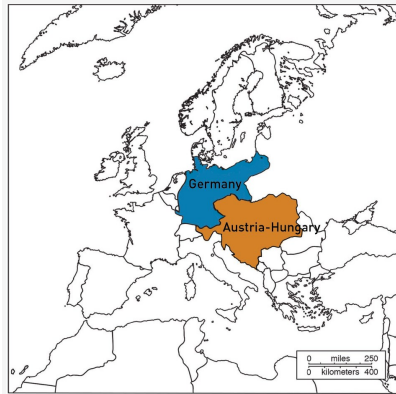


Grade 7

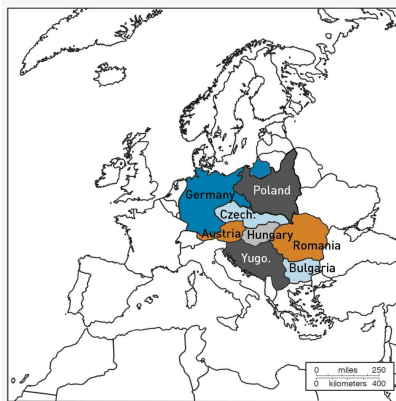
Marking Period 2/3

Objectives/ Essential Questions	Current Books/Primary Texts	Lesson Plan/Activity	NJSLS
<p>Students will learn what led to the rise of Nazism in Germany.</p> <p>How did Adolf Hitler rise to power? Why was German society vulnerable to the rise of Nazism?</p>	<p><i>The Boy Who Dared</i> by Susan Campbell Bartoletti</p> <p>Various articles, testimonials, and primary documents</p>	<p>Students will fill out the survey in which they rank what rights are most important to them. Students then discuss their responses with a partner, including the rationale behind their ranking decisions.</p> <p>What Rights Are Most Important to Me? https://echoesandreflections.org/wp-content/themes/twenty-six-teenechoes/fileview.php?source=1&file_nm=2020/08/03-01-01_StudentHandout_WhatRightsAreMostImportantToMe.pdf</p> <p>Students will then create a t-chart, one side labeled, “how rights in a democracy are protected” and the other side, “factors that can lead to the loss of rights.” Students will then consider the right they ranked most important and fill out the t-chart specifically related to that right.</p> <p>For guidance or just for general discussion, students can consider/discuss the following:</p> <ul style="list-style-type: none">-What systems or mechanisms exist in democracies to protect people’s rights?-How easy or hard is it to lose rights in a democracy? What are some ways this might occur?-What might allow an extreme party or group to undermine rights in a democracy and even take over?	<p>RI.7.4 SL.7.1 SL.7.1A</p> <p>RI.7.4 SL.7.1 SL.7.1A</p>

		<p>-Can you think of any examples of rights being taken from a group of people in a democracy? Have you or people you know ever personally experienced a violation of rights?</p> <p>Students will watch two testimonial clips that describe the breakdown of German democracy and discuss their takeaways from the clips.</p> <p>Alfred Caro https://www.youtube.com/watch?v=lyo10NhPwIA&feature=youtu.be</p> <p>Frank Shurman https://www.youtube.com/watch?v=-qMtfBHxmg4&feature=youtu.be</p> <p>Students will then observe two maps: marking the land divisions before and after The Treaty of Versailles. Students will then work together to read a handout about the Weimar Republic and fill out the corresponding graphic organizer. If you do not want to use the Graphic Organizer, I have also attached Reading Comprehension Questions that will still meet the standards and expectations of the assignment. Students will share out their findings to the class.</p>	<p>RI.7.1 RI.7.2 SL.7.1 SL.7.1A</p> <p>RI.7.1 RI.7.2 SL.7.1 SL.7.1A</p>
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Before



After

(I can provide hard copies or send pdfs to teachers)

THE WEIMAR REPUBLIC AND THE RISE OF THE NAZI PARTY

https://echoesandreflections.org/wp-content/themes/twentyseenechoes/fileview.php?source=1&file_nm=2020/08/03-01-08-01_StudentHandout_WeimarRepublic_RiseNaziParty.pdf

