

Lesson Title: The Appeal of the Nazis: “The Wave” (Part One)

Lesson Details:		
<u>Unit:</u> Before the Holocaust: Jewish Life in Europe and the Rise of Nazism in Germany	<u>Duration:</u> Two 45-50 minute class periods	
Lesson Notes for Teachers:		
<p><u>The Wave</u> seeks to answer the question, “How could so many people have supported the Nazis and later claim to have been uninvolved?” The video uses the story of an American high school class to explore the emotional appeals of Nazism. The film doesn’t explore all of the significant reasons, though. In addition to the factors explored in the video, students should also be challenged to consider how antisemitism became such an integral part of Nazi Germany, even though it was not always the direct focus of the Nazis appeal to their followers. This point may extend beyond the immediate message of the film, but will help students to explore the connections between the “in-group” dynamics on display in the film with the exclusion of Jews from German society that characterized the early years of the Holocaust era. Students may benefit from the following background information:</p> <ol style="list-style-type: none"> The antisemitism of the Nazis appealed to some people because there was a long history of prejudice against Jews. That gave the Nazis the credibility of expressing attitudes that were in the mainstream of the German and European traditions. There were two main types of prejudice against Jews that had resonance in Germany. The Nazis considered Judaism to be a racial rather than a religious identity. Even though they were primarily racists, they were able to use some of the language and imagery of religious anti-Judaism to broaden the appeal of their antisemitism. <ul style="list-style-type: none"> <u>Religious Anti-Judaism:</u> (contempt for Jews based on religious and cultural identity) This type of prejudice has been a part of Europe for approximately two thousand years. It has not been restricted to any particular time or place. For example, most Christian churches did not repudiate the teaching of contempt for Jews until the latter part of this century. <u>Racial Antisemitism:</u> (based on an erroneous definition of Jews as a racial group) This form of prejudice considers the Jews to be an inferior race and gained popularity in the latter 19th century. (Of course, Jews are <u>not</u> a racial group at all.) There were several anti-Semitic political parties in Europe dating from this period. Adolf Hitler was exposed to them as a young man. He almost certainly began to develop his attitudes then. Most Germans were deeply hurt by their country's defeat and surrender in WWI. Many blamed the new government of the Weimar Republic for accepting the humiliating terms of the Versailles Treaty. War reparations placed a crushing burden on the German economy. Inflation was rampant. Many political parties vied for power, often resulting in weak, unstable coalition governments. Thus, the experiment with parliamentary democracy in Germany proceeded with little credibility. Some, unable to believe that the German army was militarily defeated, claimed that Germany was "stabbed in the back" by liberals, Socialists, Communists, and Jews. The Great Depression hit Germany in 1929 with devastating force. Millions were unemployed and desperate. The seeming inability of the Weimar government to bring relief provided the Nazi Party with the opportunity to portray itself as the only hope for Germany. 		
Design Questions/Lesson Focus/Marzano Elements:		
<ul style="list-style-type: none"> How do group dynamics influence individual and collective behavior? How do political, social, and economic events, trends, and developments effect individual and collective behaviors? Why might some people and societies find authoritarian governments attractive? 		
<u>X</u> Introducing New Knowledge DQ2 Main Element: 11 – Helping students elaborate on new content	<u>X</u> Deepening or Practicing DQ3 Main Element: 18 – Helping students examine their reasoning	<u>X</u> Generating Hypotheses DQ4 Main Element: 22 – Engaging students in cognitively complex tasks

Lesson Title: The Appeal of the Nazis: “The Wave” (Part One)

