

# HISTORY

## RESOURCE CUPBOARD

[historyresourcecupboard.com](http://historyresourcecupboard.com)

 [historyresourcecupboard](https://www.facebook.com/historyresourcecupboard)  [@history\\_resource](https://twitter.com/history_resource)

**AQA Period Study - Germany 1890-1945: Democracy and Dictatorship GCSE 9-1**

Key Question	Approach	Content covered	Time (total: approx. 43 hours)	End Product / Assessment
<a href="#">What was the story of Germany 1890-1945?</a>	Overview with pictures and cards	Main	1	
<a href="#">How much was Kaiser Wilhelm II's ability to rule shaped by his early life?</a>	Looking at the Kaiser's early personality / foibles and cross referencing them with events in his early life to try and work out why he was like he was.		1	Discussion of how the Kaiser's personality could affect his decision making.
<a href="#">What problems did Kaiser Wilhelm face?</a>	Decision making activity	Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.	2	How to answer a describe style question.
<a href="#">What was Germany like in 1918? Cartoon analysis</a>	Mystery approach	Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy.	1.5	How to answer a source style question: <b>Source A</b> opposes Kaiser Wilhelm II. How do you know? Explain your answer by using <b>Source A</b> and your contextual knowledge. [4 marks] <b>Note: this question type doesn't appear on this paper but it is good practice.</b>
<a href="#">Why were the Germans so angry about the Treaty of Versailles?</a>	Information gathering using multimedia which arms students with key knowledge to look at an interpretation.	Post-war problems including reparations. <i>Bizarrely the Treaty of Versailles is not included in the specification content.</i>	2 hours	A letter evaluating and historians essay in History Today. Interpretations
<a href="#">How good is your German? Can you produce an online audio guide for a German leaflet?</a>	Getting students to use their history skills to unlock the message of a cartoon	Post-war problems.	1 hour	Creating and audio guide for a gallery or a caption for a text-book.

<p><a href="#"><u>How far do you agree with a young German's memoir about 1923?</u></a></p>	<p>Interpretations focus. How and why do two interpretations differ?</p>	<p>Post-war problems including reparations, the occupation of the Ruhr and hyperinflation.</p>	<p>2</p>	<p>Practicing and modelling answers to how <i>and why</i> interpretations disagree questions.  <i>Interpretations focus</i></p>
<p><a href="#"><u>What would you include in a documentary entitled Germany 1919-23: threats to power?</u></a></p>	<p>Acting as documentary makers, what events deserve the most time in the show?</p>	<p>Political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch.</p>	<p>2</p>	<p>Presentation justifying timings for a documentary Creating a one minute trailer. <i>Significance focus</i></p>
<p><a href="#"><u>Which was more important reason why Weimar was in trouble: Economic problems or political unrest?</u></a></p>	<p>Tackling this exam question head on by pulling together the key learning from the previous enquiries.</p>	<p>Economic problems and political unrest 1919-23.</p>	<p>1</p>	<p>Answering the exam question: Which was more important reason why Weimar was in trouble: Economic or Political reasons? <i>Causation focus</i></p>
<p><a href="#"><u>Was the Munich Putsch a success or a failure for the Nazis?</u></a></p>	<p>Post it challenge using documentary clips and other sources to work out if the Putsch was really such a failure.</p>	<p>The Munich Putsch.</p>	<p>3</p>	<p>Either answering the question in full or writing a conclusion: How far was the Munich Putsch a success for the Nazis? <i>Change focus</i></p>
<p><a href="#"><u>How would you rate the YouTube film summarising Stresemann's achievements? (Why did Germany recover – how far did Germany recover)</u></a></p>	<p>Starting with a political cartoon showing Stresemann, can your students work out to what extent he was a saviour? Do they agree with a short documentary film about him?</p>	<p>The extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.</p>	<p>2</p>	<p>Response to a YouTube post.</p>
<p><a href="#"><u>Why did Hitler become Chancellor?</u></a></p>	<p>Mystery approach</p>	<p>The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA;</p>	<p>3</p>	<p>Interpretations discussion. Which interpretation do you agree with?  <i>Interpretations focus.</i></p>

		Hitler's appeal. The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.		
<a href="#"><u>How did Hitler manage to become a Dictator?</u></a>	Decision maker activity	The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.	2 hours	Re-designed educational diagram.
<a href="#"><u>Was Nazi Germany really a 'paradise'?</u></a>	Was Germany really a paradise? Your students find out what the Nazis wanted for Germany then look at different individuals to see if they would agree with the ex-Nazi.	Overview	1 hour	Mind map noting what the Nazis aimed to achieve.
<a href="#"><u>How do historians disagree about the Nazi 'economic miracle' when looking at the same sources?</u></a>	Extracting information from clues / data to see how it can be used to draw different conclusions.	Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.	2	Answering the big question to get to the heart of why historians disagree.  <i>Interpretations focus</i>
<a href="#"><u>How much can an internet questions forum tell us what Nazis wanted from women?</u></a>	Looking at a Yahoo question and answers post. Can your students use the evidence in front of them to evaluate how good the answer on the post really is?	Social policy and practice: reasons for policies, practices and their impact on women.	2	Improving a Yahoo answers post.
<a href="#"><u>Was Henry Metlemann a typical young Nazi?</u></a>	Taking the personal story of one individual to work out if he really was typical. Students will evaluate and cross-reference evidence.	Social policy and practice: reasons for policies, practices and their impact on young people and youth groups; education.	3	Answering the big question.

<b>Resist or collaborate: What was the reaction of the church to the Nazi regime?</b>	Two way graph	Control of churches and religion.	1	Discussion.
<b><u><a href="#">What happened on 8<sup>th</sup> and 9<sup>th</sup> November 1938?</a></u></b>	Mystery approach which introduces the students to the darkest side of Nazi policy.	Aryan ideas, racial policy, persecution	3	An improved Newspaper report. <i>Source evaluation focus</i>
<b><u><a href="#">Was the Holocaust inevitable?</a></u></b>	Interpretations work. Which historian is correct about The Holocaust? Using evidence to work out if / how policy changed over time	The final Solution.	1	Discussion on which historian students agree with the most.  <i>Interpretations focus</i>
<b><u><a href="#">Why did less people criticise the Nazis in pubs and bars after 1933?</a></u></b>	Using a two way graph to decide whether Goebbels or Himmler were more important in controlling the German people. The class will see that propaganda and terror were interconnected	Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo.	2.5	Links diagram
<b><u><a href="#">How do historians disagree about the Nazis?</a></u></b>	Using clues to work out whether the Gestapo were everywhere or not	Gestapo.	2	Answering the question <i>Interpretations focus</i>
<b><u><a href="#">Triumph of the Will: Propaganda or documentary?</a></u></b>	Active lesson analysing the start of the film	Use of propaganda	1	On-line blog. <i>Source evaluation</i>
<b><u><a href="#">Why did so few people oppose the Nazis?</a></u></b>	Taking a ‘cocktail party’ approach. Your students act as an opponent to the Nazi regime in post Nazi Germany.	Opposition and resistance, including White Rose Swing Youth, Edelweiss Pirates and July 1944 bomb plot.	2	Improving explanations