2- The Rise of Nazism and the Holocaust
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Belleville Public Schools

Curriculum Guide

Holocaust & Genocide Studies

Unit 2- The Rise of Nazism and the Holocaust

Belleville Board of Education

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Unit Overview

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. Hitler's experience in World War I, after moving to Munich in 1913 and enlisting in the German Army, galvanized his anti-Semitic views. He supported popular beliefs that Jews were responsible for Germany's humiliating defeat in 1918. Upon his return to Munich, he remained in the German Army as a spy and reported on the German Workers Party. He then joined the German Workers Party in 1919 and soon became its leader. He eventually changed its name to the National Socialist German 231 Unit III Workers Party, which became known as the Nazi Party. As the leader of the party, he began to speak publicly about what was needed to save Germany from political collapse. Hitler was a captivating orator, attracting large audiences to the Nazi Party. In 1923, Hitler and his Nazi Storm Troopers laid siege on Munich City Hall in a failed attempt to overthrow the government of Bavaria. Arrested and incarcerated for nine months, he organized his political viewpoints and wrote Mein Kampf ("My Struggle"), with the assistance of his secretary, Rudolf Hess. The book expounded theories about the significance of racial policies, the (imaginary) conspiracy theory of a covert Jewish plot to take over and destroy the world, and the saving mission of the Aryan nation. This soon became the "bible" of the Nazi Party. The Great Depression catapulted Germany into economic turmoil and set the immediate stage for Hitler's rise to power and the supremacy of racial politics. Like Lueger before him, he successfully deployed anti-Semitic propaganda to parlay social discontent and despair into a loyal political following. Seeking national victory for the Nazi Party in the Reichstag (German Parliament), Hitler promised to create new jobs by rebuilding the German economy and repudiating the Treaty of Versailles. In 1931, the last free election of the Weimar Republic resulted in 37 percent of the voters expressing support for the Nazi Party. A succession of failing Chancellors led to a political deal in which Paul von Hindenburg, President of the German Republic, appointed Adolf Hitler the new Chancellor of Germany

on January 30, 1933. Hitler commenced a campaign of persecution against his political enemies: Communists, socialists and especially Jews. On February 27, the Reichstag was set on fire and Hitler used the occasion to blame the Communists. To gain complete control over the nation, he took advantage of the chaos of the fire and abrogated Weimar constitutional freedoms. Hitler deployed his Storm Troops to terrorize his enemies. Complete political power was achieved by Hitler upon the death of President Hindenburg in August 1934. This fused the two offices of President and Chancellor of Germany and Hitler called himself Der Fuhrer, the leader or dictator. With the population's support or tacit consent, Hitler was, by 1935, in the uncompromising position to give his anti-Semitic vitriol full rein.

