

Social Studies Lesson Plan
Grade 10 - Lesson 2 – The Nazi Dictatorship in Power

Unit of Study	Lesson Title	Duration of Lesson	Date(s)
Hitler and the Rise of Nazi Germany	The Nazi Dictatorship in Power	55 Minutes	
Design Question/Focus of the Lesson/Addressing Content			
<ol style="list-style-type: none"> 1. What were the major events that contributed to the establishment of the Nazi Dictatorship in Germany? 2. Why was the National Socialist (Nazi) Party so appealing to German voters? 3. In what specific ways did Nazi race theory influence German law relating to Jews in Germany? 			
<input checked="" type="checkbox"/> Introducing New Knowledge	<input checked="" type="checkbox"/> Deepening or Practicing	<input checked="" type="checkbox"/> Generating and Testing Hypotheses	
Learning Goals/Objective (Based on standards.)			
<ul style="list-style-type: none"> • SS.9.12. W.7.3: Summarize significant effects of World War I. • SS.9.12. 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.7.7: Trace the causes and key events related to World War II. • 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. • RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • RH.11-12.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 			
Scale			
2.0 Simpler Content	3.0 Target (Objective)	4.0 More Complex	
Students will be able to identify the major steps in the establishment of Nazi Dictatorship in Germany.	Students will be able to use evidence to explain the appeal of Nazism to German voters.	Students will be able to explain the consequences of Nazi race theory in Germany's social, economic and political laws, especially relating to German Jews.	
Assessment and Monitoring (Checks for content and desired effect.)			
<p>Observation of students' group discussions</p> <p>Student Charts on relating policy goals, predicted impact, and actual laws on life of German Jews</p> <p>Group discussion of the ultimate goal of the anti-Jewish laws</p>			
Critical Information Chunks/Close Read (As determined by learning targets.)			
<p>Essential Vocabulary: Democracy, Dictatorship, Great Depression, Antisemitism, Ethnic Homogeneity, Economic Self-Sufficiency, Racism</p> <p>Nazi goals: Ethnic Homogeneity and Economic and Territorial expansion</p>			

Appeal of Nazism to German people

Instructional Strategies/Lesson Activity

Warm Up Activity: The German Election of December 1932

Show short video clip from “Nazis: A Warning From History,” Episode 1 (minute 4:00 to minute 8:13).

http://www.dailymotion.com/video/xq1ym0_the-nazis-a-warning-from-history-1-helped-into-power_lifestyle

This will give students a visual sense of Germany’s economic and political condition in the years immediately following Germany’s defeat in World War I. During the viewing, ask students to write words or phrases describing the Germans in the film. At the end of the film, teacher will ask students to share their lists with the class by writing their words on the board. When finished, teacher and students will discuss the question: “Why do you think conditions in Germany after World War I produced a political party like the Nazis?”

Activity 1: Divide the students into four groups according to years: 1919-1925; 1926-1932; 1933-1936; 1937-1939.

After reading and reviewing the timeline below, ask each group to prepare a post-it chart listing dates of major events that happened during their assigned time block. Place on white board or walls.

<http://www.historyonthenet.com/chronology/timelinenazigermany.htm>

Activity 2: Nazi Racial Ideology and its Impact on German Jews (document analysis). In groups, students will divide a sheet of paper into three columns. Students will read the document, “The Nazi Party 25 Points,” <http://www.historyplace.com/worldwar2/riseofhitler/25points.htm>, writing down words and phrases that express Nazi racism in column 1. In column 2, next to each word or phrase from Column 1, students will list their predictions of the possible impact on German Jews. Students will then quickly read the list of German Anti-Jewish Laws <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007901>. In column 3, they will write the law related to their prediction in column 2.

In groups, students will make a timeline of the implementation of Germany’s anti-Jewish legislation and post on the wall above or below the timeline of the Nazi seizure of power.

Teacher will facilitate class discussion on the questions: What did the Nazi government expect to accomplish by implementing these laws? What did they want German Jews to do?

Activity 3: Describing Political Perceptions of Germany’s Problems from 1929-1933.

Teacher will divide students into groups. (10 Minutes)

Teacher will distribute to groups, copies of the election posters found in the resource materials section at the end of this lesson plan. (More than one group may analyze a poster.)

Each group will analyze a political party campaign poster from the German election of December 1932 and answer the following questions: What Party? What message? Appeal to which groups?

Students will share the poster with the class as well as their responses to the three questions. Each group will place its poster on the board in front of the class. Following presentations, students in groups will select the most visually and/or politically appealing poster.

Teacher will keep track of the number of times each of the posters is selected by the groups. What conclusions do you draw about the winner of the election? Explain why.

Posters: See below under Resources and Materials.

Adaptations for Unique Student Needs

Essential Vocabulary: Ask students to define the word and explain its significance in their native language.

Center Activity / Group work would help students to learn new vocabulary and concepts by working with other students.

Assignment(s)

Group Timeline

Group Charts (Compare/contrast)

Teacher Observation during guided discussion of critical questions

Resources and Materials

The Nazis: a Warning from History: Episode 1 (may be borrowed from CHHRE) or found at http://www.dailymotion.com/video/xq1ym0_the-nazis-a-warning-from-history-1-helped-into-power_lifestyle

Chart Paper

Nazi Party 25 Point Platform <http://www.historyplace.com/worldwar2/riseofhitler/25points.htm>

List of German Anti-Jewish Laws <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007901>

German Election of 1932 Campaign Posters:

1930 German Center Party Poster
http://germanhistorydocs.ghi-dc.org/sub_image.cfm?image_id=4061

1932 Social Democratic Party Poster
The People will die in this system/Vote Social Democratic List 1
http://germanhistorydocs.ghi-dc.org/sub_image.cfm?image_id=4074

1928 National Socialist Election Poster
http://germanhistorydocs.ghi-dc.org/sub_image.cfm?image_id=4075
"Work, Freedom, Bread"/ Vote National Socialist, List # 8

The German Communist Party 1924
"The Flame of the Revolution Must Not Go Out. Therefore, Vote Communist, List #4"
http://germanhistorydocs.ghi-dc.org/sub_image.cfm?image_id=4022

Note to Teacher: In the German parliamentary system, people elect a party rather than an individual who represents a party. The party that acquires the most votes usually names its leader to the post of Chancellor. Thus each of the posters calls on the electorate to vote for a list (all the candidates in a particular party). Each party is represented by a number: List 1, List 2, List 3, etc.