

World History, Book 3

Lesson 32

Competing Ideologies

For information about this and other Center for Learning teaching resources, please contact Customer Service at 800.767.9090 or customerservice@centerforlearning.org.

© The Center for Learning. The worksheets in this book may be reproduced for academic purposes only and not for resale. Academic purposes refer to limited use within classroom and teaching settings only.

*AP and Advanced Placement Program are registered trademarks of the College Entrance Examination Board, which was not involved in the production of and does not endorse this product.

Lesson 32

Competing Ideologies

Objectives

- To create meaningful definitions relating to major ideologies
- To categorize these definitions as economic or political in nature
- To understand the role and competition of ideologies in the modern world

Prerequisite

Have students read the textbook material about the ideologies discussed in this lesson.

Notes to the Teacher

The events of the twentieth century were affected by competing ideologies that are often misunderstood. An understanding of the terminology is essential to comprehending modern world history. This lesson allows students to wrestle with the definitions basic to the foundations of world interactions. This activity will probably involve two class periods or more. Terms and people with which students should be familiar include ideology, democracy, direct democracy, representative democracy, republic, totalitarianism, dictatorship, fascism, Nazism, capitalism, free enterprise, socialism, authoritarianism, communism, dictatorship of the proletariat, Aryan, politics, economics, democratic socialism, symbolism, mixed economy, Marxian socialism, Cleisthenes, Benito Mussolini, Adolf Hitler, Adam Smith, Karl Marx, Abraham Lincoln, Thomas Jefferson, Nikita Khrushchev, and Vladimir Lenin.

In this lesson, students develop a definition of *ideology*. Next, they define and discuss examples of seven different ideologies. After determining which ideologies are economic in nature and which are political in nature, students examine several symbols used by various ideologies and create symbols for other ideologies. Students conclude the lesson by analyzing various quotations and determining the ideology reflected in each one.

Procedure

1. Introduce the term *ideology* by writing it on the board and having students brainstorm what it means and how it relates to

modern history. A good definition of ideology should include the following ideas:

- It is a belief system that describes a certain condition of life, problems in this condition, and demands and offers solutions to the problems.
 - It is often very strongly believed in and carries with it an aura of ultimate truth.
 - It offers a way of interpreting the past, explaining the present, and focusing upon the creation of the future.
 - It is applicable to political, economic, social, intellectual, and cultural areas.
2. Distribute **Handout 60**, part A, for students to complete. They may use dictionary definitions as a starting point, but they should also take the ideas and put them in their own words. If students need help getting started, offer the following example for *freedom*.
freedom—A category of independence and self-concern; aspects of religion, politics, economics, social life, etc., are determined by the individual and are not subject to serious external control; people have often fought to obtain or protect their freedom; the United States in its war for independence
 3. Use the student-generated definitions to discuss the meaning and background of the terms.

Suggested Responses:

Democracy—A system of rule by the people (Greek demos “people,” kratien, “to rule”; fourth and fifth-century Athens after Cleisthenes best represents the early idea of direct democracy, where all citizens meet jointly to discuss and resolve matters of mutual concern; Abraham Lincoln said it was government “of the people, by the people, and for the people”; individual worth is stressed, and individual rights are protected; the consensus of the citizens rules with full sensitivity to minority views in free and open elections and legislative and judicial vote-taking; civil liberties (freedoms of

speech, assembly, etc.) are protected by constitutional guarantees; all persons are equal under the law; representative democracy or a republic allows the citizens to elect people to do the day-to-day chores of government.

Totalitarianism—A system of government where the state has complete power over all aspects of a person's life; it tries to abolish freedom; a police state where continuous propaganda efforts are vital; censorship and manipulation of the media are constant; no opposition to the leader and the one permissible party is allowed; all economic, political, cultural, religious, and social relationships are controlled by the regime; the term totalitarian was originated by Mussolini. (Note: A dictatorship divorces itself as much as possible from the people, limits freedom, is temporary and usually grows out of a faltering republican framework; an authoritarian regime is a dictatorship with no time limits; both act within the framework of society and do not seek the creation of a new reality.)