Students examine the sequence of events in Nazi-occupied Europe that culminated in the mass murder of European Jewry. With Hitler's appointment as Chancellor of Germany, on January 30, 1933, dictatorship soon replaced democratic, constitutional government in Germany. After five years in power, the Nazis achieved control over German politics, society and culture. Precluding dissent and political checks and balances, Hitler's unlimited zeal for absolute authority— and his evil intention—developed without significant restraint. From the start, the Nazis terrorized Jews by using the Gestapo police as their main instrument of intimidation. Eventually, they restricted Jews' civil liberties, confiscated their property, dismissed them from civil service and the universities, barred them from practicing their professions and "Aryanized" their businesses or reassigned ownership to non-Jewish Germans. The 1935 laws and the decision in September of 1941 to force Jews to wear an identifying Jewish star accelerated the crippling process of isolating Jews from the rest of German society. To make matters worse, the free world didn't seem to care. Of the thirty-two countries represented at the July 1938 Evian Conference to deal with Jewish refugees seeking asylum from Nazi terror, only the Dominican Republic offered significant help. The free world's indecision amounted to a rejection of Jewish pleas for protection. Their gates were closed to Jewish refugees. On November 9th and 10th, 1938, a pogrom (riot) of anti-Jewish violence erupted throughout Germany and Austria. On that "Night of Broken Glass," (in German, called Kristallnacht), Germans destroyed synagogues, Jewish businesses and homes, and burned Torah scrolls, Bibles and prayer books, and books by Jewish authors. About one hundred Jews were killed; thirty thousand Jewish men were sent to the concentration camps of Dachau, Buchenwald and Sachsenhausen. Again, although fully aware of the Nazi campaign against Jews from newspaper reports, the world exhibited no meaningful concern. Hitler invaded and annexed Austria and parts of Czechoslovakia in 1938-39. On September 1, 1939 the German army invaded Poland, provoking England and France to declare war. This marked the beginning of World War II. Subduing popular and military resistance in three short weeks in Poland, the Nazis extended their policy of isolating Jews with the creation of Jewish ghettos in Poland over a two-year span, from 1939-41. Ghettos were living quarters in cities where Jews were held captive, pressed into hard labor, robbed of their rights and possessions and exposed to miserable conditions. Ghetto inhabitants endured extreme despair, hunger and poverty. Frequently, large numbers of Jews were forced to live in spaces 325 Unit IV designed for a few people. Epidemic diseases, like typhus and tuberculosis, were a constant threat. Ragged orphaned children who lived on the streets were forced to beg. Responsibility for governing each ghetto belonged to a Nazi-appointed organization known as the Jewish Councils (in German, Judenrat). These councils had to make choiceless choices: simultaneously attempting to meet the needs of people in the ghetto while being forced to carry out Nazi commands. On June 22, 1941, the German army invaded the Soviet Union, including those areas occupied by the Red Army in 1939-1940: Eastern Poland, Latvia, Lithuania and Estonia. This marked a major turning point in Nazi policy toward the Jews: mass killings followed physical isolation—the goals of Nazi antiJewish policy. Units of the SS and Special Action Squads (Einsatzgruppen) rounded up Jews and murdered them. They also rounded up and murdered others, including Communist Party officials, Roma (Gypsies) and members of the intelligentsia. It was common for victims to be marched out of town and summarily shot, falling into mass graves. Over one million Jews throughout Nazi-occupied areas of the Soviet Union died in this manner. In 1942 the Nazis decided to speed up the killing process by implementing the program of mass killing in death camps. On January 20, 1942, Nazi officials met in a Berlin villa known as Wannsee. Chaired by Reinhard Heydrich, those at the Wannsee Conference adopted a policy and a plan to murder all the Jews of Europe. This was known as The Final Solution to the Jewish Problem. It included the use of poison gas (Zyklon B) to kill Jews, and crematoria to dispose of their bodies at six death camps—Chelmno, Auschwitz-Birkenau, Belzec, Majdanek,

Sobibor and Treblinka. As the war was coming to an end in the spring of 1945, the Allies liberated the survivors who remained in the camps. Reacting with abject grief and disbelief on his visit to a concentration camp on April 12, 1945, General Dwight D. Eisenhower, the Supreme Commander of the Allied Forces in Europe, felt compelled to describe his feelings in a letter to his Chief of Staff, General George Marshall: "The things I saw beggar description….The visual evidence and the verbal testimony of starvation, cruelty and bestiality were so overpowering as to leave me a bit sick…I made the visit deliberately in order to be in a position to give first-hand evidence to these things in the event, in the future, there develops a tendency to charge these allegations merely to propaganda."

Enduring Understanding

Students will examine

(1) analyze and form conclusions about the late 19th and early 20th century German politics that provided the seedbed for the rise of Nazism;

(2) demonstrate a factual knowledge of the life of Adolf Hitler with an emphasis on his personality traits;

(3) form a generalization about Jewish life in Europe prior to the Holocaust;

(4) assess and form conclusions about events that affected the collapse of the Weimar Republic and contributed to the rise of Nazism in Germany;

(5) determine why Nazi philosophy, ideology and government policies appealed to certain aspects of human nature and behavior;

(6) examine the role of the media and propaganda in promoting Nazi ideology;

(7) reassess their views of human nature in light of new knowledge they acquire about Hitler's life and the Nazi Party in Germany,

(8) Nazi policies, laws and teachings after their rise to power;

(9) the changes that took place, including the impact of the Nuremberg Laws on the German Jews;

(10) events and programs, including Kristallnacht, Eugenics, Euthanasia Program, the isolation and deportation processes, the Einsatzgruppen, the Wannsee Conference and The Final Solution.

