

Course Name: World History

Grade Level(s)10

**Curriculum – What do students need to know?**

Brief overview of the lesson (what is the specific enduring understanding or “big idea”?)  
Students will compare and contrast three different cultural “heroes” from the 20<sup>th</sup> century countries and their unique approaches and contributions to the economic, political and social situations in their respective countries (Germany, South Africa, and Trinidad and Tobago (European colonies in the Caribbean)).

**Objectives**

TLW understand the impact (positive and negative) that political, social and economic leaders can have on a society.  
TLW understand the major social, economic, and political trends of the 20<sup>th</sup> Century and the role leaders played in their formation and development of those trends. TLW also understand the cultural and social differences between the approaches of different leaders of the German, Trinidadian and South African governments in the 20<sup>th</sup> Century.

**Guiding (Essential) Questions (what questions will guide the lesson?)**

- How are world events interpreted differently?
- Do we view events and leaders differently during the event and then after the event?
- How do events shape leaders?
- How do the roles of leaders shape events?
- How did the reform movements in the Caribbean in the 1930’s and South Africa after World War II compare to the recovery of Germany after World War I?
  - 1) Adolph Hitler was named Time Magazine Man of the Year in 1938. How was that distinction received in Germany? Europe? The United States? How did perceptions of Hitler change over time?
  - 2) Tubal Uriah Butler is regarded as one of the key trade union leaders in the Caribbean during the 1930’s. How was he regarded by workers in the islands? By business leaders then? By political leaders today?
  - 3) Nelson Mandela was regarded as one of the key leaders in the anti-apartheid movement in South Africa during the second half of the 20<sup>th</sup> Century. How was he regarded during the 1950’s and 60’s by the political establishment then? By the anti-apartheid movement then? How did attitudes change? How did American political leaders view him then? Now?
- How were the fate of German Jews and Afrikaners similar? How were they different?
- How were the ghettos similar to the “homelands” in South Africa? How were they different?
- How did the impoverished conditions of workers in the Caribbean contribute to racial/class differences?

**Next Generation Sunshine State Standards**  
 SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).  
  
 SS.912.W.1.6: Evaluate the role of history in shaping identity and character.  
  
 SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.  
 SS.912.W.9.4: Identify major economic, political, social, and technological trends beginning in the 20th

- Lesson Materials & Resources**
- 1) Copies of the lyrics from two different popular songs:
    - a) Who Has Done the Best for Humanity
    - b) Free Nelson Mandela
  - 2) Copies of the Time Magazine Cover from 1938 and accompanying essay/analysis
  - 3) Graphic organizer such as a three column compare and contrast chart or three circle Venn diagram
  - 4) Access to the Internet and SmartBoard to display the lyrics and play the Nelson Mandela video
  - 5) Poster board and/or access to computers to create Word or Power Point presentation

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Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

LACC.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**Primary/Historical Sources**

Copies of the lyrics from three popular songs during Great Depression, political cartoon and propaganda posters:

- 1) Lyrics and song: *Who Has Done the Best for Humanity? Calypso –Lord Executor; accompanied by Cyril Monroe Orchestra*. Copy of disk number eight: *West Indian Rhythm: Trinidad’s Calypsos on World and Local Events – Featuring the censored recordings – 1938-1940*. Editors: Donald Hill, Denis Malins-Smith, Richard Noblett, John Cowley, and Lise Winer.
- 2) Copy of biography for Tubal Uriah Butler from the National Icons website
- 3) Lyrics: *Free Nelson Mandela* by The Specials 1984
- 4) Cover of Time Magazine’s Man of the Year 1938

**Assessment – What evidence of learning needs to be provided?**

1. Performance Task (How will students demonstrate learning?)

Students will be able to compare and contrast the differences and similarities between political attitudes in Germany, Trinidad and South Africa toward different leaders during different stages of the Great Depression leading up to World War II and the Holocaust

2. Criteria (Rubric, Checklist, etc.) Please attach your assessment.

Would vary depending on depth of assignments

**Instruction – What strategies will be used?**

Introduction

- 1) Teacher will introduce the general concept that opinions vary from country to country about the role and qualifications for leaders.

of “good” leaders?

require?

- e) Do our opinions of leaders change over time? How?
- f) Can social change occur without good leaders?
- 3) Have students do a quick write (3-5 minutes) and list several “leaders” and their qualities/strengths/weaknesses
- 4) Have students do a quick “Round Robin and share the leaders and their description
- 5) What are some common attributes?

