

Unit 4- Interwar Years

January 29, 2020

Feel Good Fact: We made it through Semester One!

Turn in: Nothing

Do Now: Have out your notebooks and **GOLD** Unit reflection sheets

Objective: Semester one reflection and intro to Mexican Revolution

"describe world history in a few words"



Major themes from WWI

*Take out your **GOLD** Unit tracker sheets!*

- Nationalism
- Power
- Ethics/morality
- Grief, loss, destruction
- Propaganda

"ww1 was caused by Germany"

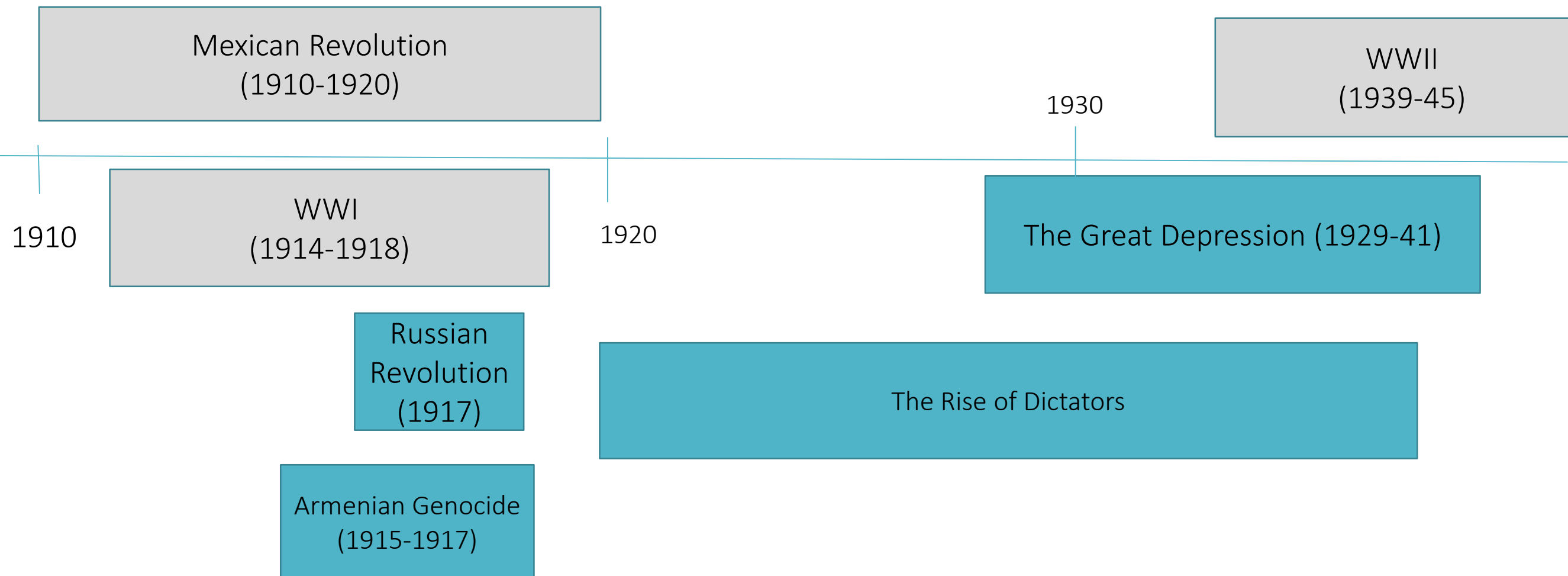
Austria-Hungary:



Nothing to see here, pal.

WWI leading to WWII and Chaos

The chaos that WWI created sparked many issues/ conflicts worldwide!



Do Now:

Answer the following question (s) in your notes:

*What do **YOU** have the power to do when the government refuses to change? Do you have the power to make change? How?*

Mexican Revolution

- Mexican Independence from Spain (1810)
- Rise of caudillos
- Mexican-American War (1846-48)
- Benito Juarez & liberalism
- Neocolonialism (US & European intervention) = foreign corporations in Mexico
- Social Darwinism

19th Century Mexico

- All this hurt the small farmers who are now being forced to sell or being kicked off their land to make way for both commodities & Progress
- Created almost a century of chaos, instability, government corruption, and economic hardship



The Rise of Porfirio Diaz

- Diaz is almost like a neo-caudillo
 - Very popular amongst people at first because he is a Catholic, military man who promises reforms
- Instead gives most of land to his men and other rich creoles & become corrupt:
 - Elections becomes more blatantly rigged than before
 - Eliminates freedom of the press and of speech
 - Imprisons political enemies or executes them after show trials



Porfirio Diaz

- But, he looks really, really good to the outside world:
 - Mexican exports increase a lot (trade grows 900%) during this time
 - Industrialism & infrastructure improvements occur too
 - Allows US, British and other corporations to come into Mexico to produce and export raw materials
 - Tries to make Mexico City as European (and civilized) as possible

Problems with Diaz

- Main Problem: None of this trickles down to the lower classes.
3% of the population owes 100% of the land
 - Lower classes are essential serfs/sharecroppers
 - Diaz even reappropriates land given as a reward for military service & land given to indigenous people
- Wages are far too little
 - Foreign corporations come in and “steal” more land
- Kids have to start working by age 7/8 in order to be able to feed family



January 30, 2020

Turn in: Nothing- I will check off video notes tomorrow.

Do Now: N/A

Objective: Think Again Presentation

January 31, 2020

Feel Good Fact: This is a picture of Ms. Bassett's childhood dog- as sent to her by her sister

Turn in: Nothing

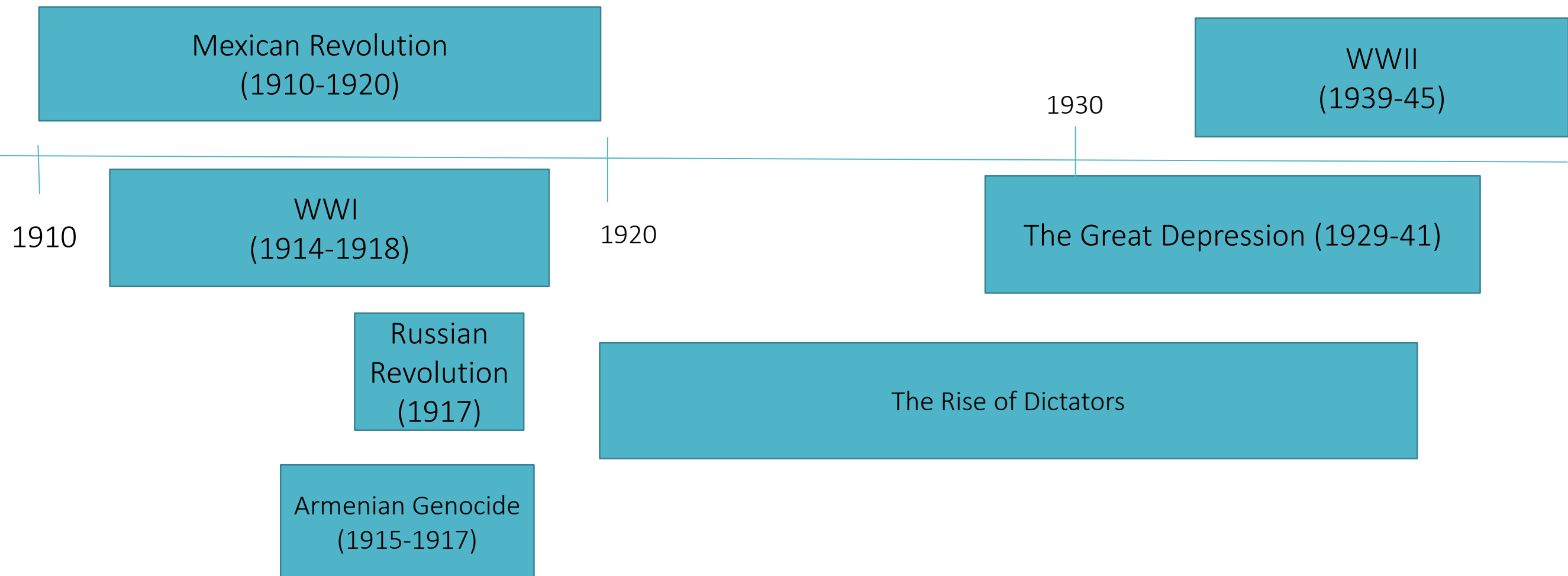
Do Now: Have out your Mexican Revolution video viewing guides! I will check them off.

Objective: Examine the Mexican Revolution

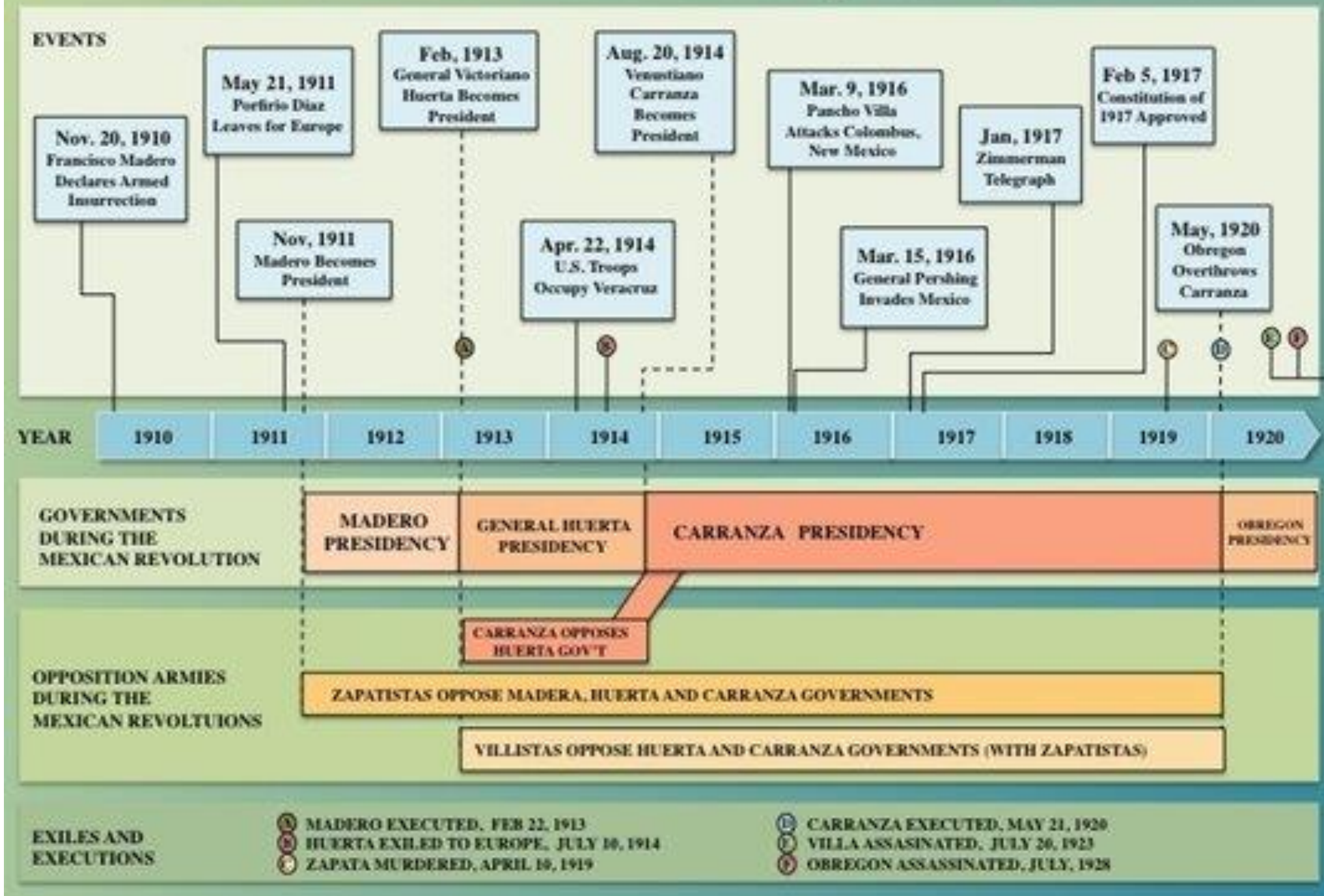


WWI leading to WWII and Chaos

The chaos that WWI created sparked many issues/ conflicts worldwide!



