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**GREAT WAR, FLAWED PEACE,
AND THE LASTING LEGACY
OF WORLD WAR I**

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THE RISE TO POWER OF ADOLF HITLER AND THE NAZIS



GUIDING QUESTION: How did Adolf Hitler and the Nazi Party legally rise to political power in a democratic Germany?

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WHY?

I wrote this lesson plan to help students understand how radicals like Adolf Hitler and the Nazi Party rose to power in the democratic state of Germany. It will help students to examine how Fascist ideas rose up during a time dedicated to peace, following the catastrophic results of World War I.

OVERVIEW

Through the exploration of primary and secondary sources students will learn about the problems facing Germany in the aftermath of World War I. Most notably, students will explore the challenges of the Weimar government in the 1920s and the resulting economic crises of the 1930s. Students will complete a graphic organizer in which they identify and describe the key causes of the Nazis' ascension to power.

OBJECTIVES

At the conclusion of this activity, students will be able to

- › Evaluate the impact that World War I and the Treaty of Versailles had on Germany;
- › Explain the economic problems Germany faced in the years following World War I; and
- › Describe how Nazi propaganda was effective in gaining increased attention and followers to eventually achieve power in the early 1930s.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.9-10.3 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

DOCUMENTS USED

PRIMARY SOURCES

"Demonstrations in Berlin Against Treaty Terms," *New York Times*, 1919

Library of Congress (19013740)
<https://www.loc.gov/resource/collgdc.gc000037/?sp=493&r=-0.625,0.019,2.25,1.347,0>

Map, *German Territorial Losses, Treaty of Versailles, 1919*
United States Holocaust Memorial Museum
<https://encyclopedia.ushmm.org/content/en/map/german-territorial-losses-treaty-of-versailles-1919>

Photograph, *Adolf Hitler on the Day He was Appointed German Chancellor*, January 30, 1933
United States Holocaust Memorial Museum
<https://encyclopedia.ushmm.org/content/en/photo/adolf-hitler-on-the-day-he-was-appointed-german-chancellor>

Photograph, Henirich Hoffman, *Hitler Rehearsing His Speech Making*, 1927
United States Holocaust Memorial Museum
<https://encyclopedia.ushmm.org/content/en/photo/hitler-rehearsing-his-speech-making>

Poster, *Our Last Hope - Hitler [Unsere letzte Hoffnung: Hitler]*, 1932
United States Holocaust Memorial Museum
<https://encyclopedia.ushmm.org/content/en/photo/nazi-propaganda-election-poster-titled-our-last-hope-hitler>

Ten Million Mark Reichsbanknote, 1923
United States Holocaust Memorial Museum
<https://collections.ushmm.org/search/catalog/pa1119818>

Treaty of Peace with Germany (Treaty of Versailles), June 28, 1919 (excerpt)
Library of Congress (43036001)
<http://www.loc.gov/law/help/us-treaties/bevans/m-ust000002-0043.pdf>

SECONDARY SOURCES

“Adolf Hitler: 1930 -1933” (excerpt)
United States Holocaust Memorial Museum
<https://encyclopedia.ushmm.org/content/en/article/adolf-hitler-1930-1933?series=18006>

Film, *The Path to Nazi Genocide*, (00:58 - 12:22)
United States Holocaust Memorial Museum
<https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film>

“Hard Times Return” (excerpt)
Facing History and Ourselves
<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-4/hard-times-return>

“Hitler Comes to Power” (excerpt)
United States Holocaust Memorial Museum
<https://encyclopedia.ushmm.org/content/en/article/hitler-comes-to-power?series=21810>

Nazi Party Platform, 1920 (excerpt)
Facing History and Ourselves
<https://www.facinghistory.org/weimar-republic-fragility-democracy/politics/nazi-party-platform-politics-political-party-platforms>

“Personal Accounts of the Inflation Years, 1919-1924” (excerpt)
Facing History and Ourselves
<https://www.facinghistory.org/weimar-republic-fragility-democracy/economics/personal-accounts-inflation-years-economics-1919-1924-inflation>

MATERIALS

- > Nazi Party Rise to Power Graphic Organizer
- > Computer with access to the internet to watch the documentary
- > Projector
- > Speakers to listen to the documentary
- > Writing Assessment and Rubric

ACTIVITY PREPARATION

- > Divide students into groups of three to four students each.
- > Make one copy of each source set (one to four) for each student group.
- > Make one copy of the Nazi Party Rise to Power Graphic Organizer for each student.
- > Set up classroom technology, if necessary.
- > Test all online resources, including the documentary, before class.
- > Preview all content in advance.

