Unit 1: The Nature of Human Behavior and the Rise of Nazi Germany

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **Four weeks**
Status: **Published**

Summary

In the Holocaust and Genocide Studies course, students analyze the causes and effects of the Holocaust and other mass genocides while considering how atrocities like those of the past can prevented. Using a social science lens and an interdisciplinary approach, students examine the impact, destruction, and cultural trauma associated with the Holocaust and other genocides. Frameworks are provided to students to understand how escalation by perpetrators takes place and to compare and contrast the historical across time periods, contexts, and geographic areas.

This unit is part of the larger aforementioned course sequence and specifically focuses on the nature of human behavior and the rise of Nazi Germany. This unit will introduce students to the basic elements of prejudice and hatred and where these concepts have been experienced through world history. Positive and negative behaviors associated with obedience, conformity, and silence will be examined. Students will examine the human potential for good and evil. In addition, students will consider the degree to which individuals are independent beings or as reflections of their environments and society. Students will be able to utilize an understanding of world and German history and politics in order to put the Nazi emergence into perspective. During this unit students will develop an understanding of the philosophy and political machinations of Adolph Hitler and the Nazi Party. The many factors that enabled the Nazis to rise from a small splinter group to the unquestioned rulers of an established European nation will be explored. The escalation of Nazi power and attendant horror will be viewed through a study of events including the Nuremberg Laws, Kristallnacht, and the voyage of the St. Louis. In addition, the plight of victims other than the Jews will be highlighted.

Revised: August 2023

Standards

6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).

6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including:

equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Essential Questions and Enduring Understandings

Essential Questions:

- Why study the Holocaust?
- What is the responsibility of the individual in interpreting the escalation of hate and violence?
- How were the Nazis able to take power?

Enduring Understandings:

- Many factors enabled the Nazis to rise from a small splinter group to the unquestioned rulers of an established European nation.
- People play an important role in maintaining and securing -or- denying the rights of others.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to):holocaust, Holocaust, genocide, perpetrator, victim, collaborator, bystander, resister, rescuer, stereotyping, anti-Semitism, prejudice, intolerance, Treaty of Versailles, reparations, communists, totalitarianism, democracy, Beer Hall Putsch, Great Depression, scapegoat, Weimar Republic, Adolph Hitler, Otto von Hindenburg, Franz von Papen, Reichstag Fire, Mein Kampf, Nuremberg Laws, Kristallnacht, Herschel Grynzspan, Ernst vom Rath, Dachau, Evian Conference, Anschluss, Sinti and Roma (Gypsies), Jehovah’s Witnesses, T-4

Program.

- the concepts of heritage and race.
- the degree to which aggression and cruelty are parts of human nature.
- obedience and conformity can be dangerous when practiced to an extreme.
- apathy may lead to genocide.
- in what ways the poem "The Hangman" illustrates the negative human behaviors associated with genocide.
- power can be beneficial or abused, both on an individual and institutional level.individuals, institutions, and governments have the potential to do both good and evil.
- genocide is not restricted to one continent, one nation, or one culture.
- life provides us with a variety of choices that can impact upon us as individuals or as members of society.
- "The Hangman" thrived when people were all too willing to place their hopes and fears into the power of a single individual.
- democracy is a concept to be cherished. We may learn from the past to avoid future human tragedies.
- the disappointment over the end of WWI led to a search for scapegoats.
- anti-Semitism was not a new concept in post-WWI Germany.
- that Germany had very little experience with a constitutional democracy as its government.
- that economics and politics are often intertwined.
- the Nazis were at one point a very small and weak political group that saw its fortunes increase as Germany's fate worsened in the 1920s.
- Germany selects its leaders through a parliamentary system.
- the various factors which needed to come together in order for an extremist group, the Nazis, to rise to power.
- the success of the Russian Revolution had an impact across the continent of Europe, and specifically in Germany.
- racial policies and laws that developed immediately after the Nazi assumption of power.
- why certain members of Nazi society were targeted for exclusion from that society's rights.
- the essential parts of the Nuremberg Laws.
- the Nazis exploited actions of Grynzspan.

- options were available for Jews in Germany and Austria as the 1930s progressed.
- the Nazi concept of "life unworthy of life" extended to groups beyond the Jews, i.e. the handicapped.
- that Jehovah's Witnesses were persecuted for their unwillingness to kowtow Nazi policy.
- other groups, such as Poles and homosexuals were considered second-class citizens and denied basic human rights.
- similar to the Jews, Sinti and Roma were persecuted on racial grounds.

Students will be skilled at:

- interpreting political cartoons.
- analyzing a poem for content information.
- comparing and contrasting stories.
- reading a chart to interpret the pyramid of hate.
- evaluating historical points of view through class discussion and written response.
- recognizing the importance of their own identity and their obligations toward others.
- connecting historical events together.
- creating a timeline.
- analyzing primary sources and recognizing different propaganda techniques being used.
- evaluating historical points of view.
- analyzing and interpreting data from a timeline and making connections to the importance of social, political, and economic factors.
- analyzing photographs for causes and effects.
- sympathizing with different types of people.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Analysis Key Documents to Provide Historical Context: Students will view, analyze, and reflect on key

documents including:

- "The Hangman," "The Dying Girl That No One Helped," the Kitty Genovese story, the beginning of Phil Ochs song, Outside a Small Circle of Friends. (Just as it applies to "The Dying Girl…")

The Milgram Shock Experiment and the Stanford Prison Experiment - Students will view and read testimonies from Echoes & Reflections.

