

NAZI GERMANY AND THE HOLOCAUST

COURSE SYLLABUS 2012

DAY	CLASS ACTIVITY	TOPIC
DAY 1 6/25 M O N D A Y	Student interviews:	Students spend ten minutes interviewing a member of the class that they do not know and then they report to the class on the student's background, travels, likes/dislikes, hobbies, career plans, etc.
	Overview of the class:	Inform students of the class expectations and provide them with a copy of the class syllabus.
	Question to class: What do you know about Hitler/Nazi Germany?	Class will answer questions regarding their knowledge of the time period and its import events
	The Wave	High School activity involving authoritarian governments spins out of control. Prompted by the question "How could the German people plan and carry out the Holocaust," the history teacher undertakes an experiment designed to demonstrate how easy it is to get caught up in a
	Cornell Note-Taking Method:	Importance of good note-taking and how to utilize the Cornell Note-taking Method.
	Hitler's Childhood:	Rise and Fall of the Third Reich
		Hitler the Rise of Evil - Part I
	Why Study the Holocaust	Holocaust an unique event in World History.
	History of Anti-Semitism	Understanding the Holocaust: Chapter 1 – Religious Anti-Semitism. Chapter 2 - Adolf Hitler, the Failure.
	Study Hall Assignment:	Rise and Fall of the Third Reich, Pages 3-29. (Chapter 1: Birth of the Third Reich)

<p>DAY 2 6/26</p>	<p>World War I</p> <p>Introduction to Class Projects</p>	<p>Treaty of Versailles, economic downturn, and political chaos led to the rise of Hitler and the Third Reich.</p> <p>Mural – Mock Trial – Play</p> <p>Hitler the Rise of Evil - Part II</p>
<p>T U E S D A Y</p>	<p>Research Papers</p> <p>Reading Assignment</p> <p>Research Paper - Computer Lab</p> <p>Adolf Hitler</p> <p>Class Assignment</p> <p>Kill All....</p> <p>Class Reading</p> <p>Study Hall Assignment:</p>	<p>Research Topics</p> <p>Rise and Fall of the Third Reich, Pages 29-52. (Chapter 2: Birth of the Nazi Party)</p> <p>1:00 PM – 3:00 PM</p> <p>Hitler’s anti-Semitism and his role as a member of the Nazi Party.</p> <p>Role in WW I and during the Weimar Republic.</p> <p>Understanding the Holocaust: Chapter 2 – Adolf Hitler Chapter 3 – Rise of the Nazi Party</p> <p>High School Students Who Placed A Coded Message In Their School Yearbook “Kill All N-Word.”</p> <p><i>Night: Preface and Foreword</i></p> <p><i>Night: Pages 3-28</i></p>

<p>DAY 3 6/27</p>	<p>The Nazi Party</p>	<p>Why Germany? Understanding the Holocaust: Chapter 4 - Why Germany? Chapter 5 – Hitler’s Seizure of Power, 1930-1933 Chapter 6 – The Third Reich: A Terror State, 1933-1945</p>
<p>W E D N E S D A Y</p>	<p>Research Paper – Computer Lab</p>	<p>Hitler The Rise Of Evil – Part III</p>
	<p>Handout:</p>	<p>1:00 -2:00 PM</p>
	<p>Class Projects</p>	<p>Mural – Play - Trial</p>
	<p>Hitler Youth</p>	<p>Confessions of a Hitler Youth - 30 minute testimony of a former Hitler Youth member</p>
	<p>Study Hall Assignment</p>	<p><i>Night: Pages 29-65</i></p>