(11) the origins, establishment, conditions and operations of the Nazi concentration camps and death camps;

(12) how this period is represented in the literature, art and music of the ghettos and camps;

(13) the roles of the business, industrial, legal, scientific and medical professions, and the role of the churches in the Holocaust;

(14) the response of Germans and collaborators from other nations;

(15) the role of the mass media and propaganda;

(16) the Nazi victimization of non-Jewish groups;

(17) the response of the governments of United States and the Allies, the world media and the American Jewish community;

(18) the importance of eye-witness testimony;

(19) the creation of a chronology of events of the Holocaust; and will

(20) reassess their previous generalizations about human nature based upon new knowledge acquired during their study of the Holocaust.

Essential Questions

What were the global and domestic reasons that led to the rise of Hitler and Nazi Germany?

How did the ideas of the 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?

How did Germany descend so quickly into becoming a dictatorship?

What did Hitler promise to the middle class of Germany and how did he appeal to most Germans?

How did the Treaty of Versailles lay the foundation for a German dictatorship?

Who decides how laws or rules are applied? How can we ensure that laws and rules are applied to everyone in the same way?

Why is it possible for one group to be allowed to eliminate the civil rights of another group?

What factors influence decision making in the face of injustice?

What made it possible for ordinary citizens to murder millions of innocent children, women, and men?

Exit Skills

Students will analyze and form conclusions about the late 19th and early 20th century German politics that provided the seedbed for the rise of Nazism.

Students will demonstrate a factual knowledge of the life of Adolf Hitler with an emphasis on his personality traits.

Students will form a generalization about Jewish life in Europe prior to the Holocaust.

Students will assess and form conclusions about events that led to the collapse of the Weimar Republic and contributed to the rise of Nazism in Germany.

Students will determine why Nazi philosophy, ideology and government policies appealed to certain aspects of human nature and behavior.

Students will examine the role of the media and propaganda in promoting Nazi ideology.

Students will reassess their views of human nature in light of new knowledge they acquired about Hitler's life and the Nazi Party in Germany.

Students will examine policies, laws and teachings in the years immediately following the Nazi assumption of power which led to the Holocaust.

Students will describe the changes that took place in Germany after the Nazis came to power and interpret the impact of the Nuremberg Laws on Jews living in Germany

Students will investigate the escalation of Nazi policies of persecution which include the following: Kristallnacht; Eugenics Program; Euthanasia Program; Isolation and Deportation of Jews; Einsatzgruppen; Wannsee Conference; and The Final Solution.

Students will examine the origins, establishment, conditions and operations of the Nazi concentration camps and death camps.

Students will examine the effects of the living conditions in the ghettos, concentration camps and the death camps on the victims as reflected in literature, art and music

Students will investigate the roles of the business, industrial, legal, scientific and medical professions, as well as the role of the Church in the Holocaust.

Students will analyze the involvement with and responses to Nazi persecution policies by Germans and collaborators from other nations.

Students will evaluate the continuing role of mass media and propaganda in Nazi Germany including the use of the "Big Lie" and the corruption of language.

Students will research the reasons why specific groups were victimized by the Nazis.

Students will analyze the response to the Holocaust by the United States and the Allies, the world media and the American Jewish Community when knowledge of the Holocaust was revealed to the world.

Students will identify the importance of eyewitness testimony in the study of the Holocaust.

Students will develop a chronology of the Holocaust from 1933 to 1945.

