

Unit Title: Nazi Germany 1933-1941: The Pre-War and Early War Years

### Holocaust Education - Historical Notes and Teaching Suggestions for Educators:

Students may gain a better overall understanding of the Holocaust by thinking about it occurring in four overlapping stages. These stages can be described as:

1. segregation and isolation of Jews within Germany;
2. social, political, and economic persecution of Jews by law, designed to coerce Jews into leaving Germany;
3. deportation, expulsion, and/or forced relocation of Jews to ghettos, concentration or labor camps, or from the German sphere of influence altogether;
4. mass murder/genocide.

The first stage began even before the Nazis rose to power as they directed defaming and dehumanizing propaganda at Jews. It was designed to portray them as dangerous outsiders, alien to German culture, who threatened the very existence of the German people. The goal was to turn as many people against the Jews as possible, thus isolating them in preparation for their ultimate removal.

The second stage began on January 30, 1933 when Adolf Hitler became Chancellor of Germany and the Nazis could add the power of the law and the state to their propaganda efforts. As they solidified their grip on German society, they became more and more aggressive in coercing Jews into emigration.

The third stage began with the German occupation of Poland and the beginning of World War II in Europe. Occupation of foreign lands opened the door to a possible territorial solution to the Jewish question through forced removal. Ghettos for Jews in the German-occupied eastern territories were originally considered a temporary measure to facilitate this territorial solution.

The Nazis transitioned into the last stage in the late summer of 1941 as the possibilities for rapid military victory waned and the window for a territorial solution began to close. Many people associate the term “Holocaust” only with the mass murder/genocide that began in 1941, but it really refers to the entire era. It is unlikely that the last stage could have occurred at all without the earlier ones providing the foundation, so it is essential to examine the Nazis’ ideas, policies, and actions in the pre-war period. It was during the early years that the Nazis consolidated their power and created the environment in which they would attempt to implement their racist ideology to its fullest extent. Many lessons about prejudice emerge from this period with serious implications for today.

#### Main Points:

1. The Nazis did not begin their murder program against Jews immediately upon their ascension to power. Instead, they began a process that would eventually lead to that goal. It is likely that most Nazi supporters did not envision a process that would ultimately lead to direct, genocidal mass-murder. It is certain that most of the targeted victims did not anticipate this end in advance of its occurrence either.

The Nazis spread their ideology through a comprehensive indoctrination program that touched every area of German life. They also instituted a series of gradually increasing restrictions against the Jewish community aimed at their social and political isolation and their removal from the economy. Their goal, at first, was to force Jewish emigration through progressive hardship and hostility. Physical violence tended at first to be sporadic and localized. The *Kristallnacht* Pogrom of November 9-10, 1938 marked a turning point because of the organized nature and national scope of the action.

2. The Nazis had three main goals for the new German society they sought to build:
- a. They wanted to politically and socially unify Germany under the unquestioned leadership of Adolf Hitler and the Nazi Party. Individuality was to be subsumed for the common good.
  - b. They wanted to strengthen and purify the “Aryan master race” through population growth and the application of eugenics principles.

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- c. They wanted to obtain “living space” (more territory) for Germany to ensure the long-term growth and survival of their anticipated empire.

3. The three goals listed above explain the reasons why, according to Nazi ideology, certain people were considered unacceptable and were persecuted.

- a. The Nazis imprisoned political opponents and religious dissenters because they threatened the complete unity of the German people. Individuals who were suspected as “politically unreliable” were always in danger, but groups that were labeled as opponents (i.e. – Social Democrats, Communists, Jehovah’s Witnesses, etc.) were specifically targeted. The Nazis opened the first concentration camp for political opponents within two months of Hitler becoming the German chancellor.
- b. Handicapped Germans were sterilized and/or killed because they were considered a drain on scarce resources and their offspring would supposedly weaken the Aryan gene pool.
  - i. Jews and Gypsies were considered racially inferior aliens living in the midst of the German people. Jews, in particular, were said to be eager to pollute pure Aryan blood. They were subjected to continual slander, discriminatory laws, acts of violence, and were pressured to emigrate. Other measures, including genocide, would be used against them later.
  - ii. The Nazis considered German homosexuals to be asocial. They were often incarcerated in concentration camps on this charge. They were also failing to strengthen the German people through the addition of pure “Aryan” offspring.
- c. Citizens of occupied countries to the east of Germany, particularly Poles, were persecuted and sometimes killed because their countries were to be fully or partly absorbed into the new German empire. Their populations were to be dislocated and reduced and would continue to exist only to serve the new order. Of course, these actions would occur during the war, only during the last two years covered by this unit, but planning for them, along with war planning, took place during the pre-war period.

