

Year 9 – Term 4 - The Rise of Hitler and the Holocaust

Feeding on from the previous unit (events and affluence of 1920's America), this unit looks at the devastation that occurred world wide when the "bubble burst" and the affluence ended. By understanding the economics of the time, students can better access their GCSE English text "Of Mice and Men" as well as the GCSE "Germany" unit that sees how the economic issues were a major reason for German citizens turning to 'extremism', voting in Hitler and the Nazis to dismantle the fledgling democracy and replace it by a dominating authoritarian government.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<p>KG/s</p> <p><u>Summarise the stock market and the events of the "Wall Street Crash"</u></p> <p>Lesson 1</p>	<p>The Wall Street Crash was a massive turning point in History – it directly led to rising extremism in Germany, allowing Hitler to come to power, as well as having a lasting impact on modern society a destroying millions of lives. This is also a topic which directly links with GCSE English of Mice and Men – and detailed understanding of the economic process supports understanding there too.</p> <p>Feeds on from Term 3 – the roaring 20's and 'flappers'.</p> <p>Feeds forward to GCSE 'Germany' unit – impact of WSC and rising extremism.</p> <p>Feeds forward to Lessons 2 and 3 .</p> <p>Feeds forward to the 'Wall Street Crash' and 'The Depression' - Lessons 2 and 3.</p> <p>Feeds forward to Hitler and the Nazis gaining power - Lesson 6.</p> <p>effects/impacts of 'Wall Street Crash'.</p> <p>Feeds forward to GCSE English – 'Of Mice and Men'.</p>	<p>Stocks</p> <p>Shares</p> <p>Wall street Crash (WSC)</p> <p>Profit</p> <p>Investing</p> <p>Speculate</p> <p>Boom/Bust</p> <p>Mass production</p>	<p>Briefly explain what a share/stock in a company is and the reasons that people speculate the stock market</p> <p>Stock market game:- Give students scrap paper to do calculations on.</p> <p>Round one – students my spend their £10 on 1/2 companies – if they go bust then they may need to "borrow" money from a friend – they will need to arrange terms for their "loan" and repay it from their winnings. Ensure that all have "bought their shares" before revealing what happens to the shares.</p> <p>For round two students need to reinvest – again encourage them to have only 2/3 companies max – they can keep the same companies or reinvest in new companies. Again, ensure that all buying of shares is completed before revealing what happens to them.</p> <p>Round three as above.</p> <p>Who has been the biggest winners or losers in the class? How did the game make the winners feel? Even the "losers" should be in positive figures.</p> <p>The rest of the information is for discussion – brief notes can be made. Where there is limited time left in the lesson, slides 19 and 20 should be the focus.</p>	<p>Literacy Homework - GAMBLE</p>

<p><u>KG/s Describe and explain the effects of the wall street crash on ordinary people</u></p> <p>Lesson 2</p> <p>Literacy HW due</p>	<p>The 'Wall Street Crash' was a massive turning point in History it is also a topic, which directly links with GCSE English "Of Mice and Men". Today's lesson explores the impact it had on ordinary people and their experiences - showing the devastation that occurred when the "bubble burst"</p> <p>Feeds on from Term 3 – the roaring 20's and 'flappers'.</p> <p>Feeds on from 'Lesson 1 - speculating on the stock market.</p> <p>Feeds forward to Lessons 2 and 3 effects/impacts of 'Wall Street Crash'.</p> <p>Feeds forward to the 'Great Depression' - Lesson 3.</p> <p>Feeds forward to Hitler and the Nazis gaining power - Lesson 6.</p> <p>Feeds forward to GCSE 'Germany' unit – impact of WSC and rising extremism.</p> <p>Feeds forward to GCSE English – 'Of Mice and Men'.</p>	<p>Depression Speculation Economics Loans Impact Suffer Poverty</p>	<p>Show hamster video as recap and show video on Wall Street crash – pupils answer questions Loans diagram – why was Wall street a global problem?</p> <p>Look at the information – for each group of German people write 1-2 sentences about why THEY had it worst. Give each pair/group 2 minutes with the information before it will be passed on to the next group – carousel the information around</p> <p>Then PEE paragraph to explain which of the 5 groups was worst effected and why <b>MARKED WORK</b></p> <p>Plenary Feed to WSC as a cause of WW2 – discuss as a class</p>	<p>Create a Fact file on Adolf Hitler. Find his date of birth/death Find 5 key "accomplishments" (as he would see it) Think - How did he help Germany? Give some facts about 3 key men in the Nazi regime who would have been his "friends"</p> <p>Due in 2 lessons time</p>
<p><u>KG/ Describe and explain the effects of the Depression</u></p> <p>Lesson 3</p>	<p>The Wall Street Crash was a massive turning point in History it is also a topic which directly links with GCSE English of Mice and Men – Here students use their sources skills to develop understanding of the impact of the depression – linking to contemporary music of the song "Brother can you spare a dime"</p> <p>Feeds on from Term 3 – the roaring 20's and 'flappers'.</p> <p>Feeds on from Lessons 1 and 2 - speculating on the stock market and its impact on ordinary people.</p> <p>Feeds forward to Hitler and the Nazis gaining power - Lesson 6.</p> <p>Feeds forward to GCSE 'Germany' unit – impact of WSC and rising extremism.</p>	<p>Depression Businessmen Impact Hardship Economic Hovertilles Dust bowl Racism</p>	<p>The Depression - Discussion of WSC impact on ordinary people</p> <p>Information about 5 groups effected –complete the tables</p> <p>Youtube song – discuss lyrics and students explain the message of the song using quotes</p>	