		involving hypothesis generation and testing
<p>Focus Standards/Benchmarks: Please note – These lessons are designed to be flexible for use in a variety of Florida-approved middle and high school Social Studies and ELA courses. With minor adaptations, the activities described in the lesson may be used in a variety of settings. Only a few of the standards and benchmarks listed below will be used in any particular class. Teachers should choose the main skill and content standards/benchmarks that are most applicable for the courses they teach.</p>		
<p>LAFS.7.SL.1.2-Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SS.912.P.9.6-Describe how group dynamics influence behavior.</p> <p>SS.912.S.8.8-Discuss both the benefits and social costs of collective behavior in society.</p> <p>SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.</p> <p>SS.912.W.7.5-Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</p>		
<p>Daily Learning Goal and Scale (Student-friendly language)</p>		
<p>Students will analyze the relationship between historical events and group dynamics (collective behavior) to explain the attractiveness of authoritarian government in general and the Nazi movement in particular for many Germans during the early years of the Holocaust era.</p>		
<p><u>2.0 Simpler Content</u> Students will:</p> <ol style="list-style-type: none"> Identify reasons for the popularity of the Nazis, especially as related to collective behavior. List reasons why some people didn’t support Nazi rule, particularly for those who became active dissenters in Nazi Germany. 	<p><u>3.0 Target</u> Students will:</p> <ol style="list-style-type: none"> Analyze reasons for the popularity of the Nazis, especially as related to collective behavior. Analyze reasons why some people didn’t support Nazi rule, particularly for those who became active dissenters in Nazi Germany. 	<p><u>4.0 More Complex</u> Students will:</p> <ol style="list-style-type: none"> Evaluate the story of “The Wave” in comparison with the experience of Nazi Germany to create a plan to counter the negative effects of collective behavior without sacrificing the benefits.
<p>Formative Assessment Strategies/Monitoring for Desired Effect:</p> <ul style="list-style-type: none"> Teacher observation and questioning of groups and individuals during the introduction activity, before the film, possibly at key points during the film, and during the discussions after the film, based on the handout questions and student responses. Exit slip at the end of the first class period asking students to anticipate what will happen next in the film to resolve the conflict Exit slip at the end of the second class period asking students to complete the following statement: “I think I would have _____ (joined or resisted) the “Wave” group because _____. 		
<p>Lesson Sequence:</p>		

Lesson Title: The Appeal of the Nazis: “The Wave” (Part One)

Introduction/Hook: (May be done with students individually or organized into small groups.)

Display the photo from the 1934 Nazi Party Day Rally at Nuremberg. (https://en.wikipedia.org/wiki/Nuremberg_Rally) (Bundesarchiv_Bild_102-04062A,_Nürnberg,_Reichsparteitag,_SA-_und_SS-Appell.jpg)

Ask students to respond to the following questions:

1. How do you think you would have felt if you had been part of the crowd at this event? Explain how you think the group’s behavior would have impacted you?
2. Why do you think belonging to a group such as this one might seem attractive?

Instruction Steps:

1. Introduce the video by telling students that they are about consider one of the most difficult and important questions about the Holocaust, “Why did so many people support Hitler and the Nazis?” Ask students to volunteer possible responses to this question. Ask them to remember their responses to see if they still have the same opinion after the film.
2. Show the video. (The video will be shown over the course of two class periods, due to length. Try to time the showing of the film during the first class period to stop at a point just prior to the teacher’s classroom introduction of the “supposed” national Wave group movement.
3. Allow students time to complete the worksheet. Discuss the student responses as a group.

Adaptation/Differentiation Strategies:

The teacher may stop the video at key points of the narrative to summarize the events and to check for student understanding.

The teacher may identify key terms in video prior to use and introduce this vocabulary prior to the lesson.

The teacher may provide the students with basic background information about the historical events mentioned in the video prior to viewing (such as World War I and the Great Depression).

The teacher may introduce sociological concepts related to collective behavior at the beginning of the lesson to prepare students to discuss the events that occur within the video.

Extended Learning:

As a mini-research project to facilitate further group discussion, ask students to find examples from American history where similar group dynamics were at work as were evident in “The Wave”. Emphasize that this activity is not seeking to compare other events with the Holocaust, but that it is an attempt to explore examples of human behavior in other contexts. Ask students to justify their choices.

Students may also want to conduct a deeper exploration about “The Wave”, using text reflections from the original teacher (Ron Jones), interviews with former students, a website dedicated to “The Wave”, a newer version of the film (produced in Germany), a documentary film about the experience (“Lesson Plan” by Phillip Neel), and a theater play (“The Third Wave” by Ron Jones).

Links to these resources may be found at <http://www.thewavehome.com/>, and <http://www.lessonplanmovie.com/>, and <http://www.ronjoneswriter.com/>.

As an extension activity, have students, individually or as a group project, create a hypothetical social action group that utilizes the positive aspect of collective behavior while avoiding the negative effects that were apparent in “The Wave”. Students should include strategies that could be used to assess the group dynamic for effective adherence to the goal. (How would we know that we had avoided the potential negative consequences?)

Lesson Title: The Appeal of the Nazis: “The Wave” (Part One)

Resources and Materials:

1. Photo: Bundesarchiv_Bild_102-04062A,_Nürnberg,_Reichsparteitag,_SA-_und_SS-Appell.jpg (https://en.wikipedia.org/wiki/Nuremberg_Rally) Credit: Deutsches Bundesarchiv
2. Handout # 1: The Wave Discussion Questions
3. Video: The Wave (45 minutes)