



Standards-at-a-Glance

- History-Social Science**
 Students have learned about ruthless dictators in Italy and the Soviet Union. In this section, they will study the rise of a third ruthless dictator—Adolf Hitler in Germany.
- Analysis Skills**
H13 Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- English-Language Arts**
 Writing 2.3

Prepare to Read

Build Background Knowledge **L3**

Ask the students to recall the terms of the peace treaty forced on Germany after World War I. Ask students to speculate how the people of Germany probably felt about those terms.

Set a Purpose **L3**

- WITNESS HISTORY** Read the selection aloud or play the audio.

Ask **What did the narrator fear most that night?** (*She was afraid of being killed.*) **What does her experience suggest about the Nazis' methods?** (*Sample: ruthless*)

AUDIO **Witness History Audio CD,** The Nazis in Control of Germany

- Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 5 Assessment answers.*)
- Preview** Have students preview the Section Standards and the list of Terms, People, and Places.
- Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the flowchart identifying main ideas about Germany after World War I.

Reading and Note Taking Study Guide, p. 119

5

SECTION



Adolf Hitler with a member of a Nazi youth organization

WITNESS HISTORY **AUDIO**

The Nazis in Control of Germany

In the 1930s, Adolf Hitler and the Nazi party brought hope to Germans suffering from the Great Depression. On the dark side of Hitler's promises was a message of hate, aimed particularly at Jews. A German Jewish woman recalls an attack on her family during *Kristallnacht*, a night in early November 1938 when Nazi mobs attacked Jewish homes and businesses.

“They broke our windowpanes, and the house became very cold. . . . We were standing there, outside in the cold, still in our night clothes, with only a coat thrown over. . . . Then they made everyone lie face down on the ground. . . . ‘Now, they will shoot us,’ we thought. We were very afraid.”

Focus Question How did Hitler and the Nazi party establish and maintain a totalitarian government in Germany?

Hitler and the Rise of Nazi Germany

Standards Preview

- 10.5.5** Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.
- 10.7.3** 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.

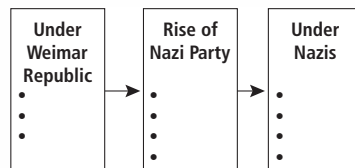
Terms, People, and Places

chancellor
Ruhr Valley
Third Reich

Gestapo
Nuremberg Laws

Note Taking

Reading Skill: Identify Main Ideas As you read, summarize the section's main ideas in a flowchart like the one below.



In November 1923, a German army veteran and leader of an extremist party, Adolf Hitler, tried to follow Mussolini's example by staging a small-scale coup in Munich. The coup failed, and Hitler was soon behind bars. But Hitler proved to be a force that could not be ignored. Within a decade, he made a new bid for power. This time, he succeeded by legal means.

Hitler's rise to power raises disturbing questions that we still debate today. Why did Germany, which had a democratic government in the 1920s, become a totalitarian state in the 1930s? How could a ruthless, hate-filled dictator gain the enthusiastic support of many Germans?

The Weimar Republic's Rise and Fall

As World War I drew to a close, Germany tottered on the brink of chaos. Under the threat of a socialist revolution, the kaiser abdicated. Moderate leaders signed the armistice and later, under protest, the Versailles treaty.

In 1919, German leaders drafted a constitution in the city of Weimar (VY mahR). It created a democratic government known as the Weimar Republic. The constitution set up a parliamentary system led by a **chancellor**, or prime minister. It gave women the vote and included a bill of rights.

Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

All in One Teaching Resources, Unit 3, p. 49; Teaching Resources, Skills Handbook, p. 3

High-Use Words

passive, p. 449

regime, p. 452

Definitions and Sample Sentences

adj. not active, nonviolent

Dogs actively seek affection by barking, while cats prefer a **passive** approach.

n. a government in power

There had been many attempts by neighboring nations to overthrow the current **regime**, which was known for brutality and abuse of the people.

