

# HISTORY A

## (EXPLAINING THE MODERN WORLD)

### Scheme of work for Germany 1925 – 1955

Lesson	Indicative content	What kinds of issues do I want students to consider? These are not exam-style questions but are useful questions to check understanding.	Specified content	Key tasks – you might find these useful as enquiry questions to frame lessons.	Optional tasks	Comment and guidance.
1-2	Strengths and weaknesses of the Weimar Republic 1925-1928 including Nazi policies and the position of the party in 1928.	<p>The relative stability of Weimar Germany.</p> <p>How did changes in international relations have an impact on life in Germany?</p>	<ul style="list-style-type: none"> <li>The Locarno Treaty of 1925.</li> <li>Germany joined the League of Nations 1926.</li> <li>The Kellogg-Briand Pact 1928.</li> <li>1929 Young Plan renegotiated reparations.</li> <li>Nazi policies in 1920s- the 25 point programme.</li> <li>Lack of support for the Nazis in 1920s.</li> </ul>	<p>How have sources been used as evidence to show what changes had taken place in Weimar Germany?</p> <p>How have different political parties tried to appeal to the masses in Germany in the 1920s?</p> <p>How stable was Germany in the 1920s? Can it be compared to a 'rotten apple' or a 'house of cards'?</p>	<ul style="list-style-type: none"> <li>Table showing the changes the problems Germany faced after 1923, what solutions were found and score (1-5) the effectiveness of solutions.</li> <li>Create case studies of people in Germany for whom the Nazi 25 point programme was seen as attractive- why would this point appeal to them?</li> </ul>	The main thing here is to show how Germany had recovered from the problems of 1923 - they will need an outline knowledge of hyperinflation and the Munich Putsch, for example, to assess the extent of the recovery.



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3	The impact of the Depression on different groups in Germany.	How great an impact was the Depression in enabling the Nazis to gain votes in Germany?  Students need to see the clear link between economic depression and a rise in extremist views in Germany.	<ul style="list-style-type: none"> <li>Slump in world trade.</li> <li>Impact on German industry and unemployment.</li> </ul>	How does unemployment lead to extremism? Create a flow chart which explains the steps.	<ul style="list-style-type: none"> <li>Flow chart showing how trade affected by Depression (cycle)</li> <li>Use empathy skills by having students create letter or conversation about how Depression impacts on everyday life.</li> </ul>	Students need to have a solid grasp on how global economics worked- loss of trade/ recall of loans and how this would affect German workers.
4-5	The political, social and economic crisis of 1929-1933.  Rising support for Nazis 1929-1933	The wider implication of the Depression.  What other factors need to be considered that were exploited by the Nazis after 1929?	<ul style="list-style-type: none"> <li>Mass unemployment</li> <li>Growth in support for extreme political ideas (Nazis/ Communists)</li> <li>1932 Presidential and Reichstag elections</li> <li>Succession of weak governments</li> </ul>	Source analysis - explain how sources are useful about the actions of the Nazis and Communists; the concerns of the Weimar politicians; the attitudes of the German people.  Why did many Germans turn to the Nazis in the 1930s? (Interpretation Focus Task)	<ul style="list-style-type: none"> <li>Pupils to rank order factors in enabling the Nazis to succeed in elections after 1929. Which factor do they consider to be most or least important?</li> </ul>	Any of these factors could be part of an examination question (explaining how Hitler was able to come to power), so it is important that all factors are covered.



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			<ul style="list-style-type: none"> <li>• Hindenburg using Emergency Laws</li> <li>• Nazi Campaigns/propaganda</li> <li>• Fear of Communism</li> <li>• Hitler becomes Chancellor Jan 1933</li> </ul>	<p>Focus Task in text book. For each factor in allowing Nazi consolidation of power, show how it would have helped Hitler. Give each factor a score out of 10 in explaining its importance in the rise of the Nazis. Choose the most important five factors. Explain why you have chosen these. Why were the Nazis not successful in the 1920s?</p>	<ul style="list-style-type: none"> <li>• Focus Task in text book. For each factor in allowing Nazi consolidation of power, show how it would have helped Hitler. Give each factor a score out of 10 in explaining its importance in the rise of the Nazis. Choose the most important five factors. Explain why you have chosen these. Why were the Nazis not successful in the 1920s?</li> </ul>	



