

# Teacher's

## *How Would You Vote?*

# Guide



GRADE  
9-12

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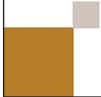
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## *About this Teacher's Guide*

This curriculum guide for **middle and high school** teachers will help educate students about the impact of world events, culture, and the economy on German Politics in World War II. Although the lesson in this guide focuses on Social Studies, the activities are designed to be cross-curricular and can also be used for the Reading and Writing Standards for Literacy, English Language Arts, and Advanced Placement classes. This guide can be used in tandem with other offerings available from the Museum of History and Holocaust Education. To inquire about availability, please email us at **mhheeducation@kennesaw.edu**.

This guide is organized as a single lesson which is intended to take between one and two class periods to complete. We recognize, however, that not all teachers will be able to dedicate this amount of time to the topic of World War II; portions of the activity, therefore, can be pulled out of the lesson and stand alone as individual parts.

**Teachers should review all resources provided in this guide before sharing them with students to determine the appropriateness for their class.**

***Credits:** This lesson plan was adapted by the Education Staff at The Museum of History and Holocaust Education from educational materials developed for the Arthur and Rochelle Belfer National Conference for Educators at the United States Holocaust Memorial Museum in Washington, D.C.*

**Overview:**

In 1933 Adolf Hitler was elected chancellor of Germany. The political climate had become increasingly uncertain due, in part, to the effects of the Treaty of Versailles. The treaty was signed in 1919 and concluded that Germany alone was at fault for World War I. The consequences for Germany seemed exceptionally harsh. This, when combined with the conservative backlash against the cultural developments under the Weimar Republic and the effects of the “emergency power decree,” created a tumultuous situation in Germany. Additionally, Germany was in a difficult economic situation after the stock market crash of 1929.

In 1932, it was clear that the Nazis would not receive the majority vote they need to win the democratic elections. Hitler decided to negotiate with the conservatives and was appointed chancellor by Paul von Hindenburg of the Weimar Republic in January of 1933. This guide addresses the ways in which events, culture, and public opinion influenced the vote in Germany.

This guide encourages students to consider the differing points of view in Germany at the time of the election. Groups will research different platforms and consider how they might vote. Students should put this activity in conversation with current events and politics.

**Georgia Standards of Excellence correlated with *How Would You Vote?* activities:**

**MIDDLE SCHOOL**

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

**SOCIAL STUDIES**

**SS6H3: Explain conflict and change in Europe.**

- a. Describe the aftermath of World War I: the rise of communism, the **Treaty of Versailles, the rise of Nazism, and worldwide depression.**
- b. **Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust.**

**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADES 6-8**

- L6-8RHSS1 Cite specific textual evidence to support analysis of primary and secondary sources.
- L6-8RHSS2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- L6-8RHSS3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- L6-8RHSS4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- L6-8RHSS5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- L6-8RHSS6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- L6-8RHSS7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- L6-8RHSS8 Distinguish among fact, opinion, and reasoned judgment in a text.
- L6-8RHSS9 Analyze the relationship between a primary and secondary source on the same topic.
- L6-8RHSS10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8**

- L6-8WHST1 Write arguments focused on discipline-specific content.
- L6-8WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes .
- L6-8WHST7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10**

- L9-10WHST1 Write arguments focused on discipline-specific content.
- L9-10WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- L9-10WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L9-10WHST7 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.
- L9-10WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- L9-10WHST9 Draw evidence from informational texts to support analysis, reflection, and research.
- L9-10WHST10 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 audience.

**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADES 11-12**

- L11-12RHSS1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- L11-12RHSS2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- L11-12RHSS3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- L11-12RHSS4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- L11-12RHSS5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- L11-12RHSS6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- L11-12RHSS7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- L11-12RHSS8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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 by the victorious Allies and was then dutifully ratified by the German democratic government. Under the terms of the treaty, Germany alone was forced to accept responsibility for causing the war and had to pay huge war reparations for all the damage. Germany also had to give up land to France and Poland. The German Army was limited to 100,000 men and was forbidden to have submarines or military aircraft.”*

