

CLASS – IX
LESSON PLAN HISTORY
Ch.3 Nazism and the Rise of Hitler

Unit	<u>Ch.3 Nazism and the Rise of Hitler</u>
Class Transaction	Total: 7-8 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires: • The knowledge of the result of first world war. • About the European countries involved in First world war • About different forms of government.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW Assignment 4. UTPlan
Objective	☐ In each of the themes in this unit students would be familiar with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. ☐ Students would learn how to interpret these kinds of historical evidences. ☐ Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. ☐ Show how written, oral and visual material can be used to recover the history of revolutions
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> • The growing power of Germany. • The role of Hitler as a dictator in Germany • About the Nazi ideology • About the rise of Nazism • Birth of Weimar Republic • Hitler's Rise to Power • The Destruction of Democracy • The Nazi Worldview • Steps to Death • Youth in Nazi Germany • Ordinary people and the Crimes Against Humanity <u>SKILLS</u>- <i>Students would be able to</i> • Students will discuss collaboratively about the growing power of

	Germany. • The role of Hitler as a dictator in Germany • <i>Students will critically think about</i> the role of Dictatorship and the ideas of Nazi ideology in Germany. • <i>Students would be able enhance their creativity by creating a timeline and the mind map of the entire chapter.</i> <i>Students would be able to enhance their communication skills by debating critically on the dictatorship and view critically the reasons responsible for rise of Nazism.</i> • To define the meaning of Nazism. • To express their views on Dictatorship. • To be able to express their views on Hitler's idea to establish as a World power.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Transaction would proceed in the following manner- Active Learning • Topic- The growing power of Germany after world war 1 • (Competencies: Collaborative) Students will be asked to form the groups and discuss the topic assigned to them and after a while the topic will be shared and discussed with the other groups and the growing power of Germany. The role of Hitler as a dictator in Germany. Group Learning • Topic - The role of dictatorship in Germany. (Competencies: Critical Thinking) Students will be asked to form the groups and discuss the topic assigned to them and after a while the topic will be shared and discussed with the other groups. Group Learning Differentiation • Topic- The Declaration of the Rights of Man during the revolution. (Competencies: Character & Citizenship) The students in a group of 10 will be presenting a skit on – the features of Nazi ideology • Topic - About the anti colonial movements in India. (Competencies: Character & Citizenship) Students will work in pair and discuss on Hitler's idea to establish as a World power. Topic- Revision of the chapter Students will be able to enhance their creativity by creating a timeline and the mind map of the entire chapter. Questioning- Multiple questions as per spiral and NCERT to cater the needs of various students.

	<i>Brain Storming</i>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. <i>Introduction of the topic</i>- PPT and Digital Content would be shared <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. • <i>Brain Storming:</i> • Why did Germany surrender to the Allies? • In which year the First World War broke out in 1914? • Explain Genocidal War. • What paved the parliamentary parties to recast German polity? • Where did the National Assembly meet in Germany? • Describe an objective of National Assembly. <i>Introduction of the topic</i>- PPT and Digital Content would be shared <i>Guided practice followed by Independent Practice</i>- NCERT and spiral questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table, compare-contrast matrix), silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for History
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the

	resources stated above.
Assessments	4 UNIT TESTS 20 Marks each HALF YEARLY EXAMINATION 80 Marks ANNUAL EXAMINATION 80 Marks • INTERNAL ASSESSMENT 10 Marks Subject Enrichment Activity 5 Marks (creativity and collaboration) • Notebook Submission 05 marks Through various tests, • Students critical thinking, creativity and collaboration skills will be enhanced. • Why did Germany surrender to the Allies? • In which year the First World War broke out in 1914? • Explain Genocidal War. • What paved the parliamentary parties to recast German polity? • Where did the National Assembly meet in Germany? • Describe an objective of National Assembly.
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Spiral Level 3 questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Spiral Level 1 to be completed • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes and formulae, if not written • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment Questions	1. Name the peace treaty signed after World War I. 2. Define the term 'Holocaust'. 3. What was the impact of the defeat of Imperial Germany on its polity? 4. What do you mean by hyperinflation in Germany? What were its causes?

