and differences between Mussolini, Hitler and Stalin. *(Accept all reasonable answers as long as they include details and information from the lessons that they have covered. Make sure that they are using some higher level thinking skills to develop an answer.)*
4. Tell the students that they have one more country and leader to be filled in on their t-charts and compare to the others, those are Spain and Francisco Franco.
5. Pass out a copy of Appendix F to every student. This activity will be a guided practice in highlighting necessary information. Appendix F will provide students with notes covering Spain and Franco, it will be their task to highlight the most important facts and add those to their t-chart. This activity will help students that may not be very practiced at learning how to take large amounts of information and limiting it to only the necessary.
6. Have students take turns reading the facts. Have them provide their idea about which is most important and which they leave in their notes and not add to their t-chart.
7. As the students read each item, come to a consensus as to which one to add and as a class add that information to the chart. You will find it necessary to discuss why some items do not need to be added and why others do. This will be a class activity and everyone should have the chance to participate.

E. *Assessment/Evaluation*

1. Students will receive the study guide for the quiz over the unit. Some will be completed during the final lesson and the rest must be completed as an assessment for this and other lessons.

Lesson Eight: Totalitarianism in the End? (one – two class periods = 65 minutes each)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado State Standards (C.S.S.) 2 - History)
 - b. Students understand political institutions and theories that have developed and changed over time. (C.S.S. 5 – History)
 - c. Students recognize that religious and philosophical ideas have been powerful forces throughout history. (C.S.S. 6 – History)
2. Lesson Content
 - a. The Rise of Totalitarianism in Europe
3. Skill Objective(s)
 - a. Students will be able to describe different types of government.

- b. Students will be able to examine data for point of view, historical context, bias, distortion, or propaganda.
 - c. Students will be able to explain how societies have been linked by economic factors.
 - d. Students will be able to describe how political power has been acquired maintained, used, and/or lost throughout history.
- B. *Materials*
- 1. Students will need their copy of Appendix A (handed out in Lesson One)
 - 2. One copy of Appendix G for every student
- C. *Key Vocabulary*
All vocabulary from the unit
- D. *Procedures/Activities*
- 1. This lesson will be used for review and clarification of the point that totalitarianism is still around.
 - 2. Ask students if they think that totalitarianism still exists. Get a good sampling of what the students think. Ask for reasons why or why not. Now have them think of some of the countries around the world and decide what kind of government under which they are functioning
 - 3. Some possible answers will be:
 - a. North Korea – communist/dictator
 - b. Cuba – communist/dictator
 - c. Iraq (before the capture of Saddam Hussein) – dictatorship/dictator
 - d. China – was communist – now more democratic
 This may change, if you have doubts, be sure to look it up. The above are probably a couple of the main countries that the students will mention.
 - 4. After this activity is complete, have students take out their study guides and review for their upcoming test.
- E. *Assessment/Evaluation*
- 1. Review of study guide.

VI. CULMINATING ACTIVITY

- A. Give Final Assessment (found in Appendix H)
- B. Provide students with a writing prompt in which they use their t-chart and use those notes to answer the following prompt.
 - 1. Mussolini, Stalin, Hitler and Franco were four very powerful men that used their government to serve their own purpose. Write an essay in which you compare and contrast the four leaders, their form of government, and the results of their power.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: T-Chart – *Rise of Totalitarianism* (Lesson One)
- B. Appendix B: *Benito Mussolini* (Lesson Two)
- C. Appendix C: *Benito Mussolini Questions* (Lesson Two)
- D. Appendix D: *Adolph Hitler, Mein Kampf, and the Nazi Party* (Lesson Four)
- E. Appendix E: *The Gestapo, Propaganda and Book Burning* (Lesson Five)
- F. Appendix F: *Spain and Franco* (Lesson Seven)
- G. Appendix G: *Unit Study Guide* (Lesson Eight)
- H. Appendix H: Final Assessment

VIII. BIBLIOGRAPHY

- A. Bertholz, Leo with Michael, Olesker. *Leap into Darkness, Seven Years on the Run in Wartime*. New York: Anchor Books, 1999. 038549705
- B. Fussell, Paul. *Wartime: Understanding behavior in the Second World War*. Oxford University Press: London, 1989. 0195037979.
- C. Gellately, Robert, *The Gestapo and German society : enforcing racial policy 1935-1945*, Oxford : Clarendon Press, 1990, 0198228694.
- D. Montefiore, Sebag. *Stalin: The Court of the Red Tsar*. Knopf: Illinois. 2004. 1400042305
- E. Overy, Richard and Andrew, Wheatcroft. *The Road of War, The Origins of World War II*. New York: Random House, 1989. 039458260
- F. Payne, Stanley G. *Italian Fascism*. [on-line]
<http://www.library.wisc.edu/libraries/dpf/Fascism/Intr.html>
- G. Service, Robert. *Stalin, A Biography*. Belknap Press of Harvard University Press: Boston, Massachusetts. 2005. 0674016971
- H. Snyder, Louis L. *Encyclopedia of the Third Reich*. New York: McGraw-Hill, 1976. 0070595259
- I. Smith, Dennis Mack. *Mussolini*. [on-line]
<http://www.spartacus.schoolnet.co.uk/2ww/mussolini.htm>
- J. Von Klemperer, Klemens, *German Resistance Against Hitler: The Search for Allies Abroad, 1938-1945*, Oxford University Press, 1992, 0198205511

Appendix A, page 1
T-Chart

RISE OF TOTALITARIANISM

Fascism

Mussolini

Nazism

Hitler

Appendix A, page 2

Communism

Stalin

Franco

Spanish Civil War

Benito Mussolini

Mussolini was born in a small village named Predappio. His father was a blacksmith and named *Benito* after Mexican reformist President Benito Juárez. Like his father, he became a socialist. His mother was a teacher who believed education was extremely important. By age eight, he was banned from his mother's church, and a few years later, he was expelled from school, because he stabbed a fellow student and threw an inkpot at a teacher. He did receive good grades, and he qualified as an elementary schoolmaster.

