

3 Step-by-Step Instruction

SECTION

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe how conditions in Italy favored the rise of Mussolini.
- Summarize how Mussolini changed Italy.
- Understand the values and goals of fascist ideology.
- Compare and contrast fascism and communism.


Prepare to Read

Build Background Knowledge L3

Remind students about the problems that followed World War I. Have students speculate on how these problems could help pave the way for the rise of dictators, such as Mussolini and Hitler.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**
A New Leader: Mussolini

Ask **According to this description, how did people react to Mussolini?** (*joy, enthusiasm*) Ask students to predict the future of such a charismatic leader.

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 3 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the flowchart identifying the main ideas of this section.

 **Reading and Note Taking Study Guide,** p. 257

3

SECTION

An image from a magazine of Benito Mussolini leading his nation to war ▶



◀ Italian national flag during Mussolini's rule



Fascism in Italy

Objectives

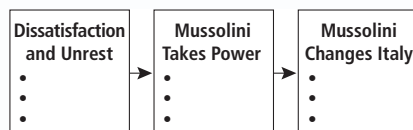
- Describe how conditions in Italy favored the rise of Mussolini.
- Summarize how Mussolini changed Italy.
- Understand the values and goals of fascist ideology.
- Compare and contrast fascism and communism.

Terms, People, and Places

Benito Mussolini	totalitarian state
Black Shirts	fascism
March on Rome	

Note Taking

Reading Skill: Identify Main Ideas Find the main points of the text under the first two headings and record them in a flowchart like the one below.



WITNESS HISTORY AUDIO

A New Leader: Mussolini

In the early 1920s, a new leader named Benito Mussolini arose in Italy. The Italian people were inspired by Mussolini's promises to bring stability and glory to Italy.

“[Only joy at finding such a leader] can explain the enthusiasm [Mussolini] evoked at gathering after gathering, where his mere presence drew the people from all sides to greet him with frenzied acclamations. Even the men who at first came out of mere curiosity and with indifferent or even hostile feelings gradually felt themselves fired by his personal magnetic influence. . . .”

—Margherita G. Sarfatti, *The Life of Benito Mussolini* (tr. Frederic Whyte)

Focus Question How and why did fascism rise in Italy?

“I hated politics and politicians,” said Italo Balbo. Like many Italian veterans of World War I, he had come home to a land of economic chaos and political corruption. Italy’s constitutional government, he felt, “had betrayed the hopes of soldiers, reducing Italy to a shameful peace.” Disgusted and angry, Balbo rallied behind a fiercely nationalist leader, Benito Mussolini. Mussolini’s rise to power in the 1920s served as a model for ambitious strongmen elsewhere in Europe.

Mussolini's Rise to Power


When Italy agreed to join the Allies in 1915, France and Britain secretly promised to give Italy certain Austro-Hungarian territories. When the Allies won, Italy received some of the promised territories, but others became part of the new Yugoslavia. The broken promises outraged Italian nationalists.

Disorders within Italy multiplied. Inspired in part by the revolution in Russia, peasants seized land, and workers went on strike or seized factories. Amid the chaos, returning veterans faced unemployment. Trade declined and taxes rose. The government, split into feuding factions, seemed powerless to end the crisis.

A Leader Emerges Into this turmoil stepped **Benito Mussolini**. The son of a socialist blacksmith and a teacher, Mussolini had been a socialist in his youth. During the war, however, he rejected socialism

Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

 **Teaching Resources, Unit 6, p. 49; Teaching Resources, Skills Handbook, p. 3**

High-Use Words

proclaim, p. 900

Definitions and Sample Sentences

vt. to announce officially
After the election, the mayor **proclaimed** her victory to the awaiting constituents.

ideology, p. 901

n. a system of ideas that guides an individual, movement, or political program
Anti-war protests were driven by a pacifist **ideology**.

for intense nationalism. In 1919, he organized veterans and other discontented Italians into the Fascist party. They took the name from the Latin *fasces*, a bundle of sticks wrapped around an ax. In ancient Rome, the fasces symbolized unity and authority.

