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/>)

|  |  |  |  |
| --- | --- | --- | --- |
| **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**