

# AS and A LEVEL

*Delivery Guide*

H105/H505

# *HISTORY A*

Theme: Democracy and  
Dictatorships in Germany  
1919–1963

August 2015



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# Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: a clear outline of the content covered by the delivery guide;
- Thinking Conceptually: expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

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## KEY



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AS Level content only



# Curriculum Content

## Unit Y221: Democracy and Dictatorships in Germany 1919–1963

Key Topics	Content Learners should have studied the following:
<b>The establishment and development of the Weimar Republic: 1919–Jan 1933</b>	Consequences of the First World War; impact of the Treaty of Versailles; the Weimar Constitution; coalition governments; challenges to Weimar; Communist revolts, Kapp Putsch, Munich Putsch, invasion of the Ruhr, hyperinflation; Stresemann and the 'Golden Years'; Dawes and Young Plans, economic recovery, foreign loans, political stability, improvements to working and living conditions; the impact of the Great Depression, elections and governments 1928–1933; rise and appeal of Nazism, role of propaganda and Hitler; Papen, Schleicher and 'backstairs intrigue'; Hitler's appointment as Chancellor.
<b>The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939</b>	Hitler's consolidation of power, the Reichstag Fire, March Elections and Enabling Act, Gleichschaltung, creation of the one-party state, Night of the Long Knives, army oath and death of Hindenburg; system of government and administration; censorship and propaganda, machinery of terror, including courts, SS, Gestapo; treatment of opposition; religious policies; economic policies, Schacht's New Plan, Goering's Four Year Plan, public works, conscription and autarky; German Labour Front; 'Strength through Joy'; policy towards women; education and policy towards youth; racial policies to 1939; benefits of Nazi rule.
<b>The impact of war and defeat on Germany: 1939–1949</b>	The war economy and Total War; impact of bombing; war and racial policies, the Final Solution; morale and rationing; opposition and resistance; consequences of the Second World War; Cold War, Potsdam, division of Germany, Bizonia and developments in the Soviet Zone, currency and the Berlin Blockade.
<b>Divided Germany: The Federal Republic and the DDR 1949–1963</b>	The creation of West Germany and the DDR; the Basic Law and constitution of West Germany; the 1949 election; the economic miracle; political and social stability; foreign policy, rapprochement with France, EEC, rearmament, NATO, policy towards USA and USSR, DDR; elections of 1953, 1957 and 1961; Berlin Wall; Adenauer's decline and the Der Spiegel Crisis of 1962; West Germany in 1963; the GDR in 1949; uprising 1953; economic change, land reform, collectivisation, nationalisation and heavy industry; social change, churches, Trade Unions, education and youth.



# Thinking Conceptually

## **Approaches to teaching the content/Common misconceptions or difficulties students may have**

There is a wealth of material on the Weimar Republic and Nazi Germany, and students need to be guided to appropriate sources of information. In the early period, it is often easy to forget about the relative successes of the Weimar Republic. Students should be able to differentiate between the Kapp, Munich and Spartacist uprisings. They should also consider the relative political structure of Weimar, which will require detailed planning. In regards to the Nazi period, the reason for the party's rise to power often hinges on the Wall Street Crash, and yet there are other reasons that are often glossed over; again the political intrigue and the historical context of Weimar and its inception should not be forgotten. The period of the Holocaust should be treated with sensitivity and respect, and the impact that it had not just on the Jewish population but the other minorities that were persecuted

– perhaps this could be tied into Holocaust remembrance in January. Finally, one must not forget that a quarter of the course is focused on the years 1949–1963 and equal attention must be given to this period.

## **Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course**

This course is excellent for developing essay writing and analytical skills, which will also be useful for Units 1, 3 and 4. It is imperative that students are taught to structure their writing correctly; this can be done by exploring different themes or factors behind an event taking place – this will link directly into the work done in Unit 3. Finally, it is imperative that judgements are reached; developing a hierarchy will be crucial for all modules and students should be urged to focus on arguing and justifying their thoughts appropriately.



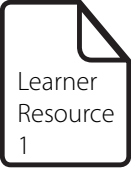


# Thinking Contextually

Activities	Resources
<p><b>Weimar, Nazi and Post War Germany</b> There are a number of excellent websites on the topic of Weimar, Nazi and Post War Germany. Among the best are the following:</p> <p><a href="https://www.facinghistory.org/weimar">https://www.facinghistory.org/weimar</a> Details the cultural explosion that takes place during the 1920s in Weimar Germany.</p> <p><a href="http://www.bytwerk.com/gpa/posters2.htm">http://www.bytwerk.com/gpa/posters2.htm</a> An excellent range of Nazi propaganda posters (see later activities).</p> <p><a href="http://www.ushmm.org/educators/lesson-plans">http://www.ushmm.org/educators/lesson-plans</a> The United States Holocaust Museum guides teachers through a series of activities that can be utilised in the classroom.</p> <p><a href="http://www.het.org.uk/">http://www.het.org.uk/</a> The Holocaust Education Trust has produced an excellent series of lessons on the impact of Nazi policies on the Jewish community. It does require you to register with them, but this registration is free.</p> <p><a href="http://www.dhm.de/en/collections-research/sammlungen0/documents-ii.html">http://www.dhm.de/en/collections-research/sammlungen0/documents-ii.html</a> A selection of documents held by the German History Museum.</p> <p><a href="http://www.dhm.de/en/collections-research/sammlungen0/poster-collection.html">http://www.dhm.de/en/collections-research/sammlungen0/poster-collection.html</a> Further posters held by the German History Museum.</p> <p><a href="http://www.dhm.de/en/ausstellungen/permanent-exhibition/epochs/1918-1933.html">http://www.dhm.de/en/ausstellungen/permanent-exhibition/epochs/1918-1933.html</a> Finally, also from the German History Museum, a guide through their permanent exhibits. These contain excellent visual images that can be used in a wide variety of contexts.</p>	<p><a href="#">▶ Click here</a></p> <p><a href="#">▶ Click here</a></p> <p><a href="#">▶ Click here</a></p> <p><a href="#">▶ Click here</a></p> <p><a href="#">▶ Click here</a></p> <p><a href="#">▶ Click here</a></p> <p><a href="#">▶ Click here</a></p>





