*Treaty of Versailles and Hitler’s Rise to Power*

## Goals & Objectives

Students will understand how the end of World War I allowed Hitler to come to power in Germany. Students will analyze primary source documents on the effects of the Treaty of Versailles on Germany and the subsequent rise of Hitler to power.

## California State Content Standard

###### 10.7 Students analyze the rise of totalitarian governments after World War I.

1. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

**Common Core:**

**Reading**

CCSS-Literacy Reading 9-10.2. 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.

**Writing**

CCSS-Literacy Writing 9-10. 1. Write an arguments focused on discipline-specific content.

1. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
2. Provide a concluding statement or section that follows from or supports the argument presented.

CCSS-Literacy Writing 9-10. 4. Produce clear and coherent writing in which the development, to organization, and style are appropriate to task, purpose, and audience.

CCSS-Literacy Writing 9-10.9. Draw evidence from information text to support analysis, reflection and research.

### Lesson Introduction (Anticipatory Set)

As student’s walk into the classroom they will pick up a work packet titled “How did the Versailles Treaty Help Hitler Come to Power?” The teacher will go over the directions of the packet before the students begin to work on it. The teacher will read aloud the short introduction and will go on to explain the warm-up activity. Students will be paired up with a partner and ask to complete the warm-up activity in the packet. In the warm-up activity students are asked to analyze a political cartoon and answer corresponding questions. Students will engage in a directed discussion, in which they share their responses to the question. The teacher will check, clarify, and address any prior misunderstanding the students may have had with the activity.

### Vocabulary (Content Language Development)

The teacher will read the Background Essay aloud and the class will follow along. The teacher will emphasize and explain words students may have difficulty understanding or vocabulary they may not be familiar with in order for students to understand and make sense of the content.

Treaty of Versailles

Reparations

*Mein Kampf*

World War I

### Content Delivery (Inquiry)

After reading the Background Essay, students will answer the corresponding questions. The teacher will walk around helping students answer the questions and clarifying any confusion students may have. Students will then review the Timeline of events from the start of World War I to the rise of Hitler as the Chancellor of Germany. The timeline is located under the Background Essay Questions.

Next the students will complete the Understanding the Question and Pre-Bucketing sheet. The Understanding the Question half of the worksheet helps the student understand what is being asked of them and to rewrite the question in their own words in order to fully comprehend the content. The students will then label the four buckets in the Pre-Bucketing portion. The teacher will assist this process by drawing buckets on the board and have students suggest how they should be labeled. At this point of the activity students should be looking for generic labels to provide a framework for organizing the essay.

### Student Engagement & Critical Thinking (Student Activities)

Students will be divided into four groups and designated a letter (A, B, C, or D) to correspond with the primary source document they will read, analyze, discuss, and answer the document questions.

 Document A: German Territorial Losses (map); *Mein Kampf* excerpt.

Document B: Treaty of Versailles, Article 160, Military Restrictions; Troop Levels, 1920 (Cartoon)

 Document C: Treaty of Versailles, Articles 232 and 233; Reparations

 Document D: Treaty of Versailles, Article 231, War Guilt Clause

The teacher will walk around and monitor the group discussions and to clarify misunderstandings or any other questions students may have. Students will then be assigned a number one through four and form four different groups, each consisting at least one student from each letter group. The students will take turns explaining what their first group (letter group), came up with in regards to analyzing their document. They will discuss their answers to the Document Analysis questions with the rest of the group, while the students listening take notes. After the groups are done meeting the teacher will go over any unanswered questions the students may still have and have a short discussion regarding each document, with help from the students.

After the class discussion summarizing the main points of each document, the students will complete the Bucketing – Getting Ready to Write and the Thesis Development and Road Map worksheet individually. Students will engage in two organization strategies in order to help them explain how the Treaty of Versailles facilitated Hitler’s Rise to Power. The first strategy, bucketing, gives students the opportunity to identify four causes. Students should make the connection that each Document is a different cause. Building on the Bucketing strategy, the Thesis Development and Road Map sheet, allows students to form their own thesis regarding how the Treaty of Versailles affected Germany, and facilitated Hitler’s rise to power due to the causes highlighted by each Document.

### Demonstrated Learning (Formative & Summative Assessments)

Formative: Hook Exercise, will assess students prior knowledge through analyzing the political cartoon.

Formative: During reading Background Essay teacher will assess how familiar students are with key vocabulary and will explain any words they are unfamiliar with.

Formative: During group discussion teacher will walk go from group to group making sure students are understanding what is asked of them and answer questions as well as offer guidance.

Formative: Organization strategies will be reviewed by teacher making sure students are on the right path and have the right ideas in order to complete the essay.

Summative Assessment: Students final DBQ Essay will be assessed for understanding, thesis, and proper use of primary sources.

### Lesson Closure

Students will work on the Mini-Q Essay Outline Guide for homework. Their finished packed with all questions answered and the two different organization strategies will assist the students in their Outline Guide.

Students will have two days to turn in their final DBQ essay.

Accommodations for English Learners, Struggling Readers and Students with Special Needs

The teacher reading aloud the Background Essay, highlighting and explaining important vocabulary will assist English Learners, Striving Readers and Students with Special Needs. When groups are being formed English Learners, Struggling Readers and Students with Special needs will be grouped higher achieving students in order to assist them. The Bucketing, Thesis Development and Road Map worksheets will help students organize their thoughts and assist them when writing their essay. The teacher will also make themselves available after class or school for students who are struggling with the content.