



Marietta City Schools
2025–2026 District Unit Planner

IB 20th Century History

Unit Title/ Topic	Unit 2: Authoritarian States (Hitler)	Hours	20.5 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Unit Description and texts

This topic explores the rise to power, consolidation, and impact of authoritarian leaders in the 20th century, with a particular emphasis on the rise of Adolf Hitler and the Nazi Party in post-WWI Germany. The emphasis is on understanding both individual leadership and broader structural conditions that made authoritarian regimes possible.

All texts can be found on the detailed planning document linked in the Resources section at the end of this planner.

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills: Historical argumentation Use of specific evidence and vocabulary in writing Awareness and evaluation of multiple perspectives</p> <p>Details: Students will be able to apply their learning from this unit to an evaluation of history that helps prepare them for writing the external assessment, Internal Assessment in IB History , and the Paper 2 Essay. Students will use their knowledge from this unit to answer a prompt that uses the same command terms on the IB Exam.</p>	<p>Category: Collaboration</p> <p>Details: Students will have multiple opportunities to collaborate during this unit. They will be presenting in class, researching claims, evidence and reasoning, as well as writing multiple times.</p> <p>Some of the opportunities for collaboration include...</p> <ul style="list-style-type: none"> ● Working together to recreate and simulate the perspectives presented during the Paris Peace Conference, which led to the creation of the Treaty of Versailles ● Taking on a role of an individual during the Weimar Republic, and then discussing with other students the reasons why the Nazi Party platform was appealing to many different kinds of people ● Collaborating to present ideas to the rest of the class on how the Nazi's <i>Gleichschaltung</i> impacted different areas of German life
Content/skills/concepts	Learning process

<p><u>Students will know the following content:</u> Emergence: <i>Conditions</i> in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system...<i>Methods</i> used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda Consolidation and Maintenance: Use of legal methods; use of force; charismatic leadership; dissemination of propaganda; nature, extent, and treatment of opposition; the impact of the success and/or failure of foreign policy on the maintenance of power Aims and Results of Policies: Domestic economic, political, cultural and social policies; the impact of policies on women and minorities; authoritarian control and the extent to which it was achieved</p> <p><u>Students will develop the following skills:</u> Crafting a historical research question Developing historical argumentation Knowing and using specific vocabulary to support a claim Building analysis to connect vocabulary with a claim Recognizing and evaluating multiple perspectives</p> <p><u>Students will grasp the following concepts:</u> How do weak political systems enable authoritarianism? What role do economic crises play in a leader's rise? Why is ideology important in attracting support? How does propaganda help movements gain power? What is the impact of violence and intimidation? How do elites and institutions support authoritarian leaders? Which matters more: leader qualities or structural factors?</p>	<p>PowerPoint lecture/notes:</p> <ul style="list-style-type: none"> ● Long term causes of the Rwandan Civil War ● Narrative of events from the end of the Rwandan Civil War to the beginning of the genocide ● Effects of the Rwandan Genocide - political, social, cultural <p>Small Group Debates and Activities</p> <ul style="list-style-type: none"> ● The Paris Peace Conference simulation → creating the Treaty of Versailles ● Personality perspectives during the Weimar Republic ● <i>Gleichschaltung</i> - Impacts on German life during the Nazi's takeover ● Hitler's foreign policy activity <p>Document Analysis:</p> <ul style="list-style-type: none"> ● Conditions during the Weimar Republic ● Nazi visual and written propaganda <p>Assessments</p> <ul style="list-style-type: none"> ● Formative writing samples ● Unit vocabulary matching quiz ● Modified Paper 2 summative essay 	
Language and Learning	TOK Connections	CAS connections
<p>Demonstrating Proficiency</p> <p>Details: Students will have multiple ways to show proficiency in their ability to use the terminology of history correctly and within context. Students will build upon preexisting writing and communication skills. Students will need scaffolding for thesis statements, specific evidence and analysis.</p>	<p>Personal and shared knowledge Ways of knowing Areas of knowledge The knowledge framework <i>(Keep those used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)</i></p>	<p>Creativity Action Service <i>(Keep those used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)</i></p> <p>Details: Students will demonstrate understanding of <i>Gleichschaltung's</i> impact on Germany by creating a</p>

	Details: Students will examine “To what extent can we trust historical accounts of authoritarian leaders’ rise to power, given the influence of propaganda and bias?”	product that showcases change on a particular part of German life.
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Essential Understandings and Questions

Factual: What methods did the Nazi Party use to consolidate power between 1933 and 1934?

Conceptual: Why do authoritarian states rely on propaganda to maintain control?

Debatable: Was ideology or circumstance more important in explaining the rise of Nazi rule?

Common Assessment Tasks
List of formative and summative assessments.

