

Grade Seven Unit 3 Task 2: Dictators, WWII, and the Fall of Empires

Essential Questions: How does power impact society?

Suggested Pacing: 25 days



Background:

Last topic, students learned about the causes and effects of imperialism, specifically through the lens of the British Empire. Students were able to understand the reasons for expansion, but also how that expansion influenced the nations being expanded upon. This will be valuable background for this next topic, as students explore how imperialism led to the bloodiest war in history, and the rise of dictators who wielded their power with impunity, and how this abuse of power eventually led to the fall of empires and the decline of imperialism.

Task: With the British Empire in mind, as well as the elements students have learned about dictators and other empires during World War II, students will write an essay in which they analyze and evaluate the impact dictators had on WWII.

Social Studies Skills Introduced Through this Task:

- SS.6-7.GEO.1: Construct and use a variety of maps to support spatial concepts and ideas. (6-7.1-2, 8.1)
- SS.6-7.HIS.1: Explain how people, events and developments can influence, affect and impact a place or region. (6-8.1, 8.1-2)
- SS.6-7.HIS.3: Select, evaluate, and use different sources to learn about the past. (8.6-8)
- SS.6-7.HIS.4: Develop and explain causes and effects of events in the past. (8.9-10)
- SS.6-7.CVC.1: Explain and draw conclusions about why, how and for whom governments are formed. (6-7.1, 8.1)
- SS.6-7.CVC.2 Analyze the ideas and principles of governments and their influence in social change. (6-7.2-3, 8.2, 4)

Purpose: Students will explore World War II through a lens of Imperialism and the dictators and their motivations and how this resulted in a new world post-war.

Throughout this task, pair with myWorld:

Chapter Connections to be used and added as needed.

Academic Vocabulary	
Dictator Censorship Propaganda Imperialism Empire Communism Fascism Nazism	Holocaust Cult of Personality Soviet Union Totalitarianism Authoritarian Alliances Militarism

Getting Started:

What is a dictator? And do they still exist? On a piece of chart paper, write the word “dictator” and ask students to come up with ideas about what the term means and what qualities a dictator might have. Create a concept map with the word at the center surrounded by students’ ideas. Lead them to the definition that a dictator is someone with absolute power over a country or area and who has gained their power by force.

Next, have students explore the center on a modern dictator, Kim Jong Un.

<p>Center: Modern Dictator</p>	<p>Articles:</p> <ul style="list-style-type: none"> • Who is Kim Jong Un? • Life Under Kim Jong Un in North Korea <p>Videos:</p> <ul style="list-style-type: none"> • All About North Korea • CNN: Kim Jong Un <p>Map:</p> <ul style="list-style-type: none"> • North Korea 	<ul style="list-style-type: none"> • What are the similarities and differences between Kim Jong Un’s regime and the British Empire? • How do you see imperialism’s influence in Kim Jong Un’s regime? • What are the ways in which we could tell Kim Jong Un has become a dictator? • How do you see dictatorship affecting human rights?
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Students should take notes in their Social Studies notebooks and be prepared to go back to their definition of dictator and add to it based on the information they gain in the center.

After clarifying their definition of dictator, students should reflect in their notebooks about the following:

- What impact does a dictator have on the world around them and the people who live under them?

Making Meaning:

Students will do a close reading of the article [“The Rise of European Dictators.”](#) This article contains key vocabulary for the unit, as well as an overview of how dictators became popular in Europe around the

time of World War II. Students will annotate the text and answer guiding questions in their Social Studies notebooks (Guiding questions are below in the box).

Opportunity to Assess Journal Writing

In their social studies journals, have students write down their thoughts about the following questions.

- What led to the rise of dictators?
- What is the connection between imperialism and dictatorships?

Investigation:

Students will engage in group centers on dictatorships and World War II. They will explore different dynamics of dictatorships and how they interconnect with World War II.

