

Alicia: My Story
Lesson Plan for Chapter 16
“My Mother”

<p>Title:</p>	<p>Germany & Soviet Union: Friends or Enemies? <i>“Then they broke the news. The Russians had arrived. ‘Oh, yes, it’s true,’ they said. They had seen the soldiers that morning. They passed right by the house. The villagers had rushed out of their homes to watch the troops move by. The entire area was liberated! The fighting had moved to the west, and the soldiers assured the villagers that the Germans would soon be totally defeated.” – p 206-207</i></p>
<p>Rationale:</p>	<p>Although this particular lesson discusses German and Soviet relations during World War II, on a much more long-term basis, the students should be able to walk away with an understanding of Global Connections and specifically how relationships between multiple countries can change rather quickly. Sometimes these rapid changes in attitude about other countries can result in conflict and even war at times.</p> <p style="padding-left: 40px;">This particular lesson would be a great segue to incorporate how the current relationship with Russia and the western countries is being strained because of political conflict.</p>
<p>Objectives:</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> - Integrate information from political cartoons and corresponding articles to formulate a coherent essay of how Soviet and German relations changed during World War II.
<p>Next Generation Sunshine State Standards</p>	<p>SS.912.W.7.7 <i>Trace the causes and key events related to World War II.</i></p> <p>Florida Holocaust Mandate <i>FS 1003.42 Required Holocaust Education Mandate Public School Instruction The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.</i></p>
<p>Common Core State Standards</p>	<p>CCSS.ELA-LITERACY.RH.11-12.7 <i>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.</i></p> <p>CCSS.ELA-LITERACY.RH.11-12.9 <i>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</i></p>

<p>Materials & Resources:</p>	<ul style="list-style-type: none"> • Attached political cartoons – Source A, B, C • United States Holocaust Memorial Museum Website readings (2) • Highlighters • Class set of essay rubric
<p>Preparations:</p>	<ul style="list-style-type: none"> • Students should be in rows; however, the students should be grouped in pairs because they will analyze the political cartoons and read the articles with a partner. • The pairing of the students should be done using prior assessment scores. The teacher should attempt to pair high-level students with mid-level and mid-level students with low-level students. This should alleviate a large gap of skill between the students and keep possible “frustration” out of the lesson. • Make overhead / ELMO copies of the three political cartoons with corresponding questions to be used for discussion. • Make a class set of each article (see attachments). The students will highlight these so it is important to have extras. • Make a class set of the essay rubric as well. • Also, if the aid of a paraprofessional is available for the special needs or English Language Learning (ELL) students, it is highly recommended. This will help in the lengthy reading of the articles. If a paraprofessional is unavailable for this particular class period, attempt to sit these students in a place that the teacher can easily get to them if help is required.
<p>Introduction:</p>	<ol style="list-style-type: none"> 1. Because it will likely be of the most relevance to the students, project the “Goldilocks and the Three Bears” political cartoon (Source A) as the students enter the classroom and instructed to consider the question “What do you think this cartoon means?” Provide students with 2 minutes to respond on a piece of paper in their notebooks. After students have developed an individual answer, give 30 seconds to discuss their answers with their shoulder partner. 2. Using the whiteboard / chalkboard, have the class brainstorm what they believe the political cartoon’s meaning is. (The teacher should not have explained the cartoon yet) 3. Then begin a brief explanation of how the students are going to be able to explain how the relationship between Soviet Russia and Germany changed during World War II. Explain how relationships among multiple countries can quickly change. It would be good here to discuss any current conflict of interest. 4. Inform students that they will be using multiple sources to develop a written response explaining how the relationship between the two countries changed over the course of the war.
<p>Procedures:</p>	<ol style="list-style-type: none"> 1. The teacher will continue the lesson by showing the remaining two political cartoons (Source B, C) with corresponding questions. The students are to discuss the questions with their partner and write down in their notebooks what they believe the answers to be. 2. After the students have answered the questions with their partner, explain to the students what the political cartoons mean and the possible answers to the questions. 3. Provide students with 2 articles of information from the United States