Mussolini was a fiery and charismatic speaker. He promised to end corruption and replace turmoil with order. He also spoke of reviving Roman greatness, pledging to turn the Mediterranean into a “Roman lake” once again.

Mussolini Gains Control Mussolini organized his supporters into “combat squads.” The squads wore black shirts to emulate an earlier nationalist revolt. These **Black Shirts**, or party militants, rejected the democratic process in favor of violent action. They broke up socialist rallies, smashed leftist presses, and attacked farmers’ cooperatives. Fascist gangs used intimidation and terror to oust elected officials in northern Italy. Many Italians accepted these actions because they, too, had lost faith in constitutional government.

In 1922, the Fascists made a bid for power. At a rally in Naples, they announced their intention to go to Rome to demand that the government make changes. In the **March on Rome**, tens of thousands of Fascists swarmed towards the capital. Fearing civil war, King Victor Emmanuel III asked Mussolini to form a government as prime minister. Mussolini entered the city triumphantly on October 30, 1929. He thus obtained a nominally legal, constitutional appointment from the king to lead Italy.

✓ **Checkpoint** How did postwar disillusionment contribute to Mussolini’s rise?

Mussolini’s Rule

At first, Fascists held only a few cabinet posts in the new government. By 1925, though, Mussolini had assumed more power and taken the title *Il Duce* (eel DOO chay), “The Leader.” He suppressed rival parties, muzzled the press, rigged elections, and replaced elected officials with Fascist supporters. In 1929, Mussolini received support from Pope Pius XI in return for recognizing Vatican City as an independent state, although the pope continued to disagree with some of Mussolini’s goals. In theory, Italy remained a parliamentary monarchy. In fact, it was a dictatorship upheld by terror. Critics were thrown into prison, forced into exile, or murdered. Secret police and propaganda bolstered the regime.

State Control of the Economy To spur economic growth and end conflicts between owners and workers, Mussolini brought the economy under state control. However, he preserved capitalism. Under Mussolini’s corporate state, representatives of business, labor, government, and the Fascist

Mussolini and the People
An excited crowd of women and children greets the Italian leader in 1940.



Teach

Mussolini’s Rise to Power

13

Instruct

- **Introduce: Key Terms** Have students find the key term **Black Shirts** (in blue) in the text and explain its meaning. Ask students to predict how the use of violence will help Mussolini to gain power.
- **Teach** Trace Mussolini’s rise to power. Ask **What were the postwar conditions in Italy?** (*People were burdened with unemployment, rising taxes, declining trade, and political disunity.*) **How did Mussolini come to power?** (*Mussolini organized the Fascist party, promising to revive Roman greatness. He used terror and intimidation to force the king to appoint him prime minister.*) **Why do you think people found Mussolini appealing?** (*Sample: He promised stability in a time of chaos.*)
- **Quick Activity** Ask students to list the ways in which Mussolini and the fascists drew upon ancient Rome. (*Fascists took their name from the fasces, which was a symbol of authority in ancient Rome; Mussolini promised to revive Roman greatness.*) Have pairs of students discuss why Mussolini continually referred to Rome. Would Italians find this appealing? Why or why not?

Independent Practice

Tell students to suppose they are part of a team of specialists assigned to prepare a briefing for the U.S. President so he can stay abreast of events in Italy. Have them prepare a brief but thorough report on the situation in Italy following World War I. Ensure their reports are accurate.

Monitor Progress

As students fill in their flowcharts, circulate to make sure they understand how Mussolini came to power. For a completed version of the flowchart, see

📖 **Note Taking Transparencies, 168A**

Differentiated

Instruction Solutions for All Learners

11 Special Needs 12 Less Proficient Readers

To help students practice previewing, ask them to skim the following before they read the section: headings, images, blue key terms. Tell them that the subject of the section shifts from a specific topic (Mussolini’s rule in Italy) to a broader concept (the nature of fascism) part way through. Based on their previewing, ask them to pinpoint when this shift occurs.

Use the following resources to help students acquire basic skills.

📖 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 257
- Adapted Section Summary, p. 258

Answer

- ✓ It united Italians in their desire for a new, more effective government, however aggressive.

