

Economics Lesson Plan
Grade 12 – Economic Years Preceding the Holocaust

Unit of Study	Lesson Title	Duration of Lesson	Date(s)
Economic Years Preceding the Holocaust	Economic Years Preceding the Holocaust	3 - 50 Minute Lessons	
Design Question/Focus of the Lesson/Addressing Content			
<p>Day 1 - What is inflation and how does it affect purchasing power?</p> <p>Day 2 - What was the impact of inflation on the Weimar Republic in the 1920s?</p> <p>Day 3 - How did inflation affect society's view of government and "other" members in its society?</p> <p>Day 4 - How did inflation affect society's view of government and "other" members in its society?</p>			
<input checked="" type="checkbox"/> Introducing New Knowledge	<input checked="" type="checkbox"/> Deepening or Practicing	<input checked="" type="checkbox"/> Generating and Testing Hypotheses	
Learning Goal/Objective (Based on standards.)			
<ul style="list-style-type: none"> • SS.912. E.2.7 Students will be able to describe the impact of inflation on society. • SS.912. E.3.1 Demonstrate the impact of inflation on world economies. • SS.912. A.1.6 Use case studies to explore social, political, legal, and economic relationships in history. • SS.912. S.4.11 Discuss how humans interact in a variety of social settings. • SS.912. W.7.4 Describe the causes and effects of the German economic crisis of the 1920s. • SS.912. W. 7.8 Explain the causes, events, and effects of the Holocaust. • SS.912. W. 1.3 Interpret and evaluate primary and secondary sources. • LA.1112.1.6.2 The student will be able to listen to, read, and discuss familiar and conceptually challenging text. • LAFS.1112.RH.3.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event. • LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • LAFS.1112. WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 			
Scale			
2.0 Simpler Content	3.0 Target (Objective)	4.0 More Complex	
Students will understand what inflation is and how it affects individuals, families, and businesses.	Students will understand the effects of inflation on the	Students will understand the social, political, and economic consequences	

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	economies of individuals, families, and businesses.	of the Great Inflation on Germany during the 1920s.
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Critical Information Chunks/Close Read (As determined by learning targets.)

Day 1 - Students will be able to explain inflation and calculate the change in price of goods from different years. Students will be able to determine who is harmed and who is helped by unexpected inflation.

Day 2 - Students will be able to explain the economic, social, and political conditions in Germany between WWI and the election of Adolf Hitler in 1933.

Day 3 - Students will be able to describe social, political, and economic conditions in the pre-WWII German society.

Day 4 - Students will be able to analyze the primary source documents summarizing how the Great Inflation of 1923 affected economic, social, and political life in Germany.

Instructional Strategies/Lesson Activity

Day 1

Opening Activity: Show <http://hseconomics.councilforeconed.org/> (scroll down to Table of Contents and click on Chapter 17 slides/activities).

- High School Economics chapter 17 Power Point on comparing Movie Tickets and Big Macs
- Student work. Work with students in calculating Inflation rate % changes between 1967 and 2014 using

<http://www.bankrate.com/calculators/savings/price-inflation-calculator.aspx>

Main Activity: Read Aloud: <http://hseconomics.councilforeconed.org/>. Click on Chapter 17 print activities. Scroll down to 17.3 “Unanticipated Inflation and Determining Winners and Losers.” Complete Activity 17.3 from High School Economics. Have students work in small groups, placing their game pieces according to the real life scenario in on the effects of inflation.

Day 2

Main Activity: Tell students that for the next few days, the class will be learning about how extreme hyperinflation affected German society before the Holocaust. Show 48 minutes of the 1st section, “Helped Into Power,” from BBC documentary, “Nazis: A Warning From History.” The film may be borrowed from the Center for Holocaust and Human Rights Education at FAU or found at http://www.dailymotion.com/video/xq1ym0_the-nazis-a-warning-from-history-1-helped-into-power_lifestyle

Independent Activity: Have students write responses to questions about film content on the video worksheet.

Day 3

Main Activity: Read Handout, “The Hyperinflation of 1923,” <http://alphahistory.com/weimarrepublic/1923-hyperinflation/> (Used with permission of Alpha History .com, cited as: J. Llewellyn et al, “The 1923 hyperinflation”, Alpha History, 2014, accessed [May 18, 2016], <http://alphahistory.com/weimarrepublic/1923-hyperinflation/>. - See more at: <http://alphahistory.com/weimarrepublic/1923-hyperinflation/#sthash.2NY711Lo.dpuf>)

Graph Interpretation activity. Give students a copy of the graph of German Inflation in 1923. Teacher discusses with students how to read and interpret this graph explaining the relationship between the graph and the previous reading.