4. The Nazis controlled all media outlets and carried on a continual propaganda campaign to maintain support for their programs and for their ideology.

5. The Nazis sought to take over all organizations that might serve as rival centers of power. Other political parties were outlawed. Labor unions were disbanded and replaced by the Nazi Labor Front. School curricula were rewritten to inculcate Nazi ideology. Youth clubs were replaced by the various branches of the Hitler Youth. Through such groups, people often spied on each other and reported “disloyalty” to local Nazi officials.

6. Organizations that the Nazis could not directly control, such as the churches, they sought to subvert through the influence of Nazi supporters from within. In cases where that didn’t work, intimidation was also used.

7. All Germans did not support the Nazis, but most did to at least some degree - enough to make their rule possible. Some went along out of convenience rather than conviction. The consequences of dissent made it difficult, though not entirely impossible, for opponents to engage in resistance.

8. During the 1930’s, Nazi policies created a refugee crisis as many Jews sought to leave Germany. Most nations expressed sympathy toward these Jews but refused to change restrictive immigration policies. The Nazi leadership was emboldened in their persecutions by the lack of concrete action of the world community on behalf of Jews.

**Essential Questions for the Unit:**

1. What conditions are necessary for governments to successfully carry out the isolation and persecution of a targeted minority?
2. How can a government be oppressive and popular at the same time?
3. Why do people often become bystanders who allow neighbors and friends to be persecuted?
4. How does war affect the capacity of societies to uphold human rights standards and other values of civilization?

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5. Why do powerful countries often fail to intervene in the affairs of persecuting nations in order to stop and/or prevent human rights abuses?

**Connections with F.S. 1003.42 – Florida’s Holocaust Education Required Instruction Mandate:**

**Required Instruction: F.S. 1003.42(g) – Holocaust**

The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to

1. an investigation of human behavior,
2. an understanding of the ramifications of prejudice, racism, and stereotyping, and
3. an examination of what it means to be a responsible and respectful person,

for the purposes of

4. encouraging tolerance of diversity in a pluralistic society and for
5. nurturing and protecting democratic values and institutions.

In this unit, item 1 will be featured in lessons and/or activities that explore how and why people may support or go along with political dictatorship regardless of personal feelings or adverse impacts on neighbors.

Item 2 will be featured in lessons and/or activities that focus on the connections between Nazi ideology and major developments in the history of the Holocaust in the pre-war and early WWII years.

Item 3 will be featured in lessons and/or activities that explore the extent to which individual people had the ability to resist Nazi policies in their own lives or to help neighbors who were negatively impacted.

Item 4 will be featured in lessons and/or activities that look, from a negative perspective, at the impact of the Nazi rejection of diversity and pluralism on German society and in territories occupied in the early years of WWII.

Item 5 will be featured in lessons and/or activities that consider the failure of the major democracies to effectively oppose the policies and actions of Nazi Germany in the pre-war years and the negative impact of this failure on the strength of democratic values and institutions.

**Overall Unit Learning Goal(s)/Objective(s):** Based on the main standards/benchmarks that address the major content of this unit

Since these unit plans (and their related lessons) are designed to be flexible for use in a variety of Florida-approved courses, all of the standards and benchmarks listed below will not be applicable in every classroom setting. In fact, only a few would be used for any particular class setting. Teachers should choose the main skill and content standards and benchmarks that are most applicable for the courses they teach.

LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.K12.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LAFS.K12.R.3.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LAFS.K12.W.3.7-Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

LAFS.K12.W.3.8-Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LAFS.K12.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.68.RH.1.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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SS.6.W.1.3 Interpret primary and secondary sources.  
SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).  
SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.  
SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.  
SS.912.G.4.3 Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.  
SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.  
SS.912.W.7.5 Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco. – In this unit, focusing specifically on the main ideas of Adolf Hitler.  
SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.  
SS.912.W.7.7 Trace the causes and key events related to World War II.  
SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. – In this unit, focusing on the pre-1933 roots in Europe generally, and in Germany specifically.

**Scale:**

2.0 Simpler Content	3.0 Target (Objective)	4.0 Greater Complexity
<p>Student evidence should show that they can:</p> <p>Summarize content presented in diverse media and formats, including visually and quantitatively, as well as in words. (LAFS.K12.R.3.7)</p> <p>Describe the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (LAFS.K12.R.3.8)</p> <p>Identify ways that two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (LAFS.K12.R.3.9)</p> <p>Outline short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (LAFS.K12.W.3.7)</p> <p>Identify relevant information from multiple print and digital sources, assess the credibility and accuracy of</p>	<p>Student evidence should show that they can:</p> <p>LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>LAFS.K12.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>LAFS.K12.R.3.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>LAFS.K12.W.3.7-Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Student evidence should show that they can:</p> <p>Critique the writings of Adolf Hitler, other Nazi leaders, to assess their reasoning and use historical commentary to evaluate their impact.</p> <p>Analyze the social, economic, and political developments in Nazi Germany in the pre-war and early World War II years to evaluate the strategies used by the Nazis’ to pursue their ideological goals.</p> <p>Evaluate the impact of Nazi ideological goals, especially population goals, on European Jews, as well as on non-Jewish victims including citizens of countries occupied by Nazi Germany.</p> <p>Analyze how the structure and functioning of the Hitler dictatorship in Nazi Germany before and during war helped to facilitate the</p>

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<p>each source, and integrate the information while avoiding plagiarism. (LAFS.K12.W.3.8)</p> <p>Identify evidence from literary or informational texts to support analysis, reflection, and research. (LAFS.K12.W.3.9)</p> <p>Recall aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (LAFS.68.RH.1.6)</p> <p>Identify primary and secondary sources. (SS.6.W.1.3)</p> <p>Recognize media and political communications (bias, symbolism, propaganda). (SS.7.C.2.11)</p> <p>Recognize the usefulness of timelines to identify the time sequence of historical data. (SS.912.A.1.3)</p> <p>Use geographic terms and tools to recall the push/pull factors contributing to human migration within and among places. (SS.912.G.4.2)</p> <p>Use geographic terms and tools to identify the effects of migration both on the place of origin and destination, including border areas. (SS.912.G.4.3)</p> <p>Recognize the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression. (SS.912.W.7.4)</p> <p>Recall the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito</p>	<p>LAFS.K12.W.3.8-Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>LAFS.K12.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.68.RH.1.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>SS.6.W.1.3 Interpret primary and secondary sources.</p> <p>SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).</p> <p>SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.</p> <p>SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p> <p>SS.912.G.4.3 Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</p> <p>SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.</p> <p>SS.912.W.7.5 Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and</p>	<p>progressive radicalization of anti-Jewish prejudice.</p> <p>Evaluate the impact of the restriction of human rights and the use of mass terror on population groups and on the development of events during the Holocaust.</p>
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<p>Mussolini, Adolf Hitler, and Francisco Franco.(SS.912.W.7.5)</p> <p>Identify examples of the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories. (SS.912.W.7.6)</p> <p>List the causes and key events related to World War II. (SS.912.W.7.7)</p> <p>Recall the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.(SS.912.W.7.8)</p>	<p>main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</p> <p>SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</p> <p>SS.912.W.7.7 Trace the causes and key events related to World War II.</p> <p>SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p>	
<p><b>Final Performance Tasks/Summative Assessment:</b> (Additional suggestions for monitoring/checking for desired effect will be included within individual lesson plans as instructional strategies and lesson activities are described in detail.)</p>		
<p>Students will create projects to respond to one of the essential questions for this unit (included above). Students may choose written projects, multi-media presentations, oral presentations, or multi-faceted group projects. Students should be sure to support their claims with valid and relevant primary and secondary sources.</p> <p>-or-</p> <p>Students may submit a record of daily journal writing that includes deep and thoughtful responses to the major themes and activities encountered throughout this unit.</p>		
<p><b>Focus Standards/Benchmarks and Supporting Standards and Benchmarks:</b> Since these unit plans (and their related lessons) are designed to be flexible for use in a variety of Florida-approved courses, all of the standards and benchmarks listed below will not be applicable in every classroom setting. Teachers should choose the main skill and content standards and benchmarks that are most applicable for the courses they teach.</p> <p>Although this list of ELA, Social Studies, and Literacy standards and benchmarks is extensive, there are others that could be cited as well. Individual lessons will feature only a few of these, but many combinations are possible within the context of this unit description. The overall unit and the individual lessons can be adapted to different grade levels and specific courses.</p> <p><b>***In the interest of space, the lowest grade level version of each standard and/or benchmark is listed when the higher grade level iterations differ mainly in complexity. The K12 versions of the ELA standards have been used, but the specific grade level versions may also be used when appropriate.***</b></p>		
<p><u>Selected ELA Standards:</u></p> <ul style="list-style-type: none"> <li>• LAFS.K12.R.1.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (DOK2)</li> </ul>	<p><u>Social Studies Benchmarks:</u></p> <ul style="list-style-type: none"> <li>• SS.6.W.1.3 Interpret primary and secondary sources.</li> <li>• SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.</li> </ul>	

