



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

Carolynn Fisher and Kristen Augustine

Grade Level(s):

9th-10th

Subject:

World History

Length of Class:

90 minutes

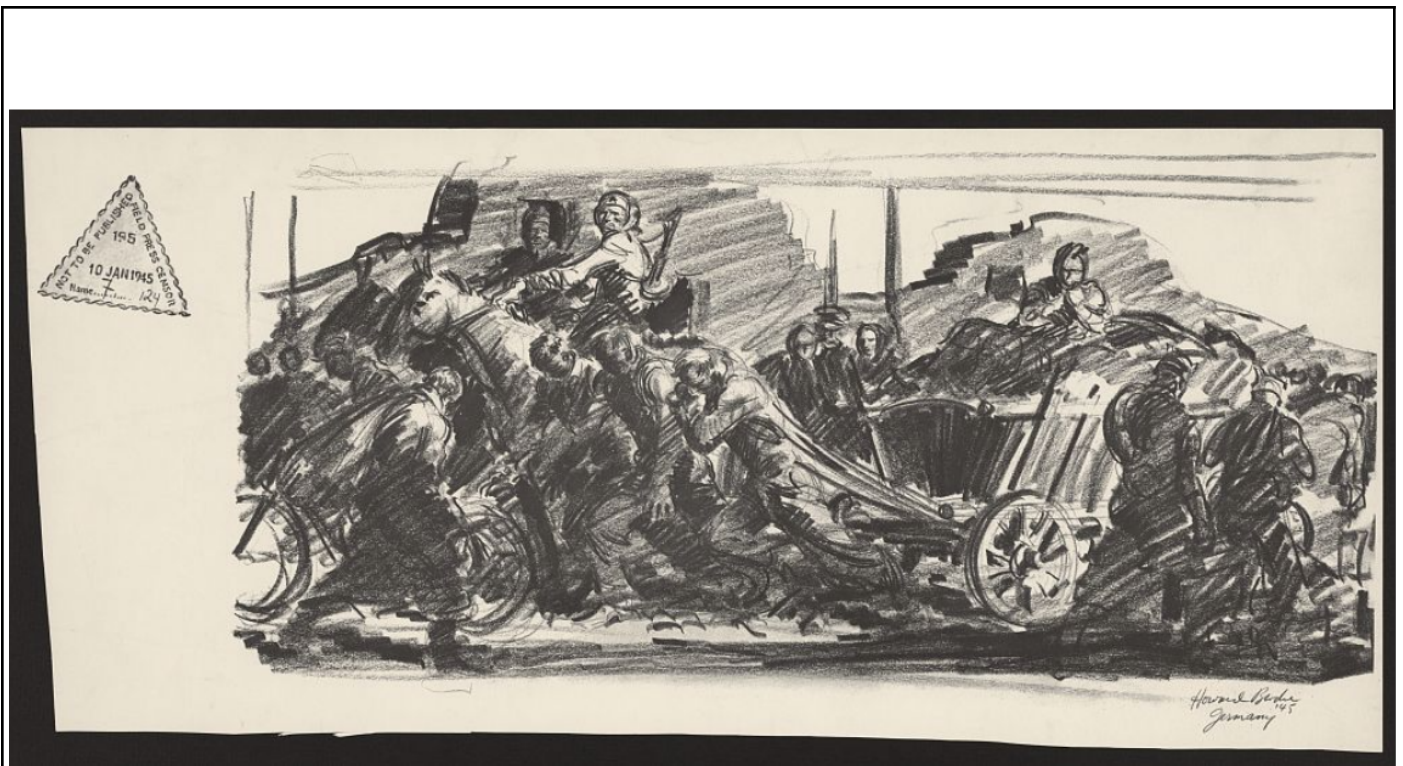


Image Citation:

Brodie, Howard, 1915-2010, artist
<https://www.loc.gov/resource/ppmsca.22743/>

Lesson Title:

The Rise of Totalitarianism in Germany

Overview:

In this lesson the students will learn about the shift in power and the rise of totalitarianism around the time period of World War II.

Learning Objective:

The students will discuss how the rise of totalitarianism contributed to the start of World War II.
 The students will describe Hitler's methods for gaining and maintaining power.
 The students will describe how Jews were impacted socially and economically.