	Feeds forward to GCSE English – ‘Of Mice and Men’.			
<p><u>KG/s Identify the conditions in Germany after WW1 and relate them to their historical context</u></p> <p>Lesson 4</p> <p>Hitler Factfile due</p>	<p>There were many reasons why Hitler came to power, and a hatred of the Treaty of Versailles was just one of them. Here students can recap their earlier learning of the treaty and apply it to the sources. They can also begin discuss Hitler the man and some of the myths that have grown up about this larger than life character.</p> <p>Feeds on from Term 3 – the roaring 20’s and ‘flappers’.</p> <p>Feeds on from Lessons 1 and 2 speculating on the stock market and its impact on ordinary people.</p> <p>Feeds on from Term 2 – Treaty of Versailles.</p> <p>Feeds forward to Hitler and the Nazis gaining power - Lesson 6.</p> <p>Feeds forward to GCSE ‘Germany’ unit – Treaty of Versailles and Hitler’s rise to Power.</p>	<p>Poverty</p> <p>Reparations</p> <p>Peace Treaty</p> <p>Starvation</p> <p>Destitution</p>	<p>ISM cartoon annotate/describe – discuss meaning as a group</p> <p>Pupils recall knowledge of WWI and Treaty of Versailles</p> <p>LAMB – Land Army Money Blame – discuss different aspects of the treaty. Pupils discuss in groups which term was the worst</p> <p>Pupils discuss which term the cartoon refers to and apply to the KG</p> <p>Students read through the Hitler Myths – and decide what is true/false – does anything surprise them?</p>	
<p><u>KG/s Summarise key events in Hitler’s life and explain judgments on their impact</u></p> <p>Lesson 5</p>	<p>Through the exploration of Hitler’s early life, students begin to understand his later actions - they can discuss the significance of events and childhood trauma on an individual and begin to analyse the reasons for Hitler’s actions. This should begin to help them see that Hitler was not born a monster, but that poor choices and unfortunate events would have shaped his character. This is important for understanding of why people supported him, as well as understanding the importance of supporting people and good moral/citizenship principles.</p> <p>Feeds on from Term 3 – the roaring 20’s and ‘flappers’.</p> <p>Feeds on from Lessons 1 and 2 - speculating on the stock market and its impact on ordinary people.</p>	<p>Nazi</p> <p>Socialism</p> <p>Putsch (push or uprising)</p> <p>Mein Kampf (My Struggle)</p> <p>Autobiography</p> <p>Abusive</p> <p>Ethnicities</p> <p>Cultural diversity</p> <p>Incarcerated</p> <p>Prisoner</p> <p>Traitor</p>	<p>DIN – recall – main reasons for German people being unhappy – how could this relate to Hitler?</p> <p>Create a timeline of Hitler’s life. Discuss the information - LAB and HAB timelines available to support student recording if needed</p> <p>Card sort of events, diamond 9 of Hitler’s life events – explain why the top 3 are the most important</p> <p><b>MARKED WORK</b></p> <p>THINK – significance – at the time, over time</p>	<p>Her story – Research the experience of a Jewish girl or woman living in Germany in the 1930s.</p> <p>You could look for “holocaust survivor testimonies” on google/youtube.</p> <p>Briefly re-tell their story. Explain how you think they felt at the time, and</p>

	<p>Feeds on from Term 2 – Treaty of Versailles.  Feeds forward to Hitler and the Nazis gaining power - Lesson 6.  Feeds forward to GCSE ‘Germany’ unit – Treaty of Versailles, Hitler’s rise to power.</p>			<p>how their experiences will have effected them over time.  GIVE 2 WEEKS</p>
<p><u>KG/s Describe and explain how Hitler got into power</u></p> <p>Lesson 6</p>	<p>There were many reasons why Hitler came to power, here students look at the key aspects that moved Hitler from the poplar Politian to the undisputed Fuhrer of Germany  Feeds on from Term 3 – the roaring 20’s and ‘flappers’.  Feeds on from Lessons 1 and 2 - speculating on the stock market and its impact on ordinary people.  Feeds on from Term 2 – Treaty of Versailles.  Feeds on from previous lesson – and the impact of Hitler’s early experiences.  Feeds forward to events of the Holocaust once Nazis are in power - Lessons 7-9.Feeds forward to GCSE ‘Germany’ unit – Hitler’s rise to power.</p>		<p>Pupils in groups discuss/choose/rank information in terms of which was the most important  This could be via creating “experts” on each topic to teach their group – groups of 5 –  Feedback to class and discussions of importance</p>	
<p><u>KG/s Compare aspects of religious persecution over time</u></p> <p>Lesson 7</p>	<p>The Holocaust is one of the most significant events in human history. Understanding of these events is crucial to preventing future genocide. In this lesson students explore how anti-Semitism has existed throughout the centuries, and begin to discuss the reasons for such a long term persecution. They can explore the idea of a group as the “other” – the Jews were always large enough to be notices, set apart a different from others in their society, but too small to dominate and so an “easy target” or scapegoat for society’s fears.  Feeds on from Years 7 and 8 ‘plague’ – the hatred of Jews and blaming them for disease such as plague by poisoning of the wells</p>	<p>Anti Semitism  Racism  Persecution  Holocaust  Einsatzgruppen  Murder squads  Extermination Camps  Ghettos  Intolerance  Propaganda  Neo-Nazi  Scapegoat</p>	<p>THIS IS MORE OF A DISCUSSION LESSON THAN A WRITEN TASK – DEACENT, FOCUSED DISCUSSIONS AND REACTIONS TO THE EVENTS ARE FAR MORE IMPORTANT AT THIS POINT THEN DETAILED NOTES.</p> <p>Was the persecution of the Jewish people a new thing? – discussion initial knowledge of Holocaust</p> <ul style="list-style-type: none"> <li>Besides the Holocaust – have you heard of any other religious persecution?</li> </ul> <p>Take the card sorts – there are 15 packs – each has 27 laminated events in. PLEASE ENSURE THAT ALL CARDS ARE RETURNED TO THEIR PACKS AT THE END OF YOUR LESSON – <b>it is the teacher’s responsibility to check this for the next class and print/laminate any missing items.</b></p>	

	<p>Feeds forward to events of the Holocaust and future discussions - Lessons 8/9</p> <p>Feeds forward to GCSE 'Germany' unit – Nazi methods of control – the Holocaust.</p> <p>Feeds forward to English – 'The Boy in the Striped Pyjamas'.</p>		<p>Ask students to sort the events into Chronological order – then discussion as small groups/class – what surprises you i.e. volume of events, length of time etc.</p> <p><b>Teachers should have the knowledge to elaborate on the events in all of the cards</b></p> <p>Sort the cards into order of magnitude – this may not be a straight line. Discussion of reasons for most and least significant. – written record of opinions</p> <p>Extensions – are any events Feeded? How? Why do you think that the Jews have suffered so much for so long? Do you think that people were afraid of them? Why? What tells you this?</p> <p><b><u>HAB extension if time. – last 10 min of lesson – this has a lot of reading – so unsuitable for groups with literacy difficulties</u></b> Set the music in the background – Deine Feede then Mad World. Put the extension Ppt on full screen – discuss the odd one out, then play music and allow the PowerPoint to play through as students read.</p>	
<p><u>KG/s Discuss key aspects of the Holocaust</u></p> <p>Lesson 8</p> <p>Herstory HW due</p>	<p>The Holocaust is one of the most significant events in human history. Understanding of these events is crucial to preventing future genocide. In this lesson students will see the specific events of the Holocaust – the numbers of lives destroyed; the percentages of communities wiped out etc. Through visual representations they will begin to quantify the events – seeing the numbers of wedding rings recovered from a liberated camp, or the way that clothes and hair was repurposed etc to examine the heartless, inhumane treatment of the Jewish communities in Nazi occupied lands</p> <p>Feeds back to lesson 7 – understanding anti-Semitism through time.</p>	<p>Anti Semitism  Racism  Aryan  Scapegoat  Persecution  Holocaust  Einsatzgruppen  Murder squads  Extermination Camps  Ghettos  Intolerance  Propaganda  Neo-Nazi</p>	<p>Students to have a copy of the work sheet.</p> <p>Slowly move through the PowerPoint – discussing each aspect as a class.</p> <p>Students to record their responses on the work sheet.</p> <p>This session is important for asking students questions and exploring the emotional responses as well as gaining knowledge. Add to PowerPoint images and words with discussions from the class – this again is more of an exercise in discussion and sharing views/knowledge than a note taking exercise.</p>	<p>Create your own response to the Holocaust. This should be a form of memorial to the event. It could be a poem, or a written explanation of your feelings. It could be a letter to thank someone who helped to save/liberate holocaust suffers, it could be an image or a sculpture etc.</p>

	<p>Feeds back to year 7/8 plague – the hatred of Jews and blaming them for disease such as plague by poisoning of the wells</p> <p>Feeds to English – The Boy in the Striped Pyjamas</p> <p>Feed forward to GCSE Germany unit – Nazi methods of control – the Holocaust</p> <p>Feeds forward to events of the Holocaust and future discussions in lesson 9</p>			<u>GIVE 2 WEEKS</u>
<p><u>KGs Explain judgments on responsibility for the holocaust</u></p> <p>Lesson 9</p>	<p>The Holocaust is one of the most significant events in human history. Understanding of these events is crucial to preventing future genocide. In this lesson students explore ideas of culpability for the events. This has massive implications for society – were Germany citizens innocent in the crimes of the Holocaust? Or should they have known/prevented the events – should students/adults work to prevent injustices in society today.</p> <p>Feeds back to lesson 7/8 – understanding anti-Semitism through time.</p> <p>Feeds back to year 7/8 plague – the hatred of Jews and blaming them for disease such as plague by poisoning of the wells</p> <p>Feeds to English – The Boy in the Striped Pyjamas</p> <p>Feed forward to GCSE Germany unit – Nazi methods of control – the Holocaust and Terror/Propaganda</p> <p>Feeds forward to lessons 10 – control of the youth and indoctrination</p>	<p>Anti Semitism</p> <p>Racism</p> <p>Persecution</p> <p>Holocaust</p> <p>Einsatzgruppen</p> <p>Murder squads</p> <p>Extermination Camps</p> <p>Ghettos</p> <p>Intolerance</p> <p>Propaganda</p> <p>Neo-Nazi</p> <p>Genocide</p> <p>Responsible</p>	<p>Pupils put in groups and given white board pens and instructed to draw circles as wide as the tables– this worked really well with groups of 4 and two tables pushed together to make a square – you could do it as pairs on sugar paper/A3 paper if needed. <b>The cards for this are already printed and laminated – it is the teacher’s responsibility to check each pack is a complete set at the end of the lesson and replace any missing/damaged.</b></p> <p>Model with pupils how the task will go by using the example of Who is responsible for your education</p> <p>Pupils in groups go through the cards and make their decision as a group (or agree to disagree giving their reasons why) and place the cards on the circle where they feel that they go.</p>	
<p><u>KGs Describe and Explain the reasons for Hitler’s youth policies</u></p>	<p>Hitler said “I am beginning with the young” He recognised that the way to ensure complete loyalty was via indoctrination of the youth, by teaching those who were taught not to question messages, those who were most</p>	<p>Propaganda</p> <p>Anti-Semitism</p> <p>Indoctrination</p> <p>Youth</p> <p>Impressionable</p>	<p>Read the starter announcement this as though it were really true and that these changes are going to take place – You could have a pupil read this</p>	

<p>Lesson 10</p>	<p>receptive to learning, and who would be the Nazis of the future – more fanatical and determined as their beliefs were so deeply entrenched due to subtle messages within the education system, the role of youth groups and more overt imposing of Nazi ideology on their everyday experiences</p> <p>Feeds back to lesson 7-9 – anti-Semitism and the events of the Holocaust.</p> <p>Feeds to English – The Boy in the Striped Pyjamas</p> <p>Feeds back to Nazi rise to power lesson 6</p> <p>Feed forward to GCSE Germany unit – Nazi methods of control –Terror/Propaganda</p> <p>Feeds forward to term 6 – other methods of control and Nazi policies</p>	<p>Announcement Proclamation Education Hitler Youth</p>	<p>Discuss – how do students feel about each of the new rules? What are these rules all about? Why did we measure noses, How do they Feed to our learning about Nazi Germany?</p> <p>THEN TITLES</p> <p>Discuss quote by Hitler= what does it mean?</p> <p>Show pupils propaganda and discuss</p> <p>Give out maths questions Pupils can do problems</p> <p>Pupils read for specific detail looking for racist language</p> <p>How would this encourage young people to follow Hitler and his beliefs?</p> <p>Pupils recognise as anti-Semitic propaganda</p> <p>Apply learning from lesson to explain meaning of propaganda (discussion)</p> <p>Show pupils video Feed of Nuremburg Rally – Hitler youth.</p> <p>How would this influence young people to follow Hitler and his beliefs?</p> <p>Which of the methods used by Hitler do you think were the most effective in terms of young people? <b>THIS COULD BE MARKD WORK</b></p>	
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