

COMBINING IMAGINATIVE TEACHING IN HISTORY AND PROMOTING CHALLENGE.

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Our credentials:

- **Parklands High School – mixed comprehensive in the town of Chorley, Lancashire**
- **11-16**
- **PP 24%**
- **Approximately 1200 on roll**
- **Last year we were targeted 36% A*/A**
- **We achieved 50% A*/A**
- **This year we are predicting 64% A*/A**



**PARKLANDS
HIGH SCHOOL**

LEARN | RESPECT | ASPIRE | ACHIEVE

My tips for maximising achievement at the top end

- **KS3 is preparation for KS4 – skills agenda**
 - **A school focus on personal improvement and creative teaching methods**
 - **A department focus on discussion, collaboration and enquiry**
 - **SHP**
 - **Teach to the top level – push the challenge**
-
- **Structured revision that works along side classwork as homework**
 - **Have an examiner in the department**
 - **A positive mind-set about targets – they can go higher**
 - **Strong department collaboration**
 - **Positive relationships**

Rigorous History throughout.....but that doesn't mean it isn't enjoyable



Interpretations

- **Interpretations are one of the hardest areas for pupils to access**
- **We are going to see more focus on interpretations in the future**

SECTION A

Germany, 1890–1945: Democracy and dictatorship

Answer **all six questions** on page 3 and then turn to page 5 for Section B

Read **Interpretations A** and **B** and answer the questions **01**, **02** and **03** on page 3.

Interpretation A Albert Speer, writing in his book, 'Inside the Third Reich' written in 1960.

He remembers hearing Adolf Hitler speak in January 1931 at Berlin University. Albert Speer went on to become the Nazi Minister for weapons. He was sentenced to 20 years in prison after the war and released in 1966.

Everything about him was reasonable and ordinary looking; he was no shrieking fanatic in a uniform. He spoke passionately; it was hypnotic and persuasive. We were carried on a wave of enthusiasm. It swept away our doubts. Here, it seemed was hope, new ideals, a new understanding. The peril of communism could be stopped.

Interpretation B Victor Schiff, in an article written in 1950 where he explains Hitler's rise to power.

Schiff was a German journalist and socialist who worked as the Paris correspondent for the American 'Daily Herald' newspaper in the 1930s.

If there is one point on which we all agree, it must be surely that Hitler owes his rise and ultimate victory to the World Economic Crisis. Hitler appealed to the despair of the unemployed workers; the young people who had no future; to the middle class businessman and craftsman heading for bankruptcy and to the farmers threatened with a fall in agricultural prices.

0 1

How does **Interpretation B** differ from **Interpretation A** about Hitler's appeal to the people of Germany?

Explain your answer using **Interpretations A** and **B**.

[4 marks]

0 2

Why might the authors of **Interpretations A** and **B** have a different interpretation about Hitler's appeal to the people of Germany?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[4 marks]

0 3

Which interpretation do you find more convincing about Hitler's appeal to the people of Germany?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[8 marks]

0 4

Describe two problems faced by Kaiser Wilhelm II's governments in ruling Germany up to 1914.

[4 marks]

0 5

In what ways were the lives of women in Germany affected by Nazi social policies? Explain your answer.

[8 marks]

0 6

Which of the following was the more important reason why the Weimar Republic was in danger in the years 1919–1923:

- economic problems
- political unrest?

Explain your answer with reference to both reasons.

PROMOTING HIGHER ORDER THINKING AND CHALLENGE

Key:

Economic

- 9. Farming was heavily hit after the Great Depression.
- 19. Many German businesses were forced to close. They were heavily dependent on loans from the USA.
- 2. Unemployment soared 2028 = 1.4 million 1932 = 6 million (approximately 1 in 3 of the labour force).
- 20. Catholics tended to remain loyal to Catholic Parties and factory workers (trade union members) remained loyal to left wing parties.
- 10. Industrial production fell by 42%.
- 12. When the US stockmarket (called Wall Street) crashed in October 1929 the value of shares collapsed and many US businesses were ruined. Americans, suffering from the economic crisis, ended their loans to Germany and demanded the repayment of existing loans.

Hitler promised work and bread and to help farmers take Germany out of economic crisis and turn it into an idyllic rural society.

