

Filmmaker: Rise of Nazi Party and Start of World War II

Adventure Description:

In this adventure, students will think like a filmmaker and create a serious film on the rise of the Nazi Party and World War II.

Activity

Teacher notes:

- You will need an account set up on Animaker. See [Handout: How to Use Animaker](#). It should take no more than 10 minutes to set up an account.
- This activity is long and can be broken up across multiple days.

Step 1: Background on the Rise of the Nazi Party (5 minutes)

- Show [Video: Rise of Nazi Party in World War II](#).
- Review how the Nazi Party rose out of the poor economy of the 1930s and Hitler taking control of the German government.
- Discuss how once Hitler came to power, he turned German citizens against certain groups of people, like Jewish people and other ethnic groups. Hitler's take over of surrounding countries, like Poland, led to other countries getting involved in World War II.

Step 2: Activity Set Up (5 minutes)

- Explain to students that they will get to be a filmmaker and make an animated film about the rise of the Nazi Party that led to World War II.
- Explain to students that filmmakers always brainstorm ideas and create a plan before they create their cartoons. Many filmmakers create a brief, which is an outline that includes a short summary of the video, characters and scenes that will be included, and other important information.
- Provide students with [Handout: Creating A Brief for an Animated Video](#). As a class, review the steps.
- Explain to students that they will use [Handout: Rise of the Nazi Party](#) to create the plan for their video. They will use this document as inspiration for different scenes and characters in their video.

Step 3: Planning and Brainstorming (20+ minutes)

- Divide students into pairs or small groups. Explain to students that they will now brainstorm and plan what their video will be about. Have students complete the steps on the handout.

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- As students are working, ask the following questions: How did Hitler use propaganda to gain people's support? Why did German citizens quickly support Hitler? Why did the Nazis become so powerful so quickly?
- Next, explain to students that filmmakers get feedback on their briefs before they start designing the first draft of their videos. They typically get feedback from the client who is paying for the video to be created.
- Have groups volunteer to present their briefs to the class. Have other students provide feedback on the following: clarity of plot line, appropriateness of video, whether the political causes stated were accurately and clearly explained, and whether the characters and plot were innovative.

Step 4: Designing Video (25+ minutes)

- Teacher note: This step will most likely be completed on a separate day. It can also be completed for homework or as a take-home project.
- Explain to students that once film producers have finished creating their brief, they create an initial draft of their videos. Explain to students that they will be using Animaker, a computer program that allows people to create animated cartoons.
- Provide students with [Handout: How to Use Animaker](#). As a class, review the information. Explain to students when their animated video is due.
- Teacher note: You can provide students with [Handout: Rubric for Animated Video](#) if you will be grading the videos.

Materials List

Provided online:

- Video: Rise of Nazi Party in World War II
- Handout: How to Use Animaker
- Handout: Creating a Brief for an Animated Video
- Handout: Rubric for Animated Video

Not provided online:

- Animaker.com

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