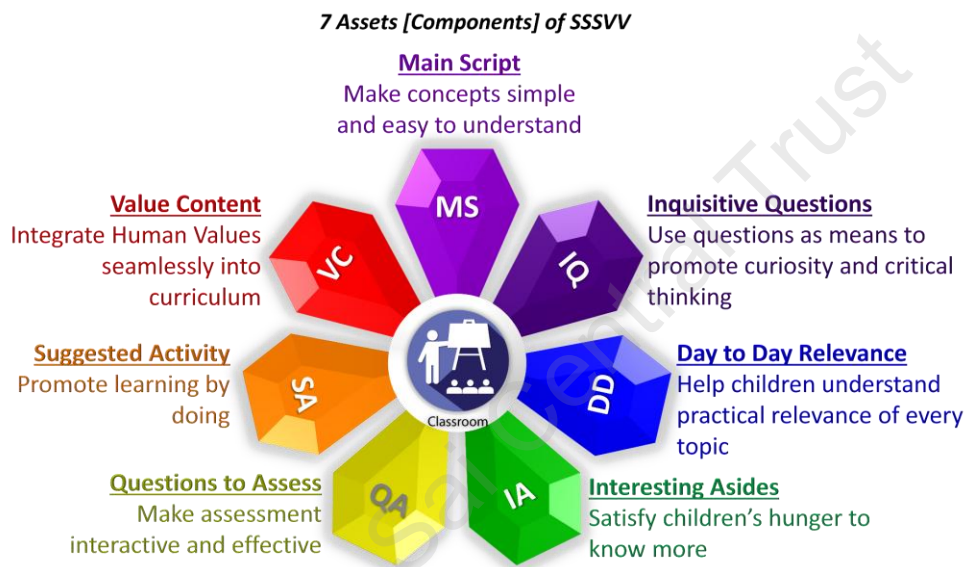


Master Lesson Plan for Nazism and the Rise of Hitler

Board	Standard	Subject	Chapter	Language	Creation date
NCERT	STD IX	Social Science	Nazism and the Rise of Hitler	English	



CURRICULAR GOALS	CG-2: Analyses the important phases in world history and draws insights to understand the present day world.
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-2.1: Explains historical events and processes with different types of sources, with specific examples from world history. C-2.4: Explains the growth of new ideas and practices, rise of new nation- states across the world and how they affected the course of world history.
SDG (Sustainable Development Goals)	SDG-10 Reduce inequality within and among countries
Strategies	Storyboard
Technology aids	PPTs
Cross-Cutting Themes	Values and Dispositions: 1. Humiliation and harassment of others on grounds of race, religion or gender is unacceptable behaviour 2. Use discretion while forwarding messages on social media. Educational Technology: Enriched with PPTs

[Notes to teacher : Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, teacher reference documents (TRD) , teaching aids (TA) and Learning Aids (LA) for the topic **‘Nazism and the Rise of Hitler’** for **grade IX**.

This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by **CBSE/APSE**].

Curricular Expectations: Students are expected to classify and compare the cause and effect relationship in the context of occurrence of events, natural and social processes and their impact on different sections of the society.

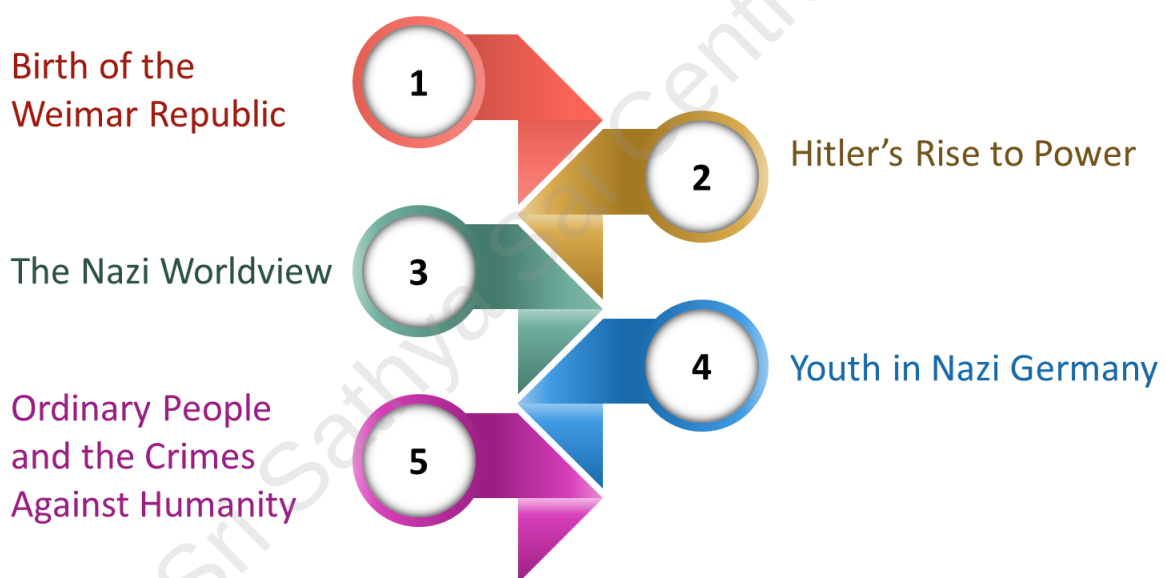
Learning Outcome: Students will be able to...