PROCEDURE

ACTIVITY ONE: THE RISE OF HITLER (30 MINUTES)

- > Seat students in pre-set student groups.
- > Project the photograph, *Hitler Rehearsing His Speech Making* in the front of the room. Ask students:
 - » *Who is this person?*
 - » *What do you know about him?*
 - » *When did he come to power?*
 - » *Why do you think someone like him could come to power in a democracy?*
- > Explain that this lesson will explore how Adolf Hitler and the Nazis rose to power.
- > Distribute Source Set One materials to each group. Inform students that they will have five to ten minutes, adjusted to their skill level, to review each document set and discuss the answers to the following questions:
 - » *What is the overall meaning of each source?*
 - » *How does this source help us to understand about Adolf Hitler's and the Nazi Party's rise to power?*
 - » *Compare the three sources to come up with a suggested title or topic that connects the documents. This title should represent a possible reason as to why or how the Nazis came to power.*
- > After the time has expired for each document set, have the groups report out to the class their findings.
- > Repeat the same process with the next three document sets.

ACTIVITY TWO: SYNTHESIZING LEARNING (30 MINUTES)

- > Distribute a copy of the Nazi Party Rise to Power Graphic Organizer to each student.
- > Ask students to synthesize their learning from the primary and secondary sources and add reasons into the organizer.
- > State to the class, *Now that we have reviewed potential reasons for the rise of the Nazis we are going to confirm these reasons by watching a brief documentary clip and complete this graphic organizer. Consider the various groups of documents we discussed and the information in the documentary to fill out the graphic organizer in as much detail as possible.*
- > Show the short film, *The Path to Nazi Genocide*. Start at 00:58 and let it play to 12:22.
- > Allow students time at the conclusion of the film to discuss and add reasons from the film.
 - » **Teacher Tip:** An answer key is included in lesson materials.

ASSESSMENT

- > Distribute copies of the Writing Assessment and Rubric to students. Review the prompt and remind students to use the graphic organizer to help organize their findings.
 - » **Teacher Tip:** Depending on the skill level of your students, this assignment can be written in a paragraph.
- > The Writing Assessment Rubric can be used to evaluate student work.

METHODS FOR EXTENSION

- > Students with more interest in the rise to power of Adolf Hitler and the Nazis can research the background of key events related to this topic including: Hitler's role in World War I, the Beer Hall Putsch, the impact of the Great Depression on Germany, and the parliamentary elections of the early 1930s. Students can also research how the Nazis secured more power for themselves through the Reichstag Fire and Enabling Act in 1933.

SOURCE SET ONE

TREATY OF PEACE WITH GERMANY (TREATY OF VERSAILLES), JUNE 28, 1919 (EXCERPT)
LIBRARY OF CONGRESS (43036001)

Article 231

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

MAP, GERMAN TERRITORIAL LOSSES, TREATY OF VERSAILLES, 1919
UNITED STATES HOLOCAUST MEMORIAL MUSEUM

In the Treaty of Versailles (1919), Germany forfeited 13 percent of its European territory (more than 27,000 square miles) and 10% of its population (between 6.5 and 7 million people.)



SOURCE SET ONE

"DEMONSTRATIONS IN BERLIN AGAINST TREATY TERMS," *NEW YORK TIMES*, 1919
 LIBRARY OF CONGRESS (19013740)

Demonstrations in Berlin Against Treaty Terms



(Above.) Great throngs assembled before the Reichstag in Berlin to protest against the peace terms as soon as they had become known. There was a chorus of denunciation from people, press, and pulpit, and it was declared that such terms could not possibly be accepted. The only exceptions were the Independent Socialists who declared for any treaty that would provide "bread and work."



(Above.) National Union of Young Germans gathered before the Roon Monument in Berlin bearing flags and placards inveighing against the peace treaty. Placard at the right reads: "In 1642-1684 Louis XIV. stole German-Alsace from us. In 1919 Clemenceau steals it."



(At left.) Protest of Germans from foreign countries and from those having investments there against the conditions of the peace treaty that adversely affected their properties. Dr. Friedrich Naumann, the noted advocate of the "Mitteleuropa" project, is addressing them before the Berlin Museum.

SOURCE SET TWO

"HITLER COMES TO POWER" (EXCERPT)
UNITED STATES HOLOCAUST MEMORIAL MUSEUM

October 24, 1929
Stock market crash in New York

The plummet in the value of stocks that is associated with the New York stock market crash brings a rash of business bankruptcies. Widespread unemployment occurs in the United States. The "Great Depression," as it is called, sparks a worldwide economic crisis. In Germany, six million are unemployed by June 1932. Economic distress contributes to a meteoric rise in support for the Nazi party.

