Unit 01: The History of Antisemitism, Germany Before Hitler, and the Rise of Hitler and the Nazi Party

Content Area: **Social Studies**
Course(s): **Holocaust Gen**
Time Period: **Semester 1 & 2**
Length: **3 weeks**
Status: **Published**

Standards

	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
6.2.12.EconEM.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
6.2.12.HistoryCC.4.c	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.
6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
6.2.12.HistoryUP.4.c	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.
6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
	Civics, Government, and Human Rights: Human and Civil Rights
	Historical sources and evidence provide an understanding of different points of view about historical events.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Enduring Understandings

Understanding the eight stages of genocide. (classification, symbolization, dehumanization, organization, polarization, preparation, extermination, and denial.)

How the past has shaped present day conditions and policies.

The role of bystander, upstanders, victims, and perpetrators in genocide.

SWBAT evaluate causation of mass movements leading to genocides.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

Was the Holocaust inevitable? Did the years of historical antisemitism make an event like the Holocaust unavoidable?

Is it human nature to hate?

Is Democracy fragile?

Why do you think the world was so reluctant to accept Jewish refugees?

Why are people susceptible to "Mob Mentality?" To what extent did Nazi propaganda reinforce this?

The United States also had instances of forced sterilization as well as laws restricting minority groups that lasted well past the duration of Nazi Germany. How are these instances different from Nazi Germany? How come they continued years after the

Knowledge and Skills

In order to clearly understand the events surrounding the Holocaust (1933-1945) three specific areas of study must first be completed.

Identify the early history of the Jewish people and the rise of Antisemitism.

- *The transition from anti-Judaism to Antisemitism*
- *The relationship between Judaism and Christianity*
- *The Blood Libel, The Black Plague, Usury, Judensau, Martin Luther*
- *Expulsion from Spain and the Diaspora*
- *Enlightenment and emancipation*
- *The Protocols of the Elders of Zion*
- *Assimilation "Sneaking in"*
- *Dreyfus Affair*
- *Historical Antisemites*
- *American antisemitism*
- *Social Darwinism*
- *historical origins of wearing the Star of David, ghettos, etc*

Examine the conditions in Germany prior and leading up to the 3rd Reich

- *The Formation of the German Empire...Bismarck 2nd Reich*
- *Jews and World War I (Stab in the Back Myth)*
- *Treaty of Versailles*
- *Impact on WWI veterans, German people*
- *Development of the Weimer Republic*
- *Reichstag (Article 48)*
- *Problems in this Fragile Democracy*
- *President Hindenburg*
- *The Great Depression*
- *Political parties of Weimar Germany*
- *Communism*

Identify the rise of Adolf Hitler and analyze the progression of Nazi Germany from Republic to dictoatorship.

- *Adolf Hitler Background (birth, parents, years in Vienna, service in WWI)*
- *Dispel rumors (Hitler was Jewish, failed art school, mom dies at the hand of Jewish doctors)*
- *Influences on Hitler...Karl Lueger, Mussolini*

- *Post War years...Joining the Nazi Party, rising to power, public speaking, the Beer Hall Pusch*
- *Prison, change in approach, Mein Kampf*
- *Brown Shirts...Ernest Rohm*
- *Rise of party, Great Depression, failed attempt to run for President, appointment as Chancellor*
- *Reichstags Fire Decree, Enabling Laws*
- *Suppression threats (communism, free masons, political parties)*
- *Hindenburg death*
- *Consolidation of power...Der Fuhrer, Formation of the SS, establishing concentration camps, Dachau, Night of the Long Knives*
- *Oath to Hitler*

Transfer Goals

Students will be able to independently use their learning to critically evaluate the historical process of dehumanization which each targeted group in genocide experiences.

Students will be able to independently participate actively and effectively as an informed citizen of a democracy. Nazi Germany was an established democracy but through political manipulation and popular vote, the Nazi's were able to effectively transform the Weimer Republic into a dictatorship.

Resources

Text Books:

-The World Must Know

-The Sunflower: On the Limits and Possibilities of Forgiveness

Jews in the Modern World

Supplemental Readings from Holocaust & Genocide Honors Source Reader:

-The First Ghetto

-The American Jew: Expose of his Career

-Mein Kampf

-The Protocols of the Elders of Zion

-Article 48

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Internet & Digital Source Videos:

-The Eternal Jew

-Hitler Youth Quex

-Jew Seuss

-Triumph of the Will

-Olympia

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit