**Unit A011 – Depth Study**

**GERMANY 1918-1945**

Powerpoints are in ‘Powerpoints for lessons’ Germany 1919-45 OCR by lesson number

**Lesson 1**

Starter: ‘Welcome to GCSE History’ 1st page colourful of PPT 1

* Give out: files, file divider for this first ‘source info’ section, course outlines, historical thinking sheets (set as prep)
* Give out Walsh books
* Page 2 of PPT 1 has title of depth study. Is depth paper 1 Q with sources and one without. Write big title across a file divider.

 Activity - overview:

* P3 PPT1You have 13 large cards – can you sequence them? (collaborate, draw on knowledge, why is it hard? Etc) P4 – Can you add dates? P5 – Colours? P6 – answers: Green causes rise to power, blue – 1923, purple – consolidation, red anti-semitism.
* Plenary to this: think and share what want to know about all this. Quick pounce and bounce with it. (Will return to exercise in future.) Reminder of History reading for Fun and blog and give out Youtube and reading ahead lists. (Now on to answer the Qs.)

Activity – Germany in 1917

* P7 PPT 1 has instructions. 11 cards of an aspect of Germany 1917. Card per person and some linking people. Walk about and find who link to, how others’ cards help you understand yours better.
* Plenary to this: short description of Germany onto the blank PPT slide – to use at start of next lesson. Map of Germany in 1914 for files. Appoint word wall people for this week. Select three or four words did not know for start of next lesson.

Prep: historical thinking sheet, plus go onto blog, plus read Walsh p238-40 and p250-251 to enable to do starter activity next lesson.

Resources: PPT 1, set of GCSE outline, set of what is historical thinking, set of Walsh books and lever arch files, file dividers, History Reading for Fun to show, blog open, set of You Tube video list for this part of course, set of Walsh reading ahead list, sets of maps of Germany 1914. Sets of Wall words for a box on the shelf.

**Lesson 2**

Starters:

* Arrive to Germany 1914 and 1918 pics to write descriptive words around. Have PPT 2 P1 description up from last lesson re 1917 and they will need to use prep reading to do this. Share a few ideas and put to oneside. Word wall test. New word wallers for today. Take in historical thinking sheets.
* PPT 2 p2 short activity: Why did Germany ask for an armistice in 1918? Oral explanation practice (no need to note).

Activity: images as evidence

* PPT p3 activity to use images as evidence to deepen understanding of 1918 situation – hyper-linked. YouTube – ‘Weimar Germany – Revolution and Counterrevolution’. Lasts 1 min40 secs. Get them to write down on sheets in pairs - tone words for how Germany seems to be just after WW1. Discuss and watch again if necessary.

Activity - role play 1918:

* Go onto PPT p4 for pic of Kaiser and do the three episodes of the TH 108 role play on Germany in 1918. In first one bring in 14 points for peace. Ask about relatives and break off between each to capture their thoughts and feelings. Three = early 1918, June and September. Bring out the rollercoaster of emotions.

Teacher talk

* PPT2 p5 titles – (importance of keeping notes organised and titles clear. Titles link to spec contents.) They write large on one piece of lined paper and put in file.

Activity reorder 1918 revolution:

* PPT2 p6 has the 5 steps of the revolution mixed up. Sort them out and write them next to the right picture on the handout (cut and stick – or number - version for dyslexic students)

Teacher talk

* Give copy of and go over Weimar Constitution sheets and source 3 from p252. Flag up weaknesses. They do notes from PPT p7 onto back of that sheet.

Plenary

* Give copy of impact on Germany by 1918 sheet p251 Walsh for file. Pairs take on a character from PPT p8 and feedback to us what is of most concern to them using the sheet. (word wallers)

Prep: write a short memo for the British Prime Minister about the state of Germany in 1918.

Resources: sets of Berlin 1914 and 1918 pics, words for wall, PPT and vid clip back-up in case need, TH108 roleplay, set of pics to reorder PPT p6 next to, sets of PPT p6 text for less able/dyslexics, sets of Walsh p251, sets of Weimar Constitution sheets and source 3 from p252.

**Lesson 3**

Starter:

* Use Opposition to Ebert and the new Weimar Democracy sheet to explain LW, RW etc. and p11 OCR History A book – dramatically.
* Give threats to young Weimar summary sheet and explain. Word wallers? Swap memos with a partner. Take home to comment upon. Give historical thinking sheets and explain expect them to comment back.

