

Teachers's

Guide

How Would You Vote?



GRADE
9-12

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Table of Contents	
About this Teacher's Guide	3
Overview	4
Georgia Standards of Excellence Correlated with These Activities	5

Activity

How Would You Vote?	9
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Supplementary Materials and Resources

German Voter Biographies	15
Bibliography & Suggested Reading	17
Resources for Teachers: K-12 Educational Programs	18



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L6-8WHST8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

L6-8WHST9 Draw evidence from informational texts to support analysis reflection, and research.

L6-8WHST10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

HIGH SCHOOL

These lessons meet the criteria for the following high school Georgia Standards of Excellence:

SOCIAL STUDIES

SSWH18: Examine the major political and economic factors that shaped world societies between World War I and World War II.

- b. **Describe the rise of fascism in Europe and Asia** by comparing the policies of Benito Mussolini in Italy, **Adolf Hitler in Germany**, and Hirohito in Japan.
- c. **Describe the nature of totalitarianism and the police state that existed in the Soviet Union, Germany, and Italy and how they differ from authoritarian governments.**
- d. **Explain the aggression and conflict leading to World War II in Europe and Asia;** include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, **and the German violation of the Treaty of Versailles.**

SSWH19: Demonstrate an understanding of the global political, economic, and social impact of World War II.

- b. **Identify Nazi ideology and policies that led to the Holocaust and its consequences.**

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADES 9-10

L9-10RHSS1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information .

L9-10RHSS2 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.

L9-10RHSS3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

L9-10RHSS4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

L9-10RHSS8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

L9-10RHSS9 Compare and contrast treatments of the same topic in several primary and secondary sources.

L9-10RHSS10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently

L11-12RHSS9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

L11-12RHSS10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12

L11-12WHST1 Write arguments focused on discipline-specific content

L11-12WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

L11-12WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L11-12WHST5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L11-12WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9 Draw evidence from informational texts to support analysis, reflection, and research.

L11-12WHST10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Lesson

How Would You Vote?

1. Begin by asking students to generate a list of today's political issues and write them on the board (save this for later). Discuss how most people vote for one or two issues that concern them. Have them write on a scrap piece of paper the top two issues that concern them today.
2. Explain the political environment during the 1932 elections.

Explain that the Treaty of Versailles put a formal end to World War I, but that its signing crushed Germany. Ask students to discuss how the following tenants of the treaty would have affected the German people:

... On June 28, 1919, the Treaty of Versailles was signed in Versailles, France. The treaty ended World War I and imposed heavy reparations on Germany. The treaty also required Germany to accept full responsibility for the war and to allow the League of Nations to monitor its compliance. The treaty was widely unpopular in Germany, and it led to the rise of Adolf Hitler and the Nazi Party. The party promised to cancel the treaty and to restore Germany's honor.

<http://www.historyplace.com/worldwar2/riseofhitler/ends.htm>

Explain the German economic situation after the stock market crash of 1929 and the impact of war reparations and inflation.

Explain the conservative backlash against cultural changes in art, music, and social norms under the Weimar republic.

Explain how a series of chancellors began to rule according to "emergency power decree" instead of parliamentary democracy, which further undermined democratic participation in Germany.

- 3.

7. Hand out ballots to each student and have them write down which party they would vote for (A, B or C) according to the issues that are important to them and place it in the ballot box. Have one student count the ballots out loud and one student record the votes in the appropriate column.
8. Reveal to the class the affiliation of each party platform:
A= Communists



SOURCE SHEET A

The Weimar party, with its candidate, incumbent Field Marshall von Hindenburg, won by a slim margin. However, by January of 1933, Hindenburg handed over the chancellorship to platform C's candidate, Adolf Hitler, whose Nazi party had swept the election the previous year in nearly every political office.

Results of the 1932 election:

Presidential Elections:

Paul von Hindenburg: 53.1%
Adolf Hitler: 36.7 %
Ernst Thälmann: 10.1%

Parliamentary Elections:

Nazi Party: 37.8%
Social Democrats: 21.9% Communist
Party: 14.6%

Party Representation in the Reichstag of the Weiman Republic						
Party	May 1928	Sept. 1930	July 1932	Nov. 1932	Mar. 1933	Nov. 1933

SOURCE SHEET B

Platform A:

We are committed to the overthrow of the presently existing, oppressive Republic and all of its economic and social institutions. The party favors:

- The abolition of private property – when property is not owned publicly, it cannot be distributed to those who are poor, cold, sick or hungry.
- The establishment of land reform programs in which the government will take over the land and distribute it for the common good of all.
- Transfer of all industries to the government so that they can be operated for the benefit of all people.
- A foreign policy that will build friendly relations between Germany and the Soviet Union since we share interests.
- To the German people: the cause of your misery is the fact that French, British, and American capitalists are exploiting German workers to get rich themselves. Germans, unite and remove this terrible burden.

