|  |  |  |
| --- | --- | --- |
| **TGC Fellow Unit Template \*** | | |
| Prepared by: Katey Zara-Smith School/Location: Eastside High School | | |
| Subject: IB HL Contemporary History Grade: 12 Unit Title: Rise of Authoritarianism Time Needed: 10-12 class periods (50 minutes each) | | |
| Unit Summary:  **\*\*This is an introductory unit that starts of the 2nd half of the IB Contemporary History course. We go into much more detail on each country and their specific situations (including a variety of global perspectives/primary sources) throughout the remainder of the semester\*\***  Students will be learning about the factors that contribute to the rise of 20th century authoritarianism and the way in which the connection between freedom and order can, in extreme forms, prove circular in nature. Specifically they will be addressing the question of ‘How could this happen?’ and the belief that ‘This could never happen today!’ by reading and reflecting on a quote on freedom and order, watching the German film ‘The Wave’ and making connections between the factors that led to the rise of authoritarianism in the 20th century (the countries we cover in this course include Germany, Italy, Japan, Soviet Union, China and Cuba) and the current global prevalence of those same factors through research and investigation. Students will answer an IB Paper 2 question on the factors contributing to the rise of authoritarianism in the 20th century, create a ThingLink detailing the location of current authoritarian governments throughout the world. | | |
| **Stage 1 Desired Results** | | |
| From Florida State Standards in Social Studies  ESTABLISHED GOALS:  SS.912.A.7.12 – analyze political, economic and social concerns that emerged at the end of the 20th c and into the 21st century.  SS.912.C.3.13 – Illustrate examples of how government affects the daily lives of citizens at the local, state and national level  SS.912.C.4.1 – Explain how the world’s nations are governed differently  SS.912.C.4.4 – Compare indicators of democratization in other countries  GLOBAL COMPETENCY:  Weigh perspectives  Investigate world issues  Take action | ***Transfer*** | |
| *Students will be able to independently use their learning to…(real world purpose)*  T1: Investigate the world beyond their immediate environment  T2: Recognize perspectives  T3: Take action | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  U1: Conflict arose from the extreme forms of both freedom and order  U2: Members of different cultures may have different perspectives, but can share a common ideology  U3: There are various global perspectives surrounding the effectiveness of authoritarian governments | ESSENTIAL QUESTIONS  E1: What characteristics do various countries share that allow for the rise of authoritarianism?  E2: What ‘freedoms’ destroyed order and brought chaos (political, economic, social)?  E3: What ‘freedoms’ became limited by the subsequent need for order following the chaos?  E4: Are there times when might authoritarianism be viewed a positive governmental option?  E5: What can be done to encourage and protect political freedoms worldwide? |
| ***Acquisition*** | |
| *Students will know… (Content)*  K1: Similarities in the rise of authoritarianism among various countries  K2: Specific factors contributing to the rise of authoritarianism  K3: That these factors are still prevalent in many parts of the world today and could lead to the rise of new authoritarian regimes  K4: That there are varying perspectives on the merits of authoritarianism and democracy  K5: That there are global organizations designed to both protect and limit political participation | *Students will be able to… (Skills)*  S1: Analyze various sources  S2: Investigate a global issue  S3: Raise awareness about a global issue with thoughtful and globally engaged language |
| **Stage 2 - Evidence** | | |
| **Assessment** | **Evaluation Criteria (Learning Target or Student Will Be Able To)** | |
| Assessments **FOR** Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)   1. Written response to quote on freedom and order 2. Observation of class participation within discussion groups of varying perspectives on authoritarianism and submission of POVL assignment 3. Completion of ‘*The Wave*’ movie assignment 4. Take action   **Extension Note:**  **Guest speaker, university visit or Skype session with an individual having direct experience with an authoritarian government to be incorporated during the second semester of my course as an extension. This unit is the introduction, with three additional units covering country case studies. There will be a great deal of carry over and increased opportunity for interaction and engagement as we cover specific details.