

A TEACHER'S GUIDE FOR

HITLER'S LAST DAYS

BY BILL O'REILLY



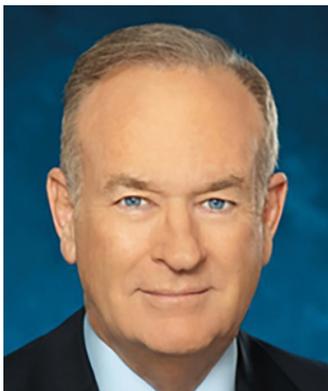
Ages 10-14

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ABOUT THE BOOK:

By early 1945, the destruction of the German Nazi State seems certain. The Allied forces, led by American generals George S. Patton and Dwight D. Eisenhower, are gaining control of Europe, leaving German leaders scrambling. Facing defeat, Adolf Hitler flees to a secret bunker with his new wife, Eva Braun, and his beloved dog, Blondi. It is there that all three would meet their end, thus ending the Third Reich and one of the darkest chapters of history.

Hitler's Last Days is a gripping account of the death of one of the most reviled villains of the 20th century—a man whose regime of murder and terror haunts the world even today. Adapted from Bill O'Reilly's historical thriller *Killing Patton*, this book will have young readers—and grown-ups too—hooked on history.



ABOUT THE AUTHOR:

Bill O'Reilly is a former high school history teacher and the author of several bestselling books, including: *Lincoln's Last Days*, *Kennedy's Last Days*, and *The Last Days of Jesus*. He is also the anchor of *The O'Reilly Factor*, the highest-rated cable news show in the country.

To attain specific Common Core grade-level standards for their classrooms and students, teachers are encouraged to adapt the activities in this guide to their classes' needs. You know your kids best!

USING HITLER'S LAST DAYS WITH THE COMMON CORE STATE STANDARDS

Hitler's Last Days is appropriate for grades 5-12 as a supplemental text in history and English. The book, while engaging, is a top-notch researched text that uses many primary sources and historical pictures to bring the account of the last days of the Nazi regime to life for students. The Common Core Standards presented here are for English/Reading are an example from the sixth grade; teachers may want to visit the Common Core State Standards website to apply their own grade-level equivalents. The subheadings and numerical references will help users easily locate the coordinating standards for specific grade levels.

PRE-READING:

Brainstorm a list of everything you know about the leader of the Nazi party, Adolph Hitler. Then, in pairs, discuss why it would be important to study someone who was so cruel toward his fellow human beings. What can we hope to learn by examining his life? When and how can a person of such influence and bad intentions be stopped?

KEY PLAYERS:

Create a bulletin board from the Key Players section of the book. Or, have students create a bookmark to use as a reference for class discussion and partnership questions.

After each section discuss how the key players are brought to life by the author. How are they introduced? How do we learn more about them as the book progresses: Is through actions? Their decisions? Their treatment of others? What they say? Or what others say about them?

CCSS.ELA-LITERACY.RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DISCUSSION QUESTIONS:

These questions can be used individually to check comprehension of the material or for pairs of students to answer together and then follow up with a class discussion.

PART ONE: THE WOLF'S LAIR

Chapter 1:

1. List the ten most important facts that you learn in this chapter. Then rank them from most important to least and be prepared to defend your rankings.
2. Why do you think some people pursue power at any price? How do we prevent the next Hitler?

Chapter 2:

1. What foolish move does Eisenhower call for?
2. Do you find the study of military tactics at all interesting or not? Why?

Chapter 3:

1. Who is Skorzeny? What role does Hitler want him to play in his scheme?
2. Explain why Hitler needs new commanders at this stage in the war.

Chapter 4:

1. What orders does Eisenhower face from Marshall? Why is it difficult for him to move troops on offense?
2. List the details of Hitler's plans and his advantages.

Chapter 5:

1. What are the signs that convince Colonel Koch that the Germans are planning an offensive? What is the reaction to his hypothesis? Why?
2. What is Patton's plan for December 19th? Why is Patton conflicted?