	<p>History Museum website that provides information on how Soviet-German interaction changed during World War II (see attachments).</p> <ol style="list-style-type: none"> 4. The students will pair read the 2 articles aloud (switching back and forth paragraph by paragraph.) <u>After each paragraph</u>, the pair will discuss key details covered. The pair will highlight what they believe to be the most important details covered in the paragraph. 5. Inform the students that they will later use their highlightings to help construct an essay that explains the relationship between the Soviet Union and Germany during World War II. 6. Model the first paragraph of one of the attached articles, by reading then highlighting key details of the German-Soviet relationships. Check for understanding and allow the students to begin. 7. Circulate the room to make sure that the students are reading and then highlighting what they think are key details of the articles.
Assessment:	<p>After the students have finished highlighting the two articles for key details of Soviet-German relationships during World War II, the students will write a coherent and well-constructed 3-paragraph essay that explains Soviet and German relations during World War Two. The students should use what the information they learned from the political cartoons as well as the articles to help them formulate their essay. In the essay, the student should also discuss the impact of global connections & the significance of how relationships between multiple countries can change quickly.</p> <p>Provide each student with a copy of the essay rubric so they are made aware of how they will be graded. The students will begin this essay in class but if they do not complete it they should finish the assignment for homework and return with it the following day.</p>
Extensions / Modifications for Differentiated Instruction:	<ul style="list-style-type: none"> • Extension – if some students finish the essay early, or if the assignment seems too “simple” for them, the students will be asked to create and draw their own political cartoons about what they learned. • Modifications for Differentiated Instruction – Instead of a full-length 3-paragraph essay, the students could be asked to write a well-constructed essay of shorter length. The length can be determined based on their skill ability. ELLs can be provided dictionaries or the use of Google Translate to help them with their essays. The essays should all be written in English. • Have the students use what they have learned from this particular lesson to lead them in a discussion of the current conflict of interest in Europe and Russia. Explain to the students that current relationships among Russia and Western countries are changing quickly today just like it did during World War two. This will help the students make a better connection between historical and contemporary studies.
References:	<p>Political Cartoon handouts A, B, C:</p> <p>Block, Herb. (1939). Retrieved from http://www.johndclare.net/RoadtoWWII8.htm</p> <p>Low, David. (20 September 1939). Evening Standard. Retrieved from http://www.johndclare.net/RoadtoWWII8.htm</p>

Low, David. (21 October 1939). Evening Standard. Retrieved from <http://www.johndclare.net/RoadtoWWII8.htm>

United States Holocaust Memorial Museum Website articles:

United States Holocaust Memorial Museum. "Invasion of the Soviet Union, June 1941." Holocaust Encyclopedia. Retrieved 24 March 2014 from <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005164>

United States Holocaust Memorial Museum. "THE SOVIET UNION AND THE EASTERN FRONT." Holocaust Encyclopedia. Retrieved 24 March 2014 from <http://www.ushmm.org/wlc/en/article.php?ModuleId=1005507>

ATTACHMENTS:

- Source A, B, C political cartoons, and Source A Interpretation
- U.S. Holocaust Memorial Museum reading 1: "The Soviet Union and the Eastern Front"
- U.S. Holocaust Memorial Museum reading 2: "Invasion of the Soviet Union, June 1941"
- Essay Rubric

Source A



What do you think this means?

Source A Interpretation

Unlike David Low, Herb Block finds nothing surprising about the Nazi-Soviet Pact at all - he merely likens it to the merging of two cautionary fairy-tales about predators.

- The little girl (Goldilocks/Little Red Riding Hood) = Poland, weak and vulnerable.
- Nazi Germany is the wolf from Little Red Riding Hood (note the Hitler hair) = the cartoonist taps into our memories of 'all the better to EAT you with'.
- Soviet Russia is the bear from Goldilocks = we remember the bears who want to kill Goldilocks.
- The wolf and the bear have got into bed together to catch the little girl = united to devour Poland.

Message of the cartoon is that Hitler and Stalin are aggressive predators who have united to destroy and divide Poland between them.

Source B



This cartoon by the British cartoonist David Low was published in the *Evening Standard* newspaper on 20 September 1939. It shows Hitler, who is saying, “The scum of the earth I believe?” and Stalin, who replies, “The bloody assassin of the workers, I presume?”

- What elements indicate that they are allied?
- What indicates that the alliance is not likely to last?
- What do the storm clouds in the background symbolize?
- What does the dead figure between them represent?

Source C



SOMEONE IS TAKING SOMEONE FOR A WALK

This cartoon by the British cartoonist David Low was published in the *Evening Standard* newspaper on 21 October 1939. Having destroyed Poland, Hitler and Stalin stroll down their now-shared frontier.

- What elements indicate that they are allied?
- What indicates that the alliance is not likely to last?