** | 1. Students will understand the factors that contribute to the rise of an authoritarian government and recognize the connection between stability and chaos within these factors (EQ1, EQ2, EQ3) Students will write responses to “what freedoms destroyed order and brought chaos?” and “what chaos brought order and destroyed freedom?” on chart paper to post around the room 2. Students will recognize that there are varying perspectives on both authoritarianism and democracy (EQ4) 3. Students will be able to recognize the factors that contribute to the rise of authoritarianism within the context of a modern school setting; students will be able to make the connect this to both the subtle and obvious ways that a citizenry permits the rise of an authoritarian leader (EQ4) Students will enter their responses into a Google Doc per class period to facilitate discussion 4. Students will be made aware of the existence of global organizations designed to foster political openness and protect political freedoms worldwide, as well as both the value and limitations of such organizations in relation to their overall objectives (EQ5) Students will create a list of global organizations that encourage, support and protect political freedoms, participation and expression. 5. Students will assess options and plan actions based on evidence and potential for impact then act, personally or collaboratively, in creative and ethical ways to contribute to improvement and assess impact of actions taken. (EQ5) Students will not be required to directly contact or support these organizations, the only requirement is that they take action in a way that shows support, solidarity or is an exercise of political openness and freedom. Due to the diverse nature of my students and the fact that many have parents, grandparent or relatives that are either are or have been supportive of authoritarian regimes, I am not asking my students to do anything that would compromise their personal values or principles, only that they demonstrate direct engagement in the global dialogue surrounding political expression. | |
| Assessment **OF** Learning: (ex: performance task, project, final paper)   1. ThingLink on current authoritarian governments 2. Students will write an IB Paper 2-style question that evaluates the factors contributing to the rise of authoritarian governments in the 20thcentury. | 1. Students will be able to identify the nations that currently have an authoritarian-style government and recognize that the same factors that contributed to the historical rise of authoritarianism in the 20th century still exist. Students will map out the world’s current authoritarian governments by geographic location and adding information related to type of government and national demographic information (racial, ethnic, religious, age, gender, economic) to evaluate similarities and differences among both past and current nations with authoritarian regimes 2. Students will demonstrate research skills while finding information for their ThingLink, such as: 3. Evaluating a source in relation to its purpose, origin, value and content 4. Proper citation appropriate to the source 5. Asking good questions (to improve internet search results) 6. Students will demonstrate their ability to coherently express their understanding of the factors that contributed to the rise of 20th century authoritarianism in the format appropriate to an IB Paper 2 | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction (Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*  *Week One:*   1. Define authoritarianism, comparison of democratic and autocratic systems of government 2. Notes on factors contributing to the rise of authoritarianism in the 20th century (use of specific examples foreshadowing what countries will be examined in the case studies – Italy, Germany, Japan, Soviet Union, China, Cuba) 3. Discussion groups on varying perspectives. Articles assigned as homework prior to discussion. Completion of POVL on each source. 4. Watch ‘The Wave’ and respond to discussion questions/prompts in class Google doc (May carry over into Week 2)   *Week Two:*   1. Work with a partner to research information for, and then create, their ThingLink on current authoritarian regimes (completed ThingLinks will be uploaded to the class website by class period) 2. Write IB Paper 2 essay on the factors contributing to the rise of authoritarianism in the 20th century 3. List of organizations that support political openness, participation and freedom of political expression submitted by Google docs. May be done individually or collaboratively. 4. Take action in a way that demonstrates political openness, participation or expression. May be done individually or collaboratively. (May carry over into Week 3)   *\*adapted from Understanding by Design Model* | | |

|  |  |  |
| --- | --- | --- |
| **TGC FELLOWS UBD Lesson Template** | | |
| Lesson Title: Subject: IB HL Contemporary History Prepared by: Kathryn Zara-Smith (Eastside High School)  Materials Needed: Chart paper, markers, access to class website (school-issued MacBooks) for lecture notes, articles  Global Competency: Investigating the world, Recognizing Perspectives | | |