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6-7	The Nazi consolidation of power 1933-1934	<p>What steps were taken by the Nazis to convert Hitler from a Chancellor chosen by Hindenburg to a dictator in less than two years?</p> <p>Which of these factors is the most significant?</p>	<ul style="list-style-type: none"> <li>Reichstag Fire</li> <li>Protection Law to target Communists</li> <li>Suspension of Weimar Constitution</li> <li>Enabling Act</li> <li>Reorganisation of local government</li> <li>Formation of Gestapo</li> <li>Trade union removal</li> <li>Law Against the Formation of New Parties</li> <li>The Night of the Long Knives</li> <li>The death of Hindenburg</li> </ul>	<p>Source analysis on the Nazi consolidation of power. What does the evidence say?</p> <p>Group work (three groups). Choose one of the following and summarise in just a headline how they helped Hitler to consolidate power:</p> <ul style="list-style-type: none"> <li>The Reichstag Fire</li> <li>The Enabling Act</li> <li>The Night of the Long Knives.</li> </ul>	<ul style="list-style-type: none"> <li>Have A4 sheets of each consolidating factor around the room and have students stand next to the one they believe most allowed the Nazis to transform Germany into a one-party state. Pupils to explain first choice. Repeat task for second most important, etc. Also do the same, but for least important choice.</li> </ul>	The sequence of events allowing Hitler to create a totalitarian state carry equal weight- examination questions could ask for a comparison of significance, similar to the factors allowing him to become Chancellor so, again, all need to be covered.



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8	Elements of the Nazi terror state	How did the Nazis utilise terror to keep the German nation under control?  How secure was their control over the people?	<ul style="list-style-type: none"> <li>The SS</li> <li>The Gestapo</li> <li>Nazi control of police and courts</li> <li>Concentration camps</li> </ul>	Summarise the main methods used by the Nazis to control the German nation. How did these methods make his control stronger?	<ul style="list-style-type: none"> <li>For each factor, give a 'Terror Score' of 1-5, explaining why this factor was more/less than others.</li> </ul>	This is something that can be reflected on later- how effective was terror in controlling the German people?
9	Nazi culture and propaganda	How did the Nazis use culture and propaganda to maintain control over the German nation? How effective were these methods?	<ul style="list-style-type: none"> <li>Films</li> <li>Newspapers</li> <li>Radio</li> <li>Mass rallies</li> <li>Berlin Olympic Games</li> </ul>	Source analysis. Which source is most useful about the aims, methods and impact of Nazi propaganda? Explain your answer.  In what ways was the Berlin Olympic Games a success or failure for Nazi Germany?	<ul style="list-style-type: none"> <li>Link to elements of Nazi terror state by creating case studies of German people who have been controlled by Nazis. State whether person has been controlled by terror or propaganda and explain how.</li> </ul>	As with terror, the effectiveness is a key element of understanding the Nazi methods and use of propaganda.



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					<ul style="list-style-type: none"> <li>Pupils to create their own propaganda posters or story board propaganda film.</li> </ul>	
10	Personal popularity of Hitler	The 'charisma' of Hitler cannot be under emphasised. He was a man who millions of Germans voted for and revered as their leader.		<p>Look at the aims of the Nazis. Would these plans appeal to Germans or put them off? Germans wanted:</p> <ul style="list-style-type: none"> <li>National pride</li> <li>Economic recovery</li> <li>A strong, stable government</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to create a fact file of Hitler- What methods did he employ to secure his popularity? Why did so many Germans revere him?</li> </ul>	
11	Volksgemeinschaft- Creation of a national community	The idea of a National Community was important to the Nazi belief. It really should be seen as an introduction to the ways in which the Nazis targeted key groups of people in Germany (workers, women and children).		<p>Summarise the main points of Volksgemeinschaft and why it was important to the Nazis.</p> <p>Focus Task: Did the Nazis succeed in creating a National Community?</p>	<ul style="list-style-type: none"> <li>Table showing examples of Nazi success and failure in creating a national community.</li> </ul>	The effectiveness of this can really only be judged when you have studied economic factors, along with the policies towards women and children. Set it up as a key question and then return to it later on.



