**Holocaust Education through a Civics LensText

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**Rule of Law & Forms of Government**

*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/1FCh_CTOK9g-51AX2XTTNxTLMK9Khvf9OhnxGjJnuxYs/edit?usp=sharing)  **All accompanying links are found in the lesson plan below** |
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| Lesson Title | Florida Civics Benchmarks | Duration of Lesson | |
| --- | --- | --- | --- |
| Rule of Law and Forms of Government | SS.7.C.1.9 and SS.7.C.3.1 | 1- 2 Class Periods | |
| *Other Course Applications:*  *US Government*  *World History* |
| Essential Questions | | | |
| How does the rule of law apply to an autocracy?  How does the rule of law apply to a representative democracy? | | | |
| Learning Goals | | | |
| In this lesson students will apply their knowledge of the rule of law and forms of government by comparing two forms of government (autocracy and representative democracy) and their impact of the rule of law comparing Nazi Germany to the United States government. This will be completed by using a student friendly reading and then construct a two column comparison chart.  *Note: The* [*Florida Joint Center for Citizenship*](https://floridacitizen.org/) *(free teacher account) offers lessons on benchmark SS.7.C.1.9 and benchmark SS.7.C.3.1 under the “Resources” tab.* | | | |
| Content Notes for Teachers | | | |
| The German government under Adolf Hitler and the Nazi Party operated according to the “*fuhrerprinzip*”, or “leadership principle.” This meant that all authority belonged ultimately to the leader (Hitler). Because lower officials were chosen by Hitler, they were responsible only to him. Subordinate leaders under Hitler gained power by successfully carrying out his will more fully than their competitors. In theory, the leader personified the needs and aspirations of the racially pure community of German blood much more fully than would be possible with an elected body of representatives. For this reason, the Nazis would have argued that the leader’s power was not arbitrary or abusive. Instead, opposing the leader would be considered the same as disloyalty to the community. In reality, though, the German government under the Nazi Party was a single party dictatorship led by one-man autocratic rule.  *Source: Mitchell Bloomer, Resource Teacher (retired), Holocaust Memorial Education and Resource and Education Center of Florida* | | | |
| Florida Civics Benchmarks | | | |
| SS.7.C.1.9 - Define the rule of law and recognize its influence on the development of the American legal, political and governmental systems. (EOC Benchmark Clarification - distinguish between the characteristics of a society operations under the rule of law and one that does not, assess the importance of the rule of law in protecting of citizens from arbitrary and abusive uses of government power, evaluate the impact of the rule of law on governmental officials and institutions)  Benchmark Clarifications:   * Students will distinguish between the characteristics of a society that operates under the rule of law and one that does not. * Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power. * Students will evaluate the impact of the rule of law on governmental officials and institutions (accountability to the law, fair procedures, decisions based on the law, consistent application, enforcement of the law, and transparency of institutions).   SS.7.C.3.1 - Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). (EOC Benchmark Clarification - identify different forms of government based on its political philosophy or organizational structure and apply their understanding of the definitions of the various forms of government)  Benchmark Clarifications:   * Students will identify different forms of government based on its political philosophy or organizational structure. * Students will analyze scenarios describing various forms of government. * Students will apply their understanding of the definitions of the various forms of government. | | | |
| Instructional Strategies/Lesson Activity | | | |