- 1) show sensitivity and appreciation skills; for example, empathise with the people who were affected by wars, holocaust, human-made disasters
- 2) recognise how physical and mental violence lead to immense suffering of human beings

Topics in this Chapter

Total Time to Transact MLP: 245 minutes, 7 periods

Nazism and the Rise of Hitler

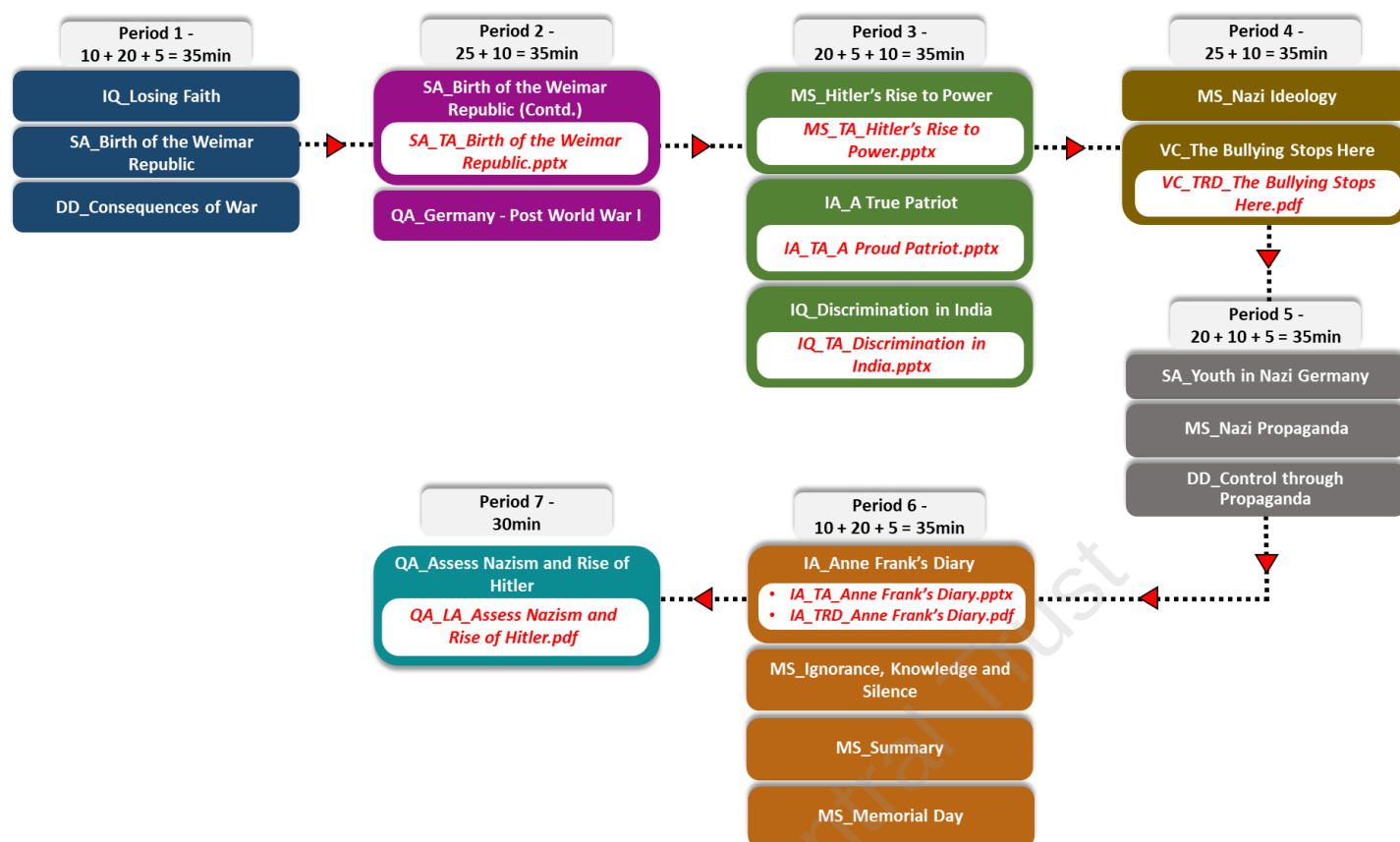


[Notes to teacher: The chapter on **Nazism and the Rise of Hitler** has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with has been suggested. As you view this lesson plan, you will find that all the seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participative'. You will also notice that the activities and Value content are designed towards attainment of curricular expectations.

This lesson plan is designed for 7 periods, considering **each period to be of 35 minutes**. Additional one or two periods may be used, if required.]

Lesson Plan Flow

Nazism and the Rise of Hitler - MLP Design flow - Overview



[Notes to the teacher: Here is the MLP at a glance for a quick reference].

PERIOD 1

Topic: Birth of the Weimar Republic

Time: 10+20+05=35 mins

Asset Types: IQ, SA, DD

Objectives: Students will be able to...

- 1) analyse circumstances under which citizens lose faith in their Government
- 2) explain the effects of World War I on Germany
- 3) evaluate the devastating consequences of war

1) IQ_Losing Faith

Leading questions:

Q1. What are the qualities that you would expect in a leader of your country?

Probable answers: Any appropriate answer can be accepted.

Q2. When would citizens be proud of the leadership of the country?

Probable answers: *Defend your country against invasions (e.g Kargil, surgical strikes-post-Mumbai terrorist strike) *good economic conditions *high standing on the global stage with initiative and leadership by India (e.g. G20 - hosted in India)

Q3. Identify situations when citizens withdraw their support to a ruling Government.

Probable answers: *Govt not able to defend itself its territory *no welfare programmes *poor economic conditions *anarchy *lack of law and order *high debt *lack of pollution control *insufficient technological development *inappropriate policies *inability to maintain its power and prestige in international arena *national humiliation

