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# Opposition and Resistance within Nazi Germany

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## UNIT OVERVIEW

This series of lessons will use a variety of methods to introduce students to the history of resistance and opposition within Nazi Germany. The unit is designed to follow an overview unit on WWII.

## GRADE LEVEL

This lesson is appropriate for middle school.

## UNIT OBJECTIVES

The student will be able to:

- define resistance.
- identify resistance groups, their motivations and outcomes.
- access, analyze, evaluate and categorize researched information from primary and secondary sources.
- create written work with a distinct point of view based on research.

## BIG IDEAS

- **Between 1933 and 1945, tens of thousands of Germans were actively involved in resistance to the Nazi Regime.**
- **Resistance to the Nazi Regime took many different forms.**
- **The motivations for resistance were dependent on the individual or group.**
- **There was no single organized resistance movement within Nazi Germany.**

## ESSENTIAL QUESTION

What is resistance?

Was there resistance against the Nazi government from within Germany?

Who resisted the Nazi Government within Germany?

Why did so few Germans resist the Nazi government and its actions?

What forms did resistance take within Nazi Germany?

What were the consequences of resistance within Nazi Germany?

## CONNECTICUT STATE STANDARDS

Standard 1 Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Strand 1.3 - Demonstrate an understanding of significant events and themes in world history.

G.L.E. Analyze how specific individuals and their ideas and beliefs influenced world history.

Standard 2: Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Strand 2.1 - Access and gather information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).

Strand 2.3 - Create various forms of written work to demonstrate an understanding of history and social studies issues.

G.L.E. Prepare an essay that takes a point of view on a social studies topic and properly cite evidence.

## NATIONAL SOCIAL STUDIES STANDARDS

### STRAND: Time, Continuity, and Change

**A. Demonstrate** an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views.

**B. Identify** and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources and searching for causality.

**C. Develop** critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

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## **ESTIMATED TIME**

Nine days in a 50-minute class period that meets on a daily basis.

## **ASSESSMENT**

A variety of assessments will be used to assess student understanding.

## **ACTIVITY 1: Resistance and Opposition within Nazi Germany**

**ACTIVITY 1 OVERVIEW:** Students will participate in a web activity on the Promethean board to activate prior knowledge of Nazi Germany. Students will work in groups to define the content vocabulary.

## **ACTIVITY OBJECTIVES**

The student will be able to:

- activate prior knowledge connected to Nazi Germany, WWII and the Holocaust.
- participate in a class discussion based on the concept map and vocabulary.
- define content vocabulary including resistance and opposition.

## **ESTIMATED TIME**

One 50-minute class period

## **MATERIALS**

- Promethean or white board
- Content vocabulary words
- Concept map
- Social Studies Textbook
- Dictionary
- Internet

## **PROCEDURE**

Using a concept map as a graphic organizer, students will begin with the center topic, Nazi Germany. Students will launch into sub topics from prior learning (examples: WWII, Holocaust, and Hitler). Students will be asked to support the sub topics with ideas and facts. Once the concept map on the Promethean Board is completed and discussed, the teacher will introduce the words: resistance and opposition as sub topics on the web. Students will be asked to break into table based groups to determine what resistance and opposition might mean within the historical context of Nazi Germany. Students will use their social studies textbook, dictionaries and internet for information gathering.

## **ASSESSMENT**

Students will formulate a written response explaining what opposition and resistance mean within the historical context of Nazi Germany. Students will be evaluated on their ability to use the TAD format. (Turn the question around, answer the question and support with detail)

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## ACTIVITY 2: Resistance Movements within Nazi Germany

**ACTIVITY 2 OVERVIEW:** Students will work in groups to research, gather information, analyze and categorize information about specific resistance movements within Germany during the Nazi regime.

### ACTIVITY OBJECTIVES

The student will be able to:

- activate prior knowledge connected to Nazi Germany, WWII and the Holocaust.
- work in a cooperative group and complete the Resistance in Nazi Germany Chart.
- demonstrate an understanding of motivations, methods and risks of resistance within Nazi Germany.