- ★ Wall street crash and Great Depression
- ★ Nationalists
- ★ Nazis
- ★ Communist
- ★ Weimar Republic
- ★ leaders
- ★ Democrats
- ★ Reichstag
- ★ Presidential (Article 48)

gained votes by going against the treaty of Versailles

propaganda to gain support, public becomes victim of the lies

Hitler's Actions

- 31. Hitler used his time in prison after the failed Munich Putsch to transform the Nazi Party into a major national political party, which would compete for public votes in democratic elections. Their electoral programme outlined the Nazi message to reach party of Germany - the other parties did not reach, they also targeted specific interest groups with specific messages - claimed speaker addressed local and concrete issues.
- 30. Hitler used his time in prison after the failed Munich Putsch to set out a clear set of political ideas for the party in a book which he hoped would become a bible for his followers.
- 32. The commitment of Hitler as Chancellor in January 1933 was not due to overwhelming electoral support, 62% of the voters opposed Hitler. The highest percentage of votes ever won by the Nazis was 37.3% in July 1932. When Hitler was given the job of Chancellor in a coalition government by President Hindenburg in 1933, Nazi support was actually slipping.

Political

- 17. Munich Putsch changed Hitler from an insignificant street fighter to a shrewd and skilful politician - Hitler changed his strategy to gain power as a result of his experience of the failed Munich Putsch, he would now try to win power through elections and then destroy democracy with a legal revolution as leader of Germany.
- 15. By July 1932 the Nazi Party was the largest in the Reichstag. By turning the Nazi party into the most popular German political party, the voters had helped Hitler to use his political skills to put pressure on Hindenburg to make him Chancellor.
- 13. 1920s Nazi and the Nationalists (DNVP) joined together to denounce re-negotiations of reparations and the resulting Young Plan 1925. Hitler, the extremist fringe politician, was now seen centre stage with leading conservatives and given an unprecedented degree of respectability.
- 11. Proportional Representation encouraged weak coalition governments as it made it difficult for any single party to win a majority and allowed extreme parties to have a voice in the Reichstag.
- 10. The German Communist Party was the largest in Europe outside the Soviet Union. The Communists had a lot of support from the working class and close ties with the Soviet Union.
- 7. Hindenburg, under the influence of leading business and army figures, invited Hitler to become Chancellor and form a coalition government in January 1933. It was hoped that Hitler could be harnessed to serve their needs.
- 6. The Great Depression intensified feelings against the Weimar Republic and paved the way for the collapse of democracy.
- 4. Brüning (Chancellor March 1930-March 1932) used President Hindenburg and Article 48 to introduce unpopular measures. Public spending cuts and tax increases made the economic crisis worse and President Hindenburg forced Chancellor Brüning to resign.
- 3. The Great Depression March 1930-January 1933, failed to lead Germany out of economic crisis.

1932 political crisis

Troubles with Reichstag
- fears of communism
- political party divides
- etc.

- 34. The nature more than the number of political parties mattered in many ways closely aligned with socioeconomic interest groups, for example, the Social Democrats or SPD had mainly working class membership, and the People's Party or DVP was closely aligned with big business interests. The inability of parties to agree on the funding of unemployment relief caused the Great Coalition to collapse in 1929-30.
- 29. The democratic system in Germany 1918-1933 did not have widespread support. The Nationalists (DNVP) looked back nostalgically to the semi-autocratic state of the Imperial period, while the German Communist Party (KPD) sought a proletarian revolution.
- 28. The Nationalists (DNVP) message was equally as nationalistic and hostile to the social threat as the Nazis. The Nazi party was never away of government in the Weimar period and could not a popular and anti-establishment message.
- 24. The 1st Weimar president - Ebert 1918-25 used Art. 48 sparingly with the aim of sustaining democracy. President Hindenburg 1925-34 used it frequently in a way that undermined the power of the Reichstag and democracy.
- 23. From 1924-27 the Weimar Republic only survived being overthrown by extreme left and right wing parties because of the loyalty of the police and army.
- 21. Between July and November 1932 the Nazis lost 3 million votes.
- 18. It was clear Hindenburg did not want to appoint the extremist Nazi leader, refusing to make Hitler Chancellor in August 1932.
- 16. Germany had recovered from the 1st world war since 1918 largely thanks to American loans which dried up after the Wall Street Crash in October 1929.
- 14. Not Putsch (March 1920-November 1922) was Hitler out of office by a Reichstag vote of no confidence.