| **W**here is the lesson going?  (Learning Target or SWBAT) | 1. Students will understand the factors that contribute to the rise of an authoritarian government and recognize the connection between stability and chaos within these factors (EQ1, EQ2, EQ3) by listing the major factors that contributed to the rise of global authoritarianism in the 20th century and answering “What ‘freedoms’ can destroy order and bring chaos (political, economic, social)?” and “What ‘freedoms’ can be limited by the subsequent need for order following the chaos?” 2. Students will recognize that there are varying global perspectives on both authoritarianism and democracy (EQ4) by reading three articles offering support (or rationale) for authoritarianism and completing a POVL (purpose, origin, value and limitation) on each source | |
| **H**ook: | | **T**ailored Differentiation: |
| Students will come in to find their desks arranged in groups of four and a quote relating to “chaos and order” in authoritarian regimes. Based on this quote and previous lecture notes detailing the factors that contributed to the global rise of authoritarianism in the 20th century, groups create a 3-column chart (see questions in SWBAT above) on chart paper to hang around the room. Each group is then asked to share at least one of their responses from each question column.  Following a discussion of various freedoms and their limitations, students work in same groups to discuss differing perspectives presented in the homework articles. Groups must submit their written POVL responses for a grade (may be submitted individually or collaboratively). | | 1. Partner students with varied abilities 2. Permit student access to, and use of, previous lecture notes and reading assignments on class website for those students who need further assistance (accessed through student MacBooks) 3. Responses will vary by group on both parts of the assignment (quote and perspective articles) |
| **E**quip: | |
| Students will read and respond to one quote using chart paper, with final responses posted around the room. Students will access three articles (to have been read for homework) on the class website that give insight into why individuals and societies may prefer an authoritarian regime to one that is democratic. Two are short articles and the third is a book excerpt that reinforce the factors discussed in the previous day’s lecture notes. | |
| **Rethink and revise:** | |
| This is a difficult topic for students (and teachers!) to approach objectively as the principles of democracy serve as the foundation of our nation. Those who permit, support or fight for an authoritarian regime are often demonized as evil or ignorant, or both. I want to ensure that students truly understand that while the merits of a liberal democracy seem to us to be self-evident, there are circumstances in which the order and stability brought by an authoritarian government appear preferable, particularly when certain factors are present. An extension to this lesson would be to bring in a guest speaker, either in person or through Skype, who can assist in providing a humanizing element to this discussion. Given the current state of world affairs, I believe that offering insight into the humanity of the situation and having an honest discussion of the topic will serve to deepen student knowledge and foster empathy and understanding. | |
| **Evaluate:** | |
| * Responses to both the quote and article prompts will be evaluated based on participation within group, completion of the assigned prompt/POVL and sharing response with classmates | |
| **Resources**:   1. **Francis Schaeffer quote** - “*When freedom destroys order, the yearning for order will destroy freedom. At that point the words left or right will make no difference. They are only two roads to the same end. There is no difference between the authoritarian government from the right or the left: the results are the same. An elite, an authoritarian as such, will gradually force form on society so that it will not go on to chaos. And most people will accept it – from the desire for personal peace and affluence, from apathy, and from the yearning for order to assure the functioning of some political system, business and the affairs of daily life. That is just what Rome did with Caesar Augustus.*” 2. **Article #1**: Bornstein, Julia. “Majority of Eastern Germans Feel Life Better under Communism”. July 2009. Spiegel. (November 2016) [www.spiegel.de](http://www.spiegel.de) 3. **Article #2**: Hosking, Geoffrey. “Why are Russians attracted to strong leaders?” May 2012. Oxford University Press blog (November 2016) blog.oup.com/2012/05/Russia-putin-elections-power/ 4. **Article #3**: Samuel Huntington. “Democracy for the Long Haul”. *Consolidating the Third Wave Democracies*. Johns Hopkins University Press, 1997. (November 2016) | |
| **O**rganization: |
| * Have quote on Smartboard prior to student arrival to class * Have seating arranged before students arrive (name cards will be placed on desks between each class period) * Have chart paper and markers in a central location so they are easily available for each group |