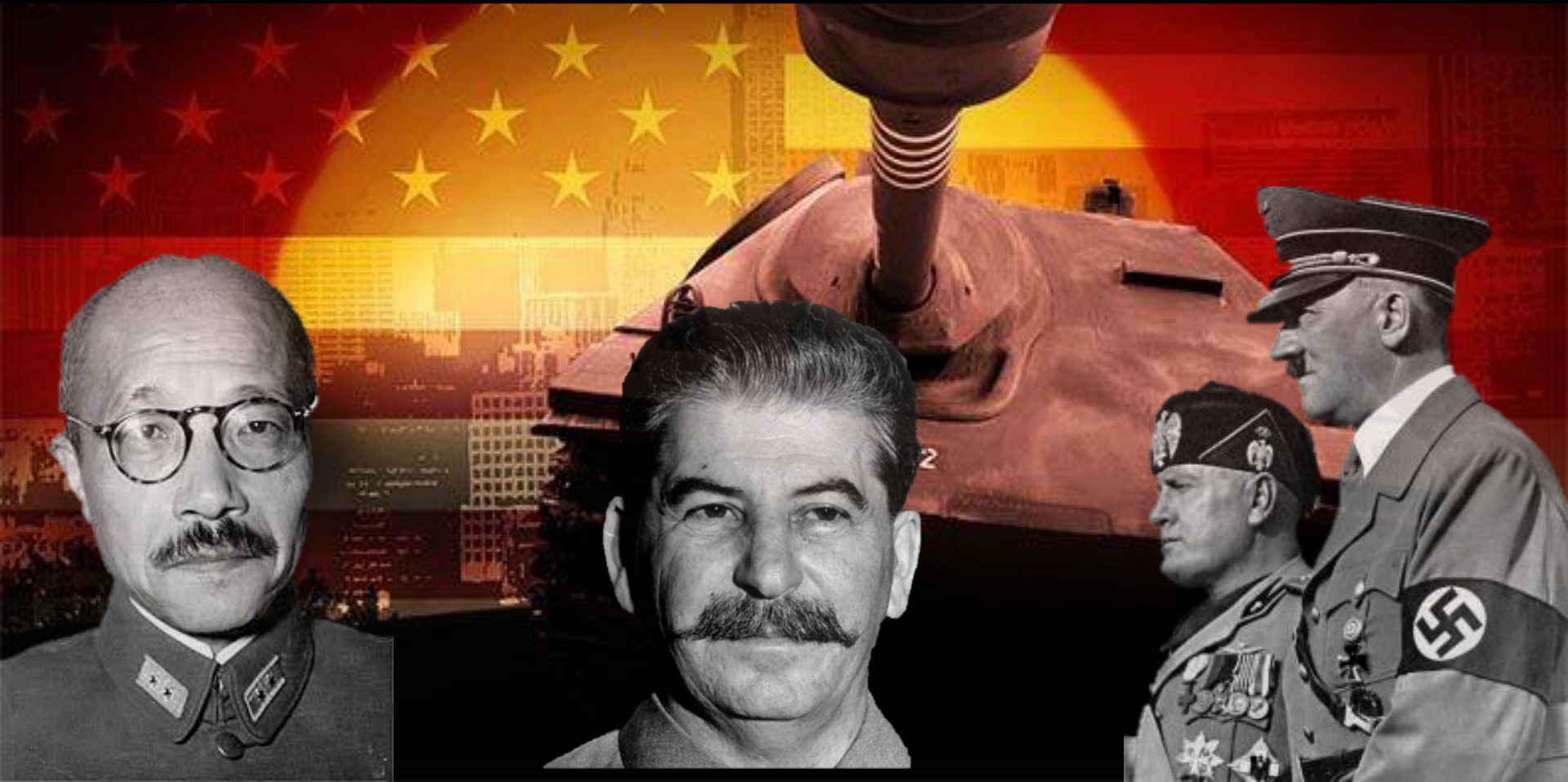
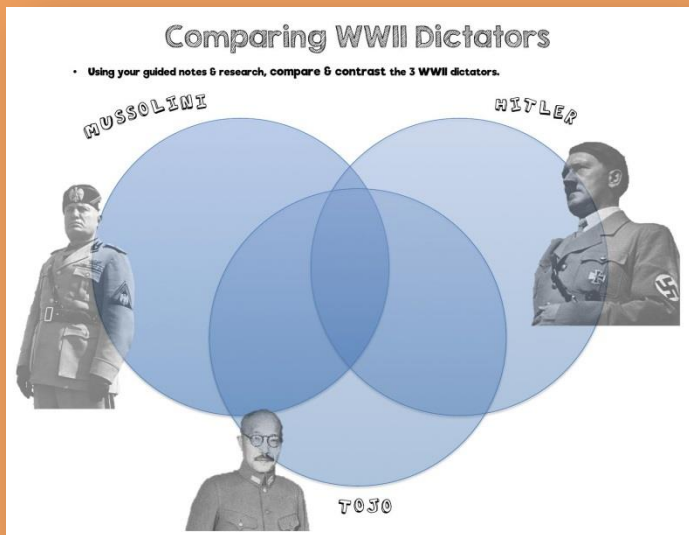


World War II: Dictators Rise to Power



Objectives

- Examine World War II & the main causes and events from which dictators rose to power.
- Analyze information of dictators and be able to identify similarities and differences of the dictators using a Venn diagram.
- Understand what caused the dictators to come to power and measure the dictator's characteristic on a chart.



HANDOUT #2

DICTATOR INDIVIDUAL RESEARCH

RESEARCH TOPICS...	 MUSSOLINI: ITALY	 HITLER: GERMANY	 TOJO: JAPAN
How was the dictator able to come to power?			
What happened to the people of this country under his rule?			
What were some of the dictator's main policies?			

Extension Activity

- Imagine you are a **dissident** during this period of time (WWII).



dis·si·dent

noun: dissident; plural noun:
dissidents

- a person who opposes official policy, especially that of an authoritarian (strict) state.

Think & Discuss:

- What reasons can you think of as to why certain people may have been against the dictators?
- Why do you think many followed the dictators?

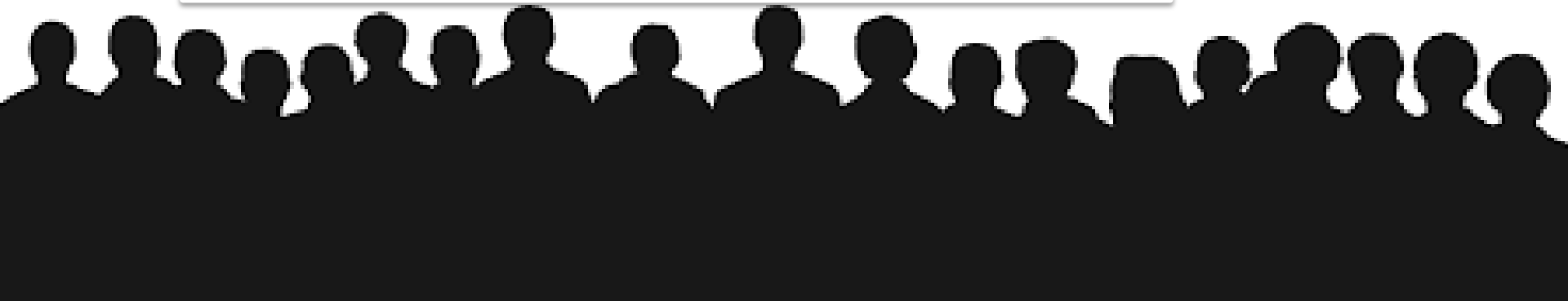
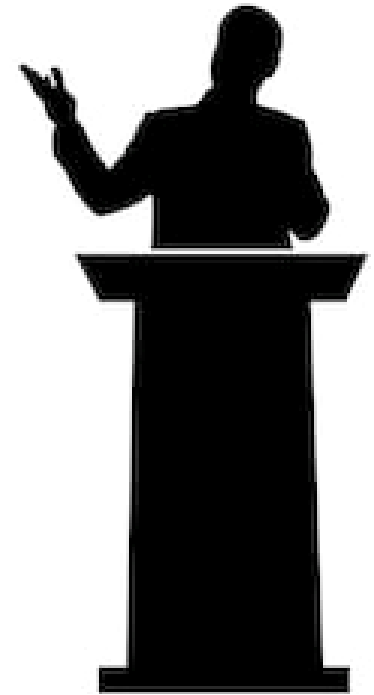
Predict & Discuss:

What do you think a 'dissident' is based upon the above image?