TEN MILLION MARK REICHSBANKNOTE, 1923
UNITED STATES HOLOCAUST MEMORIAL MUSEUM



"PERSONAL ACCOUNTS OF THE INFLATION YEARS, 1919-1924" (EXCERPT)
FACING HISTORY AND OURSELVES

"During the inflation years, people who had saved their money in banks or were living on pensions or disability checks found themselves bankrupt. Those with jobs found that their salary increases could not possibly keep up with the almost instantaneous rise in prices. Artist George Grosz described what shopping was like in those days:

"Lingering at the [shop] window was a luxury because shopping had to be done immediately. Even an additional minute meant an increase in price. One had to buy quickly because a rabbit, for example, might cost two million marks more by the time it took to walk into the store. A few million marks meant nothing, really. It was just that it meant more lugging. The packages of money needed to buy the smallest item had long since become too heavy for trouser pockets. They weighed many pounds. . . . People had to start carting their money around in wagons and knapsacks. I used a knapsack."

SOURCE SET THREE

NAZI PARTY PLATFORM, 1920 (EXCERPT) FACING HISTORY AND OURSELVES

“In February 1920, the National Socialist German Workers’ Party (Nazis) came up with a 25-point program. Included in the party’s new program were the following points:

- › A union of all Germans to form a great Germany on the basis of the right to self-determination of peoples.
- › Abolition of the Treaty of Versailles.
- › Land and territory (colonies) for our surplus population.
- › German blood as a requirement for German citizenship. No Jew can be a member of the nation.
- › Non-citizens can live in Germany only as foreigners, subject to the law of aliens.
- › Only citizens can vote or hold public office.
- › The state insures that every citizen live decently and earn his livelihood. If it is impossible to provide food for the whole population, then aliens must be expelled.
- › No further immigration of non-Germans. Any non-German who entered Germany after August 2, 1914, shall leave immediately.
- › A thorough reconstruction of our national system of education. The science of citizenship shall be taught from the beginning.
- › All newspapers must be published in the German language by German citizens and owners.”

“HARD TIMES RETURN” (EXCERPT) FACING HISTORY AND OURSELVES

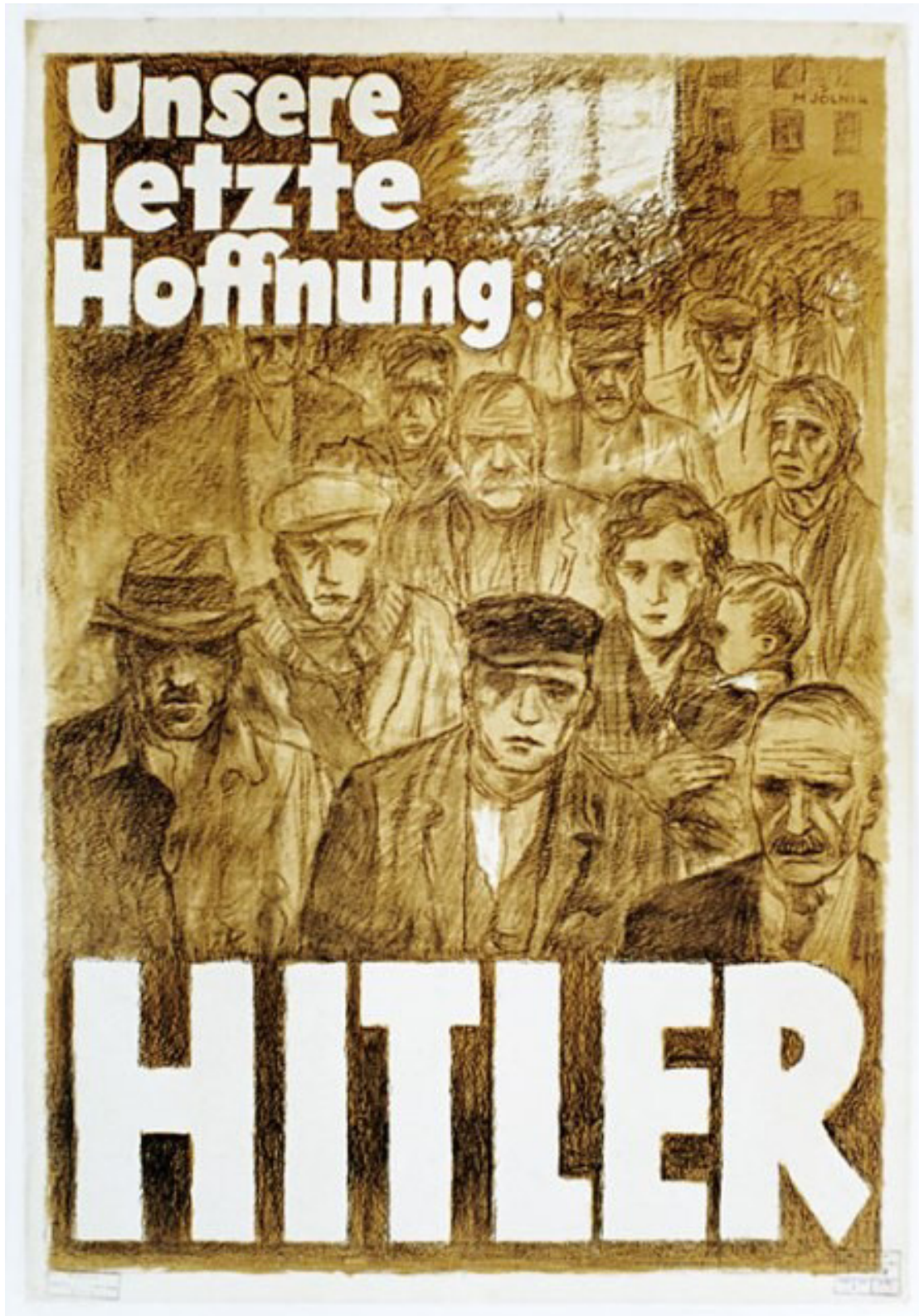
“Historian Richard Evans believes the appeal of the Nazis was more than their pledge to end the depression. He writes that German voters in 1930 were:

