



## Nazi Propaganda Lesson

**Central Historical Question:** How did the Nazi party convince 99% of Germans to vote in favor of the annexation of Austria?

<b>California State Standards</b>	<b>10.7.3 Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.</b> <b>10.8.1 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.</b>
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### Common Core State Standard(s):

Reading	Writing
<p><b>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</b></p> <p><b>2. 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.</b></p> <p><b>4. 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 studies.</b></p> <p><b>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</b></p> <p><b>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</b></p> <p><b>8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</b></p> <p><b>10. By the end of grade 10, read and comprehend</b></p>	<p><b>1. Write arguments focused on discipline-specific content.</b></p> <p style="padding-left: 20px;"><b>a.</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p><b>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p><b>8. 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.</b></p> <p><b>9. Draw evidence from informational texts to support analysis, reflection, and research.</b></p> <p><b>10. 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.</b></p>

STANFORD HISTORY EDUCATION GROUP  
READING LIKE A **HISTORIAN**



*history/social studies texts in the grades 9-10 text complexity band independently and proficiently.*