He spent many years living in Switzerland writing articles for a socialist newspaper and living on the streets. Unable to find a permanent job there and arrested for vagrancy, he was expelled and returned to Italy to do his military service.

At first Mussolini opposed Italy's entry into World War I, as did many socialists, but he changed that thinking and agreed that the country should war against Germany. This ended his part in the socialist society. Mussolini was drafted into the war, but was wounded during a training exercise and discharged. He returned to Italy and his writing career.

Like most European countries after World War I, Italy had numerous problems. Soldiers returning from the war were looking for jobs causing the labor market to dry up and the factories that made war materials closed, since they were no longer necessary. Strikes in factories that were operating created more problems and the peasants took land that did not belong to them. The middle class began to lose its confidence in its parliamentary government. Other interest groups and the Socialists began to gain power. When these other groups challenged the existing government, Mussolini did not miss his chance; he founded a group called "Fighting Leagues." This became the Fascist organization. Middle class citizens in both the cities and rural areas, including students, shopkeepers and clerks felt that this was an appealing method in which to deal with the union protection, the rich, ruling class, and the laborers that they felt they were being squeezed between.

Mussolini was a passionate public speaker. Most of his time was spent on propaganda, whether at home or abroad, and here his training as a journalist was invaluable. He captured the imagination of the people through his impressive speaking style, grand gestures, and alluring voice. He promised not only order at home, but also an expansion that would make Italy a great nation. He failed to verify his facts and this caused him to doubt his own abilities, of course, he never admitted it.

King Victor Emmanuel III asked Mussolini to become Italy's prime minister after a strike threatened a march on Rome. Mussolini worked within the established government, while he continued building the Fascist organization.

At first, Mussolini was supported by the Liberals in parliament. With their help, he introduced strict censorship and altered the methods of election so that he was able to assume dictatorial powers and dissolve all other political parties. Skillfully using his absolute control over the press, he gradually built up the legend of *Il Duce*, a man who never slept, was always right, and could solve all the problems of politics and economics. He introduced the Press Laws in which stated that all journalists must be registered Fascists. Italy was soon a police state.

The Italian people's lives got better, so they generally accepted this system of government. Agricultural and factory production increased, the budgets were balanced and an

Appendix B, page 2

agreement was made between the Catholic Church, a powerful force in Italy, and the government.

At various times, Mussolini personally took over the ministries of the interior, of foreign affairs, of the colonies, of the corporations, of the army and the other armed services, and of public works. Sometimes he held as many as seven departments simultaneously, as well as the premiership. He was also head of the all-powerful Fascist party and the armed local Fascist militia, Blackshirts, that terrorized growing resistances in the cities and provinces. He would later form a militia that carried official state support. In this way, he succeeded in keeping power in his own hands and preventing the emergence of any rival. But it was at the price of creating a regime that was inefficient, and corrupt.

This efficiency was a characteristic of totalitarian governments.

Mussolini believed that all groups and individuals are considered important only in how they serve the state, "The Fascist state organizes the nation." "Fascism conceives of the state as an absolute," Mussolini said in 1932. Mussolini also believed that it was not necessary for citizens to exercise "useless and possibly harmful freedom," it was actually best for the state to make decisions for them. When he described Fascism, he did say that citizens retain the "essential" freedom, but he failed to ever spell out what that freedom was.

Fascism requires absolute obedience to a dynamic leader, promotes conquest and combat and embraces the idea that the state and its destiny are special. By focusing on the government's accomplishments, most exaggerated, he made Italians proud of their country again. Another piece of Fascism demands that expansion shows life and Mussolini felt that it was time for the country to grow.

On October 3, 1935, Italy attacked Ethiopia without a declaration of war. The League of Nations unanimously declared Italy an aggressor, but took no action.

The war lasted seven months, Ethiopia was outmatched by Italy in armaments--a situation exacerbated by the fact that a League of Nations arms embargo was not enforced against Italy. Despite a valiant defense, the next six months saw the Ethiopians pushed back on the northern front. Acting on long-standing grievances, a segment of the forces defected. The Italians made widespread use of chemical weapons and air power. On March 31, 1936, the Ethiopians counterattacked the main Italian force, but were defeated. On May 2, Haile Selassie, the leader of Ethiopia, left for exile--a move resented by some Ethiopians who were accustomed to a warrior emperor. The Italian forces entered Addis Ababa on May 5. Four days later, Italy announced the annexation of Ethiopia.

On June 30, Haile Selassie made a powerful speech before the League of Nations in Geneva, in which he set forth two choices--support for collective security or international lawlessness. The emperor stirred the conscience of many and was regarded as a major international figure. Britain and France, however, soon recognized Italy's control of Ethiopia. The United States and the Soviet Union refused to do so.

Early June 1936, Rome created a constitution bringing Ethiopia, Eritrea, and Italian Somaliland together into a single administrative unit divided into six provinces. In December, the Italians declared the whole country to be pacified and under their effective control. Ethiopian resistance nevertheless continued.

