

# Unit #3: The Rise of Nazism

Content Area: **Social Studies**  
Course(s): **Holocaust Studies**  
Time Period: **First Marking Period**  
Length: **6 days**  
Status: **Published**

## Unit Overview

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In Unit 3, students will explore the historical background of Nazi anti-Semitism, paying particular attention to social, economic and political turbulence in the 19th and 20th centuries. Germany resorted to desperate measures to resolve its post-World War I turmoil.

The goal of Unit 3 is to help students understand the global and domestic conditions that led to the rise of Hitler and Nazi Germany. They will be asked to analyze and form conclusions about the late 19th and early 20th century German politics that provided the seedbed for the rise of Nazism; demonstrate a factual knowledge of the life of Adolf Hitler with an emphasis on his personality traits; form a generalization about Jewish life in Europe prior to the Holocaust; assess and form conclusions about events that affected the collapse of the Weimar Republic and contributed to the rise of Nazism in Germany; determine why Nazi philosophy, ideology and government policies appealed to certain aspects of human nature and behavior; examine the role of the media and propaganda in promoting Nazi ideology; and reassess their views of human nature in light of new knowledge they acquire about Hitler's life and the Nazi Party in Germany.

## STAGE 1- DESIRED RESULTS

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### 2016 New Jersey Student Learning Standards- Social Studies

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SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of

genocide for all involved.

## **Essential Questions**

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- What were the global and domestic reasons that led to the rise of Hitler and Nazi Germany?
- How did the ideas of 19th century Europe set the foundation for the Nazi party's political philosophy?
- How did Hitler's persecution against Communists, Socialists, and Jews fuel his rise to power?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How do people make the distinctions between "us" and "them?" Why do they make these distinctions?

## **Enduring Understanding**

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- People develop systems to manage conflict and create order.
- Conflict resolution can involve aggression, compromise, cooperation, and change.
- Knowledge of the past helps one understand the present and make decisions about the future.
- People respond to and resolve conflicts in a variety of ways.

## **Students will know...**

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### **Key Ideas and Concepts**

- Students will form a generalization about Jewish life in Europe prior to the Holocaust
- Students will analyze and form conclusions about the late 19<sup>th</sup> and early 20<sup>th</sup> century German/European politics that provided the seedbed for the rise of Nazism.
- Students will explain the rise of fascism and spread of communism in Europe.
- Students will analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- Students will analyze the role of nationalism and propaganda in mobilizing civilian populations in

support of “total war”.

### **Possible Misunderstandings**

- Hitler was elected dictator.
- All Germans supported Hitler.
- All Germans were anti-Semitic.
- The Holocaust was planned from the beginning of the Nazis rise to power.

### **Identify key terms:**

anti-Semitism, Aryan, communist, concentration camp, democracy, discrimination, eugenics, Hitler Youth, Kristallnacht, nationalism, Nuremburg Laws, Racial science, Reichstag, scapegoat, Sinti-Roma, Socialist, stereotype, totalitarian, Treaty of Versailles, total war, Weimar Republic.

### **Students will be able to...**

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- Describe the features of the Weimar Republic.
- Summarize the key provisions in the Treaty of Versailles.
- Explain how the failure of the Weimar Republic played a role in the rise of the Nazis to power
- Identify historical events that allowed for dramatic change in social policies in Germany between 1933 and 1939.
- Interpret primary sources materials related to the Nazi rise to power.
- Analyze the role and responsibility of the individual in interrupting the escalation of hate and violence.

## **STAGE 2- EVIDENCE OF LEARNING**

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### **Formative Assessment During Lesson**

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- 3- Minute Pause

- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

## **Authentic Assessments / Unit Activities**

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- Students will research and create a presentation on other “Target” groups of the Nazis and present to the class. “Why did the Nazis come to power” (NJHC)
- “What the Nazis Believed” (NJHC)
- “The Message of the Nazis: Slogans, Posters, Songs, and Games (NJHC)
- Weimar Republic Visual Testimony w/ discussion questions. (ER)
- Nuremberg Laws Outline
- Nazi Anti Jewish Policy Visual Testimony w/discussion questions (NJHC)
- “What Rights are Most Important to me?”
- Nazi Germany and Anti Jewish Policy Handout/ w/ discussion questions
- Regulation for the elimination of the Jews” (NJHC)

- Infoquest: Kristallnacht (IWitness)
- Graz, Austria Kristallnacht Photograph Primary source. (ER)
- David Rosenstein's Dilemma (NJHC)
- Pyramid of Hate Activity (ER)

## **STAGE 3- LEARNING PLAN**

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### **Instructional Map**

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- Introduction to why Nazis came to power.
- Failures of the Weimar Republic.
- Ideology of the Nazis.
- Anti-Semitism and the Nazis.
- The "First Solution"; Segregation of the Jews and other target groups.
- Target Group Research Project.

## **Modifications/Differentiation of Instruction**

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### **Modification Strategies**

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- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions

- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## **Differentiation Strategies**

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### **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

### **Low Preparation Differentiation**

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- Choice of Book / Activity
- Cubing Activities

- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## **Horizontal Integration- Interdisciplinary Connections**

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Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

## **Vertical Integration- Discipline Mapping**

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The Holocaust and Genocide Studies course is typically offered during the Junior or Senior year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History- Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and United States History II HS (Imperialism through Contemporary Issues). The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 11th and 12th grades can successfully address the demands required of them.

## **Additional Materials**

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