Extension Activity

- Write a speech from the perspective of an individual who opposes the rising of one of the three WWII dictators. (*You will assigned one at the end of the PowerPoint*)
- Role play as a dissident. Perform a speech that will address the nation (*your peers*), and will aim to persuade the people to NOT follow the dictator.

First, let's become familiar with the context of the time, and what defines a dictator.



Comparing 3 Major WWII Dictators



Adolf Hitler
Nazi Germany



Hideki Tojo
Japanese Prime Minister

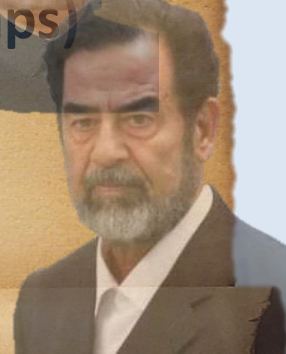


Benito Mussolini
Italy

But there were many others throughout time...

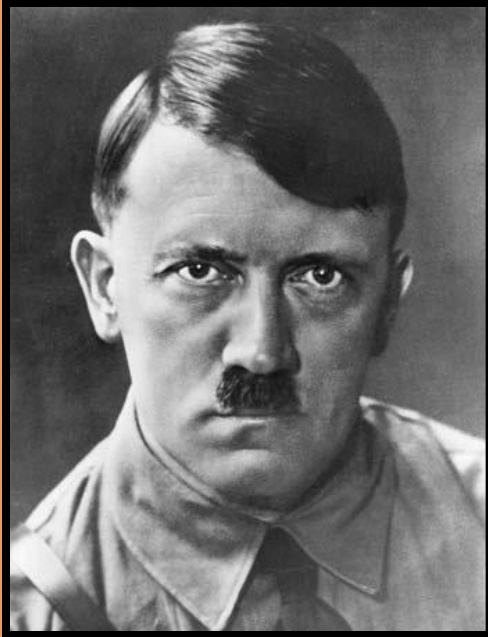
- Mao Ze-Dong (China, 1958-61 and 1966-69, Tibet 1949-50) **78,000,000**
- Leopold II of Belgium (Congo, 1886-1908) **8,000,000**
- Joseph Stalin (USSR, 1932-39) **7,000,000**
(the gulags plus the purges plus Ukraine's famine)
- Kim Il Sung (North Korea, (purges and concentration camps 1948-94) **1.6 million**
- Saddam Hussein (Iran 1980-1990 and Kurdistan 1987-88) **600,000**

To name a few...

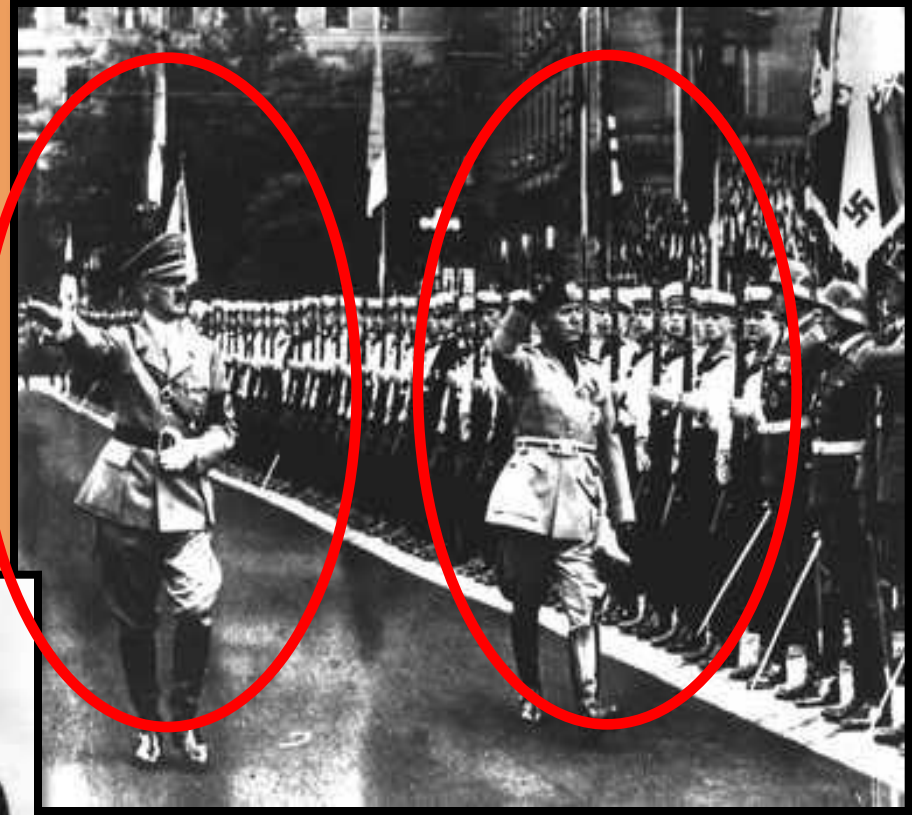




Major Leaders of WWII



Adolf Hitler
Nazi
Germany



Benito Mussolini
Italy



Major Leaders of WWII



Hideki Tojo

Japanese Prime Minister



Winston Churchill

British Prime Minister

Major Leaders of WWII



Franklin Delano Roosevelt
US President

Joseph Stalin
Russian
Leader



Major Powers

Allies

Great Britain

Russia

United States

France

Axis

Germany

Italy

Japan



Other Members of the Allies & the Dates When They Joined

- Poland: 1939
 - Australia: 1941
 - New Zealand: 1939
 - Nepal: 1939
 - South Africa: 1939
 - Canada: 1939
 - Denmark: 1940
 - Norway: 1940
 - Belgium: 1940
 - Luxembourg: 1940
 - Netherlands: 1940
 - Malta: 1940
 - Free France (part of France was taken over by Germany) 1940
 - Greece: 1940
 - Yugoslavia: 1941
 - Soviet Union: 1941
 - Dominican Republic: 1941
 - El Salvador: 1941
 - Haiti: 1941
 - Honduras: 1941
 - Nicaragua: 1941
 - United States: 1941
 - Republic of China: 1941
 - Guatemala: 1941
 - Cuba: 1941
 - Korea: 1941
 - Czechoslovakia: 1941
 - Mexico: 1942
 - Brazil: 1942
 - Ethiopia: 1942
 - Iraq: 1943
 - Bolivia: 1943
 - Iran: 1943
 - Italy: 1943
 - Columbia: 1943
 - Liberia: 1944
 - Albania: 1944
 - Hungary: 1945
 - Ecuador: 1945
 - Paraguay: 1945
 - Peru: 1945
 - Uruguay: 1945
 - Venezuela: 1945
 - Turkey: 1945
 - Lebanon: 1945
 - Saudi Arabia: 1945
 - Argentina: 1945
 - Chile: 1945
- 

Main Causes of WWII

Discuss:

What do you think were the main underlying causes of WWII?