### ESTIMATED TIME

Two 50-minute class periods

### MATERIALS

- Computer access to internet
- Resistance Movements within Nazi Germany List (Activity 2A)
- Resistance Within Nazi Germany Chart (Activity 2B)
- Reference Books
- Non-fiction books:
  - Hitler Youth: Growing Up in Hitler's Shadow by Susan Campbell Bartoletti 2005
  - Seduced By Hitler: the choices of a nation and the ethics of survival by Adam LeBor & Roger Boyes 2004

### PROCEDURE

Student will be given the Resistance Movements within Nazi Germany List (Activity 2A) and the Resistance within Nazi Germany Chart (Activity 2B). Students will research the Resistance Movements on the list; gather information, analyze and organize the groups according to which of the following categories the resistance movement was: Military, Youth, Political, or Religious. After determining the category for each Resistance Movement, students will respond to the prompts at the top of the chart.

### ASSESSMENT

Students will be evaluated on their ability to accurately complete the Resistance within Nazi Germany Chart (Activity 2B)

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### ACTIVITY 3: In Their Own Words: Leaders of the Resistance Speak

#### ACTIVITY 3 OVERVIEW:

Students will work with quotes from five German resistance leaders.

#### ACTIVITY OBJECTIVES

The student will be able to:

- activate prior knowledge connected to Nazi Germany, WWII and the Holocaust.
- participate in a class discussion based on the words of members of the resistance.
- create visual representations of the of the quotes

#### ESTIMATED TIME

Two 50-minutes time periods

#### MATERIALS

- Promethean or white board
- In Their Own Words: Leaders of the Resistance Speak Quote Sheet (Activity 3A)
- In Their Own Words: Leaders of the Resistance Speak Graphic Organizer (Activity 3B)
- Colored Pencils
- Poster board

#### PROCEDURE

This activity can be used in a variety of ways. One option would be to project a quote on the board each day and have the students complete the graphic organizer and create the visual representation of the quote. Another possibility would be to provide the students with five copies of In Their Own Words: Leaders of the Resistance Speak Graphic Organizer (Activity 3B) and have the student respond to all five quotes within one class period. Either way, students will read the quote and write down their initial reaction to the words. Students will then copy the quote onto the center of their graphic organizer (Activity 3B). Students will participate in a class discussion facilitated by the teacher. Students will write down a summary of the ideas discussed on their graphic organizer. After the discussion, students will create a visual representation of the quote to reinforce learning. (Based on Marzano's nonlinguistic representations: Providing a representation of knowledge without words)

#### ASSESSMENT

Students' graphic organizer and nonlinguistic representations will be used as the assessment for this activity.

#### EXTENSION ACTIVITY

Graphic organizers can be used by students to create poster size blended images of the quote and visual representations.

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### ACTIVITY 4: Historical Point of View and “Sophie Scholl: The Final Days”

#### ACTIVITY 4 OVERVIEW:

Students will view a clip of the movie, “Sophie Scholl: The Final Days”. The scene in the film depicts the interrogation of Sophie Scholl by Robert Mohr. Students will identify and summarize each person’s distinct point of view. (See White Rose Overview for background: Activity 4A)

#### ACTIVITY OBJECTIVES

The student will be able to:

- activate prior knowledge connected to Nazi Germany, WWII and the Holocaust.
- participate in a class discussion based on Sophie Scholl and Robert Mohr’s distinct points of view.
- use a Venn diagram to organize ideas.
- identify and summarize distinct points of view within a historical context.
- understand Sophie Scholl’s reasons for resistance to the Nazi Regime.