Directions/Procedures for Instruction

- 1) Teacher will generally discuss how historical forces have shaped leaders and leaders have shaped political/social events
- 2) Have students read the lyrics of *Who Has Done the Best for Humanity? Calypso – Lord Executor* (or listen to a copy of the recording) as a general introduction  
Pose the question: Who does Lord Executor claim have done the best for humanity?
- 3) Play the YouTube video of *Free Nelson Mandela* by The Specials
- 4) Show students a copy of the Time Magazine cover from 1938 acknowledging Adolph Hitler as the most influential man of the year
- 5) Highlight a few details from the biography of Tubal Uriah Butler
- 6) Divide class into equal teams of three to four students per team
- 7) Each team will be assigned one of the leaders and create either a case for them having made a positive contribution or a case for them having made a negative contribution (in other words you would need six teams)
- 8) Using the lyrics and background information have students create a poster, PowerPoint or similar product in defense in opposition to their leader
- 9) Have students present their persuasive poster/presentations to the class and make their claim why their assigned leader made a positive contribution to humanity
- 10) Revisit Lord Executor’s song and the Nelson Mandela song: How did the songs raise awareness?
- 11) How did the songs inspire hope? Have students complete a graphic organizer such as a three-column compare and contrast chart or a Venn diagram graphic organizer: What do the songs and magazine cover have in common, how do they differ? How are they similar in tone? What are the messages?
- 12) Extension activity: Have students present their arguments to another class; have students vote on the most persuasive presentation.
- 13) Possible alternative: Have class broken into small teams and analyze the documents by country and then report back to the class.
- 14) Possible extension activities and or class assignments:  
Have students find other leaders and songs from the era that express hope and recovery  
Have students find read excerpts from primary documents (books, letters, speeches) or political cartoons that express various opinions both pro and con about their leadership styles and abilities

Student-centered activity

Students will read the song lyrics silently  
Students will listen to the song lyrics  
Students will compare/ contrast the song lyrics  
Students will analyze the Time cover art  
Students will relate how different political, social and geographic conditions shaped different political responses in the song lyrics

Collaboration

Students can work collaboratively when preparing their persuasive presentations and when completing the compare and contrast activity  
Students can be ability grouped using Kagan or other cooperative strategies (assign roles such as team leader, graphic designer, presenter, timekeeper, researcher)

Concluding Activities

Possible projects and or class assignments:

- Have students’ conduct additional research on a series of 20<sup>th</sup> Century leaders such as Stalin, Franco, FDR, or later civil rights leaders such as Dr MLK
- Find songs written and performed about those leaders – how do they compare to the songs above?

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paganda used in other fascist countries? Why were they effective?  
 fascist parties to rise to power?  
 leaders  
 on labor conditions in the three countries: How did they differ? How  
 South Africa, Trinidad?

Have students create a PowerPoint that includes resources from the Holocaust Museum of Southwest Florida and the US Holocaust Museum in Washington about the background for other popular music and songs and their (possible) impact about other significant leaders  
 Students create a PowerPoint that includes resources about the Butler Uprising and other issues of labor unrest in Trinidad.  
 Students analyze how songs of protest and hope varied from different regions

Integration of Technology

Time Magazine website essay and Cover art 1938 issue Man of the Year:

[http://content.time.com/time/specials/packages/article/0,28804,2019712\\_2019694\\_2019588,00.html#ixzz2pZwxFAjw](http://content.time.com/time/specials/packages/article/0,28804,2019712_2019694_2019588,00.html#ixzz2pZwxFAjw)

National Icons of Trindad website and PDF file on Butler:

[http://www.tnt50.gov.tt/sites/default/files/documents/National Icons of Trinidad and Tobago 2013 web.pdf](http://www.tnt50.gov.tt/sites/default/files/documents/National%20Icons%20of%20Trinidad%20and%20Tobago%202013%20web.pdf)

Free Nelson Mandela You Tube video:

<http://www.youtube.com/watch?v=AqcTvoWjZJU>

Background information about the song and Mandela:

<http://www.cnn.com/2013/12/05/world/africa/nelson-mandela-protest-song/>

Official biography of Nelson Mandela:

<http://www.nelsonmandela.org/content/page/biography>

Time Magazine Top 100 Most Influential People

<http://ideas.time.com/2013/12/10/whos-biggest-the-100-most-significant-figures-in-history/>

Notes (Approx. time, resources, etc.)  
 Approximately 3 84 minute blocks  
 This unit could be used in a shortened version as an introduction to the labor issues across time or the rise of different leaders in different regions.

Accommodations/Modifications  
 ESOL and ESE students: Graphic organizer, students will hear the songs and see the lyrics in print (could translate the lyrics into students language using free on-line translation programs such as Bing translator or Babelfish). Students can “see” and analyze the cover art.

Reflection

1. What worked?

2. How can I improve this lesson?



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