**Holocaust Education through a Civics LensText

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**Comparing Preambles**

*This lesson plan was developed to facilitate teaching and learning the history of the Holocaust and the required instructional approach as outlined in state statute* [*1003.42.2(g)1*](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.42&URL=1000-1099/1003/Sections/1003.42.html) *.  In addition, this lesson is aligned to the expectations of state statute* [*1003.42.2(g)2*](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.42&URL=1000-1099/1003/Sections/1003.42.html)*: Holocaust Education Week.*

| **Teacher Notes**: N/A  [Lesson Benchmark Alignment Appendix](https://docs.google.com/document/d/1m-ZxHWXqOlbQjjSgkcPX9wNun449ptLLDj_UlrR7Jhc/edit?usp=sharing)  **All accompanying links are found in the lesson plan below** |
| --- |

| Lesson Title | Florida Civics Benchmarks | Duration of Lesson | |
| --- | --- | --- | --- |
| Comparing Constitution Preambles | SS.7.C.1.6 and SS.7.C.3.2 | 1 Class Period | |
| *Other Course Applications:*  *US Government*  *World History* |
| Essential Questions | | | |
| What are the goals and purposes of the governments of the US and Weimar Republic as evidenced through the preambles of their respective constitutions?  How are government actions justified through the implications given in their respective founding documents? | | | |
| Learning Goals | | | |
| This lesson focuses on how leaders shape the goals and purposes of government as established by the preambles to their constitutions. In this lesson students will compare the Wimar Republic and the United States preambles to important foundational documents. They will complete this by using primary text excerpts and other visual resources. Through analysis and application students are able to see the goals and intentions of these governments.  *Note: The* [*Florida Joint Center for Citizenship*](https://floridacitizen.org/) *(free teacher account) offers lessons on benchmark SS.7.C.1.6 and SS.7.C.3.2 under the “Resources” tab.* | | | |
| Content Notes for Teachers | | | |
| German’s emperor (the Kaiser) fled Germany at the end of World War I which left Germany to be governed by what would become known as the Weimar Republic.  The Weimar Constitution represented Germany's first major step into a fundamentally democratic system of government. Many in the German elite supported an authoritarian form of government and were unwilling to accept the Weimar Constitution. The framers of the Weimar Constitution attempted to create a system that would be acceptable to both groups (supporters of an authoritarian government and supporters of a democratic government).  The Weimar Constitution established three central political forces.   * It created the Reichstag, a legislative body elected by the people. * The Chancellor (chief executive) was responsible for the day-to-day operations of the executive branch. * The President held overall ceremonial and real political power. He was directly elected by popular vote and could dismiss the Chancellor. He also controlled the military and could call for new Reichstag elections at will.   *Source: Excerpted from “Article 48”, Holocaust Encyclopedia,* [*United States Holocaust Memorial Museum https://encyclopedia.ushmm.org/content/en/article/article-48*](https://encyclopedia.ushmm.org/content/en/article/article-48) | | | |
| Florida Civics Benchmarks | | | |
| SS.7.C.1.6 - Interpret the intentions of the Preamble of the Constitution.  Benchmark Clarifications:   * Students will explain how the Preamble serves as an introduction to the U.S. Constitution, establishing the goals and purposes of government. * Students will identify the goals and purposes of government as set forth in the Preamble of the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity). * Students will recognize that the intention of the phrase “We the People” means that the government depends on the people for its power and exists to serve them.   SS.7.C.3.2 - Compare parliamentary, federal, confederal, and unitary systems of government.  Benchmark Clarifications:   * Students will define parliamentary, federal, confederal, and unitary systems of government. * Students will compare the organizational structures of systems of government. * Students will recognize examples of these systems of government. * Students will analyze scenarios describing various systems of government. | | | |
| Instructional Strategies/Lesson Activity | | | |
| **Hook Activity**  - Show the following video to the students:   * [How did Hitler rise to power?](https://www.youtube.com/watch?v=jFICRFKtAc4)   \**Note: The video describes how the Weimar Republic established a democractic government for Germany and how that government was later underminded by Adolf Hitler and his Nazi movement. Students will be comparing the preamble of the Weimar Republic’s constitution to the US Constitution’s preamble. You may have to stop the video a few times and explain important facts regarding the events leading up to Hitler’s assumption of power in Germany.*  **Activity**  **Part 1**  - Put students into groups of 2-4 for the activity.  - Each group will receive a large sheet of paper. Preferably chart paper and markers.  *Note: There is a* [*presentation*](https://docs.google.com/presentation/d/10jBHcbUzXQ9oYbn0hem8mHZm5wU1cmnbJ4brkyMV0pU/edit?usp=sharing) *provided to guide students through activity.*  - Have students format their papers as shown on the following [document](https://docs.google.com/document/d/1VNZWUxXmfgB-7PPbDLRqCwSdE5RhQJ7ocDzDk56SgK8/edit?usp=sharing).  Box 1 - Preambles...What are they?   * Students will bullet brief statements regarding what they know about preambles (refer to the presentation or [teacher key](https://docs.google.com/document/d/16MBTxrX7K9cedmhAWpxgw7sy17N4uXVBVEw7vwC9Q9w/edit?usp=sharing) for suggestions)   Box 2 - Weimar Republic Preamble   * Students will write the four sections of the Weimar Republic preamble in the left box * They will leave a little space under each section for a brief explanation of each section (see presentation or [teacher key](https://docs.google.com/document/d/16MBTxrX7K9cedmhAWpxgw7sy17N4uXVBVEw7vwC9Q9w/edit?usp=sharing) for instructions)   Box 3 - US Constitution Preamble   * Students will have a choice of four of the seven sections of the US Constitution preamble and will write this in the right box * They will also leave a little space under each section for a brief explanation of each section (see presentation or [teacher key](https://docs.google.com/document/d/16MBTxrX7K9cedmhAWpxgw7sy17N4uXVBVEw7vwC9Q9w/edit?usp=sharing) for instructions)   **Part 2**  Box 4 - ***Option 1*** - Preamble Intentions   * Students will then compare the two preambles using the information they have gathered from above * Students will identify multiple similarities between the Weimar Republic preamble and the US Constitution preamble (see [teacher key](https://docs.google.com/document/d/16MBTxrX7K9cedmhAWpxgw7sy17N4uXVBVEw7vwC9Q9w/edit?usp=sharing) for suggestions)   **Closing Activity**  **Option 1**  Students will write a brief reflection using the following prompt:   * Prompt: If the Weimar Republic Constitution’s preamble and the US Constitution’s preamble have many similarities in its intentions, then how was it possible for a person like Adolf Hitler to take power of the German government?   Box 4 - ***Option 2*** - Preamble Justifications   * Students will then be given 4 different scenarios (2 German and 2 US) regarding government actions and how the preambles justify the actions (see [presentation](https://docs.google.com/presentation/d/10jBHcbUzXQ9oYbn0hem8mHZm5wU1cmnbJ4brkyMV0pU/edit?usp=sharing) for the scenarios) * Have students write the title of the scenario from the presentation slides * Students will then identify what section of the preamble justifies the government action (see [teacher key](https://docs.google.com/document/d/16MBTxrX7K9cedmhAWpxgw7sy17N4uXVBVEw7vwC9Q9w/edit?usp=sharing) for suggestions)   **Option 2**  Students will write a brief reflection using the following prompt:   * Prompt: Government officials enact policies that they claim support the goals of the preamble but which also violate the rights of certain citizens. How can constitutions build in safeguards to prevent this from happening? | | | |
| Assignment(s) | | | |
| * Comparing Preambles Chart Activity * Reflection Activity | | | |
| Assessment and Monitoring (Checks for content and mastery) | | | |
| * Teacher observation and questioning of groups and individuals at each step of the instructional process and during transitions between activities. * Check the chart for understanding of the content. * Check specific test items on the unit test for mastery of the content. * Exit slip: PIN Strategy (One positive thing you learned, one interesting thing you learned, one negative thing you learned.) | | | |
| Adaptations for Unique Student Needs | | | |
| * Provide audio readings of each document. * Have students view brief background videos on the creation of both Constitutions. * Group students into small groups to facilitate collaboration and discussion. * Use appropriate visuals to help guide striving readers. | | | |
| Resources and Materials | | | |
| - Video: “[How did Hitler Rise to Power](https://www.youtube.com/watch?v=jFICRFKtAc4)”  - [Comparing Preambles Lesson Presentation](https://docs.google.com/presentation/d/1XD2894UG4AXT7nxZ6ZoFapsbNyi4ER_etJOZcuCMDkg/edit?usp=sharing)  - [Comparing Preambles Chart](https://docs.google.com/document/d/1XrCB778rBIjTDFtcfcFH7TpbVonxBasw3PJ3Ay8TRmo/edit?usp=sharing) - Student Copy  - [Comparing Preambles Chart](https://docs.google.com/document/d/10POrLT9NVtJFiedTmQNeuaV7CTgIKHfKgIdwdekOmL0/edit?usp=sharing) - Teacher Copy  - [Comparing Preambles Test Items](https://docs.google.com/document/d/1OD2HHtLNwGnrg4MAFwa1ZW7MXuDKjMnfbOExb4hbY9Q/edit?usp=sharing)  *Note: The* [*Florida Joint Center for Citizenship*](https://floridacitizen.org/) *(free teacher account) offers lessons on benchmark SS.7.C.1.6 and SS.7.C.3.2 under the “Resources” tab.* | | | |

**PREAMBLES and THEIR INTENTIONS**

| **PREAMBLES...What are they?** | |
| --- | --- |
| **Weimar Republic Preamble** | **U.S. Constitution Preamble** |
| **Preamble Intentions or Justifications** | |

**PREAMBLES and THEIR INTENTIONS - Teacher Key**

| **Box #1 - PREAMBLES...What are they?**  *\*They serve as the introduction to a document*  *\*They establish goals and purposes*  *\*Usually seen in government documents or constitutions*  *\*Usually mention people or citizens* | |
| --- | --- |
| **Box #2 - Weimar Republic**  The German people united in every respect…   * *this country’s citizens operating together as a unit*   restore and confirm the Reich in liberty and justice,...   * *...to create a new government that operates under the rule of law and that establishes a free and independent Germany that will assume its rightful place in the community of nations*   to serve peace at home and peace abroad,...   * ...to enable the new German government (and its people) to function in a nation and world based on peaceful principles   and to further social progress,...   * *...to create circumstances that lead to the possibility of better lives for the people* | **Box #3 - U.S. Constitution**  We the People of the United States…   * *this country’s citizens acting together as “the people”*   In order to form a more perfect Union,...   * *...to create a new constitution.to take the place of the weaker, less effective national government created by the Articles of Confederation*   establish Justice,...   * *...to create a system of government that operates under the rule of law*   insure domestic Tranquility,...  … to create circumstances enabling the people and the states to coexist peacefully with one another  provide for the common defence,...   * *...to create a national government strong enough to protect the nation as a whole as well as the individual states*   promote the general Welfare,...   * *...to create conditions that lead to the possibility of better lives for the people*   and secure the Blessings of Liberty to ourselves and our Posterity,...  *…to make sure that the benefits of freedom are available to the American people now and into the future.* |
| **Box #4 - Preamble Intentions (Option 1)** -   * *Both preambles explain why new constitutions have been created for their respective nations.* * *Both contain an identification of who has created the constitution and what broad goals they hope to accomplish with the new government.* * *Asserts creation by a unified group that is referred to as “the people”* * *Specifically mentions liberty and justice* * *Calls for peace at home and abroad in a way that brings to mind to the mention of domestic tranquility, common defense in the U.S. Constitution preamble* * *Seeks to further social progress in language that brings to mind the U.S. Constitution Premble’s call to promote the general welfare* | |
| **Box #4 - Preamble Justifications (Option 2) -**   * *US - Japanese Internment - On December 7, 1941, the Japanese government attacked the United States at Pearl Harbor. In the aftermath the United States government required that Americans of Japanese descent be relocated to internment camps and subject to curfews.* * *German - Concentration Camp - Nazi Germany creates a system of concentration camps to be used against Germans whose loyalty to the Nazi regime was suspect or was questioned.* * *US - School Segregation - The state of Kansas requires that white students and African American students attend different K-12 public schools.* * *German - Nuremberg Laws (Citizenship Laws) - In 1935, Nazi Germany enacted new laws taking away the citizenship of German Jews, redefining them as resident aliens.* | |

**Test Items**

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.6 | BC 2 | L |

| Question | Between 1918 and 1933, the Weimar Republic was in place in Germany. The passage below is the English translation of the preamble to the Weimar Republic Constitution:   | The German people united in every respect and inspired by the determination to restore and confirm the Reich in liberty and justice, to serve peace at home and peace abroad, and to further social progress, has given itself this constitution. | | --- |   Source: *The New Constitutions of Europe*, by Howard Lee McBain and Lindsay Rogers, Garden City, NY: Doubleday Page and Company, 1922.  Which goal of government is shared between the U.S. Constitution Preamble and the Weimar Republic Constitution Preamble? |
| --- | --- | --- |
| A. | Administration |
| B. | Justice |
| C. | Religious communities |
| D. | Economic progress |

| Question | Between 1918 and 1933, the Weimar Republic was in place in Germany. The passage below is the English translation of the preamble to the Weimar Republic Constitution:   | The German people united in every respect and inspired by the determination to restore and confirm the Reich in liberty and justice, to serve peace at home and peace abroad, and to further social progress, has given itself this constitution. | | --- |   Source: *The New Constitutions of Europe*, by Howard Lee McBain and Lindsay Rogers, Garden City, NY: Doubleday Page and Company, 1922.  Which goal of government is shared between the U.S. Constitution Preamble and the Weimar Republic Constitution Preamble? | |
| --- | --- | --- | --- |
| A. | Administration | **Incorrect:** “Administration” is not a goal of government found in either the Weimar Republic Constitution Preamble or the U.S. Constitution Preamble. |
| B. | Justice | ***Correct*:** The goal of “justice” is included in the U.S. Constitution Preamble and the Weimar Republic Constitution. |
| C. | Religious communities | **Incorrect:** “Religious communities” are not a goal of government included in either the Weimar Republic Constitution Preamble or the U.S. Constitution Preamble. |
| D. | Economic progress | **Incorrect**: “Economic progress” is not a goal of government included in either the Weimar Republic Constitution Preamble or the U.S. Constitution Preamble. |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.6 | BC 1 | L |

| Question | Which part of the U.S. Constitution establishes the goals and purposes of government? |
| --- | --- |
| A. | The Bill of Rights |
| B. | The First Amendment |
| C. | The Supremacy Clause |
| D. | The Preamble |

| Question | Which part of the U.S. Constitution establishes the goals and purposes of government? | This question is asking students to recall in which part of the U.S. Constitution the Preamble is found. |
| --- | --- | --- |
| A. | The Bill of Rights | **Incorrect-**The Bill of Rights was added to the U.S. Constitution after it was ratified. |
| B. | The First Amendment | **Incorrect-**The First Amendment is part of the Bill of Rights, which was added to the U.S. Constitution after it was ratified. |
| C. | The Supremacy Clause | **Incorrect-**The Supremacy Clause deals with the relationships between the national government and the state governments. |
| D. | The Preamble | ***Correct***-The Preamble introduces the goals and purposes of government, which are then outlined in the seven articles of the U.S. Constitution. |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.6 | BC 2 | L |

| Question | Between 1918 and 1933, the Weimar Republic was in place in Germany. The passage below is the English translation of the preamble to the Weimar Republic Constitution:   | The German people united in every respect and inspired by the determination to restore and confirm the Reich in liberty and justice, to serve peace at home and peace abroad, and to further social progress, has given itself this constitution. | | --- |   Source: *The New Constitutions of Europe*, by Howard Lee McBain and Lindsay Rogers, Garden City, NY: Doubleday Page and Company, 1922.  Which of the following are identified in the Weimar Constitution Preamble? |
| --- | --- | --- |
| A. | Institutions of government |
| B. | Purposes of government |
| C. | Elements of government |
| D. | Administration of government |

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| --- | --- | --- | --- |
| A. | Institutions of government | **Incorrect**: The Weimar Constitution Preamble includes goals and purposes of government but does not identify institutions of government. |
| B. | Purposes of government | ***Correct*:** The factors identified in the Weimar Constitution Preamble focus on the multiple purposes of government. |
| C. | Elements of government | **Incorrect**: The Weimar Constitution Preamble includes goals and purposes of government but does not identify elements or structures of government. |
| D. | Administration of government | **Incorrect**: The Weimar Constitution Preamble includes goals and purposes of government but does not identify administration of government. |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.6 | BC 3 | Moderate |

| Question | The newspaper headline below describes an event in 1935:    Which phrase of the Preamble to the U.S. Constitution disagrees with the headline? |
| --- | --- |
| A | “ensure domestic tranquility” |
| B | “provide for the common defense” |
| C | “We the People” |
| D | “form a more perfect union” |

| Question | The newspaper headline below describes an event in 1935:    Which phrase of the Preamble to the U.S. Constitution disagrees with the headline? | |
| --- | --- | --- |
| A | “ensure domestic tranquility” | **Incorrect:** Depriving Jews of their citizenship rights does not support liberty |
| B | “provide for the common defense” | **Incorrect**: The headline does not refer to defending the entire nation, which is a phrase that means “provide for the common defense”. Based on the information in the headline, efforts to defend the nation would not include Jews since Jews are being denied their rights of citizenship. |
| C | “We the People” | ***Correct:*** According to the headline, Jews are part of “the people” who are being denied their rights of citizenship. Jews are being excluded from the concept of “We the People”, according to the headline. |
| D | “form a more perfect union” | **Incorrect**: Establishing justice does not include denying citizens of their rights that they would have except that they are Jewish. |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.6 | BC 3 | Moderate |