September 1928	650,000 unemployed
September 1929	1,320,000 unemployed
September 1930	3,000,000 unemployed
September 1931	4,350,000 unemployed
September 1932	5,102,000 unemployed
January 1933	6,100,000 unemployed

This is Heinrich Brüning. He was Chancellor of Germany from 1930-32. In order to solve the financial crisis facing Germany after the Wall Street Crash, Brüning introduced a series of budget-cutting measures including cutting unemployment benefit and raising taxes.

Do you think he was a popular Chancellor?

Do you think his budget-cuts helped or hurt the German economy?

Political Crisis finger puppets

Your task is to create a finger puppet show to recreate the events of 1932 up to Hitler becoming Chancellor of Germany.

Use the information provided to create your show, ensuring that you cover the key questions provided.

Questions you should cover in your puppet show

1. Who were the key political figures involved in the political crisis of 1932 and what role did they play?
2. How many elections were there in 1932?
3. Why was there so many elections in 1932?
4. How many different Chancellors did Hindenburg appoint at this time? Who were they?
5. Why did Hindenburg appoint Hitler, who he deeply disliked, to the Chancellorship in January 1933?



President Hindenburg



Von Papen



Von Schleicher

Four Men. Four Moustaches.



USING THEIR KNOWLEDGE TO ACCESS
INTERPRETATIONS CREATIVELY

Two Historians, two completely different answers.

Why?

Hitler came to power in 1933 because he was lucky. The depression hit at just the right time.

Alan Bullock



Who do you agree with more and why?

Geoff Layton



Weimar Germany was already dead when Hitler came to power. German democracy was difficult because there was little public support for it.

Group Task

As a group, you will investigate four different interpretations on why Hitler came to power 1933.

In pairs, you will take two interpretations and interrogate them.

Using the Venn diagram that you completed last lesson, interrogate the key points of each interpretation. Link specific knowledge to each interpretation. Attempt to build up a body of evidence to strengthen each interpretation.

Why did Hitler come to power?

Williamson

- Depression turned Nazis into real option
- Hitler's genius - appeal to different groups promising different things
- Nazi propaganda – contradictory but effective

Kershaw

Key things that helped the Nazis to power:

1. Reparations debt
2. Wall Street Crash
3. Brüning's 1930 election

Peukert

Nazis benefited by:

1. Crisis of 1930-33 made them look dynamic
2. Hindenburg/von Papen handed Nazis power (no great supporters of democracy)

Evans

- By 1932, Reichstag difficult to control – 100 communists vs. 196 Nazis
- Violence on streets; law and order breaking down
- Hindenburg looked to solve the crisis... *Hitler*

So historians have different perspectives, but who would win in a fight?

We will shortly play a game of historian boxing. Our four Historians will be pitched against each other to see who has the strongest interpretation.

Prepare your arguments – remember you need to use as much **specific knowledge** as you can and also **explain** how each point links in to Hitler becoming Chancellor in 1933.

Which Historian would win in a fight?

Round 1

Williamson vs. Kershaw

INTRODUCING INTERPRETATIONS IN
KS3 IN A CREATIVE WAY WHICH
PROMOTES HIGHER ORDER THINKING



PAUSE FOR THOUGHT



What makes a hero
heroic?

What makes a villain
villainous?



RELAY



Split your page into two; hero and villain.

You have 3.5 minutes to get as many words or phrases down which link to Cromwell being a hero or villain. Make links to anything we have studied and the information we learned last lesson.

You will be given 30 seconds to be a magpie.

Charles II's Reign (1660-1685)

After Cromwell died, Charles II became king (Charles I's son). The strict laws of the 1660s changed. Music, dancing, racing and gambling were allowed and became popular again. Theatres reopened and people could celebrate Christmas and Easter once more.

The men who had signed Charles' death warrant (regicides) were hunted down, put on trial and executed. Cromwell's body was dug up, hanged and beheaded.

Writers made up stories to show that Cromwell had been evil from birth. They even said that the four year old Cromwell, punched the two year-old Prince Charles in the face and made his nose bleed in 1603. Although this cannot be true because they never met as children.

The Victorian Period (1837-1901)

By the 1800s Britain was ruled by a prime minister and the monarchy had lost its power. The Victorians were proud of their democratic system of government (where people vote for whom they want to rule). Britain also ruled a large overseas empire that made the country very wealthy. The Victorians were proud of their empire and the past rulers and soldiers who created it. In Yorkshire people talking about times when ordinary people were well off still said it was just like in 'Oliver's day'. Most Victorian families were very religious and belonged to the Church of England. Many disapproved of drinking and gambling, especially on Sundays.

