**LESSON PLAN AND RESOURCES**

**Grade Level:** 8th  
**Date:** March 11, 2011

**The Rise of Hitler: 1933-1945**

**Objectives:**
- SWBAT explain how the Nazis took over the German government and initiated the Holocaust  
- SWBAT evaluate whether or not something like the Nazi takeover could happen in the United States and explain their reasoning in a class discussion.

**Standard:** NYS 8th Grade Curriculum points 10.1.A.1-3

**Materials:** “Rise of Hitler” note packet and SMART Board presentation

**Introduction:** Students will take out their homework and pass it forward.

**Teaching Strategies and Accommodations:**
- Review – students will discuss the questions “what was Hitler’s childhood like,” “how did Hitler become attracted to Anti-Semitism,” “how did Hitler become a Nazi,” “how did the failed Beer Hall Uprising change Hitler’s thinking,” and “how did the Great Depression help the Nazis rise to power.”
- Socratic lecture – notes and illustrations will be displayed on the board
  - Key Points
  1. The Nazis attracted people with promises to fix the economy and get Germany out from under the treaty of Versailles
  2. When the Nazis gained a majority in the Reichstag, they burned down the Reichstag building and blamed it on the Communists. This scared people and gave the Nazis a pretense for repressing opposition.
  3. Nazi persecution of Jews began in 1935 with the passage of the Nuremberg Laws. Most of the world took little notice. Some Jews tried to leave, but were sent back by the countries they fled to.
  4. Nazi persecution progressed from restrictive laws, to mob violence (like the Kristallnacht), to ghettos, to concentration camps, to death camps.
  5. Ethnic cleansing is when you try to “get rid” of a group that is not like you. It can be based on concrete racial distinctions (color, physique) or abstract ethnic distinctions (nationality, religion, culture). (Students will brainstorm characteristics that have been targeted by ethnic cleansing).
- Key Questions
1. Why would the Nazis burn down their own capitol building?
2. How are secret police different from ordinary police?
3. How would you feel if you were forced to wear an identifying symbol, like the Star of David? (This was another good question. Students responded with a wide range of answers from ashamed, to angry, to proud.)
4. How would you feel if you were dragged out of your house and forced to scrub the streets while your neighbors watched? What would you do if you were someone in the crowd?
5. What is the difference between a concentration camp and a death camp?

Conclusion: T-S Discussion – Students will consider the following questions:

- Why do we study the rise of Hitler and the Nazis?
- Could someone like Hitler rise to power in the United States? Why or why not?
- How were conditions in the United States similar to conditions in Germany during the Great Depression? How were they different?

Homework: None

Assessment: Students’ answers to questions asked during the lecture, students’ responses during the discussion. (Students’ homework will provide additional insight about their understanding of the ideas in the Holocaust Packet.)

Reflection:
- The pace of this lesson was very good

The concluding discussion went well, but in the future I may print the questions on an exit slip in order to assess what the quieter students are thinking.
NAME ______________________________

THE RISE OF ADOLF HITLER CHRONOLOGY

April 20, 1889

Adolf Hitler - born in ____________

- Father - ______________________________ (illegitimate son of Maria Anna Schiklgruber. Father unknown. Possibly 19 yr old son of _______________ family she cooked for)

- Mother - ______________________________ niece of Alois *needed special permission from Catholic Church to marry

As a boy Hitler idolizes German war heroes v. French in 1870-71 war

October, 1907

- Hitler ________________ the entrance exam for Vienna Academy of Fine ______________ School of ____________________________.
- One reason: never ______________ high school- dropped out 16 yrs of age.
- Mother dies of breast cancer. Hitler takes his inheritance and goes to Paris/London.

Hitler then does the following:

- No direction in his life!
- lives as a _______________ person
- resident of _______________ after physical/mental illness
- lives in boarding house
- sells painted landscape postcards
- refuses to join Austrian ______________ due to frequent illnesses

- Receives permission from King Ludwig III to enroll in Bavarian ______________ military. This is where he gets his start!
- Serves throughout ______________, even after chlorine gas poisoning causes temporary ______________.
August 16, 1914

November 11, 1918
- WWI ends with German ________________.
- Country in political/socioeconomic ____________.

June 28, 1919
- Signing of Treaty of ________________________
- Germany to pay ________________ to countries it battled, which devastates economy

What happens to Kurt Eisner, ruler of Germany?
- __________________________________________

What is formed after this happens, and who takes control?

Meanwhile, ________________ is ...
- hanging out in ________________ barracks waiting to see what will happen
- Right-wing extremists takeover barracks---shots are exchanged
- When arrested Hitler “_______________” freedom by turning in __________________________
  who sympathize with Bavarian Soviets
- Hitler is promoted to “undercover agent.” Required to take course to learn political philosophy
  favored by military (_____________________ idea). Hitler continued to move up the
  ____________________.

