

RATIONALE

There is a profound ‘canon’ of literature and artifacts surrounding Hitler and the Nazi regime, including reams of primary source material. Yet planning an effective course around this historical phenomena can be overwhelming; primarily, what exactly do we choose to teach? The rise and rule of Hitler and his Nazi party is easily a standalone historical phenomenon, yet it is inextricably linked to World War Two. Likewise, Hitler was not the only ‘new order’ European dictator of his time (Overy, 2007, p. 71), so studying his rise to power in isolation can be somewhat misleading. Furthermore, his popularity in Germany was largely indebted to the legacy of First World War, therefore, a study of Hitler cannot occur without first analysing the outcomes of Germany’s humiliating defeat. If we are studying Nazi Germany, how much do we enter into the Second World War and its global nature? Is it adequate to only study the European theatre in isolation, or Asia-Pacific, or does that not appropriately encapsulate the state of the world for over six years in the middle of the 20th. century? Was the nature and purpose of the conflict and combatants similar in all regions, or did it differ? And what of the Holocaust? The vastness of this historical phenomenon means planning a unit on the 1920s-1940s can often result in a content-driven course that attempts to ‘cover’ as much material as possible, leading to superficial, or “implicit rather than explicit demonstrations of understanding”. (Erikson, 2012, p. 5).

The IB History course attempts to avoid these pitfalls by designing a conceptual course around ‘authoritarian states’. The three themes of the curriculum are the *emergence* of authoritarian states; the *consolidation* and maintenance of power, and the aims and *results* of policies (IB History guide, p. 34; see appendix 1). Thus, the curriculum allows for teacher autonomy in selecting what authoritarian states of the 20th. century to examine, with a minimum of three from two different regions. Whilst many will still choose to study Hitler, including the author, they must do so in the context of the 20th. century as a whole and ensure they compare and contrast against different authoritarian states. Therefore, this unit of Hitler will be accompanied by consequent units on Mao and Stalin, and to a lesser extent, Castro, Mussolini and Franco.

In this unit, two levels of substantive concepts have been included; Erikson’s (2012) three-dimensional concept-based model allows for principle substantive concepts, such as ‘authoritarianism’, ‘power’, ‘crisis’ and ‘fear’ to act as “timeless macro-ideas that transcend disciplines” (Erikson, 2012, n.p.) These principle concepts act as overarching themes to guide the Historical substantive concepts outlined by van Drie and van Boxtel (2008). These refer to “historical phenomena, structures, persons, and periods” (van Drie and van Boxtel, 2008, p. 99); some substantive concepts identified in this unit are ‘Fascism’, ‘propaganda’, ‘treaties’, and ‘Great Depression’. Meta-concepts, “the methods used by historians to investigate and describe historical processes and periods” (van Drie & van Boxtel, 2008, p. 101) are also vital to enhance students’ historical thinking skills and drive the key learning activities in this unit. Shaping a course around both

substantive and meta-concepts “facilitates synergistic thinking...the transfer of knowledge [and] encourages constructivist learning” (Erikson, 2012, pp. 7-8). van Drie and van Boxtel (2008) stress that “student understanding and use of historical concepts is one of the major goals of history education” (p. 99), thus the explicit inclusion of meta-concepts to support substantive concepts is vital to developing historical thinking in our students.

Other elements of van Drie and van Boxtel’s framework for historical reasoning (2008) have also been implemented in this unit. The use of *primary sources* is explicitly embedded throughout the unit which demands that students are formulating questions, analysing perspectives and constructing an argument or narrative (Seixas, n.d., p. 4). The inclusion of *historical questions* is vital to the effectiveness of this unit, as they “function as an engine for historical reasoning” (p. 92); questions are not merely asked to gauge comprehension, but as a means of yielding information from evidence which contributes to historical interpretations (Husbands, 2013, p. 14). *Contextualisation*, especially in a complex unit such as this one, has also been considered, drawing heavily on Wineburg’s (1998, as cited in van Drie & van Boxtel, 2008) notion of ‘creation’ and the ‘weaving together’ of different historical events and phenomena. (p. 95) De Keyser and Vandepitte’s (1998, as cited in van Drie & van Boxtel, 2008, pp. 95-96) discourse on contextualisation involving chronology, spatial reference and social reference has also been referenced. Finally, at the most sophisticated level of historical thinking, *argumentation* is ever-present in the key learning activities. Closely tied with the use of primary source material, argumentation “concerns putting forward a claim about the past and supporting it with sound arguments and evidence through weighing different possible interpretations and taking into account counterarguments” (van Drie and van Boxtel, 2008, p. 99). This epitomises the notion of historical reasoning - the ability to consider context and meta-concepts, deliberate, and ultimately “reflect on the impact of the past on the present” (van Drie & van Boxtel, 2008, p. 88). It is also important that in a unit such as this, historical reasoning should also “promote reasoned judgement about important human matters” (Barton & Levstik, as cited in Drie & van Boxtel, 2008, p. 87).