2) SA_Birth of the Weimar Republic

Peer learning: Methodology -

1. Divide the class into 4 groups and each group is assigned a sub-topic - 1. Birth of Weimar Republic An Introduction 2. The effects of World War I (WW I) 3. Political Radicalism and Economic crisis 4. Years of Depression.
2. The entire class reads all the sub-topics, after which each group works on the sub-topic assigned to them.
3. Each group works together and puts down the questions and answers covering the entire sub-topic.
4. They select their role - one or two members of the group to ask questions and one or two to answer the same.
5. The following period, each group will in turn, come forward and present the assigned sub-topic as a Question and Answer session.
6. The students can use the board to draw the GO wherever relevant.
7. After the students read they can use the time to create a timeline, GO, or charts, and to put up the Word Wall.

Word Wall (CORRIDOR DOMAIN)

Ask students to create a Word Wall - a chart on which new and keywords related to the lesson are tracked and displayed prominently in a shared space. This list is continuously updated during each class. Keywords for this sub-topic - Allied powers, Axis powers, Nazi, Nazism, propaganda, International Military Tribunal at Nuremberg, genocide, republic, Treaty of Versailles, reparations, demilitarisation.

3) DD_Consequences of War

- Read out a newspaper article on a recent war (e.g. Russia-Ukraine conflict) covering what the effects of a war are. Discuss these effects with the students including the humanitarian, economic, and social effects such as rise of fuel prices and other essentials which lead to a cascading effect on prices of other essential commodities; the destruction of lives and property; the effect of war on the common man as well as the effect on other countries
- Examples may be used such as the price of bread increasing in other countries because wheat exports by Ukraine (called the breadbasket of Europe) were affected by the Russian invasion
- Conclude the asset by discussing how war is not a solution, and how diplomacy, discussions and deliberations can tackle the issues

PERIOD 2

Topic: Birth of the Weimar Republic

Time: 25+10 mins=35 mins

Asset Types: SA, QA

Objectives: Students will be able to...

