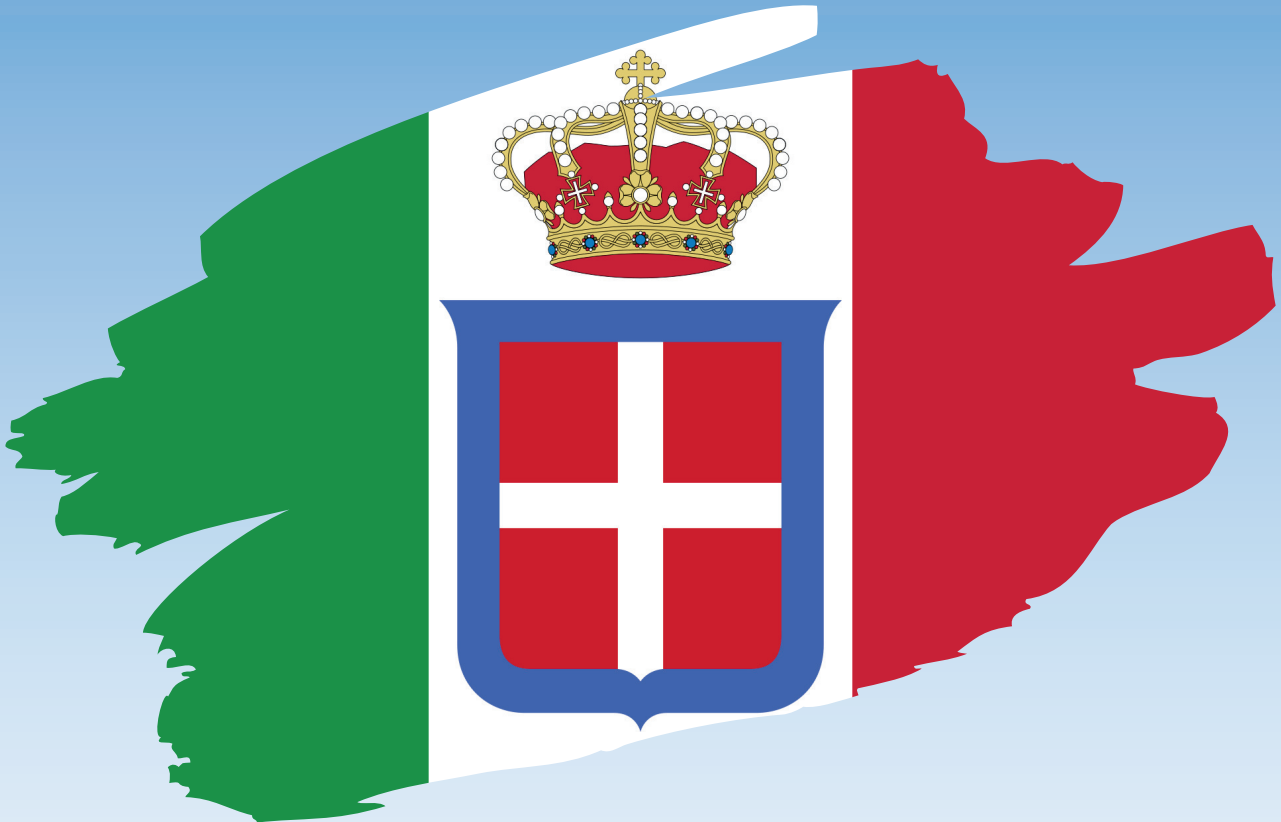


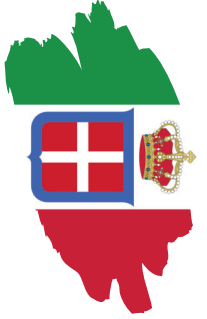
Life in Fascist Italy

3.9 EXAMINE life in one fascist country and one communist country in the twentieth century



- 23.1 Timeline
- 23.2 Cornell Notes
- 23.3 Keywords
- 23.4 Knowledge Organiser
- 23.5 Questions

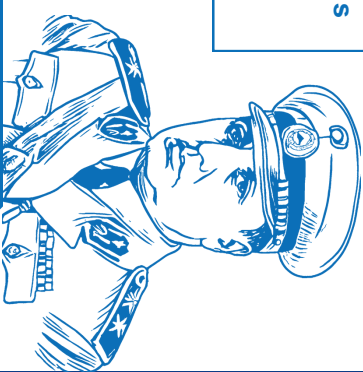
This chapter will examine the rise of fascism in Italy, including the rule of Mussolini and the impact of fascist policies on Italian society.