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12	Economic policies in Nazi Germany	Memories of the Great Depression meant that many Germans were unlikely to complain about their employment. Also make sure that they understand that this was the 'carrot' to go with the 'stick' of the police state.	<ul style="list-style-type: none"> <li>• Employment</li> <li>• Rearmament</li> <li>• DAF</li> <li>• KDF</li> <li>• RAD</li> <li>• Four Year Plan</li> <li>• Winners and losers</li> </ul>	<p>Summarise the key features of each step taken by the Nazis to aid economic recovery.</p> <p>Use the sources to support your findings.</p>	<ul style="list-style-type: none"> <li>• Create a table showing each of the key terms and pupils to give a definition and example of what it did to transform the economy.</li> <li>• Create a poster promoting the KDF programme.</li> </ul>	Lots of little bits to remember, but when put together, it shows how important controlling workers was to the Nazi plans (for the economy and also for war).
13	Nazi policies towards women	Policies towards women were an important aspect of Nazi rule. Policies were concerned with putting men to work and raising the birth rate in Germany.	<ul style="list-style-type: none"> <li>• Employment</li> <li>• Birth rate</li> </ul>	Nazi policies towards women were a success/failure. Find evidence to support both arguments.	<ul style="list-style-type: none"> <li>• Create a leaflet to be distributed in Nazi Germany showing the 'ideal woman' and how she should live.</li> </ul>	This should be seen as a key element of Nazi creation of a National Community.



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14-15	Nazi policies towards children		<ul style="list-style-type: none"> <li>Education</li> <li>Youth organisations</li> </ul>	<p>Were Nazi education policies really education-based or something more sinister?</p> <p>Why was it important to a totalitarian regime to take control of education?</p> <p>Did Nazi policies towards the young succeed?</p>	<ul style="list-style-type: none"> <li>Create presentation showing how school would look in this country with Nazi government. Highlight changes to curriculum and emphasis on physical activity.</li> <li>Create short propaganda film for Hitler Youth.</li> </ul>	As with women, look on this as part of the wider field of the National Community, allowing you to see how effective this was.
16	Why was there little opposition to the regime?	The effectiveness of propaganda/terror and the strengthened economy is crucial in understanding why there was so little opposition.	<ul style="list-style-type: none"> <li>Economic fears</li> <li>Terror</li> <li>Propaganda</li> </ul>	<p>Group work. Discuss the following:</p> <ul style="list-style-type: none"> <li>Goebbels was more important to Nazi success than Himmler.</li> <li>Himmler was more important to Nazi success than Goebbels.</li> <li>The two go hand in hand- neither would work without the other.</li> </ul>	<ul style="list-style-type: none"> <li>Have poster of Goebbels on one side of the room and Himmler on the other.</li> </ul>	<p>There are many factors to consider-</p> <ul style="list-style-type: none"> <li>Fear of losing one's job</li> <li>Terror</li> <li>Propaganda</li> </ul>





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					Pupils to stand along the 'line' between them showing which they feel was more influential on controlling opposition to the regime. Generate discussion about impact and effect of terror and propaganda on people.	Can these factors alone be key to why there was so little opposition or are they all interlinked?
17	Eugenics	A clear definition of the term- how would this fit into the Nazi world view?	<ul style="list-style-type: none"> <li>Nuremburg Laws</li> <li>Education</li> </ul>	Summarise the main points of the Nuremburg Laws and how they would impact on German Jews.	<ul style="list-style-type: none"> <li>Create a leaflet to be distributed in Germany explaining what the Nuremburg Laws mean.</li> </ul>	Racial policy can also be linked into education- look at how it was taught to German children.