Why?

- The treaties that ended WWI did not resolve the issues that caused the war.
- Japan, Italy, Germany were all dissatisfied.
- Countries on both sides emerged from the war heavily in debt.



Why? (Underlying Causes of WWII)

Treaty of Versailles



Lloyd George, Georges Clemenceau,
and Woodrow Wilson during
negotiations for the Treaty

The main terms of the Treaty of Versailles were:

- **War Guilt Clause** - Germany should accept the blame for starting World War One
- **Reparations** - Germany had to pay 6,600 million for the damage caused by the war
- **Disarmament** - Germany was only allowed to have a small army and six naval ships. No tanks, no air force and no submarines were allowed. The Rhineland area was to be demilitarized.
- **Territorial Clauses** - Land was taken away from Germany and given to other countries. Anschluss (union with Austria) was forbidden.

Germany's Reaction

People were dissatisfied with the government and many voted to power a man who promised to rip up the Treaty of Versailles. The Germans hated their tiny army. They said they were helpless against other countries. At first they refused to reduce the size of the army until the sailors sank the *U-101* and they had to hand it over.

The Germans despised the **War Guilt Clause**; they said they were not to blame for the war. The soldier sent to sign the Treaty refused to sign it – ‘*To say such a thing would be a lie,*’ he said. The Clause did not physically harm German pride.

Did You Know?

Germany did not pay off the reparations bill until 2010. Repayment was interrupted by Hitler during his time in power, which delayed the final pay off to 1996.

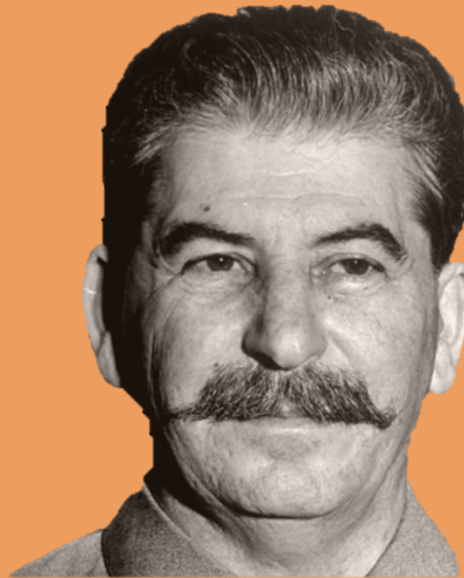
However, a clause in the agreement said that Germany would have to pay interest on the bill if Germany were ever to reunite, which of course it did in 1990. So the final historic payment of £59m was made on Sunday, 3rd October 2010, ninety-two years after the war ended.

The German attempt to self-determine their death. At other countries paying after the war (January 1918)

Why? (Underlying Causes of WWII)

World Wide Depression

- In the two decades following World War I, most of the world was swept up in economic depression.
- Dictators appealed to desperate citizens by promising to restore prosperity. From these economic, political and social conditions, these men rose to power....



Dictators Seize Power



Take note of any similarities that you are able to discern between the following dictators in the upcoming video clip.



that exercises control by suppressing its opposition through terror, censorship and nationalism.



Video up next:
Take notes

6:47 min

Top 10 Ruthless Dictators

<https://www.youtube.com/watch?v=kZmduWYe8>



Discuss...

What were some that you were able to discern between the dictators?



Now... we are going delve into each of the three WWII dictators!!



Take accurate notes as these will come in handy when you create your **VENN DIAGRAM**, and for the extension **SPEECH** assignment...

1

Comparing WWII Dictators

Using your guided notes & research, compare & contrast the 3 WWII dictators.

MUSSOLINI

HITLER



TOJO




2



Now refer to T-chart #6...

Keep track of your observations on the chart:
While being presented with information from the powerpoint and video clips, write describing words about things you notice about each dictator. Also keep note of important information about each dictator's actions, decisions, etc.

6. Keep track of your observations on the chart: (Slides #23-45) While being presented with information from the PowerPoint and video clips, write describing words about things you notice about each dictator. Also keep note of important information about each dictator's actions, decisions, etc.

Mussolini: Italy 	Hitler: Germany 	Tojo: Japan 

Dictators Seize Power

- In Italy, Benito Mussolini led Italy's

Fascism Party ...

is characterized by
dictatorship, centralized
control of private enterprise,
repression of opposition and
extreme nationalism.



**Benito Mussolini
Italy**

Fascism & Mussolini

- Benito Mussolini appealed to Italy's wounded national pride, and played on their fears of economic collapse and communism.
- He promised order and stability and was not content to merely rule the nation, but with his **"Black Shirts"** Mussolini controlled every aspect of Italian life and crushing all opposition.
- Mussolini's rise to power attempted to restore Italy's position as a world power and in order to prove Italy's military might, Mussolini ordered the invasion and conquering of **Ethiopia**.



Benito Mussolini

4:16 min



Next is our first analysis of a dictator's speech...

- Play close attention & continue to take note in your T-chart (#6). In addition, be prepared to take part in the 'Discuss & Share' of connecting the '**Persuasive Speech Rubrics**' to each dictator's speech.

Discuss & Share:

What score would each of the dictators receive on the rubrics with their speeches?

