

Unit Title: **Before the Holocaust: Jewish Life in Europe and the Rise of Nazism in Germany****Holocaust Education - Historical Notes and Teaching Suggestions for Educators:**

Obviously, the causes of the Holocaust reach back farther in time than the beginning of the Nazi era. It is not as if anti-Judaism or antisemitism was an invention of Hitler and the Nazi Party. The purpose of this unit is to briefly examine the long history that came before the Nazi era to discover the deep roots of the Holocaust. This is not meant to be a detailed history, but to provide a foundation upon which students can begin to construct a conceptual framework. As you teach this unit, help students to understand the following points:

Main Points:

1. Jews lived in Europe for centuries prior to the Holocaust. They were not outsiders or newcomers. German Jews, in particular, were highly assimilated into German national identity, language, and culture.
2. Jews were not one single, homogeneous group. They lived in a variety of places. They spoke several languages. They embraced their cultural, religious, and national identities in numerous ways. They were adherents of widely divergent political and social philosophies. It is incorrect to think of them, as the Nazis did, as if they were all the same.
3. Jews faced discrimination and persecution (mostly, but not exclusively, as a minority religious group) throughout European history. This is the main reason they were dispersed so widely across Europe. Many of the Nazis' attacks against Jews followed the patterns established during earlier periods in European history.
4. The history of the Jews in Europe was not uniformly bleak. There were times and places where Jews found greater acceptance and opportunity. There was always hope that things could and would change for the better. This helps to explain why many Jews did not choose to flee as their first response to Nazi persecution. Even the terrible devastation wrought by the Nazis has not extinguished the hope that prejudice and discrimination can ultimately be overcome, but those hopes are now tempered by a deeper understanding of the threat that these forces represent.
5. Germany faced real and significant problems in the post-World War I era. Hitler and the Nazis portrayed themselves as strong leaders who, alone, possessed explanations and solutions. By their willingness to aggressively address these problems, the Nazis gained credibility with many people. Even though their explanations were lies, and their solutions criminal, the problems themselves were real.
6. The Nazis constructed their program in such a way as to appeal to a wide audience. As a result, not everyone who supported them did so for the same reasons. It is incorrect to assume that the antisemitism of the Nazis was the only feature of their ideology that attracted followers. It is also important to note, however, that their antisemitism was openly proclaimed. It was never hidden. No follower of the Nazis could credibly claim to have been unaware of it. To support the Nazis meant, at the very least, acquiescing to the anti-Jewish attitudes and acts regardless of one's own attitudes.

Essential Questions for the Unit:

1. Why has anti-Jewish prejudice been such a prominent feature in European History? How did this long history help set the stage for the Holocaust?
2. How do minority groups such as Jews try to find ways to fit into the majority society while still maintaining their unique identity?
3. How did other trends in the 19th and early 20th centuries (in addition to anti-Jewish prejudice) help set the stage for the Holocaust?
4. Why do some people find theories of racial supremacy and racial purity appealing? How do some political leaders use this to their advantage?
5. Why did many Germans enthusiastically support Hitler and the Nazis, even though they did not necessarily agree with all of their ideology?

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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, items 1 and 2 may be featured in any lesson and/or activity that focuses on how anti-Judaism and antisemitism have been embedded in European history and why these ideas became popular with many people.

Item 4 will be featured in lessons and/or activities that demonstrate how Jewish people were both members of a distinct minority group, while at the same time, they belonged and contributed to the larger society around them.

Item 5 will be featured in lessons and/or activities that explore how German democracy of the Weimar period failed to protect the rights of Jews despite constitutional guarantees, particularly with the goal of drawing lessons for modern times.

Item 3 may be featured in any lesson or activity when the issue of individual behavior in the context of history is considered. This may also connect with item 1 when considering why some people choose to defend the status and rights of neighbors in spite of certain differences, while others do not.

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.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).

SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character. – *In this unit, referring specifically to the culture and heritage of European Jews.*

SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.

SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). - *In this unit, referring specifically to the democratic system in Weimar Germany in comparison with autocratic Fascism.*

SS.912.G.4.9 Use political maps to describe the change in boundaries and governments within continents over time.

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SS.912.P.9.8 Discuss the nature and effects of stereotyping, prejudice, and discrimination.
SS.912.W.7.3 Summarize significant effects of World War I.
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.7.8 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>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 examples of how history transmits culture and heritage and provides models of human character. (SS.W.1.6)</p> <p>Use maps to identify significant migrations and analyze their results. (SS.6.G.4.2)</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.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.1.6 Describe how history transmits culture and heritage and provides models of human character.</p> <p>SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.</p>	<p>Student evidence should show that they can:</p> <p>Analyze the social, political, economic, and geographic factors that led to the movement and wide dispersion of Jewish communities throughout Europe and the diversity and persistence of European-Jewish culture, both as a discreet minority and as a subset of larger societies.</p> <p>Analyze the enduring phenomenon of anti-Judaism/antisemitism in its various incarnations in European history, culminating in the ideology that made the Holocaust possible.</p> <p>Analyze the nature and effects of anti-Judaism/antisemitism as specific expressions of the broader phenomena of stereotyping, prejudice, and discrimination as they have existed throughout human history.</p> <p>Analyze the social, political, economic, and geographic consequences of World War I and the factors that created the conditions in Germany for the rise of Hitler and the Nazi movement.</p>

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<p>Recognize different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). (SS.7.C.3.1)</p>	<p>SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).</p>	
<p>Use political maps to identify the change in boundaries and governments within continents over time. (SS.912.G.4.9)</p>	<p>SS.912.G.4.9 Use political maps to describe the change in boundaries and governments within continents over time.</p>	
<p>Identify the effects of stereotyping, prejudice, and discrimination. (SS.912.P.9.8)</p>	<p>SS.912.P.9.8 Discuss the nature and effects of stereotyping, prejudice, and discrimination.</p>	
<p>Recall significant effects of World War I. (SS.912.W.7.3)</p>	<p>SS.912.W.7.3 Summarize significant effects of World War I.</p>	
<p>List causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and describe how governments responded to the Great Depression. (SS.912.W.7.4)</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>Recall the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and list the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco. (SS.912.W.7.5)</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 main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</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>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>Final Performance Tasks/Summative Assessment: (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 five 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>		

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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.

Focus Standards/Benchmarks and Supporting Standards and Benchmarks: 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.

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.

*****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.*****

Selected ELA Standards:

- 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)
- 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)
- LAFS.K12.R.1.3-Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (DOK2)
- LAFS.K12.R.2.6-Assess how point of view or purpose shapes the content and style of a text. (DOK2)
- 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)
- 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)
- 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)
- 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)
- LAFS.K12.W.1.2-Write informative/explanatory texts to examine and convey complex ideas and

Social Studies Benchmarks:

- SS.6.W.1.2 Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
- SS.6.W.1.3 Interpret primary and secondary sources.
- SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.
- SS.6.G.2.6-Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.
- SS.6.G.4.4-Map and analyze the impact of the spread of various belief systems in the ancient world.
- SS.6.G.6.2-Compare maps of the world in ancient times with current political maps.
- SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).
- SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- 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.
- SS.912.A.1.6-Use case studies to explore social, political, legal, and economic relationships in history.

