

PROJECT TITLE:	
Hitler's Rise to Power	
AUTHOR: Kristin Shuman	SUBJECT & GRADE LEVEL 6-8 grade United States History 1865-present

CLASSROOM PRACTICE (DOCUMENT #1)

HI Overview & Teaching Thesis: This lesson concentrates on how Hitler was possibly able to convince so many to follow his Nazi ideology. It discusses the grim circumstances that Germany may have been under post World War 1, including the Great Depression and the harsh reparations of the Treaty of Versailles. The lesson focuses on how Hitler used propaganda to ignite a fire under German citizens to rally and defend their country based on Hitler's own global prophecies, which would turn out to be false.

It is important to teach children why total war was impossible to avoid. Hitler's reign was spreading through Europe and intervention from the western world was imminent. Had they not intervened, Hitler may have been very successful in spreading his NAZI ideals. Children should see how the situation that Germany was led to believe they were in (Treaty of Versailles and Great Depression), coupled with Hitler's use of propaganda was able to convince so many. It paints a bigger picture of the dangerous threat imposed on world peace and why America was forced to intervene.

Suggested Grade Level and Length of Activities: 6th- 8th grade Two full classes (120 minutes)

Significance & Relevance:

- Students will have the opportunity to dig deeper into the rise of the Nazi party during the interwar period prior to World War 11. They will view primary source documents to analyze firsthand accounts of what leaders, soldiers, and citizens were feeling during this time period in order to understand why Hitler was able to convince so many to join NAZI ideology. They will also discuss economic and political conditions in Germany to help them understand which they will also get to hear speeches from Hitler and view his citizen's allegiance with their own eyes. It's important for students to understand how total war was inevitable and why America had to intervene in order to stop a growing Nazi regime spreading throughout the world

Selected State & National Standards –

USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
- e) Evaluate and debate issues orally and in writing;
 - h) Interpret patriotic slogans and excerpts from notable speeches and documents;
 - I) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- b) Describing the social and economic changes that took place,

USII.7 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

- a) Identifying the causes and events that led to American involvement in the war,

National Standards

United States Era 8: The Great Depression and World War II (1929-1945)

Standard 1A

- Analyze the consequences of the stock market crash of 1929.
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Standard 3a

- Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period
- Explain the breakdown of the Versailles settlement and League of Nations in the 1930s.

Standard 3 B

- Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers

OAH Historical Inquiry Skills

Historical Comprehension- gain historical perspectives of Hitler's political views by analyzing and interpreting primary sources, such as letters and speeches from Adolf Hitler.

Historical Issues- Analysis and Decision Making- identify the economic and social issue that Germany faced post World War 1 by analyzing historical documents and reading personal accounts of people who lived during this time, with emphasis on the Treaty of Versailles and of Great Depression

Technology

Power Point used throughout entire lesson

Modifications, Differentiation, and Extensions –

Entire class should be shown Power Point presentation. Struggling learners should only do RAFT for assessment- and not letter. Should do Venn diagram as a class, with teacher instruction rather than in groups.

6. Lesson Overview

Guiding Questions	Objectives	Assessment	Activities to support objectives and assessment
Title: Lesson One Guiding Questions- How was Hitler's NAZI party able to rise to power? Question a) How did the Treaty of Versailles, the Great Depression, and Hitler's personality contribute to Hitler's rise of power? Question b) What made some follow Hitler's plans, and others not	1. Students will be able to (SWBAT)- Explain how the Treaty of Versailles and the Great Depression and Hitler's personality contributed to the rise of Adolf Hitler. 2. SWBAT- Analyze the factors contributing to the rise of national socialism in the interwar period	Assessment- Document Analysis Form. This supports objectives 1 and 2.	Description...Use the Document Analysis Form as a quick guide to document information gathered from each primary source in students packets.
Title: Lesson 2 Guiding Questions- What were Britain's and America's response to Hitler's invasions?	1. SWBAT analyze speeches made by Great Britain's Prime minister and Americas President to compare and contrast their response to Germany.	Assessment- Venn Diagram(supports Guiding Question)	Description...Use to compare and contrast Great Britain and America's response to Germany.
Title: Lesson 3 Guiding Questions- Why did the world have to intervene in order to stop Hitler? Question a) What was Nazi ideology? Question b) What was Hitler's response to Europe?	1. SWBAT understands Nazi ideology by discussing its platform using PowerPoint lecture. 2. SWBAT evaluates Americas, Great Britain and Germany's position on war by arguing that America should intervene on behalf of Allied forces.	Assessment- RAFT writing brainstorming activity and letter to FDR... (supports Objective 1 a and b)	Description...RAFT brainstorming activity

Related Materials and Resources:

- {Hitler's Rise to Power Instructional Power Point}
- {Primary Source Packet for students} - will include the following:
 - 1- {DO NOW form with questions on bullying.} This will be torn out and turned in. Primary Source 1 (PS1) -this is not a primary source but does need to be part of packet.
 - 2-{PS2- Document Analysis Form (DAF)} - each child will need 2 pages (front and back for 8 different documents). They will answer questions to every primary source document shown to them in Power Point presentation and in Primary Source Packet. Each box will be in order. Should label PS1, PS2, PS3, etc. Give 5-10 minutes on each document. This should be collected and turned in.
 - 3- {PS 3- Copy of letter-Hitler's response to Treaty of Versailles 1923} - Goes with slide 2 questions in Power Point.
 - 4- {PS 4-Copy of Letter to Great Britain from Germany 1939} - Goes with slide 10-
 - 5- {PS 5- Copy of personal account from a child who followed Hitler} - Used after slide 11
 - 6- {PS6- Copy of letters from German soldiers to their families back home} -
 - 7- {PS7- Copy of Great Britain's letter to Germany declaring war}
 - 8- (PS 8- Copy of FDR's "Fireside Chat" to American people}
 - 9- {PS9- Venn diagram compare and contrast America and Great Britain's response to Germany.}
 - 10-{PS10- Outline writing activity template} Students will use to brainstorm ideas for letters to FDR. Will be turned in
 - 11- {PS11- SOS! Europe needs your help America}-Letter to American President FDR asking for intervention in WW2 to stop Hitler. Will be and turned in.