After a failed assassination attempt against the Marshal on February 19, 1937, the colonial authorities executed 30,000 persons, including about half of the younger, educated

Appendix B, page 3

Ethiopian population. This harsh policy, however, did not pacify the country. In November 1937, Rome therefore appointed a new governor and instructed him to adopt a more flexible line. Accordingly, large-scale public works projects were undertaken. One result was the construction of the country's first system of improved roads. In the meantime, however, the Italians had decreed miscegenation to be illegal. Racial separation, including residential segregation, was enforced as thoroughly as possible. The Italians showed favoritism to specific groups in an attempt to isolate those who supported Haile Selassie.

Ethiopian resistance continued, nonetheless. Early in 1938, a revolt broke out in led by the Committee of Unity and Collaboration, which was made up of some of the young, educated elite who had escaped the reprisal after the attempt on the Marshal's life. In exile in Britain, the emperor sought to gain the support of the Western democracies for his cause, but had little success, until Italy entered World War II on the side of Germany in June 1940. Britain and the emperor sought to cooperate with Ethiopian and other indigenous forces in a campaign to remove the Italians from Ethiopia and to resist the Italian invasion of Sudan. Haile Selassie proceeded immediately to Khartoum, where he established closer liaison with both the British headquarters and the resistance forces within Ethiopia.

Mussolini allied himself with Hitler, since he did not shun the Italian dictator after the Ethiopian invasion. They formed the Rome-Berlin Axis, a pact that united them for war. Mussolini led Italy through most of World War II, even though his military skills were not impressive and Italy lost all of its colonies.

On April 27, 1945, in the afternoon, just before the Allied armies reached Milan, Mussolini and his mistress Claretta Petacci were caught by the Italian partisans as he headed to board a plane for escape to Switzerland. The next day, they were both executed along with their sixteen-man train, mostly ministers and officials of the Italian Social Republic, their bodies were hung, upside down, in a plaza in Milan along with the bodies of other fascists, to be abused by the crowds. Mussolini's body was then buried in an unmarked grave in a Milan cemetery until the 1950s, when his body was moved back to where he was born. It was stolen, briefly in the late '50s, then again returned to Predappio. Here he was buried in a crypt.

A report aired on August 2004 by the Italian national TV network, alleged that Mussolini was killed on April 28, 1945 in the morning, by some British secret agents on their attempt to take possession of the Churchill-Mussolini exchange of letters. Documents that might have been awkward to Churchill, given that some speculate the two statesmen were discussing an anti-Soviet separate peace, despite the agreements previously stipulated between the Allies.

The Duce was survived by: his wife, two sons, and his daughters Edda, and Anna Maria. A third son, had been killed in an air accident while testing a military plane.

After his death, an Italian proverb was created that refers to him: "Those who are always right, always end up in Loreto Square."

Appendix C, page 1
Benito Mussolini Questions

Directions: Answer the following questions in complete sentences, be sure to include details from the text to support your answers.

- 1) Briefly, explain who Benito Mussolini was.

- 2) List some of the characteristics of Fascism.

- 3) Mussolini established order in Italy, what was his next goal and describe how he carried that goal out.

- 4) After the Italians took over Ethiopia, describe what life was like for the indigenous people that lived in that country.

- 5) Even though Mussolini took away civil rights and ruled absolutely for many years, he was very popular with many Italians. Explain some of the reasons why.

- 6) In the description of his death and the events that followed, explain why you think his death happened the way it did and why did his body go through so many different moves.

- 7) A second possible reason for Mussolini's execution was given. Do you think that this second version seems more plausible or is the original story more believable? Why?

Benito Mussolini Questions (KEY)

Directions: Answer the following questions in complete sentences, be sure to include details from the text to support your answers.

- 1) Briefly, explain who Benito Mussolini was.
Answers should include that he was the founder of the Fascist organization, prime minister of Italy, eventually the leader of Italy, and allied with Hitler and Germany during World War II.
- 2) List some of the characteristics of Fascism.
Fascism organizes the state, the state is considered absolute, individuals are only as important in how they serve the state, the state make decisions for its citizens, required absolute obedience to the leader, and it demands expansion.
- 3) Mussolini established order in Italy, what was his next goal and describe how he carried that goal out.
Mussolini knew that one of the requirements of Fascism were expansion. He went against the League of Nations and attacked Ethiopia. The emperor of Ethiopia was exiled and individuals that were against the Italians were killed.
- 4) After the Italians took over Ethiopia, describe what life was like for the indigenous people that lived in that country.
After the Italians took over the country the emperor was exiled, an attempted assassination against the new marshal failed and approx. 30,000 younger, well-educated individuals were executed, this treatment didn't pacify the country and a less harsh system was incorporated. Soon after a public works project started, that began building the first improved road system. The Italians decreed miscegenation laws that made it illegal for races to mix in any way. Favoritism was shown and those that supported the exiled leader were isolated. The Ethiopians continued to resist the Italians.
- 5) Even though Mussolini took away civil rights and ruled absolutely for many years, he was very popular with many Italians. Explain some of the reasons why.
Answers should include that he was able to improve the economic situation in Italy, he helped the Italians to be proud of their country again, and he made Italy a strong power in Europe.
- 6) In the description of his death and the events that followed, explain why you think his death happened the way it did and why did his body go through so many different moves.
Answers will vary. Accept those that seem plausible and use details from the reading as support.
- 7) A second possible reason for Mussolini's execution was given. Do you think that this second version seems more plausible or is the original story more believable? Why?
Answers will vary. Must provide support for their answer.