THE SOVIET UNION AND THE EASTERN FRONT

The Union of Soviet Socialist Republics (USSR) was founded in November 1917 by the Bolshevik Party. Led by Vladimir Lenin and, after 1923, by Josef Stalin, the Bolsheviks (later known as the Communists) established Communist rule in the former Russian Empire after the conclusion of a bitter civil war in 1921.

The Soviet Union, as the new political entity was known, called for world Communist revolution in the name of the international working class and advocated, in its propaganda, the eventual disappearance of national, cultural, religious, and economic distinctions. Since powerful elites could not be expected to voluntarily give up control, the Communists predicted a violent revolution that would destroy these classes. As a result of this prediction, middle-class societies in Europe and North America perceived the Soviet Union as a cultural and economic threat.

Hitler and the National Socialists saw the lands of the Soviet Union as prime settlement area for future long-term expansion of the German "race." They also defined the Soviet system as the political expression of the expansion of the Jewish "race." From the founding of the Nazi movement in Germany, the Soviet Union was portrayed as an enemy with which a showdown was inevitable.

For the first six years of Nazi rule, Nazi propaganda harshly attacked the Soviet Union, and Hitler, in private, spoke repeatedly of a future conflict. Nevertheless, in 1939 Nazi Germany embarked on a temporary strategic policy of cooperation with the Soviet Union. This temporary reversal reflected Hitler's tactical decision to secure his eastern flank while Germany destroyed Poland and dealt militarily with Britain and France.

GERMAN-SOVIET RELATIONS 1939-1941

The [German-Soviet Pact](#), also known as the Ribbentrop-Molotov Pact after the two foreign ministers who negotiated the agreement, had two parts. An economic agreement, signed on August 19, 1939, provided that Germany would exchange manufactured goods for Soviet raw materials. Nazi Germany and the Soviet Union also signed a ten-year nonaggression pact on August 23, 1939, in which each signatory promised not to attack the other.

The German-Soviet Pact enabled Germany to attack Poland on September 1, 1939, without fear of Soviet intervention. On September 3, 1939, Britain and France, having guaranteed to protect Poland's borders five months earlier, declared war on Germany. These events marked the beginning of World War II.

The nonaggression pact of August 23 contained a secret protocol that provided for the partition of Poland and the rest of Eastern Europe into Soviet and German

spheres of interest. In accordance with this plan, the Soviet army occupied and annexed eastern Poland in the autumn of 1939. On November 30, 1939, the Soviet Union attacked Finland, precipitating a four-month winter war after which the Soviet Union annexed Finnish territory borderlands, particularly near Leningrad. With German indulgence, the Soviet Union also moved to secure its sphere of interest in Eastern Europe in the summer of 1940. The Soviets occupied and incorporated the Baltic states and seized the Romanian provinces of northern Bukovina and Bessarabia.

After the Germans defeated France in June 1940, German diplomats worked to secure Germany's ties in southeastern Europe. Hungary, Romania, and Slovakia all joined the [Axis alliance](#) in November 1940. During the spring of 1941, Hitler initiated his eastern European allies into plans to invade the Soviet Union.

THE GERMAN INVASION OF THE SOVIET UNION

Hitler had always regarded the German-Soviet nonaggression pact as a tactical and temporary maneuver. On December 18, 1940, he signed Directive 21 (code-named Operation Barbarossa), the first operational order for the invasion of the Soviet Union. From the beginning of operational planning, German military and police authorities intended to wage a war of annihilation against the Communist state as well as the Jews of the Soviet Union, whom they characterized as forming the "racial basis" for the Soviet state.

German forces invaded the Soviet Union on June 22, 1941, less than two years after the German-Soviet Pact was signed. Operation Barbarossa was the largest German military operation of World War II. Three army groups, including more than three million German soldiers, supported by half a million troops from Germany's allies (Finland, Romania, Hungary, Italy, Slovakia, and Croatia), attacked the Soviet Union across a broad front, from the Baltic Sea in the north to the Black Sea in the south. For months, the Soviet leadership had refused to heed warnings from the western powers of the German troop buildup. Germany thus achieved almost complete tactical surprise and the Soviet armies were initially overwhelmed. Millions of Soviet soldiers were encircled, cut off from supplies and reinforcements, and forced to surrender.

As the German army advanced deep into Soviet territory, [Einsatzgruppen](#) (mobile killing units) followed the troops and implemented mass-murder operations. By early September 1941, German forces had reached the gates of Leningrad in the north. They had taken Smolensk in the center and Dnepropetrovsk in the south. German units reached the outskirts of Moscow in early December. Yet after months of campaigning, the German army was exhausted. Having expected a rapid Soviet collapse, German planners had failed to equip their troops for winter warfare. Moreover, the speedy German advance had caused the forces to outrun their supply lines, which were vulnerable due to the great distances involved (Moscow is almost 1,000 miles east of Berlin).

