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.

Set a Purpose

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

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.

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.

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

**High-Use Words**

<table>
<thead>
<tr>
<th>Proclaim, p. 538</th>
<th>Definitions and Sample Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the election, the mayor proclaimed her victory to the awaiting constituents.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ideology, p. 539</th>
</tr>
</thead>
<tbody>
<tr>
<td>a system of ideas that guides an individual, movement, or political program</td>
</tr>
</tbody>
</table>

 Anti-war protests were driven by a pacifist ideology.  |

Objectives
- Describe how conditions in Italy favored the rise of Mussolini.
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Terms, People, and Places

- Benito Mussolini
- Totalitarian state
- Black Shirts
- Fascism
- March on Rome
- A Leader Emerges
- Mussolini's Rise to Power
- Socialism
- Anarchism
- Fascism in Italy
- Italy
- Communism
- Totalitarianism

Mussolini's Rise to Power
When Italy agreed to join the Allies in 1915, France and Britain mutually 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 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.

**A New Leader: Mussolini**

In the early 1920s, a new leader emerged. 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

Focus Question
How and why did fascism rise in Italy?
for intense nationalism. In 1919, he organized veterans and other dis-
contented Italians into the Fascist party. They took the name from the Latin
fascis, a bundle of sticks wrapped around an ax. In ancient Rome, the fascis
symbolized unity and authority.

Mussolini was a fiery and charismatic speaker. He promised to end
inflation and replace turmoil with order. He also spoke of reviving
Roman greatness, pleading 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 ral-
lies, smashed leftist presses, and attacked farmers’ cooperatives. Fascist
gangs used intimidation and terror to elect 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, 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. From Pope Pius XI in return for recognizing
Vatican City as an independent state, Mussolini’s relationship with the Vatican
remained a parliamentary monarchy. In fact, 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 bel-
ndered 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 busi-
ness, labor, government, and the Fascist
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**Teach**

**Mussolini’s Rise to Power**

**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 condi-
    tions in Italy?** (People were burdened
    with unemployment, rising taxes, declin-
    ing trade, and political disunity.) How
    did Mussolini come to power? (Mus-
    solini organized the Fascist party, prom-
    ising 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?

- **Quick Activity** Ask students to list
the ways in which Mussolini and the
fascists drew upon ancient Rome. (Fas-
cists 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 contin-
ually 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, circu-
late to make sure they understand how
Mussolini came to power. For a completed
version of the flowchart, see

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**Answer**

It unified Italians in their desire for a new,
mor e 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.

Vocabulary Builder

procclaimed — (proh KLAYMD) vt. announced officially

The Making of a Totalitarian State

As part of a propaganda drive, German soldiers received medals for rescuing children.

How did the Fascist party transform Italy’s government and economy?

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 “wax 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 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.

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.

Answer

Fascist rule changed Italy’s government to a dictatorship upheld by terror, brought the economy under state control, and altered domestic life.
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. 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 individual interests and emphasized the will of the state; the Young Fascists show the indoctrination of children.

In this form of government, totalitarian states.


corrupt officials in charge of overseeing the programs.

The increase in farmland boosted “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.
The Appeal of Fascism

Given its restrictions on individual freedom, why did fascism appeal to so many Italians? First, it promised a strong, stable government and an end to the political fighting 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

Fascism revolved around a master race and admired the heroic figure of a nation leader. Fascists pursued nationalism and a classless society, while communists sought world revolution and a classless society. 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 were supported 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. At the Great Depression spread, other nations—notably Germany—looked to fascists leaders.

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. Simplicity: Both promoted social change, imposed totalitarian governments, and claimed to rule in the people’s interest. Differences: Communists sought world revolution and 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 women of taking jobs away from men. (b) He rewarded women who reared men. (c) He rewarded workers who stayed on the job.

For additional assessment, use Progress Monitoring Online at Web Code nba-2831.
declared himself dictator. By 44 B.C., Caesar took control of Rome and crossed the Rubicon and marched on Rome. As a result of the civil war that followed, Caesar took control of Rome and declared himself dictator. By 44 B.C., he had gained enough power to have himself made dictator for life. He had also gained enemies in the Senate, many of whom joined in a successful scheme to assassinate him.

During the Roman Republic, the term dictator was traditionally for the role. When he made himself dictator in 44 B.C., he changed the meaning of the Latin root *dictare* meaning “to speak.” In ancient Rome, dictators were given power for the express purpose of helping the state through times of crisis. They usually resigned after the crisis was resolved, with a term limit of only six months. They were chosen by the Senate and confirmed by an assembly of the people. Even then, after 300 B.C., their powers were limited to martial law too restrictive. The Senate could appeal their decisions.

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Dictatorship

Objectives

- Understand the differences between a democracy and a dictatorship.
- Explain how dictators gain power.

Build Background Knowledge

Ask students to recall Mussolini’s style of rule. Then, have students define the characteristics of a dictatorship. (A form of government in which a leader takes all political power and uses force to maintain that power.)

Instruct

- Direct students’ attention to the question at the top of the page, “How have dictators assumed and maintained power?” Have students answer this question by describing specific examples from the text that show how dictators have gained and maintained power. Take notes on the board, then use the notes to help the class answer the question.

Ask volunteers to list other examples of dictators that are not found in the text and explain how they have taken power.

Thinking Critically

1. Why is it difficult for political opponents to succeed against a dictator?
   - Dictators suppress opponents with violence, imprisonment, and death.

Concept Connector

Have students fill in the Concept Connector worksheet on dictatorship, which includes additional examples and critical thinking questions.

Monitor Progress

Circulate to make sure that students are filling in their Concept Connector worksheets accurately.

History Background

Dictator . . . Then and Now

In the ancient Roman republic, the term dictator held a very different meaning than it does today. The word comes from the Latin root *dicere* meaning “to speak.” In ancient Rome, dictators were given power for the express purpose of helping the state through times of crisis. They usually resigned after the crisis was resolved, with a term limit of only six months. They were chosen by democratic means, after being recommended by the Senate and confirmed by an assembly of the people. Even then, after 300 B.C., their powers were limited to

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