Adolph Hitler, Mein Kampf, and the Nazi Party

Adolf Hitler (1889-1945) was born on April 20, the fourth child of Alois Schickelgruber and Klara Hitler in the Austrian town of Braunau. Two of his siblings died from diphtheria when they were children, and one died shortly after birth. His father was a customs official, illegitimate by birth, who was described as a "very strict but comfortable" man. Young Adolf was showered with love and affection by his mother.

When Adolf was three years old, the family moved to a town along the Inn River on the German side of the border. A brother was born two years later. The family moved once more in 1895 to a farm community. Another sister was born in 1896, the sixth of the marriage, also a half brother and half sister from one of his father's two previous marriages were added.

Following another family move, Adolph lived for 6 months across from a Benedictine monastery. The monastery's coat of arms' primary feature was a swastika. While Hitler was young dreamed of entering the priesthood. By 1900, Hitler's talents as an artist surfaced; did well enough in school to be eligible to attend a special school. He chose the school with courses in drawing. He did not do well there. Adolf's father died in 1903. Adolf himself suffered from lung infections, and he quit school at the age of 16, partially the result of ill health and partially the result of poor schoolwork.

Three years later, Adolf was permitted to visit Vienna, but he was unable to gain admission to a prestigious art school. His mother developed terminal breast cancer and was treated by Dr. Edward Bloch, a Jewish doctor who served the poor. After an operation and excruciatingly painful and expensive treatments with a dangerous drug, she died on December 21, 1907.

Hitler spent six years in Vienna, living on a small inheritance from his father and an orphan's pension. Penniless just a couple of years later, he wandered Vienna as a transient, sleeping in flophouses, bars, and shelters for the homeless, including, ironically, those financed by Jewish philanthropists. It was during this time that he developed his prejudices about Jews, his interest in politics, and debating skills. Reportedly, two of his closest friends at this time were Jewish, he admired Jewish art dealers and Jewish operatic performers and producers. During this period, Vienna was a center of anti-Semitism, and the media portrayed the Jews as scapegoats with stereotyped attributes, all of this did not escape Hitler's fascination.

Hitler was influenced by the German nationalists and racist climate in Austria at the end of the 19th century, he took the idea of mass support, German nationalism, racism, pure Aryan, and the idea to sterilize others.

In May 1913, Hitler tried to avoid military service by leaving Vienna and going to Munich. In January, the police delivered a draft notice from the Austrian government. If he did not report for duty, he would have received a year in prison and a fine for leaving the country, because he tried to dodge the draft. Upon reporting for duty, he was found "unfit...too weak...and unable to bear arms."

World War I was started by the assassination of Archduke Ferdinand. Hitler's passions against foreigners, particularly Slavs, were inflamed. He was caught up in the patriotism of the time and enlisted in the Bavarian army.

Appendix D, page 2

After less than two months of training, Hitler's regiment saw its first combat, against the British and Belgians. Hitler narrowly escaped death in battle several times, and was awarded two Iron Crosses for bravery. He rose to the rank of lance corporal but no further. October 1916, he was wounded by an enemy shell and evacuated to a Berlin hospital, where he recovered. He served a total of four years in the trenches, but he was temporarily blinded by a mustard gas attack in Belgium in October 1918.

While recovering from his injuries, Germany was shaken by Communist- inspired rebellions. The leaders of these revolutions were some Jews, this encouraged Hitler's hatred of Jews, as well as Communists.

Hitler took control of the national Socialist German Workers' Party (NAZI) in 1922.

The Bavarian government defied the Weimar Republic, accusing it of being too far left. Hitler supported fall of the Weimar Republic and declared at a public rally, on October 30, 1923, that he was prepared to march on Berlin to eliminate the Communists and the Jews. Hitler held a rally at a Munich beer hall, proclaimed a 'national revolution and attempted to seize power.

The following day, he led 2,000 armed 'brown-shirts' in an attempt to take over the Bavarian government. This attempt to overthrow the government was resisted and stopped by the police, after more than a dozen were killed in the fighting. Hitler suffered injuries, was arrested and imprisoned. Found guilty of treason. He received the minimum five-year sentence. Hitler's prestige increased and during his trial, he denounced the republic, the Versailles treaty, and stated his racial nationalism.

Hitler served only nine months of his five-year term. While in prison, he wrote the first volume of *Mein Kampf, My Struggle*, that became the holy book of the Nazi movement. It was partly an autobiographical book, although filled with glorified inaccuracies, half-truths and personal ideals that detailed his views on the future of the German people.

There were several targets in the book, such as democrats, Communists, and internationalists. But an obsessive anti-Semitism dominated Hitler's mental outlook. Hitler reserved the brunt of his harsh criticism for the Jews.

He portrayed the Jews as the Devil, responsible for all of the problems and evils of the world, particularly democracy, Communism, and internationalism, as well as Germany's defeat in the War. Jews were trying to take over the world and were to be considered Germany's true enemy. German people were considered to be of the highest racial purity and those destined to be the master race according to Hitler. To maintain that purity, it was necessary to avoid intermarriage with subhuman races such as Jews and Slavs.