- 1) explain the effects of World War I on Germany
- 2) determine the cause and effect relationship of the events leading to the rise of Hitler and Nazism

1) SA_Birth of the Weimar Republic (Contd.)

- The activity prepared in the earlier period may be presented by the groups in this period.
- Using tools such as timeline, flowchart or map observation technique each group will present their sub-topic.
- Sum-up using PPT, **SA_TA_Birth of the Weimar Republic.pptx** which can be found in the Teaching Aids folder.

2) QA_Germany - Post World War I

Fun Quiz: Use the 'Crumple and Shoot' method to assess students' learning on completed topics.

How to play:

- * Divide class into 4 or 5 groups, and give each group a stack of paper
- * Ask the class a question requiring a short one word/phrase answer. Each group discusses among themselves and the answer is written by one group member on a sheet of paper
- * Once all groups have got the answers, the teacher says "Answers up" and one person from each group has to raise their piece of paper.
- * If the answer is right, a child from the group can crumple the paper and try to throw it, from a designated spot, into a waste paper basket or large empty carton kept on the floor some distance away; each group with the correct answer will follow. If the crumpled paper falls within the basket a point is awarded to the team.
- * To get a point the answer has to be both correct and fall into the basket. Repeat till all questions are completed.

(Attribution: The Cult of Pedagogy)

PERIOD 3

Topic: Hitler's Rise to Power

Time: 20+05+10=35 mins

Asset Types: MS, IA, IQ

Objectives: Students will be able to...

- 1) analyse the causes for Hitler's rise to power
- 2) take delight in the story of an Indian who stood up to Hitler
- 3) recognise how physical and mental violence leads to immense suffering of human beings

1) MS_Hitler's Rise to Power

[Note to the Teacher: Introduce the asset with these words, "Let us take a look at how Hitler rose to power and how the Nazi party grew from a small, violent political party to the largest, most popular party in Germany."]

Show PPT: Use the PPT, **MS_TA_Hitler's Rise to Power.pptx**, which can be found in the Teaching Aids folder, to cover the sub-topics on Hitler's life, the destruction of democracy and reconstruction. While covering the last days of World War II, read out the British PM Winston Churchill's powerful speech, "We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender...". This iconic speech is considered a powerful rallying cry for the British who were faced with possible defeat by the Nazi army.

Conclude the topic with a question on whether democracy or dictatorship is preferable.

Word wall - Update with the words relevant to the topic under discussion.

2) IA_A Proud Patriot

[Notes to the Teacher: Introduce the asset with these words, "In the mid-1930's when Hitler was at the height of his power, Germany hosted the Olympics. Let us learn about an extraordinary Indian who led his team to fight the Germans and earn a coveted gold for his country."]

Storyboard - Narrate the story of hockey champion Dhyan Chand who met Hitler at the Berlin Olympics, using the PPT, **IA_TA_A Proud Patriot.pptx** which can be found in the Teaching Aids folder.

3) IQ_Discrimination in India

Image-based questions: Using the PPT, **IQ_TA_Discrimination in India.pptx**, show the 2 images of an under-privileged couple, and of a well-off family, and ask related questions.

Conduct a small discussion on the discriminatory policy in the Indian caste system where the punishment was severe and inhuman too, but it did not become as severe as the genocide during the Nazi period.