Graphic Organizer

https://echoesandreflections.org/wp-content/themes/twentyseenechoes/fileview.php?source=1&file_nm=2020/08/03-01-08-02_StudentHandout_WeimarRepublic_RiseNaziParty_GraphicOrganizer.pdf

Weimar Republic Questions

		(to be used instead of GO at teacher discretion) https://docs.google.com/document/d/1RUv-NW2moevy0MOmZpDq7FA5Sh3Phaoq0l-EOk1h8xQ/edit?usp=sharing	
<p>Students will learn the Nazi ideology that prompted the genocide known as the Holocaust.</p> <p>Students will learn how propaganda played a major role in manipulating German society into adopting Nazi ideology.</p> <p>What were the Nazi's beliefs? How were they able to manipulate German society into adopting these beliefs? What are the specific characteristics of propaganda?</p>	<p><i>The Boy Who Dared</i> by Susan Campbell Bartoletti</p> <p>Various articles, testimonials, and primary documents</p>	<p>Teacher will distribute handout entitled, "How Are Ideology and Propaganda Related?" Students will work in pairs or small groups to fill out the table in which they will include examples of each that they know of. Students will share out responses.</p> <p>"How Are Ideology and Propaganda Related?" https://echoesandreflections.org/wp-content/themes/twenty-six-teenechoes/fileview.php?source=1&file_nm=2020/12/02-02-01_StudentHandout_HowAreIdeologyPropaganda-Related.pdf</p> <p>Students will view the video from 5:29-12:07 where they specifically highlight how the Nazis incorporated their ideology into what already existed of anti-Semitism. https://www.youtube.com/watch?v=re3kZcrKpM&feature=youtu.be</p> <p>Students will then read different excerpts that further explain this ideology in a document entitled, "Nazi Ideology." Students will add to the table they started in the beginning of class focusing on Nazi Ideology.</p> <p>"Nazi</p>	<p>RI.7.1 RI.7.2 RI.7.4 SL.7.1 SL.7.1A</p> <p>RI.7.1 RI.7.2 RI.7.4</p> <p>RI.7.1 RI.7.2 RI.7.4</p>

		<p>Ideology”https://echoesandreflections.org/wp-content/themes/twentyteenechoes/fileview.php?source=1&file_nm=2020/12/02-02-04-01_StudentHandout_Nazi-Ideology.pdf</p> <p>Teacher will teach a mini lesson about propaganda , including its methods:</p> <ul style="list-style-type: none"> -Repeats the same information over and over -Talks to people in their own language -Gives the illusion that most people agree with the message -Appeals to people’s emotions -Often twists and exploits the truth -Uses accessible media (e.g. newspapers, radio, social media) <p>The lesson will include images that will be posted around the room, where students will participate in a Gallery Walk. Images will be posted on a piece of poster paper where students will write answers to the following questions:</p> <ul style="list-style-type: none"> -How does the image reflect Nazi ideology? -Does the image make use of old or new forms of anti-Semitism (historical or more towards Nazi Ideology)? Explain. -How does the image serve to isolate Jews from other Germans? -What methods of propaganda are being used? <p>For a remote/hybrid setting, breakout rooms can be used, or you can condense the amount present in the below</p>	<p>RI.7.1 RI.7.2 RI.7.4 SL.7.1 SL.7.1A</p>
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<p>perpetrator, bystander, and victim? In what situations can each category be merged together or switched? What evidence can be provided to support the claim that in some ways, bystanders were worse than the perpetrators themselves?</p>		<p>category. For example, a group might focus on Teachers, another may focus on neighbors, etc. They would just use the website http://somewereneighbors.ushtm.org/ for their research. A student sample is below:</p> <p>https://docs.google.com/presentation/d/1p9o-0XlhuZo5H6GAKgyX9Rzz7BmGTuZWu8IXCOp9Gg/edit?usp=sharing</p>	
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