Life in Fascist Italy



3.9 EXAMINE life in one fascist country and one communist country in the twentieth century



March on Rome -
Mussolini and his
Blackshirts rise to
power.

Giacome Matteotti
assassinated due to
opposition against
Mussolini

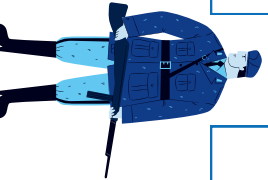
The Rome-Berlin Axis
Treaty is signed by
Hitler and Mussolini.

**Benito Mussolini forms
the National Fascist
Party**

Acerbo Law
Only the King could
interfere with
Mussolini's power

**Lateran Treaty of
Concordat** give Mussolini
an understanding with the
Catholic Church.

**Italy enters World War
II as an Axis Power.**





Life in Fascist Italy



3.9 EXAMINE life in one fascist country and one communist country in the twentieth century

Term	Definition
Acerbo	Party who receives most votes gets 2/3s of seats in Parliament
Autostrada	Motorway built throughout Italy
Battle for Grain	Grew more wheat for making bread and pasta widely available
Berlto Mussolini	Leader of the Fascist Party in Italy
Blackshirts	Nickname for the Italian Fascists
Censorship	Removed any negative publicity
Communism	a system of government where the state controls all aspects of the economy (property, business and jobs) and of society, with limited rights for individuals
Corporate State	22 Government departments set up to manage the country
Coup D'état	Action to overthrow the government in power
Falange	Right Wing Fascist Nationalists
Fascas	An axe with a bundle of sticks wrapped around it. The symbol of power in the Ancient Roman army. Symbol of Fascism.
Fascism	Political belief that was anti-democratic, anti-communist - held by Mussolini (Italy), Hitler (Germany), and Franco (Spain).
Fascism	A form of government that is a one-party dictatorship with anti-democratic ideas and very nationalist
General Francisco Franco	Leader of the Falange
Hydro Electric Power Station	Using water to power electricity to power the country
Il Duce	Nickname for Mussolini
Lateran Treaty of Concordat	Treaty in which Mussolini compensated the Catholic Church for its loss of land during the 1870 Reunification of Italy
March on Rome	30,000 Blackshirts march on Rome and King Victor Emmanuel made Mussolini Prime Minister of Italy
New Roman Empire	Promise by Mussolini to the people of Italy
OVRA	Mussolini's secret police set up to silence opposition
Pontine Marshes	Swamp land outside Rome which were drained and made suitable for farming
Popular Front	Left Wing Communist Republicans
Propaganda	Information that has been designed to influence the attitudes of the general public. It is generally biased, often appeals to the emotions (fear, anger, loyalty) and may even be made up
Rome-Berlin Axis	Alliance made between Hitler and Mussolini who joined Italy and Germany together
Rule by decree	He could make laws without going through parliament
Unions and strikes	Banned; loyalty to the state was important

Leaders in Fascist Italy

Berlto Mussolini (1883-1945)	Mussolini was an Italian politician and journalist who founded the National Fascist Party and became Prime Minister of Italy in 1922. Mussolini established a totalitarian regime, heavily relying on propaganda and cult of personality, and aligned Italy with Nazi Germany during World War II.
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Summary

