

Unit Map & Lesson Plan Sequence

9-12 Social Studies Course	Unit (Learning Segment)	# of days	Instructor (Clinical Intern)	Dates
World History	WW2 and the Rise of Fascism	6	Mr. Hylton	9/12-9/18
Unit Objectives (“Students will be able to...”)				
-Know- [Content Goal] How Fascism rose during the mid-twentieth century and how it led WW2.		-Do- [Skill Goal] I.1.1 - Ask questions about how such unimaginable phenomena were able to occur and why it was not stopped within the society.		-Understand- [“Big Picture” Conceptual Goal] The concept societies can get caught up in the momentum of movements and that it is possible to go against the grain in society.
Unit Essential Question (UEQ)	How do atrocities become common?			
Overarching Concepts <i>see NC Standards Unpacking Document</i>	<ul style="list-style-type: none">• Ethnocentrism• Societal Development		<ul style="list-style-type: none">• Nation• Identity• Power• Societal norms	
NC Standards	Interdisciplinary NC Standards <i>Key NCS Objective:</i> <ul style="list-style-type: none">• WH.B.2.1• WH.B.2.3 <i>Other NCS Objectives:</i> <ul style="list-style-type: none">• WH.C&G.2.1• WH.C&G.2.2• WH.G.2.1• WH.H.1.3• WH.H.1.4• WH.H.1.1		Inquiry NC Standards <i>Key NCS: Inquiry</i> <ul style="list-style-type: none">• I.1.1 <i>Other NCS: Inquiry</i> <ul style="list-style-type: none">• I.1.3• I.1.4• I.1.5• I.1.6	
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Germany - 1.5 days	Italy - .5 days	Japan - 1 day	The Holocaust - 1 day	Hiroshima and Nagasaki - 1 day
Lesson Essential Question (LEQ) or Learning Objective (LLO)	LEQ / LLO	LEQ / LLO	LEQ/ LLO	LEQ/ LLO
How did Hitler tap into the fears of Germans in his rise to power?	Why did so many Italians find Mussolini’s violent politics so appealing?	How did Japan conquer East Asia?	What are the different ways everyday citizens reacted to the Holocaust?	Was there any alternative to nuking Hiroshima and Nagasaki?
Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary
1. Fascism 2. Assimilation 3. Industrialization 4. Invasion	1. Fascism 2. Invasion 3. Nationalism	1. Fascism 2. Invasion 3. Nationalism 4. Divinity	1. Atrocity 2. Forced migration	1. Nuclear 2. Civilian 3. Casualties

5. Nationalism		5. Lineage 6. Loyalty		4. Devastation
History Content: Key People / Places / Events / Terms	Key People /Places / Events /Terms	Key People /Places / Events / Terms	Key People /Places / Events / Terms	Key People / Places / Events / Terms
1. Hitler 2. Nuremberg Rallies 3. National Socialism 4. Reichstag Fire 5. Kristalnacht 6. Public works	1. Mussolini 2. Rome 3. Fasces	1. Emperor Hirohito 2. February 26th Incident 3. East Asia Co-Prosperity Sphere	1. Hitler 2. Himmler 3. Anne Frank 4. Joeseeph Goebbels 5. Joseg Mengele	1. Truman 2. Oppenheimer 3. Emperor Hirohito 4. Hiroshima 5. Nagasaki 6. Atomic bomb
Unit Assessment	<p>Essay analyzing why fascism arose in Germany, Italy, or Japan. Students will have two class periods to plan and write their essays with primary sources they examined in previous class periods. They will have to use at least two sources to support their opinion of why fascism rose in their chosen country. This will be a FRQ and the minimum word count is 600 with no maximum. The cognitive level is analysis and sourcing will be a key aspect of having students examine what made these particular societies go in the direction they did and how powerful parties were able to convince the populace what was right.</p>			