Video up next:
Take notes

Persuasive Speech Rubric

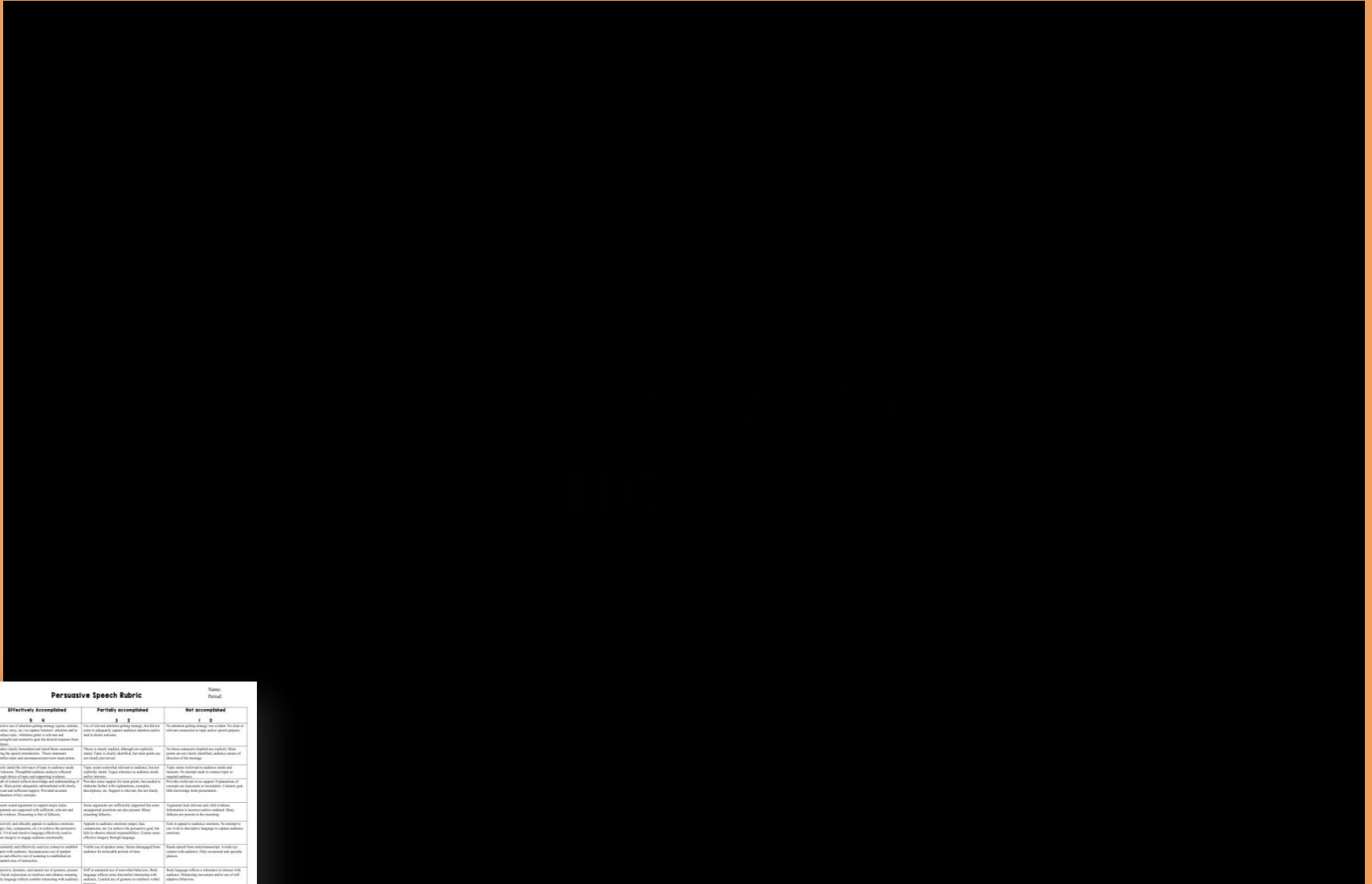
Name: _____
Period: _____

Criteria	Effectively Accomplished		Partially accomplished		Not accomplished	
	5	4	3	2	1	0
Attention Getter	Effective use of attention getting strategy (quote, statistic, question, story, etc.) to capture listeners' attention and to introduce topic. Attention getter is relevant and meaningful and seemed to gain the desired response from audience.		Use of relevant attention getting strategy, but did not seem to adequately capture audience attention and/or lead to desired outcome.		No attention getting strategy was evident. No clear or relevant connection to topic and/or speech purpose.	
Thesis Statement	Speaker clearly formulated and stated thesis statement during the speech introduction. Thesis statement identifies topic and encompasses/previews main points.		Thesis is clearly implied, although not explicitly stated. Topic is clearly identified, but main points are not clearly previewed.		No thesis statement (implied nor explicit). Main points are not clearly identified, audience unsure of direction of the message.	
Connection w/Audience	Clearly stated the relevance of topic to audience needs and interests. Thoughtful audience analysis reflected through choice of topic and supporting evidence.		Topic seems somewhat relevant to audience, but not explicitly stated. Vague reference to audience needs and/or interests.		Topic seems irrelevant to audience needs and interests. No attempt made to connect topic to targeted audience.	
Subject Knowledge	Depth of content reflects knowledge and understanding of topic. Main points adequately substantiated with timely, relevant and sufficient support. Provided accurate explanation of key concepts.		Provides some support for main points, but needed to elaborate further with explanations, examples, descriptions, etc. Support is relevant, but not timely.		Provides irrelevant or no support. Explanations of concepts are inaccurate or incomplete. Listeners gain little knowledge from presentation.	
Logical appeal	Presents sound arguments to support major claim. Arguments are supported with sufficient, relevant and valid evidence. Reasoning is free of fallacies.		Some arguments are sufficiently supported but some unsupported assertions are also present. Minor reasoning fallacies.		Arguments lack relevant and valid evidence. Information is incorrect and/or outdated. Many fallacies are present in the reasoning.	
Emotional appeal	Effectively and ethically appeals to audience emotions (anger, fear, compassion, etc.) to achieve the persuasive goal. Vivid and emotive language effectively used to create imagery to engage audience emotionally.		Appeals to audience emotions (anger, fear, compassion, etc.) to achieve the persuasive goal, but fails to observe ethical responsibilities. Creates some effective imagery through language.		Fails to appeal to audience emotions. No attempt to use vivid or descriptive language to capture audience emotions.	
Eye contact	Consistently and effectively used eye contact to establish rapport with audience. Inconspicuous use of speaker notes and effective use of scanning to establish an expanded zone of interaction.		Visible use of speaker notes. Seems disengaged from audience for noticeable periods of time.		Reads speech from notes/manuscript. Avoids eye contact with audience. Only occasional and sporadic glances.	
Body language	Expressive, dynamic, and natural use of gestures, posture and facial expressions to reinforce and enhance meaning. Body language reflects comfort interacting with audience.		Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message.		Body language reflects a reluctance to interact with audience. Distracting movement and/or use of self-adaptive behaviors.	
Voice	Natural variation of vocal characteristics (rate, pitch, volume, tone) to heighten interest and match message appropriately.		Limited variation of vocal characteristics. Use of rate, pitch, volume and tone seemed inconsistent at times.		Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	

Score: _____ /45

Benito Mussolini Speech

2:26 min



Persuasive Speech Rubric

Name:
Period:

Criteria	Effectively Accomplished	Partially accomplished	Not accomplished
Attention Getter	Effective use of attention-getting strategy (quote, statistic, anecdote, etc.) to capture audience attention and to highlight and emphasize goal for the demonstration/issue addressed.	Use of relevant attention-getting strategy. Not fully effective in capturing audience attention and emphasizing goal to drive audience.	No attention-getting strategy was utilized. The focus of the presentation was not clear and audience was not driven to listen.
Topic Statement	Specific thesis statement and goal have been stated clearly in initial presentation. Thesis statement is clear and concise and emphasizes purpose and audience.	Thesis is clearly stated, although not explicitly stated in the initial presentation. Thesis statement is not clearly stated.	Thesis statement is implied but not explicit. Main point is not clearly identified for the purpose of audience attention.
Connection with Audience	Clear, specific connection to audience made and clearly emphasized in the initial presentation through direct appeal and addressing audience. Degree of research is thorough and substantiation of topic. Main point explicitly substantiated with credible, relevant information. Research sources are reported.	Topic is clearly connected to audience in audience's best interests. Degree of research is adequate and clearly stated. Direct appeal to audience made.	Topic is not explicitly addressed directly and audience is not clearly identified as audience.
Subject Knowledge	Depth of research is thorough and substantiation of topic. Main point explicitly substantiated with credible, relevant information. Research sources are reported.	Research is clearly supported by credible and relevant information. Research sources are reported.	Research is not clearly supported by credible and relevant information. Research sources are not reported.
Logical Appeal	Reasons clearly appear to support main point. Reasoning is logical, credible, relevant and well explained. Reasoning is clear and effective.	Reasons appear to be sufficiently supported by credible and relevant information. Reasoning is clearly explained.	Reasoning is not clearly supported by credible and relevant information. Reasoning is not clearly explained.
Emotional Appeal	Effective and ethically appropriate emotional appeal is clearly emphasized in the initial presentation to engage audience emotionally.	Appropriate emotional appeal is clearly emphasized in the initial presentation to engage audience emotionally.	Emotional appeal is not clearly emphasized in the initial presentation to engage audience emotionally.
Eye Contact	Appropriate eye contact is maintained throughout speech with audience. Intentional use of specific eye contact is appropriate for emphasis and engagement of audience.	Eye contact is maintained throughout speech with audience.	Eye contact is not maintained throughout speech with audience. This occurred and occurred infrequently.
Body Language	Appropriate, dynamic, and sustained use of gestures, posture and facial expressions to reinforce oral message. Body language effectively complements speech with audience.	Use of sustained use of gestures/posture. Body language effectively complements speech with audience.	Body language is not sustained or limited with audience. Distraction to audience and use of inappropriate gestures.
Voice	Appropriate volume of vocal characteristics (pitch, rate, tone, inflection) is used to emphasize key points. Effective use of vocal characteristics to engage audience and sustain message.	Effective volume of vocal characteristics. Use of vocal characteristics to engage audience and sustain message.	Volume is inappropriate (volume of vocal characteristics, monotone, monotone with inflection).

