

Lesson Plan

Crafting a Call to Action

Book: *Sophie Scholl Fights Hitler's Regime*

Series: Taking a Stand

Level: Voyager

Objective

To help students analyze a persuasive text, examining how the author uses evidence, examples, and appeals to the audience to inspire readers to act.

Supplies

- *Sophie Scholl Fights Hitler's Regime* book
- Crafting a Call to Action Guided Reading Assignments (attached)
- White Rose Studies website: http://www.white-rose-studies.org/The_Leaflets.html
- Paper and pencils

Before the Activity

Print the Crafting a Call to Action GRAs and cut them apart so the questions for each leaflet are on separate pieces of paper. Have students read *Sophie Scholl Fights Hitler's Regime*.

Activity

Sophie Scholl was part of the White Rose, a group that spoke out against the Nazis. The White Rose created a total of seven leaflets. Each used different strategies and examples to persuade Germans to resist the Nazi regime. For example, open the White Rose Studies website and read through Leaflet 7 as a class. Ask students to summarize this leaflet's main points in two or three sentences. (Sample answer: The leaflet contrasts Stalingrad, where the surrounded German leaders needlessly caused thousands of deaths, with Tripoli, where the British officials were merciful to civilians. It asks readers to choose a side and take action.)

Next, divide students into six groups. Assign each group one of the other White Rose leaflets to study and give them the corresponding Crafting a Call to Action GRA. Students should use the White Rose Studies website to read the leaflet and answer the questions on the GRA. Give students time to research, discuss, and write their answers. Then come back together as a class. Each group should choose a spokesperson to read the group's answers out loud. After each group has shared, collect all the written answers.

Evaluation

Use the attached answer key to give each group up to 14 points.

Standards

This lesson may be used to address the Common Core State Standards' reading standards for informational texts, grade 8 (RI 8.2, 8.3, 8.5).

Crafting a Call to Action GRA

Leaflet 1

1. How would you summarize this leaflet's main point in 2 or 3 sentences? (3 points)
2. The leaflet talks about the surrender of individuality. How does this idea support or relate to the leaflet's main point? (4 points)
3. What ideas of Friedrich Schiller does this leaflet quote? How do these ideas support or add to the leaflet's main point? (5 points)
4. The leaflet says, "Every nation deserves the government that it endures." What do you think this means? (2 points)

Crafting a Call to Action GRA

Leaflet 2

1. How would you summarize this leaflet's main point in 2 or 3 sentences? (3 points)
2. The leaflet talks about the horrible crimes committed against the Jews. How does this idea support or relate to the leaflet's main point? (4 points)
3. What ideas of Lao-tse does this leaflet quote? How do these ideas support or add to the leaflet's main point? (5 points)
4. The leaflet says, "An end with terror is always better than terror without end." What do you think this means? (2 points)

Crafting a Call to Action GRA

Leaflet 3

1. How would you summarize this leaflet's main point in 2 or 3 sentences? (3 points)
2. The leaflet talks about sabotage. How does this idea support or relate to the leaflet's main point? (4 points)
3. What ideas of Aristotle does this leaflet quote? How do these ideas support or add to the leaflet's main point? (5 points)
4. The leaflet says, "Do not hide your cowardice under the cloak of cleverness." What do you think this means? (2 points)

Crafting a Call to Action GRA

Leaflet 4

1. How would you summarize this leaflet's main point in 2 or 3 sentences? (3 points)
2. Several paragraphs address Christians directly. What ideas or examples do the writers use to appeal to this audience? (5 points)
3. What ideas of Novalis does this leaflet quote? How do these ideas support or add to the leaflet's main point? (4 points)
4. The leaflet says, "Pay attention or pay the consequences." What do you think this means? (2 points)

Crafting a Call to Action GRA

Leaflet 5

1. How would you summarize this leaflet's main point in 2 or 3 sentences? (3 points)
2. Several paragraphs address Germans directly. What ideas or examples do the writers use to appeal to this audience? (5 points)
3. What ideas about government does the leaflet describe? How do these ideas support or add to the leaflet's main point? (4 points)
4. The leaflet says, "Prove with your deeds that you think differently!" What do you think this means? (2 points)

