

Unit 3: Anti-Semitism & Nazi Germany

Content Area: **Social Studies**
Course(s):
Time Period: **Semester 1**
Length: **~7 Weeks / ~22 Class Meetings**
Status: **Published**

Unit Introduction

In Unit 3, students will examine the historical roots of anti-Semitism, with an emphasis on the post-WWI political, economic, and social conditions that influenced the development of the Nazi dictatorship in Germany. Students will explore the personal characteristics and philosophical beliefs of Adolf Hitler and analyze the role of the media and Nazi propaganda in promoting Nazi ideology. Students will evaluate how the use of "race science" and eugenics alienated specific groups in Germany, leading to the legalization and persecution of marginalized groups.

Standards

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.11-12.7	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.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
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.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.

SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
SOC.6.2.12.D.4.i	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.
SOC.9-12.4.1	Students will identify common patterns of social inequality.
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.2	Students will analyze the effects of social inequality on groups and individuals.
SOC.9-12.4.2.1	Life chances
SOC.9-12.4.2.2	Social problems
SOC.9-12.4.2.3	Inter- and intra-group conflict
SOC.9-12.4.3	Students will explain the relationship between social institutions and inequality.
SOC.9-12.4.3.1	Distribution of power through social institutions
SOC.9-12.4.3.2	Potential of institutions to produce, reinforce, or challenge inequality
SOC.9-12.4.4	Students will assess responses to social inequality.
SOC.9-12.4.4.1	Individual responses to inequality
SOC.9-12.4.4.2	Group responses to inequality such as social movements
SOC.9-12.4.4.3	Social policy responses to inequality

Essential Questions

- What factors led to the rise of Nazism in Germany?
- Why did the Nazi philosophy have such mass appeal?
- What role if any, does education and culture play in committing genocides?
- How did Nazi policies evolve into the Holocaust?
- How did the Nazi government legalize the persecution of marginalized groups?

Content / Skills

Students will be able to understand:

- *Many factors can lead to genocide.*
- *Prejudice and Bigotry may lead to a genocide.*
- *Historical European anti-Semitism provided a foundation for Nazi philosophy.*
- *Nazi propaganda was effective in persuading many Germans to accept Nazism.*

- *Economic conditions in Germany contributed to Germans' acceptance of Nazism.*

Student Tasks:

- **Students will** analyze the historical roots of anti-Semitism throughout Europe.
- **Students will** describe Jewish life in Europe pre-Holocaust.
- **Students will** determine why Nazi philosophy appealed to certain aspects of human nature and behavior.
- **Students will** examine the role of media and propaganda in the rise of Nazism.
- **Students will** assess the expansion of Nazi policies throughout the events of WWII.
- **Students will** compare and contrast Hitler with other dictators.
- **Students will** describe the operations and conditions of Nazi concentration and death camps.