Germany could stop the Jews from conquering the world only by eliminating them. While doing so, Germany could also find Lebensraum, or living space. This living space would come from conquering Russia and the Slavic countries. After democracy was eliminated and a 'Fuhrer' was called on to rebuild the German Reich, the empire would be launched and a 'Fuhrer-state' would be achieved. A state with an absolute ruler – the Fuhrer.

Under his leadership, the party expanded quickly and came to power in 1933. Its plan called for German territorial expansion and promotion of extreme nationalism, racism and anti-Semitism.

Appendix D, page 3

Hitler was a powerful and spellbinding speaker who attracted a wide following of Germans desperate for change. Through word of mouth, donations poured into the party's coffers, and subsequent mass meetings attracted hundreds of Germans eager to hear the young, forceful and hypnotic leader - a demagogue.

Hitler quickly made himself the absolute dictator of Germany. All parties were destroyed and Hitler promoted strong feelings of nationalism among the German people. These feelings helped them overcome the distress of the humiliation they felt after the terms of the Treaty of Versailles were declared as the end of World War I. Considering this the beginning of a great new German era, Hitler called this part of history the Third Reich. Hitler believed that the empire that he would create would be greater than the Roman Empire.

The social and economic conditions in post-WWI Germany promoted anti-Semitism, and many of the politicians exploited these conditions. With the help of the party staff, Hitler drafted a party program made up of 25 points that became Nazi ideology. This plan was presented at a public meeting with over 2,000 eager participants. Hecklers were forcibly removed by Hitler's supporters, armed with rubber truncheons and whips, he then entranced the audience with his masterful speaking ability.

He opposed Marxism. Jews were the main target of his speech. Included in the 25 points was revoking the Versailles Treaty, confiscating war profits, take land without compensation for use by the state, revoking civil rights for Jews, and expelling those Jews who had emigrated into Germany after the war began.

The Nazi party had been anti-Semitic from its creation, at first repeating all the familiar accusations, focusing on 'Jewish capitalism,' Jewish bolshevism,' and insinuating that Germany's defeat in the war as the product of Jewish treachery, cowardice and profiteering. The Jews were blamed for everything from betraying the Fatherland during war, being blamed for spreading communism and even the economic misery that the country was experiencing. Hitler incorporated military attitudes, Nazi rituals, symbolism and modern propaganda techniques into politics; he adopted as the party symbol, a red flag with the Swastika in the center of a white circle. (The Swastika is an ancient symbol in the shape of a twisted cross, it was an ancient good luck symbol used by the people in India, the Ottoman Empire and even Native Americans.) Uniforms, salutes adopted from Fascists, great processions copied from the military, mass rallies mimicking the sports world offered Germans, of many backgrounds, a sense of unity, passion, and purpose. No other party had this popular appeal. In the United States, during the depression, Roosevelt put Americans to work in his nation wide program, Hitler put his people to work in factories making weapons and vehicles for the German military in an effort to complete his goal of "Today, Germany, tomorrow, the World."

At mass meetings, Hitler was a spellbinding speaker who gave stunning performances. His pounding fists, throbbing body, wild gestures, hypnotic eyes, rage-swollen face, and repeated denunciations of the Versailles treaty, Marxism, the republic, and Jews inflamed and mesmerized the audience.

Hitler would speak on the main ideas that played a role in the Nazi ideology: the myth of blood and soil, the "master race" idea and the utopian vision of Germany conquering Lebensraum ("living space") in the east. Nazism included the idea of decision-making by, and loyalty to, a single supreme leader (Führer) Adolf Hitler, making Germany a totalitarian state. Nazism also rejected both the Judeo-Christian and the Enlightenment traditions and sought to find a new world based on racial nationalism.

Appendix D, page 4

Nazis came to believe that Aryan destiny was that of a master race, they were meant to rule over the rest of the earth, and entitled to take others' land=Lebensraum. Hitler blamed all of Germany's problems on the Jews. He felt that "real" Germans belonged to a "master race" called Aryans. Jews were not considered "real" Germans, and were thought to be an inferior race attempting to take over Germany. This in reality was not true, but many Germans believed it is easier to believe that someone else is to blame for your troubles.

In November 1938, a young Jewish boy killed a German diplomat in Paris, causing Hitler and other Nazi leaders to retaliate throughout Germany and Austria. This retaliation is known as *Kristallnacht* or the "Night of Broken Glass." Troops broke out windows in stores and homes, looting and burning what they wanted. Over 100 Jews were killed and almost 200 synagogues destroyed. Witnesses said that the streets looked as though they were paved with glass.

Soon the systematic persecution of the Jews began. They were fired from their jobs, beaten in the street, segregated, and laws, called the Nuremberg Laws were passed, which took away the civil rights of the Jews. These laws included those forbidding Jews from marrying non-Jews. They wanted the Aryan race to remain "pure" and not be "contaminated."

By the time the 1940s arrived, the Nazis were building prison camps and death camps in Germany. Men, women and children all over Europe were being rounded up and herded like cattle into large, empty rooms, called gas chambers. The doors were then shut, poisoned gas pellets were dropped into the rooms, the room sealed; all those inside were killed within minutes. The corpses were then carried to the furnaces where they were burned, allowing additional room for more victims. Those gas chambers became the symbol of Nazi Germany.

During the war, Americans did not know about the death camps, but today we know that over six million Jews and other up to five million other "unpure" people were put to death.