Dictators Seize Power

- Germany also turned towards an authoritarian leader as well.
- The Fascist party arose to power in the 1920's as a reaction to terrible economic conditions and resentment over the Treaty of Versailles.
- **Adolf Hitler**, also a powerful speaker and organizer, rose through the ranks to become the leader of the **Nazi party**.
- Nazi Fascism was based on extreme nationalism. Hitler used the anger of the German people to promote his anti-Semitic agenda and racial "purification."



Video up next:
Take notes

Adolf Hitler Speeches

10:13 min

Persuasive Speech Rubric

Name:

Period:

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	5 4	3 2	1 0
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Score: /45

Hitler's Actions

- Adolf Hitler became Chancellor of Germany in 1933. Almost immediately he began building up

Germany's
army and
the size
of the
air force
man
ed.

- Although they were
of Co
Germany
of Co
to the West.

Discuss
What similarities and differences do you see amongst these two dictators?



ons,

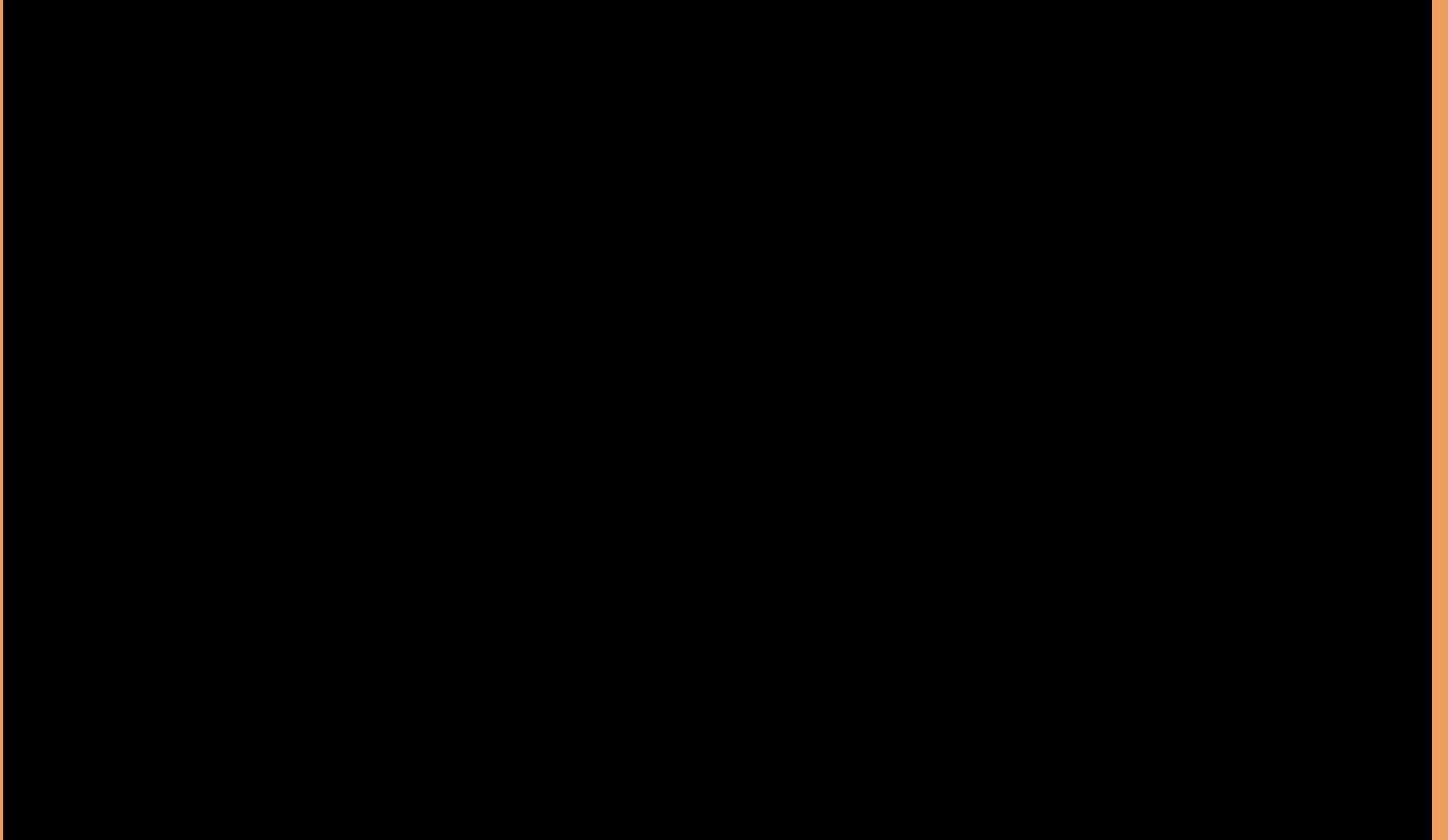
Discrimination

- **Hitler provided scapegoats for Germany's problems (foreigners, Jews, Communists, Roma (Gypsies), mentally ill, homosexuals).**



