

2

Title: Hitler's Rise to Power

Key Words- reparations, propaganda

Grade Level -6, 7, and 8

Time Allotted- 2 class periods (120 minutes total)

Day 1 should go up to Power Point Slide 17- Do Now and Document Analysis Form (DAF) completed

Day 2 should begin with Power Point slide 18- Venn Diagram and RAFT with Letter

Lesson Overview	This lesson will focus on the situation in Germany post World War 1 that leads to World War 2. It globalizes America's involvement by interpreting primary source documents and analyzing political cartoons to answer why total war was impossible to avoid. The students will examine documents directly related to the Treaty of Versailles and the Great Depression. They will view propaganda that German citizens were fed in order to dig deeper into the power that Adolf Hitler had over Germany and the threat it placed on world peace.
Guiding Question(s)	How was Hitler's Nazi party able to rise to power? How did the Treaty of Versailles, the Great Depression, and Hitler's personality contribute? What was the American and British response to Hitler? Why did American have to intervene?

Learning Objectives (SWBAT – Students Will Be Able to)

- 1- SWBAT explain how the Treaty of Versailles and the Great Depression contributed to the rise of Adolf Hitler.
- 2- SWBAT analyze the factors contributing to the rise of national socialism in the interwar period
- 3- SWBAT analyze speeches made by leaders of Great Britain's and America to compare and contrast their response to Germany.
- 4- SWBAT understand Nazi ideology by discussing its platform using PowerPoint lecture.
- 5- SWBAT evaluate America, Great Britain and Germany's position on war by arguing that America should intervene on behalf of Allied forces.

Standards of Learning

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,

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.

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 Skills Taught:

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

Assessment Tool(s)

Materials/Resources

LESSON PREPARATION:

- {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.

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- 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}

Modifications (to meet needs of diverse learners)

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

Instructional Procedures/Process (How will you guide your students through this activity)

- 1. Pass out Primary Source Packet to children. Have Power Point up and on slide 1 when children enter room.**
- 2. Slide 1 is a Do Now. The question for students is on slide. It will ask children to define the word bully. Second question will ask, "Why they believe others would go along with this behavior."**
 - Give about 3 minutes and then spend a few more going over different answers. Students use Primary Source Page 1 (PS 1)
 - Sample answers for question 1 could include- mean, aggressive, hurtful, dominates, humiliating, strong, evil
 - Sample answers for question 2 could include- out of fear, everyone else follows, they are cool, and they don't want to be next target
- 3. Document Analysis form (DAF) is PS2. This should be taken out so children can write on packet as they view the different sources.**
(You will need to make 3 copies of DAF for each student)
- 4. Slide 2 has guiding questions that go with Letter from Hitler on Treaty of Versailles 1923. Students Refer to PS 3**
<http://edsitement.neh.gov/sites/default/files/worksheets/Hitlerspeech.pdf>
Allow children a few minutes to read quietly, and then you can read as a class if needed. Have children answer questions on Slide 2 using the DAF. (Label DAF1)
 - Sample answers could include that the date is 1923. Hitler's tone is strong willed, resentful, direct, and angry. Should talk about anger over Treaty of Versailles and economic crisis in Germany.
- 5. Power Point Slides 3 and 4. Introduce the title and essential questions of lesson. Read the essential question that you want the**

children to think about throughout lesson and the terms of Treaty of Versailles. The class should be able to discuss Hitler's purpose of the document once they have looked at the treaty terms.

-Sample answers as a class would be that he was angry over the harsh reparations, lands lost, limited military

6. Power Point Slides 5-7.

- Slide 5 talks about Nazi ideology. Discuss with class what Hitler preached about so that students are aware of their purpose.

- Should evoke questions of racism and hatred.

- Slide 6 contains a piece of propaganda used by Nazi party. Discuss as a class what they determine message being conveyed here. You will want to allow children time to look over each slide.

- Sample answers on slide 6 should include the manner in which Hitler looks like he is fight hard with his men behind him.

- Slide 7 shows a bar graph representing rise of the Nazi party from 1925-1945. Discuss as a class what was occurring during those years that would have increased Nazi approval.

- Teachers should refer to the notes section of the Power Point a well. This will discuss the beginnings of party (1925), Great Depression (1929), (Hitler's party wins most votes' in government and takes over (1933), war begins (1938), end of war (1945).

7. Power Point Slides 8 and 9.

- Slide 8 discusses terms of treaty of Versailles

-Discuss as a class

- Slide 9 shows a Propaganda map poster of how Germans viewed the land lost and militaristic reductions as result of Treaty of Versailles. Children should write down thoughts on DAF (Label DAF2).

-Sample answers for Slide 9 should deal with Germany outlined in white, with the 100,000-man army permitted by the Treaty of Versailles, surrounded by heavily armed neighbors, clearly stating they are outnumbered.