In December 1941, the Soviet Union launched a major counterattack against the center of the front, driving the Germans back from Moscow in chaos. Only weeks later

were the Germans able to stabilize the front east of Smolensk. In the summer of 1942, Germany resumed the offensive with a massive attack to the south and southeast toward the city of Stalingrad on the Volga River and toward the oil fields of the Caucasus. As the Germans fought their way to Stalingrad in September 1942, the German domination of Europe had reached its furthest geographical extension.

THE EASTERN FRONT 1942-1944

Until the autumn of 1942, the German army was consistently victorious. Europe lay under German domination, from France in the west to the Volga River in the east; from the Arctic Circle in Norway to the shores of North Africa. The battle for the city of Stalingrad proved a decisive psychological turning point, ending a string of German victories in the summer of 1942 and beginning the long retreat westward that would end with Nazi Germany's surrender in May 1945.

In mid-November 1942, the Soviet army launched a massive counteroffensive against the German Sixth Army, some 250,000 soldiers trying to conquer Stalingrad in bitter hand-to-hand fighting. The Soviet troops encircled and trapped the German forces. Following six more weeks of fierce combat in which both sides took heavy casualties, some 91,000 surviving German soldiers surrendered between January 31 and February 2, 1943.

After the victory at Stalingrad, the Soviet army remained on the offensive, liberating most of the Ukraine, and virtually all of Russia and eastern Belorussia during 1943. In the summer of 1943 at Kursk, in Russia, the Germans attempted one more offensive, but were badly beaten by the Soviet army in what is now considered the military turning point on the eastern front. In the summer of 1944, the Soviets launched another major offensive, which liberated the rest of Belorussia and the Ukraine, most of the Baltic states, and eastern Poland from Nazi rule. By August 1944, Soviet troops had crossed the German border into East Prussia. In January 1945, a new offensive brought Soviet forces to the Oder River, in Germany proper, about 100 miles from Berlin.

In mid-April 1945, the Soviet army launched its final assault on Nazi Germany, capturing Vienna on April 13 and encircling Berlin on April 21. On April 25, Soviet advance patrols met American troops at Torgau on the Elbe River in central Germany, effectively cutting the country in half. After more than a week of heavy fighting in the streets of Berlin, Soviet units neared Hitler's central command bunker. On April 30, 1945, Hitler committed suicide. Berlin surrendered to Soviet forces on May 2, 1945. The German armed forces surrendered unconditionally in the west on May 7 and in the east on May 9, 1945. On May 9, the Soviet army entered Prague, the last major city still occupied by German units. The western allies proclaimed May 8, 1945, as Victory in Europe Day (V-E Day).

INVASION OF THE SOVIET UNION, JUNE 1941

Under the codename Operation “Barbarossa”, Nazi Germany invaded the Soviet Union on June 22, 1941, in the largest German military operation of [World War II](#).

The destruction of the Soviet Union by military force, the permanent elimination of the perceived Communist threat to Germany, and the seizure of prime land within Soviet borders for long-term German settlement had been a core policy of the Nazi movement since the 1920s. Adolf Hitler had always regarded the [German-Soviet nonaggression pact](#), signed on August 23, 1939, as a temporary tactical maneuver. In July 1940, just weeks after the German conquest of [France and the Low Countries](#), Hitler decided to attack the Soviet Union within the following year. On December 18, 1940, he signed Directive 21 (code-named Operation "Barbarossa"), the first operational order for the invasion of the Soviet Union.

From the beginning of operational planning, German military and police authorities intended to wage a war of annihilation against the Communist state as well as the Jews of the Soviet Union, whom they characterized as forming the "racial basis" for the Soviet state. During the winter and spring months of 1941, officials of the Army High Command (*Oberkommando des Heeres-OKH*) and the Reich Security Main Office (*Reichssicherheitshauptamt-RSHA*) negotiated arrangements for the deployment of special units (*Einsatzgruppen*) of the Security Police and the Security Service (*Sicherheitsdienst-SD*) behind the front lines to physically annihilate Jews, Communists and other persons deemed to be dangerous to establishment of long-term German rule on Soviet territory.