Activity: role play Treaty of Versailles

* PPT 3 p1 title as backdrop. Give all the scenario and rules sheet and the options charts. Then split into 3 groups and give each group character sheets. Work together to work out what their character would want.
* Then split into 3s and haggle for what want for a bit. Discuss the key areas of disagreement.
* Then take own chart again and using page 8-9 of Walsh, colour the bits their character got. Should show is a compromise.
* Plenary to this: You Tube ‘Paris Peace Conference – 1919’ = 8 mins of old ‘Make Germany pay’ - hyperlink on PPT3 p1. Give a copy of p8-9 for files.

Activity: a cartoon as evidence

* PPT3 p2 Analyse together - giving him rope cartoon from Punch (p6 Walsh) WWWWWH. What is the message of this cartoon? Who has produced it? – real Punch.

Plenary: word wall test and Qs.

Prep: Sheet on German reactions to the treaty and a cartoon to analyse to hand in next lesson – just write on the sheet. Plus start threats to young Weimar summary ideas. Plus comment on own work and memos.

Resources: Sets of opposition to Ebert and Weimar, summary diagrams of same tasksheet, set of copies of P11 OCR, YouTube, sets of role play sheets as above, Punch with giving him rope cartoon, sets of p8-9 Walsh, PPT 3, sets of German reactions prep sheet, word wall cards.

**Lesson 4**

Starter:

* PPT4 p1-2 thinks and a run up and down again to revise who opposes him and why – who is MOST cross about Versailles = the right – Ebert and co as ‘November Criminals’ . ‘the stab in the back’ (words to add to threats summary!) Take in memos (with peer comments) and German reaction sheets and their comments on historical understanding, remind of blog, word wall, use map of Germany for key things happened so far – incl. Weimar. PPT p3.

Activity – practise note-taking

* PPT p4 has title for top of lined paper ‘The threat from the Left’ (pause to remind of their hopes – USSR to Germany). PPT p5 task on Spartacists is just 1st 2 paras of the page and not Bavaria. Plenary to this: picture on PPT p6 – How can we use this source as evidence? (Able can have more background from 8-11 Oxford.)
* PPT p7 note-task task on other threats from the left – notes from next part of top of p253 Walsh. Plenary to this is to PPT p8 to add summary notes to threats to Weimar sheet – draw out chronology = little connected to Versailles but at same time – government = busy!

Plenary – making good notes

* Using PPT p9 with ‘the threat from the right’ – start note-taking together from Walsh p255 and then they finish for prep. 10Q quiz if time.

Resources: glue, Oxford book, PPT4, lined paper

**Lesson 5**

Starter

* As arrive make them a person and get them to stand on the line of Left and Right. Rest have to say something about them.
* Give German reaction sheets back and say expect them back with their re-comments. Swap threat from the right notes and read through and give a positive and constructive comment and return, then hand in. (Files in order?)

Activity: notes from more complex text

* Using Oxford p14-15 work in pairs to write a set of notes each about dangers to Weimar using the sheet as a guide. Plenary to this is ‘False legends’ source about middle-class views of Ebert. How useful is this as evidence?

Teacher talk

* Give Munich Putsch sheet and act out – then they answer into the boxes and then discuss. (failed because did not get support of state governor and head of police and security in Bavaria and is far away from Berlin. Dangerous because of high level support.) Plenary PPT5 p1 picture source. Threats from the right now done, look back at threats summary sheet – what is left?

Starter:

* PPT5 p2 has eine million mark – speculate - what is going on? PPT p3 has the billion from 2 months later – more speculation (look at dates, plus last is not a note – though looks like it).

Set up activity for prep:

* Give sheet of notes re economic crisis and sheet of sources. For prep have to explain why these cartoons were published, using the contextual evidence. Get them started with the first one. Word wallers! Plus, threats summary sheets in next lesson.

Resources: sets of dangers to Weimar note framework sheet, sets of ‘False legends’ source, PPT 5, black book, sets of Articles on Stresemann, YouTube with speakers, sets of sheets on Stresemann and solutions, scissors and glue, sets of sheets on Munich Putsch, sets of notes on economic crisis and sources for prep.

**Lesson 6**

Starters:

* Arrive to a wall of 1918 – 1923: 5 mins to get every date on a post-it and stuck up there and review – write large so can photograph. Preps back from me. Take in threats of young Weimar summary sheet. Get all to read feedback on right threat notes. Swap the sources with each other, in for next lesson. Word wallers.
* PPT6 p1 – to discuss together = children playing with banknotes.
* Give summary of summary of the political, social and economic causes and with a partner draw links – explain a few to rest of class/or other pair.

Activity: summary of this topic

* Intro with: PPT6 p2 - YouTube ‘Hyperinflation in Germany in 1923’ clip. (1 min 30) Give all copy of Walsh p259. 6 students prepare a debate (and handout to copy for the others) for plenary on the Q ‘ This house believes that the Weimar Republic was in a healthy state in 1924.’ – have black books too. Rest do snakes and ladders game and annotate (copy one of these for debaters).