SOURCE SHEET C

Platform B:

SOURCE SHEET D

Platform C:

We demand:

- A union of all Germans to form a great Germany on the basis of self-determination of peoples.
- Abolition of the Treaty of Versailles.
- Land and territory (colonies) for our surplus population.
- The requirement that all German citizens have German blood.
- Non-citizens will live in Germany as foreigners only, subject to laws governing aliens.
- The vote will be allotted to citizens, only, as will the privilege of holding office. If it becomes impossible for the mother-land to feed the entire population, aliens must be expelled.
- No further immigration of non-Germans will be allowed. Any non-German who arrived after April 2, 1914, shall leave immediately.
- A thorough reconstruction of our education system will ensue, with the science of citizenship taught from grade one.
- All newspapers must be published in German, by German citizen-owners.

German Voter Biography 4: Eric von Ronheim

Eric von Ronheim, the head of a Frankfurt textile factory, is very concerned about the economic depression. Sales are down and so are profits. If the Germans had not been treated so ruthlessly under the Treaty of Versailles, he argues, the nation would be far better off. Instead, the government has had to impose heavy taxes to pay reparations to its former enemies. As a result, Germans are overtaxed with little money to spend on textile and other consumer goods. The world-wide depression has made matters worse by limiting foreign markets for German products. Even if the depression were over, Eric does not think taxes would come down because of the reparation payments. Eric considers the idea of government controlled factories and friendly relationships with the Soviet Union a serious threat to Germany. As a business owner, he fears the agenda of Platform A: Under its provisions, he would receive no compromises from unions or government. He also feels Platform A makes Germany subservient to its former enemy, Russia.

German Voter Biography 5: Hermann Struts

Hermann Struts, a lieutenant in the German army, fought bravely during World War I. He comes from a long line of army officers and is a graduate of the German military academy. Struts has always taken pride in the army's ability to defend the nation and its strong leadership. Yet Hermann is bitter about being passed over for promotion these last ten years. Few soldiers have been promoted, mainly because the German army was so reduced by the Treaty of Versailles. In the old army, Struts would have been at least a captain by now and possibly a major. The Treaty, he argues, has done irreparable harm not only to Germany's honor but also to his own honor as a soldier. He feels that if the civilian government had refused to sign the Treaty and allowed the army to continue to fight, both he and Germany would be better off.

German Voter Biography 6: Karl Schmidt

Karl Schmidt is unemployed and lives in the rich steel-producing Ruhr Valley. Like many of his neighbors, he lost his job because of the economic depression. Yet Karl notices that the owners of the steel mills still live in big houses and drive expensive cars. Why are they protected from the depression when workers suffer? Although the government provides unemployment compensation, the money is barely enough to support Karl, his wife and two children. However, the government claims that it cannot afford to continue even these payments much longer. Karl feels the government would be in a stronger position to help people if it cut off reparations. But he also knows that if the government did so, the French might occupy the Ruhr valley just as they did in 1923. What is needed is a government that is responsive to the workers, perhaps even one that is run by the workers, as some of his friends believe. He is convinced that Germany needs a government that is strong enough to stop reparation payments.

Bibliography & Suggested Reading

The History Place. "Rise of Hitler: Hitler Runs for President." The History Place, 1996.
<http://www.historyplace.com/worldwar2/riseofhitler/runs.htm>.

"Belfer Exemplary Lessons Initiative." United States Holocaust Memorial Museum.
Accessed March 28, 2018. **<https://www.ushmm.org/educators/professional-events-and-resources/belfer-educators-conference/belfer-lessons>**.

Resources for Teachers: K-12 Educational Programs

The mission of the Museum of History and Holocaust Education is to support K-12 students and teachers in the study of World War II and the Holocaust. Our programs are free and flexible, and you can customize a program to fit your school's specific needs. We offer:

- Field Trips to the museum
- In-School Programs
- Traveling Trunks
- Traveling Exhibitions
- Online Teacher's Guides
- Summer Workshop for High School Students
- No Place for Hate Art and Writing Contest
- Professional Development Workshops
- On-Site Events

To reserve a program, or for more information, contact us at **470-578-2083** or by email at **mhheeducation@kennesaw.edu**.

The Legacy Series

The Museum of History and Holocaust Education's *Legacy Series*, oral history program uses filmed interviews to preserve the experiences of Holocaust survivors, World War II veterans, and home front workers living in Georgia. Through our website, you can find short video clips excerpted from these filmed interviews, in which the individuals share their World War II and Holocaust experiences. We encourage you to use these in your classroom to support your teaching about World War II and the Holocaust, and to help your students meet history face to face.

historymuseum.kennesaw.edu/educators/legacy_series.php



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