Identity Analysis - Students will complete an "Identity Chart" and "Universe of Obligation Chart" and reflect on what is most important to them and why?

Pyramid of Hate Comparison - Students will discuss the Pyramid of Hate and make connections to real world scenarios

Becoming the Fuhrer Video Analysis - Students will watch Becoming the Fuhrer and create a timeline of the German political and electoral system of the post-WWI era, highlighting the collapse of the Weimar Republic. Review World War I, Treaty of Versailles, Reparations, the Russian Revolution and effects of the Great Depression as factors contributing to Nazi power. Students will study the early career and political life of Adolph Hitler, with emphasis on his personality traits.

Nazis Rise to Power Chart Discussion - Students will review a list of contributing factors for the Nazi rise to power. Utilize a study of the Nuremberg Laws as a means to explore the power of the law and potential for its abuse.

Propaganda Project - Students will read and analyze "Halberg Goes Nazi" and The Protocols of the Elders of Zion (Nazi propaganda techniques and attention to Germany's youth.) Students will analyze political cartoons that exploited anti-Semitism. Students will watch Triumph of the Will and analyze propaganda techniques.

Nazi Racial Ideology Analysis- Students will review the chronology of the vital world events of this era and the "Stupidity of Nazi Racial Ideology."

German People/Events Photo Analysis- Students will analyze photographs of German Jewish and non-Jewish people to show how there is no difference and how assimilated Jewish people were. Students will study Kristallnacht and analyze photos – background, personalities, causes, effects.

Jewish Refugee Discussion- Students will evaluate emigration as a means of escape – reasons to stay or

leave, pressures, methods, limitations, St Louis voyage. Students will determine the reaction of the world to the increasing plight of Nazi victims.

Other Persecuted Groups Jigsaw Project- Students will study "Other Victims" of the Holocaust using the packets from the United States Holocaust Memorial Museum. Students will take notes and share information with other students.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, think-pair-share activities, creating visual representations, debates, video analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, web quests, and/or inquiry or problem based learning projects.

Assessments

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Write an epitaph for the last man in "The Hangman."
- Create a chart depicting what can be learned from the following stories/experiments: "The Hangman," "They Dying Girl That No One Helped," Stanley Milgram's Shock Experiment and Philip Zimbardo's "Stanford Prison Experiment."
- Read and write responses to the fictional account, "Halberg Goes Nazi."
- Through written analyses, compare and contrast historical anti-Semitism with that practiced by the Nazis and contemporary prejudice.
- Photo Parallel Writing Assignment: Students will use the USHMM website to find a photo reflecting Jewish life prior to Nazi invasion, analyze the photo and write a caption for the photo; find a personal family photo that relates to the photo they found and write an analysis comparing the two photographs.
- Research events of the 1930s utilizing the United States Holocaust Memorial Museum website. Possibilities include: Nuremberg Laws, Kristallnacht, Voyage of the St. Louis, 1936 Olympics, and the Evian Conference.
- Write reactions to the issue and reading, "To Emigrate or Not?" and a companion piece, "David

Rosenstein's Dilemma."

- Utilize the United States Holocaust Memorial Museum's "Other Victims" booklets, compare and contrast the plight of these groups to the Nazi persecution of Jews.

Alternative Assessments:

- Curation Project: Students may curate a sample of different artifacts to highlight key concepts as related to Holocaust and Genocide theory as discussed in this unit. They will explain in narrative form how their chosen artifacts reflect concepts discussed in class.

Summative Assessments:

- Analyze the quotation by Abraham Lincoln, "To sin by silence when they should protest makes cowards of men" and support with historical evidence in an analytical writing response
- Compare and contrast the "The Hangman" and "They Dying Girl That No One Helped."
- Create a graphic organizer on chronology of WWI (as it relates to Germany).
- Evaluate a Pyramid of Hate – by listening to testimonies from experiences of survivors of the Holocaust and place events that happened to them and their families on the pyramid of hate (http://dornsife.usc.edu/vhi/education/pyramid/) ADL website.
- Create group presentations on the "Other Victims."
- Write a response to: What is meant by the statement, "Not all victims of the Holocaust were Jews, but all Jews were victims of the Holocaust"?
- Students will be presented with moral dilemmas surrounding the Holocaust from the State of Florida's website and determine how they would respond to specific situations.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

You Tube: "The Hangman", The Milgram Shock Experiment and the Stanford Prison Experiment

Facing History and Ourselves - "The Dying Girl That No One Helped" and Phil Ochs song, Outside a Small Circle of Friends

Echoes and Reflections - Testimonials

Films: The Protocols of the Elders of Zion, Becoming the Fuhrer, Triumph of the Will

Facing History and Ourselves political cartoons, photos, and “Halberg Goes Nazi”

United States Holocaust Memorial Museum website for podcast of a reformed Neo-Nazi and selected testimonies from Echoes & Reflections

United States Holocaust Memorial Museum: “Other Victims” of the Holocaust packets, Nuremberg Laws, Kristallnacht, Voyage of the St. Louis, 1936 Olympics, and the Evian Conference.

Facing History and Ourselves: Nazi Germany Timeline

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts.
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.
- Mark texts with a highlighter.