The Weimar Republic's Rise and Fall

L3

Instruct

- Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Ask **In what ways were the actions of the German workers *passive*?** (*They refused to work.*) Remind students that as they read in the previous chapter, Gandhi advocated ***passive*** resistance. Have students list other examples of ***passive*** resistance.
- Teach** Ask students to list the problems that troubled the Weimar Republic. Write their responses on the board. (*weak government, demands for social change from the communists, attacks from conservatives who wanted a strong leader in charge, blame for the Versailles treaty, runaway inflation, reparations payments, and depression in the 1930s*) Ask **Why do you think culture flourished in the Weimar Republic despite the government's problems?** (*Sample: Artists may have felt inspired to speak out or depict the unrest and bitterness engendered by the republic's many problems.*)

Independent Practice


Ask students to work in small groups and decide what factor may have been the most significant in Hitler's coming to power and explain their choice. (*Samples: Germany had been eager for a strong leader; Hitler promised to restore Germany's former greatness.*) Then, using the Numbered Heads strategy (TE, p. T23), have students share their answers.

Monitor Progress

As students fill in their flowcharts, circulate to make sure they understand the main ideas of this section. For a completed version of the flowchart, see

 Note Taking Transparencies, 104

Answers

- Caption** They would go through their savings very fast.
-  The Weimar Republic was torn apart by extreme competing parties and conflict with France over the Versailles treaty. Economically, the republic was troubled by runaway inflation in the 1920s and depression in the 1930s.

Political Struggles The republic faced severe problems from the start. Politically, it was weak because Germany, like France, had many small parties. The chancellor had to form coalitions that easily fell apart.

The government, led by moderate democratic socialists, came under constant fire from both the left and right. Communists demanded radical changes like those Lenin had brought to Russia. Conservatives—including the old Junker nobility, military officers, and wealthy bourgeoisie—attacked the government as too liberal and weak. They longed for another strong leader like Bismarck. Germans of all classes blamed the Weimar Republic for the hated Versailles treaty. Bitter, they looked for scapegoats. Many blamed German Jews for economic and political problems.

Runaway Inflation Economic disaster fed unrest. In 1923, when Germany fell behind in reparations payments, France occupied the coal-rich **Ruhr Valley** (rour). Germans workers in the Ruhr protested using **passive** resistance and refused to work. To support the workers, the government continued to pay them, and printed huge quantities of paper money to do so. Inflation soon spiraled out of control spreading misery and despair. The German mark became almost worthless. An item that cost 100 marks in July 1922 cost 944,000 marks by August 1923. Salaries rose by billions of marks, but they still could not keep up with skyrocketing prices. Many middle-class families saw their savings wiped out.

Recovery and Collapse With help from the Western powers, the government did bring inflation under control. In 1924, the United States gained British and French approval for a plan to reduce German reparations payments. Under the Dawes Plan, France withdrew its forces from the Ruhr, and American loans helped the German economy recover. Germany began to prosper. Then, the Great Depression hit, reviving memories of the miseries of 1923. Germans turned to an energetic leader, Adolf Hitler, who promised to solve the economic crisis and restore Germany's former greatness.

Weimar Culture Culture flourished in the Weimar Republic even as the government struggled through crisis after crisis. The tumultuous times helped to stimulate new cultural movements, such as dadaist art and Bauhaus architecture. Berlin attracted writers and artists from around the world, just as Paris did. The German playwright Bertolt Brecht sharply criticized middle-class values with *The Three-Penny Opera*. The artist George Grosz, through scathing drawings and paintings, blasted the failings of the Weimar Republic. However, many believed that this modern culture and the Weimar Republic itself were not in keeping with Germany's illustrious past.