| Question | The following statement is taken from the Weimar Republic Constitution, in English translation.   | **Article 20** The Reichstag is composed by the representatives elected…. | | --- |   Source: *The Weimar Republic: The Fragility of Democracy*, Facing History and Ourselves, 2018.  Which intention of the U.S. Constitution Preamble is reflected in the statement? |
| --- | --- | --- |
| A | “secure the blessings of liberty” |
| B | “provide for the common defense” |
| C | “establish justice” |
| D | “We the People” |

| Question | The following statement is taken from the Weimar Republic Constitution, in English translation.   | **Article 20** The Reichstag is composed by the representatives elected.... | | --- |   Source: *The Weimar Republic: The Fragility of Democracy*, Facing History and Ourselves, 2018.  Which intention of the U.S. Constitution Preamble is reflected in the statement? | |
| --- | --- | --- | --- |
| A | “secure the blessings of liberty” | **Incorrect**: The statement focuses on elections to government positions and not freedoms or liberties. |
| B | “provide for the common defense” | **Incorrect**: The statement focuses on elections to government positions and not on using military or non-military action to defend the nation. |
| C | “establish justice” | **Incorrect**: The statement focuses on elections to government positions and not on establishing justice or using the courts. |
| D | “We the People” | ***Correct*:** The focus of “We the People” is that the citizenry chooses who will represent them in government. |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.6 | BC 3 | High |

| Question | The following image created by Thomas Theodor Heine was published in *Simplicissimus*, a German weekly magazine, on March 21, 1927.   | https://static.tvtropes.org/pmwiki/pub/images/weimarar_republik_5.gif  *"They are carrying the company’s letters, but who is carrying the spirit?”* | | --- |   Which focus of the Preamble of the U.S. Constitution is reflected in the image? |
| --- | --- | --- |
| A | the concept of support for representative government |
| B | the concept of separation of powers establishing justice |
| C | the concept of judicial review establishing the rule of law |
| D | the concept of support for checks and balances |

| Question | The following image created by Thomas Theodor Heine was published in *Simplicissimus*, a German weekly magazine, on March 21, 1927.   | https://static.tvtropes.org/pmwiki/pub/images/weimarar_republik_5.gif  *"They are carrying the company’s letters, but who is carrying the spirit?”* | | --- |   Which focus of the Preamble of the U.S. Constitution is reflected in the image? | |
| --- | --- | --- | --- |
| A | the concept of support for representative government | ***Correct*:** The image represents people from different backgrounds, based on their clothing, holding up the republic, which provides evidence of representative government |
| B | the concept of separation of powers establishing justice | **Incorrect**: The image does not represent separation of powers, which would be a focus on institutions of government. |
| C | the concept of judicial review and the rule of law | **Incorrect**: The image does not represent judicial review, which would be a focus on the judiciary branch. |
| D | the concept of support for checks and balances | **Incorrect:** The image does not represent checks and balances. The image represents support, but not support for checks and balances. |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.6 | BC 3 | High |

| Question | The excerpts below were taken from the November 9, 1918 edition of the *Berlin People’s Gazette*, the central publication of the Social Democratic Party of Germany. Which of the following excerpts reflects the intentions of the Preamble of the U.S. Constitution? |
| --- | --- |
| A | A National Assembly will meet soon to discuss the new constitution. |
| B | The victory of the people has been achieved, it may not be dishonoured or endangered by rashness. |
| C | composed of men who enjoy the trust of the working people in the cities and on the countryside,... |
| D | ...the president of the Social Democratic Party, has been appointed chancellor, and he forms new governments... |

| Question | The excerpts below were taken from the November 9, 1918 edition of the *Berlin People’s Gazette*, the central publication of the Social Democratic Party of Germany. Which of the following excerpts reflects the intentions of the Preamble of the U.S. Constitution? | |
| --- | --- | --- |
| A | A National Assembly will meet soon to discuss the new constitution. | **Incorrect:** The intentions of the Preamble of the U.S. Constitution focus on “We the People”. There is no evidence in the statement that the assembly was selected by the people. |
| B | The victory of the people has been achieved, it may not be dishonoured or endangered by rashness. | **Incorrect:** The intentions of the Preamble of the U.S. Constitution do not reflect the concept of a victory. |
| C | composed of men who enjoy the trust of the working people in the cities and on the countryside,... | ***Correct*:** The intentions of the Preamble of the U.S. Constitution focus on “We the People” which suggests that the people give power to the government. A group of people enjoying the trust of others reflects the idea of “We the People”. |
| D | ...the president of the Social Democratic Party, has been appointed chancellor, and he forms new governments... | **Incorrect**: The intentions of the Preamble of the U.S. Constitution focus on “We the People” which suggests that the people give power to the government. Appointing someone to have power who then forms governments does not reflect the idea that the people give power to the government. |