

Lesson Title: Nazi Germany 1933-1941 – Parallel Timelines

Lesson Details:		
<u>Unit:</u> Nazi Germany 1933 - 1941	<u>Duration:</u> One 45-55 minute class period	
Lesson Notes for Teachers:		
<p>The Holocaust is often considered to have begun on January 30, 1933 – the day Adolf Hitler became chancellor of Germany. This may be true, but the Holocaust did not spring forth fully formed on that date. It developed gradually over time and in connection with other events. This activity is designed to help students understand the chronology of the pre-war years of the Holocaust in the context of the efforts of the Nazi Party to solidify their hold over German society while strengthening their political, and economic position vis-a-vis the rest of Europe and the world.</p>		
Design Questions/Lesson Focus/Marzano Elements:		
<ol style="list-style-type: none"> 1. Why were the Nazis able to convince many Germans that the persecution of Jews and other minorities would strengthen their society? 2. How did the persecution of each minority group in Nazi Germany impact the status and conditions of other minority groups? 3. What lessons can be learned from the persecution of minorities in Nazi Germany that can be used to build an understanding of human rights abuses in general? 		
<u>X</u> Introducing New Knowledge DQ2 Main Element: 12 – Helping students record and represent knowledge	<u>X</u> Deepening or Practicing DQ3 Main Element: 19 Helping students practice skills, strategies, and processes	<u>X</u> Generating Hypotheses DQ4 Main Element: 22 Engaging students in cognitively complex tasks involving hypothesis generation and testing
Focus Standards/Benchmarks: Please note – These lessons are designed to be flexible for use in a variety of Florida-approved middle and high school Social Studies and ELA courses. With minor adaptations, the activities described in the lesson may be used in a variety of settings. Only a few of the standards and benchmarks listed below will be used in any particular class. Teachers should choose the main skill and content standards/benchmarks that are most applicable for the courses they teach.		
<p>SS.6.W.1.1-Use timelines to identify chronological order of historical events. SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data. 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. 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.7.8 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>		
Daily Learning Goal and Scale (Student-friendly language)		
Students will identify historical events of significance to the development of the Holocaust in Nazi Germany from 1933 to 1941 and will construct timelines of these events to develop an understanding of chronology and to practice analyzing causal relationships between events.		
<u>2.0 Simpler Content</u>	<u>3.0 Target</u>	<u>4.0 More Complex</u>

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<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify a list of events from Nazi Germany from 1933 to 1941 related to the Nazi Party gaining control of German society and engaging in the persecution of minorities. 2. List events that describe the strengthening of Nazi Germany. 3. List events that describe the Nazi persecution of German Jews from 1933-1941. 4. List events that describe Nazi persecution of non-Jewish victims from 1933-1941. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Interpret a chronology of Nazi Germany from 1933 to 1941, identifying events of significance to the development of the Nazi Party's control of German society and persecution of minorities. 2. Create a timeline illustrating the strengthening of Nazi Germany. 3. Create a parallel timeline illustrating the Nazi persecution of German Jews from 1939-1941. 4. Create a third parallel timeline illustrating Nazi persecution of non-Jewish victims from 1939-1941. 	<p>Students will:</p> <p>Analyze the relationship between the events on the three timelines to differentiate between elements of correlation and causation.</p> <p>Evaluate the impact of the items from one timeline on the development of events on the others.</p> <p>Create a theory that explains how the persecution of minorities can develop over time, using examples from Nazi Germany in comparison with historical events in other eras and locations.</p>
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Formative Assessment Strategies/Monitoring for Desired Effect:

- Teacher observation and questioning of groups and individuals at each step of the instructional process and during transitions between activities.
- Monitoring of group discussions
- Teacher use of probing and redirecting questions at key points of the activity.
- Evaluation of completed parallel timeline sheets, including oral and/or written student explanations and justifications for the events included.

Lesson Sequence:

Introduction/Hook: (May be done with students individually or organized into small groups.)

Write the following list of statements about a baseball game on the board:

1. The last three batters from the home team failed to score in the bottom of the 9th inning.
2. The home team's ace pitcher was unable to start due to illness, so an inexperienced rookie pitched instead.
3. The concession stand ran out of peanuts and hot dogs in the seventh inning.
4. The visiting team's star hitter hit a grand-slam home run in his last time at bat.
5. The home team lost the game.

Ask students to:

1. Place the events in the order that they happened.
2. Identify which of these events helped to cause later events to happen?
3. Identify which events happened in the same time frame as the others, but did not cause any of the others?
4. Identify what you must know about baseball to be able to answer questions 1-3?

This is a simple activity to help students to understand the process of determining the chronological order of events and to differentiate between correlation and causation. Using a baseball example will also help students understand

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that a basic level of background information (in this case regarding the rules of baseball and the basic vocabulary of the game) is necessary to complete the task. In the same way, basic information about the history of a place must be identified to begin to build a deeper understanding of the era.

Instruction Steps:

1. Pass out the blank timeline sheet.
2. Pass out the Holocaust Chronology Sheet.
3. Allow the students to complete the timelines, working individually or in small groups.
4. Conduct a class discussion of student responses, proceeding chronologically. Ask students to explain the reasons why they selected the items they included on their timelines.

Adaptation/Differentiation Strategies:

The teacher may identify key terms in the historical sources prior to use and introduce this vocabulary prior to the lesson.

The teacher may provide the students with basic background information about the historical events mentioned in the sources to increase their familiarity with them as an aid to selecting appropriate items for inclusion in the timelines.

The teacher may limit the number of events to be included in the timelines to keep the scope of the assignment manageable for the time available and appropriate for the developmental level of the students.

Extended Learning:

There is a much more extensive chronology activity included in the “Classroom Focus” section of Social Education: Teaching About the Holocaust. It deals only with the progressive antisemitic measures in Nazi Germany, but in much greater detail. It could be used together with, or as a follow-up to this assignment.

Alternative sources may be used for historical research. For example, students may access internet sites that list events that occurred in Nazi Germany during this era. A few good sources are:

<https://www.ushmm.org/learn/timeline-of-events/1933-1938>

<https://www.ushmm.org/learn/timeline-of-events/1939-1941>

<http://www.historyplace.com/worldwar2/holocaust/timeline.html>

<https://fcit.usf.edu/holocaust/timeline/nazifica.htm>

http://www.museumoftolerance.com/site/c.tml6KfNVLtH/b.5879251/k.72C8/Timeline_of_the_Holocaust.htm

<http://remember.org/educate/mtimeline>

Teachers should **always** preview online sources before recommending them to students. There are many fine sources available, but there are others that are of low quality and some that are historically inaccurate. There are even Holocaust denial sites that masquerade as legitimate sources. Do not ask students to do their own searches without guidance.

Students may be challenged to identify other times and places in history to complete a similar parallel timeline activity to deepen understanding of human rights abuses and how they happen. They may also identify similarities and differences with the Holocaust history that they have studied.

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Resources and Materials:

1. Blank Timeline Assignment Sheet
2. Holocaust Chronology Sheet
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