Crafting a Call to Action GRA

Leaflet 6

1. How would you summarize this leaflet's main point in 2 or 3 sentences? (3 points)
2. The leaflet talks about personal freedom. How does this idea support or relate to the leaflet's main point? (5 points)
3. Several paragraphs address German students directly. What ideas or examples do the writers use to appeal to this audience? (4 points)
4. The leaflet says, "This is a beginning in the fight for our free self-determination; without this, intellectual values can never be created." What do you think this means? (2 points)

Crafting a Call to Action **ANSWER KEY**

Leaflet 1

1. How would you summarize this leaflet's main point in 2 or 3 sentences? (3 points)

The leaflet calls for the people of Germany to stop allowing a corrupt government to control them. It criticizes Germans for passively going along with whoever is in charge. Instead, it calls people to have the courage to think for themselves and resist the system.

2. The leaflet talks about the surrender of individuality. How does this idea support or relate to the leaflet's main point? (4 points)

The leaflet says German people are too easily persuaded to go along with what everyone else is doing. This behavior has allowed evil rulers to take control of the country. Now these rulers stay in power because no one will stand up to oppose them—in fact, people don't even think for themselves enough to question the leaders' ideas. The leaflet calls people to take the initiative to question and fight against this system.

3. What ideas of Friedrich Schiller does this leaflet quote? How do these ideas support or add to the leaflet's main point? (5 points)

Schiller writes that the power of the state is meant to help humanity develop and advance. According to Schiller, if a government doesn't accomplish this purpose, then its people should not be loyal to it. These ideas support the leaflet's call to resist the Nazi regime. They help the writers show why Germans shouldn't be loyal to their government. Instead of following along with their government's wrong actions, Germans should follow their own morals.

4. The leaflet says, "Every nation deserves the government that it endures." What do you think this means? (2 points)

If a nation is too passive to stand up against a corrupt government, then it must suffer the problems that government causes.

Leaflet 2

1. How would you summarize this leaflet's main point in 2 or 3 sentences? (3 points)

The leaflet says the Nazi Party's rise to power was built on deceit. By ignoring faulty logic and overlooking problems, the German people allowed the Nazis to come to power. Now, by tolerating these evil rulers, the German people are complicit in the awful acts they commit.

2. The leaflet talks about the horrible crimes committed against the Jews. How does this idea support or relate to the leaflet's main point? (4 points)

The leaflet gives statistics about how many people the Nazis killed. It points out that these massive crimes deserve a reaction of shock and outrage, yet they have gotten no response. The problem is not that people don't know about the crimes—it's that they choose to overlook them. This example supports the leaflet's call for people to speak out about things they know are wrong.

3. What ideas of Lao-tse does this leaflet quote? How do these ideas support or add to the leaflet's main point? (5 points)

Lao-tse writes about the qualities that make a good leader. He writes that good leaders are not arrogant and do not exercise too much control over their people. These ideas create a contrast to the tight control of the German government over its people. Lao-tse writes that when a government has too much control, happiness is never the result. This ties in to the leaflet's critique of Germans for being too willing to surrender their freedom—and therefore their happiness.

4. The leaflet says, "An end with terror is always better than terror without end." What do you think this means? (2 points)

Fighting against a corrupt government may be very difficult and painful, but it leads to freedom. In contrast, continuing to endure a bad government only leads to more suffering.

Leaflet 3

1. How would you summarize this leaflet's main point in 2 or 3 sentences? (3 points)

This leaflet says Germany's problem is not that its people don't know their government is evil, but that they have not opposed it. However, if many people rise up and work together, they will be able to resist (and bring down) the regime.

2. The leaflet talks about sabotage. How does this idea support or relate to the leaflet's main point? (4 points)

The leaflet identifies several ways the Nazis spread their message and power, including art and writing that praises their leaders and supports their ideas. It calls people to speak out against these ideas and not give money to any efforts that help the war. The idea of sabotage also supports the call to work together. The more people are convinced to resist, the harder it will be for the regime to prosper.

3. What ideas of Aristotle does this leaflet quote? How do these ideas support or add to the leaflet's main point? (5 points)

The quotes from Aristotle describe the actions of a tyrant. This description is meant to remind readers of Germany's government. Aristotle writes that a tyrant seeks to create divisions. This provides one reason why it is so important for people to unite to oppose the government. Later, Aristotle's description of how a tyrant provokes war helps provide context for why so many of the actions described in the sabotage section involve resisting the war effort.