In 1941, after years of fighting, Hitler ordered troops to attack the Soviet Union. By 1944, the Soviets had defeated the German army and pushed towards Germany. As Soviet troops battled their way in street-to-street combat towards the Reich Chancellory in the centre of the city, Hitler committed suicide in the Führerbunker on 30 April 1945, in Berlin by means of a self-delivered shot to the head (it is likely he bit into a cyanide ampoule at the same time). Hitler's body and that of Eva Braun, (his long-term mistress whom he had married the day before), were partially burned with gasoline by Führerbunker aides, and hastily buried shortly thereafter in the Chancellory garden with Russian shells pouring down from all directions, and with Russian infantry less than a few hundred meters away.

When Russian forces reached the Chancellory, they exhumed his body and an autopsy was performed, using dental records (and German dental assistants who were familiar with them) to confirm the identification. To avoid any possibility of creating a potential shrine, the remains of Hitler and Braun were repeatedly moved, then secretly buried at their new headquarters in Magdeburg. In April 1970, when the facility was about to be turned over to the East German government, the remains were reportedly exhumed, thoroughly cremated, and the ashes dumped unceremoniously into the Elbe River.

The Gestapo, Propaganda and Book Burning – How the Nazi’s Made Everyone Believe

The Gestapo

The Gestapo started in Prussia, April 26 ,1933, from the existing Prussian Secret Police. First, it was simply a branch of the Prussian State Police.

The Gestapo's role as a political police force was only established after Hermann Göring was appointed as the Gestapo Commander, in 1934. It was Göring who invented the term "Gestapo" and urged the Nazi government to expand Gestapo power out of Prussia to encompass all of Germany. The role of the Gestapo was to investigate and combat "all tendencies dangerous to the State." It had the authority to investigate treason, espionage and sabotage cases, and cases of criminal attacks on the Nazi Party and on Germany. In carrying out these duties, the Gestapo was free from responsibility to any courts where regular citizens could sue. One specific instance was their misuse of “Schutzhaft” or ‘protective custody’, this is the power to imprison people without legal proceedings, typically in concentration camps. Individuals were forced, through torture to sign themselves into custody.

During World War II , the Gestapo was expanded to around 45,000 members. It helped control conquered areas of Europe and identify Jews, Socialists ,homosexuals and others for forced deportation and murder.

By spring of 1942, student protest were calling for an end to the Nazi regime, but as part of their duties, the Gestapo was responsible for thousands of arrests and executions. Even though they feared the Gestapo, people did speak out. The opposition still plotted and planned risking more executions.

When the war ended, the allies established an International Military Tribunal to try those accused of major Nazi war crimes. This included the Gestapo. Several higher-ranking officials were found guilty and sentenced to death or extensive prison terms, as well as other lower ranking members.

Propaganda

Propaganda is a method of coercion that is aimed at emotions; terror; simple slogans; hot passion from speaker; mass meetings, where individuals lose their sense of individuality. The word "propaganda" has some negative associations; people often associate it with dishonesty and lies.

In fact, it isn't lies, but ideas: targeted to the masses, usually the common people; it appeals to emotions rather than logic or intellect; it offers a problem and a solution; plays on fears, prejudices , and stereotypes; and uses repetition to great effect;

Hitler was an exceptional speaker that would use all sorts of propaganda to make people believe what he had to say. The following list is specific items that Hitler used to convince the people to follow his message.

- A. Anti-Versailles Treaty - attacked the ‘November criminals,’
 - 1. against paying war reparations
 - 2. desire to regain control of lost territories
- B. Anti-Bolshevik - attacked the Communists
- C. Anti-liberal, and anti-democratic
 - 1. against political system that begun with the French Revolution -democratic system
 - 2. promote the idea of nationalism and volkisch ideology
- D. Anti-Semitic - scapegoating of the Jews for inflation, political instability, unemployment and the humiliation in the war; Jews blamed for all the evil in the world; tied to ‘internationalism’ - trying to take over the world.
- E. Depicted Hitler as a savior from the chaos, unemployment, sent by destiny - promises
 - 1. economic recovery - putting an end to the hyperinflation of Weimar

Appendix E, page 2

2. regaining Germany's 'proper place' - restore Germany's strength and pride.
A couple of the slogans that the Nazis created throughout the 20s that illustrated their message included:

Deutschland erwache. Honor, Freedom, Bread.

Our last hope: Hitler.

Nazis also skillfully used party rallies and meetings, put on dazzling torchlight parades with 1000s of Stormtroopers goose-stepping under swastika banners; Radio, records and films of Hitler's speeches played in beer halls everywhere - "as a way to generate enthusiasm, hope, energy, and new recruits. By 1928, membership rose to over 100,000. 1928 elections, they received 800,000 votes."

The Burning of the Books

Wherever they burn books they will also, in the end, burn human beings. - Heinrich Heine

In May 1933, the Nazi party decreed that any book, "which acts subversively on our future or strikes at the root of German thought, the German home and the driving forces of our people..." was to be burnt. Students carrying banners toured the streets, rifling libraries, synagogues, and private homes. Works of philosophers, rationalists, poets, and internationally acclaimed authors, which had until then formed part of universal studies, were thrown into the flames.

Some of the authors targeted in the book burning campaign are listed below.

Albert Einstein	Sigmund Freud	Franz Kafka	
Hellen Keller	Alfred Kerr	Jack London	
Thomas Mann	Karl Marx	Marcel Proust	
Walter Rathenau	Margaret Sanger	Arthur Schnitzler	
Upton Sinclair	Jakob Wasserman	H. G. Wells	Emile Zola

Appendix F, page 1

Spain and Franco

Spain and the man who came to power there was Francisco Franco. He came to power through a civil war that raged from 1936-1939.

