

Unit 10.5 Lesson: 13: Fascism

Note: This template can be modified in format according to teacher/content preferences, but all lesson plans must contain the following information in some form:

- Common Core / State Standard
- SMART Objective
- Assessment Exemplar (Exit Ticket or other closing, formative assessment/activity)
- Know/Show Chart / Assessment Criteria for Success
- Timestamps
- Flow of lesson (including student **and** teacher actions)

Standards: Which learning standards are addressed in this lesson? How?

Common Core Standards:

CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Integration of Knowledge and Ideas:

SMART Objective/Goal: What learning goal/objective is being worked on in this lesson? How does it connect to our long-term goal?

SMART Objective SWBAT

1. Students will be able to define fascism.
2. Students will be able to recognize key components of fascism in different historical events.
3. Students will be able to make an inference on what fascism is by pulling evidence.

Assessment:

What will be graded at the end of this lesson? Include the gradebook category and exemplar here.

Gradebook Category: Formative Assessment/Exit Ticket Quiz-

1. Explain how this image represents one of the five elements of fascism.

Exemplar Response:

- Nationalism:
 - Flag
 - Military uniform
 - Military leader and name of the country
- Cult like relationship
 - The leader is very large on the picture
 - Everyone is looking to him

- Social Structure
 - The crowd is below the leader
 - It seems that the leader is controlling it
- Nation over individual
 - Crowd all looks the same
 - Rallying behind the flag
- Suppression of opposition
 - Every person looks up to the leader
 - Mass conformity

What are the Criteria for Success?: What do students need to know and be able to do to be successful on this assessment?

Students Must Know:	Students Must Do/Show:
Context clues are necessary to determine the meaning of the phrase	Identify evidence of context Make conclusion based on evidence

Plan the lesson's activities below -- include Teacher Actions and Student Actions.

- Do Now
- Reviews
 - **Totalitarianism (to distinguish from fascism):** A system of government in which one party tries to rule with complete control over every aspect of the lives of its citizens
 - **Nationalism:** Intense feelings of pride or superiority in your culture and country; these feelings can create tension between countries
 - **Dictatorship:**
 - **Militarism:** Government increase in spending on armed forces
 - **Cult:** excessive admiration for a particular person or thing. Will do anything for a particular person or thing.
 - **Opposition:** resistance or dissent, expressed in action or argument
 - **Scapegoat:** the practice of singling out a person or group to take all (or almost all) of the blame and consequent negative treatment whether or not it is their fault.
 - Reviewed vocab (goal 3)
- Collaboration board: What comes to mind when you hear the word fascism?
 - Two of the five things are
 - Nationalism
 - Cult like relationship with person or party

Find the other three aspects of fascism: (11:50-12:05)

- Students will get to choose which country they would like to look at. In their group, they will look into their specific country and a leader that has fascist ideology and try to label the other three aspects of fascism.

- On their group's slides, they will have a bubble that says fascism and five bubbles below. Students will need to fill in the rest of the bubbles as well as pull a piece of evidence where they made that educated guess.
- “You know that fascism involves: cult like personality to person or party and nationalism. We will be looking at other fascist regimes and movements. Your job will be to figure out what ELSE these different leaders have in common. First, you will work with a group to learn about a particular leader. Then, you will compare that leader with other groups to find out WHAT ELSE THEY HAVE IN COMMON.
- In five groups examine a different fascist leader
 - Australia’s New Guard
 - [Video](#)
 - Article: [Book review of a book by the leader](#) (not primary at ALL but it’s kind of a helpful overview)
 - [Contemporary newspaper article](#) on the “black hoods” and people in the New Guard
 - Image-on doc
 - [Newsreel from 1932](#) mentions a particular incident carried out by the new guard! Interesting—not really a standalone thing though
 - Francisco Franco of Spain
 - [Video](#)
 - Article STILL NEED THIS
 - [INTERVIEW WITH GENERAL FRANCO - SOUND](#)
 - Image-on doc
 - Brazil
 - Video: [Quem foi Plínio Salgado? - Fascismo à brasileira](#)
 - Article: [What was the Integralist movement, the Brazilian Fascism? | Texto em inglês com áudio](#)
 - Image-In doc
 - South Africa
 - Video: [South Africa White Supremacist Training Camp](#)
 - Which section to watch: Maybe the first 6 mins. Provides context
 - TRIGGER WARNING: There is a section where they teach Black Inferiority, coming from apartheid education
 - [Speech from founder](#)
 - Articles: [Rightists Rally in Pretoria, Urging a White State](#)
 - Image-on doc

Check for understanding: Collaboration board

- Gallery walk of other slides
- Look at the inferences other groups made. What is similar to your groups’ inferences? What is different?

Notes:

- Five key things that make something fascist: (Make pretty animation)
 - A political philosophy, movement, or regime that:

- Encourages militaristic Nationalism (*Working def: Feelings of intense pride and identification with one's nation.*)
- Has a cult-like relationship with a person or party (ex. Seeing the leader as saving us)
- maintains control over the social and economic structure of the state
- Believes that the Nation is more important than individual
- Forcibly suppresses the opposition such as making the media the enemy of the people and use scapegoats
 - Scapegoat: “the practice of singling out a person or group for unmerited blame and consequent negative treatment. Scapegoating may be conducted by individuals against individuals, individuals against groups, groups against individuals, and groups against groups.”
- Fascists can be voted in
 - Ex. Hilter who we will talk about

Stamp in the knowledge

- https://www.youtube.com/watch?v=sQbFgszFaZg&ab_channel=Mr.Beat 7:56-9:24

Collaboration board:

- Where have you seen these different elements in your life?

Check for understanding:

- Facism is hard to notice because...
- Fascism is hard to notice but...
- Fascism is hard to notice so...

Stamping in the five key elements:

- A political philosophy, movement, or regime that:
 - Encourages militaristic Nationalism (*Working def: Feelings of intense pride and identification with one's nation.*)
 - Has a cult-like relationship with a person or party (ex. Seeing the leader as saving us)
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- Exit ticket
 - Explain how this image represents one of the five elements of fascism. Challenge option: explain two elements.
- Exit exit ticket

- Do you feel like your idea was valued today? If so how and if not why not?
- Scale of 1-5 how comfortable are you using the word fascism?

Student Materials: (add links as needed)

[What is fascism? Country deep dive](#) -Jamboard

[Lesson 13: What is fascism?](#) - Slides

[Lesson 13: What is fascism? Documents](#)