Fascism—An extremely nationalistic form of government where the people are subordinate to the state, embodied by the leader; single party control with emphasis on fascist, militarist, and imperialist ideas; appeals to middle and upper classes and preserves aspects of capitalism; Mussolini first invented the term and said it was the “dictatorship of the state over many classes competing”; law and order is heavily stressed, as expressed by the slogan “Believe! Obey! Work!”; totalitarian methods and force are employed; this government is extremely anticommunist in nature.

Nazism—A specific type of fascism as developed by Hitler in Germany; it is decidedly more blatant in racist convictions and policies, believing in the superiority of the so-called “Aryan race” (Note: Correctly used, the term Aryan can never be identified with a race; rather it describes a certain group of peoples who have a common language core of development.); it is much more successful in military and imperial objectives

than Italian fascism; the term Nazi is developed from the first two syllables of the German word in the formal name of this group—The National (Nah-tsee-oh-NAHL) Socialist German Workers' Party.

Capitalism—A system of gaining and promoting wealth through private ownership and operation of businesses; free enterprise, the supply and demand aspects of a market economy, and the need for competition as voiced by Adam Smith are indispensable; the purpose of capitalism is to produce a profit which can be reinvested to produce more profit.

Socialism—A system for bettering the condition of the people by having the state own and control the means of distribution and production of major industries; the government determines the needs of the people and then provides these for them; a mixed economy with socialism and some capitalism may be achieved by the voted consent of the people, as in Sweden; it attempts to alleviate the excesses of private profit and competition while endeavoring to help the majority; restructuring of social classes takes place due to its leveling aspect; according to Karl Marx, socialism occurs after a revolution in which the capitalist class is overthrown and the dictatorship of the proletariat is established; the government, on behalf of the people, owns and controls all the means of production and distribution with the purpose of eliminating the inequalities of the capitalist system; it is extremely antifascist; it appeals to working-class and peasant populations; the Union of Soviet Socialist Republics was founded on this ideology.

Communism—According to Karl Marx, this is the final stage of socialism in which a classless society will be achieved and the state will wither away; no society has yet reached this goal of Marxian socialism.

4. Indicate that some of the ideologies are economic and others are political. *Economic* means that the ideologies deal with ways of making a living, and *political* means that the definitions involve methods of governing the people. Ask students to identify the

ideologies that are essentially political (*the first four*) and economic (*the last three*).

Emphasize that economic systems can only be compared with other economic systems and political systems can only be compared with other political systems or else one would end up comparing apples to oranges. Indicate that capitalism can thrive in a democratic or totalitarian state, as in the United States or Nazi Germany. Socialism can exist in both political arenas: e.g., the democratic socialism of Finland and the socialism of the Soviet Union under Joseph Stalin.

5. Explain that because ideologies are complex, people need to simplify ideas to grasp them more easily. Symbols often provide a method for doing this.
6. Put the word *symbol* on the board, and have students suggest what it means. (*It is a visual image which stands for something greater than what it appears to be upon first examination. It is also easily grasped and remembered.*)
7. Distribute **Handout 60**, part B, for students to complete. Discussion of students' symbols and rationales will help indicate whether or not they have grasped the essential aspects of each ideology. If possible, display representative drawings to enhance this part of the lesson.

8. Use **Handout 61** to check student understanding or as an evaluation.¹

Suggested Responses:

1. Nazism
2. Socialism
3. Totalitarianism
4. Fascism
5. Capitalism
6. Democracy
7. Communism

Enrichment/Extension

Have students research ancient Athens and Sparta as early examples of democracy and totalitarianism and investigate the types of economies they fostered. Helpful Web pages include *Ancient Greece: Athens* (<http://www.wsu.edu:8080/~dee/GREECE/ATHENS.HTM>), and *Ancient Greece: Sparta* (<http://www.wsu.edu:8080/~dee/GREECE/SPARTA.HTM>). Ask students to create a chart to compare and contrast these two Greek city-states. Allow class time for students to share their findings. Display completed charts in the classroom.