Students will reassess their previous generalizations about human nature in light of the events of the Holocaust.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s.
SOC.6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
SOC.6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
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.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.
SOC.6.1.12.B.12.a	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
SOC.6.1.12.C.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
SOC.6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
SOC.6.1.12.C.12.b	Assess the impact of agricultural innovation on the world economy.
SOC.6.1.12.C.12.c	Analyze how scientific advancements impacted the national and global economies and daily life.
SOC.6.1.12.C.12.d	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
SOC.6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
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.6.1.12.CS12	Postwar United States: Cold War: Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

Interdisciplinary Connections

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Learning Objectives

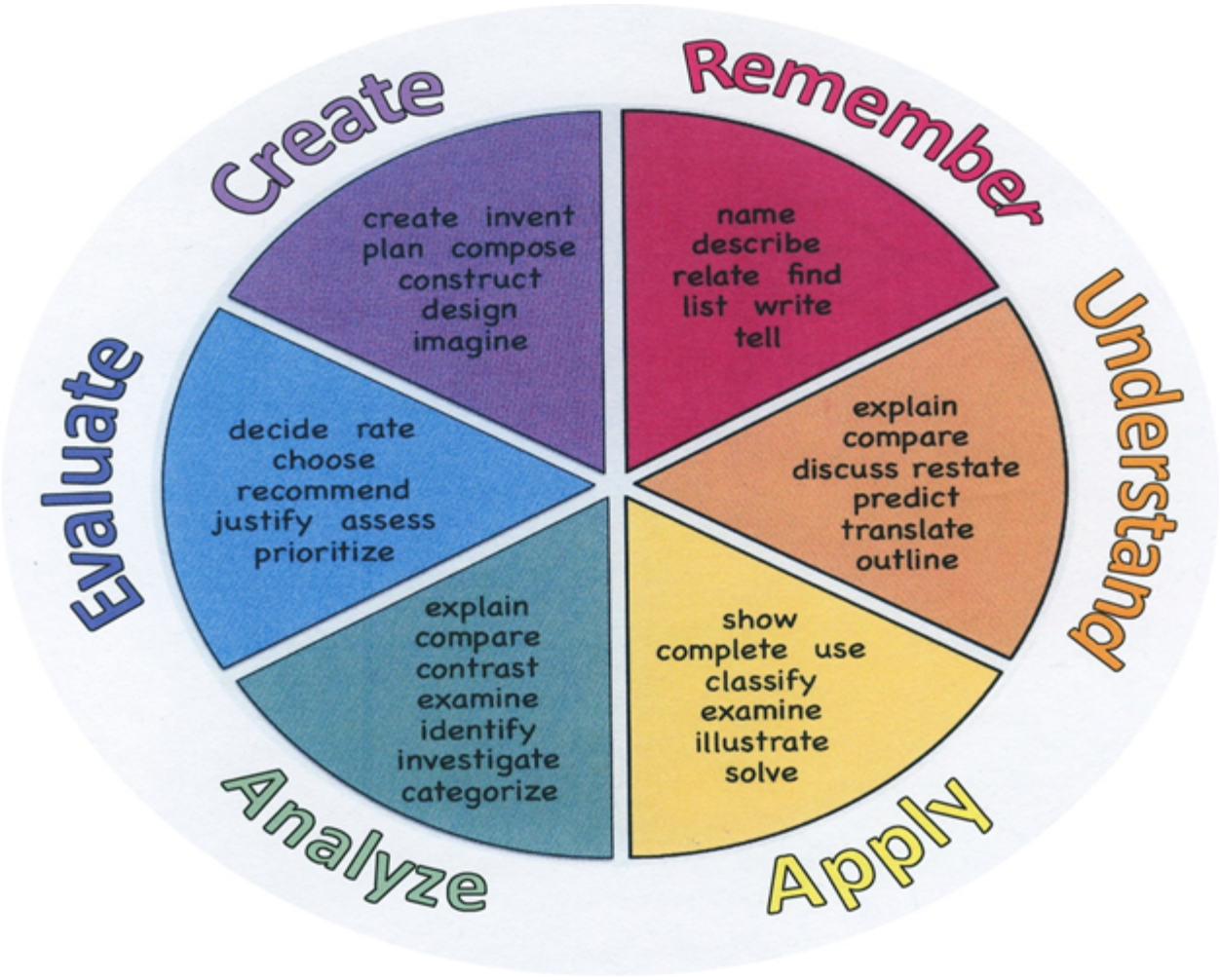
- Analyze the impact of key individuals on the development of the world view of Hitler and the Nazis and study the internal political evolution of Germany, including the impact of extreme-nationalism and authoritarianism
- Compare and contrast the political, economic, social and geographic conditions in Germany before and after World War I.
- Develop a chart, or PowerPoint presentation to summarize relevant findings in small groups to conduct an analysis of the Weimar Republic, from its birth to the rise of the Nazi Party in Germany
- Demonstrate knowledge of the life of Adolf Hitler