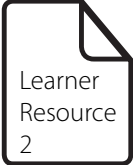
# Thinking Contextually

Activities	Resources
<p><b>Whiteboards at the ready...</b></p> <p>This activity can be adapted to any lesson where factual recall is needed.</p> <p>Students are given a whiteboard (or piece of paper if need be). They are shown a series of points in relation to the views of different countries towards the Treaty of Versailles (please see the accompanying PowerPoint file: <a href="http://www.ocr.org.uk/Images/250331-democracy-and-dictatorships-in-germany-1919-1963-presentation.pptx">http://www.ocr.org.uk/Images/250331-democracy-and-dictatorships-in-germany-1919-1963-presentation.pptx</a>). Students have to write on their whiteboard from which country they perceive the view to be emanating.</p> <p>Teachers have the option to:</p> <ul style="list-style-type: none"><li>• build in competition (for example, dividing the class into a number of teams)</li><li>• playing wipeout (if a student gets the answer wrong they cannot continue to play)</li><li>• confidence gambling (students are allocated a series of points that they can 'gamble' on each answer).</li></ul>	
<p><b>Nazi propaganda posters</b></p> <p>Utilising the link <a href="http://www.bytwerk.com/gpa/posters2.htm">http://www.bytwerk.com/gpa/posters2.htm</a>, teachers can print and distribute a range of posters. Students should be asked to consider the following points when analysing their posters (approximately four per group) and they should then complete the table in Learner Resource 1.</p> <ol style="list-style-type: none"><li>1) What is the purpose of the poster?</li><li>2) Which group of the population is it aimed at?</li><li>3) How successful do they think the poster would be?</li></ol> <p>Following this, in their groups, students should discuss their posters and formulate a hierarchy, so that they can complete the last section of Table 1.</p>	 





# Thinking Contextually

Activities	Resources
<p><b>Historiography</b></p> <p>Interpretations are a key facet of the AS course. This activity is designed to stretch students beyond the remit of the AS examination, and will be useful preparation for Unit 3 at A Level. A suggested selection of sources is John Hite and Chris Hinton's <i>Weimar and Nazi Germany</i> (Hodder Education, 2000), pages 158 and 158, but you are free to use whatever sources you see fit.</p> <p>Students are given a wide range of sources from different historians and asked to complete the following tasks:</p> <ol style="list-style-type: none"><li>Group the sources into those to do with the failure of the Weimar Republic and those to do with why Hitler came to power.</li><li>Within those groups, further group the sources; for example, into political, economic and social.</li><li>Then group the sources by importance (for example, the most important political reason why the Weimar Republic failed).</li><li>Find two historians with diametrically opposed viewpoints.</li><li>Choose a view with which they least agree with and ask them to argue that it is, in fact, the most valid viewpoint.</li><li>Group the sources into political, economic and social viewpoints and then find evidence from their notes to support or contradict the historians.</li></ol>	
<p><b>Police report – There has been a murder</b></p> <p>Students are informed that they are part of the Berlin police force and will be investigating a murder.</p> <p>Students should be given information (selected at the discretion of the individual teacher), which can be found in most standard textbooks and on the following websites.</p> <p><a href="http://weimarandnazigermany.co.uk/1919-spartacist-uprising/#.VMJFGaFFDGg">http://weimarandnazigermany.co.uk/1919-spartacist-uprising/#.VMJFGaFFDGg</a></p> <p><a href="http://www.historyinanehour.com/2012/07/09/spartacist-uprising-summary/">http://www.historyinanehour.com/2012/07/09/spartacist-uprising-summary/</a></p> <p>Students should complete Sheet 2 (see Learner Resource 2) and write a recommendation to the Chief of Police about who should be arrested and prosecuted for the murder. Students may also wish to comment on the responsibility that can be levied on President Ebert and the government. They should include at least four pieces of primary evidence in support of their judgement.</p>	<p> Click here</p> <p> Click here</p> <p> Learner Resource 2</p>



# Learner Resource 1 How effective were Nazi propaganda posters?



Message and purpose	Group aimed at, and why?	Effectiveness rating?	Explanation

Out of the four posters you have looked at, which do you believe to be the most effective, and why?



# Learner Resource 2 Sheet 2



Source of information	Evidence	Similarities to other sources	Differences from other sources

Overall judgements





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**OCR Resources: *the small print***

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