| **Hook Activity**   * Play the 1 minute video of [Edward Adler](https://www.ushmm.org/wlc/en/media_oi.php?ModuleId=10005681&MediaId=2711) (Note: the one minute video includes a transcript) * Debrief with students by asking the following questions about the video: * Why was Edward Adler arrested? * What law did Edward Adler break? * What was Edward Adler’s sentence? * Was the sentence fair in light of the crime that Edward Adler committed?   **Activity**  **Part 1**   * Place students in pairs * Distribute the “[Rule of Law Comparison Chart](https://drive.google.com/file/d/1d64ma--xTH_sw1Hosio3lawffXIb7IFk/view?usp=sharing)” * Inform students that the chart compares an autocracy and a representative democracy * Instruct each student to complete the definition of autocracy and representative democracy; this will reinforce prior vocabulary   *Content Note: an autocracy is a form of government with one ruler and a representative democracy is a form of government in which the citizens are represented by elected officials*  **Part 2**   * Distribute “[Beate Green’s Testimony](https://drive.google.com/file/d/1s23nRQW77Q7eLkUEQag4e04dTXaI9aKK/view?usp=sharing)” to students * Inform students that this reading will be used to complete the autocracy column on the chart   *Teaching Note: reading options include direct reading, silent reading, or group reading*   * Debrief the reading with students by asking questions such as:   + Why did Beate’s father go to the police station?   + What happened to Beate’s father when he arrived at the police station?   + Would Beate’s father have gotten the same treatment had he not been Jewish?   + Why do you think the Nazis paraded Beate’s father in the streets?   **Part 3**   * Allow each pair of students time to complete the autocracy column * Ask students to share what information they filled in on the chart   *Teaching Note: Use the “*[*Rule of Law Chart - TEACHER KEY*](https://drive.google.com/file/d/1D5rlMFLTE644h9AQmtH8PVEYtMbdXaJr/view?usp=sharing)*” to help assist students with answer clarification*  **Part 4**   * Instruct students to complete the representative democracy column based on prior knowledge gained from previous lessons   *Teaching Note: Use the “*[*Rule of Law Chart - TEACHER KEY*](https://drive.google.com/file/d/1D5rlMFLTE644h9AQmtH8PVEYtMbdXaJr/view?usp=sharing)*” to help assist students with answer clarification*  **Closing Activity**   * Instruct students to complete the exit slip:   + Respond to the following quote, by Nazi Justice Minister Otto Thierack: "In criminal proceedings against the Jews, the decisive factor is their Jewishness, rather than their culpability [guilt]." | | | |
| Assignment(s) | | | |
| - Complete the Rule of Law Comparison Chart | | | |
| 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 “[Rule of Law Comparison Chart](https://drive.google.com/file/d/1d64ma--xTH_sw1Hosio3lawffXIb7IFk/view?usp=sharing)’ for understanding of the content. * Check the Exit Slip for understanding of the content * Check for mastery of content with this lesson’s [test items](https://drive.google.com/drive/folders/1GEqjznClJfEQL4CgZv9DdHkW-_n5KaK9?usp=sharing). | | | |
| Adaptations for Unique Student Needs | | | |
| - Convert the Beate Green reading into an audio format  - Have students watch sections of an interview with [Beate Green](https://www.youtube.com/watch?v=IWTxmWeQSW8) for better emphasis  - Divide the reading into smaller segments and discuss each before proceeding  - Use appropriate visuals to help guide struggling readers | | | |
| Resources and Materials | | | |
| - [Rule of Law Comparison Chart](https://drive.google.com/file/d/1d64ma--xTH_sw1Hosio3lawffXIb7IFk/view?usp=sharing)  - [Rule of Law Comparison Chart - Teacher Key](https://drive.google.com/file/d/1D5rlMFLTE644h9AQmtH8PVEYtMbdXaJr/view?usp=sharing)  - [Testimony of Beate Green](https://drive.google.com/file/d/1s23nRQW77Q7eLkUEQag4e04dTXaI9aKK/view?usp=sharing)  - [Video testimony of Edward Adler](https://www.ushmm.org/wlc/en/media_oi.php?ModuleId=10005681&MediaId=2711)  - [Interview with Beate Green](https://www.youtube.com/watch?v=IWTxmWeQSW8)  - [Rule of Law and Forms of Government Test Items](https://docs.google.com/document/d/1wgFIfsNT2kqrG2fAOJGMFlTmBieCeZWoG-jML4uYjwY/edit?usp=sharing)  *Note: The* [*Florida Joint Center for Citizenship*](https://floridacitizen.org/) *(free teacher account) offers lessons on benchmark SS.7.C.1.9 and benchmark SS.7.C.3.1 under the “Resources” tab.* | | | |