The rise of fascism in Italy under Benito Mussolini marked a significant period in the country's history which saw the establishment of a totalitarian state where the government had complete control over all aspects of society, including the economy, education, culture, and media. Under Mussolini's rule, Italy underwent significant political, social, and economic changes. The government aimed to create a 'New Italy' that would be powerful, efficient, and disciplined. To achieve this, the regime pursued policies that suppressed dissent and opposition, restricted civil liberties, and suppressed minority groups such as the Jews. Mussolini's government heavily relied on propaganda and cult of personality to maintain its grip on power. The regime portrayed Mussolini as a strong and charismatic leader who would guide Italy to glory. The government also attempted to create a new Italian identity, which emphasized the country's Roman heritage and glorified the military. While some Italians benefited from the regime's policies, many suffered as a result of the government's authoritarianism and economic policies. The regime's alliance with Nazi Germany also led to Italy's involvement in World War II, which resulted in significant loss of life and devastation. Overall, life in fascist Italy was characterized by repression, propaganda, and control over all aspects of society. The regime's policies of violence and terror, as well as its ambitious foreign policy and expansionism, ultimately led to its downfall and the devastation of the country during World War II.

Rise of Fascism

Fascism emerged in Italy in the early 20th century as a response to social and political instability. Its founder, Benito Mussolini, began his political career as a socialist but eventually rejected Marxism in favor of nationalism and authoritarian ideology. Mussolini founded the National Fascist Party in 1921 and gradually gained support from a range of groups, including nationalists, veterans, and conservative landowners. The Fascists used violence and intimidation to silence their opponents, and by 1922, Mussolini was able to orchestrate a march on Rome that led to his appointment as Prime Minister. The Fascist regime would ultimately become a totalitarian dictatorship, characterized by repression of political opposition and control of all aspects of society.

Mussolini's Rise to Power

After his appointment as Prime Minister in 1922, Mussolini consolidated his power by passing laws that limited civil liberties and suppressed opposition. He established a cult of personality, presenting himself as a strong and charismatic leader who could restore order and greatness to Italy. Mussolini also developed a close relationship with King Victor Emmanuel III, who gave him increased powers and support. Over time, Mussolini became increasingly authoritarian and began to rely more heavily on propaganda and repression to maintain his control.

Support of the Catholic Church

Despite the Fascist regime's anti-clerical origins, Mussolini was able to win the support of the Catholic Church by making concessions and agreements. In 1929, Mussolini and Pope Pius XI signed the Lateran Treaty, which recognized the Vatican City as an independent state and granted the Church certain privileges. The Church, in turn, pledged loyalty to the Fascist government and urged its followers to support the regime. This support was critical in helping Mussolini maintain his power, particularly in rural areas where the Church had significant influence.

Daily Life in Mussolini's Italy

Under Mussolini's rule, daily life in Italy was heavily influenced by the Fascist ideology. The regime controlled the media, education, and public life, promoting a cult of personality around Mussolini and enforcing strict conformity to the regime's values. Mussolini also emphasized the importance of traditional gender roles and family values, and women were encouraged to stay at home and have children. Despite these efforts, many Italians found ways to resist and subvert the regime, through underground political organizations, small acts of rebellion, and by retreating into private life.

Economic Policies

Mussolini's economic policy focused on building up the Italian economy through state intervention and promotion of heavy industry. This policy, known as "corporatism," emphasized the importance of strong ties between government, industry, and labor. The regime also pursued aggressive public works projects, including the draining of marshes and reclamation of land for agriculture. These policies had mixed results, leading to some improvements in infrastructure and industry but also exacerbating social and economic inequality.

Use of Terror and Propaganda

The Fascist regime relied heavily on propaganda and terror to maintain its power. Mussolini's government controlled the media and used it to spread propaganda and glorify the regime and Mussolini himself. The regime also used terror, violence, and repression to silence political opposition and maintain control over society. The political police, led by figures such as Arturo Bocchini, were responsible for enforcing loyalty to the regime and suppressing dissent.

Foreign Policy

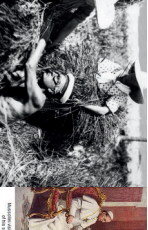
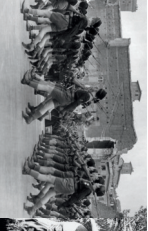
Mussolini's foreign policy was characterized by aggressive expansionism and territorial ambitions. He sought to build an Italian empire that would rival those of other European powers, and his government pursued territorial gains in Ethiopia and Albania. Mussolini also formed an alliance with Nazi Germany and supported the fascist regimes in Spain and Portugal. Mussolini's alliance with Nazi Germany led to Italy's involvement in World War II, which proved disastrous for the country. Italian forces suffered heavy losses in North Africa and the Balkans, and the regime's policies of collaboration with the Nazis led to widespread resistance and partisan activity within the country. By the end of the war, Italy was in ruins, and Mussolini's regime had been overthrown.

