

Hitler and Rise of Nazism

Driving Question

- Imagine you come to school one morning and learn that all your co-curricular periods have been taken away without informing you. How will you react to such news?
- Now replicate this scenario with that of a country. How would a country react if all its freedom is taken away?

End Product

The students will share their learning through a 'Mock Trial'.

Essential Learning Levels

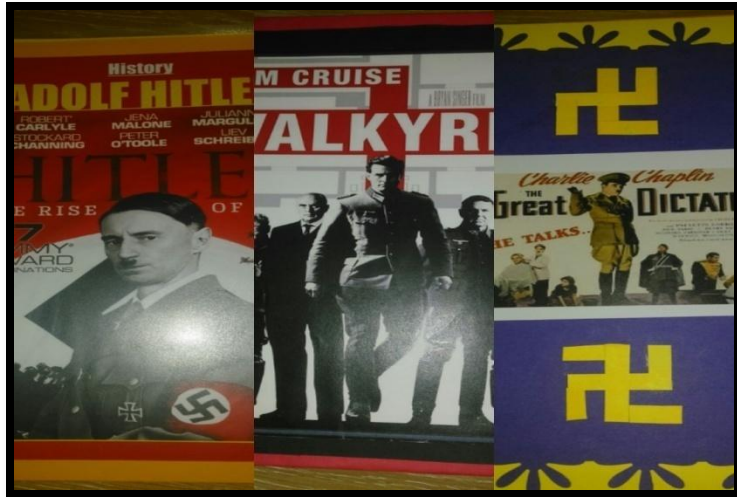
The students will be able to:

- State the events that led to the rise of Hitler
- Describe the reasons that made Hitler and his party popular in Germany.
- Explain Hitler's policies towards women and Youth
- Give reasons for the downfall of Hitler.

Entry Event

- The students watched a movie on Hitler and Nazism and presented a written review on it
- Participated in group discussions to understand the factors that led to a rise in Hitler's powers and the meaning of 'dictatorship'

Movie Review





Lights Camera Publish

Hitler: The Rise of the Evil.
Directed by - Christian Duguay
Genre - Drama / Biography.

Introduction - Hitler: The Rise of Evil is Canadian TV miniseries in two parts, directed by Christian Duguay. The opening of the film features a montage of Adolf Hitler's life during the years 1889-1914, when he left Austria for Munich. His participation in the First World War on the German side is then shown in a series of episodes, which includes his promotion to the rank of Corporal, his winning of the Iron Cross for bravery, and his wounding during gas attack.

The Cast are as follows.

Robert Carlyle	as	Adolf Hitler
Stokard Carmichael	as	Klara Hitler
Jenna Malone	as	Irakli Razvidal
Aljanna Marquesel	as	Helene Hanfstaengl
Matthew Modine	as	Ernst Brenlich
Stokard Carmichael	as	Ernst Hanfstaengl
Stokard Carmichael	as	Eva Braun
Stokard Carmichael	as	Heinrich Himmler

Class Discussions



Constructing a Timeline- Emergence of Hitler and the Nazi Ideology

- Researched the impact of the First World War and how the political set up changed after Hitler rose to power
- Constructed a timeline to highlight important events in chronological order, relating it to other major events occurring in the world.

Screening of 'A Day in Auschwitz'

- Students watched the movie 'A Day in Auschwitz', a survivor's account of the life of prisoners in the largest concentration camp under the Nazi regime.
- Imagining themselves as a prisoner they wrote a diary entry on 'A Day in the Concentration Camp'.