	5. Describe the impact of Economic Depression on Germany.
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DAY WISE CONSOLIDATED LESSON PLAN

DAY-ONE	Topic - The growing power of Germany and the role of Hitler as a dictator in Germany.
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the condition of Germany after first world war.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Student will be able to understand significance of the growing power of Germany and the role of Hitler as a dictator in Germany.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand the significance of growing power of Germany and the role of Hitler as a dictator in Germany.</i> <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyse the role of Hitler as a dictator in Germany. • Appreciate the power of Germany and the role of Hitler as a dictator in Germany collaboratively.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- • The following questions will be asked to check their understanding: • Why did Germany surrender to the Allies? • In which year the First World War broke out in 1914? • Explain Genocidal War. • What paved the parliamentary parties to recast German polity. Discussion of Topic through Collaborative and Critical thinking Learning: 15 min • Students will be shown the clips on the different forms of government like monarchy, democracy, dictatorship etc. Students will critically discuss and differentiate the features of Nazi ideology • About the rise of Nazism

	<i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

DAY- TWO	Topic- About the Nazi ideology and the rise of Nazism.
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about Germany after world war I
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	After discussion, all the students will know the reasons for the rise of Hitler and about the birth of Weimar Republic.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand the significance of explain any three reasons responsible for the rise of Nazism.</i> <u>SKILLS AND COMPETENCIES-</u> <i>Students would be able to</i> • Critically analyse the role of Hitler as a dictator in Germany. • Appreciate the power of Germany and the role of Hitler as a dictator in Germany collaboratively.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- ☐ Name the countries which were the members of the Central Alliance during the First World War? ☐ What was the peace treaty at Versailles? ☐ Describe the loss borne by Germany after signing the peace treaty?

use any other too.)	☐ Why was Germany held responsible for the war and the damages the Allied powers suffered? ☐ Explain the devastating impact on the entire continent both psychologically and financially? ☐ How the first world war left a deep imprint on European society and polity? Discussion of Topic through Collaborative and Critical thinking Learning: 15 min - Students will be shown the clips on Hitler. Students will critically discuss and differentiate the features of Nazi ideology - About the rise of Nazism <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

DAY THREE	Topic - - About the rise of Nazism - Birth of Weimar Republic - Hitler's Rise to Power
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about Germany after World war I and the World war II
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	After discussion, all the students will know the reasons for the rise of Hitler

	and about the birth of Weimar Republic.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> the reasons of rise of Nazi Germany. <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyses the birth of Weimar Republic after the defeat of Germany at the end of the First world war and its effect which paved the way to rise Hitler. • Discuss collaboratively Political Radicalism and Economic Crises and the years of Depression in Germany .
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- • Who was Hindenburg? • What did Hindenburg offer to Hitler? • What did Hitler do immediately after acquiring power? • Which act was passed on 3rd March 1933 in Germany? • Explain Rule of Decree. • Which country considered the Versailles verdict too harsh to Germany? • What was the significance of September 1940 in the history of Germany? Discussion of Topic through Collaborative and Critical thinking Learning: 15 min • Students will be shown the clips on First world war and the effects of the same on Germany. Students will critically discuss the the effects of the war on Germany. <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.

Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

DAY FOUR	Topic - The Destruction of Democracy and the Nazi Worldview
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the power raised by Hitler in Germany.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	After discussion, all the students will know the reasons for the destruction of Democracy and the Nazi Worldview
Learning Outcomes	<u>KNOWLEDGE</u>- Students will know critically the significance of the rise of Hitler's power. <u>SKILLS AND COMPETENCIES</u>- Students would be able to • Critically analyse the destruction of Democracy and the Nazi Worldview role of Hitler as a dictator in Germany. • Appreciate the power of Germany and the role of Hitler as a dictator in Germany collaboratively.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- • What was Nazi ideology? • From whom did Hitler borrow the concept of Racism? • Explain the concept of Lebensraum. • Who were undesirables? • Who were Nordic Aryans? • Explain Gypsies. • Who were considered racial inferiors and racial superiors? • What was the role of Race Experts? Discussion of Topic through Collaborative and Critical thinking Learning: 15 min • Students will be shown the clips on Hitler. Students will critically discuss and differentiate the features of Nazi ideology • About the rise of Nazism and the destruction of Democracy. <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom.

	Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

DAY FIVE	Topic - The Nazi Worldview and Steps to Death
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the power raised by Hitler in Germany and became a dictator and also destruction of democracy and the economic recovery under Hitler.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	After discussion, all the students will know the reasons for the destruction of Democracy and the Nazi Worldview and the methods adopted by him for the Genocidal war.
Learning Outcomes	<u>KNOWLEDGE</u>- Students will know critically the significance of the rise of Hitler's power and the Nazi Worldview and Steps to Death. <u>SKILLS AND COMPETENCIES</u>- Students would be able to • Critically analyses the Nazi ideology regarding racial hierarchy. • Discuss collaboratively Hitler's ideology related to geopolitical concept of Lebensraum and the establishment of the racial state.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- • How did Hitler help to establish Nazi society? • Mention steps to death initiated by Hitler in Germany. • Explain Herbert Spencer's idea 'Survival of the fittest'. • Differentiate between Desirables and Undesirables.

use any other too.)	• Explain ‘Usurers’. Discussion of Topic through Collaborative and Critical thinking Learning: 15 min • Students will be shown the clips on Hitler.. Students will critically discuss and differentiate the features of Nazi ideology. • Hitler’s ideology related to geopolitical concept of Lebensraum and the establishment of the racial state. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

DAY SIX	TOPIC – Youth in Nazi Germany
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the Nazi Worldview and Steps to Death.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	After discussion, all the students will know about Hitler’s interest in the context of Youth and his Nazi ideology
Learning Outcomes	<u>KNOWLEDGE-</u> Students will know critically Hitler’s interest in Youth and his Nazi ideology about children and women. <u>SKILLS AND COMPETENCIES-</u> Students would be able to • Critically analyses the Hitler’s interest in Youth and his Nazi ideology and establishing a Nazi society. • Critically analyze the power of Germany and the role of Hitler as a dictator in Germany in controlling the youth of its country

	collaboratively.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- • What happened in schools under Nazism? • Describe the concept of ‘All schools were cleansed and purified’. • Who were Good German children? • Explain Jungkook. • When was the youth league of the Nazi founded? • Describe ‘The Nazi Cult of Motherhood’ • Explain the condition of women under Nazi rule. Discussion of Topic through Collaborative and Critical thinking, Learning: 15 min • Students will be shown the clips on Hitler’s ideology about the youth , children and women. • Students will critically discuss and differentiate the features of Nazi ideology • About Hitler’s perception regarding men and women , Aryans and Non Aryans • About the Art of propaganda. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book NCERT text book for History.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

DAY SEVEN	TOPIC - Ordinary people and the Crimes Against Humanity
Class Transaction	40 min each
Pre-requisite for	This topic requires basic knowledge about the Hitler’s Nazi ideology .

the course	
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	After discussion, all the students will know the reaction of Ordinary people and the Crimes Against Humanity
Learning Outcomes	<u>KNOWLEDGE</u>- Students will know critically the reaction of Ordinary people and the Crimes Against Humanity <u>SKILLS AND COMPETENCIES</u>- Students would be able to • Critically analyses the. reaction of Ordinary people and the Crimes Against Humanity • Criticallyanalyze the power of Germany and the role of Hitler as a dictator in Germany collaboratively.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- • How did the common people react to Nazism? • Who was Pastor Impeller? • Name the book written by Charlotte Berdt • Name the word used for Nazi Killing. Discussion of Topic through Collaborative and Critical thinking, Learning: 15 min • Students will be shown the clips on Hitler. Students will critically discuss and differentiate the features of Nazi ideology • About the reaction of common people to Nazism. • About Nazi practices <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work,	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as

Assignments	mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

DAY EIGHT	TOPIC- Discussion of NCERT Questions. And Doubt class.
Class Transaction	40 min each