**Rule of Law Comparison Chart**

|  | **RULE OF LAW in...** | |
| --- | --- | --- |
|  | **AUTOCRACY** | **REPRESENTATIVE DEMOCRACY** |
| **DEFINITION** |  |  |
|  | **Germany under Nazi Party Rule** | **The United States** |
| **Accountability of Law** -  What does accountability of law look like in each of these forms of government? |  |  |
| **Fair Procedures** -  What do fair procedures look like in each of these forms of government? |  |  |
| **Transparency of Institutions -** What does transparency of institutions look like in each of these forms of government? |  |  |

**Beate 'Bea' Green**   
*German Jewish schoolgirl, Munich*

One day in 1933 I had a bad cold-I was eight at the time. My mother said,

'You stay in bed.' So I was in bed when the front door opened. Now normally

when my father came in, he would open the door briskly and whistle and my

brother and I would rush down the corridor to see who would get there first to

embrace him. Now, first of all this wasn't the right time for him to come back

so I assumed that It was either my mother or the maid, neither of whom wen

m the flat as far as I knew. But nobody came into my room which is what

would have expected. After a while I got out of bed and went to the corridor

where, outside the bathroom, I saw my father's tattered and blood soaked

clothes.

For an eight year old it was a shock, but there wasn't an adult around that

could ask, 'What happened?’ So I wandered along the corridor to where my

parents' bedroom was. The door was closed and I did something I'd never

done in my life before-I knocked on the door and then opened it. I saw my

father pull the bedclothes right up to his eyes. Obviously, with hindsight,

know that it was so I shouldn't see his bashed up face. He simply said to me

'Wait until your mother comes home.' That was odd because he would never

have talked about 'mother', he would say 'Mutti'-Mum. And of course in due

course my mother did come home. From then on I felt I was being protected

from the truth. They thought that by not telling me about what really happened,

I wouldn't worry: when of course as a child you worry much more if you don't know

than if you know, however hard it is to know the truth.

Later I heard that my father, who was a lawyer, had on this day - 10 March

1933-gone to the police headquarters in order to lay a complaint on behalf

of one of his Jewish clients who owned one of the big stores in Munich and

who had been arrested. When he got to the police headquarters, somebody

said to him, 'Dr Siegel, you're wanted in room so and so,’ which happened to

be in the basement. When he got there he saw It was full of brownshirt thugs

who proceeded to beat him up. They knocked his teeth in and burst his

eardrums. The one thing my father was worried about was that they would

damage his kidneys. So he held his arms against his back and of course that

meant that his head was unprotected which is why he had all the injuries that

he had. But fortunately, our family has thick heads, lots of bone and in fact

apart from the fact that he was beaten, bloodied, had his teeth knocked out,

his skull was not broken.

They then cut off his trouser legs and took off his shoes and socks and hung

a placard around his neck with the notice, ‘I’m a Jew and I will never complain to

the Nazis again.’ They led him around Munich like that. They got

tired of it after about an hour and let him go near the railway station. As he

got into a taxi, he told us that a man came up to him and said with a slight

American accent, 'I have just taken a picture of you, do you mind if it is

published?' My father said, 'Do as you like.' I mean this is not something he

would have worried about at that time. That picture appeared in the world's

press, published by Hearst (William Randolph Hearst, American newspaper

magnate).

**Smith, Lyn. *Remembering, voices of the Holocaust: A new history in the words of the men and women who survived*. New York: Carroll & Graf, 2007. Print.**

**TEACHER KEY**

|  | **RULE OF LAW in...** | |
| --- | --- | --- |
|  | **AUTOCRACY** | **REPRESENTATIVE DEMOCRACY** |
| **DEFINITION** | *A form of government in which there is one ruler who has absolute power* | *A form of government in which the government is run by elected officials who represent large groups of people* |
|  | **Germany under Nazi Party Rule** | **The United States** |
| **Accountability of Law** -  What does accountability of law look like in each of these forms of government? | Possible Student Answer:  There is no accountability because the police can do whatever they want to any citizen.  Teacher Guided Answer:  There is little to no accountability by officials who can abuse Jews because the government rejects Jews. | the processes, norms, and structures that hold the population and public officials legally responsible for their actions |
| **Fair Procedures** -  What do fair procedures look like in each of these forms of government? | Possible Student Answer:  There are no fair procedures because they beat him up for doing his job.  Teacher Guided Answer:  Fair procedures in Nazi Germany are that people are being treated according to Nazi ideology (i.e. beliefs or ideas). For example: there was no court process for Dr. Siegel to be publicly shamed or abused. | decisions will be made on the basis of a set of established rules that are known |
| **Transparency of Institutions -** What does transparency of institutions look like in each of these forms of government? | Possible Student Answer:  The Nazis want to show that Jews are wrong or bad to complain to police so the brownshirts paraded Dr. Siegel down the street to show the government’s beliefs.  Teacher Guided Answer:  Under Nazi rule the purpose of transparency is to affirm or proclaim the beliefs and the actions taken by the government | the legal system is seen and understood by the general public |