PART TWO: THE LAST DESPERATE EFFORT

Chapter 6:

1. Why did Eisenhower never suspect an assault through Ardennes?
2. What are the orders for Skorzeny's men? What are the risks they face beyond that of a typical soldier?

Chapter 7:

1. Explain why Elsenborn Ridge and Losheim Gap are both strategic locations to the allies and the Nazis. Why must the Ninety-Ninth hold the line at all costs?
2. List the advantages and disadvantages of both fighting forces {the Ninety-Ninth Division vs. the German Twelfth and Third SS Panzer) as they prepare to face-off.

Chapter 8:

1. Describe the German First SS Panzer Division and their leader.
2. Summarize their actions in the tiny village of Honsfield and what it reveals about their brutality. How do they Americans react?

Chapter 9:

1. Describe General George S. Patton and his leadership style.
2. What is Patton's unlikely and nearly impossible plan to shut down the German offensive?

Chapter 10:

1. Explain why the tiny town of Bastogne is so strategic in this war.
2. Who will try to hold it and how? What happens if they fail?

Chapter 11:

1. What does Luttwitz offer McAuliffe's men who are surrounded in the town of Bastogne? Why?

2. What is McAuliffe's response to the offer? Why did he make such a simple remark? What is the reaction on the German side?

Chapter 12:

1. To whom does Patton appeal for help and success in this mission? Specifically, what does he need?
2. Were you surprised by the tone of his address to this particular audience? Why or why not? What does it reveal about his character?

Chapter 13:

1. List the effects of Skorzeny's Operation Grief to the American effort.
2. Summarize Pieper's problems outside La Gleize. Why does he disobey a direct command?

Chapter 14:

1. How does Abrams decide on the best method to aid the surrounded town of Bastogne? What does he decide?
2. Study the map in this chapter (p.99). What can you understand by close reading of a map that can be difficult to convey in print? What did you learn or understand better by studying the map?

Chapter 15:

1. Explain why Patton is furious after the Battle of the Bulge.
2. Who took credit for the successful mission? Who do you think most deserved it? How much does it really matter to get the credit one deserves?

Chapter 16:

1. Summarize in your own words what happened to Anne Frank and her family.
2. How are the Franks representatives of millions of Jewish families in Europe? What is the most frightening thing you learned in this chapter?

PART THREE: IN THE FUHRERBUNKER

Chapter 17:

1. Describe Hitler's life once he moved back to Berlin, nearing the end of the war.
2. What does he still believe? Why does he believe this?

Chapter 18:

1. What significant event happened on March 7, 1945?
2. Why was this day such a turning point of the war?

Chapter 19:

1. Describe the Siegfried Line and the Rhine River as obstacles to victory. How are they overcome?
2. How does Patton put Montgomery in his place?

Chapter 20:

1. Cite evidence that shows what happened to two of Hitler's favorites: Peiper and Skorzeny.

2. Describe Hitler's methods of coping with the inevitable end of war, both as a military strategist and personally. What inspired him? What news, when it came, did he relish?

Chapter 21:

1. Describe the cache discovered in the Merkers salt mine and its significance.
2. How did military personnel (including its leaders) react to tours of concentration camps? How do you think these atrocities were able to go on for so long?

Chapter 22:

1. Describe Hitler's physical health as the Russians close in around Berlin.
2. Explain Hitler's relationship with Eva Braun and how she attempts to ignore reality.

Chapter 23:

1. Summarize where the conflict stands in April of 1945.
2. What detail reveals the German soldier's fear of Russians more than anything else?

Chapter 24:

1. Describe what life is like in Berlin for its inhabitants at this point.
2. Explain why Wenck lies to his superior officer, Wilhelm Keitel.

Chapter 25:

1. Describe the battle for Berlin near the end of the war. What do you think would be the most frightening part?
2. What does Wenck do instead of following his order? How does that work out for him and his men?