Mussolini's Rule

L3

Instruct

- **Introduce** Ask students to preview the headings and visuals in this section. Then ask students to recall how Mussolini rose to power. Based on their previous reading and visuals in this section, have students predict what kind of leader Mussolini will be.
- **Teach** Discuss the ways in which Mussolini imposed a totalitarian regime in Italy. Then ask **Why is control of the media important in a totalitarian state?** (*It enables the state to censor information and spread propaganda.*) **What was Fascist policy regarding children?** (*Fascist youth groups taught strict discipline and children learned about the glories of ancient Rome.*)
- **Quick Activity** Display **Color Transparency 170: The Triumph of Mussolini**. Use the lesson suggested in the transparency book to guide a discussion on the political cartoon satirizing Mussolini.

 Color Transparencies, 170

Independent Practice

Link to Literature To help students understand how fascism was integrated into the school day, have them read the selection from “*The Sound of the Cicadas*”, by Arturo Vivante and complete the worksheet.

All in One Teaching Resources, Unit 6, p. 53

Monitor Progress

To review this section, ask students to summarize how Mussolini ruled Italy.

Answer

- ✓ Fascist rule changed Italy's government to a dictatorship upheld by terror, brought the economy under state control, and altered domestic life.

Vocabulary Builder

proclaimed—(proh KLAYMD) *vt.*
announced officially

party controlled industry, agriculture, and trade. Mussolini's system favored the upper classes and industrial leaders. Although production increased, success came at the expense of workers. They were forbidden to strike, and their wages were kept low.

The Individual and the State In Mussolini's new system, loyalty to the state replaced conflicting individual goals. To Fascists, the glorious state was all-important, and the individual was unimportant except as a member of the state. Men, women, and children were bombarded with slogans glorifying the state and Mussolini. “Believe! Obey! Fight!” loudspeakers blared and posters **proclaimed**. Men were urged to be ruthless, selfless warriors fighting for the glory of Italy. Women were pushed out of paying jobs. Instead, Mussolini called on women to “win the battle of motherhood.” Those who bore more than 14 children were given a medal by Il Duce himself.

Shaping the young was a major Fascist goal. Fascist youth groups toughened children and taught them to obey strict military discipline. Boys and girls learned about the glories of ancient Rome. Young Fascists marched in torchlight parades, singing patriotic hymns and chanting, “Mussolini is always right.” By the 1930s, a generation of young soldiers stood ready to back Il Duce's drive to expand Italian power.

- ✓ **Checkpoint** How did the Fascist party transform Italy's government and economy?



INFOGRAPHIC

The Makings of a Totalitarian State

In totalitarian Italy, Mussolini's government tried to dominate every part of the lives of Italians. Mussolini's totalitarian state became a model for others, although his rule in Italy was not as absolute as that of Stalin in the Soviet Union or Adolf Hitler in Germany. Still, all three governments shared the following basic features: (1) a single-party dictatorship with blind obedience to a single leader, (2) state control of the economy, (3) use of police spies and terror to enforce the will of the state, (4) government control of the media to indoctrinate and mobilize citizens through propaganda, (5) use of schools and youth organizations to spread ideology to children, and (6) strict censorship of artists and intellectuals with dissenting opinions.

As part of a propaganda drive, German mothers received medals for bearing several children. ▶

◀ The dictators built cults of personality around themselves. At left, a statue of Stalin in a heroic pose, and (inset) Mussolini depicted working alongside Italian builders.

A photo from the Soviet secret police file on Osip Mandelstam, who was sent to the Gulag for writing poems unsympathetic to Stalin. ▶



History Background

All in the Family One of Mussolini's most prominent supporters and assistants was his son-in-law, Galeazzo Ciano. Ciano married Mussolini's favorite daughter, Edda, in 1930. He then served as a diplomat in China before leading a bomber squadron in the Ethiopian War. When Ciano returned to Italy, he climbed high in the Fascist hierarchy, eventually becoming foreign minister in 1936. Many thought that Ciano was Mussolini's natural successor. How-

ever, as Italy's position in World War II worsened, Ciano joined with others on the Fascist Grand Council to call on Mussolini to resign. Caught by Mussolini's government in northern Italy, he was tried for treason and executed by a shot in the back in January 1944—despite his close relationship with Mussolini. Ciano's secret diaries, published in 1946, provide a window into behind-the-scenes maneuvering in Fascist Italy.

