SECTION 3  

Step-by-Step Instruction

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
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

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

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

**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 headings and record them in a flowchart like the one below.

<table>
<thead>
<tr>
<th>Dissatisfaction and Unrest</th>
<th>Mussolini Takes Power</th>
<th>Mussolini Changes Italy</th>
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**Fascism 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.

**High-Use Words**

- **proclaim**, p. 538
- **ideology**, p. 539

**Definitions and Sample Sentences**

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

- **ideology**: n. a system of ideas that guides an individual, movement, or political program
  Anti-war protests were driven by a pacifist ideology.
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, 1922. 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. Mussolini entered the city triumphantly on October 30, 1922. He thus obtained a nominally legal, constitutional appointment from the king to lead Italy.

Mussolini and the People
Mussolini and the People

An excited crowd of women and children greet the Italian leader in 1940.

**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

**Differentiated Instruction** Solutions for All Learners

- **Special Needs**
- **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. 173**
- **Adapted Section Summary, p. 174**

**Teach**

**Mussolini's Rise to Power**

**Instruct**

- **Introduce: Key Terms**
- **Adapted Section Summary, p. 174**
- **Adapted Note Taking Study Guide, p. 173**

**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 disorder.) 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, 181A**

**Answer**

It united Italians in their desire for a new, more effective government, however aggressive.
Mussolini’s Rule

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, by W. Schulz. Use the lesson suggested in the transparency book to guide a discussion on the political cartoon satirizing Mussolini.

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.

Monitor Progress

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

The Rise of Totalitarianism

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. However, 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.

Vocabulary Builder

proclaimed—(proh KLAYMD) vt. announced officially
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.

The Nature of Fascism/ Looking Ahead

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. 173

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, 181B

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

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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 nationalistic 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.

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