Education

Under Mussolini, education was closely controlled by the state, which sought to indoctrinate young Italians with fascist ideology. The regime emphasized physical fitness, military training, and loyalty to the state, and textbooks were rewritten to reflect fascist views of history and culture. The education system also placed a strong emphasis on vocational training, reflecting the regime's emphasis on industry and production.

Women's Lives

Mussolini's regime placed a strong emphasis on traditional gender roles and family values, and women were expected to play a subservient role in society. Women were encouraged to have large families and to devote themselves to domestic duties, and employment opportunities for women were limited. Despite these restrictions, some women found ways to resist the regime and pursue careers or political activism. The regime also attempted to promote a cult of motherhood, using propaganda and social pressure to encourage women to bear more children.



Life in Fascist Italy

Doodle Revision Page or Sketch Notes
Include heading(s), short notes, keywords, timelines,
images (maps, drawings, diagrams) as needed

FASCISM AND MUSSOLINI'S RISE TO POWER

- **Fascism:** A right-wing political ideology that emphasizes **nationalism**, **authoritarianism**, and the **subordination of individual rights** to the state, ruled by a dictator.
 - The symbol of fascism is the **fascis**, a bundle of rods symbolising strength through unity.
- **Post-WWI Italy:** After World War I, Italy faced **economic turmoil**, **unemployment**, and fears of **communism**. **Benito Mussolini** founded the **National Fascist Party** in 1919, exploiting the country's discontent.
- **March on Rome (1922):** Mussolini and his paramilitary group, the **Blackshirts**, marched on Rome. Fearing civil war, **King Victor Emmanuel III** invited Mussolini to form a government, making him **Prime Minister**.

MUSSOLINI'S POLICIES

- **Corporate State:** Mussolini introduced **corporatism**, where the economy was divided into sectors controlled by the state, aiming to prevent class conflict.
 - **Battle for Grain:** An effort to increase domestic grain production to reduce reliance on imports.
 - **Land Reclamation:** Projects like draining the **Pontine Marshes** to increase arable farmland.
- **State Control:** The government controlled large portions of the economy through **state intervention** and protectionist policies.

TERROR AND PROPAGANDA

- **OVRA:** Mussolini's secret police, used to suppress dissent and arrest political opponents.
- **Matteotti Crisis (1924):** The assassination of **Giacomo Matteotti**, a socialist politician who opposed Mussolini, led to Mussolini tightening his control through **purges** and repression of opposition.
- **Propaganda:** Mussolini controlled the media, using **newspapers**, **radio**, and **art** to promote Fascism and create a **cult of personality** around himself. The **Lateran Treaty (1929)** with the **Catholic Church** helped secure Mussolini's regime by making **Catholicism** the state religion.

EDUCATION AND YOUTH ORGANISATIONS

- **School Reforms:** Education was modified to promote **Fascist ideologies**, with a focus on **nationalism** and **militarism**.
- **Youth Groups:** Organisations like the **Balilla** and **Piccole Italiane** indoctrinated children with Fascist values to ensure loyalty to the regime.

WOMEN'S LIVES UNDER MUSSOLINI

- **Traditional Gender Roles:** Women were encouraged to be **mothers and homemakers** to boost the birth rate. Mussolini introduced policies to reward families with many children, reinforcing **traditional family values**.

Ch. 23 - Fascist Italy

The first photo captures Mussolini shortly after the assassination attempt by Violet Gibson, an Irish woman who opposed his regime. The second image depicts Mussolini at a rally, presenting the image of a strong Fascist leader to the Italian people. The third photo is a mugshot of Violet Gibson, taken after her attempt to fight against Mussolini's dictatorship. These images offer a glimpse into the propaganda and resistance during Fascist Italy. Study the photos, and then respond to the following questions.



