

HUMANITAS INTERDISCIPLINARY THEMATIC UNIT

School: Belmont High School

Grade: 9th

Team Members:

Mary-Claire Little
English

Katalin Stazer
Art

Cesar Tejada
Cultural
Geography

Subjects:

THEME/OUTCOMES

Unit Theme: Post WWI Germany: the Transformation of a Free Society to State-Imposed Order

Rationale: In our pluralistic society, we must work together to accomplish our shared civic goals. To do so, we must be able to think critically about certain complex concepts:

1. The tension of civil liberties and national security.
2. Dissent vs. Conformity.
3. Free expression and the threat of propaganda.

The rise of the Nazis to power and the historical developments and injustices that took place in the art world prior to and during this time provide a powerful case study for students to explore these concepts and gain insight into the burden of civic responsibilities.

Outcomes for Students:

Students will understand:

1. How to synthesize multiple texts when writing a response to a complex prompt.
2. How to formulate an effective thesis that clearly articulates a position
3. The relevance of class texts to essential questions
4. The factors that contributed to the transformation of post-WWI Germany from a free society to one with state-imposed order
5. What freedoms they believe people should have in a society, what government's role is in creating order in society, and what, if anything, would cause them to support the restriction of freedom in a society.

ESSENTIAL QUESTIONS

English

- What is the right balance of freedom and order in a society?
- Why remember painful events?
- Why study the violent and unjust past?
- Why do people trade freedom for social order?
- Why do people risk social order for freedom?
- What is the function of a utopian/ dystopian novel?

Art

- Was German Expressionism art innovation or cultural disintegration?
- Does Degenerate Art reflect cultural disintegration?
- How was the power of mass media and propaganda used to influence people's thoughts and actions toward each other?
- What forms of propaganda existed in Nazi Germany and how did they affect the minds and emotions of the population?
- Why were so many willing to conform to the authority of the state?

Geography

- What concerns did Germans have that may have influenced the stand or position they took during the war?
- What were the conditions in Germany that allowed the Nazis to come to power?
- What conditions put democracy at risk?

INTERDISCIPLINARY ESSAY PROMPT

What were the factors that contributed to the transformation of post-WWI Germany from a free society to one with state-imposed order?

- Explain how Jonas's society in the Giver reflects the benefits of state-imposed order and how it produces the justification for disobeying and disrupting this order.
- Explain this transformation in the arts.
- Explain the economic, political, and social factors in Germany.
- Explain how this historical and fictional examination of freedom and order has influenced your beliefs. What freedoms do you believe people should have in a society, and what is government's role in creating order in society? What if anything would cause you to support the restriction of freedom in a society?

Shared instructional strategies (Cornell Notes, Cooperative grouping, Shared Inquiry, graphic organizers)

Name: Mary-Claire Little

Subject: English

Focus Standards:

Writing

- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.
- 2.3 Write expository compositions, including analytical essays and research reports:
- Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - Convey information and ideas from primary and secondary sources accurately and coherently.
 - Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - Use technical terms and notations accurately.

Written and Oral Language Conventions

Which Ones?

(One to two primary standards per subject area. Write abbreviated standard after number.)

Materials:

The Giver by Lois Lowry

Activities:

Revising writing
Socratic Seminar
Interdisciplinary essay prep

The Humanities Connection...

Visit to the Museum of Tolerance

Name Katalin Stazer

Subject: Art

Focus Standards:

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
- 2.1 Solve and visualize arts problem that involves the effective use of the elements of art and the principles of design.
- 2.6 Create a two or three-dimensional work of art that addresses a social issue.
- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

(One to two primary standards per subject area. Write abbreviated standard after number.)

Materials:

Slides on German Expressionist Art
Degenerate Art Video
Slides on Art and Architecture of the Third Reich
Riefenstahl's "Triumph of the Will"
"Hangman" poem and animated film
Examples of printed propaganda, especially political cartoons

Activities:

1. Visual thinking strategies to view German Expressionist Art
2. View Degenerate Art Video
3. View Slides of the Art and Architecture of Third Reich
4. View Riefenstahl's "Triumph of the Will"
5. Examine examples of printed propaganda and political cartoons
6. Read "Hangman" poem and view the cartoon
7. Design and execute linoleum cut print based on the conditions that existed in Germany after WWI on the plight of "others"?

The Humanities Connection...

Visit to the Museum of Tolerance

Name: Cesar Tejada Subject: Geography

Focus Standards:

World History, Culture, and Geography: The Modern World

10.8 Students analyze the causes and consequences of World War II.

- . Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
 - . Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
 - . Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
 - . Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas Mac Arthur, Dwight Eisenhower).
 - . Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
- Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

Principles of American Democracy

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

- . Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
- . Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
- . Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
- . Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
- . Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
- . Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

- . Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
 - . Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
 - . Discuss the historical role of religion and religious diversity.
- Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

(One to two primary standards per subject area. Write abbreviated standard after number.)

Materials:

Facing History and Ourselves
"Swing Kids"

Activities:

Online Weimar Module
In-class causal essay/ paragraphs on conditions that led to the rise of the Nazi

The Humanities Connection...

Visit to the Museum of Tolerance
Cabaret Music
Nazi-banned "Degenerate" music