¹Sources of statements on **Handout 61:**

1. Adolf Hitler
2. Nikita Krushchev
3. Dr. Robert Ley
4. Benito Mussolini
5. Nathaniel Stone Preston
6. Thomas Jefferson
7. S. R. Rashidov

Ideologies—Definitions and Symbols



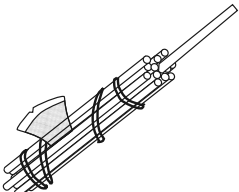
Part A.

An ideology is a powerful belief system that unites the past, present, and future in a vision which can solve problems and improve the lives of people. Define the following ideologies. All definitions should start with the most general aspects of a term and then address specific details. Provide an example that you believe typifies each ideology. A specific example may be a country, historical event, or a person.

Ideology	Definition	Example
Democracy		
Totalitarianism		
Fascism		
Nazism		
Capitalism		
Socialism		
Communism		

Part B.

A symbol is an image that stands for something greater than the sum of its parts. For example, the cross, the crescent moon, and the menorah are symbols for the religions of Christianity, Islam, and Judaism. They all indicate an entire belief system in their simple visual form. Examine the following three ideological symbols and read about their origin and purpose. Your task is to create a symbol for the remaining four terms and then explain why you chose these particular symbols.

Ideology	Symbol	Explanation
Communism		<p>The hammer and sickle symbol was created by Soviets to indicate the support of the working class (industrial workers = hammer; farm workers = sickle) for the regime and its goals.</p>
Nazism		<p>The swastika, or “twisted cross,” was developed from an early sun symbol found throughout the world. It was to indicate the primal importance of Nazism and the “Aryan race.”</p>
Fascism		<p>The fasces were carried in ancient Roman parades—the twelve rods bound together represent the strength of the twelve tribes, and the axe the restrained power and might of Rome. Mussolini wished to create a “New Rome.”</p>
Totalitarianism		
Capitalism		
Socialism		
Democracy		

Ideological Quotations

The following quotations refer to the seven ideologies you have studied. Indicate the name of the ideology that best reflects the main ideas of each quotation. Be prepared to defend each choice and explain the meaning of each quotation.

1. "Life is only preserved because other living things perish through struggle. In this struggle, the stronger and more able will win. The weaker will lose . . . The stronger must dominate the weak . . . The results of art, science, and technology that we see before us today are almost entirely the creation of the [superior race] . . . It . . . laid the foundation and built the walls of every great achievement in human culture . . . [Our nation] is the bulwark of the West against Bolshevism . . . The will of the people in its pure form can only be expressed through the [leader] . . . What is refused to a friendly method must be taken by the fist."

Ideology: _____

2. "[Our system] had ensured the right of the working people to social security, free medical care and free education. All these amenities are provided at public expense."

Ideology: _____

3. "Our state never releases the human being from cradle to the grave. We start with the child of three years: as soon as he begins to think, he is already given a flag to carry. Thereafter follow school . . . [and] military service. We do not let go of the human being and when all that is over, the Labor Front comes and takes him once more and does not let him go until he dies, whether he likes it or not."

Ideology: _____

4. ". . . [E]verlasting peace is neither possible nor useful . . . [W]ar alone brings all human energy up to its highest point . . . [T]he Inequality of mankind is unchangeable and desirable . . . The foundation . . . is the idea of the state—its character, its duty, and its aims. The state guarantees the people's security, both within the nation and abroad. It represents the spirit of the nation. It is the state which educates its citizens. It makes them aware of their purpose in life and unites them. It leads men from primitive tribal life to the highest expression of human power, which is empire."

Ideology: _____

5. "[I]t allows the reward to be generous and not exact. There is an element in it that appeals to the gambler as well and looks amiably upon the success of the man who, by the luck of timing or his shrewd judgment of the market, 'strikes it rich' . . . "

Ideology: _____

6. "We hold these truths to be self-evident, that all men are created equal, that they are endowed with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these Rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute a new Government, laying its foundations on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness."

Ideology: _____

7. "The implementation of this programme will make it possible to fulfill mankind's age-old dream of a society without classes, without social and national oppression, without wars."

Ideology: _____