-  **Standards Check** What political and economic problems did the Weimar Republic face? **H-SS 10.7.3**

The Nazi Party's Rise to Power

Adolf Hitler was born in Austria in 1889. When he was 18, he went to Vienna, then the capital of the multinational Hapsburg empire. German Austrians

Vocabulary Builder

passive—(PAS iv) *adj.* not active, nonviolent

Inflation Rocks Germany

A man uses German marks to paper his wall because it costs less than buying wallpaper. At the height of the inflation, it would have taken 84,000 fifty-million mark notes like the one below, to equal a single American dollar. *Why would inflation hit middle class people with modest savings hard?*



Universal Access

Solutions for All Learners

- L4 Gifted and Talented** **L4 Advanced Readers**

Tell students that Weimar-era Germany experienced similar social and cultural movements to those in the United States and other parts of Europe in the 1920s. Ask students to choose which of the following areas is of greatest interest to them: art, literature, music,

architecture. Ask them to investigate developments in their area of interest in Weimar, Germany, in the 1920s and present their findings in a chart, piece of artwork, essay, or other type of product.

The Nazi Party's Rise to Power

L3

BIOGRAPHY



Adolf Hitler

As a boy, Adolf Hitler (1889–1945) became obsessed with Germany's 1871 victory in the Franco-Prussian War. "The great historic struggle would become my greatest spiritual experience," he later wrote. "I became more and more enthusiastic about everything . . . connected with war."

In school, young Hitler was known as a ringleader. One of his teachers recalled, "He demanded of his fellow pupils their unqualified obedience." He failed to finish high school and was later crushed when he was rejected by art school.

After Hitler came to power, he used his elite guard of storm troopers to terrorize his opponents. But when he felt his power threatened, Hitler had leaders of the storm troopers murdered during the "Night of the Long Knives" on June 30, 1934. **Why do you think historians study the Hitler's upbringing?**

made up just one of many ethnic groups in Vienna. Yet they felt superior to Jews, Serbs, Poles, and other groups. While living in Vienna, Hitler developed the fanatical anti-Semitism, or prejudice against Jewish people, that would later play a major role in his rise to power.

Hitler went to Germany and fought in the German army during World War I. In 1919, he joined a small group of right-wing extremists. Like many ex-soldiers, he despised the Weimar government, which he saw as weak. Within a year, he was the unquestioned leader of the National Socialist German Workers, or Nazi, party. Like Mussolini, Hitler organized his supporters into fighting squads. Nazi "storm troopers" fought in the streets against their political enemies.

Hitler's Manifesto In 1923, as you have read, Hitler made a failed attempt to seize power in Munich. He was arrested and found guilty of treason. While in prison, Hitler wrote *Mein Kampf* ("My Struggle"). It would later become the basic book of Nazi goals and ideology.

Mein Kampf reflected Hitler's obsessions—extreme nationalism, racism, and anti-Semitism. Germans, he said, belonged to a superior "master race" of Aryans, or light-skinned Europeans, whose greatest enemies were the Jews. Hitler's ideas were rooted in a long tradition of anti-Semitism. In the Middle Ages, Christians persecuted Jews because of their different beliefs. The rise of nationalism in the 1800s caused people to identify Jews as ethnic outsiders. Hitler viewed Jews not as members of a religion but as a separate race. (He defined a Jew as anyone with one Jewish grandparent.) Echoing a familiar right-wing theme, he blamed Germany's defeat in World War I on a conspiracy of Marxists, Jews, corrupt politicians, and business leaders.

In his recipe for revival, Hitler urged Germans everywhere to unite into one great nation. Germany must expand, he said, to gain *Lebensraum* (LAY buns rowm), or living space, for its people. Slavs and other inferior races must bow to Aryan needs. To achieve its greatness, Germany needed a strong leader, or Führer (FYOO rur). Hitler was determined to become that leader.

Hitler Comes to Power After less than a year, Hitler was released from prison. He soon renewed his table-thumping speeches. The Great Depression played into Hitler's hands. As unemployment rose, Nazi membership grew to almost a million. Hitler's program appealed to veterans, workers, the lower middle classes, small-town Germans, and business people alike. He promised to end reparations, create jobs, and defy the Versailles treaty by rearming Germany.

With the government paralyzed by divisions, both Nazis and Communists won more seats in the Reichstag, or lower house of the legislature. Fearing the growth of communist political power, conservative politicians turned to Hitler. Although they despised him, they believed they could control him. Thus, with conservative support, Hitler was elected chancellor in 1933 through legal means under the Weimar constitution.

