**Y11 Terms 4-5 Shadow Curriculum (Nazi Germany)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Number** | **Title of lesson** | **Tasks** | **Resources** |
| 1 | Lesson 1– The Wall Street Crash | 1. Read through pages 36 and 37 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Make notes under the following headings:    1. Causes of the Depression    2. Impact on Germany (Unemployment)    3. Growth in Extremist Party Support 3. Complete Q1-3 on page 37 in full sentences. 4. Complete practice exam question in the orange box. For this you need to write about the 2 ways (unemployment and extremist support) writing a paragraph about each. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 36-37) |
| 2 | Lesson 2 – Why did the Nazi Party Grow Between 1928 and 1932? | 1. Read through pages 38 to 41 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Make a detailed spider diagram (on A3 or a double page in your book) about each of the following reasons the Nazi Party grew:    1. The Depression (Wall Street Crash)    2. Weimar Failures    3. The Appeal of Hitler    4. Fear of Communism    5. Nazi Party Structure, Methods and Tactics 3. Look at your spider diagram and write a paragraph explaining which reason you think was the main one which led to the growth of the Nazi Party at this time and why. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 38-41) |
| 3 | Lesson 3 – Who Voted for the Nazis? | 1. Read through pages 42 and 43 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Make notes about each social group and explain whether they would support the Nazis or not and why. 3. Complete Q1-3 in the blue work box. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 42-43) |
| 4 | Lesson 4 – Hitler Becomes Chancellor | 1. Read through pages 44 and 45 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Make concise notes about the following:    1. The 1930 Reichstag Election (including notes from the section support for the Nazis and violence on the streets).    2. The 1932 Reichstag Election (including notes from more success for the Nazis)    3. Another new Chancellor 3. Complete Q1-3 in the blue work box in as much detail as possible, Q2 is really useful for getting this page correct. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 44-45) |
| 5 | Lesson 5 – Hitler Becomes Dictator. | 1. Read through pages 46-49 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. This is a really important part of this course to really understand some of the major reasons that Hitler was able to become a totalitarian dictator by August 1934. 3. For this you need to complete Q1 only in the blue work box on page 49. They have given you an example of what to put in the table, however, you need to start from February 1933 (box 1 on page 46) before going on to write about the Reichstag Fire. Pay particular attention to the **Reichstag Fire, Enabling Act/Law, Concentration Camps and the Gestapo**. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 46-49) |
| 6 | Lesson 6 – Night of the Long Knives | 1. Read through pages 50 and 51 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Using page 50, describe what happened during the Night of the Long Knives – use the two interpretations also to help you add more detail. 3. Using page 50 make notes on the impact of the Night of the Long Knives. 4. Complete Q1-5 in the blue work box. 5. Complete the practice question on page 51. For this you need to write about 2 consequences (using the bullet points on page 51) writing a paragraph about each. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 50-51) |
| 7 | Lesson 7 – Revision Cards | 1. Fill in the revision cards for part 2 of this unit. Use pages 36-51 in the textbook. 2. As always, use the textbook to provide a succinct summary of the key points including names and dates where possible. 3. Use these to revise for a test in the next lesson. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 36-51).  Worksheet – Revision Cards Part 2 |
| 8 | Lessons 8 – Test Part 2 | 1. Complete the test in exam conditions (you have 1 hour to do this) to the best of your ability. 2. Remember every 4 marks = 5 minutes of writing time = 1 paragraph of writing with **2** points or examples in it. So 12 marks would be 15 minutes and 3 paragraphs with 6 points total (2 in each paragraph). Question 6 needs a clear conclusion and Q3 should have a brief conclusion at the end stating your opinion. For all the others avoid introductions or summaries at the end. 3. If you want specific advice on how to answer the questions email your teacher. | Worksheet – Test Part 2 |
| 9 | Lesson 9 – Work and Bread. | 1. Read through pages 52 and 53 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Make a copy of the graph on page 52 showing unemployment in Germany between 1929 and 1939. Describe what it shows happened to unemployment during this period. 3. Explain the 2 polices that the Nazis used to reduce unemployment – the RAD (public work schemes) and Rearmament. 4. Explain how else the Nazis reduced unemployment using the section ‘invisible unemployment’ 5. Complete the blue work questions 1-3 on page 53. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 52-53). |
| 10 | Lesson 10 – Self Sufficiency | 1. Read through pages 54 and 55 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Complete Q1-5 in the blue work box in as much detail as possible. If you complete these well then you will have a detailed collection of notes about this section. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 54-55). |
| 11 | Lesson 11 – Were German’s Better Off Under the Nazis? | 1. Read through pages 56 and 57 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Make notes about the following:    1. The DAF    2. The SdA    3. The KdF    4. Were Germans better off or not? 3. Complete the practice question in the orange box at the bottom of page 57. For this question you need to write 3 paragraphs; one about farmers, one about factory workers and one concluding paragraph. Use all the information from pages 52-57 to help you. The writing should take approximately 15 minutes. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 56-57). |