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18	Policies of persecution	Early phase of persecution-laws were changed, the pogrom of Kristallnacht and whether it was a planned and orchestrated attack.	<ul style="list-style-type: none"> <li>Jews</li> <li>Jehovah's Witnesses</li> <li>Roma</li> <li>Homosexuals</li> </ul>	How useful are the sources in the text in showing attitudes towards Kristallnacht?	<ul style="list-style-type: none"> <li>Kristallnacht-was it a Nazi plot or a spontaneous reaction? Use sources to show both interpretations. Generate debate and discussion.</li> <li>Pupils to create presentation on persecution in the 1930s (but no focus on Final Solution).</li> </ul>	The key to this section is that although the persecution of minorities in Germany at this time was bad, it was nowhere near as horrific as what followed during the war. There needs to be a clear distinction in the two phases of persecution.
19	Initial reaction to outbreak of war  Opposition during the war  Changing fortunes of Germany in the war  Growing impact of war  Extent of support for war effort	The changing perception of the war, chronicling the initial success in 1939-1941 and the subsequent struggles from 1942-1945.  How much resistance to the Nazi regime increased during the war?	<ul style="list-style-type: none"> <li>Rationing 1939 (food and clothing)</li> <li>Changing fortunes of Germany in the war</li> <li>The growing impact of the war</li> </ul>	Source analysis from the outbreak of war.  Focus task showing German reaction to the war economy, the impact of war on their lives and their level of commitment to the war effort.	<ul style="list-style-type: none"> <li>Create a table showing the impact of war on Germany, reaction to the war and whether the German people were in support of the war effort.</li> </ul>	How did war change the lives of people? There were no celebrations in 1939 as there had been in 1914. There needs to be some element here of change over time and how attitudes changed as the experiences of the Wehrmacht changed in war.



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			<ul style="list-style-type: none"> <li>The extent of support for the war effort</li> </ul>		<ul style="list-style-type: none"> <li>Rank order the following in assessing significance of the impact of war in Germany and explain why: Benefits of war/ racial policies/ opposition/ bombing/ war economy/ women/ young people/ defeat.</li> </ul>	
20-21	Escalation of racial persecution leading to Final Solution	This needs to show the difference between earlier attempts to subjugate minorities and the horrors of the Final Solution.		Why have sources 50 and 51 been selected as evidence of the Holocaust?	<ul style="list-style-type: none"> <li>Create a list of people/ occupations that played a role in the persecution of Jews and the Final Solution. Rank order who was most to blame. Generates discussion and debate.</li> </ul>	This has to be done sensitively and focus on the human element of what went on. It is easy to forget that each statistic is linked to a person.



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22	Defeat and occupation	<p>What was the most significant effect of the war on the German people?</p> <p>How did the German people respond to the end of the war?</p>		<p>A TV company is making a one hour documentary on the effects of the war on Germany. They are trying to decide how much time to give to each of the following topics. At the moment they are planning to organise the film in four 15 minute sections. Your job is to tell the TV company whether you think this is the right order and the right amount of time for each topic. If you think it is not, advise them.</p> <p>Topics to consider:</p> <ul style="list-style-type: none"> <li>• Defeat</li> <li>• Wartime economy (women and young people)</li> <li>• Benefits from war/racial policy</li> <li>• Bombing/ opposition</li> </ul>	<ul style="list-style-type: none"> <li>• Write a script for BBC news broadcast from Germany at the end of the war- can focus on defeat of Germany/ horrors of death camps/ prospects for German people in post-war world.</li> </ul>	This can be contrasted with the attitudes of Germans at the start of the war.
23	Allied policy of de-Nazification	What attempts were made by the occupying powers in post-war Germany to erase the previous 12 years of Nazi control?		Focus task: contrast attempts at control with attempts at de-Nazification. Which was the most effective?	<ul style="list-style-type: none"> <li>• Create a timeline of attempts to de-Nazify Germany. Include attempts by Soviets and Western Powers.</li> </ul>	This links in to some extent with the early phase of the Cold War and how Germany was divided.



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					<ul style="list-style-type: none"> <li>Debate question: Should the German people be held responsible for what happened under the Nazis?</li> </ul>	
24	Differing experiences of people in East and West Germany 1945-55	What was life like in the economic miracle of Western Germany? How much of a difference was this to the Soviet zone in the East?		<p>Source analysis. Were the experiences of West and East German people the same after the war?</p> <p>Focus task in text book- The Two Germanys.</p>	<ul style="list-style-type: none"> <li>Create table showing how Western and Eastern zones of occupation recovered from the war. Use headings such as economic, political, alliances, everyday life. This can then show the contrast between East and West clearly.</li> </ul>	As above, economic and military attempts at controlling both West and East Germany by the USA and USSR created significantly different experiences for the people of Germany.





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