Within a year, Hitler was dictator of Germany. He and his supporters suspended civil rights, destroyed the socialists and Communists, and disbanded other political parties. Germany became a one-party state. Like Stalin in Russia, Hitler purged his own party, brutally executing Nazis he felt were disloyal. Nazis learned that Hitler demanded unquestioning obedience.

Standards Check Describe the Nazi party's ideology and Hitler's plans for ruling Germany. **H-SS 10.7.3**

Instruct

■ **Introduce** Display **Color Transparency 82: Hitler at Nuremberg Stadium**. Based on clues in the photograph of Hitler giving a speech at Nuremberg Stadium, have students predict what kind of leader he would be.

Color Transparencies, 82

■ **Teach** Ask students to briefly describe Hitler's life, after reading the text and the Biography on this page. Then ask **What actions and promises enabled Hitler to become dictator of Germany?** (*He made use of the frustrations brought on by the depression and fear of communists to gain the support of many Germans. After his election as chancellor, he suppressed all opposition.*) **What ideas did Hitler put forward in *Mein Kampf*?** (*his brand of extreme nationalism, racism, and anti-Semitism*)

Independent Practice

Have students make a timeline, charting the Nazi party's rise to power.

Monitor Progress

As students create their timelines, circulate to ensure they understand the conditions that paved the way to Hitler's rise to power.

Answers

BIOGRAPHY to understand how events from his upbringing would have affected his later actions

✓ The Nazi party's ideology was based on anti-Semitism, pride in Germany's past, and revenge for the Treaty of Versailles. Hitler planned to defy the Versailles treaty, create jobs, and bring Germany back to greatness.

History Background

The Fortunes of the Young Hitler As a young man, Hitler moved to Vienna from the Austrian countryside to try to become an artist. Although he had some talent, the Academy of Fine Arts denied him entry twice. He remained in Vienna, living in poverty. However, he soon found his niche—as a soldier in the German army during World War I. He served bravely

and received an unusual number of awards. He was wounded in the Battle of the Somme in 1916, and again when he was gassed in 1918. After the war, Hitler finally gained financial security with the publication of his manifesto, *Mein Kampf*, in 1925. When he became chancellor of Germany in 1933, sales skyrocketed, making him a millionaire.

The Third Reich Controls Germany

Once in power, Hitler and the Nazis moved to build a new Germany. Like Mussolini, Hitler appealed to nationalism by recalling past glories. Germany's First Reich, or empire, was the medieval Holy Roman Empire. The Second Reich was the empire forged by Bismarck in 1871. Under Hitler's new **Third Reich**, he boasted, the German master race would dominate Europe for a thousand years.

To combat the Great Depression, Hitler launched large public works programs (as did Britain and the United States). Tens of thousands of people were put to work building highways and housing or replanting forests. Hitler also began a crash program to rearm Germany and schemed to unite Germany and Austria. Both measures were a strong repudiation, or rejection, of the hated Versailles treaty.

Germany Becomes a Totalitarian State To achieve his goals, Hitler organized an efficient but brutal system of terror, repression, and totalitarian rule. Nazis controlled all areas of German life—from government to religion to education. Elite, black-uniformed SS troops enforced the Führer's will. His secret police, the **Gestapo** (guh STAH poh), rooted out opposition. The masses, relieved by belief in the Nazis' promises, cheered Hitler's accomplishments in ending unemployment and reviving German power. Those who worried about Hitler's terror apparatus quickly became its victims or were cowed into silence in fear for their own safety.

The Campaign Against the Jews Begins In his fanatical anti-semitism, Hitler set out to drive Jews from Germany. In 1935, the Nazis passed the **Nuremberg Laws** which deprived Jews of German citizenship and placed severe restrictions on them. They were prohibited from marrying non-Jews, attending or teaching at German schools or universities, holding government jobs, practicing law or medicine, or publishing

"Night of Broken Glass"

On the night of November 9, 1938 and into the next day, German mobs smashed the windows of Jewish homes and business, looted Jewish shops, and burned synagogues. Many Jewish people were dragged from their homes and beaten in the streets. Not only did the Nazi government authorize these attacks, it made the Jewish victims pay for the damage.