- Study Jewish life in Europe prior to the Holocaust
- Form conclusions about the events that affected the collapse of the Weimar Republic and contributed to the rise of Nazism in Germany
- View the film Triumph of the Will as a basis for developing tentative conclusions regarding the impact of this motion picture on public support for the Nazis.
- Brainstorm: "What kind of person joins extremist groups such as the neo-Nazis, Aryan Nations or the Ku Klux Klan?"
- Develop a chart that demonstrates typical language used by the Nazis to distort reality and advance their policies and programs.
- Students will examine the role of the media and propaganda in promoting Nazi ideology
- Reflect upon and reevaluate your previous view of human nature
- Consult a variety of sources then write about Nazi racial theory and discuss your findings.
- Examine the erosion of the civil rights of German Jews from 1933-1935
- Evaluate the Nazi use of mass media to promote AntiSemitism and to dehumanize the Jewish people.
- Analyze the principal Nuremberg Laws of 1935 and their effects on the Jews of Germany.
- Examine and discuss the events of Kristallnacht, the "Night of Broken Glass."
- Describe the Eugenics Movement's origins in the United States and its use as a model for the Nazi Eugenics Movement.
- Describe the development of the Euthanasia program and its implementation as a part of the "Final Solution."
- Examine the development of the deportation program that relocated and/or isolated European Jews into ghettos
- Examine Nazi activities after the decision to invade Russia.
- Evaluate the significance and implications of the Wannsee Conference in the development of the "Final Solution."
- Describe the establishment and conditions of the concentration camps and death camps and the conditions on the transport trains.
- Describe the conditions of major Nazi concentration camps.
- Produce a map as part of a Power Point or HyperStudio presentation showing the location of the Nazi death camps. Explain the reasons for the location of death camps in Poland.
- Describe operations in a death camp and the killing methods used by the Nazis.
- Produce artistic representations of concentration camps and death camps, based upon eyewitness accounts or historical documentation.
- Read teenage diaries and stories that relate to the experiences of young people in ghettos and camps.
- Listen to music that reflected this period of history and examine the songs that were written in the ghettos and camps and/or examine the lyrics. Discuss the emotions and values that are reflected.
- Explain the role of business and industry in the Holocaust
- Examine the role of the medical and scientific communities during the Holocaust.
- Examine the responses of Christians to the Holocaust.
- Analyze various responses to Nazi persecution policies by Germans and collaborators from other nations
- Research the following line attributed to Adolf Hitler: "I regard Henry Ford as my inspiration."
- Examine the technique used by the Nazis to perpetrate the "Big Lie" and sway public support of official laws and policies against the Jews.
- Research and examine the experiences of other groups of victims and determine how the Nazi motives for their victimization and their experiences compared and contrasted with those of the Jews.
- Assess the response to the Holocaust by the United States and its Allies.
- Assess the response of the world media to the destruction of the Jews from 1939-1945
- Draw conclusions about the similarities and differences of a variety of accounts of those who were

witnesses to the Holocaust.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Read the selection on Friederich Nietzsche in William Shirer's The Rise and Fall of the Third Reich

Read the selection on Richard Wagner in The Rise and Fall of the Third Reich by Shirer

Listen to selections from Wagner's Lohengrin while reading the text, and listen to sections of Beethoven's Ninth Symphony

Read the selection on Johann von Treitschke in Ideology of Death

Read the selection on Otto von Bismarck from The Rise and Fall of the Third Reich, by Shirer

Read the selection on Houston Chamberlain from The Rise and Fall of the Third Reich, by Shirer

Read the selections by three writers who discuss why Hitler was appointed Chancellor of Germany, and why the Weimar Republic fell. Use the questions in the reading to guide analysis and discussion.