PERIOD 4

Topic: The Nazi Worldview

Time: 25+10=35 mins

Asset Types: MS, VC

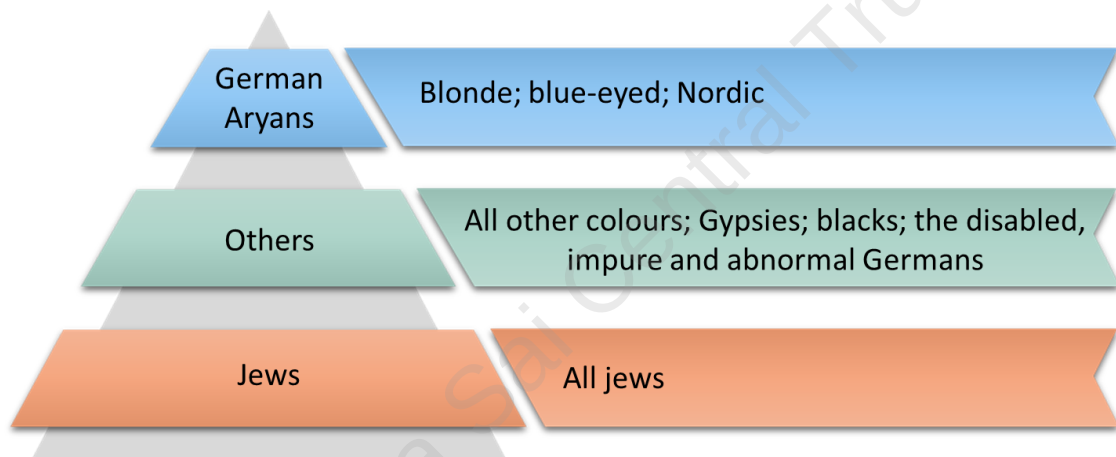
Objectives: Students will be able to...

- 1) explain the basic principles of Nazi ideology
- 2) examine the requisites for justice to be executed in an efficient manner

1) MS_Nazi Ideology

Use GOs and map to cover the basic principles of Nazi ideology

i) **Aryan supremacy:** Draw on the board the following GO on how the Nazi ideology viewed Aryan supremacy, with Jews as the most 'undesirable' of all groups, and almost 52 groups being victimised. The reasons for this hatred of the Jews, or anti-Semitism, can be briefly explained. Mention may also be made of how Charles Darwin's theory of natural selection was misused by the Nazis to serve their ends.



ii) **Lebensraum** - the need for living space for Germans, and thus a key reason for annexation of territories especially towards the east, starting with Poland, can be explained using a map of Europe.

iii) **Creation of Racial Utopia:** Explain how Occupied Poland was divided into 2 parts; ethnic Germans occupied one part and the 'undesirables' were sent to the other part in which the concentration camps were located.

Word wall - Update with the words relevant to the topic under discussion.

2) VC_The Bullying Stops Here

Brainstorming activity: Conduct a situational analysis and brainstorming activity on humiliation and harassment of others, which exists even in the classroom in the form of bullying. For details refer to the document, **VC_TRD_The Bullying Stops Here.pdf**, provided in the Teachers Reference Document folder.

PERIOD 5

Topic: Youth in Nazi Germany

Time: 20+10+5=35 mins

Asset Types: SA, MS, DD

Objectives: Students will be able to...

- 1) discuss the roles of youth and mothers in the rise of Nazism
- 2) explain how propaganda is used to shape public opinion
- 3) relate to the power of media and propaganda

1) SA_Youth in Nazi Germany

Group activity: Divide the boys into 2 groups and girls into 2 groups.

Ask the students to read the topic 'Youth in Germany, Nazi cult of Motherhood', and on a chart draw up a character sketch of a perfect Aryan boy and girl, and a perfect Aryan mother, according to Nazi ideology, and add a paragraph on their personal viewpoint.

Word wall - Update with the words relevant to the topic under discussion.

2) MS_Nazi Propaganda

Introduce the topic on propaganda with the question, 'How do we come to know about the manifesto, programme or ideology of political parties? Why do you think such campaigning is important for a political party?

Self-study: Ask students to read the passage on Nazi propaganda - on how it was a powerful machine to shape public opinion; show examples of posters, play audio of Hitler's speech - highlight his powerful oratorical skills, focus on how youth were targeted and how education can bring about positive/negative change.

*Follow-up with a discussion on how innocent-sounding words and phrases were used to mask real intent.

*Students can draw a table in their notebook of the Nazi propaganda words used and their real meaning.

Provide information on the fraud in 1983 by German magazine, STERN, which published a series of extracts of a diary supposedly written by Hitler called 'Hitler Diaries' - this turned out to be a fake. Highlight the need to be careful and alert when you read anything.

Word wall - Update Word Wall with words relevant to the topic under discussion.