The Third Reich Controls Germany

13

Instruct

- **Introduce: Key Terms** Ask students to find the key terms **Gestapo** and **Nuremberg Laws** (in blue) in the text and explain their meanings. Ask students to write a sentence that relates these two terms to each other and describes their significance to Nazi Germany.
- **Teach** Ask **What did Hitler do in defiance of the Versailles treaty?** (*built up Germany's military and schemed to unite Austria and Germany*) **How did Hitler expand his control over the German people?** (*He brought business and labor under his control; he indoctrinated young people with Nazi ideology; he limited women's roles; he organized a system of terror and repression of opposition; he placed severe restrictions on Jews; he demanded that education and the arts reflect Nazi values; and he sought to replace religion with his racial creed.*)
- **Quick Activity** Ask students to look at the images on this page and the next page. Read the captions and discuss the visuals as a class. Ask students to use the visuals to describe what life was like in the Third Reich.

Independent Practice

Viewpoints To help students better understand the propaganda techniques used by Hitler, have them read the selection *Hitler's Propaganda Machine* and complete the worksheet.

All in One Teaching Resources, Unit 3, p. 55

Monitor Progress

Have students reread the black headings and summarize the content under each one. Ensure that students understand that Hitler's regime was based on totalitarian control of the German state and people.

Link to Economics

Hitler's Popularity Hitler promised Germany an economic recovery—and he delivered it. As most of the world was gripped by the Great Depression, Hitler launched a massive public works program. Millions of Germans were employed constructing superhighways, office buildings, sports arenas, public housing, and military materials. As a result, unemployment dropped from six million in 1932 to one million in 1936. By

1938, there was a shortage of workers and women began taking jobs outside the home. Between 1932 and 1938, the standard of living for employed Germans rose by more than 20 percent. For the masses of ordinary Germans, those who were not Jews, Slavs, Gypsies, communists, or other persecuted minorities, Hitler had produced an economic miracle.

Authoritarian Rule in Eastern Europe

L3

Instruct

- **Introduce** Remind students that the entire world faced economic problems from 1919 to 1939. Ask them to recall how Britain, France, Italy, and Germany responded to this challenge and then have them predict how the nations in Eastern Europe would react to the same challenge.
- **Teach** Ask **What problems did the new nations in Eastern Europe face in the postwar years?** (*lack of capital to develop industry, social inequalities, little experience in democracy, ethnic and religious tensions*) **Where did dictators use these problems to gain power?** (*every Eastern European country except Czechoslovakia and Finland*) **How were these dictators similar to Hitler?** (*They promised order and won the support of the military and the wealthy, and they used Jews as scapegoats for many problems.*)
- **Quick Activity** Display **Color Transparency 83: Ethnic Groups of Eastern Europe, 1936**. Use the lesson suggested in the transparency book to guide a discussion on how these ethnic groups were a source of conflict after World War I.


 Color Transparencies, 83

Independent Practice

Have students fill in the Outline Map *Fascist Governments in Europe, 1939* and label the areas taken over by fascist dictators.

 Teaching Resources, Unit 3, p. 56

Monitor Progress

- Circulate to make sure students are filling in their Outline Maps accurately. Administer the Geography Quiz.
-  Teaching Resources, Unit 3, p. 58
- Check Reading and Note Taking Study Guide entries for student understanding.

Answer

- ✓ The Nazi party maintained power by keeping some of Hitler's promises and brutally cracking down on dissent.

books. Nazis beat and robbed Jews and roused mobs to do the same. Many German Jews fled, seeking refuge in other countries.

Night of Broken Glass On November 7, 1938, a young Jew, whose parents had been mistreated in Germany, shot and wounded a German diplomat in Paris. Hitler used the incident as an excuse to stage an attack on all Jews. *Kristallnacht* (krih STAHL nahkt), or the “Night of Broken Glass,” took place on November 9 and 10. Nazi-led mobs attacked Jewish communities all over Germany. Before long, Hitler and his henchmen were making even more sinister plans for what they called the “final solution”—the extermination of all Jews.