- What impression of Mussolini and Fascist Italy is being presented in the first image?
- The third image is Violet Gibson, an Irish woman who attempted to assassinate Mussolini. What does this reveal about the opposition to Mussolini's regime?
- Define propaganda and discuss why it was employed in Fascist Italy or another authoritarian state you have studied.
- How do the settings of the first and second images contrast, and what does this contrast suggest about the nature of Fascist leadership?
- Other than visual imagery, describe a method of propaganda utilised by the Fascist government in Italy and detail its application.
- From your study of Fascist Italy, describe how the government implemented terror and elaborate on the reasons behind such tactics.
- From your study of life under Fascist Italy, explain what life was like for women during Mussolini's regime.

Question 7

In 1929, the communist dictator of Soviet Russia, Josef Stalin, abolished Individual farms. All land, crops and animals were collectivised into large state farms. Look at the sources below and answer the questions which follow.

Source 1: a Soviet poster from 1930 showing life on a collective farm.



Source 2: an eye-witness account of the Ukrainian famine, 1932-1933, which was caused by Stalin's policy of collectivisation.

Many villagers roamed the city streets in Kharkiv. You met them everywhere. They were of various ages – old, young, children and infants. They were hungry, exhausted, ragged, filthy and cold.

Some of them dared to knock on people's doors or maybe on someone's window, and some could barely stretch out their begging hands. Others were sitting against the walls, motionless and speechless.

(a) What change did Stalin introduce in farming in 1929?

(b) What was life like on a collective farm, according to **Source 1**? Support your points with evidence from the source.

(c) How did the eye-witness in **Source 2** describe the villagers who came into Kharkiv?

(d) What is meant by the term 'propaganda'?

(e) In your opinion, is the poster in **Source 1** an example of propaganda? Explain your answer.

(f) Name the fascist country you studied as part of your Junior Cycle History course and name the country's leader.

Name of fascist country:
Name of leader:

(g) How did fascism affect life in that country?
Your answer could include points relating to one or more of the following:

- Political and/or economic life
- Family life, education and/or youth groups
- Propaganda and/or terror, etc.

Question 7

Answer the following questions which deal with life in a fascist country and a communist country in the 20th century.

Source 1: Map showing the concentration camps in Germany by the end of 1938.



Note: the location of each camp is shown by a yellow dot.

- Dachau, Esterwegen, Oranienburg, and Lichtenburg opened in 1933.
- Sachsenhausen opened in 1936, Buchenwald in 1937, and the four other camps opened in 1938.

Source 2: An account by Varlam Shalamov, who spent 15 years as a prisoner in the Soviet Union gulag prison camps.

"Each time they brought in the soup... it made us all want to cry. We were ready to cry for fear that the soup would be thin. And when a miracle occurred and the soup was thick, we couldn't believe it and ate it as slowly as possible. But even with thick soup in a warm stomach there remained a sucking pain; we'd been hungry for too long."



(a) According to **Source 1**, how many concentration camps had opened by 1938?

--

(b) In **Source 1**, how many camps were located in East Prussia by 1938?

--

(c) Using **Source 1**, name **two** camps that opened in 1938.

1.
2.

(d) What is the advantage of using a map in your study of history to show information?

(e) According to **Source 2**, why were the prisoners ready to cry?

(f) According to **Source 2**, why was a prisoner in pain even after having soup?



Question 5

Answer the following questions, which relate to life in the twentieth century in a fascist **or** a communist country you have studied as part of your Junior Cycle History course.

- (a) Name the country you have studied, the leader of the country, and state whether the country was fascist **or** communist.

Name of country:
Name of leader:
Fascist or communist:

- (b) Explain how the leader you named above came to power in your chosen country.



(c) Name **three** features of fascism **or** communism that were evident in your chosen country under this leader and explain how **each** feature impacted on the lives of ordinary people living in this country during this time.