...protesting against the failure of the Weimar Republic. Many of them, too, particularly in rural areas, small towns, small workshops, culturally conservative families, older age groups, or the middle-class nationalist political milieu, may have been registering their alienation from the cultural and political modernity for which the Republic stood...The vagueness of the Nazi programme, its symbolic mixture of old and new, its eclectic, often inconsistent character, to a large extent allowed people to read into it what they wanted to and edit out anything they might have found disturbing. Many middle-class voters coped with Nazi violence and thuggery on the streets by writing it off as a product of excessive youthful ardour and energy. But it was far more than that, as they were soon to discover for themselves.”

-Richard J. Evans, *The Coming of the Third Reich*, 265.

SOURCE SET THREE

POSTER, *OUR LAST HOPE - HITLER* [UNSERE LETZTE HOFFNUNG: HITLER], 1932
UNITED STATES HOLOCAUST MEMORIAL MUSEUM



SOURCE SET FOUR

“HARD TIMES RETURN” (EXCERPT) FACING HISTORY AND OURSELVES

Party	1928	1930	July 1932	Nov. 1932
Social Democrat	153	143	133	121
Catholic Center	78	87	98	90
Communist	54	77	89	100
Nazi	12	107	230	196
German National	73	41	37	52

“ADOLF HITLER: 1930-1933” (EXCERPT) UNITED STATES HOLOCAUST MEMORIAL MUSEUM

“No political party leader rivaled Hitler’s personal charisma in addressing large crowds, small groups, or individuals, or the appeal the Nazis generated with modern electoral practices:

- > market research to identify concerns and hopes of potential voting groups and incorporation of those concerns and hopes into stump speeches
- > air transport to move Hitler and other Nazi speakers around the country quickly during elections
- > massive, carefully choreographed rallies throughout the country, reaching across traditional boundaries of class, education, region, income, religion, age and gender

“...The elections of July 31, 1932 were an extraordinary triumph for Hitler. The NSDAP [Nazi] captured 37.3% of the vote, becoming the largest party in German history...In January 1933, representatives of [influential government leader Franz von] Papen and Hitler agreed on a new government with Hitler as Chancellor. Though [President Paul von] Hindenburg greeted this solution with distaste, von Papen’s argument that Germany was out of alternatives induced him to appoint Hitler Chancellor on January 30, 1933.”

SOURCE SET FOUR

PHOTOGRAPH, ADOLF HITLER ON THE DAY HE WAS APPOINTED GERMAN CHANCELLOR, JANUARY 30, 1933
UNITED STATES HOLOCAUST MEMORIAL MUSEUM



NAZI PARTY RISE TO POWER GRAPHIC ORGANIZER

Directions:

- 1. Now that you have reviewed several sources, record the information related to each of the different reasons for the Nazis' rise to power in the appropriate section.
- 2. While you watch the documentary, record any additional information you learn about that is connected to the reasons in the appropriate section.