July 29, 1921
- Hitler becomes leader of the National Socialist “_______________” Party

November 8-9, 1923
- _________________________________ - Hitler created his own private army of followers
  to overthrow a group of political leaders at Beer Hall with his army. Uprising fails, Hitler sentenced
  to ________________ for 5 yrs, but serves less than 13 months.
### NEXT HITLER STARTS HIS COVERT PLAN

#### July 18, 1925

#### September 14, 1930
- Germans elect ______________________ to Reichstag making them 2nd largest political party.

#### January 30, 1933
- President Hindenburg is old. Doesn’t have enough energy to fight ________________.
- Hitler forces ______________________ to appoint him Reich Chancellor (prime minister) of German Republic.

**Who is Hitler’s press agent?**
- ______________________-organizes speeches, rallies, torchlight parades, etc.
- German economic ______________________ at its worst. Goebbels tells people what they want to hear.

**During Hitler’s speeches, meetings, etc., what does he tell the people?**
- work to ______________________
- expansion to ______________________
- ______________________ to failed businesses
- rise of ______________________ again

#### February 27, 1933
- Reichstag Building, seat of German govt. _________ after being set on ____________ by Nazis

#### March 23, 1933
- Enabling Act is passed by German Reichstag surrendering its ________________ to ______________________ and his cabinet.
July 14, 1933
- ________________ Party declared the only party in Germany.

August 2, 1934
- Death of _________________. Hitler becomes head of state and ________________ in ________________ of armed forces.

March 16, 1935
- Hitler violates the Treaty of _________________ by introducing ________________

September 15, 1935
- Reichstag passes anti-Semitic “_______________” –took away Jewish rights to school, employment, public facilities, etc.
- Hitler sets up the Jews as a ________________.
- Beginning of ________________ cleansing. “Impure” blood- inferior status for ________________ now ________________.
- Jews limited from professions: doctors, lawyers, teachers. Jews forced to give up businesses and homes.
- The German ________________ (police) placed above the ________________.
- They can kill, beat, steal from ________________ without ________________.

February 10, 1936
- Ethnic cleansing continued.
- ________________ (Night of Broken Glass). Anti-Semitic riots in Germany and Austria, ________________ are destroyed, 7500 shops are burnt and looted.

November 9-10, 1938
- Nazi begin invasion of surrounding countries, starting with ________________ and ________________.
March-September 1939

- Nazi begin “__________________” in Germany.

- ________________________ of the sick and those with __________________________ through lethal injection, gassing, or starvation.

October 1939

- Poland was also home to about ________________ Jews, the largest population of any country in Europe.

- Nazis rounded all up the Polish Jews and placed them in SS-run ______________________ at places such as Lodz, Cracow and Warsaw.

- Inside these walled-in ghettos, the Jews were cut off from the outside world and squeezed into _______________________ areas where ______________________ and ______________________ would decrease their numbers.

1939-1941

- Millions of Jews came under Nazi control as Hitler’s armies swept across Europe.

- SS trucks went to Jewish towns forcing Jews onto trucks. They were then taken to a secluded place to be shot and ________________________________ or to a ________________________________ to be sent off to concentration and death camps.

- At ________________________ camps, people were malnourished, tortured, abused, and forced to perform hard labor.

- At ________________ camps, people were sent to die in ___________________ (Zyklon-B).

- Dead bodies were either ____________________ in large ovens or buried in _________________.

Throughout the war...

Essential Question: Why do we study Hitler’s rise to power and what occurred during the Holocaust?
How did Hitler become...

1. ...an Anti-Semite (Jew-hater)?

2. ...a Nazi?

3. ...dictator of Germany?
September 15, 1935
- Reichstag passes anti-Semitic "Nuremburg Laws"—took away Jewish rights to school, employment, public facilities, etc.
- Hitler sets up the Jews as a scapegoat
- Beginning of ethnic cleansing. "Impure" blood—inferior status for Jews now law
- Jews limited from professions: doctors, lawyers, teachers. Jews forced to give up businesses and homes.
- This all took place during the German depression

February 10, 1936
- The German Gestapo (police) placed above the law
- They can kill, beat, steal from Jews without consequence

November 9-10, 1938
- Ethnic cleansing continued.
- Kristallnacht (Night of Broken Glass). Anti-Semitic riots in Germany and Austria, synagogues are destroyed, 7500 shops are burnt and looted.

March-September 1939
- Nazi begin invasion of surrounding countries, starting with Czechoslovakia and Poland
October 1939:

- Nazi begin “T4 Program” in Germany.
- Euthanasia of the sick and those with disabilities through lethal injection, gassing, or starvation.

1939-1941:

- Poland was also home to about 3 million Jews, the largest population of any country in Europe.
- Nazis rounded all up the Polish Jews and placed them in SS-run ghettos at places such as Lodz, Cracow and Warsaw.
- Inside these walled-in ghettos, the Jews were cut off from the outside world and squeezed into cramped areas where malnutrition and disease would decrease their numbers.
Throughout the war...

- Millions of Jews came under Nazi control as Hitler’s armies swept across Europe.
- SS trucks went to Jewish towns forcing Jews onto trucks. They were then taken to a secluded place to be shot and executed or to a train station to be sent off to concentration and death camps.
- At concentration camps, people were malnourished, tortured, abused, and forced to perform hard labor.
- At death camps, people were sent to die in gas chambers (Zyklon-B).
- Dead bodies were either burned in large ovens or buried in mass graves.
Essential Question: Why do we study Hitler’s rise to power and what occurred during the Holocaust?