- Spain had been a monarchy for centuries, until 1939.
- A republic was established after the monarchy dissolved peacefully.
- This new republic tried to bring Spain out of its backwardness.
- The Nationalist, a conservative element, was opposed to those in power. Different factions arose. Parts of the military, landowners, businessmen and the Catholic church were on one side and the farm laborers, educated middle class, and the urban workers on the other side.
- Francisco Franco (1892-1975) was an officer in the Spanish army. He rose up through the ranks and remained true to the monarchy. He continued to remain loyal to the established government, even after he was demoted when the anti-military republic took power.
- Franco was responsible for settling a revolt by miners after his promotion to major general in 1934.
- Spain held elections in 1936 to replace those in power. They seemed to be losing control and two factions: the leftist Popular Front (of which the Republicans were part) and the rightist National Bloc wanted to take control. Although those on the left were victorious, unrest and almost anarchy continued.
- Franco had not been a member of any party, but in 1936 he joined the Nationalists and issued a manifesto proclaiming a rebellion. Franco was chosen as commander-in-chief or *generalissimo* as the Nationalists marched on Madrid. Franco became the head of the Falange, or Spanish Fascist Party. He was also called *the caudillo*, or the new leader of the Spanish state.
- For three years the Nationalists and those that wanted to save the republic fought. The Nationalists received assistance from the Fascists in Italy and Germany, and the republic got help from France, Britain and the Soviet Union. Without this assistance, the conflict might have lasted only a year. The fighting and the assistance provided by the other countries were against the Treaty of Versailles, but the League of Nations did nothing to intervene.
- In 1937, a German squadron of planes flew over a city in northern Spain, Guernica. This small city did not have a significant military stronghold, but the planes continued to drop bombs on that city and the surrounding villages for three hours. Franco was blamed for authorizing the attack, but denied that he had anything to do with it. When the bombs stopped, over 1,600 civilians had been killed. The violent bombing of Guernica showed many the potential power of Germany and Hitler's intentions. This scared many people, while others saw this event as an isolated violent attack.
- 40,000 to 60,000 volunteers from about 50 countries, most of which were young communists who wanted to fight for the liberal cause of the republic, came to help. They were known as the International Brigade. About 16,000 of them died in battle.
- When the Nationalist victory looked imminent, the International Brigade was disbanded and allowed to return to their home countries.

Appendix F, page 2

-In the spring of 1939, the fighting known as the Spanish Civil War came to an end. The republican government went into exile and the Nationalist forces took over Madrid. The country was left in ruins and hundreds of thousands of people were killed.

- Franco set up an authoritarian government, it supported Fascism and opposed communism. The Fascist belief in loyalty to the state and especially the leader, Franco focused on the ideas of controlled work, wages, production, prices and matters between employers and workers.

- To establish order, Franco enforced a policy of threatening, punishing, repression and even killing those thought to be a threat to him or his new government.

- Spain had indicated sympathy with Germany and its allies, but when Hitler was unable to return certain territory, Spain did not enter the war and in fact reverted to neutrality (Spain had been neutral during WWI).

Appendix G, page 1

Study Guide

Definitions: You must be able to define the following words.

totalitarianism

Nazism

fascism

communism

anti-Semitism

socialism

Mein Kampf

Lebensraum

fuhrer

Kristallnacht

Third Reich

Gestapo

Aryans

agricultural collectivism

Five-Year Plan

International Brigade

Guernica

Appendix G, page 2

Concepts: Be able to explain the following themes and concepts in terms of what you have learned in the unit.

1. Be able to define the totalitarian system of government and name and describe the different forms it took in Europe before WWII.
2. Explain how Mussolini came to power and describe how he used his power.
3. Explain how the Treaty of Versailles and the treatment of Germany after WWI helped Hitler rise to power.
4. Explain Stalin's idea of government and how he dealt with the power that he had gained.
5. Describe "The Great Purge"
6. Explain the causes of World War II (do not include the effects of World War I).
7. Be able to explain why Hitler hated the Jewish people and why drove him to want to create an Aryan society.
8. Be able to explain Franco's role in World War II.
9. How did Franco use his power.
10. Be able to identify the leader, his country, the kind of totalitarianism that he led, and his nickname.
11. Be able to describe the accomplishments of the leaders.
12. Be able to describe certain events that were covered. Such as, *Kristallnacht*, Guernica, book burning, "The Great Purge," the attack on Ethiopia.

Appendix H, page 1

Final Assessment

Directions: Below is a list of names, countries, government and nickname for each of the leaders. Fill in the chart, placing the correct word in the appropriate space.

Benito Mussolini Fuhrer Communism
Nazism Spain Il Duce
el caudillo Francisco Franco Soviet Union

Name	Country	Kind of Totalitarianism	Nickname
1)	Italy	Fascism	2)
Adolph Hitler	Germany	3)	4)
Josef Stalin	5)	6)	“Man of Steel”
7)	8)	Fascism w/corporate connections	9)

Short Answer

Directions: Answer the following questions on separate piece of paper. Be sure to include details and explanations to support your answers.

1. Describe what happened at Guernica, Spain. Explain what this meant to Spain and the rest of the world.
2. Explain what Stalin, Hitler, Franco, and Mussolini did for their countries that was positive.
3. Explain how Stalin improved the farms and factories in the Soviet Union.
4. Explain what *Kristallnacht* was and why it was significant to the Jews.