| 12 | Lesson 12 – The Impact of WWII | 1. Read through pages 58 and 59 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Complete the work questions in the blue box on page 59. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 58-59). |
| 13 | Lesson 13 – Nazis and Young People. | 1. Read through pages 60-63 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Using pages 60 and 61 make detailed notes on how the Nazis changed schools and universities and the impact this had on young people. 3. Complete Q1-4 in the blue work box. 4. Using pages 62 and 63 make detailed notes about the youth groups for girls and boys and the opposition youth groups (Swing Youth and Edelweiss Pirates). 5. Complete the questions in the blue work box on page 63. 6. Complete the practice questions on page 63 in the orange box. For Q1, describe how the interpretations are different (use only the content here), Q2, explain why they are different (use the provenance only here), Q3, explain which one is most convincing – pick examples out of each source and then give your opinion at the end. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 60-61). |
| 14 | Lesson 14 – Nazis and Women. | 1. Read through pages 64 and 65 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Make notes about:    1. The Place of Women    2. Controlling Women    3. Were the Policies a Success 3. Complete the blue work question box on page 65. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 64-65). |
| 15 | Lesson 15 – Christianity and the Nazis | 1. Read through pages 66 and 67 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Make notes about why some Christians supported the Nazis from the beginning. 3. Make notes about the Nazis and how they controlled the Catholic Church. Also include information about Archbishop Galen who opposed the Nazis. 4. Make notes about the Nazis and how they controlled the Protestant Church. Also include information about why Martin Niemöller opposed the Nazis. 5. Explain why the Nazis opposed other religious groups (page 67). 6. Complete the orange practice question on page 67. For this you need to write about 2 different ways. Give one example from Catholicism and one from Protestantism. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 66-67). |
| 16 | Lesson 16 – Who Were On Hitler’s Hate List? | 1. Read through pages 68 and 69 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Complete all the questions in the blue work box on page 69. For Q3 make a detailed copy of the timeline which runs across the double page and then highlight all the different restrictions using a key. For question 5, write down your answers. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 68-69). |
| 17 | Lesson 17 – The Final Solution. | 1. Read through pages 70-73 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Make notes on all the information from the 4 pages using the following headings:    1. The persecution of Jews    2. Hitler and the Jews    3. The impact of war on Jews    4. Ghettos and Executions Squads    5. The Final Solution    6. Jewish Resistance    7. Who Knew? | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 70-73). |
| 18 | Lesson 18 – The Police State | 1. Read through pages 76-77 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Make a spider diagram using the information on the double page using the following headings:    1. Concentration Camps    2. The SS    3. The Police and Law Courts    4. The Gestapo    5. Heinrich Himmler 3. Complete the questions in the blue work box on page 77. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 76-77). |
| 19 | Lesson 19 – Nazi Propaganda | 1. Read through pages 78-79 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Explain what propaganda and censorship are. 3. Make a copy of the spider diagram on page 79 about different types of propaganda. 4. Complete the questions in the blue work box on page 79. | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 78-79). |
| 20 | Lesson 20 – Nazi Culture | 1. Read through pages 80-83 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Explain what the Chamber of Culture was and who was in charge of it. 3. Make notes about how the Nazis changed the following compared to the Weimar period before it (pages 32 and 33):    1. Cinema    2. Music    3. Theatre    4. Literature    5. Art    6. Design    7. Sports and Leisure | Textbook – Germany 1890-1945: Democracy and Dictatorship (pages 80-83). |
| 21 | Lesson 21 – Opposition to the Nazis | 1. Read through pages 84-87 in the textbook *Germany 1890-1945: Democracy and Dictatorship*. 2. Write down notes about the different forms of opposition and give examples of them:    1. Private Grumbling    2. Passive Resistance    3. Open Opposition    4. Coup d’Etats/Attempts to Kill Hitler | Textbook – Germany 1890-1945: Democracy and Dictatorship (84-87) |
| 22 | Lesson 22 – Revision Cards | 1. Fill in the revision cards for part of this unit. 2. As always, use the textbook to provide a succinct summary of the key points including names and dates where possible.   Use these to revise for a test in the next lesson.3 | Textbook – Germany 1890-1945: Democracy and Dictatorship  Worksheet – Revision Cards Part 3 |
| 23 | Lesson 23 – Test Part 3 | 1. Complete the test in exam conditions (you have 1 hour to do this) to the best of your ability. 2. Remember every 4 marks = 5 minutes of writing time = 1 paragraph of writing with **2** points or examples in it. So 12 marks would be 15 minutes and 3 paragraphs with 6 points total (2 in each paragraph). Question 6 needs a clear conclusion and Q3 should have a brief conclusion at the end stating your opinion. For all the others avoid introductions or summaries at the end. 3. If you want specific advice on how to answer the questions email your teacher. | Worksheet – Test Part 3 |