#### ESTIMATED TIME

Two 50-minute class periods

#### MATERIALS

- Promethean or white board
- Sophie Scholl: The Final Days movie (In German with English subtitles)
- Venn Diagram
- Lined paper

#### PROCEDURE

Students will be given the instruction to pay careful attention to Sophie’s point of view during the interrogation. After viewing the movie clip, students will write a summary of Sophie’s point of view on a sheet of paper. Students will view the same movie clip for a second time with the instruction to focus on Robert Mohr’s point of view during the interrogation. Students will then write a summary of Robert Mohr’s point of view on a separate piece of paper. The teacher will facilitate a discussion of each point of view. After the class discussion, students will complete a Venn diagram to help them organize their thoughts and ideas. The teacher will project the following guiding questions on the board:

*What are the major differences in Sophie Scholl and Robert Mohr’s points of view?  
How does each of the people feel about their country, family and the future of Germany?  
Is either of these people betraying their country?*

#### ASSESSMENT

Students’ point of view summaries and Venn diagrams used as the assessment of student learning.

#### EXTENSION ACTIVITY

There are many books and internet sources written about Sophie Scholl and the other White Rose Members. Students will be encouraged to seek further information. Copies of the White Rose leaflets are also available online for analysis of primary source documents. (see Internet sources)

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### ACTIVITY 5: Leaders of the Resistance

ACTIVITY 5 OVERVIEW: This is meant to be the culminating activity of the Opposition and Resistance within Nazi Germany Unit. The class will be creating a Resistance Museum which will be open for the school to view. Each student will choose an individual resistance leader to research, honor and profile. The students will be given parameters of what research must be included but the form of the presentation will be determined by the student.

### ACTIVITY OBJECTIVES

The student will be able to:

- activate prior knowledge connected to Nazi Germany, WWII and the Holocaust.
- gather, analyze and evaluate multiple primary and secondary source information.
- analyze how this specific individual and their ideas and beliefs influenced world history.
- create written work with a distinct point of view based on research.
- demonstrate an understanding of motivations, methods and risks of resistance within Nazi Germany.

### ESTIMATED TIME

Three 50-minute class periods and homework time

### MATERIALS

- Computer access to internet
- Leaders of the Resistance within Nazi Germany list (Activity 5A)
- Leaders of the Resistance Report Organizer (Activity 5B)
- Reference Books
- Non-fiction books:
  - Hitler Youth: Growing Up in Hitler's Shadow by Susan Campbell Bartoletti 2005
  - Seduced By Hitler: the choices of a nation and the ethics of survival by Adam LeBor & Roger Boyes 2004
  - Sophie Scholl and the White Rose by Annette Dumbach & Jud Newborn
  - Killing Hitler by Roger Moorhouse
- Web sites (see attached unit resources)

### PROCEDURE

The Museum of Resistance Project will be explained to the students. Focus will be given to the idea that the school will be invited to visit the museum and students will be encouraged to incorporate multi media into their presentations. Student will be given the list of Leaders of the Resistance within Nazi Germany list (Activity 5A). The students are not limited to the leaders on the sheet, but will be told that the Resistance leader must come from within Germany. (Also all of the names on the list have been researched to make sure that enough information is available) Students will then choose a name from the list. The teacher will decide upon a fair method of selection to ensure that each student has a different leader. Students will be given a copy of the Leaders of the Resistance Report Organizer and a copy of the project rubric. The class will use three class periods to research and gather information. Each project will incorporate a written report regardless of the student's method of presentation.

ASSESSMENT: Students will be assessed using the Leaders of the Resistance Project Rubric (Activity 5C)

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## Internet Resources:

[http://www.gedenkstaette-ploetzensee.de/09\\_e.html](http://www.gedenkstaette-ploetzensee.de/09_e.html) (Plotzensee Memorial Center)

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005208> (German Resistance Article U.S. Holocaust Museum)

<http://www.gdw-berlin.de/bio/namen-e.php> (German Resistance Memorial Center)

[http://www.cwmrhymni.com/hanes/Taflennu\\_Gwaith/Taflennu\\_gwaith\\_yr\\_Almaen\\_A2/Opposition%20and%20Resistance%20in%20Nazi%20Germany.pdf](http://www.cwmrhymni.com/hanes/Taflennu_Gwaith/Taflennu_gwaith_yr_Almaen_A2/Opposition%20and%20Resistance%20in%20Nazi%20Germany.pdf) (Addresses reasons for low levels of Resistance within Germany)