Effects of World War I and the Treaty of Versailles	Economic Problems
Growing Nazi Influence	Nazi Takeover

NAZI PARTY RISE TO POWER GRAPHIC ORGANIZER

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1. Now that you have reviewed several sources, record the information related to each of the different reasons for the Nazis' rise to power in the appropriate section.
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Effects of World War I and the Treaty of Versailles	Economic Problems
<ul style="list-style-type: none"> > Germany lost land (13%) which is given to other countries. > The land they lost contained millions of Germans (10% of its population) who were then forced to live in a different country. > Germany was forced to pay reparations to the Allied powers. > Germany was forced to accept full responsibility for starting World War I. > There were mass public protests in Germany against the terms of the Treaty of Versailles. > Many believed that the new government had betrayed the military or "stabbed them in the back" at the end of the war. 	<ul style="list-style-type: none"> > In an attempt to pay off war debt and support the economy, the Weimar Republic resorted to printing more paper currency. This led to massive inflation in the early 1920s. > Inflation was happening so fast that the value of money could change within a single minute. > Some people lost their entire life savings because of the impact of inflation. > The inflation led Germans to lose confidence in their new government and the traditional political parties. > The Great Depression caused unemployment in Germany to increase significantly. > The German banking system collapsed and unemployment increased to 22% in 1930 leading to an increase in crime.
Growing Nazi Influence	Nazi Takeover
<ul style="list-style-type: none"> > The Nazis' political platform was very nationalistic and it encouraged the government to ignore the terms of the much hated Treaty of Versailles. > The platform strongly appealed to people who feared foreign influence and to those who wanted to avenge the losses of World War I. > The Nazis' appeal was wide ranging because it led a large amount of people to believe they would get something they wanted if the Nazis were in power. > The Nazis portrayed themselves, and Hitler, as the saviors who were the only option to get Germany out of the depression. > They offered simple solutions that exploited people's fears and frustrations. 	<ul style="list-style-type: none"> > The Nazis were among the first political parties in the world to use modern tactics, such as flying party members around the country during elections and holding mass rallies. > The Nazis significantly increased the percentage of representatives they had in the Reichstag during the early 1930s. > They became the largest party in the country in 1932 with over 37% of the popular vote and this led to the appointment of Hitler as Chancellor in January 1933. > The conservative parties who enabled Hitler to become Chancellor did so because they feared the left-wing parties more and they thought that they could control Hitler, but they were wrong.

WRITING ASSESSMENT AND RUBRIC

Essay Prompt: Analyze the reasons for the rise to power of Adolf Hitler and the Nazi Party in Germany during the 1920s and 1930s.

	Advanced	Proficient	Basic	Emerging
Argument	Essay includes one clear, well-focused historical argument that establishes what the main points of support will be for the argument.	Essay includes a clear historical argument, though it may not effectively establish all the main points of support equally.	Essay includes an attempt at a historical argument, but it does not indicate the main points of support.	Historical argument is not identifiable and/or it is a statement of a topic without an argument.
Evidence	Main ideas supporting the thesis are very detailed with abundant facts.	Main ideas clearly support the thesis, but one or more may be lacking in depth of evidence.	Main ideas are evident, but the evidence included is not sufficient to provide solid support for the thesis.	Main ideas are not apparent or confusing. They also may not support the thesis.
Organization	There is a clear introduction, body paragraphs, and conclusion. The introduction is inviting and includes the argument, and the body paragraphs have topic sentences connecting back to the argument with evidence that follows in a logical manner.	There is a clear introduction, body paragraphs, and conclusion. The introduction includes the argument and the body paragraphs have topic sentences connecting back to the argument.	An introduction is evident, but may not include the argument. Body paragraphs are attempted, but one or more are incomplete or do not contain topic sentences connecting to the argument.	The essay appears as one long paragraph with no recognizable separations or transitions from one section to the next. It may also not be apparent if there is an introduction, body paragraphs, or conclusion.
Grammar and Mechanics	All sentences are well-structured and of varying length. There are no errors in grammar, mechanics, and/or spelling.	Most sentences are well-structured. There are a few errors in grammar, mechanics, and/or spelling.	Most sentences are well-structured. There are multiple errors in grammar, mechanics, and/or spelling.	Sentences are difficult to understand. There are numerous errors in grammar, mechanics, and/or spelling.



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