With 134 Divisions at full fighting strength and 73 more divisions for deployment behind the front, German forces invaded the Soviet Union on June 22, 1941, less than two years after the German-Soviet Pact was signed. Three army groups, including more than three million German soldiers, supported by 650,000 troops from [Germany's allies](#) (Finland and Romania), and later augmented by units from Italy, Croatia, Slovakia and Hungary, attacked the Soviet Union across a broad front, from the Baltic Sea in the north to the Black Sea in the south. For months, the Soviet leadership had refused to heed warnings from the Western Powers of the German troop buildup along its western border. Germany and its Axis partners thus achieved almost complete tactical surprise. Much of the existing Soviet air force was destroyed on the ground; the Soviet armies were initially overwhelmed. German units encircled millions of Soviet soldiers, who, cut off from supplies and reinforcements, had few options other than to surrender.

As the German army advanced deep into Soviet territory, SS and police units followed the troops. The first to arrive were the *Einsatzgruppen* of the Security Police and the SD, which the RSHA tasked with identifying and eliminating persons who might organize and implement resistance to the German occupation forces, identifying

and concentrating groups of people who were “hostile” to German rule in the East, establishing intelligence networks, and securing key documentation and facilities.

Often known as mobile killing units, the Einsatzgruppen initiated mass-murder operations, primarily against Jewish males, officials of the Communist Party and State and Soviet Roma, and, often with assistance from German Army personnel, established ghettos and other holding facilities to concentrate large numbers of Soviet Jews.

Beginning in late July, with the arrival of Himmler's representatives, the Higher SS and Police Leaders and significant reinforcement, the SS and police, supported by locally recruited auxiliaries, began to physically annihilate entire Jewish communities in the Soviet Union. Success both on the military front and in the murder of the Soviet Jews contributed to Hitler's decision to deport German Jews to the occupied Soviet Union beginning on October 15, 1941, initiating what would become “Final Solution” policy: the physical annihilation of the European Jews.

Despite catastrophic losses in the first six weeks of the war, the Soviet Union failed to collapse as anticipated by the Nazi leadership and the German military commanders. In mid-August 1941, Soviet resistance stiffened, knocking the Germans off of their unrealistic timetable. Nevertheless, by late September 1941, German forces reached the gates of Leningrad in the north. They took Smolensk in the center and Dnepropetrovsk (Dnipropetrovs’k) in Ukraine. They spilled into the Crimean Peninsula in the south. German units reached the outskirts of Moscow in early December.

Yet after months of campaigning, the German army was exhausted. Having expected a rapid Soviet collapse, German planners had failed to equip their troops for winter warfare. Expecting their military personnel to live off the land of a conquered Soviet Union at the expense of the indigenous population, which in German calculations, would starve to death in the millions, German planners had failed to provide sufficient food and medicines. Worse still, German troops, advancing rapidly, outran their supply lines, rendering thinly defended flanks vulnerable to Soviet counterattack along the 1,000 mile stretch from Berlin to Moscow.

On December 6, 1941, the Soviet Union launched a major counterattack against the center of the front, driving the Germans back from Moscow in chaos. Only weeks later were the Germans able to stabilize the front east of Smolensk. In the summer of 1942, Germany resumed the offensive with a massive attack to the south and southeast toward the city of Stalingrad (Volgograd) on the Volga River and toward the oil fields of the Caucasus. As the Germans reached the outskirts of Stalingrad and approached Groznyj (Groznyy) in the Caucasus, approximately 120 miles from the shores of the Caspian Sea in September 1942, the German domination of Europe reached its furthest geographical extension.

NAME: _____

Essay RUBRIC
Germany & Soviet Union: Friends or Enemies?

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings. 5 paragraphs included.	Information is organized with well-constructed paragraphs. At least 4 paragraphs included.	Information is organized, but paragraphs are not well constructed.	The information appears to be disorganized.
Explanation of German-Soviet relations	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Incorporating of multiple sources	The essay accurately incorporates the use of political cartoons and appropriate articles to help support main idea.	The essay vaguely incorporates the use of political cartoons and articles to help support main idea.	The essay includes either political cartoons or articles to help support main ideas but not both.	The essay does not include the use of political cartoons or appropriate articles to support main idea.
Discussion of Global Connections	Essay incorporates discussion of Global Connections relevance and forms a coherent response to this idea.	Essay incorporates discussion of Global Connections relevance but explanation is vague.	Essay attempts to incorporate Global Connections relevance but explanation is incorrect or not present.	Essay does not include Global Connections relevance.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

TOTAL: _____ / 20