Appendix H, page 2

Vocabulary

Directions: Match the term with the correct definition.

- | | | | |
|----------------------|-------|----|---|
| anti-Semitism | _____ | a. | a system of government that is characterized by centralized control of private enterprise, repression and extreme nationalism. |
| Aryans | _____ | b. | Nazi regime from 1933 to 1945 |
| Communism | _____ | c. | the plan to take over lands to use as “living space” |
| Fascism | _____ | d. | policies, views, or actions that harm or discriminate against Jewish people |
| <i>Fuhrer</i> | _____ | e. | German word for leader |
| <i>Gestapo</i> | _____ | f. | “My Struggle” the name of the first volume of Hitler’s book |
| <i>Kristallnacht</i> | _____ | g. | political system where all property is owned in a classless society, by all members of a community |
| <i>Lebensraum</i> | _____ | h. | the night when Nazi troops destroyed synagogues and broke out windows in Jewish businesses and homes. |
| <i>Mein Kampf</i> | _____ | i. | Nazi ideology, a Caucasia person of non-Semitic descent, considered racially superior. |
| Nazism | _____ | j. | a government system in which a single party rules without opposition over political, economic, social and cultural life. |
| Socialism | _____ | k. | a political system in which production and distribution is controlled by the people according to equity and fairness, not market value. |
| <i>Third Reich</i> | _____ | l. | secret state police under the Nazi regime, noted for its brutality |
| Totalitarianism | _____ | m. | the philosophy of the German National Socialist Party under the leadership of Hitler. They believed in the inherent superiority of a supposed Aryan race. |

Appendix H, page 3
Final Assessment (KEY)

Directions: Below is a list of names, countries, government and nickname for each of the leaders. Fill in the chart, placing the correct word in the appropriate space.

Benito Mussolini	Fuhrer	Communism
Nazism	Spain	Il Duce
<i>el caudillo</i>	Francisco Franco	Soviet Union

Name	Country	Kind of Totalitarianism	Nickname
1) Benito Mussolini	Italy	Fascism	2) Il Duce
Adolph Hitler	Germany	3) Nazism	4) Fuhrer
Josef Stalin	5) Soviet Union	6) Communism	“Man of Steel”
7) Francisco Franco	8) Spain	Fascism w/corporate connections	9) <i>el caudillo</i>

Short Answer

Directions: Answer the following questions on separate piece of paper. Be sure to include details and explanations to support your answers.

1. Describe what happened at Guernica, Spain. Explain what this meant to Spain and the rest of the world.
Guernica, Spain was a small city that the German planes bombed for three hours. This attack killed about 1,600 people in the city and small villages nearby. This was an indication that Spain was not safe from the Germans and the rest of the world was scared, because they too knew that they were not safe either.

2. Explain what Stalin, Hitler, Franco, and Mussolini did for their countries that was positive.
After WWI, Europe was in dire economic straits. For Germany the Treaty of Versailles put the country horribly in debt, and the other countries had suffered losses and destruction from the war. During the 1920’s the depression that caused problems in the United States was also a problem in Europe. The four leaders took a poor economy and instituted programs and improved the economy in their country, but not necessarily the living conditions.

3. Explain how Stalin improved the farms and factories in the Soviet Union.
Stalin, in an effort to improve the farm and factory production, gathered up all of the small farms and made them into one large farm that would be more productive. If this met with resistance the people were arrested or killed. Factories were also taken over as well as the small businesses to make for increased production.

Appendix H, page 4

4. Explain what *Kristallnacht* was and why it was significant to the Jews.
***Kristallnacht* was the night when the Nazi's and Hitler retaliated against all of the Jews, because a young Jewish boy killed a German diplomat in Paris. Nazi troops broke out the windows in Many Jewish homes and businesses and destroyed 200 synagogues. Many Jews were beaten and killed, that night. This night signaled the beginning of much terror.**

Vocabulary

Directions: Match the term with the correct definition.

- | | | | |
|----------------------|-------|----|---|
| anti-Semitism | __D__ | a. | a system of government that is characterized by centralized control of private enterprise, repression and extreme nationalism. |
| Aryans | __I__ | b. | Nazi regime from 1933 to 1945 |
| Communism | __G__ | c. | the plan to take over lands to use as "living space" |
| Fascism | __A__ | d. | policies, views, or actions that harm or discriminate against Jewish people |
| <i>Fuhrer</i> | __E__ | e. | German word for leader |
| <i>Gestapo</i> | __L__ | f. | "My Struggle" the name of the first volume of Hitler's book |
| <i>Kristallnacht</i> | __H__ | g. | political system where all property is owned in a classless society, by all members of a community |
| <i>Lebensraum</i> | __C__ | h. | the night when Nazi troops destroyed synagogues and broke out windows in Jewish businesses and homes. |
| <i>Mein Kampf</i> | __F__ | i. | Nazi ideology, a Caucasian person of non-Semitic descent, considered racially superior. |
| Nazism | __M__ | j. | a government system in which a single party rules without opposition over political, economic, social and cultural life. |
| Socialism | __K__ | k. | a political system in which production and distribution is controlled by the people according to equity and fairness, not market value. |
| <i>Third Reich</i> | __B__ | l. | secret state police under the Nazi regime, noted for its brutality |
| Totalitarianism | __J__ | m. | the philosophy of the German National Socialist Party under the leadership of Hitler. They believed in the inherent superiority of a supposed Aryan race. |