Group Activity: Have students complete the worksheet, “The Hyperinflation of 1923,” in a small group setting, and then discuss findings as a whole group.

Day 4

Main Activity: Show students from YouTube: “Horror Stories of the German Inflation” located at <https://www.bing.com/videos/search?q=German+Inflation+1923&&view=detail&mid=7587581F13338CFB7F317587581F13338CFB7F31&FORM=VRDGAR>

Group Activity: After viewing this film clip, distribute a clean copy of the worksheet on the German inflation. Ask students to form groups and to respond to the questions that focus on groups who were badly hurt by this economic crisis. To what extent were these groups able to recover the money and property they lost during the inflation? Predict how this experience of financial loss will affect their confidence in the sitting government?

Final Essential Question: Based on their reading and viewing of film, graphs, and photos; ask students to write a three paragraph essay explaining why the hyperinflation of 1923 undermined the German public’s confidence in the government in power and raised confidence in political parties, such as the National Socialist German Workers Party (NAZI), that promised to restore financial losses to individuals, families, and businesses. Tell the students to use specific examples to illustrate their points.

Adaptations for Unique Student Needs

Provide an overview of the content or expected learning at the beginning of the session.

Reading – Highlight important ideas and tell students to pay attention to those ideas, while reading handouts.

Reading – Have a learning buddy read aloud the text.

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Group Activity – Have a learning buddy to explain the process during the group activity.

Assessment and Monitoring (Checks for content and desired effect.)

Day 1: Inflation rate calculations and small group activity.

Day 2: Video worksheet, class discussion. See video handout, “Nazis: A Warning From History.”

Day 3: Teacher observation - Question responses and class discussion.

Day 4: Teacher observation - Question responses and class discussion, final essay.

Assignment(s)

Activity 17.3 from High School Economics

Video worksheet - “Nazis: A Warning From History”

Worksheet—The Hyperinflation of 1923

Question responses and class discussion

Final short essay

Resources and Materials

<http://hseconomics.councilforeconed.org/> High School Economics chapter 17 (slides) PowerPoint

BBC documentary - “Nazis: A Warning From History,” borrowed from:

<http://www.coe.fau.edu/centersandprograms/chhre/athena.htm> or found at

http://www.dailymotion.com/video/xq1ym0_the-nazis-a-warning-from-history-1-helped-into-power_lifestyle

Reading: “The Hyperinflation of 1923,” found at <http://alphahistory.com/weimarrepublic/1923-hyperinflation/>

Handout: Chart and photo of Hyperinflation (attached)