Holocaust

8:40 min



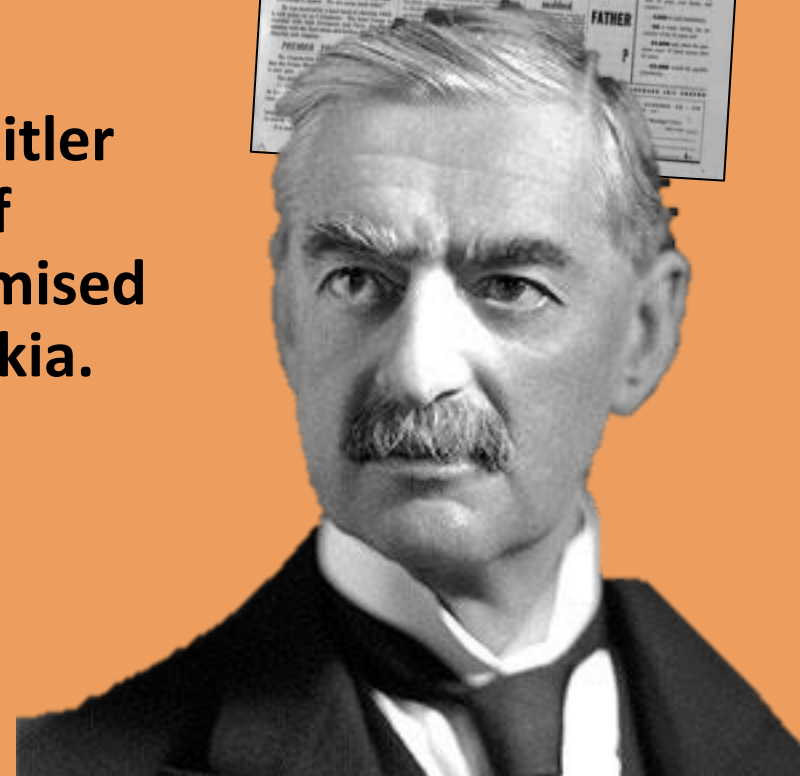


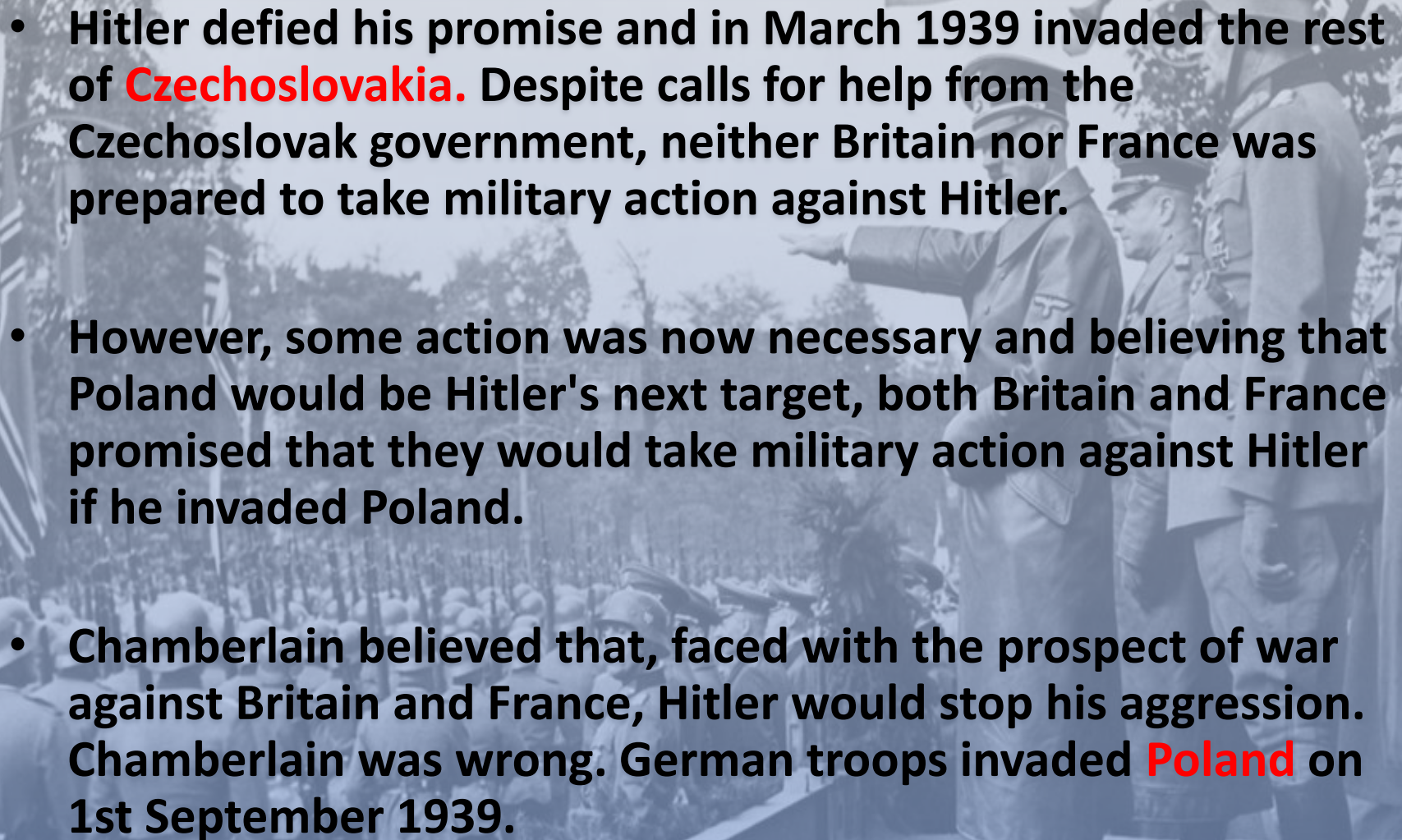
- **Hitler also promoted national expansion and claimed that Germany needed more “living space”. Hitler planned on securing land and soil for his German people and would do so by force.**
- **Though elected democratically, once established in power Hitler suppressed all opposition and ruled with fear. To flex his power and demand for living space, Hitler invaded the Rhineland and later the Sudetenland.**



Appeasement

- Neville Chamberlain, Prime Minister of Britain, met with Hitler three times during September 1938 to try to reach an agreement that would prevent war.
- The **Munich Agreement** stated that Hitler could have the Sudetenland region of Czechoslovakia provided that he promised not to invade the rest of Czechoslovakia.



- 
- Hitler defied his promise and in March 1939 invaded the rest of **Czechoslovakia**. Despite calls for help from the Czechoslovak government, neither Britain nor France was prepared to take military action against Hitler.
 - However, some action was now necessary and believing that Poland would be Hitler's next target, both Britain and France promised that they would take military action against Hitler if he invaded Poland.
 - Chamberlain believed that, faced with the prospect of war against Britain and France, Hitler would stop his aggression. Chamberlain was wrong. German troops invaded **Poland** on 1st September 1939.

WWII Started in 1939 when...

- Germany attacked **Poland**.

Great Britain & France finally declared war on Germany.

- Germany had already taken over Austria & Czechoslovakia.
- Later Germany would invade & occupy France.
- Italy had invaded the African Nation of Ethiopia.

Japan Attacks China

- The other side of the world was also at war.
- Japan had attacked China, moving toward Southeast Asia, which had rich rubber, and oil.





- In the 1920's and 1930's, nationalists and militarists in **Japan** were trying to take control of the imperialist government.
- Also plagued by a poor economy, the militarists promoted the idea of needing more living space, and convinced the **Japanese Emperor Hirohito** that Japan needed raw materials and the only way to get them was to invade Manchuria.

- Hideki Tojo moved his way up the ranks in 1940 becoming the Minister for War, and advocated closer ties with Germany and Italy.
- Tojo was appointed Prime Minister in 1941 where he pushed his strategy for empire and taking over the colonies of defeated European powers.
- It was Tojo who promoted the attack on Pearl Harbor.