In 1845 Cromwell's letters and speeches were published for the first time. Now people could study his own words, rather than what his enemies said.

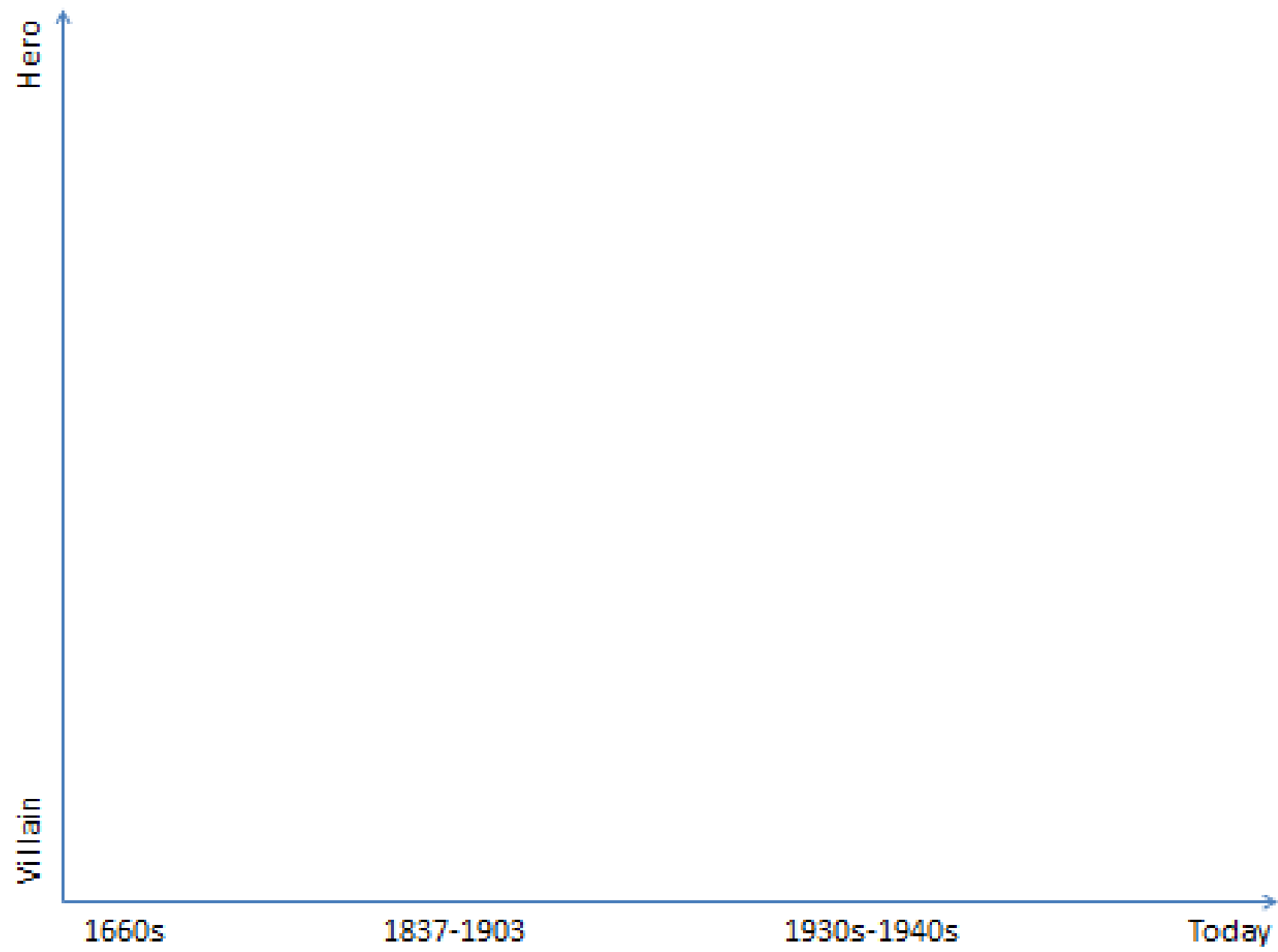
1930s and 1940s

Several countries in Europe were ruled by dictators (one man who controlled everything). In Germany Adolf Hitler hated elected governments and believed that his country needed a strong leader to make it powerful again. He won a lot of support from the army, then banned elections and other political parties. He also ended religious freedom and controlled newspapers, film and radio. Millions of people were imprisoned or murdered (such as Jews) by secret police. Hitler's invasions of other countries also led to the Second World War (1939-1945).