3) DD_Control through Propaganda

Discussion: Discuss how social media like Whatsapp, Facebook and Twitter, with its anonymity of source and instant messaging features, can more easily shape opinion in today's world - both in a positive and negative ways. Students need to be careful when forwarding social media messages, since both source and intent may not be evident.

Case-study: You receive a forwarded message on social media attacking one community.

The article is well-written, convincing and presents 'evidence' to support the viewpoint. Will you:

- A. Instantly forward the message in your groups
- B. Research thoroughly using the internet

Next day you receive another article presenting both sides of the story. Will you:

- A. Inform the sender of the first message that it might be presenting a biased point of view
- B. Ask the sender their reasons for sharing the article

PERIOD 6

Topic: Ordinary People and the Crimes Against Humanity

Time: 10+20+5=35 mins (+ Campus activity)

Asset Types: IA, MS, MS

Objectives: Students will be able to...

- 1) imagine the life of Anne Frank
- 2) explain the reaction of common people to Nazism
- 3) summarise the major events in the topic 'Nazism and Rise of Hitler'

1) IA_Annie Frank's Diary

Storyboard -- Narrate the story of Anne Frank using storyboard and the PPT, **IA_TA_Annie Frank's Diary.pptx** provided in the Teaching Aids folder. For details refer to **IA_TRD_Annie Frank's Diary.pdf** provided in the Teacher Reference Documents folder.

This important historical source is one of the few accounts of the Holocaust by a young person. Anne's diary carries a message that every human has the right to live in freedom, free of any form of discrimination whether it is based on class, religion or caste.

2) MS_Ignorance, Knowledge and Silence

Discussion - Have an interactive discussion on how ordinary Germans responded in different ways to the injustice they saw happening around them. Highlight the following points:

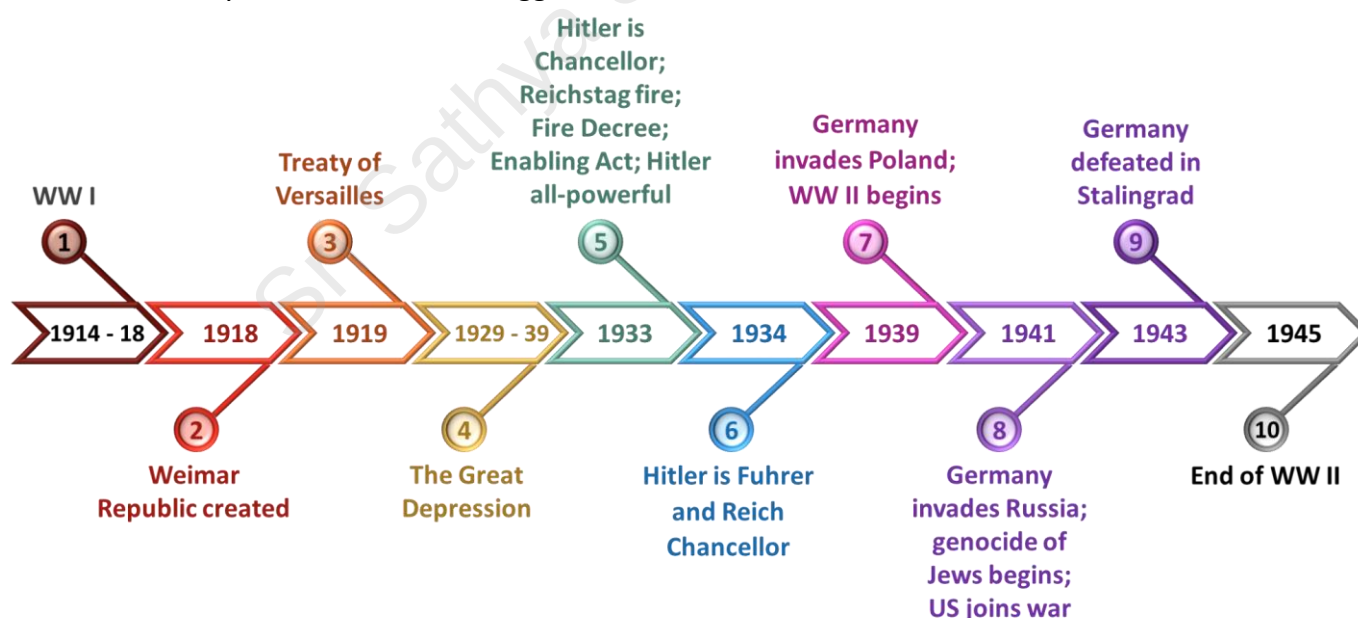
- Many had no knowledge of what had happened (ignorance cannot be excused, if it is due to apathy or indifference)
- Many of them wrote about it, created art, and made films
- Documentation in museums

Discussion can be followed by readings of the Bishop's poem, 'First they came for the Communists...', and an interview with German Erna Krantz, who felt a sense of optimism and empowerment in Nazi Germany; her lack of awareness of the Nazi crimes on humanity may be a point of discussion.

