Unit: The Rise of Totalitarian Governments ‖ Lesson: Hitler’s Rise and Appeal

## Goals & Objectives:

Goal: SWBAT understand how and why Hitler rose to power in Germany.

Objective: SW analyze Hitler’s appeal to the German people and the main steps in his rise to power using guided notes, written reflections, discussion, and a quiz.

## California State Content Standards:

10.7.3 –Analyze the rise, aggression, and human cost of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

## Common Core Literacy Standards:

CCSS.ELA-Literacy.RH.9-10.3 –Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

## Driving Historical Question:

Why did Communism and Fascism appeal to Europeans in the 1930s?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 7 min.**

I will hook the students using a clip from the TV show *The Office* which addresses the effect of speech style used by dictators like Hitler and Mussolini in a comedic way. The speech-giver, Dwight, successfully captures the audience’s attention at a business convention by speaking like a dictator (shouting, big arm movement, pounding in the podium). Speaking ability is not the only thing a dictator needs to gain power but it is important as we will see on slide 12 as the students analyze footage of some of Hitler’s speeches. This clip is meant to be funny but also set the tone of the lesson, dictators (Hitler) and their rise to power. I will make the point that while speaking ability worked on the TV show, it also worked in real life, less than 100 years ago, and that, along with other factors which will be addressed later in the lecture, helped lead to some of the most devastating events in human history.

The students will then complete a quick write to get them thinking about how a dictator might rise to power.

### Vocabulary (Content Language Development) ‖ **Time: 2 min.**

Essential vocabulary for the lesson is woven into the lecture presentation. Slides 3 and 7 both have two vocab words essential for understanding the information on the following slides. I broke them up into two separate slides because the words on slide 7 are not needed to understand the information on slides 4-6 and I would like to introduce key words and begin using them immediately to hammer them in to my student’s memory. In addition to the vocab words being in the slides, I will say them repeatedly so the students recognize that they are important.

For this lesson, there are four vocabulary words that I feel the students need to know in order to understand the material for the day:

Fascism

Treaty of Versailles

Nazi

Totalitarianism

### Content Delivery (Method of Instruction) ‖ **Time: 35 min.**

The PowerPoint lecture will take about thirty five minutes to complete because it will be interrupted by quick write and critical thinking questions, periods of time to record pertinent vocabulary as we reach it within the presentation, and periods of discussion about the critical thinking questions wherein students will engage in the “think-pair-share” strategy. For example, I will pause at slide 10 and ask the students to write in their guided notes their response to the question provided. Then I will ask them to think pair share for a minute or two and then I will solicit about two responses from them using popsicle sticks. I will make sure that they get what I am looking for (the rising popularity of the Nazi party and reduction of all other political parties). I may pre-select students in my head who are on the right track to call on under the guise of popsicle sticks. I will do this with all slides that ask for student responses. I will pause on the vocabulary slides (slides 3 and 7) for about a minute each so students can record the definitions in their guided notes before we proceed.

Note taking will occur on their own piece of paper. This is so students aren’t constrained to the space I provide. If they want to add their own thoughts to their notes to better understand the material, they can. The questions and response are in the guided note packet with enough space for a response that I will find sufficient.

I will direct students to transition between their guided notes I provide them and their own note page when necessary.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: n/a**

The guided notes I provide are limited to critical thinking questions and vocabulary. This is a deliberate choice so I do not overwhelm students with many pages of blank guided notes they need to fill in. As addressed in the instructions of the guided notes, students are responsible for recording notes on their own piece of paper. They will be working with the guided notes I provide and their own notes at the same time. As addressed in the “Content Delivery” section above, I will tell students when it is time to think and answer questions and fill in vocab on the guided notes and when to switch back to their own notes. The time taken to implement student engagement is woven into the content delivery.

### Lesson Closure ‖ **Time:10-15 min.**

Lesson closer will consist of two parts. The lecture will conclude with a two part quick write. Students will examine the information in the lecture and, using the context they just learned about Germany, try to think like a German when Hitler took power. A short discussion will follow. The second part of the lesson closure consists of a one question quiz that will be their exit ticket. They will give three factors that allowed Hitler to gain power in Germany. This is a check of understanding and if they were paying attention.

### Assessments (Formative & Summative)

Entry level: Students will watch a clip parodying a dictator’s speech. After this clip and a brief discussion, students will answer the quick write questions to get them considering what it takes for a dictator to take power. We will address their ideas and see if they are true or false as we get into the lecture.

Formative: Students will complete several formative assessments throughout the period. They will turn in completed guided notes which will be graded. Observation of student responses during group and whole-class discussion about questions provided on the guided notes will gauge their thought process and digestion of material throughout the lecture. There will be three points of pause and discussion throughout the lesson.

Summative: Because this lesson will be a part of a larger unit, I will use a small quiz to assess student learning at the end of the class period. Students will have to use the knowledge and connections developed over the course of the period to answer the one question asked: What were three factors that allowed Hitler to gain power in Germany? This could be either things Hitler did or something about the situation Germany was in at the time.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

Accommodations for ELs: ELs will be able to work with partners during all parts of the lesson, not just the discussions. The class is set up into groups of four and seating is strategically planned so that ELs have a support system around them, either other ELs or other students to assist when necessary. ELs will also receive modified guided notes with filled out vocabulary and translation of vocab and directions if needed.

Accommodations for striving readers: Striving readers will receive a handout with vocabulary terms they need to know for the lesson. These may include additional terms to the ones the rest of the class will learn. Writing and discussion will help striving readers practice communication and gather ideas they can add to their notes and responses.

Accommodations for students with special needs: Reading, writing, speaking, and listening are all used in this lesson. Supplementary videos can be provided to students who need additional or alternative sources of information. Students with special needs will be able to work independently or with an aide, whatever supports their learning best via their IEP or 504.

### Resources (Books, Websites, Handouts, Materials)

Materials: lecture quiz, guided notes packet, lecture powerpoint, computer, projector

Dwight’s Speech clip

<http://www.cc.com/episodes/0xdcnq/the-office-dwight-s-speech-season-2-ep-217>

Hitler speeches clip

<https://www.youtube.com/watch?v=UC33D0LjGnA>

Reichstag fire

<https://www.britannica.com/event/Reichstag-fire>

Beevor, Anthony. *The Second World War*. New York: Back Bay Books, 2012. Print.

Merriman, John. *A History of Modern Europe vol. 2: From the French Revolution to the Present*. New York: W. W. Norton and Company, Inc., 2010. Print.