

Power Trip

Rise of World War II Dictators

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Grade Level	11th Grade
Subject	Social Studies
Course	U.S. History

Essential Question

What caused World War II? What conditions enable leaders to take too much power?

Summary

This lesson provides context for events leading up to World War II by focusing on the leadership of four dictators: Hitler, Mussolini, Stalin, and Tojo. Students will evaluate how these four leaders contributed to the causes of the war and will later determine what enables leaders to obtain too much power. Before starting "Power Trip," consider teaching this other LEARN lesson: "How Powerful Is Too Powerful?"

Snapshot

Engage

Students answer the question “What do people look for in a leader when times are tough?” and participate in a Stand Up, Sit Down instructional strategy to create a comprehensive list of ideas.

Explore

Students watch the video “The Gathering Storm” and complete an I Notice, I Wonder activity.

Explain

Students work in groups to research Stalin, Hitler, Mussolini, and Tojo. They fill out a graphic organizer with information on each leader and answer the first essential question: “What caused World War II?”

Extend

Students define *democracy* and *dictatorship*. Then, they determine whether three modern leaders are in a democracy or dictatorship. They compare and contrast a World War II leader with a modern leader.

Evaluate

Students reevaluate the list of leader characteristics from the beginning of the lesson on Day 1 and answer the second essential question: “What conditions allow leaders to take too much power?”

Standards

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.5: The student will analyze the United States role in international affairs by examining the major causes, events and effects of the nation's involvement in World War II, 1933 to 1946.

Attachments

- Comparing Leaders T-Chart—Power Trip - Spanish.docx
- Comparing Leaders T-Chart—Power Trip - Spanish.pdf
- Comparing Leaders T-Chart—Power Trip.docx
- Comparing Leaders T-Chart—Power Trip.pdf
- Hitler Passage—Power Trip - Spanish.docx
- Hitler Passage—Power Trip - Spanish.pdf
- Hitler Passage—Power Trip.docx
- Hitler Passage—Power Trip.pdf
- I Notice I Wonder—Power Trip - Spanish.docx
- I Notice I Wonder—Power Trip - Spanish.pdf
- I Notice I Wonder—Power Trip.docx
- I Notice I Wonder—Power Trip.pdf
- Mussolini Passage—Power Trip - Spanish.docx
- Mussolini Passage—Power Trip - Spanish.pdf
- Mussolini Passage—Power Trip.docx
- Mussolini Passage—Power Trip.pdf
- Power Trip Lesson Slides.pptx
- Stalin Passage—Power Trip - Spanish.docx
- Stalin Passage—Power Trip - Spanish.pdf
- Stalin Passage—Power Trip.docx
- Stalin Passage—Power Trip.pdf
- Tojo Passage—Power Trip - Spanish.docx
- Tojo Passage—Power Trip - Spanish.pdf
- Tojo Passage—Power Trip.docx
- Tojo Passage—Power Trip.pdf
- World War ll Leaders Graphic Organizer—Power Trip - Spanish.docx
- World War ll Leaders Graphic Organizer—Power Trip - Spanish.pdf
- World War ll Leaders Graphic Organizer—Power Trip.docx
- World War ll Leaders Graphic Organizer—Power Trip.pdf

Materials

- Lesson Slides (attached)
- I Notice, I Wonder handout (attached, one per student)
- World War ll Leaders Graphic Organizer handout (attached, one per student)
- Stalin Passage (attached, one per student in group)
- Hitler Passage (attached, one per student in group)
- Mussolini Passage (attached, one per student in group)
- Tojo Passage (attached, one per student in group)
- Comparing Leaders T-Chart (attached, one per student)
- Blank paper or notebook paper (2 per student)
- 3 index cards
- Chart paper (optional)
- Markers (optional)

15 minutes

Engage

Teacher's Note: Lesson Options

Consider teaching "How Powerful Is Too Powerful?" prior to starting Power Trip.

Introduce the lesson using **slide 2** of the attached **Lesson Slides**.

Display **slide 3** to share the essential questions and **slide 4** to go over the lesson's learning objectives to the extent you feel necessary.

Display **slide 5** and introduce Stand Up, Sit Down instructional strategy. Give each student a sheet of paper or have them get out a notebook. Ask students:

- What do people look for in a leader when times are tough?