Nazi Youth To build for the future, the Nazis indoctrinated young people with their ideology. In passionate speeches, the Führer spewed his message of racism. He urged young Germans to destroy their so-called enemies without mercy. On hikes and in camps, the “Hitler Youth” pledged absolute loyalty to Germany and undertook physical fitness programs to prepare for war. School courses and textbooks were rewritten to reflect Nazi racial views.

Like Fascists in Italy, Nazis sought to limit women's roles. Women were dismissed from upper-level jobs and turned away from universities. To raise the birthrate, Nazis offered “pure-blooded Aryan” women rewards for having more children. Still, Hitler's goal to keep women in the home and out of the workforce applied mainly to the privileged. As German industry expanded, women factory workers were needed.

Purging German Culture The Nazis also sought to purge, or purify, German culture. They denounced modern art, saying that it was corrupted by Jewish influences. They condemned jazz because of its African roots. Instead, the Nazis glorified old German myths such as those re-created in the operas of Richard Wagner (VAHG nur).

Hitler despised Christianity as “weak” and “flabby.” He sought to replace religion with his racial creed. To control the churches, the Nazis combined all Protestant sects into a single state church. They closed Catholic schools and muzzled the Catholic clergy. Although many clergy either supported the new regime or remained silent, some courageously spoke out against Hitler.

✓ **Standards Check** How did the Nazi party maintain its control of Germany? **H-SS 10.5.5**

Authoritarian Rule in Eastern Europe

Like Germany, most new nations in Eastern Europe slid from democratic to authoritarian rule in the postwar era. In 1919, a dozen countries were carved out of the old Russian, Austro-Hungarian, Ottoman and German empires. Although they differed from one another in important ways, they faced some common problems. They were small countries whose rural agricultural economies lacked capital to develop industry. Social and economic inequalities separated

Vocabulary Builder

regime—(ruh ZHEEM) *n.* a government in power

Nazi Book Burnings

Nazis burned books of which they disapproved, such as *All Quiet on the Western Front*, in huge, organized public bonfires. The Nazis viewed Remarque's novel as an insult to the German military.



Universal Access


Solutions for All Learners

L1 Special Needs **L2** Less Proficient Readers

Review the locations of the countries mentioned under the heading “Authoritarian Rule in Eastern Europe” by directing students to look at the map titled “Europe, 1920” on page 373. Then ask students to work as partners to create a concept web with “Causes of Unrest in Eastern Europe” in the central circle and the individual causes stemming out of that center.

L2 English Language Learners

Use the following resources to help students acquire basic skills.

 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 119
- Adapted Section Summary, p. 120

poor peasants from wealthy landlords. None had much experience with the democratic process. Further complicating the situation, tensions leftover from World War I hindered economic cooperation between countries. Each country in the region tried to be independent of its neighbors, which hurt all of them. The region was hit hard by the Great Depression.

Ethnic Conflict Old rivalries between ethnic and religious groups created severe tensions. In Czechoslovakia, Czechs and Slovaks were unwilling partners. Serbs dominated the new state of Yugoslavia, but restless Slovenes and Croats living there pressed for independence. In Poland, Hungary, and Romania, conflict flared among various ethnic groups.

Democracy Retreats Economic problems and ethnic tensions contributed to instability, which in turn helped fascist rulers gain power. In Hungary, military strongman Nicholas Horthy (HAWR tay) overthrew a Communist-led government in 1919. By 1926, the military hero Joseph Pilsudski (peel SOOT skee) had taken control over Poland. Eventually, right-wing dictators emerged in every Eastern European country except Czechoslovakia and Finland. Like Hitler, these dictators promised order and won the backing of the military and wealthy. They also turned to anti-semitism, using Jewish people as scapegoats for many national problems. Meanwhile, strong, aggressive neighbors eyed these small, weak states of Eastern Europe as tempting targets.