Create a timeline for any or each of the following areas of German history. Include the major events that have significant meaning during the period from 1871- 1933. (a) political; (b) economic; (c) social; (d) cultural.

Develop a photo-essay of art that influenced the development of Nazi volkish, or racist, ideology which was prevalent in the 19th century.

Examine and discuss the history of Hitler's genealogical chart.

Develop a time line of events in the life of Adolf Hitler, April 20, 1889 to April 30, 1945. Periodization and psychological study is encouraged.

(a) Examine drawings by Hitler. Share with the class exactly what you see. List the characteristics/ traits on the board or overhead transparency for the class; (b) examine the drawings by Schiele. Describe exactly what you see. List the characteristics/traits in the same manner for the class; (c) read short biographies of Hitler's youth and Schiele's youth; (d) list similarities and differences on the board/ transparency for the class in a Venn Diagram; and (e) conclude by discussing with the class Hitler's life in comparison with that of Schiele. In leading the discussion, use thoughtful questions about conjecture of the outcomes of their two lives based upon their interests/pursuits, and relative successes/failures as young people.

Research the question: "How did Hitler's years in Vienna, 1907- 1914, inf luence his views of Jews?: Which people and events inf luenced him? Present a summary of findings in the form of an oral presentation.

Read the Hitler In Vienna passage from Hitler's autobiography, Mein Kampf, in which he sums up his developing views of Jews and other "lessons" from living in Vienna. Discuss in your group how Hitler attacks ethnic pluralism, democracy and social democracy? Discuss.

Hitler considered the surrender of the German armed forces "a stab in the back by the November criminals." Read the article by Kennedy and discuss what the statistics on the forces opposing the Central Powers indicate about the defeat of Germany in World War I and the effects of World War I on Adolf Hitler.

Examine the maps/charts, A Thousand Years of Jewish Culture and Communal Life; Some Early Records of Jewish Town Life in Europe Before 1600; Persecution, Expulsion and Refuge; and Massacre, Pogrom and Emigration, 1600- 1920.

Watch the Frontline special, "Shtetl," to examine life before the Holocaust.

Report on the influence of political party life in Germany, 1919-1933, and the effects of the Enabling Act, March 23, 1933. This should include: leaders, platform, membership, and performance results by election. Develop a generalization regarding how the Nazi and Communist parties contributed to the collapse of the Weimar Republic.

Read the articles "The Twilight of the Weimar Republic 1929-1933" and "Hitler: From Chancellor to Dictator" in Readings 17 and 18 and complete a chart in which you list the political, social and economic reasons responsible for the decline of the Weimar Republic and of Hitler's rise to power.

Examine the role of Nazi Minister of Propaganda, Josef Goebbels.

View Triumph of the Will by Leni Reifenstahl and discuss the use of mass media to promulgate Nazi

propaganda. Compare and contrast this propaganda with the techniques used on American television in a current commercial.

Compare the philosophies of the Nazis of the 1930's to those of white supremacists today.

Discuss the ways the Nazis used language to hide the real meaning of their actions. Is this corruption of language found elsewhere in history? Today? Give examples.

Read Honor the Yellow Badge and/or The Nuremberg Race Laws (The History Place web site) and discuss.

Read the three excerpts of the writings of highly educated Americans who expressed views on intelligence, heredity and eugenics in the United States between the years 1911 and 1923. Discuss the questions.

After viewing the video, A New Germany, 1933-1939, summarize the major events and implications of the conquest of Poland by Germany.

Make a list of the principal ghettos of Eastern Europe and place them and their respective populations on a map

Examine and describe life in the ghettos and the "choiceless choices" that people were forced to live with.

Identify activities of the Einsatzgruppen and label their locations on a map.

Describe the reasons that led to the complicity of the commanders of other units in the Final Solution, such as the Wehrmacht and Police Battalians. Were they "ordinary men?"

Identify the goals of the Wannsee Conference by examining primary source documents of that event and viewing relevant parts of the video The Wannsee Conference.

