Rise of totalitarianism Concept Map

Summative Assignment

**HISTORY 20**

**INTRODUCTION:**

The rise of Nazism, like many events in history, is complex and consequently, sometimes confusing. Two of the Historical Thinking Concepts we are focusing on in this course are the *Ethical Dimension* and *Cause & Consequence,* and to help you understand these concepts you will create a concept map explaining the changes brought about by the Treaty of Versailles, the fall of the Weimar Republic, and the rise in popularity of the Nazis.

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**SPECIFICS:**

You will be required to create a concept map that incorporates the following:

|  |  |
| --- | --- |
| *People:** Adolf Hitler
* Ernst Rohm
* Paul von Hindenburg
* Anton Drexler
* Hermann Goring
* Joseph Goebbels
 | *Groups:** DAP
* NSDAP
* Communists
* Jews
* Weimar Republic
 |
| *Events:** Treaty of Versailles
* Beer Hall Putsch
* Kristallnacht
* Night of the Long Knives
* Hitler becomes Chancellor
* Mein Kompf
 | *Concepts:** totalitarianism
* democracy
* fascism
* communism
 |

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The following are a suggested formatting for your concept map:

* Captions (text boxes?), arrows with explanations, photos, dates, etc.

Your concept map **MUST** show the following:

* Ethical Dimension concepts:
	+ *Why did many of the German people begin to support Hitler and the Nazis?*
* Continuity and Change concepts:
	+ *What were the significant turning points in the rise of Hitler and the Nazis?*

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The following are some terminology you can use to help explain your event’s relationship to other events:

|  |  |  |
| --- | --- | --- |
| **Verbs to express short-term cause or catalysts:** | **Verbs to express long-term causes or underlying conditions:** | **Verbs to express relationships among cause and consequences:** |
| * Kindled
* Triggered
* Sparked
 | * Led to
* Contributed to
* Resulted in
* Encouraged
 | * Accelerated
* Strengthened
* Reinforced
* Weakened
 |

**Display of Information Formatting:**

I will accept any of the following:

* Poster
* Multimedia (<https://bubbl.us/>)

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| --- |
| **The People and the Land CONCEPT MAP EVALUATION:**  |
| **Category** | **Meeting (10)** | **Approaching (7)** | **Beginning (*4 and lower*)** |
| **Historical Events:**  | Student has demonstrated a strong understanding of the category. | Student has demonstrated a limited understanding of the category. | Student has demonstrated a poor understanding of the category.  |
| Student is able to effectively show their understanding of the major historical events and the relationship between different events.  | Student is able to show *some* understanding of the major historical eventsand the relationships between different events. | Student shows a *limited* understanding of the major historical events and the relationships between the events. |
| **Important People:** | Student has demonstrated a strong understanding of the category. | Student has demonstrated a limited understanding of the category. | Student has demonstrated a poor understanding of the category.  |
| Student is able to effectively show their understanding of the relationship between different people and/or events.  | Student is able to show *some* understandingof the relationships between different people and/or events. | Student shows a *limited* understanding of the relationships between the people and/or events. |
| **Concepts:**  | Student has demonstrated a strong understanding of the category. | Student has demonstrated a limited understanding of the category. | Student has demonstrated a poor understanding of the category.  |
| Student is able to effectively show their understanding of the relationship between the concepts and the different events. | Student is able to show *some* understandingof the relationships between the concepts and the different events. | Student shows a *limited* understanding of the relationships between the concepts and the different events. |
| **Ethical Dimension:**  | Student has demonstrated a strong understanding of the category. | Student has demonstrated a limited understanding of the category. | Student has demonstrated a poor understanding of the category.  |
| Student effectively identities the different types of causes using the correct vocabulary  | Student is able to show *some* understanding of the causes using *some* of the vocabulary | Student shows a *limited* understanding of the causes and/or does not use the vocabulary  |
| **Continuity and Change:** | Student has demonstrated a strong understanding of the category. | Student has demonstrated a limited understanding of the category. | Student has demonstrated a poor understanding of the category.  |
| Student is able to effectively identify and demonstrate turning points in the early history of Canada. | Student is able to identify *some* of the turning points in the early history of Canada. | Student shows a *limited* understanding of the turning points in the early history of Canada. |

**TOTAL: \_\_\_/50**

**CONCEPT MAP ORGANIZATION AND LAYOUT**

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| --- | --- | --- |
| ***(10)*** Student has created a concept map that is well organized and easy to follow! | ***(7.5)*** Student has created a concept map that is somewhat organized but some parts of it are difficult to follow and/or decipher. | ***(4 and lower)*** Student has created a concept map that is confusing and/or very difficult to follow. Student is encouraged to spend more time planning their concept map out. |

 **TOTAL: \_\_\_/10**

**GRAND TOTAL: \_\_\_/60**