Chapter 26:

1. Why did Hitler marry Eva Braun and then end their lives together?
2. Describe how the two were found. What does it reveal about Hitler?

Chapter 27:

1. What are the outcomes of the Battle of Berlin?
2. Why do you think the allies allowed Russians to take the city on their own?

VOCABULARY BUILDER:

1. Have students sort the vocabulary words from each chapter into the categories in the below vocabulary builder:

This word is completely new to me:	I've heard this word before:	I could use this word correctly in a sentence:	I could define it in my own words:

VOCABULARY WORDS:

- **Chapter 1:** audacious, discretionary, and tactical
- **Chapter 2:** Infantry, stalled, and unbeknownst
- **Chapter 3:** missions, infiltrate
- **Chapter 4:** chateau, punctuated, atomic
- **Chapter 5:** reconnaissance, scrutinized, detachment
- **Chapter 6:** legendary, neutralized, commando, penetrable
- **Chapter 7:** abruptly, pronounced, inevitable
- **Chapter 8:** tutelage, fanatical, feinting, prestigious
- **Chapter 9:** sentry, irascible, fatuous
- **Chapter 10:** hamlet, devastation, reinforcements
- **Chapter 11:** foxhole, gallant, arrogant, annihilated
- **Chapter 12:** votive, daunting, vital, theological
- **Chapter 13:** bunker, deteriorate, absentmindedly, innuendo, hysteria, insatiable, scrutinizes
- **Chapter 14:** volatile, variance, induce
- **Chapter 15:** inaugural, strategic, vital, crucial
- **Chapter 16:** artillery, crematoriums, inferno, pesticide, atrocities
- **Chapter 17:** eradicating, charisma, charade
- **Chapter 18:** symbolism, amphibious
- **Chapter 19:** impassible, interspersed, candidly, munitions
- **Chapter 20:** scrutinizes, protocol, debilitating, fetid, belies
- **Chapter 21:** wretched, smuggle, stimulated, dissolution, emaciated, malnourished
- **Chapter 22:** callous, ruthless, indispensable, resounding, nocturnally, cyanide
- **Chapter 23:** artillery, civilian, refugee
- **Chapter 24:** reconnaissance, impose, prematurely
- **Chapter 25:** frantically, penetrate
- **Chapter 26:** somber, pragmatically
- **Chapter 27:** pinnacle, brutality, inflicted

2. Then, have students learn three to five of the words that appear in the first column for them by checking an online or print resource, making flash cards or trying to discern the meaning from the context in which it appears.

3. Choose at least ten of the vocabulary words and create flash cards that show the following: a definition, synonyms and antonyms, and a picture that helps you remember it.

4. Write a new sentence for each word that reveals its meaning clearly.

CCSS: RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

AFTERWORD:

Create a graphic organizer which summarizes the post-war lives/legacies of the key players of the war.

The Rise of Hitler and the Nazi Party:

Design a timeline of key moments of Hitler's life and rise and fall of power based on this section.

The Symbol of the Swastika:

What was the original meaning of the swastika? Where is it still used today? Do you think it should be used or avoided now? Why?

Hitler's Stature, Health and Diet:

Paraphrase the most important information from this section. Pretend you will be writing a report on it and take notes on the key facts and details. Be certain to put it in your own words!

The Toothbrush Mustache:

What are some of the theories of why Hitler chose this fashion statement for his facial hair?

German Soldiers and Police: The Wehrmacht, SS, Gestapo

Create a venn diagram or other graphic organizer which explores the differences between these three separate and unique arms of the Nazi power.

Joseph Stalin and the Russian Army:

Summarize the German/Russian conflict through this period. What was the ultimate cost to civilians? Why were things difficult between the Allies and the Russians? How was it resolved (or not)?

The Red Ball Express:

List the complications for Red Ball Express from most important to least important. Explain why they were so vital to the success of Patton.