DP Assessments	<p>Assessment Objectives</p> <p>Students will understand the emergence, consolidation and maintenance of power, and the aims and results of policies of Adolf Hitler’s Nazi authoritarian regime in order to successfully write a Paper 2 style essay</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Topic</th> <th style="text-align: left;">Prescribed content</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Emergence of authoritarian states</td> <td> <ul style="list-style-type: none"> • Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system • Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda </td> </tr> <tr> <td style="vertical-align: top;">Consolidation and maintenance of power</td> <td> <ul style="list-style-type: none"> • Use of legal methods; use of force; charismatic leadership; dissemination of propaganda • Nature, extent and treatment of opposition • The impact of the success and/or failure of foreign policy on the maintenance of power </td> </tr> <tr> <td style="vertical-align: top;">Aims and results of policies</td> <td> <ul style="list-style-type: none"> • Aims and impact of domestic economic, political, cultural and social policies • The impact of policies on women and minorities • Authoritarian control and the extent to which it was achieved </td> </tr> </tbody> </table>	Topic	Prescribed content	Emergence of authoritarian states	<ul style="list-style-type: none"> • Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system • Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda 	Consolidation and maintenance of power	<ul style="list-style-type: none"> • Use of legal methods; use of force; charismatic leadership; dissemination of propaganda • Nature, extent and treatment of opposition • The impact of the success and/or failure of foreign policy on the maintenance of power 	Aims and results of policies	<ul style="list-style-type: none"> • Aims and impact of domestic economic, political, cultural and social policies • The impact of policies on women and minorities • Authoritarian control and the extent to which it was achieved 	Formative Assessments	<p>CER Responses</p> <p>Students will have short, paragraph-style writing assignments from current content to mirror correct writing structure for essays</p> <p>ID Quiz</p> <p>Students will complete a vocabulary matching quiz to assess understanding of unit terminology</p> <p>Notes Packets</p> <p>Students will complete a unit notes packet that is structured to mirror the IB unit standards</p> <p>One-Pagers</p> <p>Students will complete a one-pager that outlines the possible Paper 2 essay questions at the end of the unit; one-pagers ask for an argument, key terms, and a multiple perspective per prompt</p>	Summative Assessments	<p>Paper 2 Summative Essay</p> <p>Students will write a Paper 2 style essay and will be scored on the linked rubric below</p> <p style="text-align: center;">Paper 2 Rubric</p>
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Learning Experiences		
Add additional rows below as needed.		
Topic or Content	Learning Experiences	Personalized Learning and Differentiation
Hitler's Emergence → Conditions	<p>Weaknesses of the Weimar</p> <ul style="list-style-type: none"> • Perspectives inside of the Weimar Republic and posted around the classroom and in the hallway • Perspectives are sorted into political conditions, social conditions, economic conditions, and cultural conditions • Students are given a question sheet and rotate throughout the gallery walk looking for ideas on the sources that they questions prompt them to consider • Class ends with a socratic seminar revolving around the question → “why was the Weimar Republic doomed to fail in Germany?” 	A gallery walk provides differentiation by allowing students to engage with content at their own pace, choose entry points based on their readiness and interests, and interact with material through multiple modalities—visual, written, and discussion-based.
Hitler's Consolidation and Maintenance → <i>Gleichschaltung</i>	<p>The People's Court Activity</p> <ul style="list-style-type: none"> • Students are first given a biography to portray during the discussions of mass societal change during the period of <i>Gleichschaltung</i>. • Students are sorted into appropriate groups depending on their biography - they are prompted to create a short presentation on the changes to their social class during this period • Groups present before a panel of judges to determine which elements of society will be best poised to provide resistance to Hitler's regime 	This activity provides differentiation by assigning varied biographies that reflect different social, political, and cultural perspectives, allowing students to engage with content at an appropriate level of complexity while demonstrating understanding through both role-play and presentation.
Content Resources		
<p>Additional supports in this unit should include:</p> <p>Treaty of Versailles - Collaborative Activity Treaty of Versailles - Choices Activity</p>		

[Weimar Republic Personality Profiles](#)

[Weimar Republic Gallery Walk Section Headers](#)

[Weimar Republic Gallery Walk Documents](#)

[Gleichschaltung Reading Notes Page](#)

[Gleichschaltung Social Profiles - Benefits and Drawbacks](#)

[State of Deception - Exploring Nazi Propaganda Activity](#)

[Paper 2 - Hitler Prompts](#)

[Hitler Notes Packet \(for student completion\)](#)

[Hitler Notes \(for student use to help on Notes Packet\)](#)

[Hitler ID List](#)

[Hitler Rise to Power and In Power Timeline](#)

Authoritarian States 2nd Ed. Michael Lynch

<https://4.files.edl.io/741b/05/05/19/200606-ca4f38c0-58f8-48cd-8b26-82b13f9b939c.pdf>

https://www.activehistory.co.uk/Miscellaneous/menus/IB/random_q_generator/

<http://www.islandschoolhistory.com/paper-2-authoritarian-states.html>