Two videos up next:
Take notes



Hideki Tojo

1:56 min



Hideki Tojo Speech

7:20 min

Persuasive Speech Rubric

Name:

Period:

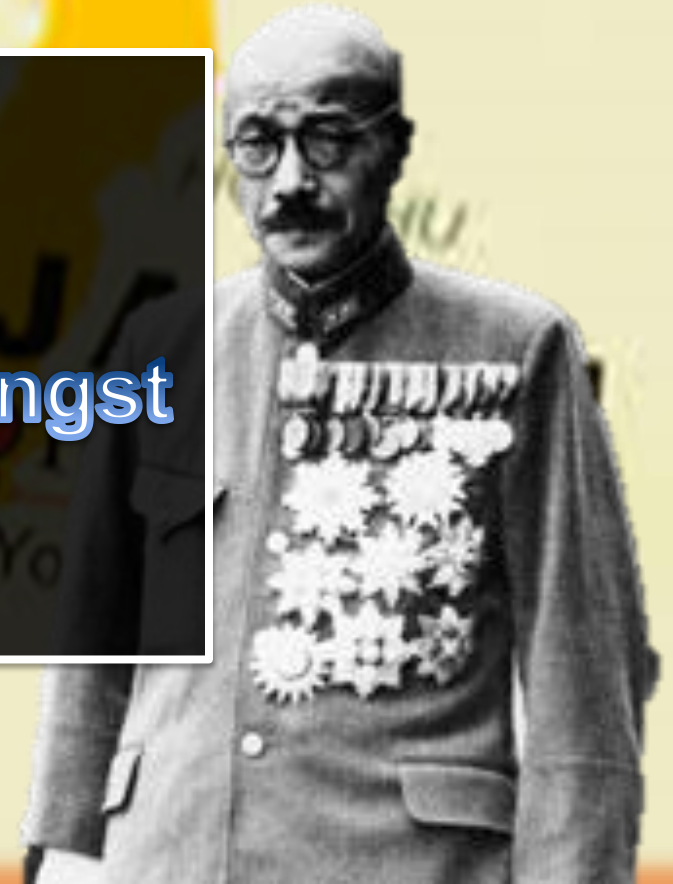
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Score: /45

- Tojo had direct control over the Japanese military and was now a virtual dictator, crushing his opposition.

Discuss:

What similarities & differences do you see amongst these three dictators?



1940: Japan joined the Axis alliance

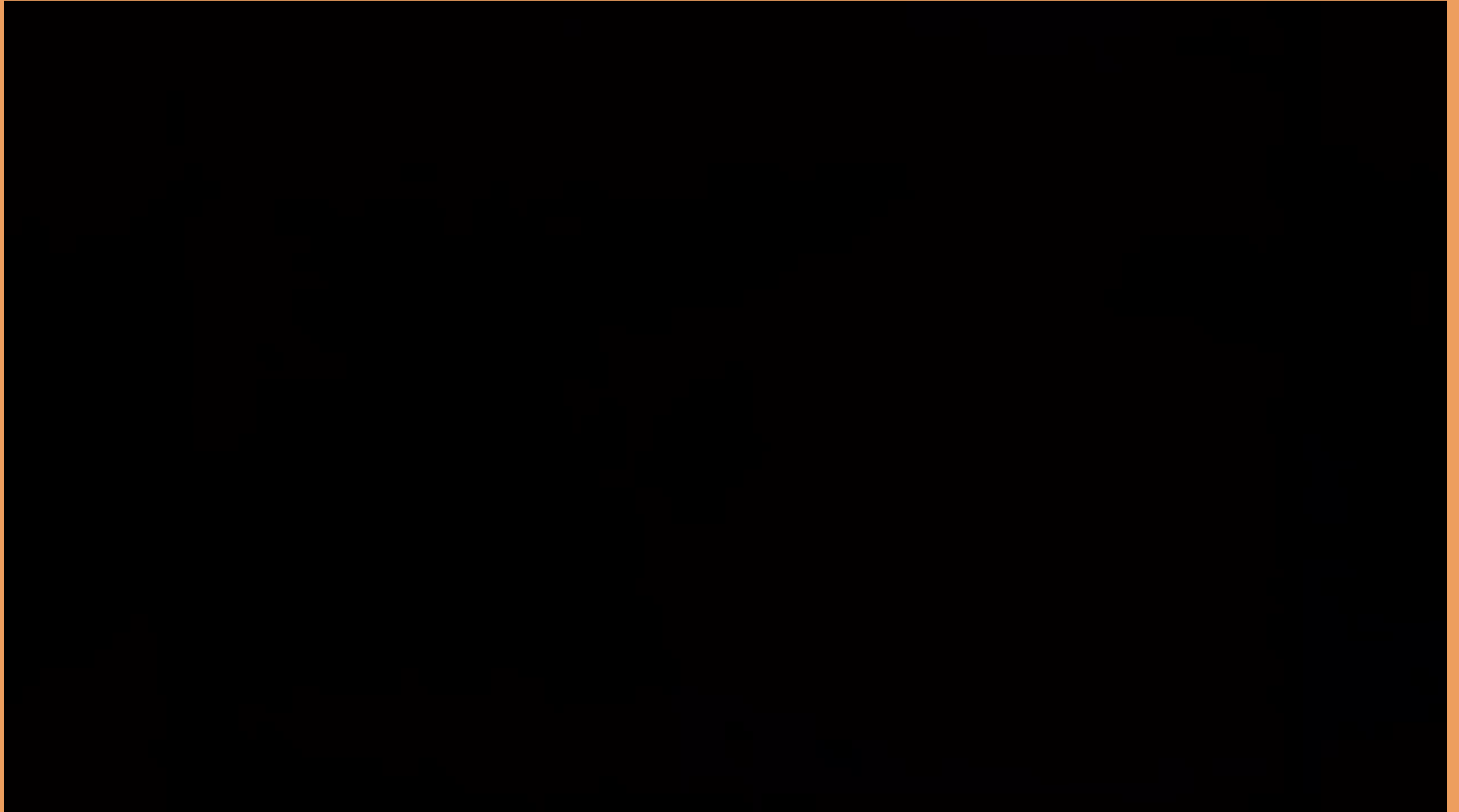
- The Japanese government planned to conquer the Dutch East Indies, a source of oil, and other Asian territories.
- Felt United States was the obstacle in their endeavor.



#7. Predict, Write, & Discuss:
Why do you think Japan felt the U.S. was an obstacle?

The Japanese Mission

4 min



Recap: Before the Attack

June 1941
July 1941
September 1941
October 1941
November 1941
December 1941

Japan occupied southern Indochina. Two days later, the United States imposed an embargo on Japan, by prohibiting exports of steel, scrap iron, and aviation fuel to Japan, due to its military and economic expansion. This prevented Japan from being able to build, in time, cripple its army and make its navy and air force completely useless.

United States: Isolationist Position

A. Why was the U.S. taking an **Isolationist** stance?

1. Great Depression (problems at home)

2. **Discuss:**
Do you think that the United States should have joined in the war earlier? Support your answer.

- Many Americans began to think that we'd got into WWI for the wrong reasons



#8. Write & Discuss: Your Opinion

Which statement do you agree with the most?

#1. The U.S. was NOT taking an 'isolationist' stance since they were aiding the allies in the war effort.

#2. The U.S. was taking an 'isolationist' stance. Their actions to aid the allies was based upon a business relationship.



image is showing?

Attack is Imminent...



Admiral Isoroku Yamamoto, commander in chief of the Japanese naval forces, didn't want a fight with America. But much of Europe and Asia, including Japan, were involved in

HEIGHT OF JAPANESE EXPANSION IN 1942

SOVIET UNION



But because the U.S. base in Hawaii was relatively close to these countries, the Japanese worried that the U.S. would send

On November 26, 1941, 31 warships carrying fighter planes and bombers slipped from Japan into the North Pacific. They moved silently until they closed in on the Hawaiian Islands. A small Japanese plane made a loop around the target and radioed back: "Pearl Harbor sleeps."



NEPAL
BH
INDIA

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Japan Attacks Pearl Harbor

- On Dec 7th 1941, Japanese war planes bombed the huge naval base at Pearl Harbor in Hawaii (surprise attack).
- About 2400 Americans- both servicemen and civilians died.
- U.S. Fleet left devastated.
- Roosevelt asked Congress to declare war on Japan.

Video up next:
Take notes

...allies Germany
& Italy declared war on the United States



Pearl Harbor

4:48 min



FDR's Response...