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| <ul style="list-style-type: none"> <li>• LAFS.K12.R.1.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (DOK2)</li> <li>• LAFS.K12.R.1.3-Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (DOK2)</li> <li>• LAFS.K12.R.2.6-Assess how point of view or purpose shapes the content and style of a text. (DOK2)</li> <li>• LAFS.K12.R.3.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (DOK2)</li> <li>• LAFS.K12.R.3.8-Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (DOK2)</li> <li>• LAFS.K12.R.3.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (DOK2)</li> <li>• LAFS.K12.W.1.1-Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (DOK2)</li> <li>• LAFS.K12.W.1.2-Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (DOK2)</li> <li>• LAFS.K12.W.1.3-Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (DOK3)</li> <li>• LAFS.K12.W.3.7-Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (DOK2)</li> <li>• LAFS.K12.W.3.8-Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (DOK2)</li> <li>• LAFS.K12.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (DOK3)</li> <li>• LAFS.K12.W.4.10-Write routinely over extended time frames (time for research, reflection, and revision)</li> </ul> | <ul style="list-style-type: none"> <li>• SS.6.G.2.6-Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</li> <li>• SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.</li> <li>• SS.6.G.4.4-Map and analyze the impact of the spread of various belief systems in the ancient world.</li> <li>• SS.6.G.6.2-Compare maps of the world in ancient times with current political maps.</li> <li>• SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</li> <li>• SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).</li> <li>• SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).</li> <li>• SS.912.A.1.3-Utilize timelines to identify the time sequence of historical data.</li> <li>• SS.912.A.1.4-Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</li> <li>• SS.912.A.1.6-Use case studies to explore social, political, legal, and economic relationships in history.</li> <li>• SS.912.A.4.10-Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</li> <li>• SS.912.A.5.3-Examine the impact of United States foreign economic policy during the 1920s.</li> <li>• SS.912.A.5.5-Describe efforts by the United States and other world powers to avoid future wars.</li> <li>• SS.912.A.5.9-Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</li> <li>• SS.912.A.5.11-Examine causes, course, and consequences of the Great Depression and the New Deal.</li> <li>• SS.912.A.6.1-Examine causes, course, and consequences of World War II on the United States and the world.</li> </ul> |
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<p>and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (DOK2)</p> <ul style="list-style-type: none"> <li>• LAFS.K12.SL.1.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (DOK2)</li> <li>• LAFS.K12.SL.1.2-Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (DOK2)</li> <li>• LAFS.K12.SL.1.3-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (DOK2)</li> <li>• LAFS.K12.SL.2.4-Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (DOK2)</li> <li>• LAFS.K12.SL.2.5-Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (DOK2)</li> <li>• LAFS.K12.L.3.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (DOK2)</li> </ul> <p><u>Literacy Standards for Social Studies/History:</u></p> <ul style="list-style-type: none"> <li>• LAFS.68.RH.1.1-Cite specific textual evidence to support analysis of primary and secondary sources. (DOK2)</li> <li>• LAFS.68.RH.1.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (DOK2)</li> <li>• LAFS.68.RH.2.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (DOK2)</li> <li>• LAFS.68.RH.2.6-Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (DOK3)</li> </ul>	<ul style="list-style-type: none"> <li>• SS.912.A.6.2-Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</li> <li>• SS.912.E.2.7-Identify the impact of inflation on society.