Lesson Title: Nazi Germany 1933-1941 - The Victims of the Nazis

Lesson Details:	
Unit: Nazi Germany 1933-1941	Duration: One 45-50 minute class period to introduce and organize the research projects; one week for student project work, mostly outside of class time; and one 45-50 minute class period for group project oral reports.

Lesson Notes for Teachers:

Under Nazi ideology and policy, there were several reasons why a person or group might be considered unacceptable. People and groups that fit into this broad category could suffer various types of discrimination and persecution. As a general rule, a group was targeted for persecution by Nazi Germany because the Nazis thought that group stood in the way of their achievement of a key goal. The most basic of these goals were:

- Achieving political and social unity of the German people (*volksgemeinschaft)* under the leadership of Adolf Hitler and the Nazi Party
- Achieving racial purity through the elimination of "inherited" disabilities from the German blood line and by removing racial aliens from the community
- Winning territorial living space (mostly in Eastern Europe) for the German people through conquest, occupation, and exploitation.

Design Questions/Lesson Focus/Marzano Elements:

1. Why are some people or groups sometimes considered outsiders within their own societies?
2. How did Nazi political and racial ideology identify people and groups to be targeted for persecution?
3. How did Nazi social and national goals identify people and groups to be targeted for persecution?
4. How did the self-identity of victim groups differ from the Nazi definition of the same groups?

_X_ Introducing New Knowledge DQ2 Main Element: 7 – Organizing students to interact with new content	_X_ Deepening or Practicing DQ3 Main Element: 15 – Organizing students to practice and deepen knowledge	_X_ Generating Hypotheses DQ4 Main Element: 21 – Organizing students for cognitively complex tasks

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.

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.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.

SS.912.P.9.8-Discuss the nature and effects of stereotyping, prejudice, and discrimination.

SS.912.P.10.12-Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

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.

Daily Learning Goal and Scale (Student-friendly language)

Students will research people and groups persecuted by Nazi Germany to determine how they were identified, why they were targeted, what the Nazis intended for them, and how they responded to their situation, reporting the results of the research to others in the class.

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2.0 Simpler Content	3.0 Target	4.0 More Complex
Students will:	Students will:	Students will:
1. List people and groups targeted for persecution by the Nazis. 2. Identify reasons why various people and groups were targeted for persecution by the Nazis. 3. Compile research results from diverse media sources to create a report about a group persecuted by the Nazis. 4. Record findings from other students' research about the persecution of various groups by Nazi Germany.	1. Describe people and groups targeted for persecution by the Nazis. 2. Analyze reasons why various people and groups were targeted for persecution by the Nazis. 3. Synthesize research results from diverse media sources to create a report that assesses the reasons why a group was persecuted by the Nazis and the resulting impact on group members and others. 4. Combine the results of their own research with other students' research to summarize the Nazis' policies of persecution in general.	Conduct a group research project to study the results of stereotyping, prejudice, and discrimination over time and in various settings to assess their long-term impact and to create strategies to resist their reoccurrence and to reverse their effects.

Formative Assessment Strategies/Monitoring for Desired Effect:

• Teacher observation and questioning of groups and individuals during the hook activity.
• Teacher use of probing and redirecting questions during the students' selection of their research topic.
• Teacher monitoring of individual and group research that occurs during class time, with questions to assess the focus and quality of the research.
• Student oral reports given in class.
• Student written summaries of other student's research.

Lesson Sequence:

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

Show students the photo montage of victims of Nazi persecution. Ask students to try to identify potential reasons why each of these people became a target for abuse. Have students support their answers with reasons. Identify reasons that students gave because they had prior knowledge of Nazi ideology or Holocaust history. Undoubtedly, students will struggle with this activity. They will not always be able to identify reasons for persecution because the reasons were usually not apparent and were not grounded in the actual identities or characteristics of the victims.

Instruction Steps:
1. Set up independent workstations in your classroom so students can use materials from the trunk to do research and prepare their group project reports. Library and Internet sources can be used as well.
2. Introduce this activity by telling students that they are going to do research about different groups that were persecuted by the Nazis. Also tell them that they will be preparing oral reports to present in class.
3. Inform students that each group report will consist of the following:
   • Identification of the targeted group (i.e. the handicapped, Gypsies, etc.)

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- Explanation of the Nazis' disdain for that group (quotes from Nazi sources would be particularly impressive)
- Explanation of the discriminatory acts used by the Nazis' against the group
- Brief descriptions of several members of the group and what happened to them. First-hand accounts or recollections would be a great addition to this part of the report.
- Display of any visual aids that illustrate the material in the report (i.e. an appropriate photo from the trunk collection, mini-poster set, map book, or from an online source, etc.)

4. Each report should last from 5 to 15 minutes depending on the amount of available material on the selected group. Each member of the group should be responsible for one segment of the report lasting from 1 to 3 minutes.

5. Allow students to group themselves by choosing a topic, or group the students yourself. You will probably want to keep the number of students in each group fairly even (perhaps 3-5 students apiece). Using all the resources in the trunk, the greatest amount of information is available about the following groups:
   - The Sinti and Roma (Gypsies)
   - Jehovah's Witnesses
   - The Handicapped
   - Homosexuals
   - Poles
   - Children (as a sub-group of persecuted groups)

The following groups also represent good choices, but may require outside sources to find enough research material:
   - Black Germans
   - Christian religious dissenters
   - Political opponents (i.e. members of the Social Democratic or the Communist Parties)
   - Members of other national groups under Nazi occupation

6. On the day that you choose for the group presentations, pass out the "Oral Report Summary Sheet". Instruct students to fill it out with brief responses during the oral reports.

Adaptation/Differentiation Strategies:

The teacher may identify key terms in the historical sources prior to use and introduce this vocabulary to each group prior to their research.

The teacher may identify specific sources to be used for research.

The teacher may provide the students with basic background information about the groups they have selected (or been assigned) to increase their familiarity with them as an aid to research.

The teacher may set different time limits on the presentations or alter the methods of presentation to keep the scope of the assignment manageable for the time available and appropriate for the developmental level of the students.

The teacher may allow for non-linguistic methods for students to record their responses to the research reports of other students.

Extended Learning:

Prejudice against many of the groups listed above was not unique to Nazi Germany and sometimes even continued after its defeat. Students could do "follow-up" investigations into the conditions facing these groups since the Holocaust, using a worldwide perspective.

Resources and Materials:

1. Photo montage of Nazi victims

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2. <u>The Other Victims</u> by Ina Friedman
3. The "victim group" pamphlets and the mini-posters published by the United States Holocaust Memorial Museum (in the USHMM Packet in the trunk)
4. The Documentary Photo Aids collections (in the trunk) Caution: Be sure to preview these photos. Take out any you are not comfortable having students view or use. Also, advise students to choose photos for the usefulness of the image only. The photo captions are often unreliable as sources of information.
5. <u>Tell Them We Remember</u> by Susan Bachrach
6. <u>Triangles, Badges, and Stars: Remembering the Mosaic of Victims of the Holocaust</u>
7. Any other materials from the trunk or any other available source to facilitate research.
8. Selected Internet-based research sites (See the attached list of twenty recommended sites)
9. Handout: Oral Report Summary Sheet