Read the excerpt Concentration Camps and write a brief summary of the evolution of the camps, the similarities and differences among them, and their ultimate role in the Holocaust.

Read an excerpt from Wiesel's Night that describes arrival in Birkenau. How were the prisoners initially dehumanized? Which of Wiesel's observations had the greatest impact on you?

An alternative or additional activity is to invite a survivor or a panel of survivors of the Holocaust to speak to you or your class about their experiences, each of whom can describe their personal experiences. After the visit, think about and discuss with your class the following questions: What do all of these survivors' experiences share in common? How did their experiences differ? What enabled the Nazis and their collaborators to treat people with such brutality?

Read Art of the Camp Inmates, using the questions in the reading as a basis for discussion or a reflective essay. Which of the art works presented do you believe are the most powerful? Why?

Create a Power Point or HyperStudio presentation in which you incorporate a representative sampling of the art of the Holocaust with a narrative and appropriate computer animation.

Assessment Evidence - Checking for Understanding (CFU)

- Journals
- Newspaper Headline
- Outline
- Unit test-summative assessment
- Admit/Exit tickets-formative assessment
- Written report-alternate assessment
- Creat a Multimedia report-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List

- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

The Holocaust and Genocide: The Betrayal of Humanity, Volume 1, A Curriculum Guide for Grades 9-12, New Jersey Commission on Holocaust Education, 2003

Holocaust and Human Behavior, Facing History and Ourselves Resource Book, 1994

Common Core Writing Prompts and Strategies, Facing History and Ourselves, 2015

Ancillary Resources

Echoes and Reflections Anti Defamation League publication

United States Holocaust Memorial Museum website, educators' resources

IWitness website from the University of Southern California's Shoah Foundation- survivor testimonies

Technology Infusion

IWitness website from USC Shoah Foundation- video testimony of Genocide survivors

United States Holocaust Memorial Museum website and online resources

Youtube videos

Power Point presentations in class

Short videos from Facing History presented by college professors

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Khan Academy
National Zoo
One Note
Twitter
Reading Trainer
M8
Travel
Yammer
Office 365
MS Word



Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Kodu
QR Barcode Generator
Skitch
Fresh Paint
Flip Boom Lite
Auto Collage
Sketchbook Express
Windows Movie Maker
Time Lapse
Memorylage
Office 365

Where's Waldo?
MS Excel
Office 365
Flipboard
Nova Mindmapping

Animal and Bird Sounds
Ted Talks
Vote Collector
Record Voice Pen
Bing Maps

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

21st Century Skills/Interdisciplinary Themes

- Information Literacy
- Media Literacy
- Critical thinking and problem solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Global Awareness
- Health Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Hand out timeline of Hitler's life to use as a guide for the historical events discussed during unit
- Small group work, jigsaw three readings on why Hitler was named Chancellor in 1933. Use questions as guide and after reading the group will share their summaries of the readings
- Watch "Triumph of the Will" video and discuss the many images in the video and analyze the message of Nazi propoganda

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups

- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Look at some paintings of Hitler. Write down your impressions, discuss in a small group & then discuss as a class
- Give background vocabulary and early players such as shtetl, ghetto, Reich, Otto von Bismarck, Wiemar Republic
- Shorten readings assignments such as from "Hitler: From Chancellor to Dictatorship."

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction

- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- allow use of translator program to make sure the readings and vocabulary will be properly understood
- provide maps of ghettos and concentration camps to show visually instead of reading
- team high and low level ELL students to help with translating directions, then teacher must ask to make sure the ELL student can repeat the directions to check for understanding

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test

- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- compare the propoganda of the Nazis with that of white supremisists to show dangers of hate
- allow student to correct errors on questions with the teacher helping comprehension
- allow the use of note cards or open book during quarterly exams

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Students can compare conditions in various types of camps: labor, ghetto, death, factory
- Students can research if there was any way Hitler could be prevented from ascending to dictator
- Students can reesearch in depth the failures of the Wiemar Republic and can present about the many governments in that period

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping

- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: