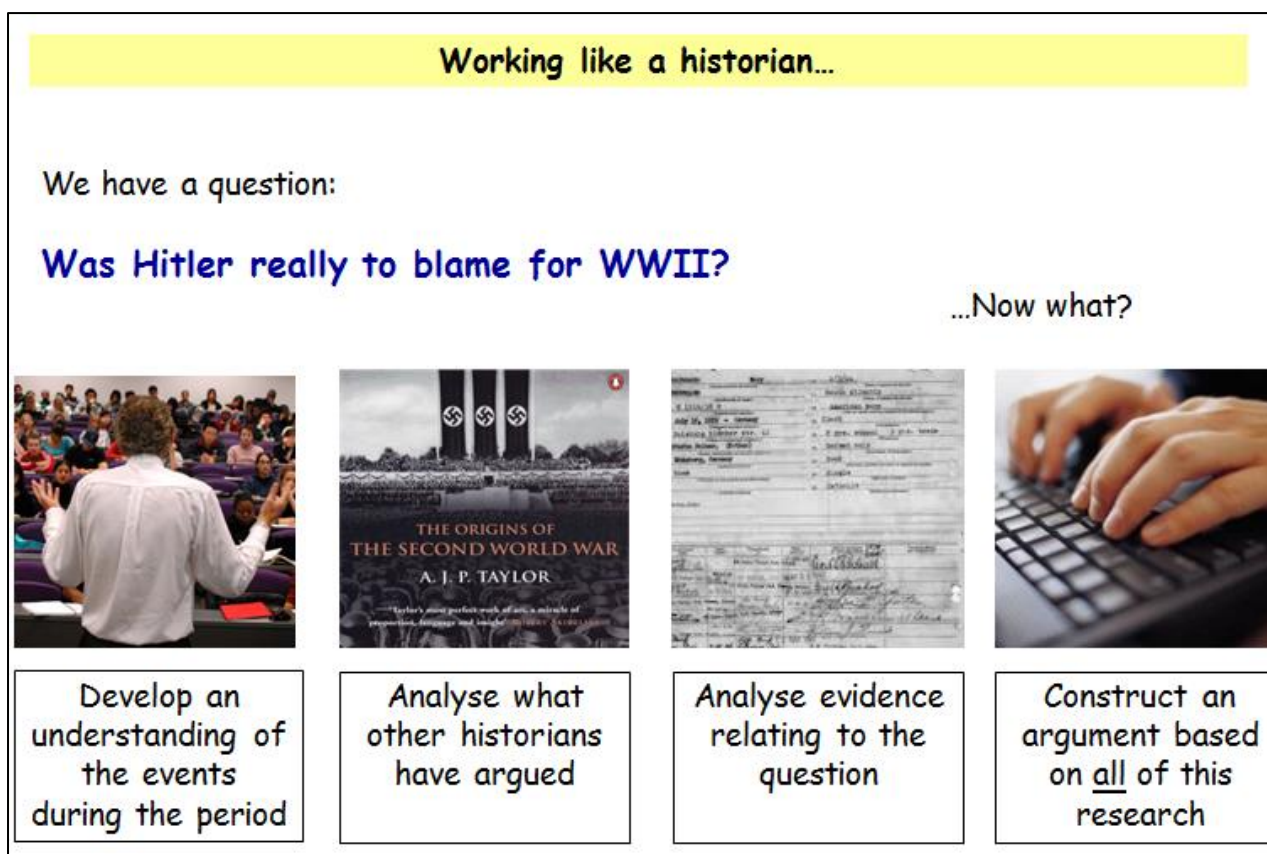


Stages of the enquiry:



Sequence of lessons:

Enquiry question: Was Hitler <i>really</i> to blame for WW2?		
Lesson:	Objectives:	Activities:
1: What role did the Treaty of Versailles play in causing WW2?	1) Consider the stages required in constructing a historical argument 2) Analyse the role of the treaty in causing WW2	<ul style="list-style-type: none"> • Discussion of stages in a historical enquiry • Students act as one of the 'Big Three' and negotiate the terms of the treaty • Complete table comparing their treaty to the real treaty • Evaluate how harsh the real treaty was and how this would have made the German population feel, using political cartoon as prompt • Students explain in books how this could have led to another war

