Communism Vs. Fascism

## Goals & Objectives

Students will learn about Fascism and Communism and will be able to compare and contrast the two types of regimes.

## California State Content Standard/Common Core Standard

###### 10.7 Students analyze the rise of totalitarian governments after World War I.

1. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

Common Core:

CCSS Literacy Reading 9-10. 4. Determine the meaning of the words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

### Lesson Introduction (Hook/Access Prior Knowledge)

Students will be handed a short questionnaire entitled “Who Is the Supporter” when they enter class and asked to fill it in with the best of their knowledge. The questioner has 8 statements; the students will read the statements carefully and will decide if the statement would be reflective of someone who supports Fascism or Communism. Some statements could be supported by both Fascist and Communist. Students will indicate their choice by writing F, C or both F and C in the blank. The questionnaire is double sided with the same statements on both sides of the paper. Students will fill in the front statements at the beginning of the class and the back statements at the end of the class session. This will not only access prior knowledge but will get students engaged into thinking about the differences and similarities between Communism and Fascism.

### Vocabulary (Content Language Development)

The key vocabulary for this lesson will be introduced in video presented to the students. The guided notes given to the students will highlight the key vocabulary of the chapter.

Fascism

Nazi

Communism

Socialism

### Content Delivery (Method of Instruction)

A short 8-10 minute video will be show to the students introducing the concepts of Communism and Fascism. Guided notes will accompany the video in order to help students find the important concepts as well as help them in their group discussion following the video.

### Student Engagement & Critical Thinking (Student Activities)

After watching the video and completed the guided notes, the teacher will group the students into groups of two. The teacher will then hand out a Venn diagram comparing and contrasting Communism and Fascism. In their Pair Talk groups the students will work together discussing the similarities between both forms of government. The teacher will not collect the Venn diagrams but the students are encouraged to fill in them in as it will help them organize their ideas in a clear manner. However, the students will not be told that the Venn diagrams will not be collected because if told so, the diagram will most likely not be completed and would be disregarded. After 10-15 minutes each pair will join up with another pair in order to explain and compare their ideas on the differences and similarities between Communism and Fascism. After the pair talk the class will reassemble and have a short Free Discussion comparing and contrasting Communism and Fascism.

### Demonstrated Learning (Formative & Summative Assessments)

Formative: As discussion progresses, the teacher will walk around and listen closely to the student pairs and asses their level of understanding of their task. The teacher will also check up on the Venn diagrams the students are filling in.

Summative: The teacher will assess the “Who Is the Supporter” questioner and compare the front answers to the back answers. The teacher expects there to be many more incorrect answers on the front of the worksheet compared to the back.

### Lesson Closure

The teacher will then tell the students to turn their questioner from the beginning of class over and answer the 8 statements again. The students should have a more complete understanding and be better prepared to answer the questions correctly. The students will turn in the questioner before they leave class. In the final minutes of class the teacher will quickly show a couple of pictures, posters, and signs on the internet that show United States political figures being labeled as either Communist or Fascist. The teacher will make the connection that these words are thrown around in the political arena carelessly and with little or no merit. The teacher will tell the students that now they are better able to judge whether or not this word is being used appropriately or merely exaggerations used to evoke a public response.

Accommodations for English Learners, Struggling Readers and Students with Special Needs

 The guided notes as well as the Venn diagram will help English Learners, striving readers, and students with special needs organize the information of the lesson. Accommodations will be made to these students by being placed in a group with a native speaker as well.