</li> <li>• SS.912.E.3.1-Demonstrate the impact of inflation on world economies.</li> <li>• SS.912.G.2.3-Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</li> <li>• SS.912.G.2.4-Use geographic terms and tools to analyze case studies of how selected regions change over time.</li> <li>• SS.912.G.4.1-Interpret population growth and other demographic data for any given place.</li> <li>• SS.912.G.4.2-Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</li> <li>• SS.912.G.4.3-Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</li> <li>• SS.912.G.4.8-Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.</li> <li>• SS.912.G.4.9-Use political maps to describe the change in boundaries and governments within continents over time.</li> <li>• SS.912.G.6.4-Translate narratives about places and events into graphic representations.</li> <li>• SS.912.H.1.2-Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</li> <li>• SS.912.P.9.2-Describe the relationship between attitudes (implicit and explicit) and behavior.</li> <li>• SS.912.P.9.3-Identify persuasive methods used to change attitudes.</li> <li>• SS.912.P.9.6-Describe how group dynamics influence behavior.</li> <li>• SS.912.P.9.8-Discuss the nature and effects of stereotyping, prejudice, and discrimination.</li> <li>• SS.912.P.9.9-Describe determinants of prosocial behavior.</li> <li>• SS.912.P.10.1-Define culture and diversity.</li> </ul>
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| <ul style="list-style-type: none"> <li>• LAFS.68.RH.3.7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (DOK2)</li> <li>• LAFS.68.RH.3.8-Distinguish among fact, opinion, and reasoned judgment in a text. (DOK3)</li> <li>• LAFS.68.RH.3.9-Analyze the relationship between a primary and secondary source on the same topic. (DOK3)</li> <li>• LAFS.68.WHST.1.1-Write arguments focused on discipline-specific content. (DOK3)</li> <li>• LAFS.68.WHST.1.2-Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (DOK3)</li> <li>• LAFS.68.WHST.3.7-Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (DOK4)</li> <li>• LAFS.68.WHST.3.9-Draw evidence from informational texts to support analysis, reflection, and research. (DOK3)</li> <li>• LAFS.68.WHST.4.10-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. (DOK3)</li> </ul> | <ul style="list-style-type: none"> <li>• SS.912.P.10.2-Identify how cultures change over time and vary within nations and internationally.</li> <li>• SS.912.P.10.3-Discuss the relationship between culture and conceptions of self and identity.</li> <li>• SS.912.P.10.4-Discuss psychological research examining race and ethnicity.</li> <li>• SS.912.P.10.6-Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.</li> <li>• SS.912.P.10.12-Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.</li> <li>• SS.912.S.4.13 Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.</li> <li>• SS.912.S.4.2 Identify major characteristics of social groups familiar to the students.</li> <li>• SS.912.S.8.7-Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.</li> <li>• SS.912.W.7.3 Summarize significant effects of World War I.</li> <li>• SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.</li> <li>• SS.912.W.7.5 Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</li> <li>• SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</li> <li>• SS.912.W.7.7-Trace the causes and key events related to World War II.</li> <li>• SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims</li> </ul> |
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**Unit Vocabulary:** Some terms may not be used directly in the unit, but may be used for background or extended learning. Teachers should pick a limited number of terms from this extensive list that are most important for their students.