Standards:	MWH.4.CX Contextualize World War II and the Holocaust within local and global economic, political, and social developments from 1919–1950. This indicator is intended to encourage inquiry into the relationship between World War II and interwar foreign policies, global business cycles, the rise of totalitarian regimes, and postwar alliances. This indicator was also developed to promote inquiry into the relationship between the Holocaust as state-sponsored systematic persecution and interwar totalitarianism, nationalism, economic turmoil, and World War II.
Essential Question:	How did the rise of totalitarian regimes contribute to the start of World War II?
Supporting Question(s):	<p>What is totalitarianism?</p> <p>In what ways did Hitler assert his power?</p> <p>What impact did the new laws have on Jewish people?</p>
Digital Primary and Secondary Sources:	<p>Bell Ringer https://www.loc.gov/resource/ppmsca.22743/ Photo-Refugees pulling cart</p> <p>Photo 1: https://picryl.com/media/uber-allem-steht-die-deutsche-infanterie-ab783a "Above All Comes the German Infantry"—Nazi propaganda poster</p> <p>Photo 2: https://picryl.com/media/nazi-lithuanian-poster-7eeb97 An anti-Soviet and anti-Semitic Nazi propaganda poster from 1941 in Lithuanian language.</p> <p>Photo 3: https://picryl.com/media/jews-deported-from-wurzburg-march-down-the-hinden-burgstrasse-from-the-platzscher-3cc411 Jews deported from Würzburg march down the Hindenburgstrasse from the Platzscher Garten to the railroad station</p> <p>Photo 4: https://picryl.com/media/jedrzejow-ul-strazacka-pierwszy-transport-zy-dow-z-getta-do-niemieckiego-oboazu-904cf4 Deportation to Treblinka from ghetto in Jędrzejów on September 16, 1942</p>
Required Classroom Materials:	<p><i>We Survived the Holocaust</i> by Frank W. Baker with Tim E. Oglie</p> <p>Chromebooks</p> <p>Promethean Board</p> <p>Images</p> <p>Library of Congress Teachers' Guide Analyzing Photographs and Prints https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Photos_and_Prints.pdf</p>

Classroom Environment:	The promethean board will be stationed at the front center of the room. Students may be seated in rows and turn to face each other, or arrange the desks in pairs.
Differentiation and Adaptations:	The teacher will provide labels for the drawing noting what various parts/people/things in the drawing for students as needed. The teacher will display the definitions for challenging words. The teacher can provide sample “Captions” for students to match to the correct photographs.

Estimated Time Needed	Detailed Description of Teaching and Learning
10 minutes	Bell-ringer: The students will complete a think-pair-share with a drawing of refugees pulling a cart. The students will record observations noted, then think-pair-share a second time to answer specific questions about the photo in a Google doc. https://www.loc.gov/resource/ppmsca.22743/
20 minutes	Read pages 12-29 of <i>We Survived the Holocaust</i> and answer guiding questions displayed by teacher
20 minutes	The students will analyze 4 photos using the Library of Congress photo analysis tool. The students will use a chart to fill in information in the three columns. The students will be given envelopes with a picture in each packet and will not proceed from one packet to the next until prompted by the teacher. Photos 3&4 can be viewed together and compared/contrasted.
15 minutes	In pairs, the students will write captions for the pictures. Students will take turns sharing their captions and give a short explanation describing why they chose that caption.
15 minutes	The teacher will then provide summaries provided from the website that explain the photographs. This will encourage conversation. (These descriptions are located next to the website where they were sourced above under “Digital Primary and Secondary Sources.”
5 minutes	Students will complete an exit ticket. Students will be given a set of statements that describe life under totalitarian, Nazi rule, and will decide if each is true or false. If the statement is false, students will correct the statement to make it true.

Assessments:	Exit Ticket - Students will be given a set of statements that describe life under totalitarian, Nazi rule, and will decide if each is true or false. If the statement is false, students will correct the statement to make it true. The teacher will grade the exit ticket
Learning Extensions:	Students can be given readings related to modern totalitarian dictatorships (such as North Korea or Turkmenistan) or democracies (such as Canada or modern Germany) to compare/contrast, and summarize their findings. During the photo analysis portion, photos 3&4 can be viewed together to have students compare and contrast.