Senior History Curriculum and Methodology

Unit Plan

Stage 1 History: The Interwar Years:

Russian Revolution, Worldwide Depression, and the Rise of Totalitarian

Governments

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Overview:

As World War One came to a close, the world experienced a time of change and continuity. The old international system was torn down, Europe was reorganized and a new world was born. Russia was witness to its government forming a violent and hectic revolution which resulted in civil war and its first communist state. The crash of the stock market in 1929, overextension of credit, debt from the war and overproduction caused Europe’s economy to take a turn for the worst after a brief recovery from WW1 and spiral into global depression. The depression caused profound effects on the nations, their people and the government. As a search for answers to extreme unemployment was carried out, a growth of nationalism, punishment and experiments with social programs grew. As the great depression deepened, totalitarian leaders emerged which restored hope in society through the promises of change and a strong military. Yet in the quest for power, territory and wealth, totalitarian governments under Stalin, Hitler, Mussolini and Hirohito only brought the nation towards the edge of war yet again

Introduction/ Rationale

In understanding why the world is the way it is today, it is essential that students have an understanding of the Interwar period. The historical events, leaders and events in the Interwar period had profound effects on the twentieth century that should be taught to students studying modern history. As students already have a deep knowledge of the full impact of World War One, studying the Interwar period gibes students an opportunity to study the immediate and long term effects of warfare. By studying the Russian Revolution, students are given a groundwork for understanding the relations of the Cold War, communism and the US-Russian relations. The Treaty of Versailles gives students an integral comprehension of the rise of totalitarian government and the causes of the Great Depression. By gaining an in-depth knowledge of the Interwar period, students will be able to analyse the transition of Marxist ideals to communists characteristic differences between the leadership of Lenin and Stalin. This unit plan will set the stage for studying World War Two in the following term while meeting with the current SACE stage 1 2014 Standards for Modern History.

Essential Questions:

* Why did the world experience the Great Depression in the 1930’s?
* How and why did Russia become the first Communist state?
* How did the Great Depression change the world?
* What caused the rise of the main totalitarian leaders?

Goals:

This unit will allow students to continue to develop their analysing skills in primary and secondary documents, improve their writing and discussion skills.

Objectives:

* Identify the causes of the Great Depression after World War One and the impact using primary and secondary sources.
* Understand totalitarianism and its attributions to the Interwar years through identifying a number of leadership examples.
* Comprehend the causes of the Russian Revolution and how and why Russia became a Communist State through a role play activity.
* Compare and contrast the political ideologies of the totalitarian government by creating a table and profiles.

Key Words:

* Supply and demand
* Means of Production
* Factors of Production
* Communism
* Socialism
* Fascism
* Totalitarianism
* Democracy

**Knowledge and Understanding**

KU1 Explanation of how particular societies in selected periods and places have been shaped by both internal and external forces.

KU2 Identification and explanation of historical concepts.

**Inquiry and Analysis**

IA1 Application of hypotheses and/or focusing questions to guide historical inquiry.

IA2 Analysis and evaluation of sources.

**Reflection**

The specific feature is as follows:

R1 Understanding and appreciation of the role of particular individuals and groups in history.

**Communication**

The specific features are as follows:

C2 Use of subject-specific language and conventions.

Outline of Content:

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| **Week 1** | **2 x Single lesson**  **(45minutes)**  **1 x Double Lesson**  **(90 minutes)** | **The Russian Revolution**   * **Through investigating painting, statistics and secondary sources, students identify what it was like to live as a peasant in Russia.** * **Using political and physical maps, students practice map reading and get an idea of the size of Russia and extreme weather. How does geography affect history?** * **Students examine national symbols and political writings from the Russian Revolution and their significance.** * **Using primary source student’s work in teams to advocate one of the four options Russians debated about at the time.** * **Students work in groups to develop a role play of the meeting of Lenin and his colleagues when deciding what to do in 1918.** * **Teacher sums up Russian Revolution, causes and consequences.** |
| **Week 2** | **2 x SL**  **1 x DL** | **Introduction to the subject. Causes of the Great Depression….**   * **What caused the Great Depression?** * **Stock market crash, overproduction, expansion of credit, linked economies.** * **Students will study the impacts of the Great Depression through primary resources.** * **How the Great Depression affected various groups of people.- use primary and secondary resources to investigate effects.** * **Students create a chart on the causes and effects of the Great Depression.**   **Treaty Of Versailles**   * **The League of Nations- what is it? Why can it not convince countries to disarm?** * **How did the punishment of Germany go too far and create ripples for the post war economy?** * **Hyperinflation occurs. What does this mean? Figures?** * **Why was the stock market crash such a big deal?** * **Results of the Great Depression** * **How Government responses varied- growth of Communism** |
| **Week 3** | **2 x SL**  **1 x DL** | **Totalitarian Leaders: The Rise of Fascism Pre-WWII**   * **What is Fascism? Marxist-Leninist Communism? Communism?** * **Students will examine totalitarianism versus older concepts of dictatorship.**   **Totalitarianism leaders: Government, Goals and Ideas:**  **Students will study:**   * **Benito Mussolini (1922) Italy** * **Joseph Stalin (1924) Soviet Union** * **Adolf Hitler (1933) Germany** * **Hideki Tojo- Japan** |
| **Week 4** | **2 x SL**  **1 x DL** | **Concluding the subject. Reflect on the concepts covered.**   * **What’s next?...…World War Two** * **Introduce Weimar Germany and the rise of Hitler.** * **Students will explore the relationship between art and politics to demonstrate the Weimar period.** * **Students evaluate the issues that led to the Nazi parties successes.** |

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| History Lesson Plans | | |
| Depth Study: Introduction to the Great Depression | Level: Stage 1  Time: 45 minutes | |
| What caused the Great Depression? What impact did the Great Depression have on Europe? This lesson is a practical source for students to gather an understanding of life in the depression as well as learn from their own analysis of sources the effects, causes and long term effects of the Great Depression. | | |
| Student Outcomes:   * Students will develop the knowledge of economic developments for worldwide depression through the analysis of primary and secondary sources. * Students will develop an understanding of what it’s like to live in hard economic times. * Develop source analysis skills | Focus Questions:   * What caused the Great Depression? * Causes and effects?   Materials needed:   * Video clips: * <http://www.youtube.com/watch?v=eih67rlGNhUn> * <http://www.youtube.com/watch?v=imqJEJAfFvo> * Picture analysis handouts x 30 | |
| The lesson will begin with a gallery of pictures from the Great Depression on the smart board with the song “Brother, can you spare a dime?” playing in the background. <http://www.youtube.com/watch?v=eih67rlGNhUn>  Each picture will display a problem and will contain a title so the students understand what they are watching. As students are watching the picture show they will be asked to write down   * What they see * What problem relates to the picture * What they think of the image   Students will then be divided into three groups to create a foldable chart that will identify the causes and effects of the Great Depression in Europe. Each group will be given a document about the Great Depression. Students are expected to list all the causes short and long term that they can find from the document as well as the immediate and long term effects. Students will then share their findings with the class and write them on the board in the selected columns as well as their foldable charts.  Students will create a chart on the causes and effects of the Great Depression through reading documents on the Great Depression. The teacher will then then give a brief outline on the causes relating back to previous knowledge on WW1. Students will analyse the impact of worldwide depression through primary and secondary sources. How the great depression affected various groups of people in Europe.  Teacher will talk about how factors such the 1929 great stock market crash were a cause of the Depression. As well as the European dependence on American loans, overproduction of goods, bands demanding of payments on loans and the failure of businesses and factories. The teacher will then go onto expand on the effects of the Great Depression.  In relating to the pictures at the beginning of the lesson, students will be asked for homework to find a primary source that relates to how the Great Depression affected different groups and classes of people in Europe. Mainly focusing on Britain, France and Germany.  On a lighter note, the class will end on this ‘The Great Depression/ New Deal Song” http://www.youtube.com/watch?v=imqJEJAfFvo | | **Word Bank**  Debt  Famine  Overproduction  Homework: review lesson and add 10 words and definitions to the word bank. |