The Eagle's Nest:

Describe the Eagle's nest and its purpose during the war. What did it become right after the Nazi's surrendered?

Inside Hitler's Bunker:

Explain what life was like inside Hitler's bunker in Berlin. Why was it such a depressing place to work?

Nazi Cash, Art and Stolen Possessions:

What stockpile of money and possessions was discovered from the German's march and occupation across Western Europe. What was the money used for? What was the intent for the art?

Concentration Camps: Auschwitz-Birkenau

What were the five most shocking details/facts that you learned in this section? What questions does it leave in your own mind? How can we prevent atrocities like this in the future?

The Nuremberg Trials:

Explain the different counts lodged against many leaders of the Nazi movement. Do you think justice was served with these tribunals or not? Is it possible to get justice in this vast network of loss?

Last Will of Adolf Hitler:

What does this letter/testimony reveal about Hitler’s personality? Were there any surprises here for you or not?

CCSS: RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS PROJECTS: LITERACY IN HISTORY/SOCIAL STUDIES

Teaching the Holocaust:

Visit the Holocaust Museum website for many resources to tackle this difficult topic with middle school and high school students: United States Holocaust Memorial Museum.

In the search bar insert the term: “Auschwitz-Birkenau.” Then take notes in the graphic organizer below (or on your own paper). Reread the section on this concentration camp in the book (pages 272-283) and compare and contrast the information that you learned from each resource. After filling out the graphic organizer, write a response to the questions below and discuss in small groups.

	Holocaust Memorial Museum	Hitler’s Last Days
Auschwitz-Birkenau		

1. How did the online research expand your understanding of the book? Which sources did you find most compelling (video, photos, documents, etc.)
2. What do you think is the most important thing for young people to understand about this topic? What should never be forgotten?

CCSS: RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

PRIMARY DOCUMENTS:

Reading rigorous material such as primary documents is a requirement for preparing students for college and beyond. Have students annotate the document and discuss the similarities between Chapter 12 and his diary.

You can find General Patton's Diary here: <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/wwarii/patton.html>

CCSS: RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

READING STRATEGY/RESEARCH: PARAPHRASING INFORMATION

Beginning with the Afterword section of the book, have students practice the art of paraphrasing. Supply students with the definition and instructions on how to paraphrase provided in the grid below to use as a guide. You could assign small groups these chapters to jig-saw the information contained within them or have students choose the three they're most interested in learning more about. An example is provided below.

PARAPHRASE- a retelling of information in your OWN words. Often used for research.	Choose an important paragraph or two from the text and TAKE NOTES: <ol style="list-style-type: none">1. READ carefully2. Close the book3. Write bullet points with as few of words as possible4. Outline: don't write in complete sentences5. CITE the source. Anything that isn't common knowledge still has to have the original source documented
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Example:

Information needed for Citation:	Paraphrase:
Title: Hitler's Last Days Author: Bill O'Reilly Publisher: Henry Holt Copyright: 2015 Pages: 228-229	George Patton (U.S. Army General) Died: 12/21/1945, car accident Buried with his men in Luxembourg

CCSS: RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CREATIVE WRITING:

Write a letter home from one of the key players or an ordinary citizen caught between the battles during this critical moment in history. What is happening, specifically? Be sure to describe the landscape and people using as many senses as you can (not just visual).

Compare your piece to the non-fiction text of Bill O'Reilly, the author. How does changing the point of view of a piece change the way you understand it? Why do you think O'Reilly wrote in a formal 3rd person style

CCSS: RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

MUSIC:

Listen to the music of the time period: <http://www.6thcorpsmusic.us/>

Then write a journal response about it. Why do you think so many of the songs had such an upbeat tone? What can music provide to people who are struggling? How does looking at an art form of a period change your perspective on studying it? What other arts might open a window to your understanding of WWII and the people who survived it?

CCSS: RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

About the Author of the Guide:

This guide was created by Tracie Vaughn, author of *The Second Guard* and English teacher at Lakota West.