On their sheet of paper have students write down 3 words or short phrases answering the prompt. Give students a few minutes to brainstorm and record their responses.

When time is up, display **slide 6** and go over the directions. Have all students stand up at their desks. Go around the room and ask each student to take turns sharing one item they wrote in response to the prompt. As student's share their responses, record them on the board or chart paper. (This will create a comprehensive list that will be revisited later in Evaluate.) The students who are standing will compare what their peers are sharing and mark off any matching answers on their own paper. Once a student has either shared all their answers or crossed them off, they can sit down. Continue around the room until all students are sitting down.

Teacher's Note

Consider having a student or two help you record what is being shared to help with time.

As a class look over the list you have created. Ask students:

- Do you see any difference in ideas?
- What are common themes?

10 minutes

Explore

Display **slide 7** and go over I Notice, I Wonder instructional strategy. Pass out the **I Notice, I Wonder** handout. Inform students that they will watch the video "The Gathering Storm." As they watch the video they need to record the following:

- 2 events they notice that led up to World War ll
- Any questions or topics they still wonder about

Display **slide 8** and click on the linked image. This will take you to the National WW2 Museum Website. Play the video at the top of the page titled "The Gathering Storm."

Teacher's Note: Video Activity

Consider playing the video more than once if students need more time to record their responses.

After the video, ask for a few volunteers to share what they wrote on their handouts.

Teacher's Note: Additional Context

If needed, provide additional context for events leading up to World War ll to help students understand concepts throughout this lesson. It may be helpful to reference previously taught content and emphasize the impact of global events such as the Great Depression and Treaty of Versailles.

25 minutes

Explain

Display **slide 9** and introduce the Jigsaw instructional strategy. Divide the class into groups of four. Assign each group one of the following four leaders:

- Stalin
- Mussolini
- Hitler
- Tojo

Pass out the **World War ll Leaders Graphic Organizer** handout to each student. Inform students that they will be working as a group to read an article and to fill in the graphic organizer on their assigned leader. Instruct students to look for the following information on their leader:

- Conditions under which they came to power
- Military and territory acquisition
- Methods of maintaining control

Tell students to also record any information they discover over the causes of World War ll.

Pass out the **Stalin Passage** handout, **Hitler Passage** handout, **Mussolini Passage** handout, and **Tojo Passage** handout to each student in the corresponding group. Provide the groups time to read the passage and record their information in the graphic organizer. Encourage your students to discuss the information and work as a group.

Teacher's Note: Grouping Note

Suggest that each member of the group focus on one question while reading the article. Then the group of 4 shares with each other.

After each group has completed their reading and filled in their graphic organizers, which will take approximately 15-20 minutes, display **slide 10**. Have each group choose one spokesperson to share what they recorded about their leader and the causes of World War ll. Once a spokesperson is chosen, ask for volunteers to share first. As each group shares the other groups will record the information in their graphic organizers.

Teacher's Note: Adjusting the Activity

If students are having a hard time recording information as it is being shared by the groups, consider filling out a copy under a document camera or writing student responses on the board.

Once all groups have shared and filled in their graphic organizers display **slide 11** and have students answer the first essential question on their graphic organizer:

- What caused World War ll?

End Day 1 by asking students to think about how they would define democracy and dictatorship. This will be discussed in the next lesson.

End lesson here for Day 1.

35 minutes

Extend

Teacher's Note: Activity Preparation

Prior to starting today's lesson, prepare three index cards. Each car will have one number on it 1-3.

Start this section on Day 2.

Again, display **slide 11** and also **slide 12**, remind students of the essential questions and lesson objectives. Inform students that today you will be focusing on answering the second essential question. Pass out the **Comparing Leaders T-Chart** handout.

Display **slide 13** and introduce the Airplane Landing instructional strategy. Ask the class:

- How would you define *democracy*?

Give students time to think about their answer. Ask for three volunteers to share their definitions. Have each volunteer pick one of the three numbered index cards. Then have each volunteer share their definition in the numerical order of their cards, starting with number one. As each volunteer shares, write their definition on the board or chart paper. Once each volunteer has share, give students time to record their own definition for democracy on their handout. Pick up the three numbered index cards.

Possible Student Responses

Democracy is a system of government where individuals have the right to vote. Elected leaders represent the people in government. In democracy the people are able to elect their leaders, and have other rights like freedom of speech.

Display **slide 14** and ask the class:

- How would you define *dictatorship*?

Give students time to think about their answer. Ask for three new volunteers to share their definitions. Have each volunteer pick one index card. Then have each volunteer share their definition in the numerical order of their cards, starting with number one. As each volunteer shares, write their definition on the board or chart paper. Once each volunteer has shared, give students time to record their own definition for dictatorship on their handout.

Possible Student Responses

Dictatorship is a system of government where one person makes all the decisions. The people are given no decision making power.

Display **slide 15**. Inform students that you will share with them information about modern leaders. Based on what they read they will decide if that leader is in a dictatorship or a democracy. Give each student a sheet of notebook paper or have them flip over their T-chart. Have them number their paper 1-3.

Display **slide 16**. This will first display the words only. Give students time to read information about each of the leaders listed on the slide. Next to each number have students write if they think the leader is in a dictatorship or a democracy. Once each student has recorded their responses, click three more times on the slide to reveal the photos of the leaders.

Display **slide 17** and as a class discuss what students recorded and why they choose their answers.

Teacher's Note: Discussion Guidance

You may choose to discuss discrepancies between the government system of the three countries, and the power that the leaders actually have.

Display **slide 18** and introduce the T-chart instructional strategy. Inform students that they will be comparing and contrasting a leader from World War ll and a modern leader they just analyzed. Go over the directions, instructing students to circle one modern leader and one World War ll leader at the top of their handout. Give students 10-15 minutes to research online for more information about their leaders. Have students cite their sources on the back of the T-chart handout. As students are researching, have them fill out the similarities and differences columns of their T-chart. Once students have completed their T-charts, encourage them to find a partner and discuss what they summarized.

Teacher's Note: Web Inquiry

If time permits, consider showing K20's Searching for Sources Part 1 and Part 2 videos. You can also show hidden slide 19 to provide students with the ACLAP instructional strategy or view ISTEs SEARCHing the internet guidelines.

10 minutes

Evaluate

Teacher's Note: Activity Preparation

Have the list of student-generated leader characteristics from Engage on the first day visible for students to reference.

Remind students of the list of leader characteristics the class made at the beginning of the lesson on Day 1. Ask students:

- What would you add to this list?

As students share, add their responses to the class list.

Display **slide 20** and share the last essential question with the class.

- What conditions enable leaders to take too much power?

Give students time to write the answer to the question at the bottom of their Comparing Leaders T-Chart handout.

Teacher's Note: Evaluating Students

Have students turn in their I Notice, I Wonder handout, World War ll Leaders Graphic Organizer handout, and Comparing Leaders T-Chart handout.

Resources

From the collection to the classroom: Teaching history with the National WWII Museum. The Gathering Storm | From the Collection to the Classroom. (n.d.). Retrieved January 24, 2023, from https://www.ww2classroom.org/?q=node%2F216.

ISTE. (2020 October 23). Media literacy starts with SEARCHing the Internet. Retrieved April 18, 2023, from https://www.iste.org/explore/Digital-and-media-literacy/Media-literacy-starts-with-SEARCHing-the-internet.

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K20 Center. (n.d.). Airplane landing. Strategy. https://learn.k20center.ou.edu/strategy/78

K20 Center. (n.d.). I notice, I wonder. Strategy. https://learn.k20center.ou.edu/strategy/180

K20 Center. (n.d.). Jigsaw. Strategy. https://learn.k20center.ou.edu/strategy/179

K20 Center. (n.d.) Searching for sources. Part One. [Video]. YouTube. https://www.youtube.com/watch?v=E1hNgZGDFwc&list=PL-aUhEQeaZXlD91azYKwX91vNfNKrANsQ&index=16&t=2s

K20 Center. (n.d.). Searching for sources. Part Two. [Video]. YouTube. https://www.youtube.com/watch?v=NKm8-TR0rQw

K20 Center. (n.d.). Stand up, Sit Down. Strategy. https://learn.k20center.ou.edu/strategy/1771

K20 Center. (n.d.). T-chart. Strategies. https://learn.k20center.ou.edu/strategy/86

K20 Center. (n.d.). LEARN | How Powerful Is Too Powerful? Lessons. https://learn.k20center.ou.edu/lesson/345