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| History Lesson Plans | | |
| Depth Study: Peace, Land and Bread.  The Russian Revolution | Level: Stage 1  Time: 90 minutes | |
| What is the Russian Revolution? This lesson explores the causes of the Russian Revolution, contributing events, the geography of the Revolt and the intensity of the Revolution on Russia and the world. | | |
| Student Outcomes:   * Students will identify the causes of the Russian Revolution. * Strengthen source analysis skills | Focus Questions:   * What caused the Russian Revolution? * What were the contributing events? * Who were the main leaders? * What impact did this have on Russia?   Materials needed:   * Video clips: * <http://www.youtube.com/watch?v=KZbho6AsBOc> * Map of Russia x 30 * Worksheet x 30 | |
| Introduction:  Part 1:  The lesson will begin with the question:  “*When is it okay for citizens to rebel against their country/government?”*  The class will discuss what their thoughts are. This will be a leading discussion into revolts and revolution.  Students will then be asked to answer:   * What is a revolution? * What are the causes of a revolution?     The teacher will introduce the causes of the Russian Revolution into four categories:   * Military Defeat * Social Unrest * Weak Economy * Bad Leadership     A light video summing up the Russian Revolution will be played. ( A cartoon video summing up the Russian Revolution.  <http://www.youtube.com/watch?v=KZbho6AsBOc>  Students will be given a map of Russia. The size, proximity and living conditions will be discussed.  Students will be given a worksheet “The Russian Revolution” that has questions underneath the information. Students must answer questions.  Part 2:  Students will participate in an activity called the “Russian Revolution Speed Dating”. Each student is assigned a different key leader from the Russian Revolution. After researching on their character they are to meet with other characters and question each other’s personality and influence in the Russian Revolution.    If time permits, students will complete a comparison personality chart on the leaders Lenin and Stalin after watching this video. Why did their personalities rise to such power? | | **Word Bank**  March Revolution  November Revolution  Civil War  Five Year Plan  Collectivization  Great Purge  White Army  Red Army  Leon Trostky  Totalitarian  Joseph Stalin  Homework:  Formative task: Students are to research what life for soldiers in the Russian Revolution was like. Write up a diary as if you were one of the soldiers having to cross long distances in the freezing. Talk about your experiences and thoughts on the revolution and powers. |
| History Lesson Plans | | |
| Depth Study: Totalitarianism  The rise of Fascism Leaders | Level: Stage 1  Time: 45 minutes | |
| Totalitarian Government: What is totalitarianism? Students will identify the retributions of totalitarianism, who the leaders were and examine events that related to the rise of dictatorial regimes in Japan, Italy, Germany and the Soviet Union. Students will cover the characteristics of totalitarian governments and the victims of totalitarian aggression.  If time permits, students will complete a comparison personality chart on the leaders | | |
| Student Outcomes:   * Students will identify the critical attributes of the concept of totalitarianism. * Students will have a sound knowledge of the search for peace and stability in the 1920s and 1930s. the major global trends and the global consequences of WW2. * Strengthen brain storming and research skills | Focus Questions:   * **Students will examine totalitarianism versus older concepts of dictatorship.**   Materials needed:   * Video clips: * <http://www.youtube.com/watch?v=QF_fOHjWJMo> * Venn diagram sheets x30 | |
| Introduction:  Part 1:  To begin the lesson, *the* teacher will write this quote on the board: *Many forms of government have been tried, and will be tried in this world of sin and woe. No one pretends that democracy is perfect or all wise. Indeed, it has been said that democracy is the worst form of government except all those other forms that have been tried from time to time.”* –Winston Churchill, 1947  Teacher will read out a handout describing Totalitarianism and Democracy. The teacher will then lead the class into a brainstorming activity about possible characteristics of totalitarianism and democracy.  Discuss with students what life would have been like living under a totalitarian regime in Germany. Compare with the Australian government and the way we live.  Distribute the Venn diagram to students. In pairs, get them to evaluate the functions of totalitarianism and democracy and the similarities and differences. Engage the class in a class discussion “which system of government is strongest and why?” Get the students to evaluate their arguments with totalitarian leaders.  Students will then be given in groups leaders from the four superpowers and be given 15 minutes to look up the reasons why they were so powerful.  **Benito Mussolini (1922) Italy**  **Joseph Stalin (1924) Soviet Union**  **Adolf Hitler (1933) Germany**  **Hideki Tojo- Japan**  Students will watch the first 2 minutes of the clip about Joseph Stalin and his antics. <http://www.youtube.com/watch?v=QF_fOHjWJMo> | | **Word Bank**  Civil rights  Communism  Democracy  Dictator  Elitism  Equality  Facism  Government  Ideology  Liberalism  Liberty  Nationalism  Homework: Copy Word Bank and find definitions for all the words. Add 5 words and their definitions to the list. |