2: What role did the League of Nations play in causing WW2?	1) Analyse the role of the League in causing WW2	<ul style="list-style-type: none"> Analyse the potential strengths and weaknesses of the League’s aims Newsflash activity illustrating problems Discuss message in political cartoon Discuss the consequences of the League’s failure and how this could lead to war
3: What role did Hitler and appeasement play in causing WW2?	1) Analyse the role of Hitler in causing WW2 2) Analyse the role of appeasement in causing WW2 3) Weigh up the importance of each cause	<ul style="list-style-type: none"> Introduce AJP Taylor’s view of the role that Hitler played in causing WW2. Complete ‘Steps to War’ table recording Nazi actions and Allied reactions Summarise the Allies’ attitude – introduce term ‘appeasement’. Weigh up the role of each cause
4: What does the evidence suggest?	1) Evaluate the purpose of evidence in historical arguments	<ul style="list-style-type: none"> Consider how historical evidence works in an argument Analyse evidence relating to each cause Homework: students write an anonymous paragraph outlining their argument
5: Was Hitler really to blame for WW2?	1) Analyse the argument of AJP Taylor 2) Reflect on what characterises a historically valid argument 3) Construct historically valid written arguments	<ul style="list-style-type: none"> Return to AJP Taylor’s argument and analyse the strengths and weaknesses of it Introduce Trevor-Roper’s review of Taylor and discuss purpose or a review Students review each other’s arguments completed for homework Introduce new stage in argument formation: planning Homework: students write their essays using task sheet for guidance.

Causes WW2 source pack:

Source A)



This cartoon appeared in a German magazine in 1919.

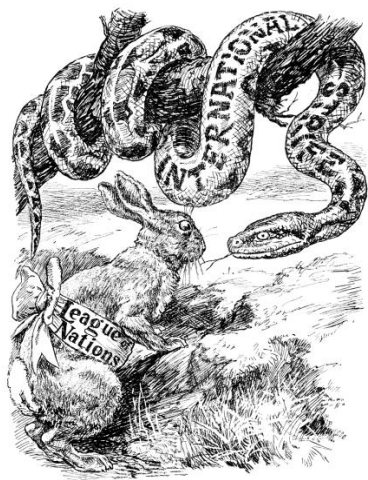
The mother is saying to her child: 'When we have paid one hundred billion marks then I can give you something to eat'.

Source B)

"Only an adequate large space on this earth assures a nation of freedom of existence... We must hold unflinchingly to our aim ... to secure for the German people the land and soil to which they are entitled".

Extract from Adolf Hitler's autobiography, Mein Kampf, 1925

Source C)



A cartoon from Punch Magazine, 1920

The rabbit is saying: "I have no power to attack. It remains for me to fascinate him with the power of my eye"

Source D)

Most important of all, Hitler did not make large war preparations... Rather he planned to solve Germany's living-space problem in piecemeal fashion by a series of small wars. Though I suspect that Hitler hoped to get by without war at all. The one thing he did not plan was the great war, often attributed to him.

Extract from AJP Taylor, The Origins of the Second World War, 1961

Source E)

We cannot foresee the time when our defence forces will be strong enough to protect our land, trade and vital interests against Germany, Italy and Japan at the same time. We need to reduce the numbers of our potential enemies and to gain the support of potential allies.

Part of a letter to Neville Chamberlain (the British Prime Minister) from the British military Chiefs of Staff, December 1937

Source F)

No one wanted another European war. The horrors of World War One had been described in poems and memoirs of those who had survived the trenches. The cripples and maimed were still visible in the British cities, begging in the streets. The graves and war memorials were fresh. Few now believed it had been worth it. Nine million soldiers had perished and what had it all been for?

Extract from Pat Buchanan, Hitler, Churchill and the Unnecessary War, 2008

Source G)

It is important to remember that appeasement is not necessarily a bad thing. In their efforts to resolve conflicts without resorting to violence, government officials often must appease their enemies. It is also important to remember that the alternative to appeasing Hitler in 1938 was fighting him. He was not bluffing, and the threat of war alone would not have stopped him...