Unit Title: Nazi Germany 1933-1941: The Pre-War and Early War Years

Anti-Judaism, Antisemitism (Anti-Semitism), appeasement, Aryan, Axis Powers, Beer Hall Putsch, Berlin Olympics, blitzkrieg, boycott, Chancellor, collaborator, Communism (Bolshevism), concentration camps, Concordat, Dawes Plan, dehumanization, deportation, dictatorship, discrimination, Enabling Act, eugenics, Euthanasia Program, Evian Conference, exile, forced sterilization, *freikorps*, Führer, Gauleiter, *Generalgouvernement*, Gestapo, ghettos, Haavara Agreement (transfer agreement), Hitler Youth, Jehovah Witnesses, Jewish Ghetto Police, *Judenrat*, Kapo, *Kindertransport*, *Kristallnacht*, labor camps, League of Nations, *lebensraum*, *Luftwaffe*, Madagascar Plan, *Mein Kampf*, *mischlinge*, Munich Agreement, National Socialism (Nazism, NSDAP), nationalism, Nazi Party, Nazi-Soviet Pact, Night of the Long Knives, Nuremberg Laws, Paragraph 175, *pogrom*, prejudice, propaganda, *Protocols of the Elders of Zion*, rearmament, refugee crisis, *Reich*, Reichstag Fire Decree, Reichstag, reparations, Roma, SA, SD, segregation, Sinti, Social Darwinism, socialism, SS, S.S. St. Louis, stereotype, swastika, synagogue, T-4 Program, The White Paper, Treaty of Versailles, USSR, *Wehrmacht*, Weimar Republic, Yellow Badge

**Common Misperceptions:**

Some students may believe that:

1. The Nazis were the only group that wanted to destroy the Weimar Republic.
2. National Socialism and socialism are the same.
3. The Weimar period in Germany was characterized only by chaos and failure.
4. The Nazi Party overthrew the German democratic government in a violent coup.
5. All Germans supported Hitler and the Nazi regime.
6. Most Germans secretly opposed the Nazi regime.
7. Appeasement of Germany by the Western democracies demonstrates that they were weak and foolish.
8. The Nazi government was well-organized and efficient.
9. The Nazi Party began or planned to begin the mass murder of Jews immediately upon taking power.
10. Jews were the only people persecuted by the Nazis and were the only ones sent to concentration camps.
11. Jewish victims and non-Jewish victims were persecuted for the same reasons and with the same intended results.
12. Jews did not resist their Nazi oppressors.
13. German Jews were outsiders and aliens in German culture.
14. Germany and the Soviet Union were enemies at the beginning of the war.
15. The United States was a combatant against Nazi Germany from the beginning of the war.
16. No one tried to help the Jews in the occupied territories.
17. The outside world had no knowledge of the persecutions carried out by occupying powers during the early years of the war.

**Sections that are included within the individual lesson plans:**

Lesson Details: Unit, Title, Duration  
 Notes for Teachers  
 Lesson Focus/Marzano Design Question(s) and Elements:  
 Daily Focus Standard(s)/Benchmark(s):  
 Daily Learning Goals and Scales (In student-friendly language)  
 Formative Assessment Strategies/Monitoring for Desired Effect:  
 Lesson Sequence  
 Adaptation/Differentiation Strategies  
 Assignments – Including Homework and Extended Learning  
 Resources and Materials

**Individual lessons within this Unit:**

1. Nazi Germany 1933-1941 – Parallel Timelines
2. Nazi Germany 1933-1941 – Propaganda

Unit Title: Nazi Germany 1933-1941: The Pre-War and Early War Years

3. *"Kristallnacht"*: The Night of Broken Glass – Primary and Secondary Sources
4. Nazi Germany 1933-1941 - The Victims of the Nazis