**Test Items**

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.9 | BC 2 | L |

| Question | Which option represents the rule of law? |
| --- | --- |
| A. | fair procedures |
| B. | arbitrary procedures |
| C. | standing armies |
| D. | unicameral legislatures |

| Question | Which option represents the rule of law? | |
| --- | --- | --- |
| A. | fair procedures | ***Correct***-Fair procedures take place when the government deals with residents and citizens in a way that supports the public interest. |
| B. | arbitrary procedures | **Incorrect**-Arbitrary procedures take place when government deals with residents and citizens in a way that is not fair. |
| C. | standing armies | **Incorrect**-Standing armies may be in place in those countries that respect the rule of law and those that do not. |
| D. | elected legislatures | ***Incorrect***-Elected legislatures may be in place for those countries that respect the rule of law and those that do not. |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.9 | BC 2 | Moderate |

| Question | In which of the following scenarios are citizens not protected from the arbitrary and abusive use of government power? |
| --- | --- |
| A. | An attorney visits a police headquarters to complain on behalf of a client. The police beat up the attorney, knock out his teeth and burst his eardrums. |
| B. | A citizen is arrested in his house for suspicion of murder. The citizen is brought to the police station for questioning. Before being questioned the citizen is told that he has the right to remain silent. |
| C. | A student is upset about the government’s foreign policy decisions. The student wears a black arm band to school to protest the decisions and writes about her concerns on an exam. |
| D. | A driver exceeds the posted speed limit by 20 miles per hour. The county sheriff pulls the driver over and issues the driver a ticket. |

| Question | In which of the following scenarios are citizens not protected from the arbitrary and abusive use of government power? | |
| --- | --- | --- |
| A. | An attorney visits a police headquarters to complain on behalf of a client. The police beat up the attorney, knock out his teeth and burst his eardrums. | ***Correct***-The police represent the government. When the police abuse citizens it is evidence that citizens are not protected from arbitrary and abusive uses of government power. |
| B. | A citizen is arrested in his house for suspicion of murder. The citizen is brought to the police station for questioning. Before being questioned the citizen is told that he has the right to remain silent. | **Incorrect**-Following due process, such as notifying citizens who have been arrested that they have the right to an attorney before answering questions is evidence of a government that follows the rule of law |
| C. | A student is upset about the government’s foreign policy decisions. The student wears a black arm band to school to protest the decisions and writes about her concerns on an exam. | **Incorrect**-Governments that allow freedom of political expression as long as that expression does not disturb other people are not governments that are arbitrary or abusive. |
| D. | A driver exceeds the posted speed limit by 20 miles per hour. The county sheriff pulls the driver over and issues the driver a ticket. | **Incorrect**-Governments follow the rule of law when persons breaking the law are held accountable for their actions and follow established procedures |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.9 | BC 3 | H |

| Question | The statement below was written by a minister of justice.  -------------------------------------------------  In criminal proceedings against members of a religious group, the most important factor is that they are members of that religious group rather than their guilt.  -------------------------------------------------  What modern political action could be taken to avoid this type of event? |
| --- | --- |
| A. | An international organization includes in its preamble that it recognizes equal rights as the foundation for justice in the world. |
| B. | The constitution of a newly formed nation states that the principles of a single religion are the main source of legislation. |
| C. | The amended constitution of a nation states that it will be socialist and it may not be disrupted by anyone. |
| D. | An international association forms to free individuals from being disturbed by government or society on the basis of religion or belief. |