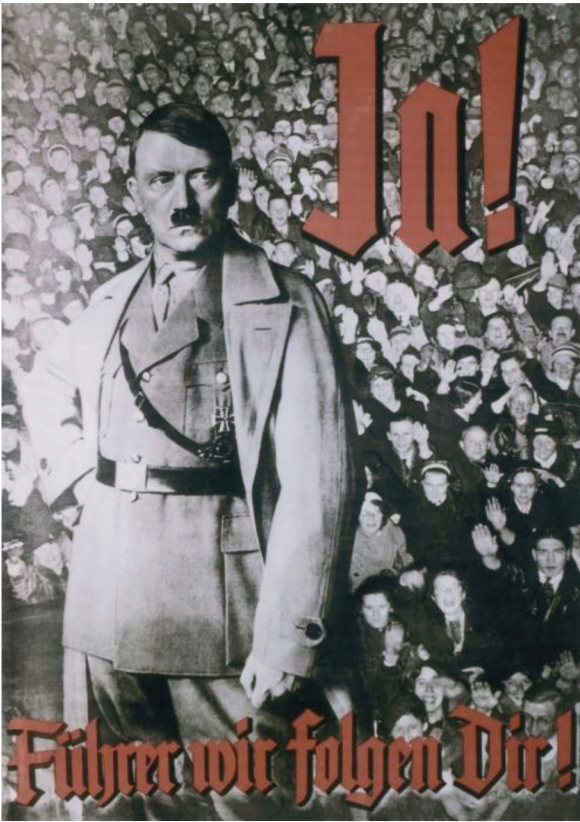
(d) List **three** pieces of advice that you would give people to help them to prevent leaders like the one you discussed in parts (b) and (c) from coming to power in the future.

1.
2.
3.

Question 6

Source 1: Nazi Propaganda Poster (1934)
“Yes, Leader, we follow you”.

Source 2: Nazi Propaganda Poster (1943)
“Officers of tomorrow”.



- (a) The posters above refer to Hitler and Nazi Germany. Name another 20th century dictator that you have studied and the country that he ruled.

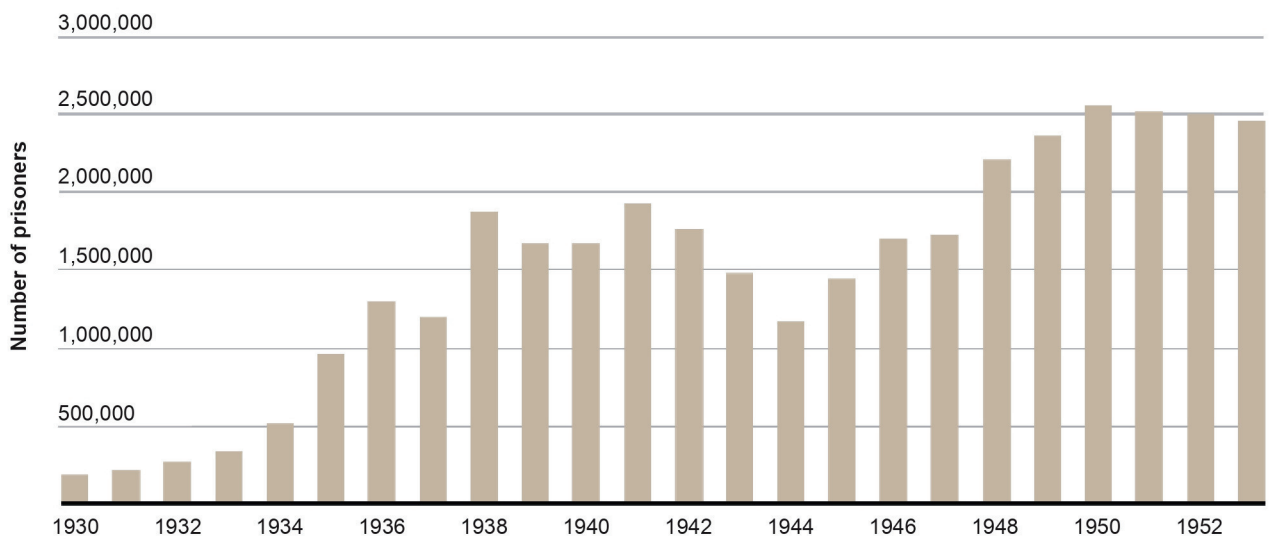
Name of dictator:
Country ruled by named dictator:

- (b) Explain what is meant by the word **propaganda**. Support your answer with reference to Source 1.

(c) How does Source 2 show that Nazi propaganda prepared German boys to fight in war?