The Mexican Revolution, 1910-1920



Revolution Begins-



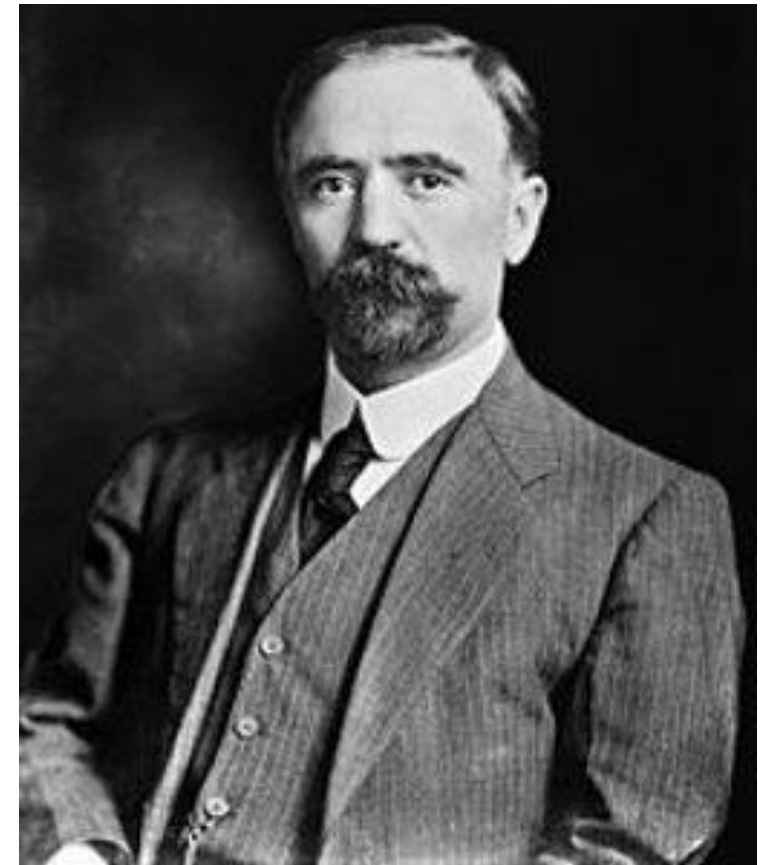
- Issues with land and education reform- NO Change
- Porfirio Diaz- rules as a dictator and used ideas of social Darwinism to enforce his laws

The Rise of Francisco Madero

- Urged by the lack of change, a rich landowner Francisco I. Madero publishes a book *La sucesión presidencial en 1910* which lays down the problems with Diaz and a military dictatorship

–Madero tours Mexico planning to run for President

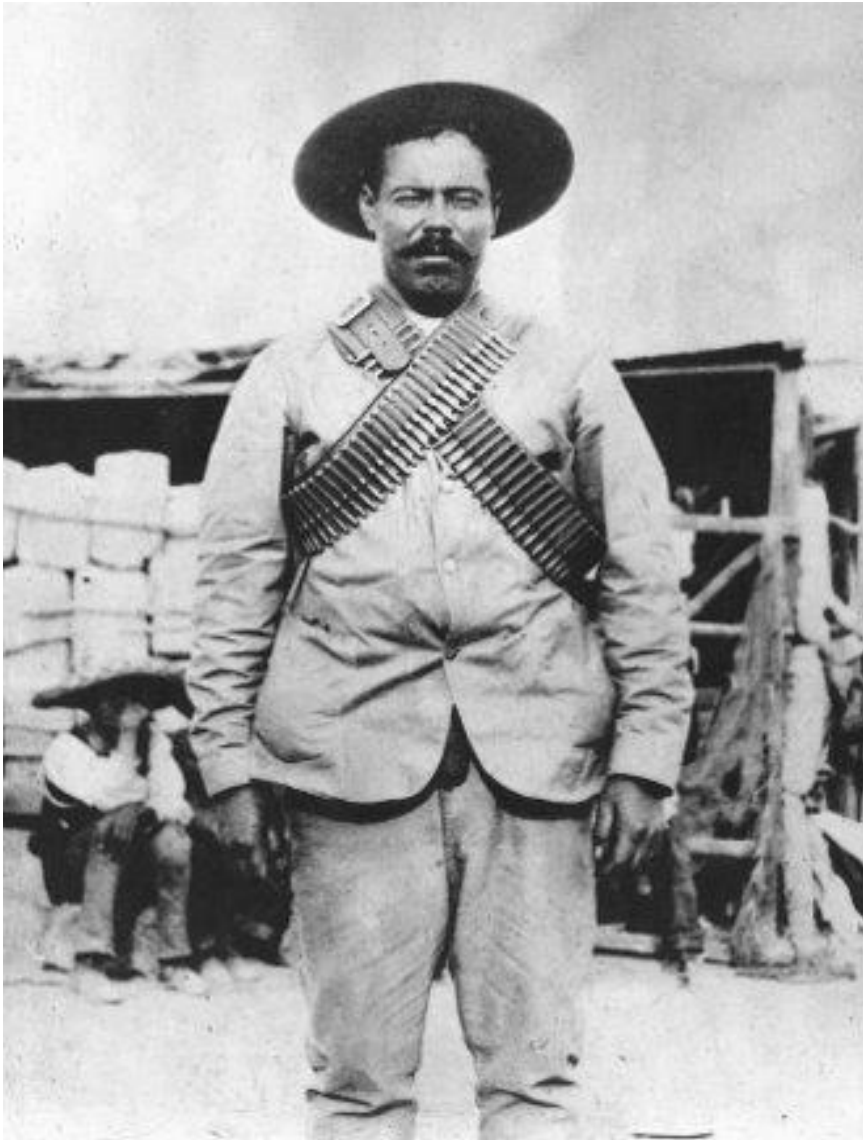
This begins the all-out chaos of the Revolution!



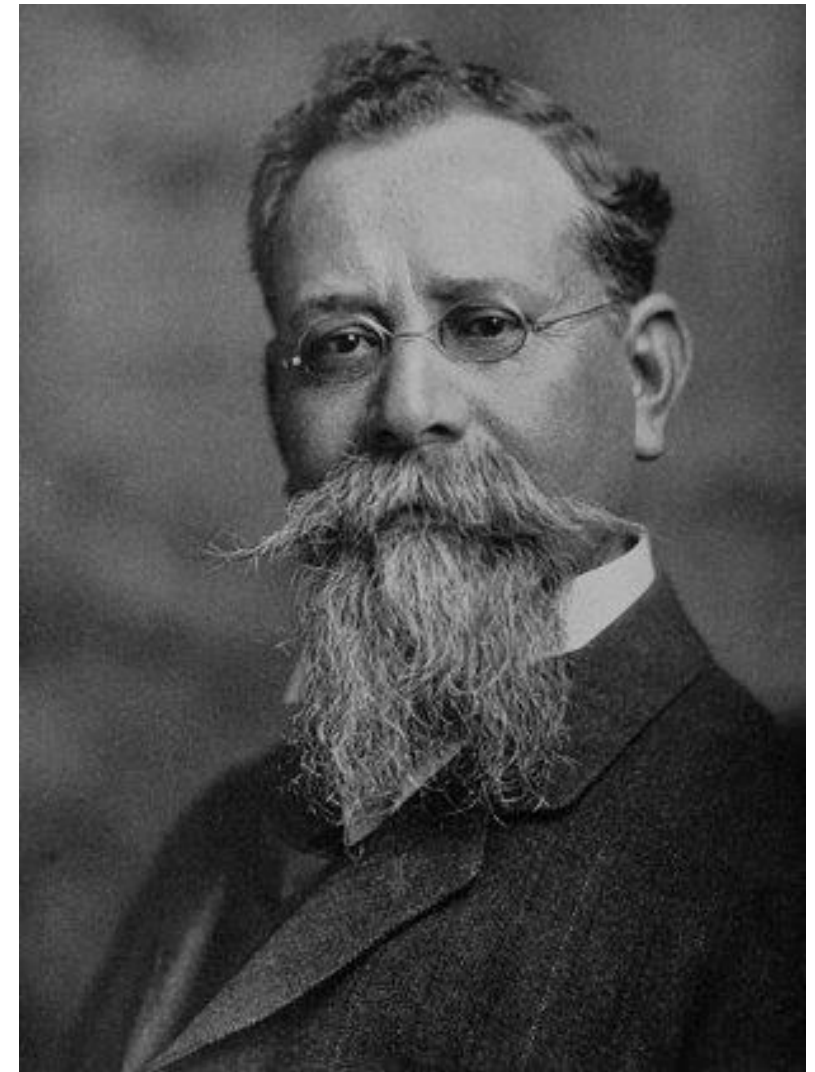
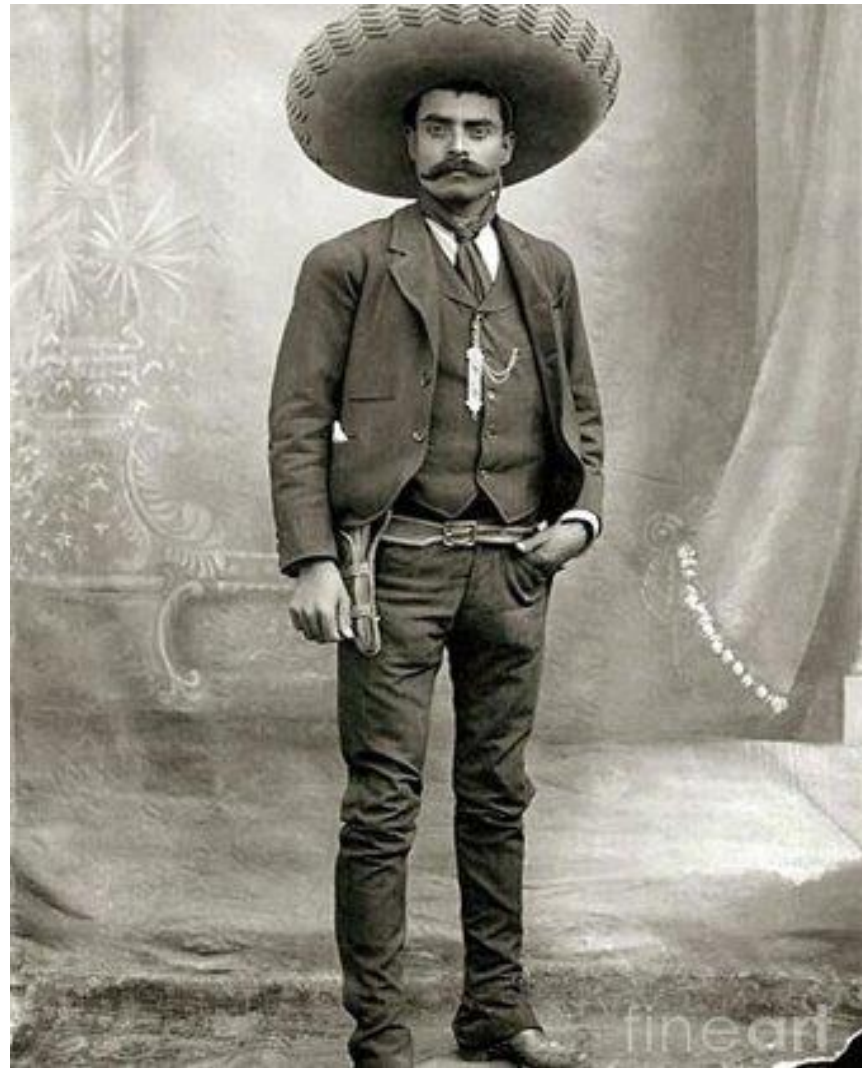
Three Leaders Emerge

- Guerilla forces start to rise up and rebel-all of the country
- In the Northwest, a bandit Pancho Villa unites the forces
- In the South a poor worker Emiliano Zapata unites the forces
- In the Northeast the local governor Venustiano Carranza unites the forces
- All three begin taking strategic towns and working towards Mexico City; none of them are actually working together or directly with Madero

Emiliano Zapata



Pancho Villa



Vestusiano Carranza

As a group..

1. Come up with a symbol for each of the revolutionary leaders that represents their goals for the revolution/who they represent.
2. Then, send one person to each of the boards to draw the symbols!

Madero's Failed Democracy

- Madero becomes president in 1911-1913.
- During his brief presidency, he talks about making many land and education reforms- neither one is really done
- As our three leaders are continuing their revolutionary campaigns, many lower class citizens start to become angry with Madero and his lack of change.