<p>DAY 4 6/28</p> <p>T H U R S D A Y</p>	<p>Handout: Nuremberg Laws</p> <p>Nazi Propaganda</p> <p>Western Propaganda</p> <p>German and Western Propaganda Films Which Employed Completely Different Techniques Of Persuasion</p> <p>Discussion:</p> <p>Research Paper: Computer Lab</p> <p>Holocaust Denial</p> <p>Class Projects:</p> <p>Study Hall Assignment:</p>	<p>Understanding the Holocaust: Chapter 7 – The First Solution to the Jewish Question, 1933-1938 Chapter 8 – The Second Solution to the Jewish Question, 1939-41</p> <p>Handout: Propaganda In A Dictatorship</p> <p>Handout: Propaganda In A Democratic Society</p> <p>Triumph of the Will:</p> <ul style="list-style-type: none"> - 30 minutes of Hitler over Germany; Nationalism; Parades; Symbolism; Uniforms; and Speeches. <p>Charlie Chaplin:</p> <ul style="list-style-type: none"> - 30 minutes of utilizing humor and satire, Charlie Chaplin exposes Hitler as an evil dictator who was willing to deny humans of their liberty and to plunge the world into a ruinous war ... 1939. <p>Which Film was the most effective propaganda and why?</p> <p>1:00 to 2:00 PM</p> <p>Why do humans deny a painful past?</p> <p>Mural – Play - Trial</p> <p><i>Night: Page 66-97</i></p>
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<p>DAY 5 6/29</p> <p>F R I D A Y</p>	<p>Finish <i>Night</i></p> <p>Discuss <i>Night</i></p> <p>Class Projects</p> <p>Class Assignment:</p> <p>Research Paper: Computer Lab</p> <p>Trial : Computer Lab</p> <p>Sunday Night Study Hall Assignment:</p>	<p><i>Night: Page 98-120</i></p> <p>Discussion Questions: Handout</p> <p>Mural – Play - Trial</p> <p>Understanding the Holocaust: Chapter 9 – The Final Solution to the Jewish Question, 1941-45 Chapter 10 – Jewish Resistance</p> <p>1:00 to 4:00</p> <p>If Hitler Asked You To Electrocute A Stranger ...Would You? Probably. The Stanley Milgram Experiment. Yale University Professor Conducts A Study Designed To Measure Obedience And Is Surprised By The Results.</p> <p>The Milgram Experiment Re-Visited</p>
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<p>DAY 7 7/3</p> <p>T U E S D A Y</p>	<p>Class Assignment:</p> <p>Computer Lab</p> <p>Why Germany?</p> <p>Why Hitler?</p> <p>CLASS PROJECTS</p> <p>Study Hall Assignment:</p>	<p>Understanding the Holocaust: Chapter 13 – Jews In Today’s World</p> <p>1:00 – 2:00 PM</p> <p>Germany was one of the most advanced nations in Europe with a highly accomplished population and one of the best education systems in the world. How did its institutions and people fail to prevent what is arguably the worst event of human history?</p> <p>Adolf Hitler was not from a wealthy family or was he a particularly good student. During World War I, his rank was that of a corporal and he was not well-liked by his fellow soldiers or respected by his officers. How did this unlikely and obscure man rise through the economic and political chaos to claim the reign of power?</p> <p>MURAL – PLAY - TRIAL</p> <p>Hitler’s Henchmen</p>
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<p>DAY 8 7/4</p> <p>W E D N E S D A Y</p>	<p>TEST I</p> <p>Atrocities</p> <p>Handout:</p> <p>Computer Lab</p> <p>Life In The Camps</p> <p>Study Hall Assignment:</p>	<p><i>Understanding the Holocaust: Chapters 1-13</i></p> <p>Nazi Concentration Camps</p> <ul style="list-style-type: none"> - Film created by the Allied Powers as they liberated Nazi Labor and Extermination camps. Eisenhower recognized that what his troops discovered would be unbelievable in the future ... therefore, he ordered documentation of the terrible atrocities. <p>Band of Brothers</p> <ul style="list-style-type: none"> - From the Why We Fight Episode ... Troops are overwhelmed by what they discovered in remote locations ... huge camps with barbed wire and crude barracks housing tens of thousands of prisoners, many of them near death from disease or starvation. <p>I Saw Anne Frank Die</p> <p>1:00 – 2:00</p> <p>Life expectancy ... Labor Camps compared to Death Camps.</p> <p>For the Living. Film covers the rationale for building the Holocaust Museum, architectural considerations, and the Permanent Exhibit. (60 minutes).</p> <p>Discuss the current temporary exhibit: The State of Deception.</p>
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**DAY
9
7/5**

***Holocaust
Museum***
July 7th, 2011

**T
H
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Fly from Nashville, TN to Reagan International Airport

***Class will tour the Holocaust Museum in
Washington, DC for approximately four hours.***

***Smithsonian Museum of American History ... Why
We Fight Exhibit.***

Only the most awesome field trip ever!

Fly from Reagan International Airport to Nashville, TN

Long Day ... Good Day!

