

History, Culture and the Holocaust

Content Area: **World Language**
Course(s): **Generic Course, German I CP**
Time Period: **4th Marking Period**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn about the history, culture and environment of Germany during WWII. Students will gain a working knowledge of the mythical history of the Valkyries from mythology and Richard Wagner's operas of the Valkyries. Students will make connections to their understanding through the use of Valkyries in modern film from Marvel Studios- Thor Ragnarok. Students will also learn about Hitler's fascination with Norse mythology and Wagner and how it influenced his policy and beliefs. Students will be introduced to Valkyrie the military plan through the film lens of Valkyrie the movie. Students will learn about the plot to assassinate and overthrow the regime. Emphasis on cultural connection of place and origin. Emphasis will be placed on history through Germany's side.

Transfer

By the end of Unit 1 section students will be able to:

1. know about the attempts by many to overthrow the regime and the attempt to oust Hitler
2. see German history from the view of Germans
3. know about the German connection to Norse mythology
4. have an understanding of Wagner's music and composition
5. Compare German and American views of history

MEANING:

Understandings

Students will understand:

1. The similarities and differences between cultural views of history
2. how many Germans did not like or want the regime

Essential Questions

1. Why is the German contingency plan known as Valkyrie?
2. What causes contribute to the ultimate failure of the plan?
3. How do this change your opinion of Germans and Germany as a whole?
4. Why does Norse mythology play such a large role in the culture and climate of Germany?

APPLICATION OF KNOWLEDGE AND SKILL:

Students will know...

Students will know:

1. about the difference between the SS and the Wehrmacht
2. that not all of Germany was behind the Hitler Regime
3. more about Norse mythology and how it relates to German history
4. about the fear and distrust that permeated German life
5. music, composers and opera from German culture

Students will be skilled at...

Students will be skilled at:

1. explaining a German view of history
2. knowing about the atmosphere and climate of Germany during WWII
3. expressing their understanding of Valkyries and how they relate to the Valkyrie plan
4. addressing the lack of knowledge of how Germany itself did try to fight the Hitler regime

5 knowing the difference between the SS and the Wehrmacht and their roles in the military

Academic Vocabulary

students will be familiar with military terms, mythological terms, recognizing previously learned vocabulary in the film.

Learning Goal

In this unit, students will learn about the history, culture and environment of Germany during WWII. Students will gain a working knowledge of their mythical history of the Valkyries from mythology and Richard Wagner's operas of the Valkyries. Students will make connections to their understanding through the use of Valkyries in modern film from Marvel Studios- Thor Ragnarok. Students will also learn about Hitler's fascination with Norse mythology and Wagner and how it influenced his policy and beliefs. Students will be introduced to Valkyrie the military plan through the film lens of Valkyrie the movie. Students will learn about the plot to assassinate and overthrow the regime. Emphasis on cultural connection of place and origin. Emphasis will be placed on history through Germany's side.

Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

Target 1 - Level 1 Retrieval

SWBAT:

1. identify pertinent vocabulary
 2. know the difference between the Wehrmacht and SS
 3. Know what a vlakyrie is
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Target 2 - Level 2 Comprehension

SWBAT:

1. be able to explain the nuances of the Valkyrie plan
 2. diagram the valkyries of myth and the plan
 3. Explain how the Wehrmacht operated within Germany and their role
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Target 3 - Level 3 Analysis

SWBAT:

1. Compare and contrast the ss and the wehrmacht
 2. Compare and contrast the people who were for Hitler, didn't like the regime but didn't do anything, those who stood up
 3. Categorize the types of people who were involved with the "war machine" their role, their position
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Target 4 - Level 4 Knowledge Utilization

SWBAT:

1. Read about and research the characteristics of mythological valkyries, valkyrie the plan, important people that took part in the July 20 attempt
 2. create a t chart poster to explain how the valkyrie and mythology related to the military plan
 3. be able to discuss the roles of the SS and Wehrmacht, those involved and how the victors view of the war in history is different than the losers perspective
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Summative Assessment

1. Unit presentation
2. class presentation comparing valkyrie
3. end of unit test
4. . Research report

Formative Assessment and Performance Opportunities

1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Question and answer
9. whip around

10. Teacher observation

11. Short activities produced by teacher and/or students

Differentiation / Enrichment

DIFFERENTIATION:

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

ENRICHMENT:

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

Unit Resources

1. Film
2. music- audio
3. Writing, audio, and visual representations listed in lesson plans
4. web resources
5. selected books from the library
7. DW- online news