Madero increasing the education budget from 7.2% to 7.8% after promising that he'll support education



The Ten Tragic Days



Victoriano Huerta

- Took power after Madero was killed in the military coup- betrayed Madero
- Was not liked by the public- the three revolutionary factions were very much against him
- He was ultimately overthrown by Carranza and forced into exile

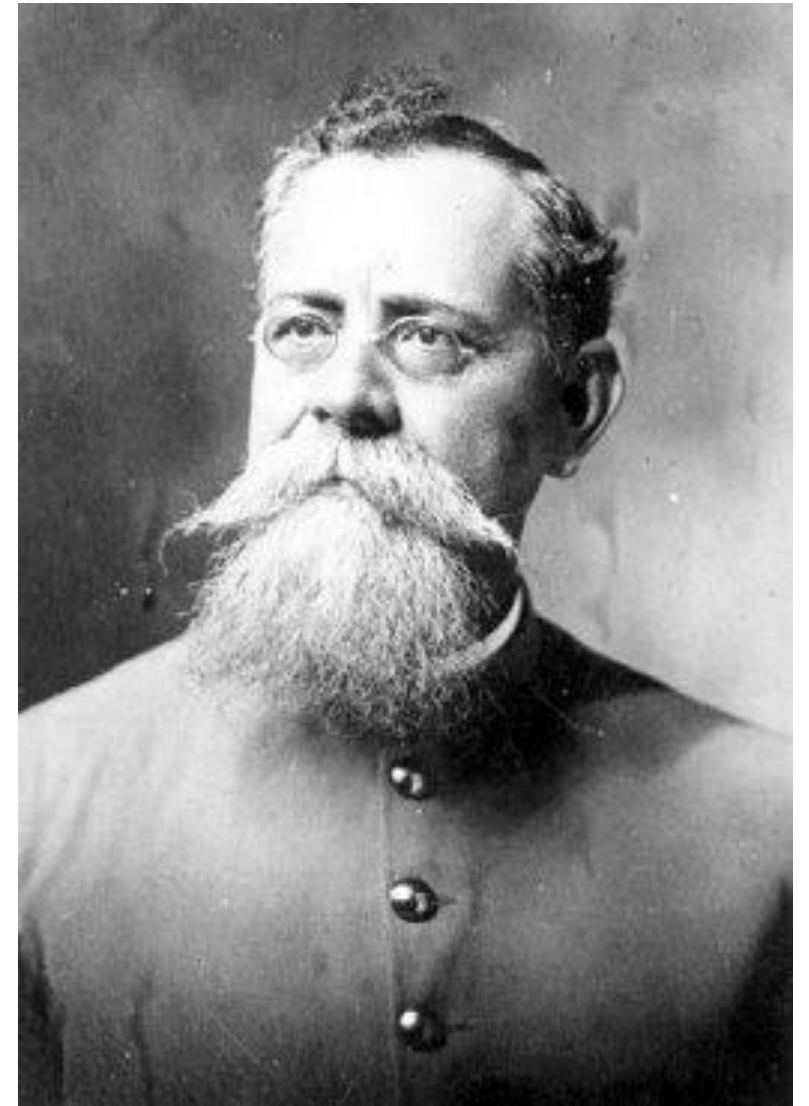


Venustiano Carranza

- New president Carranza appeals to the masses (middle classes, the mestizos, **not the peasants/natives**)

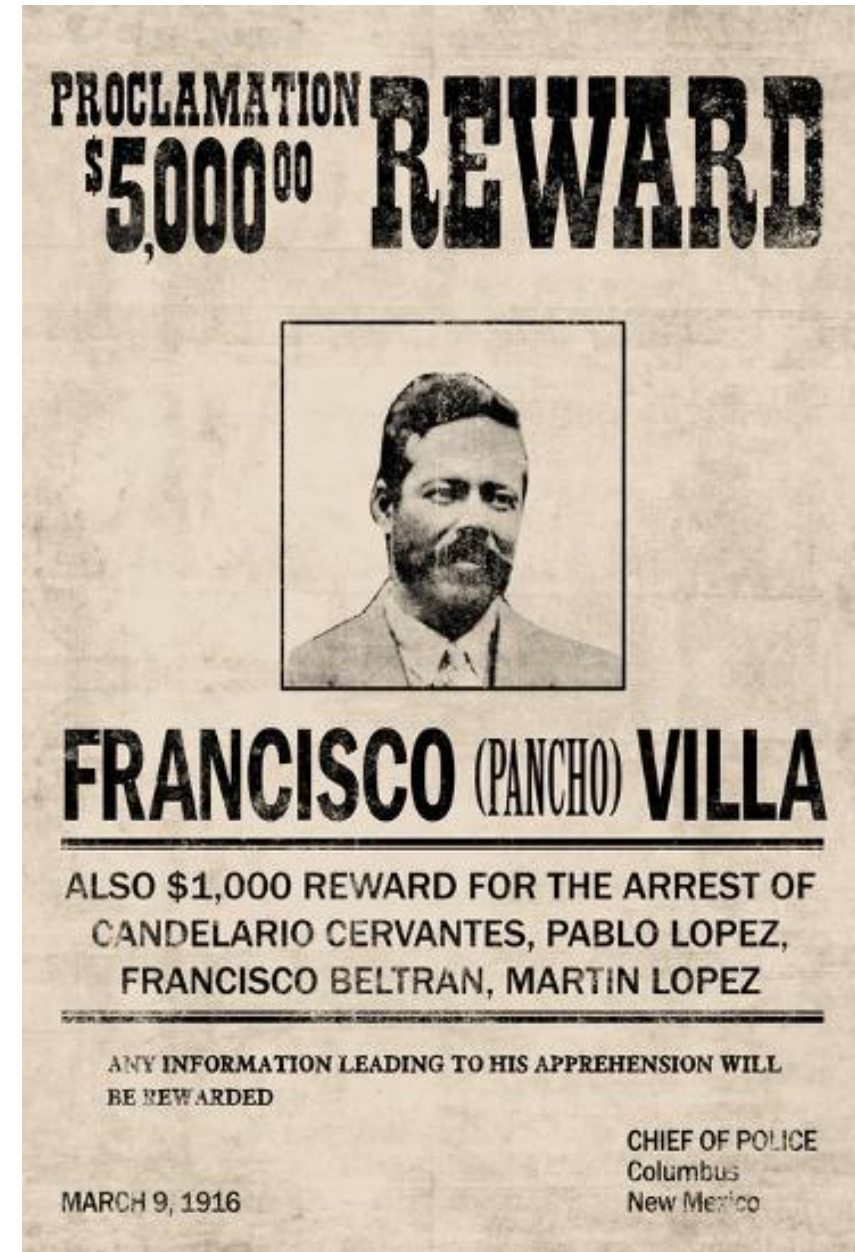
- ✧ Mexico constitution of 1917

- ✧ Still in effect. Organized government, dealt with land reform, and gave basic human rights to ALL Mexicans.



Pancho Villa forced into hiding

- During the Revolution, bandit, Pancho Villa, raided the US state of New Mexico (killing 16 Americans)
- This action outraged Americans, and caused the US to get involved with the Mexican Revolution
 - Expedition to capture him
 - Led to uniting of the American people- due to unanimous dislike of American involvement
- Ultimately this ended Villa's career, as he was forced into hiding
 - Remembered through both Mexican and American folklore



Critical Reading Skills

- Noticing a lack of critical reading/analysis for historical sources and documents

- New semester= time to refresh our skills!

Critical Reading Skills

Students should understand that critical reading requires multiple steps! Specific tasks should be performed 1) before, 2) during, and 3) after the reading process.

1) Before Reading:

A. Students should ask themselves:

- What are you trying to learn from this?
- What do you already know about the topic?
 - What specifically are you reading? Identify genre: poem, news article, text book, etc. What do you know about this genre? (eg: newspapers have most important info in first paragraph. Texts usually have visual cues and study guides to highlight important concepts.)

B. Preview the text, using visual cues:

<ul style="list-style-type: none">• vocab/terms• titles• headlines• author• subheadings	<ul style="list-style-type: none">• pictures• maps• capital letters• numbers•	<ul style="list-style-type: none">• bold/italicized type• captions• charts/graphs
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2) During Reading:

- A. Skim or speed read whole article for understanding
- B. Underline unknown vocab & define according to context
- C. Take notes – using the organization of the text to organize Systems to analyze text:

3) After Reading:

- A. Make meaning for yourself- Use your notes to summarize or translate the meaning of the text into your own language
 - Write questions you may have regarding the text
 - Make inferences or predictions from what you've read
 - Make connections to what you already know
 - From other lit or from other classes
 - From personal experience
 - From news/current events/modern culture
 - What similarities = "reminds me of"
 - What do you still not get? Write specific questions.

HOMEWORK:

On Monday, we will be looking at the end of the revolution and the legacy of the revolution, through what are called Corridos.

The homework tonight is to **critically read** the handout that has been provided- both the article and the song!

- Analyze the song for lit. Devices as well!

February 3, 2020

Feel Good Fact: Sea otters keep their favorite rock in their kangaroo-like pouch.

Turn in: Nothing

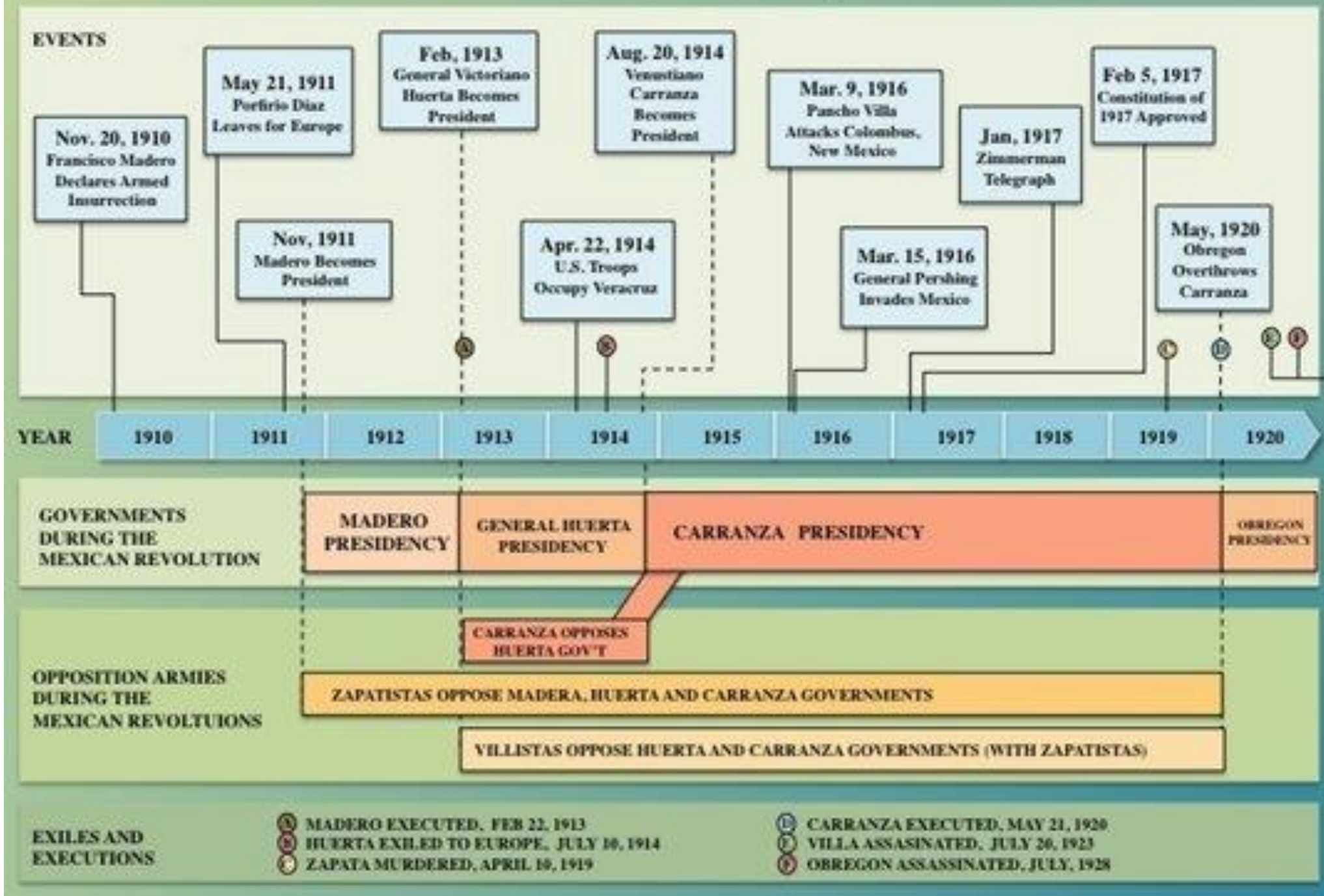
Do Now: Have your **reading homework** and notebooks out!

Objective: Examine the end of the revolution/legacy through pop culture

Big Landowner- *breathes*
Zapata and Villa-



The Mexican Revolution, 1910-1920



End of the Revolution - 1920

- Officially ended when Carranza was overthrown by Alvaro Obregon (his own general)
- Obregon stabilized the Mexican Government
- Him and his successors were strong reformers and successful presidents
- He gave land to farmers, built schools, and established the PRI (Party of Revolutionary Institutions)
 - Mexico's "official" party, was the country's preeminent political organization from 1929 until the early 1990s.
 - Led to much government corruption throughout the years in Mexico, and social solidarity really was not achieved until the 1930s





Importance/ Remembrance of the Revolution

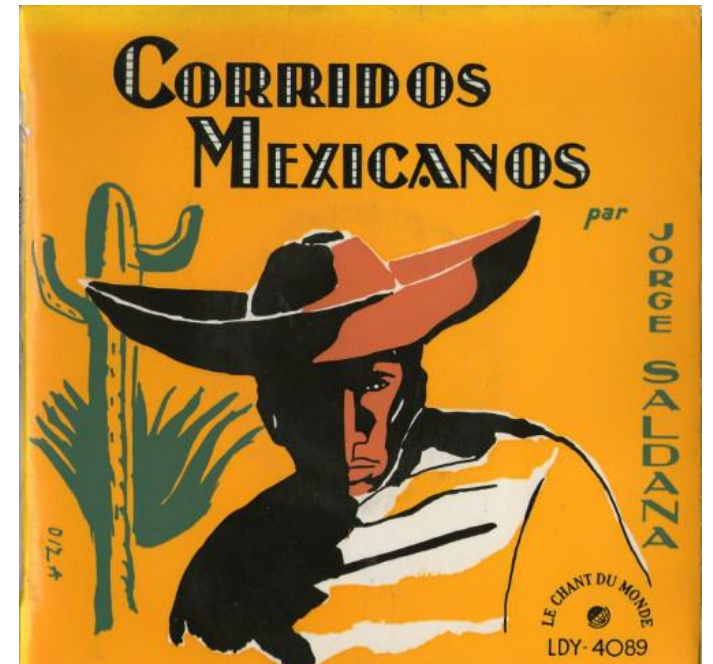
- Marked a great shift in civil liberties for Indigenous/native Mexicans.
- Created policy change which led to the much desired land reform
- Inspired a lot of nationalism in Mexico
- Left a lasting legacy for natives/world view of Mexico



Corridos

Corridos are distinguished by a narrative structure that includes:

- Singer's initial address to the audience
- Location, time, name of main character
- Importance of main character
- Message
- Main character's farewell



- Most corridos share the following thematic and structural elements.
- The subject matter of corridos includes, but is not limited to: gun fights, social justice issues, betrayed romance, wars, and horse races.
- A main character, or protagonist, is usually featured as heroic, tragic, villainous, or conflicted.

Corrido- El Mayor de los Dorados



YOUR JOB:

In groups of 2-4:

You must create your own Corrido about a figure from the Mexican revolution:

Use your notes/video guide to help you!
Consider:

- *Who the person was*
- *What their goals for Mexico were*
- *How did they contribute to the revolution/or hinder it?*
- *Minimum of 8-10 lines.*
- *Be creative!*
- *Include images/ décor around the boarder*
- *Each person must produce a product*

Homework:

Finish your Corrida for tomorrow! Bring me something pretty, neat, and creative!

This is in lieu of a paragraph! Show me your understanding of the Mexican Revolution!

February 5, 2020

Feel Good Fact: There was a moment when you were the youngest person on earth.

Turn in: Mexican Rev. Corridos to class bin!

Do Now: Review- How did the Mexican Revolution end? What is the importance of it?

Objective: Russian Revolution

WHO WOULD WIN?



The Tsar of The Russian Empire

“Sharing is Caring”

Second semester- Review

Class expectations:

- Present, engaged, and on task
- Respectful



Second semester got
me like...

Activity

1. IF you have green...congratulations! You are now rich!
Come up and get some candy.
- 2.If you have blue... you get one piece of candy.
3. Everyone else gets none.
4. We are going to play our rock paper scissors game again - play as many games as you can with whoever you want for the next two minutes. If you have green/blue eyes and someone asks you to play- you can say no. If you are of the other category... you have to keeo trying

Communism Activity

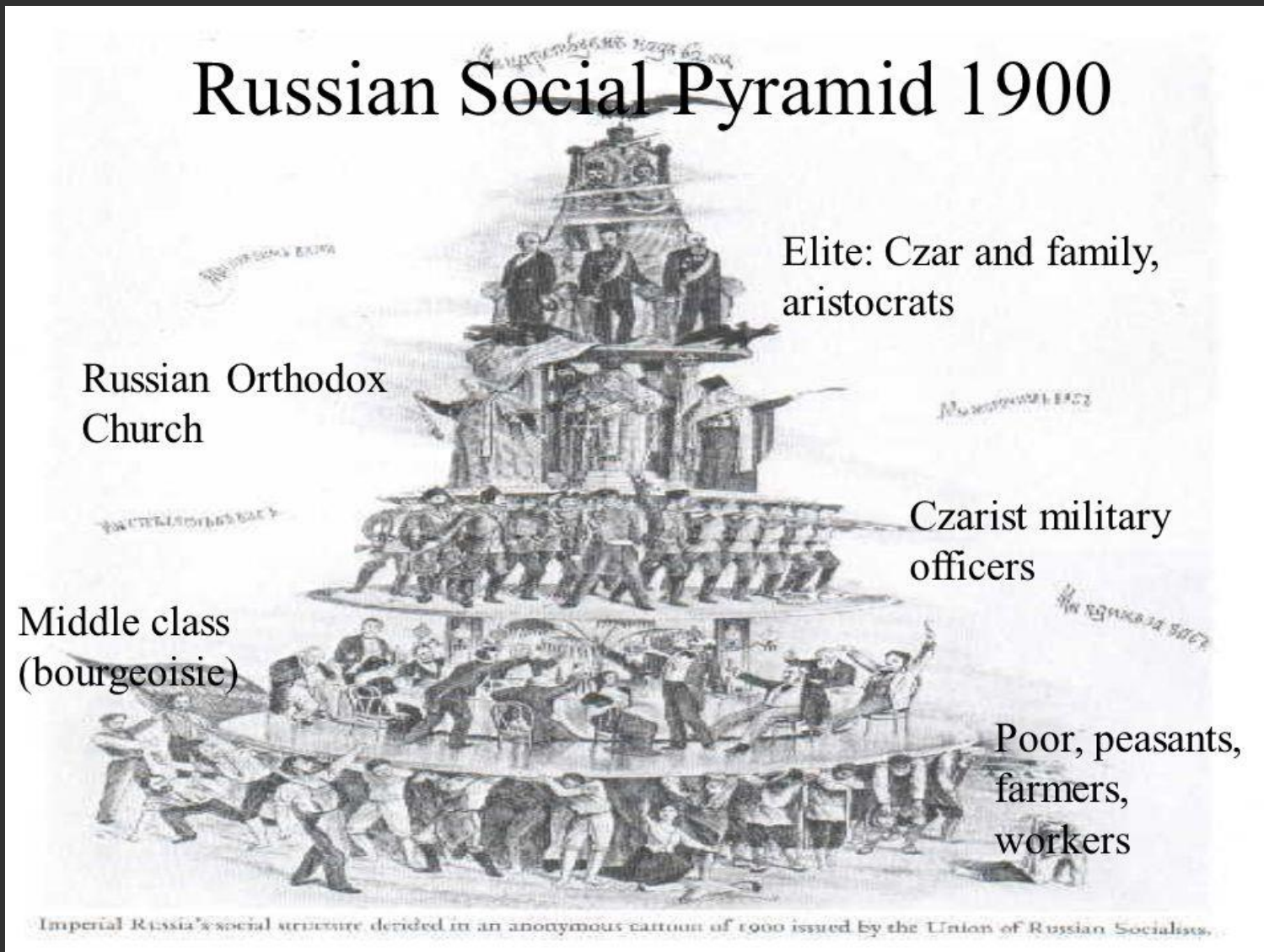
After this activity-

1. Blue eyed people... how do you feel about the green-eyed people?
2. Brown eyed people...How are you feeling about the blue and green-eyed people?

Life in Russia For the peasant class



Russian Social Pyramid 1900



Conditions Peasants lived in

- Serfdom in Europe can be traced back to the 11th century.

Serfs -as they were known- in Russia were bonded to their masters in a certain type of modified slavery.

- it was abolished in 1861- Many lingering issues peasants dealt with after abolition, causing much anger and chaos



Russia During WWI

- Fought on the side of the allies
- Lost many, many troops during the war on the Eastern Front
- Officially took themselves out of war in 1917 due to what we are going to talk about today!

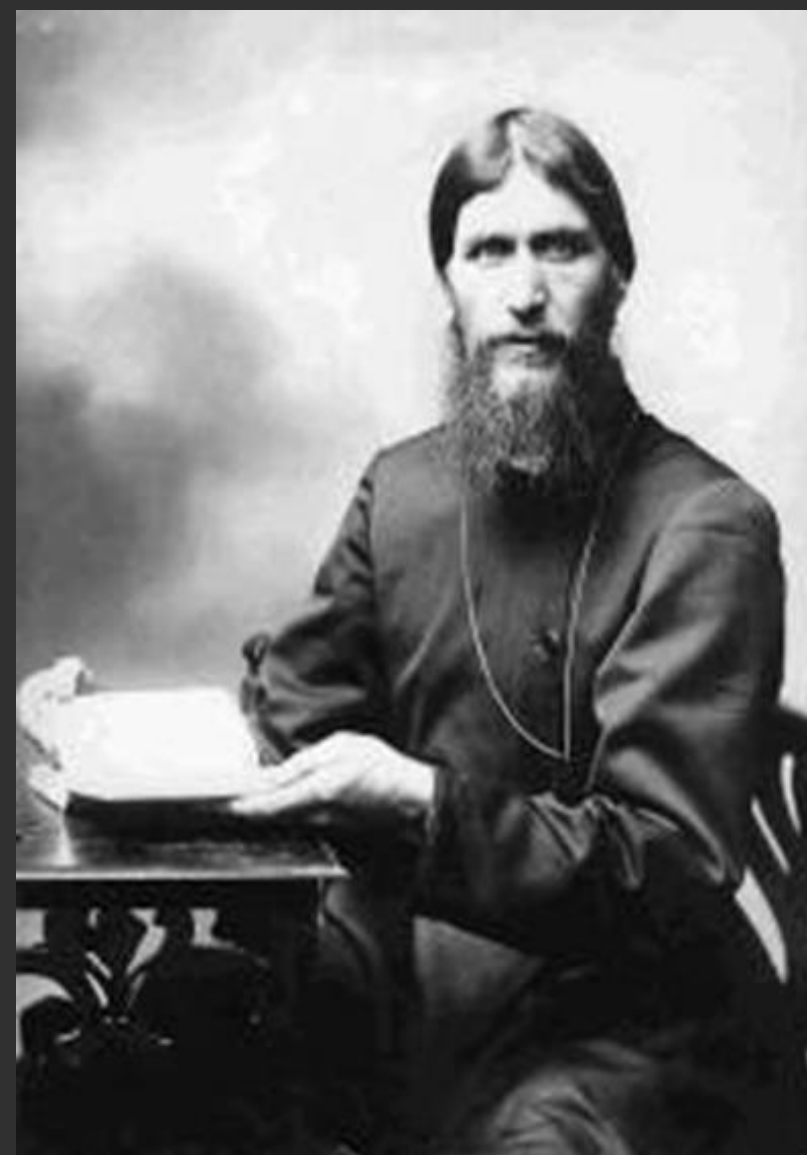
https://www.youtube.com/watch?v=GQUAW_CdBds&list=PL3H6z037pboFwKREwWrf4ELNDdiTLyhAN&index=10&t=0s



Causes of Russian Revolution-1917

- Mass Discontent: Low morale among the soldiers and the people.
- Dissident Elite: Elites siding with peasants in political opposition to the Czar.
- Unifying Motivations: Anti-war, Anti-Czar, and Socialism.
- Severe Political Crisis: Ineffective government.
- Contempt about WWI and divided country

- Czar Nicholas II and his wife Alexandra became unpopular due to:
 - Czar was politically incompetent.
 - *The Czar and his wife's reliance on the mystic healer Grigori Rasputin.*
 - *Food and fuel shortages; inflation.*



Rasputin



For the queen he
was no wheeler
dealer
Though she'd heard
the things he'd
done

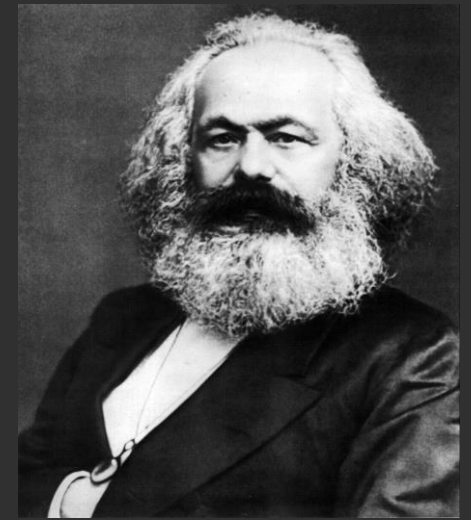


March Revolution (1917)-

- The revolution began when a number of workers decided to strike. Many of these workers got together during the strike to discuss politics. They began to riot.
- Nicholas II, ordered the army to suppress the riot. However, many of the soldiers refused to fire on the Russian people and the army began to mutiny against the Tsar.
- After a few days of riots, the army turned against the Tsar. Abdicated.
- The government was run by two political parties: the Petrograd Soviet (representing the workers and soldiers) and the Provisional Government (the traditional government without the Tsar).
 - Factions within the Soviet party



Marx and Communism in Russia



- 1848- the communist manifesto was published (Germany)
- Many people gravitated towards these ideas to the social/civil issues that were present in an industrializing world

Marx argued- "The bourgeoisie cannot exist without constantly revolutionizing the instruments of production, and thereby the relations of production, and with them the whole relations of society. . . .

The weapons with which the bourgeoisie felled feudalism to the ground are now turned against the bourgeoisie itself.

But not only has the bourgeoisie forged the weapons that bring death to itself; it has also called into existence the men who are to wield those weapons -- the modern working class -- the proletarians"

The October Revolution



- o Over the next several months the two sides ruled Russia.
- o One of the main factions of the Petrograd Soviet was a group called the Bolsheviks. They were led by Vladimir Lenin and believed that the new Russian government should be a Marxist (communist) government.
- o In October of 1917, Lenin took full control of the government in what is called the Bolshevik Revolution. Russia was now the first communist country in the world.

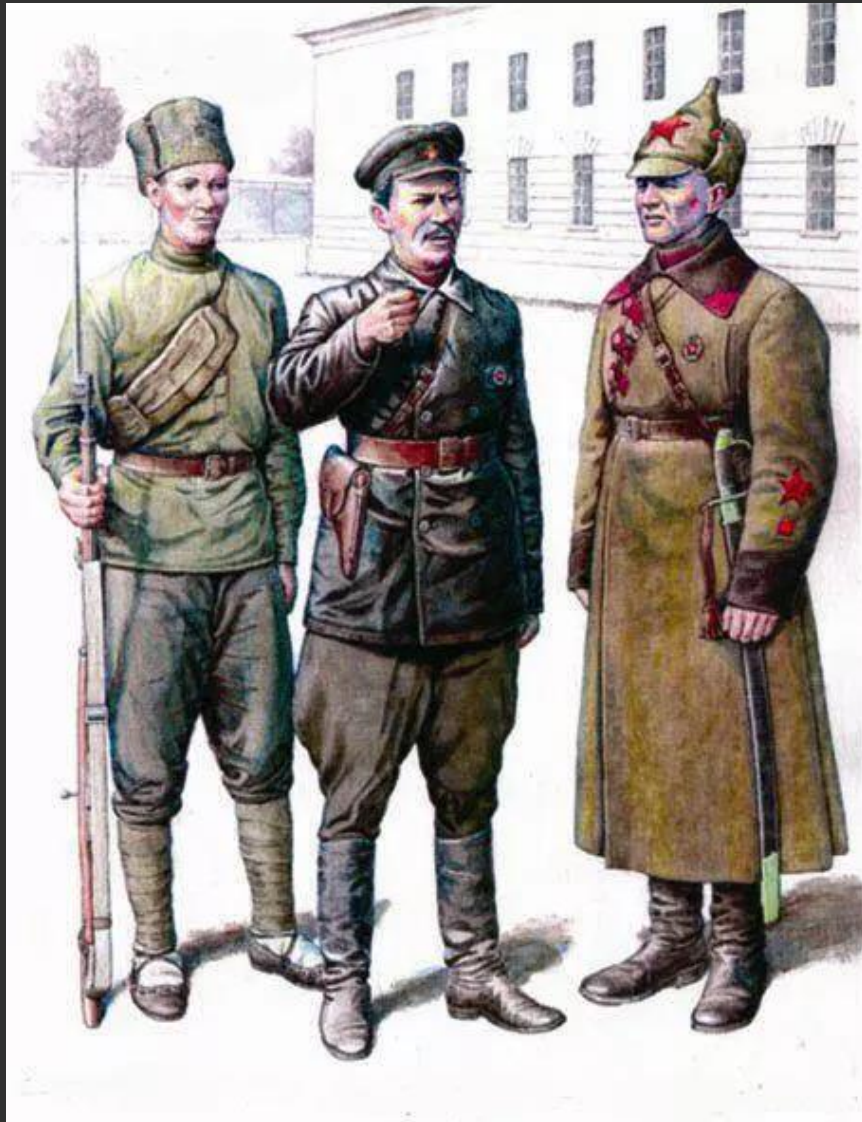
The Russian Civil War- Red v. White

- The October Revolutionary success did not extend across the entirety of the vast country of Russia.
- On the periphery of European Russia, various forces gathered, some to overthrow the revolution and some to establish different versions of revolutionary society than that proposed by the Bolshevik's.
- Former Czarist generals, officers, and soldiers organized into the White Army.
- The Bolshevik leaders organized the Red Army: 1st composed of volunteers, then a draft was instated.
- The Red Army was composed of 5 million men and was under the leadership of Leon Trotsky.





Red V. White



Russian Civil War- 1918-1921

- The Capitalist countries of U.S., Britain, and Japan sent military assistance to anti-Bolshevik armies (the White Army promised to reenter the war).
- The White Army's aid from the West backfired: it increased Russian nationalism, support for communism, and distrust of the West.
- By 1923, the Red Army had defeated all the White Armies and other anti-Bolshevik forces.
- https://www.youtube.com/watch?v=9dqmlOBq_sQ

After the Civil War...

- The Russian Government was a fully Bolshevik government, led by **Vladmir Lenin**
- Tomorrow, we will analyze Russia under Lenin and the rise of a dictatorship!

Life Under Lenin

- Policy of “war communism,” direct control of industry and peasants were forced to send food to the cities.
- 1918: Communist soldiers imprisoned and killed the royal family.
- The Cheka, secret police, arrested counter-revolutionaries.



Homework

Critically Read the article about Lenin's rule in Russia

January 6, 2020

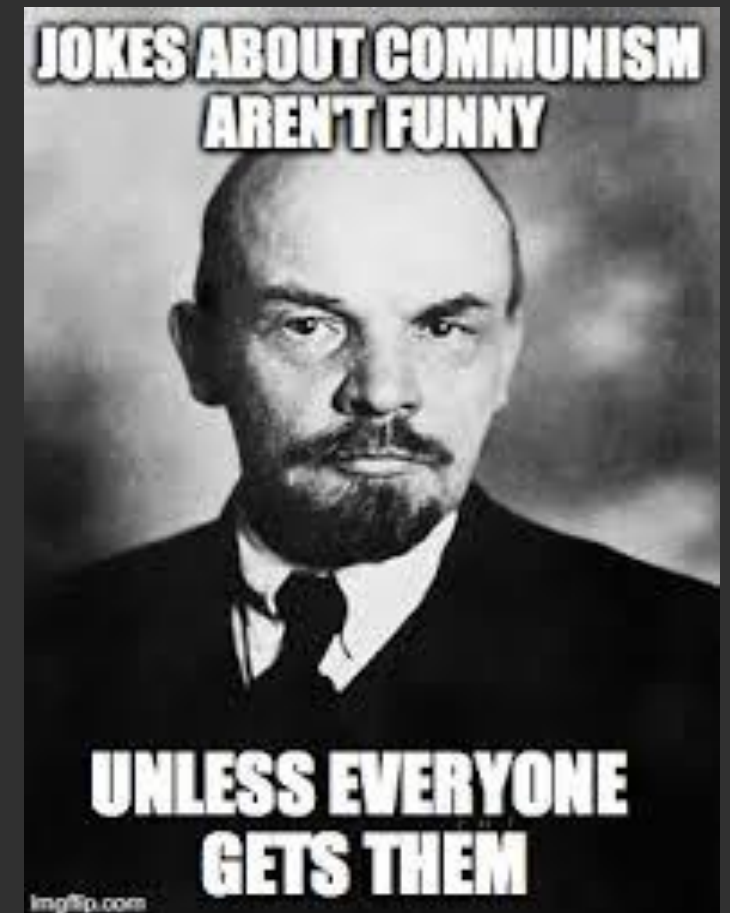
Feel Good Fact: There is such thing as a "night rainbow"

Turn in: Nothing

Do Now: Review- what were some of the causes of the Russian Revolution? Who were the Bolsheviks? Who was Lenin?

Objective: Examine life under Lenin

****Quiz tomorrow over Mexican Rev and Russian Rev.(including Lenin)**



TIMELINE – RUSSIAN REVOLUTION



Life Under Lenin

- Policy of “war communism,” direct control of industry and peasants were forced to send food to the cities.
- 1918: Communist soldiers imprisoned and killed the royal family.
- The Cheka, secret police, arrested counter-revolutionaries.



All of this was called...The Red Terror



- The Red Terror was a program of mass repression, class extermination and execution carried out by the Bolshevik government during and after the Russian Civil War.
- a massive police state was created, which operated outside the law and could arrest seemingly anyone, at any time, who was judged a class enemy.

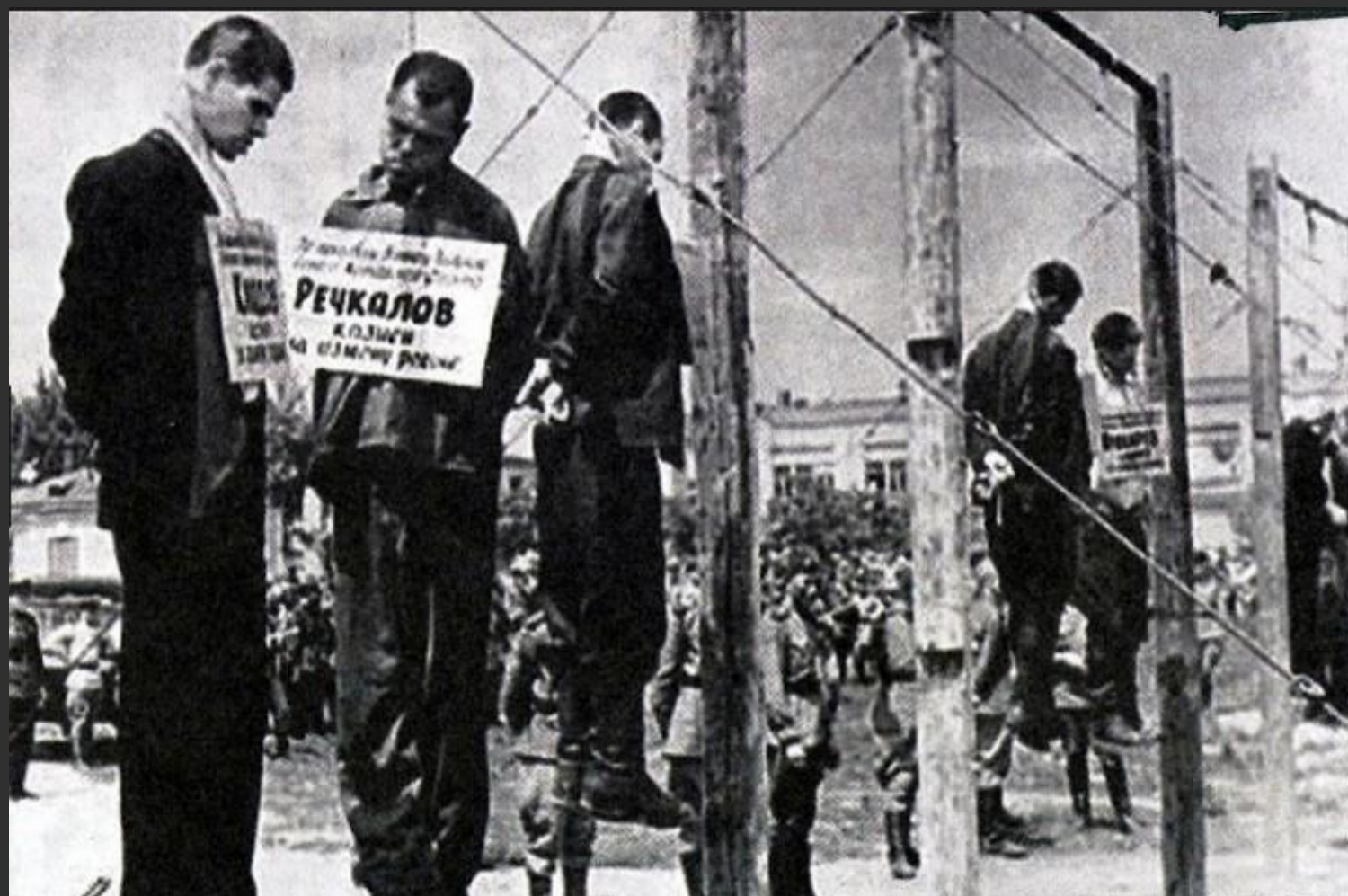
The Red Terror

- Looking suspicious, being in the wrong time at the wrong place, and being denounced by jealous rivals could all lead to imprisonment.
- Hundreds of thousands were locked up, tortured and executed. Perhaps 500,000 died.
- Lenin kept himself apart from the daily activity like signing death warrants, but he was the driving force that pushed everything up the gears.



Then things start to get even worse...

- On August 9th, the Bolshevik leader issued his famous 'hanging order', instructing communists in Penza to execute 100 dissident peasants as a public deterrent.
- On September 5th, the Central Committee issued a decree calling on the Cheka "to secure the Soviet Republic from the class enemies by isolating them in concentration camps".
- It also ordered that suspected counter-revolutionaries "must be executed by shooting [and] that the names of the executed and the reasons of the execution must be made public."



Soviet Russia and the use of terror

- the Cheka carried out almost 8,500 summary executions in the first year of the Terror and ten times that number were arrested, interrogated, detained, tried or sent to prisons and labor camps.
- The true numbers of extra-legal killings were undoubtedly much higher, possibly approaching six figures.
- *Remind you of any other revolutions we have seen?*





Why do leaders after a
revolution tend to go
corrupt?

The Death of Lenin

- Lenin was in control of the new Soviet Government- Creating the Soviet Union
 - Joeseph Stalin oversaw the Central Committee Secretariat
- After the civil war, various communist political parties emerged- varying ideas about the new communist government
 - Lenin, Trotsky, Stalin
- In 1924, Lenin died due to a stroke? Much debate about this
- He was succeeded by fellow revolutionary, Joeseph Stalin





Homework

Critically read the article and Primary source on Lenin and the Red Terror

Study for the quiz tomorrow!

February 7, 2020

Feel Good Fact: The Beatles used the word “love” 613 times throughout their career

Turn In: Have out your readings!

Do Now: Clear your desks of everything except for something to write with.

Objective: Quiz and Writing practice

Homework: "Execution by Hunger" reading located on my website! Due Monday.

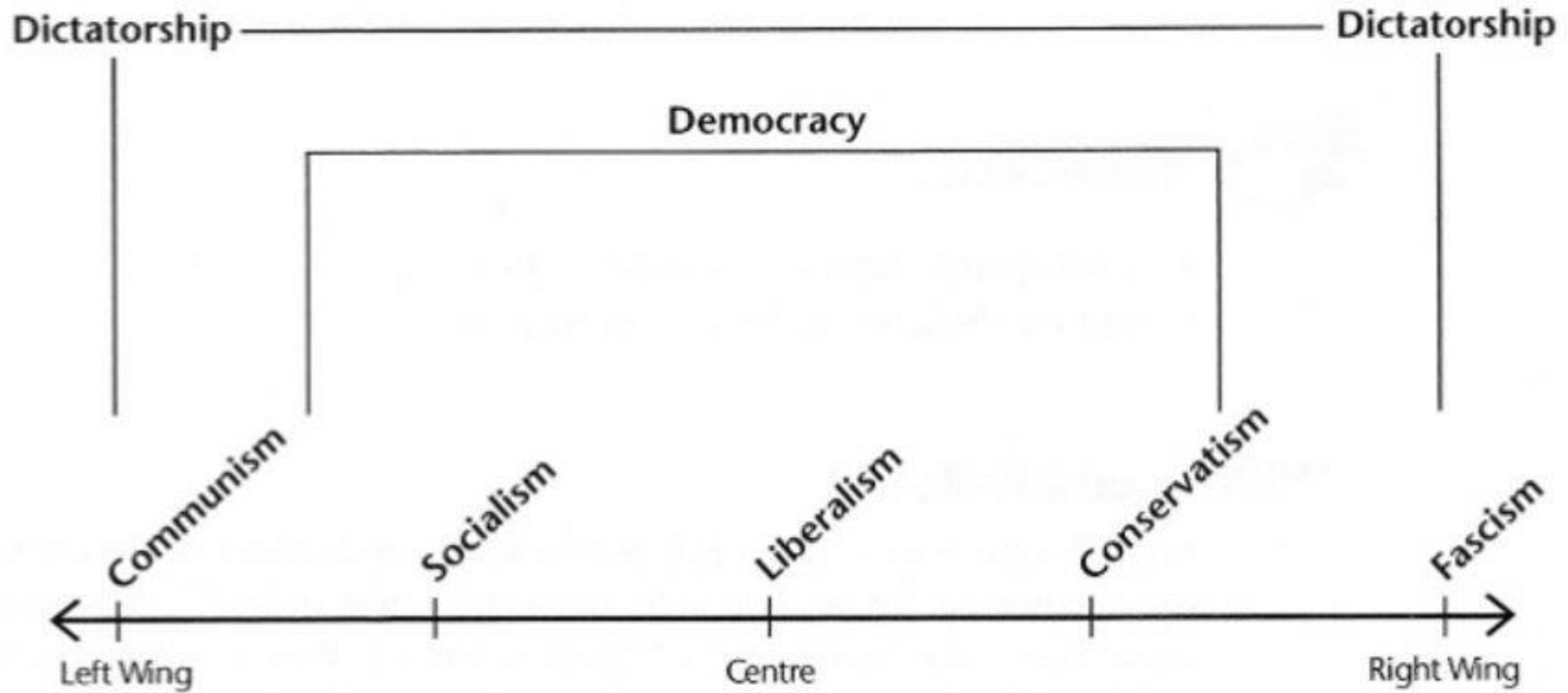
The Death of Lenin

- Lenin was in control of the new Soviet Government- Creating the Soviet Union
 - Joseph Stalin oversaw the Central Committee Secretariat
- After the civil war, various communist political parties emerged- varying ideas about the new communist government
 - Lenin, Trotsky, Stalin
- In 1924, Lenin died due to a stroke? Much debate about this
- He was succeeded by fellow revolutionary, Joseph Stalin



The Rise of Stalin

- Stalin assumes full power by 1927
- Institution of Stalinism- the ideology and policies adopted by Stalin, based on centralization, totalitarianism, and the pursuit of communism.
- Totalitarianism- a system of government that is centralized and dictatorial and requires complete subservience to the state.
- Initiates first 5-year plan in 1928



Stalin's 5 Year Plan

- Goals-
 - Build heavy industry, improve transportation, increase farm output
 - Government control of the economy
 - He basically wanted Russia to catch up/beat the rest of the world in terms of industrialization and wealth





We are fifty or a hundred years behind the advanced countries. We must make good this distance in ten years. Either we do it, or they will crush us.

(Joseph Stalin)

izquotes.com

How did he enact this?

- Forced collectivization!!

Collectivization- consolidation of individual peasant households into collective farms called “kolkhozes” as carried out by the Soviet government

Meant to increase productivity and speed up industrialization



How did he enforce it?

Through the use of the Gulags

- The "Gulag" was officially established on April 25, 1930
- Glavnoe Upravlenie ispravitel'no-trudovykh LAGerei* (Main Administration of Corrective Labor Camps),
- Used as a means of terror to enforce Stalin's 5 year plan.
- Harsh labor, starvation, and torture were carried out in the Gulags

The Gulags



Conditions in the Gulags

The combination of:

- violence,
 - extreme climate,
 - hard labor,
 - meager food rations
 - and unsanitary conditions
- led to extremely high death rates in the camps.





Punishable crimes

1. Have you ever been late to school?

Sent to Gulag for 3 years

2. Have you ever told a joke about a government official?

Up to 25 years in the Gulag

3. If your family was starving, would you take a few potatoes left in a field after harvest?

Sent to Gulag for 10 years



The Gulags



- The emergent consensus among scholars is that **18 million** were sent to the Gulag from 1930 to 1953
- The atrocities of the Gulag system have had a long-lasting impact that still permeates Russian society today.

February 10, 2020

Feel Good Fact: There are over 10 holidays that celebrate chocolate.

Turn in: Have your notes from the reading out

Have access to the reading- whether printed or on your phone

Do Now: Discuss the reading with your table mates- what was your initial reaction to the reading?

Objective: Examine the Holodomor

How did he enact the 5 year plan?

- Forced collectivization!!

Collectivization- consolidation of individual peasant households into collective farms called “kolkhozes” as carried out by the Soviet government

Meant to increase productivity and speed up industrialization



The Kulaks

- a peasant in Russia wealthy enough to own a farm and hire labor.
- Emerging after the emancipation of serfs in the 19th century the kulaks resisted Stalin's forced collectivization
- Many of these people lived in the area of Ukraine





The Holodomor

- Means “killing by hunger”
- - Kulaks, who primarily existed in Ukkraine at the time, began resisting collectivization.
- Fearing that the Kulaks could derail his 5 year plan, Stalin blacklisted many Ukrainian towns. Peasants were forbidden to leave the Ukrainian republic in search of food.
- Despite growing starvation, food requisitions were increased and aid was not provided in sufficient quantities.
- The crisis reached its peak in the winter of 1932–33, when organized groups of police ransacked the homes of peasants and took everything edible

Holodomor

- Moscow then requires a quota round up/deportation/execution of “kulaks” on top of this
 - At this point kulak means anyone the gov’t doesn’t like
- Starving begins in cities with bread lines; spreads to country
- 6-7 million die (some death tolls up to 10 million)
- Denied by USSR



WARNING

Graphic Photos







Death by Starvation

"People crawled into wheat fields to eat ears of wheat before dropping dead. They died from hunger in the act of eating. Children collapsed and died during lessons.

A mother took the bread from her offspring to feed her husband (she could, she said, always have more kids, but she could only ever have one husband).

A couple put their children in a deep hole and left them there, in order not to watch them die.

A father strangled his own children rather than watch them perish from hunger. "

Answer the following questions in your notes...

1. From the reading, in what different ways did people in Ukraine respond to the Famine? What did people do to try and survive?
2. Why do you think Stalin would let this happen? What from the reading makes you think this? Or not?
3. Do you think this starvation was purposeful? If so, why?

gen·o·cide

noun

- the **deliberate** killing of a large group of people, especially those of a particular ethnic group or nation.
- Many argued that the starvation in Ukraine was not intentional, but a bi-product of the 5 year plan

Components of a genocide

Stage	Characteristics
1. Classification	People are divided into "us and them".
2. Symbolization	"When combined with hatred, symbols may be forced upon unwilling members of pariah groups..."
3. Dehumanization	"One group denies the humanity of the other group. Members of it are equated with animals, vermin, insects, or diseases."
4. Organization	"Genocide is always organized... Special army units or militias are often trained and armed..."
5. Polarization	"Hate groups broadcast polarizing propaganda..."
6. Preparation	"Victims are identified and separated out because of their ethnic or religious identity..."
7. Extermination	"It is 'extermination' to the killers because they do not believe their victims to be fully human".
8. Denial	"The perpetrators... deny that they committed any crimes..."

Assignment

With your table mates,
go through Stalins Policy **and
annotate**, looking for evidence
of the 8 stages of genocide.

Use the chart to help you!

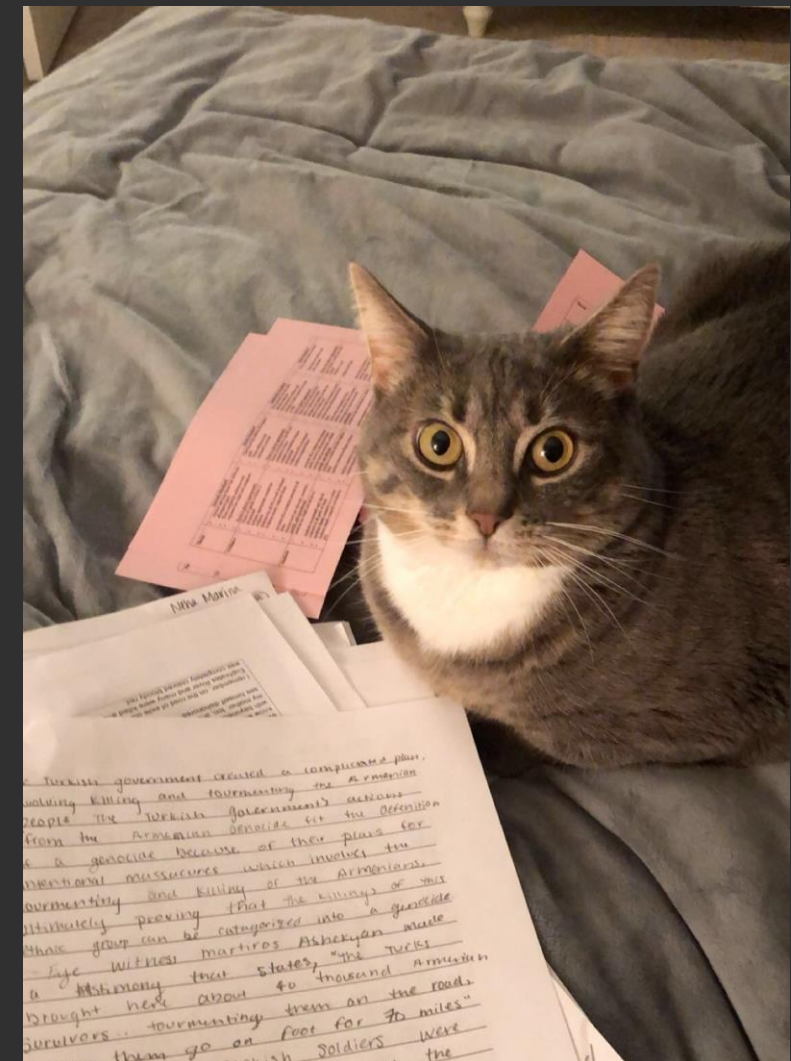
February 12, 2020

Feel Good Fact: The flap of skin over a turkey's beak is called a "snood"

Turn in: Have out your reading/annotations from last night.

Do Now: Take out a half sheet of paper!
(You can share (split it) with a neighbor)

Objective: Writing Skills



Check In!

Ms. Bassett really cares about you!! EACH and every one of you :)

Since we have been covering some really heavy content- answer the following questions on the half sheet for me:

1. Name
2. How are YOU doing?
3. How are you feeling about second semester so far over all?
4. What are you doing over break?

When you are finished, place the paper in your class bin!

Analysis- The two-step equation

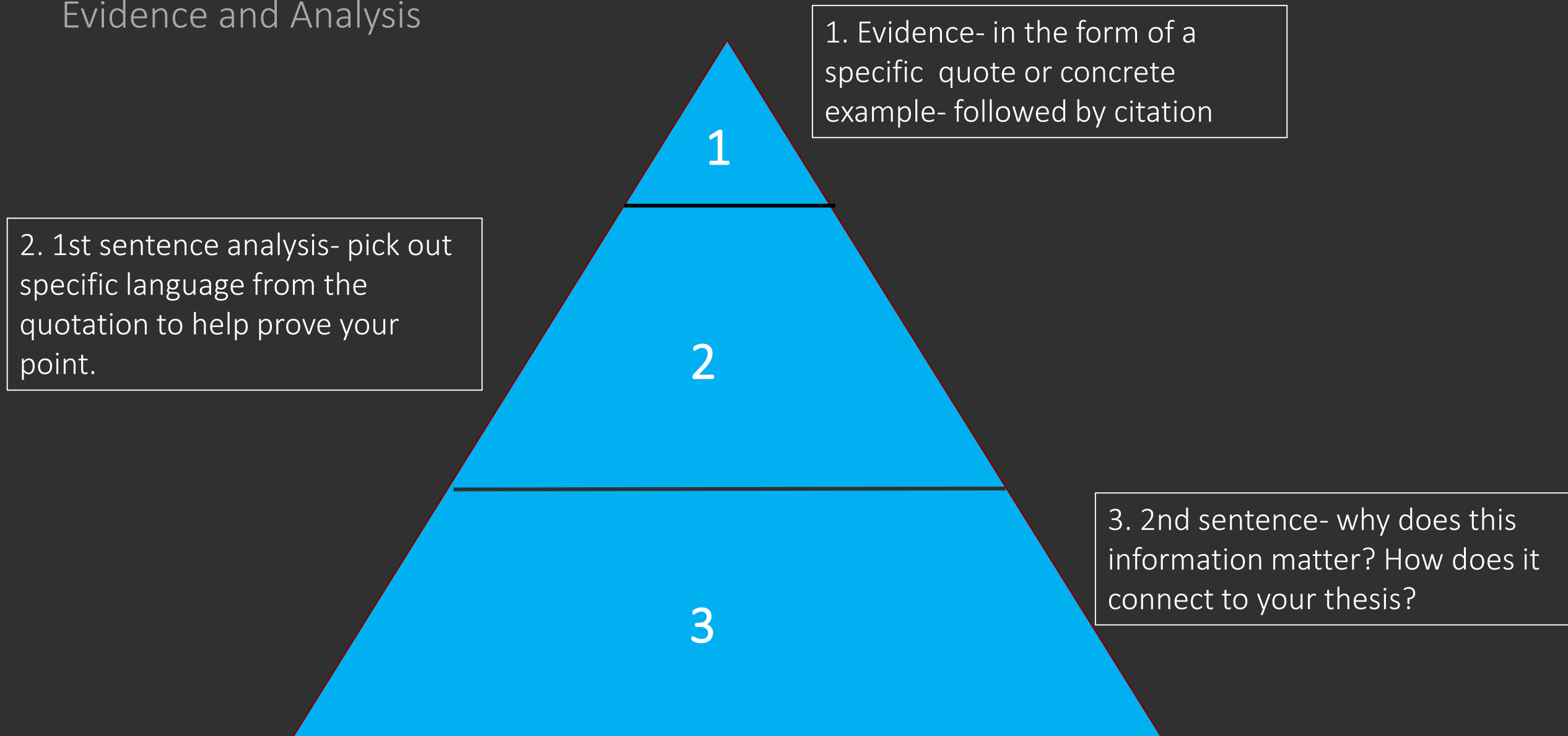
“Quotation”

1st: What is the quotation showing? (Pull out specific words/word choice)

2nd: Why does it matter? How does it relate back to your thesis?

Writing Workshop-

Evidence and Analysis



Write this
next to
"Part One"

Through the biography, *Bassett: of Beavers
and woMen*, it is clear that Ms. Bassett has
an irrational fear of beavers, showing that
childhood memories have lasting effects.

Chapter 5: An Irrational Fear of Rodents -

"...While Ms. Bassett appears to be the coolest person ever on the outside, she hides a shameful secret- she is afraid of rodents. Although it is widely known that she has a fear of squirrels, it is lesser known that she also has a fear of beavers. Ever since that fateful day back in 2000, Ms. Bassett cannot look at a picture of a beaver without internally screaming. Their grotesque round bodies, their gnarly teeth, their razor like claws... How could anyone think they're cute? Our wonderful protagonist, Ms. Bassett, encountered the cursed beaver in her yard. She saw the beaver and screamed a blood curdling scream. The scream was so powerful that she slipped and fell down the freshly watered grassy hill (gracefully of course), sliding ever closer to the hairy beast..."

In Class writing

- ✓ The rest of the class is your time to complete the in class writing assignment. Complete parts two and three in the packet.
- ✓ When you are finished, staple your annotated purple primary source document to your writing packet and turn it in to your class bin.
- ✓ You may work on something quietly when you are done.

February 13, 2020

Feel Good Fact: Almost 30,000 rubber ducks were lost at sea in the '90s and are still being found today.

Turn in: Nothing. Have out your notebooks!

Do Now: Reflect- Why did communism gain support/popularity in Russia during/after WWI?

Objective: Examine the Rise of Benito Mussolini



Period 5



Italy During WWI

- Leading up to **WWI**, **Italy** had formed an alliance with the Central Powers of the German Empire and the Empire of the Austria-Hungary **in** the Triple Alliance.
- **Italy** should have joined on the side of the Central Powers when war broke out **in** August 1914 but instead declared neutrality.



Italy Enters the War

- On April 26, 1915, Italy negotiated the secret Pact of London by which Great Britain and France promised to support Italy annexing the frontier lands in return for entering the war.
- On May 3, Italy resigned from the Triple Alliance and later declared war against Austria-Hungary at midnight on May 23.
- Approximately 460,000 were killed and 955,000 were wounded in the conflict.



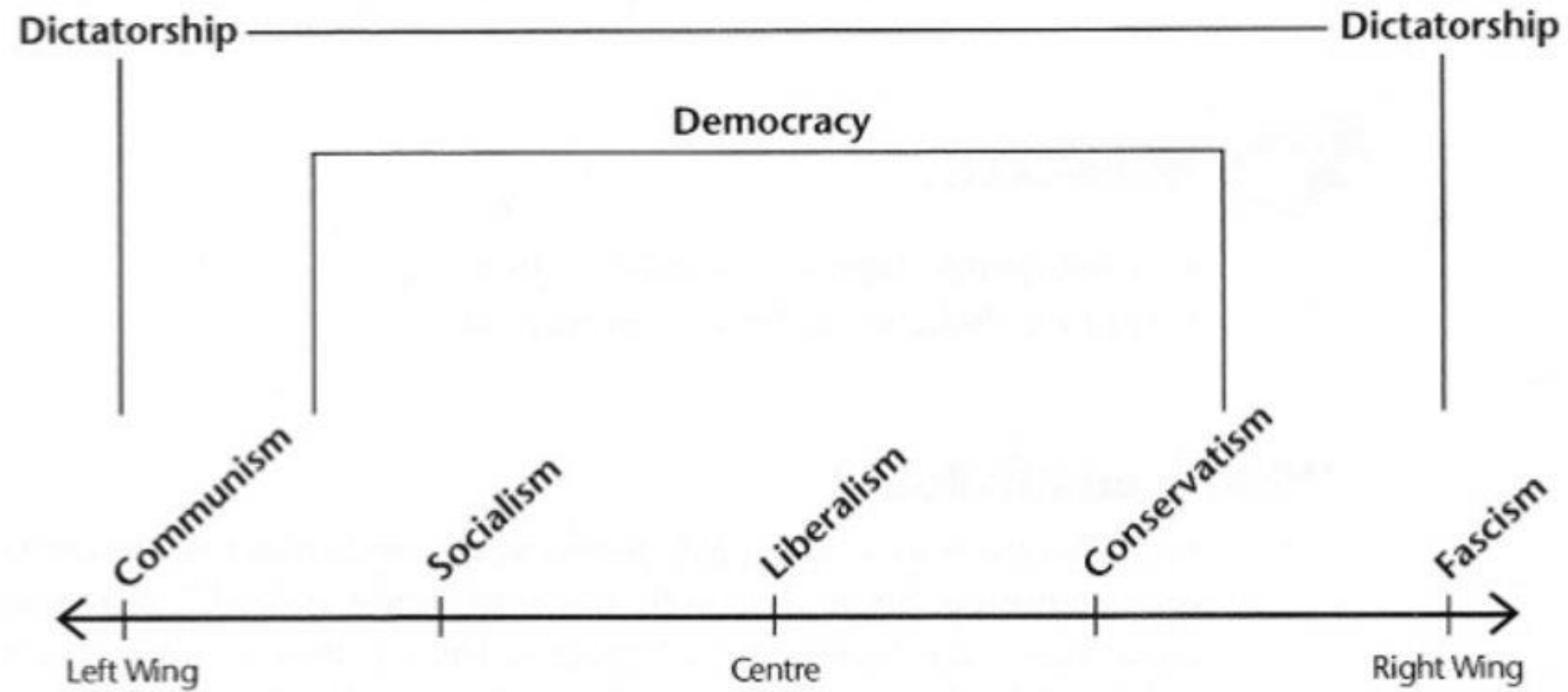
Fascism in Italy- Benito Mussolini

- After serving in the Italian army during WWI, Mussolini returned home, looking for a way to unify the Italian people.
- In 1918, he began to deliver emotional speeches, calling for a dictator to head the country.
- He argued that only a strong leader could unite the people to:
 - overcome Italy's postwar mass unemployment
 - chaotic political party conflicts
 - and strikes by socialists and communists.