8. Power Point Slide 10

- **Goes with PS 4. These are guiding questions that children should write down in their DAF (Label DAF3). Students should read to self and be able to determine Hitler's tone compared to the letter in 1923 and discuss it differences.**
<http://avalon.law.yale.edu/wwii/gp3.asp>
- *Sample answers should discuss how Hitler points out that they have tried to be friends of the Allied powers but they feel as if GB has allowed them to suffer. Germany will have no choice but to go to war if they are not treated fairly. Answers should notice his reference to the Treaty of Versailles and the constant reminder of how Germany has suffered for years.*

9. Power Point slides 11-13.

- **Slide 11 propaganda deals with treaty. Have students write down their thoughts on DAF (Label DAF4). Discuss as a class when completed. Make reference to letter from Germany form 1939, anger towards other countries for making Germany suffer.**
 - *Sample answers for Slide 11 should indicate date around 1941. Explain that top translates as "Germany Must Die". Should indicate that this is propaganda was used to showing German citizens that the allied powers wanted to rid the world of Germany's population and nation as a whole.*
- **Slide 12- facts on Great Depression.**
 - *Discuss as a class.*
- **Slide 13 is a propaganda poster dealing with economic crisis in Germany. Children should write down in DAF (Label DAF5).**
 - *Slide 9 Sample Answers should include the idea of unemployment, hopelessness of the past. Then look to future- if you vote for Hitler, there will be work and happiness for all in Germany again.*

10. Power Point slides 14-16

- **Slide 14 deals with Hitler's rhetoric and tone.**
 - *Explain what rhetoric means to class.*
- **Slide 15 and 16 deal with the propaganda used to gain mutual understanding of economic crisis in Germany. Have children write down thoughts on DAF (Label DAF6 and DAF7).**

-Slide 15 Sample Answers should include that a vote for Hitler means food for everyone.

-Slide 16 Sample Answers should include information that Hitler was perceived as a God and the light to freedom and a better life.

- 11. Power Point Slide 17. Listen to Hitler's speeches. Children can hear for themselves what the people of Germany heard at that time. They will not be able to understand what he is saying but have them pay attention to his tone and excitement.**

<http://site.ebrary.com/lib/uvalib/Doc?id=10448564&ppg=225>

-Sample answers out loud should include, his tone, passionate, appearing as if he is 100% for German citizens. Notice all the people who attended. Also appears as if he is royalty, a king or a god to his citizens.

- 12. Power Point Slide 18 - guiding questions- students will refer to PS 5 and 6. 5 is a personal account of a child who explains why he followed Hitler. 6 are two statements taken from German soldier's letters home to parents explaining their feelings about Nazi ideology and war. Children should put thoughts down on DAF (Label DAF8 and DAF9) about this story of a young boy who is explaining his views for following Hitler as a youth.**

- *Sample answers should discuss that he felt obligated, proud, others were doing so, it was a better life than before in Germany, angry over Versailles Treaty, love of Hitler's promise to help. Also compare two different views on Hitler and Nazi party, should see that boy was proud to be a part of as it party expressed hope, whereas men on battlefield saw horrors of war, very ashamed of their involvement.*

- 13. Students should refer to pages PS 7 and 8 in Packet.**

- **PS 7 is an abbreviated letter from PM of Great Britain to Germany September 3, 1939. Speech states that GB is now engaged in war with Germany.**
- **PS 8 is an abbreviated, Copy of FDR's Fireside Chat- "Arsenal of Democracy" Speech. Chat given in 1940 to understand how FDR and US government attempted to stay neutral though did understand threat imposed by Hitler.**

- **Teacher will have to tell students that this was one of many of FDR's fireside chats to the American people before WW 2.**
- **Have children work in groups of 4 to read and discuss both readings. They will use the Venn diagram (PS 9) to compare the two letters concerning GB's response and Americas response to Germany's actions. (Answer sheet for Venn Diagram is Teacher Form 3)**

14. Closure (Activity/Procedure that brings the lesson back to the guiding question)

- **PS 10 and PS 11 go with closure assignment.**
 - o **PS 10 is an outline template that students will use to brainstorm ideas on how to set up letter to FDR. Go over as a class. PowerPoint slide 19 has template. Instructions are on template. Students should sue their Primary Source packet as well as PowerPoint lecture to help them write the letter. Students will use this outline to write a letter to FDR stating what is going on in Germany at this time, asking for their help before Hitler's ideas spread further.**
 - o **PS 11 is student copy- "SOS- Europe needs your help!" This will be their letter that they turn in. Date should be sometime after Fireside Chat speech from FDR (January 1941)**

7. GRADING

- **Do Now and Venn diagram activity should be collected and returned, but only count as completed or did not complete.**
- **See Rubric for grading Document Analysis Forms. – (TF 1)- there are 9 DAF's total**
- **Answer key for Venn Diagram (TF 2)**
- **Answer Keys for DAF (TF 4,5,6)**
- **Outline is a class work grade. Should count as complete or not complete.**
- **See Rubric for grading "SOS- Europe needs your help!" letter (TF 3)**

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