Type of Center	myWorld	Additional Resources	Guiding Questions
Center 1: World War II and the Holocaust	<ul style="list-style-type: none"> ● Connections Made as Needed based on MyWorld 	<p>Articles:</p> <ul style="list-style-type: none"> ● 10 Facts About World War II ● Brittanica Kids ● The Holocaust <p>Videos:</p> <ul style="list-style-type: none"> ● Brief Overview of WWII ● WWII Explained <p>Images:</p> <ul style="list-style-type: none"> ● World War II images <p>Maps:</p> <ul style="list-style-type: none"> ● WWII - Europe 	<ul style="list-style-type: none"> ● What led to the start of World War II and why did it continue? ● Why did the U.S. enter the war? ● How does imperialism connect to World War II?
Center 2: Joseph Stalin and Empire		<p>Articles:</p> <ul style="list-style-type: none"> ● World Leaders: Joseph Stalin ● History of the Soviet Union ● Who is Joseph Stalin - DK ● Joseph Stalin - Brittanica Kids <p>Maps:</p> <ul style="list-style-type: none"> ● Soviet Republics ● The Iron Curtain <p>Images:</p> <ul style="list-style-type: none"> ● Stalin Images 	<ul style="list-style-type: none"> ● How do you see elements of expansionism in Britain’s Empire? ● What was Stalin’s goal for expansion of the Soviet Union? ● What was the “Iron Curtain”? Why was it significant in Europe?

		<p>Videos:</p> <ul style="list-style-type: none"> ● Stalin's Expansion in Eastern Europe ● Who is Joseph Stalin - BIO <p>Political Cartoons:</p> <ul style="list-style-type: none"> ● Stalin: Ban Insults Cartoon ● Totalitarian Cartoon ● The Cold War Begins <p>Primary Document</p> <ul style="list-style-type: none"> ● British News Reel 	<ul style="list-style-type: none"> ● What was the difference between a Soviet Satellite State and a Soviet Republic? ● What was the purpose of Stalin's "buffer" in Eastern Europe? ● How does Soviet expansion relate to what is happening in the Ukraine today?
<p>Center 3: Adolph Hitler</p>		<p>Articles:</p> <ul style="list-style-type: none"> ● World Leaders: Adolf Hitler ● Storm Troopers, Elite Guards, and Secret Police: Transforming Germany in the 1930s <p>Videos:</p> <ul style="list-style-type: none"> ● Biography of Hitler ● What Was the Holocaust? <p>Images:</p> <ul style="list-style-type: none"> ● Images: Adolph Hitler <p>Map:</p> <ul style="list-style-type: none"> ● Germany 	<ul style="list-style-type: none"> ● How does the cult of personality help enforce a dictator's rule? ● How do you think Hitler was able to gain so much power based on the sources? ● What is the connection between a powerful leader and an empire?
<p>Center 4: Mussolini and Propaganda</p>		<p>Articles</p> <ul style="list-style-type: none"> ● Who is Mussolini? ● DK - Who is Mussolini ● Italy's Fascist Era <p>Videos</p> <ul style="list-style-type: none"> ● Mussolini speaking ● Mussolini <p>Images:</p> <ul style="list-style-type: none"> ● Benito Mussolini <p>Map:</p> <ul style="list-style-type: none"> ● Italy during WWII 	<ul style="list-style-type: none"> ● What sort of propaganda did the British Empire use? ● How does propaganda enforce dictatorships? ● How do you see imperialism as an inspiration for Mussolini?

Opportunity to Assess Journal Writing

Students will be responding to the guiding questions in their social studies journals at each center.

Create/Produce:

Students will produce a CER essay on dictators during World War II. They should address the following question:

- How does a dictator's use of power impact their society?

Communicate/Present:

Students will participate in peer feedback sessions on their CER essays. They will follow a [protocol](#) that guides them through questions to ask and what to look for when reading someone else's paper.

They will then revise their work and share their revisions with their partner based on the feedback they received.

Reflection:

Students will use the insight gained from their peers and their own thoughts to reflect on the following questions:

- What did this task show you about how nations could use power to influence people?
- In your opinion, when can someone's power go too far?

Giving Feedback To Your Peers	
<small>When you sit down in a small group to view and listen to a peer's work, consider giving some feedback in one of these four areas.</small>	
<p>What I really liked about your work was</p> 	<p>Your work made me think about</p> 
<small>Be specific! Talk about something that you saw or heard that was particularly interesting or insightful.</small>	<small>Be specific! When you reference a connection, explain and describe that connection and why it matters.</small>
<p>I was thinking about _____ from our centers when I viewed/listened to your work because ...</p> 	<p>When you discussed _____, what other details do you think would be useful to readers?</p> 
<small>Be specific! Quote or paraphrase the information from the center and explain how it connected for you.</small>	<small>When you ask this question, provide some detail about what exactly the author said and where it appears in their work.</small>