Standards Check Why did authoritarian states rise in Eastern Europe after World War I? **H-SS 10.7.3**

Notable Jewish Figures of Central Europe, Early 1900s

Person	Achievements
Marc Chagall	Forerunner of Surrealism
Gustav Mahler	Composed symphonies and conducted many major orchestras
Arnold Schoenberg	Pioneered new styles of music
Franz Kafka	Influential style of surrealist writing
Albert Einstein	Important scientist
Sigmund Freud	Founder of psychoanalysis
Edmund Husserl	Founder of phenomenology movement
Rudolph Lipschitz	Worked on number theory and potential theory

The table above lists a few of the notable Jewish people whose exceptional talents flew in the face of Hitler's claims of Aryan superiority. Many of these people fled Central Europe in the face of the Nazi regime. **Chart Skills** Describe how losing some of these thinkers might have hurt Nazi Germany.

Standards Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: mza-2851

● Writing About History

Quick Write: Use Compare-and-Contrast Transitions Use strong transitions to help readers navigate your compare-and-contrast essays. Words such as *however*, *but*, *nevertheless*, *yet*, *likewise*, *similarly*, and *instead* signal comparison-and-contrast relationships. Add one of these words to the statements below to clarify their meanings.

- Hitler's rise was based on hate. He was a popular leader.
- Germany became a fascist state. Many of the countries of Eastern Europe became fascist states.

● Terms, People, and Places

- Place each of the terms listed at the beginning of the section into one of the following categories: politics, culture, or economy. Write a sentence explaining your choice.

● Note Taking

- Reading Skill: Identify Main Ideas** Use your completed flowchart to answer the section Focus Question: How did the Hitler and the Nazi party establish and maintain a totalitarian government in Germany?

● Comprehension and Critical Thinking

- Express Problems Clearly** List three problems faced by the Weimar Republic.

- Recognize Ideologies** What racial and nationalistic ideas did Nazis promote?
- Summarize** What were some of the restrictions that Hitler placed on German Jews?
- Demonstrate Reasoned Judgment** Do you think that there are any reasons why a government would be justified in banning books or censoring ideas? Explain.
- Identify Effects** Why did dictators gain power in much of Eastern Europe?
- Draw Conclusions** Both Stalin and Hitler instituted ruthless campaigns against supposed enemies of the state. Why do you think dictators need to find scapegoats for their nation's ills?

- Sample: the difficulty of forming a strong coalition government, interference from France in the Ruhr, and runaway inflation
- that Germans were a superior race and Jewish people were responsible for many of Germany's problems
- Jewish people were not allowed to marry non-Jews, attend or teach at German schools, or pursue certain careers.
- Answers will vary.
- Economic problems and ethnic tensions caused weak governments to fail and dictators could take over.

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- All in One Teaching Resources, Unit 3, p. 48**
- To further assess student understanding, use **Progress Monitoring Transparencies, 56**

Reteach

If students need more instruction, have them read the section summary.

- Reading and Note Taking Study Guide, p. 120**
- Adapted Reading and Note Taking Study Guide, p. 120**
- Spanish Reading and Note Taking Study Guide, p. 120**

Extend

Ask students if they think a leader like Adolf Hitler could gain support and take over the government in any present-day European country. Ask them to write a paragraph expressing their opinion and giving reasons for it.

Answers

Chart Skills They were responsible for revolutionary and world-changing ideas in their fields, which would have been valuable to Germany.

- Economic problems, ethnic tensions, and inexperience in democracy fostered the rise of authoritarian states in Eastern Europe.



Standard	Assessment
H-SS 10.5.5	2
H-SS 10.7.3	2, 3, 4, 5, 6, 7, 8
E-LA W 2.3	Quick Write

- Sample: scapegoating deflects the blame away from dictators.

● Writing About History

Accept any answers that correctly use the suggested phrases.

For additional assessment, have students access **Standards Monitoring Online** at **Web Code mza-2851**.

Section 5 Assessment

- Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
- Hitler won power by promising to solve Germany's problems and to restore Germany's greatness. He maintained power by disbanding all other political parties and using a system of terror, and repression, to control all aspects of German life.