

LESSON PLAN

Subject: History

Topic: Totalitarianism (Nazism)

Age of students: 17

Language level: B1

Time: 60 / 90 minutes

General teaching aims:

After completing the lesson, the student will be able to:

Situate in time the birth of Nazism.

Understand the causes which permitted it.

Establish the relationship between the First World War and the appearance of the totalitarianism regimes in Europe.

List the Nazi aims in politics, economy and society.

Compare the Nazi aims in politics, economy and society through different sources.

Express personal opinions about Nazism in a reasonable way.

Consider how cinema reconstructs or explains history.

Conclude does a history film must be always faithful to history.

Distinguish a film from a documentary.

Evaluate does a documentary should always tell the truth or it can manipulate historic facts.

Reflect about Neo-fascism in Europe.

Interpret causes and consequences of the First World War.

Language aims:

After completing the lesson, the student will be able to:

Use essential vocabulary about Nazism.

Use correctly new vocabulary through definitions.

Orally introduce information about the lesson.

Express a personal opinion about main ideological Nazi features.

CLIL MultiKey lesson plan

Content-compulsory language	Content-compatible language
Inter war period First World War – Second World War Cause – consequence Crash Regime – Totalitarianism – Nazism Fascism – Neo-fascism Non equality - one-party system – direct action – Aryan – Jewish - persecution – hostile to Plot – script – main characters	Resistance – opposition Anti Semitism Equal - pure To make compulsory – to force – to ban – to prohibit – to forbid – not to allow Freedom – dictatorship – leadership – friendship – collaboration – empathy

Materials:

- The film “Swing kids”
- Students worksheets
- Workbook

Procedure:

1 step.- Previous lesson: pair work with worksheet.

In a previous lesson, the teacher revises the main features of the Interwar period. Meanwhile, students complete a questionnaire about it. Students, in pairs, compare their answers. At the end of the lesson, we check the exercise all together.

Questionnaire: WHAT DO WE KNOW ABOUT THE INTERWAR PERIOD?

- 1.- Could you name any of the causes of the First World War?
- 2.- Which blocs were involved in the war?
- 3.- What was the straw that broke the camel's back in the war?
- 4.- Why 1917 was so important in the conflict development?
- 5.- Could you name the consequences of the First War?
- 6.- Do you know what the Wall Street Crash of 1929 was?
- 8.- Is there any connection between the First World War and the appearance of the Nazism in Germany?
- 9.- Define "totalitarianism".
- 10.- Do you know what the Neo-fascism is?

2.- Students watch the film. They have a sheet with a short information about the film.

Teacher introduces the film "Swing Kids" to the students and explains to them some of the main Nazi ideological features. Then, students watch the film.

SWING KIDS (1993)

Film : Swing kids
Director: Thomas Carter
Production: Hollywood Pictures, Pacific Tuchwook Partners
Writing credits: Jonathan Marc Feldman
Photography: Jerzy Zielinski
Music: James Horner
Cast: Robert Sean Leonard (Peter), Christian Bale (Thomas), Frank Whaley (Arvid), Barbara Hershey (Ms Muller), Kenneth Branagh (SS official), Tushka Bergen (Evey), David Torn (Willi), Julia Stemberger (Ms Linge), Jayce Bartok (Otto), Noah Wyle (Emil)
Running time: 114 minutes
Country: United States
Language: English

This film is based on real facts: in the Nazi Germany just before the Second World War, there was a group of young people who loved American musicians like Benny Goodman, Glen Miller, Duke Ellington, Artie Shaw, Django Reinhardt or Count Basie. They were known as the swing kids. The Nazi regime, in a short time, this kind of music was forbidden because the authors were Jewish or black people. But, at least at the beginning, swing kids went on supporting every thing connected with swing. For them, swing was a way of life. This is a film about intolerance, about how intolerance can change our lives, about friendship and about the things we can lose as we become adults.

AS YOU WATCH THE FILM, REMEMBER THAT ...

- One of the basic features of the fascist ideologies is that they support a **non egalitarian society**: they think that any society must be ruled by an elite and those chosen people must be organised in a **one-party system**.
- The elite must **force** a new kind of organization through the **direct action** and supporting clearly violence and terrorism.
- Consequently, they **ban by law** political parties and trade unions and they deny individual rights.
- Nazi ideology works if they can control people ideologically and socially. Because of that, they need to convince them that it is extremelly important to be part of a **racial pure people (an aryan race)**. So, in this context, there is no place for those having disabilities. Besides, this idea justifies the **systematized persecution** suffered by certain groups as jewish or gypsies.
- The German Reich considered that their future depended on the youth commitment to the Nazism. For that reason Nazism devoted a lot of time and effort to youth education encouraging recreation and educational organizations as the **Hitler Youth** (Hitlerjugend). In fact, those families whose children did not join the Hitler Youth could be considered **hostile to** the regime and be arrested.

3.- Team work with worksheet.

After watching the film, students in groups of four people, discuss about “Swing kids” and answer a questionnaire.

AFTER WATCHING THE FILM...

- 1.- What do you think about Peter’s family? As the film goes on, what do we know about his father?
- 2.- Three of the boys -Peter, Thomas and Arvid- stand out among the group of swing kids. Could you describe them?
- 3.- In your opinion, why did Arvid comit suicide? Did the others understand it? And what about you?
- 4.- Can a political regime ban a kind of music? Why?
- 5.- Is there any connexion between a person, the music he or she loves and his or her way of living, thinking or being? Could you give us any up to date example? Do you think that we are, in general, patient enough with other people tastes if they are very different from ours or do we tend to despise them?
- 6.- Thomas and Emil (the first one joining the Hitler Youth) have some important fights. How can you explain that they become into so close friends later?
- 7.- On the other hand, if Peter and Thomas were so close, how can you explain that Thomas has no problems beating Peter at the end of the film?
- 8.- If Emil knows that Arvid is a fine guitarrist, why does he beat him to the extent of breaking his hand?
Does anybody have the right to hit or insult you because of your personal tastes, your appearance, your sexuality or your language?
- 9.- If a person joins a group or organization with a clear and strong ideology, can this ideology change this person and, what is more, can this person change,even becoming into a fanatic, especially acting in group?

4.- Each group prepares a short report including, according to his point of view, the most relevant aspects of the film in connexion with the main ideas of the topic we are working on. Then, each group chooses a spokesperson and each spokesperson explains his team conclusions to the class.

Students can include anything they think could be interesting about the film and its topics.

CLIL MultiKey lesson plan

5.- Team work with worksheet

Students, in the same teams, connect some scenes of the film with one or more Nazi ideological features (using words not sentences)

SCENE	NAZI IDEOLOGICAL FEATURES
1.- The swing kids see some HJ beating a boy	
2.- Peter cuts his hair	
3.- Thomas says to Arvid he never could be admitted in the HJ	
4.- Peter joins the HJ	
5.- The boys are watching a documentary about jews	
6.- The HJ burst into the dancing club	
7.- Peter delivers boxes with ashes inside	
8.- Peter is arrested, but his brother picks up the umbrella and shouts "swing heill"	