<p>Day 10 7/6</p> <p>F R I D A Y</p>	<p><i>Morning:</i></p> <p><i>OSCAR</i> <i>SCHINDLER</i></p> <p><i>Afternoon:</i></p> <p><i>Sunday Night:</i> Study Hall Assignment</p>	<p>Discuss the Holocaust Museum Field Trip</p> <p><i>DVD: Schindler's List</i></p> <p>Class Projects: Mural – Play – Mock Trial</p> <p><i>DVD: The Pianist</i></p> <ul style="list-style-type: none"> - A movie depicting how great artistic talent led to the survival of Poland's most accomplished Pianist. <p>The Death For Dixie: New Yorker Magazine article detailing a murder involving the display of the Confederate Flag in Todd County, KY. The power of symbols.</p>
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<p>DAY 11 7/9</p> <p>M O N D A Y</p>	<p>Student Reports:</p> <p>German War Machine</p> <p>Dr. Cohron</p> <p>The War Years: The Price Of Freedom</p> <p>Why The United States Failed To Accept More Jews</p> <p>Student Reports:</p> <p>Operation Valkyrie</p> <p>Study Hall Assignment:</p>	<p>Two Reports:</p> <p>Blitzkrieg (lightning war) Mechanized War: Panzer and Tiger Tanks. Luffwaffe / Herman Goering Assault Rifles</p> <p>Weapons of World War II ... Personal Collection (A Hands-On Activity).</p> <p>Stalingrad: Enemy At The Gates – 30 minutes ... depicting the location where Hitler’s tide of conquest crested.</p> <p>D-Day: Saving Private Ryan – 30 minutes ... depicting the D-Day landing and the high cost price paid by American troops to gain a foothold on the beach at Normandy.</p> <p>The US knew about the Holocaust but failed to act for a variety of reasons. All told, the US admitted approximately 150,000 Jews during the 1930s and through the mid-1940s. Could and should we have done more?</p> <p>Two Reports:</p> <p>The plot to kill Hitler.</p> <p>The Wonderful Horrible Life of Leni Riefenstahl</p>
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<p>DAY 12 7/10</p>	<p>Class Discussion Student Reports</p>	<p>The Wonderful Horrible Life of Leni Riefenstahl</p> <p>Two Reports:</p>
<p>T U E S D A Y</p>	<p>Class Projects</p> <p>Nuremberg War Crimes Trial</p> <p>War Crimes</p>	<p>Mural – Play - Trial</p> <p>Nuremberg</p> <ul style="list-style-type: none"> - Why is it so difficult to put war criminals on trial? - Why were so few Nazis brought to justice in light of the enormous scale of the Holocaust? - Herman Goering ... Not remorseful - Albert Speer ... Remorseful <p>Why Should War Criminals Have Legal Rights?</p>
	<p>Student Reports</p> <p>Study Hall Assignment</p>	<p>Two Student Reports:</p> <p>Class Projects: Mural – Play – Trial</p>

<p>DAY 13 7/11</p>	<p>Class Projects:</p>	<p>Mural - Play - Trial</p> <p>Big Work Day For The Class Projects !</p>
<p>W E D N E S D A Y</p>	<p>Student Reports</p>	<p>Two Reports</p>
	<p>MOCK TRIAL</p>	<p>1:00 PM</p>
	<p>Class Discussion</p> <p>Study Hall Assignment:</p>	<p>Performance of the Judge, Prosecution Team, Defense Team, Hitler, and the Jury.</p> <p>Play participants practice for performance. Mural Project for everyone else.</p>

<p>DAY 14 7/12</p>	<p>Student Reports</p>	<p>Two Reports:</p>
<p>T H U R S D A Y</p>	<p>Modern Day Hate Groups Class Discussion</p>	<p>Beyond Hate, Bill Moyers</p> <ul style="list-style-type: none"> - What motivates one to develop intense hatred toward another or another group? <p>American History X</p> <ul style="list-style-type: none"> - Why would one join a gang or hate group ... what is the attraction?
	<p>Student Reports</p> <p>Anne Frank Play</p> <p>Class Discussion</p>	<p>Two Reports</p> <p>1:00 PM</p> <p>The Story of Anne Frank</p>

<p>DAY 15 7/13</p> <p>F R I D A Y</p>	<p>TEST II</p> <p>Modern Day Hate Groups</p> <p>Sixty-Six Questions:</p> <p>Holocaust Denial</p> <p>9/11</p> <p>Targets of Current Day Discrimination:</p> <p>Mural Project</p>	<p>Review for test and answer questions.</p> <p>Beyond Hate, Bill Moyers KKK, Neo-Nazis, the Balkans, Rwanda,</p> <p>Jasper, Texas - Movie takes place in a small Texas town where a terrible race motivated murder took place.</p> <p>66 Questions: Denying the systematic killing of the Jews and arguing that the Holocaust is a Jewish hoax designed to create sympathy.</p> <p>Conspiracy theories ... YouTube: 9/11 Conspiracy ... US government planned and carried out the attacks ... as a justification to militarily invade the Middle-East for oil.</p> <ul style="list-style-type: none"> - Post 9/11 attitudes toward Muslims. - USA-Patriot Act. - Over the top political rhetoric ... questioning Americanism. <p>Hispanics</p> <ul style="list-style-type: none"> - Border issues. - Competition for low wage jobs. - Strain on social programs. - California and Arizona. <p>Homosexuals</p> <ul style="list-style-type: none"> - Don't Ask, Don't Tell Policy. <p>Finished – Fixed – Delivered To Garrett For Display</p>
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