<http://www.holocaust-trc.org/faces.htm> (Profiles of Helmuth Huebener and the Edelweiss Pirates)

<http://assets.cambridge.org/97805210/03582/sample/9780521003582ws.pdf> (Opposition and Resistance in Nazi Germany by Frank McDonough)

<http://www.slideshare.net/menmaatre.kiya/opposition-to-nazism> (slide show of Germany youth resistance)

<http://online.wsj.com/article/SB126265925585315937.html> (Helmuth von Moltke)

<http://roses-at-noon.blogspot.com/2010/05/am-son-of-christoph-probst.html> (Words of Christoph Probst son's speech 1983)

<http://www.holocaustresearchproject.org/revolt/whiterose.html>

<http://militaryhistory.about.com/od/socialeffectsofwar/p/whiterose.htm> (White Rose)

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/rose.html> (White Rose Lesson in Dissent)

<http://www.writing.upenn.edu/~afilreis/Holocaust/gill-white-rose.html> (Protest of Youth)

[http://www.whiterosesociety.org/WRS\\_pamphlets\\_home.html](http://www.whiterosesociety.org/WRS_pamphlets_home.html) (translations of 4 White Rose pamphlets)

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### Internet Resources continued:

[http://weisse-rose-crailsheim.de/index.php?show=eugen-grimminger\\_finanzier\\_eng&seite=1](http://weisse-rose-crailsheim.de/index.php?show=eugen-grimminger_finanzier_eng&seite=1) (White Rose financial support)

[http://en.wikipedia.org/wiki/Jewish\\_resistance\\_under\\_Nazi\\_rule#Resistance\\_in\\_Germany](http://en.wikipedia.org/wiki/Jewish_resistance_under_Nazi_rule#Resistance_in_Germany) (Jewish Resistance and the Herbert Baum Group)

[www.adathisraelct.org/.../129-a-remarkable-story-about-heroism-in-the-face-of-darknessthe-leica-freedom-train](http://www.adathisraelct.org/.../129-a-remarkable-story-about-heroism-in-the-face-of-darknessthe-leica-freedom-train) (Leica Freedom Train, Ernst and Elsie Kuehn Leitz)

[www.worldwar2database.com/html/julyplot.htm](http://www.worldwar2database.com/html/julyplot.htm) (July 20, 1944, Plot to kill Hitler)

[www.gdw-berlin.de/b12/b12-1-e.php](http://www.gdw-berlin.de/b12/b12-1-e.php) (Stauffenberg profile)

<http://www.curryguide.com/topic/106/Swing-Kids> (Swing Youth Movement)

[http://www.worldlingo.com/ma/enwiki/en/Rosenstrasse\\_protest](http://www.worldlingo.com/ma/enwiki/en/Rosenstrasse_protest) (Rosenstrasse Protest)

<http://www.loc.gov/loc/lcib/94/9416/resist.html> ( Article about a symposium of experts discussing Resistance within Germany)

<http://www.wordiq.com/definition/Widerstand> (Widerstand is defined. Widerstand is the name given to the Resistance against Hitler)

<http://www.traces.org/castofcharacters.html> (Leaders of the Red Orchestra with profiles)



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Herbert Baum Group

European Union

White Rose

Kreisau Circle

Rosenstrasse Protest

Red Orchestra

Swing Youth

Edelweiss Pirates

July 20<sup>th</sup> 1944

Huebener Group

Churches against Aktion T-4

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NAMES OF RESISTANCE GROUPS	MOTIVATION FOR RESISTANCE	METHODS OF RESISTANCE	RISKS OF RESISTANCE	OUTCOMES OF RESISTANCE
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 5px;">MILITARY</div>				
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 5px;">YOUTH</div>				
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 5px;">POLITICAL</div>				
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 5px;">RELIGIOUS</div>				