“Yesterday, December 7, 1941 — a date which will *live in infamy* — the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan”.

ANALYZE, WRITE & DISCUSS

Roosevelt continues to use vivid, emotional words throughout his speech. Carefully listen to the upcoming clip, and write down any words, or phrases that you think would help the President achieve his goals.

This speech
The most
purpose:
in Roosevelt

December 7, 1941.

The most m
Consider th

st line.
g alternatives:

Yesterday, December 7, 1941 — a tragic date ...
Yesterday, December 7, 1941 — a pivotal day for our country — ...
Yesterday, December 7, 1941 — a date which we experienced sorrow...
Yesterday, December 7, 1941, the United States of America was... [that is,
... was used at all]

Video up next:
Take notes

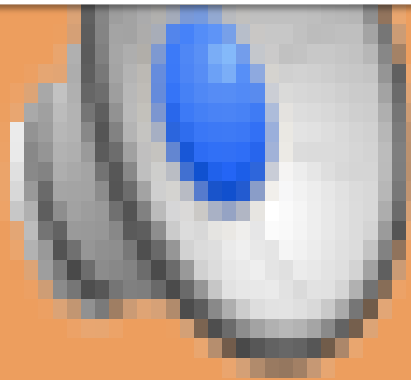
None of these alternatives are consistent with Roosevelt's goal.

Analyzing FDR's Speech

4:48min

SHARE & DISCUSS

Words, or phrases that you think would help the President achieve his goals?



Inquiry

We have concluded our 'collective' study regarding these three dictators & the social, political & economic conditions from which they rose. However, there is a great deal of information we have not yet explored.

What additional questions do you still have that you are curious about?



Begin your individual research (*Handout #2*)...

HANDOUT #2

Dictator Individual Research

<p>What goals did the dictator have about territorial expansion?</p>			
<p>What did the dictator do with people who opposed him or stood in his way?</p>	<p>RESEARCH TOPICS...</p>	 <p>MUSSOLINI: ITALY</p>	 <p>HITLER: GERMANY</p>
<p>How did the dictator use 'propaganda'?</p>	<p>How was the dictator able to come to power?</p>		 <p>TOJO: JAPAN</p>
<p>Question of Inquiry and/or other interesting info</p>	<p>What happened to the people of this country under his rule?</p>		
	<p>What were some of the dictator's main policies?</p>		

1

After, take your guided notes from the Power-Point, individual research and ...

HANDOUT #2

DICTATOR INDIVIDUAL RESEARCH

RESEARCH TOPICS...



MUSSOLINI: ITALY

How was the dictator able to come to power?

What happened to the people of this country under his rule?

What were some of the dictator's main policies?

Comparing WWII Dictators

- Using your guided notes & research, compare & contrast the 3 WWII dictators.

MUSSOLINI

HITLER



TOJO

Compare Dictators

2

Extension Activity:

- Write & present a speech from the perspective of a dissident.
- Your teacher will assign you one of the 3 dictators.

HANDOUT #4

Dissident Speech Instruction & Evaluation

1. Writing a speech.

You will use the information you gained through the PowerPoint & individual research to write a speech. You will imagine that you are a **dissident** (a person who goes against the rising dictator). Your role is to create a well-informed, powerful speech that will serve to persuade the masses to **not** follow the dictator.

2. Your speech must utilize the oral speaking techniques you learned from the video clips.

- (See rubrics)
- Emotional appeal
 - Connection w/audience
 - Eye contact
 - Body language
 - Voice

3. Your speech must encompass substance, structure, and will incorporate the information that you gained through the PowerPoint and individual research. (See rubrics)

- Thesis statement (main topic)
- Attention getter
- Subject knowledge
- Logical appeal

Additional instructions in crafting your speech: Your speech...

- Unlike history essays, should be full of statements such as "I will ..." or "We will..." because you are telling the nation about yourself, your plan and your beliefs.
- will include why you are against the rising dictator. You will need to back this up with examples from your guided notes, and individual research.
- may include a plan as to what people can do as an alternative to following your assigned dictator.
- Your speech must be **at least 3 paragraphs, and must be at ¼ page long single-spaced.**
- Your speech **WILL BE CLASSROOM APPROPRIATE.**

YOU have been assigned to be a dissident of: **Hideki Tojo**



HANDOUT #4

Dissident Speech Instruction & Evaluation

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- may include a plan as to what people can do as an alternative to following your assigned dictator.
- must be **at least 3 paragraphs, and must be at ¼ page long single-spaced.**
- **WILL BE CLASSROOM APPROPRIATE.**

YOU have been assigned to be a dissident of: **Adolf Hitler**



HANDOUT #4

Dissident Speech Instruction & Evaluation

You will use the information you gained through the PowerPoint & individual research to write a speech. You will imagine that you are a **dissident** (a person who goes against the rising dictator). Your role is to create a well-informed, powerful speech that will serve to persuade the masses to **not** follow the dictator.

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 - Connection w/audience
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- Your speech must be **at least 3 paragraphs, and must be at ¼ page long single-spaced.**
- Your speech **WILL BE CLASSROOM APPROPRIATE.**

YOU have been assigned to be a dissident of: **Benito Mussolini**



Persuasive Speech Rubric

Name:

Period:

Assignment Overview:

- Guidelines
- Suggestions
- Grading Rubrics

Criteria	Effectively Accomplished	5	4	3	2	1	0
Attention Getter	Effective use of attention getting strategy (question, story, etc.) to capture listener's attention. Attention getter is relevant, meaningful and seemed to gain the audience's interest.						g strategy was evident. No clear or no connection to topic and/or speech purpose.
Thesis Statement	Speaker clearly formulated and stated thesis during the speech introduction. Thesis identifies topic and encompasses/presents main points.						thesis statement (implied nor explicit). Main points not clearly identified, audience unsure of main message.
Connection w/Audience	Clearly stated the relevance of topic to audience and interests. Thoughtful audience appeal through choice of topic and supporting evidence.						appeal to audience needs and no attempt made to connect topic to targeted audience.
Subject Knowledge	Depth of content reflects knowledge and understanding of topic. Main points adequately substantiated with timely, relevant and sufficient support. Provided accurate explanation of key concepts.						Provides irrelevant or no support. Explanations of concepts are inaccurate or incomplete. Listeners gain little knowledge from presentation.
Logical appeal	Presents sound arguments to support major claim. Arguments are supported with sufficient, relevant and valid evidence. Reasoning is free of fallacies.						Arguments lack relevant and valid evidence. Information is incorrect and/or outdated. Many fallacies are present in the reasoning.
Emotional appeal	Effectively and ethically appeals to audience emotions (anger, fear, compassion, etc.) to achieve the persuasive goal. Vivid and emotive language effectively used to create imagery to engage audience emotionally.						Fails to appeal to audience emotions. No attempt to use vivid or descriptive language to capture audience emotions.
Eye contact	Consistently and effectively used eye contact to establish rapport with audience. Inconspicuous use of speaker notes and effective use of scanning to establish an expanded zone of interaction.						Reads speech from notes/manuscript. Avoids eye contact with audience. Only occasional and sporadic glances.
Body language	Expressive, dynamic, and natural use of gestures, posture and facial expressions to reinforce and enhance meaning. Body language reflects comfort interacting with audience.						Body language reflects a reluctance to interact with audience. Distracting movement and/or use of self-protective behaviors.
Voice	Natural variation of vocal characteristics (rate, pitch, volume, tone) to heighten interest and match message appropriately.						Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.

Score:

/45