Worksheet—The Hyperinflation of 1923

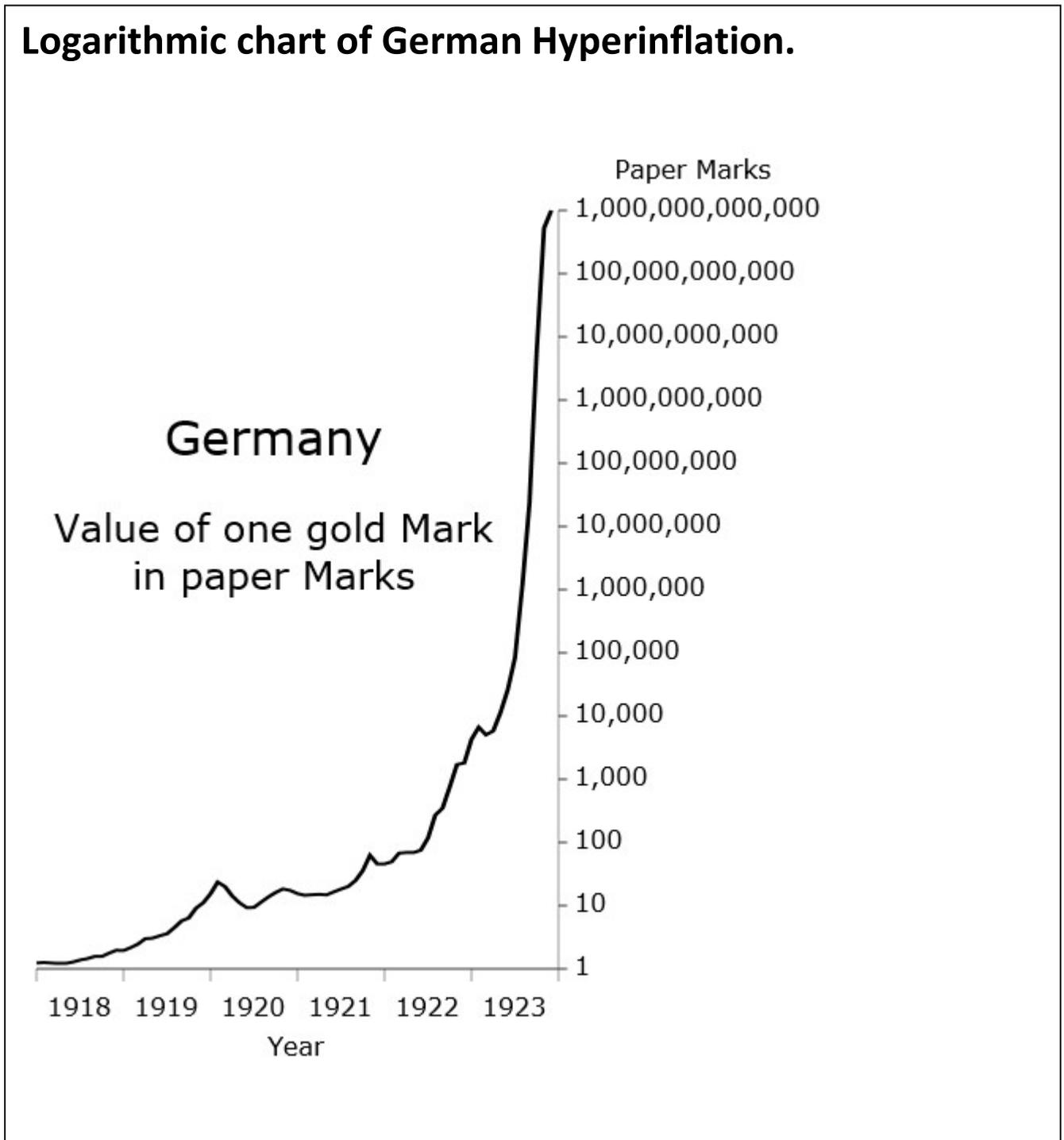
Film segment: “Horror Stories of the German Inflation,” located at

<https://www.bing.com/videos/search?q=German+Inflation+1923&&view=detail&mid=7587581F13338CFB7F317587581F13338CFB7F31&FORM=VRDGAR>



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Logarithmic chart of German Hyperinflation.



19:44, July 10, 2009 [Greensburger](#) (199 bytes) (Artwork by Greensburger July 2009 based on numbers in Table IV (page 441) of *The Economics of Inflation* by Costantino Bresciani-Turroni, published 1937.) retrieved from <https://commons.wikimedia.org/wiki/File:GermanyHyperChart.jpg>

Understanding the Impact of Hyperinflation on Germany from 1923-1933

Worksheet

Ask each group of students to read the brief article, study the chart, view the photograph, and respond to the following questions:

1. Why did the German government choose to end its war-debt to France by printing more paper money? Explain.
2. During the resulting inflation, did the price of goods and services or their value change? Explain.
3. Which specific groups in German society were most hurt by the hyperinflation? In what way or ways were they hurt?
4. Did anyone benefit from the consequences of hyperinflation? If so, which groups or individuals, and how did they benefit?
5. How did hyperinflation affect German businesses and corporations? Explain
6. What effect do you think the 1923 Hyperinflation had on Germany's government and future elections? Explain.

Worksheet: Understanding the Main Points in the Documentary

Nazis: A Warning from History: Helped Into Power.

Economic conditions in the Weimar Republic preceding the Holocaust

1. Describe the economic conditions that resulted from the Versailles Treaty by using scenes and evidence from the film.
2. Describe the political and social climate during these years following WWI.
3. How did inflation affect the daily lives of the German people? Cite examples from the documentary.
4. What did the Nazi party offer the people of Germany?
5. What personal characteristics did Hitler offer to the German People?
6. How might that appeal to the people of Germany during this time?