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| History Lesson Plans | | |
| Depth Study: Germany and the Weimar Period and sum up of terms topics: Russian Revolution, the Great Depression and the rise of Totalitarianism. | Level: Stage 1  Time: 45 minutes | |
| Germany and the Weimar Period after WW1. This lesson will be an introduction to Hitler and the Weimar Period and the lead up to WW2. The class will end with an essay question for the summative assessment piece. | | |
| Student Outcomes:   * Students will have an understanding of the Weimar Period and how WW2 began. * Students will gain an all-round understanding of the interwar years and how they bought about another World War. | Focus Questions:   * What were the social, political and economic conditions in Germany after World War One? * What were the choices confronting citizens during the Weimar Republic? * How can we protect a democracy?   Materials needed:   * Worksheet x 30 * http://education-portal.com/academy/lesson/the-weimar-republic-strengths-weaknesses-collapse.html#lesson | |
| Introduction:  Part 1:  Teacher will give a briefing of what the social, political and economic conditions in Germany after WW1. ( include and focus on hyper-inflation of 1923, economic recovery during the mid-1920s and 1929 Great Depression)  Give the students the handout on the economy of Germany at that time. After analysing the sources get them to fill out the table in groups.  Discuss as a class what you have learnt about Germany and how they were going after the war.  Write this question on the board:  “How would the economic conditions in Germany between 1919 and the early 1930s have affected the German people?”  Use the writing frame in the worksheet to answer this question.  Get the students to watch a summary of the Weimer Period  <http://education-portal.com/academy/lesson/the-weimar-republic-strengths-weaknesses-collapse.html#lesson>  Make sure the students are taking notes.  Order a summary of the Weimer period as a class on the board after the video. The students will now write a paragraph summing up the Weimer Period and how the interwar period led into WW2. (this period and WW2 will be covered in the next topic)  After now what the students know and general knowledge of WW2, ask the students “how can we protect a democracy?” discuss.  End the unit plan with four headings: The Great Depression, The Russian Revolution, Totalitarians and Germany and the Weimar Period. Divide the class into four groups and get them to write on the board the main points they have learnt over the course. Everyone can write this down. If time, we can make into a rough timeline.  Sum up the class with questions about the course, the essay, due dates etc. | | **Word Bank**  Nazism  Adolf Hitler  Weimer Period  Constitution  Propaganda  Homework: Assessment 2: Argumentative essay question. Format for summing up the terms work. Choose an essay title and write 1500 words. Use 3 primary and 3 secondary sources at least to back yourself up with. |

Assessments

***Formative***

The formative task is involved in the lesson about Russian Revolution.

*Students are to research what life for soldiers in the Russian Revolution was like. Write up a diary as if you were one of the soldiers having to cross long distances in the freezing. Talk about your experiences and thoughts on the revolution and powers.*

The diary is to be 600 words and is used as a formative assessment piece to see what level of understanding the student has. It is also used to assess their grammar, punctuation, spelling, structure and creativity writing skills.