Diary Entry

LIFE AT A CONCENTRATION CAMP
14.08.1938
Dear Diary,

We are to wake up at 4 a.m. and are expected to do everything in a matter of minutes or we are beaten up. We are not allowed to talk at any of the time. We then line up for what they call a 'breakfast' though it cannot be qualified one. The 'breakfast' includes barely any bread, coffee with no milk or water. How that the breakfast is over, we have to be present for roll call, even those who died during the night. Their bodies are dumped in the ground. We all stand in perfect attention, if we move, we will be beaten to death. Somebody getting beaten up or dying of exhaustion while standing there daily occurrence, the lifeless body is thrown away after the death and the bodies are taken to the crematoriums. How is the time for work where we have to carry several yards of heavy sand bags or extract stones. If we slow down or show our tiredness in any way we are beaten up, usually until we die. We have to work as fast as the guards want. It is certain. We are served soup (which tastes more like dirty water) for lunch and we have to work again. The whistle that the dinner call puts us in another long line. What they pass as food. You can always see someone being beaten up or humiliated. After dinner, everyone has to be present.

13th January, 1934 8 PM

Today has been a rough day. Rough is too small a word; today was horrendous. I have been captured by these Nazi people, and have been deported to Dachau, one of their concentration camps. They don't care for humans. The Nazis don't.

I was having breakfast yesterday morning, when the Nazis stormed into our house, carrying my parents to a train station. Everyone in my neighbourhood was caught and taken to a train. They shoved us in, like animals, and doors closed, leaving no light in the cars. We lay there for ages, still trying to figure out what was happening. Suddenly, the train came to a halt, and the doors were opened. We were thrown out of the freight cars like balls; then, a few officers went in and dragged out dead bodies of people who had died during the journey. It was a gruesome scene.

Suddenly, some officers started shouting instructions to assemble us. Men separate, women separate, kids separate! They took away my mother!

Talk by Ms. Soumi Roy, a Historian

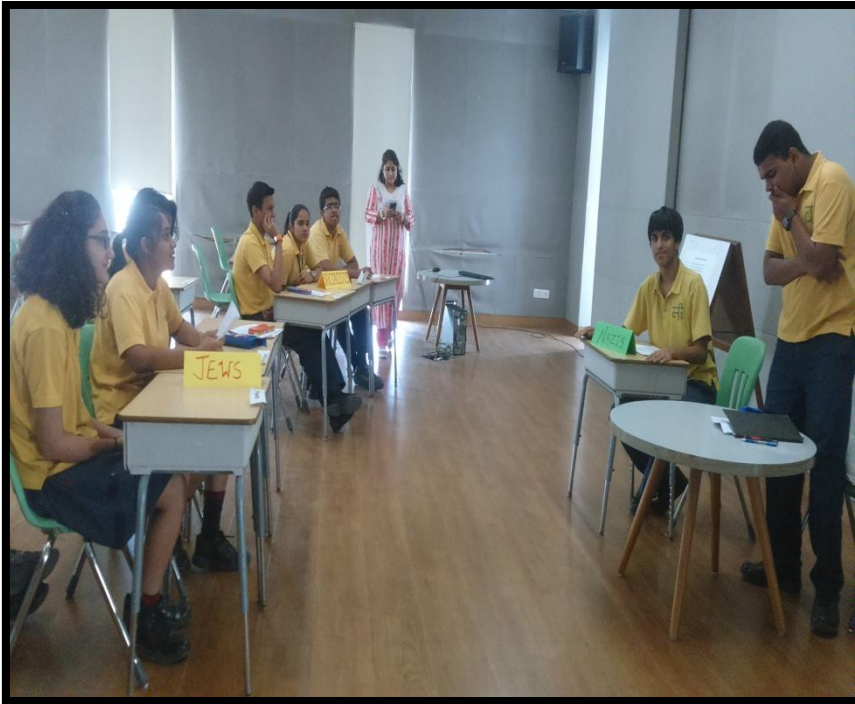
- She spoke on ‘Racial superiority’ an integral aspect of the Nazi ideology and it’s impact on the youth as well as women.



Culmination

The students represented Nazis, Democrats, Socialist, Jews, women and youth, in a mock trial and questioned Hitler and Nazis on their racial ideology.

Mock Trial



Review and Assessment



- Individual Assessment- Movie Review and Diary Entry
- Group Discussion- Mock Trail
- Peer Review- Construction of Timeline