Word wall - Update with the words relevant to the topic under discussion.

3) MS_Summary

Summarise: Teacher will sum-up the chapter drawing a consolidated timeline on the board. This can be done interactively with the students' suggestions.



4) MS_Memorial Day (Corridor/Campus Domain)

On Jan 27th - Holocaust Memorial day, a special programme can be presented in the class or school during assembly.

- **Show a movie:** Suggestions - 'Schindler's List', 'The Sound of Music', 'The Diary of Anne Frank', 'Life Is Beautiful' and 'The Boy in the Striped Pyjamas'

- Read out Anne Frank's diary extracts, or 1 or 2 poems by Holocaust survivors
- Write slogans against discrimination
- Take an oath/pledge to create a better world without discrimination
- Project suggestion - effect of bomb on Hiroshima and Nagasaki with effects lasting to present day.

PERIOD 7

Topic: Nazism and the rise of Hitler

Time: 30 mins

Asset Types: QA

Objectives: Students will be able to...

- 1) assess their learning on the rise of Hitler and Nazism

1) QA_Assess Nazism and Rise of Hitler

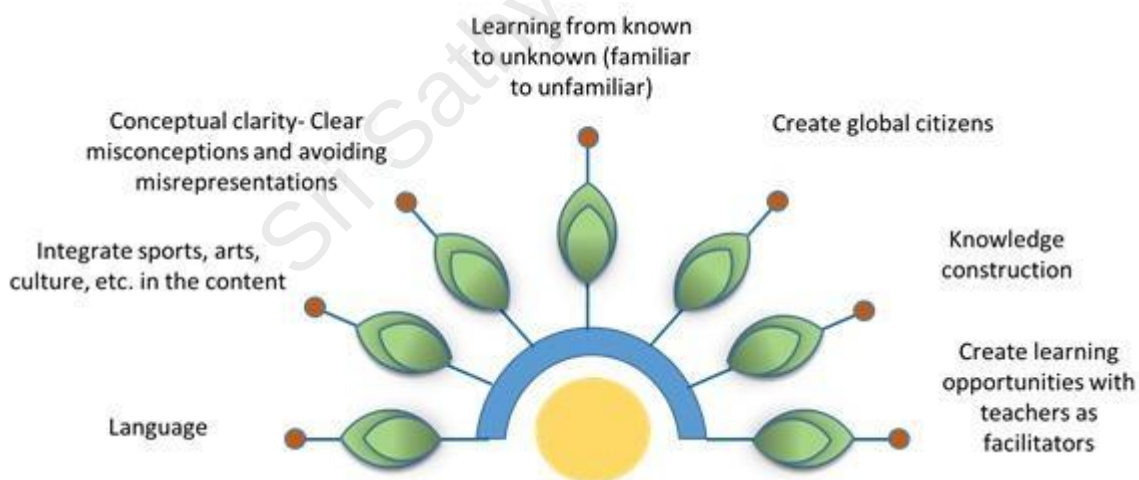
- Conduct a summative assessment using all or selected questions in the document, **QA_LA_Assess Nazism and Rise of Hitler.pdf**, which can be found in the Learning Aids folder.
- Questions and solutions to some of the questions can be found in the document.
- Give some of the questions as homework, depending on the time available.
- The document may also be printed and used as a worksheet. (Care may be taken to avoid printing and distributing the solutions given in the same document).

LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for

- ★ activity based learning
- ★ interdisciplinary approach
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world

Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you.

Thank you.



Sri Sathya Sai
VIDYA VAHINI
श्री सत्यसाई विद्या वाहिनी

Sri Sathya Sai Central Trust

Annexure to Master Lesson Plan

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n th why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a

asset?	recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.