| Question | The statement below was written by a minister of justice.  -------------------------------------------------  In criminal proceedings against members of a religious group, the most important factor is that they are members of that religious group rather than their guilt.  -------------------------------------------------  What modern political action could be taken to avoid this type of event? | |
| --- | --- | --- |
| A. | An international organization includes in its preamble that it recognizes equal rights as the foundation for justice in the world. | ***Correct****-*The focus of the quote is treating people unequally based on their religion. Individuals prosecuted differently in criminal matters because of their religion are not being given equal rights or justice. |
| B. | The constitution of a newly formed nation states that the principles of a single religion are the main source of legislation. | **Incorrect**-A constitution that uses the principles of a single religion for lawmaking and excluding other religions would not avoid the situation outlined in the scenario. |
| C. | The amended constitution of a nation states that it will be socialist and it may not be disrupted by anyone. | **Incorrect**- A constitution that outlines socialism as its key form of government discourages religion. Avoiding the situation outlined in the statement would require that religion was not the focus of criminal prosecutions. |
| D. | An international association forms to free individuals from being disturbed by government or society on the basis of religion or belief. | **Incorrect**- The focus of the statement is criminal prosecutions and not on how government promotes the freedom of religion. |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.9 | BC 2 | High |

| Question | The headline below published in the *Milwaukee Sentinel* describes an event in 1941:  F:\LFI FJCC Black TD\Holocaust Task Force\Hitler Rule of Law Headline.jpg  What is a long term result of the event described in the headline? |
| --- | --- |
| A | Political reliability |
| B | Minority representation |
| C | Minority activism |
| D | Political freedom |

| Question | The headline below published in the *Milwaukee Sentinel* describes an event in 1941:  F:\LFI FJCC Black TD\Holocaust Task Force\Hitler Rule of Law Headline.jpg  What is a long term result of the event described in the headline? | |
| --- | --- | --- |
| A | Political reliability | ***Correct***-The ruler (Hitler) having absolute rule resulted in government actions consistently reflecting his beliefs |
| B | Minority representation | **Incorrect**-Minority voices would be denied representation under a system of absolute rule because points of view that do not agree with the ruler would not be tolerated |
| C | Minority activism | **Incorrect**-Minority activism would not be tolerated in an absolute power situation because the activism would likely disagree with the ruler’s political views |
| D | Political freedom | **Incorrect**-Absolute power severely limits or eliminates freedom |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 3.1 | BC 3 | L |

| Question | In which of the following type of government does one person with absolute power rule? |
| --- | --- |
| A. | federal |
| B. | communist |
| C. | socialist |
| D. | autocracy |

| Question | In which of the following type of government does one person with absolute power rule? | |
| --- | --- | --- |
| A. | federal | **Incorrect**-In a federal system power is shared among national, state and local governments. |
| B. | communist | **Incorrect**-In a communist system a single ruling party owns and controls the entire economy in which no private ownership is allowed. |
| C. | socialist | **Incorrect**-In a socialist system government takes an active role in controlling the economy. |
| D. | autocracy | ***Correct***- In an autocratic government one person has unlimited power. |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 3.6 | BC 3 | Moderate |

| Question | In which scenario is a citizen engaging in civil disobedience? |
| --- | --- |
| A. | An attorney represents a defendant who has confessed to committing a crime |
| B. | A grocery store owner calls the police upon seeing a customer steal fruit |
| C. | A student decides to help a fellow student when seeing him cheat on a test |
| D. | A boy lies to a military recruiter telling him that he is old enough to join the Army |

| Question | In which scenario is a citizen engaging in civil disobedience? | |
| --- | --- | --- |
| A. | An attorney represents a defendant who has confessed to committing a crime | **Incorrect**-All persons charged with a crime are guaranteed the right to counsel whether or not the accused has confessed to the crime. |
| B. | A grocery store owner calls the police upon seeing a customer steal fruit | **Incorrect**-The store owner has the right to notify the police if he sees someone breaking the law. |
| C. | A student decides to help a fellow student when seeing him cheat on a test | **Incorrect**-A student helping another student cheat on a test is violating the rules of the school. |
| D. | A boy lies to a military recruiter telling him that he is old enough to join the Army | ***Correct***-A person trying to join the military by breaking the rules is engaging in civil disobedience because he is breaking the law for the purpose of supporting the common good. |