***Summative***

**Miss O. Rose**

**Stage 1 History**

**Assessment Task 1**

**Task: 30%**

**Name: Topic:**

This summative task in this unit plan will require students to write a 1500 word argumentative essay to demonstrate:

KU1 Explanation of how particular societies in selected periods and places have been shaped by both internal and external forces.

KU2 Identification and explanation of historical concepts.

IA1 Application of hypotheses and/or focusing questions to guide historical inquiry.

IA2 Analysis and evaluation of sources.

The specific feature is as follows:

R1 Understanding and appreciation of the role of particular individuals and groups in history.

C2 Use of subject-specific language and conventions.

You are required to write a 1500 word argumentative essay on one of the six essay questions relating to the interwar year’s material we have covered this term. You are required to use at least three primary sources and three secondary sources. You have a leeway of 10%.

1. **What were the characteristics of totalitarianism as practiced between the wars? How did totalitarianism differ from the authoritarian governments of past eras?**
2. **Why were extremist political parties more successful during the inter-war years than they had been before World War One?**
3. **Which was more important for Adolf Hitler's rise to power: his policy goals or the symbolism of the Nazi Party? Explain your answer.**
4. **What were some of the causes of the Great Depression? How did Hoover’s policies worsen the effects?**
5. **Consider the role of the Russian military in the February and October revolutions as well as in the events in between. How did the military’s loyalty shift over time? How did the various sides attempt to gain its loyalty?**

**Your own essay question (please consult and confirm with teacher before starting**

**Stage 1 History Assessment Rubric 2014**

|  | **Knowledge and Understanding** | **Inquiry and Analysis** | **Reflection** | **Communication** |
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| **A** | Comprehensive and relevant explanation of how particular societies in selected periods and places have been shaped by both internal and external forces.  Insightful and well-informed identification and explanation of historical concepts. | Perceptive application of hypotheses and/or focusing questions to guide historical inquiry.  Comprehensive and astute analysis and evaluation of sources. | Well-informed and insightful understanding and appreciation of the role of particular individuals and groups in history. | Well-structured and coherent communication of well-informed and relevant arguments.  Consistent, clear, and appropriate use of subject-specific language and conventions. |
| **B** | Well-considered and relevant explanation of how particular societies in selected periods and places have been shaped by both internal and external forces.  Well-informed identification and explanation of historical concepts. | Well-considered application of hypotheses and/or focusing questions to guide historical inquiry.  Well-considered analysis and evaluation of sources. | Well-informed understanding and appreciation of the role of particular individuals and groups in history, with some insight. | Structured and mostly coherent communication of informed and relevant arguments.  Clear and appropriate use of subject-specific language and conventions. |
| **C** | Considered and relevant explanation of how particular societies in selected periods and places have been shaped by both internal and external forces.  Informed identification and explanation of historical concepts. | Competent application of hypotheses and/or focusing questions to guide historical inquiry.  Considered analysis and evaluation of sources. | Informed understanding and appreciation of the role of particular individuals and groups in history. | Generally coherent communication of informed and relevant arguments.  Mostly appropriate use of subject-specific language and conventions. |
| **D** | Recognition and basic understanding of some aspects of how particular societies have been shaped by both internal and external forces.  Basic awareness and some description of historical concepts. | Partial application of a hypothesis and/or focusing question to guide historical inquiry.  Superficial analysis of sources, tending towards description. | Some awareness and recognition of the role of particular individuals and groups in history. | Basic communication of aspects of an argument.  Some appropriate use of subject-specific language and conventions, with inaccuracies. |
| **E** | Limited awareness of how particular societies have been shaped by internal and external forces.  Some descriptions of historical information. | Attempted application of a focusing question to guide historical inquiry.  Description of one or more sources. | Emerging awareness of the role of one or more individuals or groups in history. | Attempted communication of one or more aspects of an argument.  Limited use of any appropriate subject-specific language and conventions. |