Plenary:

* Run the debate on Weimar in 1924 and copy and have explained the handouts from the others

Prep: finish any handouts for copying, comment on each others’ sources and read Walsh p260-263

Resources: dates up on wall, post-its, sets of snakes and ladders sheet, sets of summary of PES threats to Weimar

**Lesson 7**

Starter:

* Blockbusters style quiz on stuff so far. Preps in and out. Word Wallers. Copies distributed. PPT7 p1 big title to put on a lined paper sheet to start this section.

Activity: Stresemann’s successes and failures

* Cut and stick sheet. Discuss how much he is very able and how much he is lucky with the times he is in – historical debate here! Code for politics, economics and foreign policy and notice how are interlinked.

Activity: using a source as evidence for two different perspectives

* Give support for main political parties sources and get to work in pairs to tackle it. Swap with other pairs for comments and then discuss.

Teacher talk: different perspectives on Weimar culture.

* Divide a page in two under Weimar culture: Achievements and problems. Take through it. (Walsh p260-2)

Plenary: PPT7 p2 has a quadrant – economics, politics, culture, foreign policy on board. They recall one smile and one frown for each from what have done. (Write if time). Word wall.

Prep: on back of the political parties sources sheet put the title ‘other economic and political problems’ and make notes of these from Walsh p263.

Resources: cut and stick Stresemann sheets, sets of support for main political parties’ sheets.

**Lesson 7a (sic – it’s easier!)**

Summary of topic lesson

* Activity: ‘Berlin in the 20s’ on YouTube. Watch together first and note down all the modern things and the tone. Give few copies of OCR A book p28-32 and Layton p92-99 to help with task to produce a voice over for the ‘Berlin in the 20s’ You Tube. One half: It’s 1928 – present modern Germany for the German tourist board. Film maker has done her work, now you are the narrator, drawing out from what can see, work last lesson and new pages. The other half = Nazi film on decadence of Weimar – do a voice over with all the problems from p263-4 of Walsh and new notes. Both sides produce a summary handout. Hear some of them and discuss. Photocopy as necessary. (Note for me: Ebert died in 1925 and was replaced as President by Hindenburg)

Plenary: German newspaper headlines 1919, 1921, 1923, 1925, 1926 and explain ‘Assessing progress for first part of topic sheet.’ Word Wall.

Prep: essay for 2 preps. ‘How far did the Weimar Republic recover after 1923?’ Use Walsh p263 focus task as a think starter + assessing progress sheet.

Resources: YouTube, few copies of Layton p92-99 and OCR A p28-32, sets of review sheets for this part of topic

**Lesson 8**

Starter:

* Arrive to a copy of German election results on desk and PPT p8 P1 has - What enquiries do you want to pursue? What do you need to know to interpret this graph more thoroughly? Write around the left side.
* PPT8 page 2 = New KQ in a box: ‘Why was Hitler able to dominate Germany by 1933?’ – to put on file divider. Preps in and out and word wallers and progression assessment sheets.
* Give their character that they are going to be throughout this section. For each year, decide where they are in relation to the Nazis. Working wall becomes a graph of 1920-1933. Post-its: character name and reasons for if supporting Nazis lots or not at all.

Teacher talk:

* Give copy of profile from p264 and stick in. Pick out evidence of psychological issues – reasons, not excuses.
* Give PPT 8 p3-8 as handout and go through. (Note that in 1919 the DAP was based in Bavaria and not led by Hitler at first. He joins it.) (cf to BNP article if time) Which parts might provoke a positive or negative reaction in your character? Note that Munich Putsch also fits in here – unlawful attempt. PPT8 p9 – links to YouTube ‘Beer Hall Putsch’ – warn = very American but summarises with good pics. Then 1 min 20 of the survivor of Putsch at ‘Munich Putsch – Documentary’.

Activity: notes

* They read and then we discuss p29 black which is on Nazi ideology. Note key words and phrases over a swastika. Make clear = in Mein Kampf – useful summary factfile p266.
* PPT8p10 to note bottom bit re change of tactic

Activity: source tone

* Spend quite a lot of time with source 40 on Walsh p267. They all read it silently 3 times before speak. Then talk to neighbour re tone, detail – really read for nuance. What is puzzling? Complex? Suggested? What can we infer?

Plenary:

* Go back to starter graph – now on RH side start a list of contextual points that help interpret this graph. (From today, should link to Nazis not contesting election til after 1923)

Prep: see above

Resources: PPT8, set of election graphs on A3, sets of characters, copies of Hitler profile p264, sets of BNP guardian article 2006 between two to compare, sets of PPT8 p3-8 as handout