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<p>information clearly and accurately through the effective selection, organization, and analysis of content. (DOK2)</p> <ul style="list-style-type: none"> • 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) • 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) • 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) • LAFS.K12.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (DOK3) • LAFS.K12.W.4.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (DOK2) • 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) • LAFS.K12.SL.1.2-Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (DOK2) • LAFS.K12.SL.1.3-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (DOK2) • 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) • 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) • 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 	<ul style="list-style-type: none"> • 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. • SS.912.A.5.3-Examine the impact of United States foreign economic policy during the 1920s. • SS.912.A.5.5-Describe efforts by the United States and other world powers to avoid future wars. • SS.912.E.2.7-Identify the impact of inflation on society. • SS.912.E.3.1-Demonstrate the impact of inflation on world economies. • 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. • SS.912.G.2.4-Use geographic terms and tools to analyze case studies of how selected regions change over time. • SS.912.G.4.1-Interpret population growth and other demographic data for any given place. • 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.G.4.8-Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space. • SS.912.G.4.9-Use political maps to describe the change in boundaries and governments within continents over time. • SS.912.G.6.4-Translate narratives about places and events into graphic representations. • SS.912.P.9.2-Describe the relationship between attitudes (implicit and explicit) and behavior. • SS.912.P.9.3-Identify persuasive methods used to change attitudes. • SS.912.P.9.6-Describe how group dynamics influence behavior. • SS.912.P.9.8-Discuss the nature and effects of stereotyping, prejudice, and discrimination. • SS.912.P.9.9-Describe determinants of prosocial behavior. • SS.912.P.10.1-Define culture and diversity. • SS.912.P.10.2-Identify how cultures change over time and vary within nations and internationally.
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knowledge when encountering an unknown term important to comprehension or expression. (DOK2)

Literacy Standards for Social Studies/History:

- LAFS.68.RH.1.1-Cite specific textual evidence to support analysis of primary and secondary sources. (DOK2)
 - 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)
 - 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)
 - 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)
 - 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)
 - LAFS.68.RH.3.8-Distinguish among fact, opinion, and reasoned judgment in a text. (DOK3)
 - LAFS.68.RH.3.9-Analyze the relationship between a primary and secondary source on the same topic. (DOK3)
 - LAFS.68.WHST.1.1-Write arguments focused on discipline-specific content. (DOK3)
 - LAFS.68.WHST.1.2-Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (DOK3)
 - 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)
 - LAFS.68.WHST.3.9-Draw evidence from informational texts to support analysis, reflection, and research. (DOK3)
 - 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)
- SS.912.P.10.3-Discuss the relationship between culture and conceptions of self and identity.
 - SS.912.P.10.4-Discuss psychological research examining race and ethnicity.
 - SS.912.P.10.6-Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
 - SS.912.P.10.12-Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
 - 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.
 - SS.912.S.4.2 Identify major characteristics of social groups familiar to the students.
 - SS.912.S.8.7-Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.
 - SS.912.S.8.8-Discuss both the benefits and social costs of collective behavior in society.
 - SS.912.W.7.3 Summarize significant effects of World War I.
 - 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.
 - 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.

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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.

Anti-Judaism, Antisemitism (Anti-Semitism), Ashkenazim, assimilation, British Mandate, Communism (Bolshevism), diversity, emigration, Eugenics, ghetto, Great Depression, Hasidism, Hitler Youth (also *pimpfe* and *jungvolk*), Imperialism, inflation, Jewish diaspora, Jewish Emancipation, Jewish Enlightenment, Judaism, Ladino, *Mein Kampf*, National Socialism, nationalism, Nazi Party, Pale of Settlement, Palestine, persecution, pluralism, *pogroms*, prejudice, The Protocols of the Elders of Zion, racism, scapegoating, scientific racism, segregation, Sephardim, *shtetl*, Social Darwinism, Socialist, stereotyping, Treaty of Versailles, war reparations, Weimar Republic, Yiddish, Zionism

Common Misperceptions:

Some students may believe that:

1. Jews were recent arrivals in Germany and were not well-integrated into the community.
2. Jews did not see themselves as members of the nations in which they lived.
3. Jews constituted a sizeable minority population in Germany.
4. Jews are a separate race.
5. Jews are a monolithic group with little inter-group diversity regarding religious, political, social, economic, and cultural ideas and practices.
6. Jews experienced no periods of peace or prosperity within German or European history.
7. All (non-Jewish) Germans enthusiastically embraced Hitler and the Nazis.
8. Few Germans willingly supported Hitler and went along mainly out of fear.

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. Jewish Life in Europe – “Camera of My Family”
2. A Brief History of European Antisemitism: Using Maps to Understand History
3. The Appeal of the Nazis: “The Wave” (Part One)
4. A Primary Source from Nazi Germany: The Appeal of the Nazis (Part Two)