4. The leaflet says, "Do not hide your cowardice under the cloak of cleverness." What do you think this means? (2 points)

Sometimes, people justify or rationalize their actions, trying to make themselves sound reasonable or smart when really they are just afraid to do something.

Leaflet 4

1. How would you summarize this leaflet's main point in 2 or 3 sentences? (3 points)

The leaflet says Hitler was able to cause massive destruction because no one opposed him. It calls Christians to take action against his evil regime, pointing out many ways the Nazis oppose Christians' beliefs. It says Christians have a moral duty to oppose such an evil ruler.

2. Several paragraphs address Christians directly. What ideas or examples do the writers use to appeal to this audience? (5 points)

The writers compare Hitler to Satan, who in Christianity represents deceit and evil. This helps the writers build their case that Christians are morally obligated to oppose Hitler and his regime. In fact, they argue that God is the source of freedom and justice, which means God is on the side of the writers and the resistance—and therefore Christians should be, too. Then, the writers use the concept of repentance (which is a core part of the Christian religion) to explain how people can take action.

3. What ideas of Novalis does this leaflet quote? How do these ideas support or add to the leaflet’s main point? (4 points)

Novalis writes about religion bringing peace to nations torn apart by irrational destruction. His description of the “insanity” of the war will appeal to Christians’ beliefs about the chaos that occurs without God. These ideas help the writers persuade Christians to see the need for action. The quotes appeal to Christians’ desires to do good, help others, and spread their religion.

4. The leaflet says, “Pay attention or pay the consequences.” What do you think this means? (2 points)

If people are not careful to notice what is happening when it is still going on or in progress, they will be forced to notice later—often in a way that is painful.

Leaflet 5

1. How would you summarize this leaflet’s main point in 2 or 3 sentences? (3 points)

The leaflet says that Hitler’s regime will certainly be defeated. In order to not have their fates and reputations tied to this demise, Germans must stand up and resist. It calls Germans to act quickly, before it is too late.

2. Several paragraphs address Germans directly. What ideas or examples do the writers use to appeal to this audience? (5 points)

The leaflet uses a series of rhetorical questions to appeal to readers’ emotions. It reminds them of the horrible deaths of many Jewish people, implying that readers will suffer the same fate if they don’t rise up and resist. It suggests other consequences as well: that the German people will be considered complicit in the awful crimes of their leaders and that the world will hate them. The writers are using these harsh consequences to shock readers out of their apathy.

3. What ideas about government does the leaflet describe? How do these ideas support or add to the leaflet’s main point? (4 points)

The leaflet writes that Germany must have a new kind of government, one that is based on protecting the rights of individual citizens. This new government would be very different from the oppressive Nazi regime. By supporting the new government, readers can answer the leaflet’s call for people to show they oppose the Nazi regime. They can also help prevent a repeat of its crimes.

4. The leaflet says, “Prove with your deeds that you think differently!” What do you think this means? (2 points)

This quote urges people to take action, knowing they will be judged not by their opinions but by whether or not they did anything to support them.

Leaflet 6

1. How would you summarize this leaflet's main point in 2 or 3 sentences? (3 points)

The leaflet says the German government has tried to keep people from thinking for themselves. Controlling citizens' thoughts helps evil leaders stay in power and sets Germany on a path of destruction. Young people must resist by thinking—and speaking—for themselves.

2. The leaflet talks about personal freedom. How does this idea support or relate to the leaflet's main point? (5 points)

The author writes that the Nazi regime has forced citizens to join groups, such as the Hitler Youth, that emphasize obedience over individuality. In these groups, young people are trained to blindly follow orders. In fact, many lose their ability to think for themselves. This example supports the leaflet's call for young people to think and act for themselves. By refusing to join such programs, young Germans can help bring the Nazi regime down.

3. Several paragraphs address German students directly. What ideas or examples do the writers use to appeal to this audience? (4 points)

The leaflet appeals to students' love of learning, calling them to be devoted to true thinking. It also appeals to their desire to protect their country's reputation. It uses the example of college students in Munich who took a stand to show students that they, too, can make a difference. The leaflet contrasts these brave students with the mindless masses of groups such as the Hitler Youth.

4. The leaflet says, "This is a beginning in the fight for our free self-determination; without this, intellectual values can never be created." What do you think this means? (2 points)

Unless people learn to think for themselves, they will miss the main point of education, which is more about critical thinking than it is about knowing facts.