The Nature of Fascism

Mussolini built the first **totalitarian state**. In this form of government, a one-party dictatorship attempts to regulate every aspect of the lives of its citizens. Other dictators, notably Stalin and Hitler, followed Mussolini's lead. Mussolini's rule was fascist in nature, as was Hitler's, but totalitarian governments rise under other kinds of ideology as well, such as communism in Stalin's Soviet Union.

What is Fascism? Historians still debate the real nature of Mussolini's fascist **ideology**. Mussolini coined the term, but fascists had no unifying theory as Marxists did. Today, we generally use the term **fascism** to describe any centralized, authoritarian government that is not communist whose policies glorify the state over the individual and are destructive to basic human rights. In the 1920s and 1930s, though, fascism meant different things in different countries.

All forms of fascism, however, shared some basic features. They were rooted in extreme nationalism. Fascists glorified action, violence, discipline, and, above all, blind loyalty to the state. Fascists also pursued aggressive foreign expansion. Echoing the idea of "survival of the fittest," Fascist leaders glorified warfare as a noble struggle for survival.

Fascists were also antidemocratic. They rejected faith in reason and the concepts of equality and liberty. To them, democracy led to corruption and weakness and put individual or class interests above national goals. Instead, fascists emphasized emotion and the supremacy of the state.

Note Taking

Reading Skill: Identify Main Ideas Use a table like the one below to record information about fascism.

What is Fascism?	
Values	
Characteristics	
Differences From Communism	
Similarities to Communism	

Vocabulary Builder

ideology—(ih dee AHL uh jee) *n.* a system of ideas that guides an individual, movement, or political program

The Nature of Fascism/ Looking Ahead

13

Instruct


- **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Using the Idea Wave strategy (TE, p. T22), ask students to list examples of modern political **ideologies**.
- **Teach** Ask students to identify the main characteristics of fascist governments, and write their responses on the board. Ask **How did fascist values differ from democratic principles and goals?** (*Unlike democracy, fascism rejected the concepts of equality and liberty, placed national goals above individual interests, and emphasized the role of emotion over reason.*)
- **Analyzing the Visuals** Refer students to the Infographic on this page. Ask students to describe how each image illustrates some of the features of totalitarian states. (*Sample: The photo from the the Soviet secret police file shows the use of terror to enforce the will of the state; the Young Fascists show the indoctrination of children.*)

Independent Practice

Note Taking Have students fill in the table recording information about fascism.

 **Reading and Note Taking**
Study Guide, p. 257

Monitor Progress

- As students fill in their tables, circulate to make sure they understand the values and characteristics of fascism. For a completed version of the table, see  **Note Taking Transparencies**, 168B
- Check Reading and Note Taking Study Guide entries for student understanding.

▼ Huge numbers of people turned out for Nazi Party rallies.

▼ Mussolini spread his ideal of Italian military supremacy to Italian children through the Young Fascists.

Thinking Critically

1. **Draw Inferences** Why did totalitarian governments try to win the loyalty of their nations' young people?
2. **Recognize Ideologies** Why did leaders honor women for having many children?

Link to Economics

Fascist Enterprises Mussolini started a large-scale public works program that included agricultural and architectural restoration projects. Roads, schools, and train stations were built, trees planted, and archaeological sites financed. One of Mussolini's most successful projects was the drainage of several hundred thousand acres of marshland to help Italy win "the battle for wheat" and end its dependence on imported grain. The increase in farmland boosted

wheat production by about 30 percent. Mussolini also directed the construction of a network of highways. With the help of private businesses, the first one was completed in 1924.

However, not all end results matched Mussolini's grand initial claims. Many projects were left unfinished, and huge sums of money lined the pockets of corrupt officials in charge of overseeing the programs. Still, few people blamed Mussolini.

Answers


Thinking Critically

1. to create a constant flow of people willing to serve the government
2. to reinforce traditional roles and to create as many new soldiers and loyal citizens as possible

Assess and Reteach




Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- All in One Teaching Resources, Unit 6, p. 46
- To further assess student understanding, use  **Progress Monitoring Transparencies**, 120

Reteach

If students need more instruction, have them read the section summary.