12-{TEACHER FORM 1(TF1)- Rubric for grading DAF's}

Make as many copies of both as you have students. Do not include this in packet for students; this is for teacher assessment only.

13- {TF2- Rubric for grading Letter to President Roosevelt.}

Make as many copies of both as you have students. Do not include this in packet for students; this is for teacher assessment only.

14- {TF3- Venn diagram answer sheet}

Annotated Instructional Bibliography

Retrieved from <http://avalon.law.yale.edu/wwii/gp3.asp>

Speer, Albert (1970), Inside the Third Reich, Memoirs by Albert Speer. New York: The Macmillan Company.

This book gives firsthand accounts from a man who stated at the Nuremburg trial that if Hitler ever had a friend, he would be it. Albert Speer was a German architect part of World War II. He was given title of Minister of Armaments and War Production for the Third Reich. He was Adolf Hitler's chief architect. He gives direct insight into Hitler's personal and political life, allowing us to understand why he and other NAZI soldiers followed Hitler.

Haffner, Sebastian (2000), Defying Hitler, A Memoir. New York: Farrar, Straus, and Giroux.

This book is a translation of a manuscript of the memoirs of the German author Sebastian Haffner, found after his death. It offers his perspective on the rise of Hitler and his growing influences of the Nazi philosophy. Haffner specifically alludes to how ordinary, well educated people grappled with the ever changing Germany post World War 1.

Churchill, Winston (1948). The Gathering Storm, The Second World War. Houghton Mifflin Company.

By far the most interesting of all sources, this book is the first volume of Churchill's autobiographical six-volume history of the war, dealing with the period from 1919 to 1940. Taken from the controversial, Prime Minister's personal minutes", Churchill writes about his accounts in the days leading to war. He wrote several letters during office so he could use them later as a historian. He talks about how the Treaty of Versailles, the Great Depression, and Hitler himself impacted Germany from firsthand accounts.

Keegan, John. (1995), *The Battle for History- Refighting World War 11*. New York: First Vintage Books.

This book examines the overview of the cause of World War 11. It looks at the Allied powers roles in the war, and why so many did indeed eventually intervene. He looks at the controversies that have surrounded the world war for ages.

Buchanan, Patrick (2008). *Churchill, Hitler, and the Unnecessary War*. New York: Crown Publishers.

This book offers a different, perhaps controversial look at World War 11 and how it may have been avoided. I used it to look at what he stated historians believed about the Treaty of Versailles leaving Germany bitter and receptive to Hitler. Delves into at the 30 years between the wars.

The Peace Treaty of Versailles Article 231: The War Guilt Clause (1919)
Retrieved from <http://net.lib.byu.edu/~rdh7/wwi/versa/versa7.html>

This primary source document is the document that dealt with the reparations' and lands taken back from Germany as a result of World War 1. It has each article and section outlined. I used this source to get 100% factual information concerning what Germany agreed to and signed to wend World War 1.

Lindner M. D, Evelin Gerda. (2000, December [Vol.5, no.1](#)) *Were Ordinary Germans Hitler's 'Willing Executioners'? Or Were They Victims of Humiliating Seduction and Abandonment?* Retrieved from <http://www.ideajournal.com/articles.php?id=3>

This article discusses the personality traits of Hitler. It focuses on how he intended to sway the masses, and even outlined such in his book. It also refers to the loss Germany was feeling at time, and why it was susceptible to his cultish personality.

Robert Ley, *Fate- I believe* (1937 Munich: pp. 103-114) Retrieved from <http://www.calvin.edu/academic/cas/gpa/ley2.htm>

Robert Ley served as Reich Organization Leader, and was responsible for educating the party of Nazi ideals. I used quotes from his speech to explain how Nazi influence, at the hands of Hitler's henchmen, was able to build a Hitler a God who is always right. Part of deconstructing Hitler's hold on Germans.

Tubach, Frederic C. (2011). *German Voices: Memories of Life during Hitler's Third Reich*. Berkeley, CA, USA: University of California Press, 2011. p 198

Retrieved from- <http://site.ebrary.com/lib/uvalib/Doc?id=10448564&ppg=217>

This source discusses accounts of soldiers as well as fellow Germans during World

War 11. It discusses why some felt obligated to fight or back Hitler. It deals more with the guilt of following Nazi ideology then backing it.

Brooks, Dr. Robert D. German Propaganda Archive. Calvin College. Retrieved from:
<http://www.calvin.edu/academic/cas/gpa/posters1.htm>

A collection of pre-1933 posters. Used to show Nazi propaganda usage. Many are courtesy of Dr. Robert D. Brooks, who photographed them at the German Federal Archive in Koblenz