Today?

Historians today try to look at Cromwell in a different way, as a man of his time rather than an earlier version of now. They have tried to reach balanced conclusions about his successes and failures. They see him as a complicated man:

- An MP who believed in parliamentary government but a soldier who believed the army did the work of God.
- A revolutionary who supported the execution of Charles I but a conservative who wanted to protect land owners.
- A deeply religious man who was often tortured with self doubt as he struggled to discover God's will for him and his country.



Four headings: To which statement does each period belong?

A) A great British hero
who ruled very
successfully

B) A murderous
monster

C) A complicated man
who had both successes
and failure

D) A cruel military
dictator



To IDENTIFY different interpretations of Cromwell.

To ASSESS why interpretations have changed over time.

Cromwell; Hero or Villain?

Task: Design four statues of Cromwell from four different periods in History. Each statue should reflect the interpretations of the time. For each statue you should produce an explanation outlining the following:

1. A description of your statue.
2. Use your own knowledge of Cromwell to either support or reject the interpretation (or both).
3. Explain why some people interpreted Cromwell in that way at the time (use your interpretations sheet for this bit).



To ASSESS how and why interpretations have changed over time.

To develop statues demonstrating how interpretations have changed over time.

Charles II's Reign (1660-1685)

The Victorian Period (1837-1901)

1930s and 1940s

Today?

[illegible]

were allowed to celebrate
and they wanted to
know that I was not
and I felt that I was
not really with them in
any and I thought the
people that they could have
any respect for. (I was
in 1910)

Just the same as Cromwell, and drinking and gambling were disapproved, this must have been because of Cromwell, at one of his laws was that you couldn't drink and gamble.

I have shown Cromwell as a villain in this because he was hated all over Scotland for taking power away from the king and invading Scotland with an army.

1700s ENGLAND SCOTLAND

morning. Everyone
also hated him
because he overthrew
Parliament. Cromwell
was then seen as
a criminal. This was
how everyone thought
of him in the 1700s.



taken from Scotland

I have drawn a split
division of half of
Britain saying Oliver
Cromwell was a hero
and the other half
seeing him as a villain.
I have done this because

from the 1920's - today, Cromwell was seen as both as historians have tried to come up with balanced conclusions. He was referred to as 'a deeply religious man, who struggled to discover God's will for him and his country'.

A hand-drawn diagram of a human torso, showing the chest and groin areas. Two paths are drawn from the chest to the groin. The left path is labeled '50%' at the top and 'Angel' at the bottom. The right path is labeled '50%' at the top and 'Devil' at the bottom.

I believe that Cromwell was
born a villain and a hero. I have
drawn this by drawing a set of
scales with a devil and an angel.
I think that Cromwell was seen
as both, he was seen as a villain
by all the people who sided with
Charles II because Charles II hated
Cromwell for siding Charles I.
He also banned a lot of things
that people enjoyed and people didn't
like him for that. However, I have
the intentions referred to his army.
Many families were religious
and disapproved of gambling and
drinking just like Cromwell.

drawn out as a hero because the

Summative Assessment – Success Criteria

Cromwell; Hero or Villain?

SUCCESS CRITERIA

1. I have drawn four statues, each representing a different interpretation of Cromwell.
2. I have included a description of my statue outlining what is included in the illustration.
3. I have used my own knowledge to support or reject the interpretation (or both).
4. I have EXPLAINED why some people interpreted Cromwell in that way at the time.



To ASSESS how and why interpretations have changed over time.

To develop statues demonstrating how interpretations have changed over time.

Public Critique: Cromwell; Hero or Villain?

<u>Peer Feedback #1</u>	<u>Peer Feedback #2</u>	<u>Peer Feedback #3</u>	<u>Peer Feedback #4</u>

SUCCESS CRITERIA

1. I have drawn four statues, each representing a different interpretation of Cromwell.
2. I have included a description of my statue outlining what is included in the illustration.
3. I have used my own knowledge to support or reject the interpretation (or both).
4. I have EXPLAINED why some people interpreted Cromwell in that way at the time.

How far am I from meeting the success criteria and achieving 'excellence'?

What steps do I now need to take to move forward?

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