-  **Reading and Note Taking Study Guide**, p. 258 L3
-  **Adapted Reading and Note Taking Study Guide**, p. 258 L1 L2
-  **Spanish Reading and Note Taking Study Guide**, p. 258 L2

Extend

L4

Have students choose one of the six basic features of a totalitarian state listed in the Infographic on page 900. Ask them to research the aspect as it applies to Mussolini's Italy, and find an image that illustrates it. Ask them to present their findings to the class.

Answer

-  intense loyalty to government or leader, use of terror, promotion of social change



A Fascist Childhood


Children were required to use notebooks that featured fascist drawings and quotes from Mussolini.

The Appeal of Fascism Given its restrictions on individual freedom, why did fascism appeal to many Italians? First, it promised a strong, stable government and an end to the political feuding that had paralyzed democracy in Italy. Mussolini projected a sense of power and confidence at a time of disorder and despair. Mussolini's intense nationalism also revived national pride.

At first, newspapers in Britain, France, and North America applauded the discipline and order of Mussolini's government. "He got the trains running on time," admirers said. Only later, when Mussolini embarked on a course of foreign conquest, did Western democracies protest.

Fascism Compared to Communism Fascists were the sworn enemies of socialists and communists. While communists worked for international change, fascists pursued nationalist goals. Fascists supported a society with defined classes. They found allies among business leaders, wealthy landowners, and the lower middle class. Communists touted a classless society. They won support among both urban and agricultural workers.

Despite such differences, the products of these two ideologies had much in common. Both drew their power by inspiring a blind devotion to the state, or a charismatic leader as the embodiment of the state. Both used terror to guard their power. Both flourished during economic hard times by promoting extreme programs of social change. In both, a party elite claimed to rule in the name of the national interest.

-  **Checkpoint** Describe the similarities between fascism and communism.

Looking Ahead

Three systems of government competed for influence in postwar Europe. Democracy endured in Britain and France but faced an uphill struggle in hard times. Communism emerged in Russia and won support elsewhere. In Italy, fascism offered a different option. As the Great Depression spread, other nations—most notably Germany—looked to fascist leaders.

SECTION 3 Assessment

Terms, People, and Places

1. For each term listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Identify Main Ideas** Use your completed flowchart and table to answer the section Focus Question: How and why did fascism rise in Italy?

Comprehension and Critical Thinking

3. **Recognize Cause and Effect** What problems did Italy face after World War I? How did these problems help Mussolini win power?

4. **Summarize** Describe one of Mussolini's economic or social goals, and explain the actions he took to achieve it.
5. **Compare and Contrast** List two similarities and two differences between fascism and communism.
6. **Identify Point of View** Mussolini said, "Machines and women are the two main causes of unemployment."
 - (a) What do you think he meant?
 - (b) How did Mussolini's policies reflect his attitude toward women?

Writing About History

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-2831

Quick Write: Write a Thesis Statement

A compare-and-contrast thesis statement should introduce the items you are comparing and the point you intend to make. Which of the following thesis statements would work best for a compare-and-contrast essay?

- Fascism and communism are very different ideologies, but they both led to the imposition of totalitarian governments.
- Fascism led to a totalitarian government in Italy.

Section 3 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. the fascists, led by Mussolini, took advantage of Italy's postwar turmoil to seize control of the nation.
3. anger at the loss of promised territories, unemployment, labor disorder, and weak governments; Mussolini exploited these problems in order to unite Italians.

4. He wanted economic growth and an end to workplace conflicts. He brought the economy under state control and made strikes illegal.
5. Similarities: Both promoted social change, imposed totalitarian governments, and claimed to rule in the national interest; Differences: Communists sought world revolution a classless society, while fascists pursued nationalism and a society with defined classes.
6. (a) Mussolini blamed machines for reducing the number of jobs, and accused

employed women of taking jobs away from men. (b) He rewarded women who reared many children, but not those who worked.

Writing About History

The first statement is the best thesis, as it allows for both comparison and contrast.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-2831**.