An extract from James Sheehan, The Monopoly of Violence: Why Europeans Hate Going to War, 2008

Source H)

The Fuhrer (Hitler) expresses his unshakable conviction that the Reich will one day rule all of Europe. We will have to survive a great many conflicts, but they will doubtless lead to the most glorious triumphs. And from then on the road to world domination is practically spread out before us. For whoever rules Europe will be able to seize the leadership of the world.

An entry into Joseph Goebbels' (Hitler's propaganda minister) diary, May 8 1943



Extract from a student’s essay:

Some historians would argue that the punitive (to Germany) Treaty of Versailles was the main cause of the beginning the Second World War. They suggest that the treaty put too much blame, and put too many restrictions, on Germany, for example the military and trade. As a result, the Treaty, they argue, instead of just punishing the actual perpetrators of the crime, also punished innocent people who had no real say in the war. This made the population of Germany angry and open to seeking revenge. The unfair distribution of punishment is shown in a picture from a German magazine published in 1919, where a mother is saying to her child:

‘When we have paid one hundred billion marks then I can give you something to eat’. [Source A]

This picture suggests the Allies who signed the treaty wanted to be paid back for the damage caused by Germany in the First World War, and implied that this was even to the point of ordinary citizens suffering. It therefore firmly lays the blame for WWII at the door of the Treaty of Versailles and its signatories. However, I would argue that the Treaty, whilst harsh, was simply used by Hitler as an excuse to whip up nationalist feelings. Germany was not alone in going through economic crisis – the USA and Britain, for example, were also in the grip of economic depression during the ‘30’s (during the period when Hitler was coming into power). They did not use this as a reason to start taking land or persecuting other races unlike Hitler. Hitler deliberately played upon the feeling of humiliation that German people felt and used the Treaty to create a strong sense of patriotism. Thus, in my opinion, the Treaty of Versailles itself was not to blame; it was Hitler’s response to it which helped his ambitions and was one of the causes of the war.

Other historians, however, would suggest that it was the weakness of the League of Nations was imperative to the war starting. The idea of the League of Nations was meant to mean well and help prevent Europe from going into future wars but it did not go to plan. The League was weak because it did not include the USA, Russia and Germany as members. Germany felt snubbed by the Treaty of Versailles which did not allow it to join. Also, the League did not have a military to back it up, so when in the situation when they might need a bit of physical strength, they had no-one, simply because there were not enough young men from nor Britain. This meant that a country could keep pushing its luck with the League, as it did not feel threatened because they had no fire power. The lack of influence of the League can be seen in the cartoon from punch Magazine, written in 1920. It shows a rabbit, which represents the League, and a big evil looking snake, which represents international strife. The rabbit says to the snake:

‘I have no power for attack. It remains for me to fascinate him with the power of my eye.’ [Source C]

This suggests that the League was trying to run and lead Europe simply by influence, when it had no power to back up each decision. This meant that countries who disagreed with what they said were not intimidated. As the cartoon suggests, a rabbit will only ever be beaten by a snake.



Plan for progression in historical reasoning:

Year	Context building	Historiography	Evidence	Writing up conclusions
7	Establish a secure understanding of the topic.	Introduce one or two relevant historians for students to analyse in terms of their argument.	Provide a range of sources that students can use as evidence to support their claims and challenge those of others.	Learning to present their case effectively.
8	Establish a secure understanding of the topic.	Introduce one or two relevant historians for students to analyse in terms of their argument and the strength of their evidence base.	Provide a range of sources that students can use as evidence to support their claims and challenge those of others. Students should also start to consider the weight of the evidence they use.	Continuing the above and also beginning to build in an alternative interpretation and why they have rejected it.
9	Establish a secure understanding of the topic.	Introduce a range of relevant historians for students to analyse in terms of their argument and the strength of their evidence base.	Provide a range of sources that students can use as evidence to support their claims and challenge those of others. Students should use their judgements on the weight of evidence to establish which of the various conclusions/claims is most likely to be what actually happened.	Continuing the above and also attempting to weigh up historians and present their own case in the light of the whole.