<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. Divide students into six groups. Have them read the three political platforms included in this lesson plan from the 1932 German election in which Adolf Hitler ran. (The platforms are only identified as A, B, or C. The party affiliation will be revealed at the end of the lesson.)
4. Assign each group of the six German biographies and have them read, discuss, and determine which platform (A, B or C) their German would vote for.
5. On the whiteboard create a column for A, B, and C. After ten minutes' discussion in groups, have students report to you how they believe their person would have voted and what factors made them come to that conclusion. Record the vote under the appropriate column.
6. Have students try to identify which of their own current issues fit within each of the three party platforms from the German election. Write the issues under each of the columns that are on the board. (Sample issues: gun control, civil liberties, immigration, environmental protection, health care)

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
  - B= Weimar Republic or German Democratic Party
  - C= Nazi Party



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%

**Reichstag Elections, 1928-1933**

Party Representation in the Reichstag of the Weiman Republic						
Party	May 1928	Sept. 1930	July 1932	Nov. 1932	Mar. 1933	Nov. 1933
National Socialist (Nazi)	12	108	230	196	288	661
German National Peoples	78	41	37	51	52	
German Peoples	45	30	7	11	2	
Economic	23	23	2	1		
Cathoic Center	61	68	75	70	74	
Bavarian Peoples	17	19	22	20	18	
State (Democrats)	25	15	4	2	5	
Social Democrat (Socialist)	153	143	133	121	120	
Communist	54	77	89	100	81	
Other Parties	23	53	9	12	7	
<b>Totals</b>	491	577	608	584	647	661

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:**

This party wishes to maintain the Republic and to encourage Germany to take its place among the free governments of Europe.

- We support the present German Republic in which freedom, democracy, and justice live in the hearts of German countrymen.
- We will honor all of Germany's obligations, political and financial, in order that Germany's honor will increase in the eyes of the world.
- We plan to increase jobs through a program of public works.
- We will establish unemployment compensation for up to a six month period.
- We will cut government expenditures to lower taxes.
- We believe in the right of those who disagree with the party to speak and write their opinions freely.

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 BIOGRAPHIES

### **German Voter Biography 1: Otto Hauptmann**

Otto works in a factory in Berlin. Although his trade union is actively working for better conditions and higher wages, it has not made many gains for the workers. Hauptmann blames their failure on the 1923 inflation and the current depression. He believes that the union would be more successful if the economy were not doing so poorly. Still, it is the union that has kept him employed. Many of his friends have been laid off, but the union persuaded the factory owners to keep men with seniority. In factories with weak unions, owners only keep younger workers, claiming they are more productive. Otto worries about some of the ideas of his fellow workers. Many think the only way to end the depression is to allow the government and workers to control the factories. Otto believes that the workers will continue to get fair treatment as long as the unions remain strong. Moreover, he believes that managing the factories and the government should be left to those who understand these complicated jobs.

### **German Voter Biography 2: Gerda Munchen**

Gerda Munchen is the owner of a small Munich grocery store started by her parents. For years, her parents have saved to send her to the university. But Gerda chose not to go and the money stayed in the bank. In 1923, she planned to use the money to pay for her children's education. But, just before her daughter was to leave for college, inflation hit the German economy. The bank informed Gerda that her savings was now worthless. This was a blow to the whole family. Gerda does not think she will ever regain her savings and with so many people out of work, sales are down at the family store. Another problem the family store faces is how to compete with the larger chain stores, which can offer much lower prices. She and her children question a system that has made life so difficult for hardworking people.

### **German Voter Biography 3: Elisabeth von Kohler**

Elisabeth von Kohler, a prominent attorney who attended the University of Bonn, has a strong sense of the German tradition. She believes that Germany's contributions to western civilization have been ignored. Now that The Great War is over, Elisabeth would like to see the Germany lead a democratic Europe. She disapproves with the way Platform B would allow the free expression of extremist views. Her sense of justice is even more outraged by the way the Allies, particularly France, view Germany – as barbarian simpletons. She would like to prove to the world that Germans are indeed a great race. She is proud to be an attorney and a German woman.

**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>**.

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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](mailto: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](http://historymuseum.kennesaw.edu/educators/legacy_series.php)**



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