Definition of Fascism

- Fascism arose in Europe after World War I when many people yearned for national unity and strong leadership.
- **Definition of Fascism:**
 - a political philosophy, movement, or regime that exalts nation and often race above the individual and that stands for:
 - a centralized autocratic government headed by a dictatorial leader
 - severe economic and social regimentation
 - and forcible suppression of opposition



Fascism in Italy

- In 1919, Mussolini organized his fascist movement in the northern city of Milan.
- His “Blackshirts” beat up socialists and communists and threw them out of local governments.
- The communist revolution in Russia had taken place only two years earlier.
- gained the support of anti-communist business people, property owners, and middle-class professionals like teachers and doctors.
- In 1921, Mussolini formed the National Fascist Party.

Mussolini in Power

- After organized marches and protests, Mussolini urged King of the Italian kingdom to resign.
- The king gave in, and at age 39, Mussolini became Italy's youngest prime minister on October 29, 1922.
- He would go on to become **Il Duce**, (the Leader) , the Fascist dictator of Italy
- His ultimate goal was to re-create a new Roman Empire



Fascism and the Rise of the Nazi Party



Assignment!

- In your table groups, you will work to complete a poster depicting one of the elements of Mussolini's Fascist Italy.

- **It must include:**

- Information about the element of Mussolini's Fascism (**What is it? How was it use? Why?**)
- How it impacted Italy during his reign.
- Some sort of quote (primary or secondary)
- **Images** to help illustrate the idea!

February 14, 2020

Feel Good Fact: Captain Crunch's first name is Horatio.

- **Turn in:** Nothing
- **Do Now:** Grab your group's poster!
- **Objective:** Examine Italy under Mussolini



Assignment!- 15ish minutes to finish!

- In your table groups, you will work to complete a poster depicting one of the elements of Mussolini's Fascist Italy.

- **It must include:**

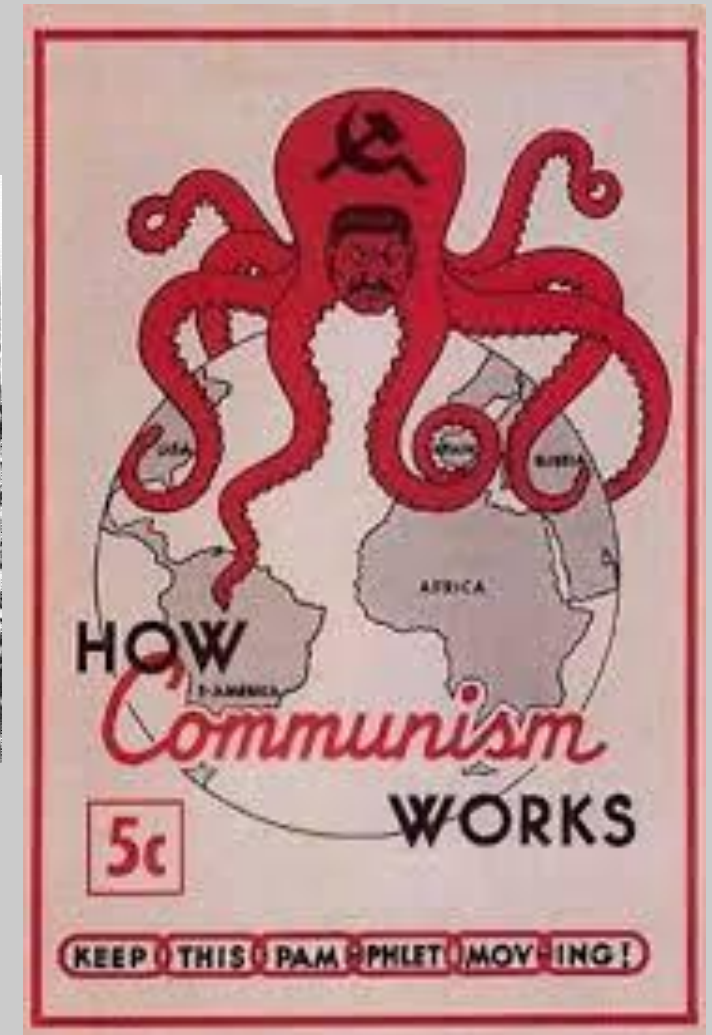
- Information about the element of Mussolini's Fascism (**What is it? How was it use? Why?**)
- How it impacted Italy during his reign.
- Some sort of quote (primary or secondary)
- **Images** to help illustrate the idea!

Jigsaw Time!

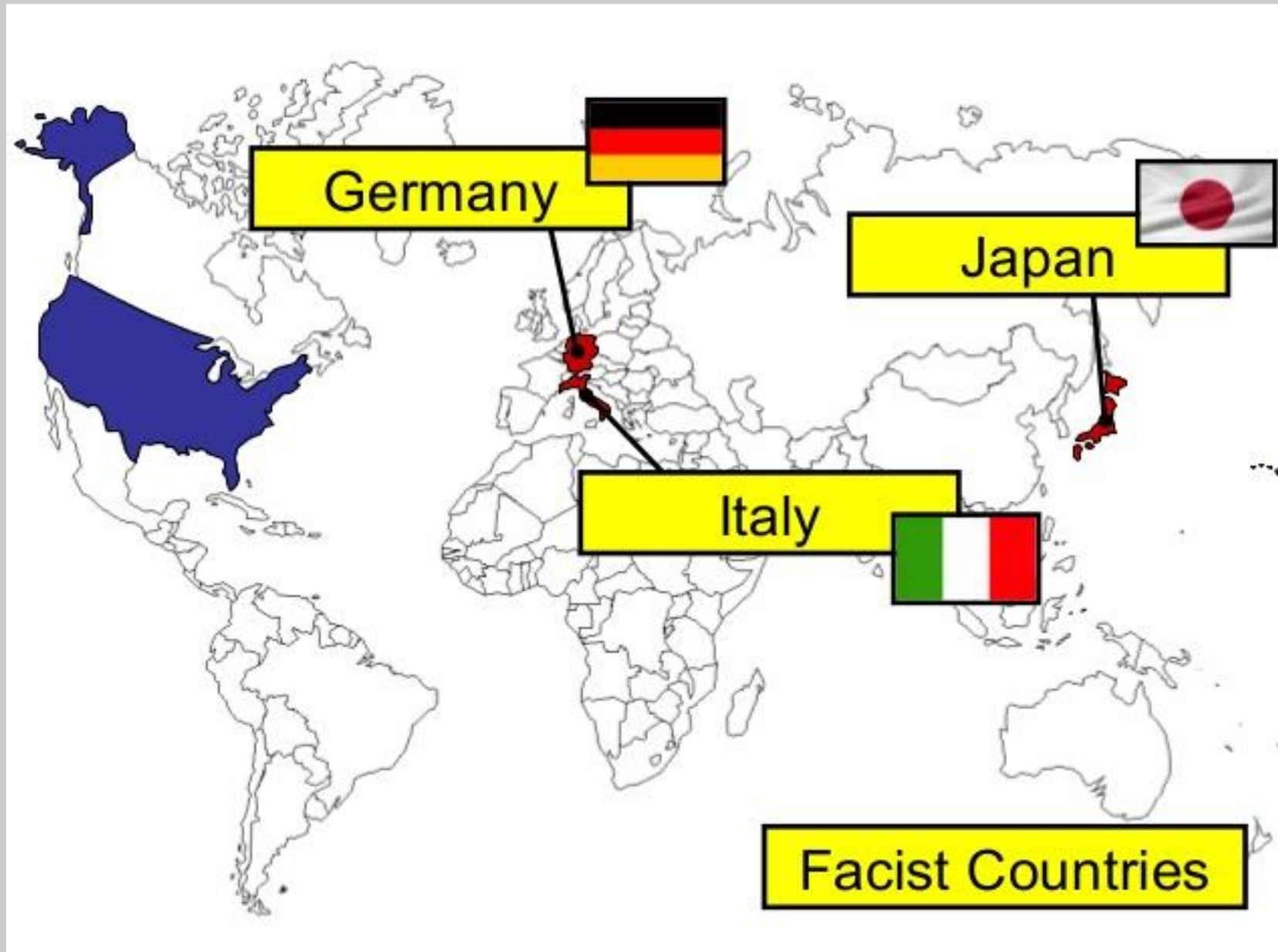
1. Clear desks of everything except for your beautiful posters.
2. There are 5 different topics that you need to get information on! You will go around the room to the different posters and take a couple notes on each topic!
3. We will spend about two minutes per poster rotation!

Why Fascism in Europe after WWI?

-
- Chaos
- Instability
- Fear
- Revolutions
- Distrust
- Fear of the "other"

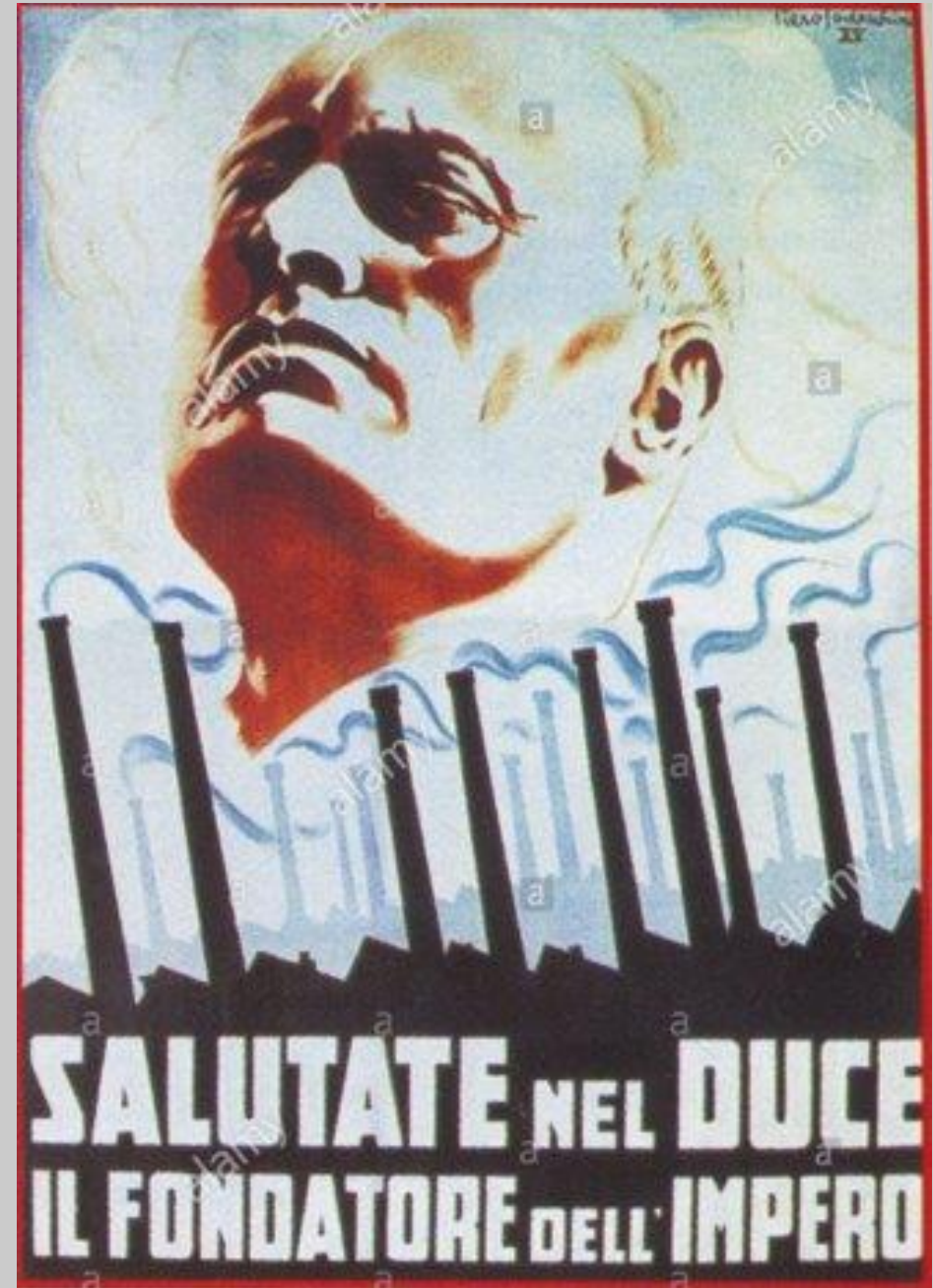


Why Fascism in Europe after WWI?



Mussolini in Power

- Fascism= EXTREME nationalism
- Promoting economic self-sustainability
- Violence, terror, and anti-socialist/communist ideology- never as effective as Germany
- Propaganda to promote fascism
- Improvements for women- Goal of childbearing- "Mother and Child" holiday
- Promotion of Catholicism in schools- preparation for military
 - Young Fascist youth groups











Reflection:

- What is the role of violence and terror under Communism v Fascism?
- How do you think we will see it play out in Nazi Germany?