(d) Apart from posters, name **three** other ways by which Fascist and Communist dictatorships spread their propaganda.

Source 3: Graph showing the number of prisoners that were in the Gulag prison camps in the USSR (Soviet Union) between the years 1930-1953.



(e) From your reading of Source 3, state the year which had the lowest number of prisoners and the year which had the highest number of prisoners.

Year with lowest number of prisoners:
Year with highest number of prisoners:



(f) In Source 3, identify the first year when the total number of prisoners was greater than 1 million.

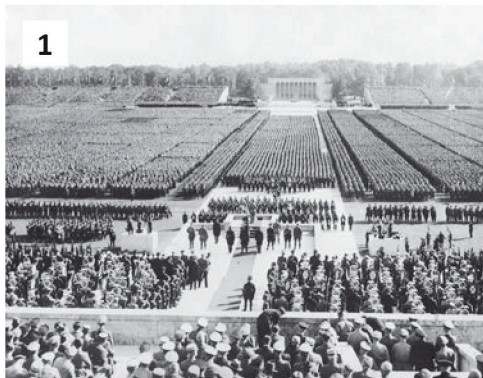
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(g) From your study of **one** of the dictatorships, explain briefly how terror was used to control people's lives.

Dictatorship:

Question 6

The following photographs were taken in Germany during the fascist era. Examine them and answer the questions which follow.



(a) Look at the photographs and match each one to the correct caption.

Caption	Photograph
Anti-Semitic boycott Berlin, Germany, 1 st April, 1933. A Nazi storm trooper stands beside a placard reading, 'Germans, defend yourselves, do not buy from Jews'.	
Adolf Hitler waving to crowds from his car at the head of a parade. The streets are decorated with various swastika banners. Ca. 1934-38. Location is unidentified.	
Ranks of the Nazi German army fill Zeppelin Field in Nuremberg. They are addressed by Hitler from a podium during the Nazi Party Congress, 8 th Sept., 1938.	
Thousands of books smoulder in a Nazi bonfire, 1933. The burnings were conducted by the German Student Association of Nazi Germany.	

The following is an edited extract from an article titled *The Infernal Twins*, written by Winston Churchill and published in an American Publication, *Collier's Weekly* magazine, on 3rd July, 1937.

Since the Great War, two new religions have been born into the world. They are the Nazi Creed (belief) and the Communist Creed (belief). Do not let us blind our eyes to the power which these new religions exert. They have been adopted by most powerful and most heavily armed nations... ..There are two strange facts about these non-God religions. The first is their extraordinary resemblance to one another. Nazism and Communism imagine themselves as exact opposites. They are at each other's throats wherever they exist all over the world. They actually breed each other; for the reaction of Communism is Nazism and beneath Nazism or Fascism, Communism stirs convulsively (is there). Yet they are similar in all essentials.

(b) What is Churchill comparing Nazism and Communism to?

(c) According to the article, who has adopted these new creeds?

(d) Churchill states that Communism and Fascism are similar in all essentials. From your study of the course, identify **three** similarities which exist between the two.

Similarity 1:
Similarity 2:
Similarity 3:



Question 7

From your knowledge of life in Germany under the Nazis *or* life in the Soviet Union under Communism during the 1930s, write an account of the life and/or experiences of a child/woman/any other person living in either of the countries during the 1930s. You may include the following:

- Education
- Laws and regulations
- Influence of the leader
- The impact of the new laws
- Secret police



Question 7

Examine the images below and answer the questions which follow.



Nazi party members post signs on a Jewish storefront encouraging Germans to boycott the shop in Berlin on 1 April 1933.

Jewish citizens queue at a travel company in Berlin hoping to flee Germany in January 1939.



Students salute their teacher in Berlin, January 1934. Teachers in Nazi Germany were required to join the National Socialist Teachers League. They took an oath of loyalty to the Führer and ensured their lessons were in accordance with Nazi policy.



(a) What anti-Jewish laws were introduced by the Nazi Party in Germany?

(b) Explain one reason why Jewish people were persecuted in Nazi Germany.

(c) Apart from school, describe two ways in which young people in Germany were indoctrinated in Nazi life and policies.