The Understanding by Design (UbD) curriculum framework (Wiggins & McTighe, 2011) has been used here, as it is a highly effective curriculum model through which to plan a conceptual course. Key Learning Activities have been articulated, combining both the model of historical thinking developed by the the Historical Thinking Project (2015), as well as van Drie and van Boxtel’s (2008) historical reasoning framework. The unit outline is accompanied by the Weebly website: joannasommers.weebly.com. All primary sources and resources used are contained on this site. Finally, a Weekly Planner has also been included (see Appendix 2). Whilst not exhaustive or definitive, it provides an outline of how this unit could be constructed. The column *Historical thinking ideas & questions* enhances the Key Learning Areas by identifying further, or alternative, historical arguments and inquiry questions that students could be engaging in to develop historical inquiry and thinking.

IB SL/HL

AUTHORITARIAN STATES: HITLER AND NAZI GERMANY

Stage 1 – Desired Results	
<p>Content Standard(s):</p> <ul style="list-style-type: none"> ● Paper 2 <ul style="list-style-type: none"> ○ World History Topic 10: Authoritarian states (20th century) <ul style="list-style-type: none"> ▪ Emergence of authoritarian states ▪ Consolidation and maintenance of power ▪ Aims and results of policies ○ Hitler and Nazi Germany ● See appendix 1 or www.joannasommers.weebly.com for relevant IB curriculum and full elaborations 	
<p>Understanding (s)/goals Students will understand that:</p> <ul style="list-style-type: none"> ● Authoritarianism emerges out of crisis states ● Crises within nations can lead to populist desire for firm leadership ● Ideology is crucial to the emergence and consolidation of authoritarian states ● The firm maintenance of power is a key element of authoritarian states ● Authoritarian states implement both successful and unsuccessful policies ● Authoritarian power still has weaknesses 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● What is an authoritarian state? ● How does crisis lead to authoritarianism? ● What are the conditions in which authoritarianism can emerge? ● What is the role of ideology in authoritarian states? ● Are we likely to judge historical ethical issues differently today from those living at the time? (Todd & Waller, 2011, p. 79) ● Is propaganda or repression more important in the consolidation of a totalitarian state? (Todd & Waller, 2011, p. 85) ● Can authoritarian leaders still be weak? ● Can authoritarian states implement positive change?
<p>Student objectives (outcomes): Students will be able to:</p> <ul style="list-style-type: none"> ● Define and discuss the characteristics of authoritarian (totalitarian, single-party, dictatorship) states ● Evaluate the various political, economic and social factors that allowed Hitler and the Nazi party to emerge as an authoritarian state ● analyse the causes and consequences of the Nazi regime on a domestic and foreign level ● Discuss how 'crisis states' can allow authoritarian states to emerge 	

<ul style="list-style-type: none"> Analyse change and continuity in German society under the Nazi regime establish and understand the historical significance of the Nazi regime both within Germany and beyond evaluate how the Nazi regime consolidated and maintained their power understand and explain the aims and results of both domestic and foreign policies take historical perspectives in regards to the dictatorship of Hitler understand the ethical dimensions of historical interpretation use primary source evidence to create historical arguments. 	
Stage 2 – Assessment Evidence	
<p>Summative:</p> <ul style="list-style-type: none"> Source analysis exercise (OPVL) - use evidence to establish an historical argument Diamond ranking response Paper 2 essay (sample questions provided on Weebly) 	<p>Formative:</p> <ul style="list-style-type: none"> Six Thinking Hats discussion regarding Hitler’s intentions Historical significance - use of evidence task Historical argument - concept map Collaborative discussions (Fishbowls etc.) Source analysis responses Change and continuity table Dachau character profile
Stage 3 – Learning Plan	

Week 3	
<p>Curriculum standard: Emergence of authoritarian states:</p> <ul style="list-style-type: none"> Conditions in which authoritarian states emerged: impact of war; weakness of political system; economic factors; social divisions 	
<p>Substantive concepts: Crises; Great Depression; treaties; democracy; popular support; ideology; fascism</p>	
<p>Historical meta-concept: Establishing historical significance</p>	
<p>Key Learning Activity:</p> <p>Students will undertake this activity after having explored the varying conditions in Germany between 1919-1933. In order to establish how Hitler was able to come to power and establish a single-party state, it is vital that students can discern between the multiple factors that are seen to have enabled this historical phenomenon.</p>	<p>Asking historical questions:</p> <p>How did the political circumstances of Germany after 1918 contribute to the rise of Nazism? What part was played by the economic/social conditions of the 1919–29 period?</p>

<p>Therefore in this activity, students will discuss many factors in Germany between 1919-1933 and then evaluate what causes or factors were more significant than others. They will also develop a clear understanding of why Hitler's rise to power is historically significant on a wider context.</p>	<p>Were some factors more significant than others in Hitler's rise to power?</p>
<p>Activity:</p>	<p>Why is Hitler's rise to power historically significant?</p>
<p>Students will be provided with nine cards; each one will detail a different factor in Hitler's rise to power.</p>	<p>What is the significance of Hitler's rise to power in the historical context?</p>
<p>In small groups:</p>	<p>Contextualisation:</p>
<p>1. Discuss and define/elaborate each of the cards (ie. what examples of different economic crises occurred during this period that should be included in our discussion? Reparations, hyperinflation etc.)</p>	<p>Students will understand that the 'crisis' state of Germany created a combination of factors that allowed for the rise of Hitler (Overy, 2007, p. 81). Students will understand the significance of these factors combined, when they compare Germany in the 1920s-30s to other European nations also in some form of crisis (ie. Great Britain) and why authoritarian states did not emerge there. (ie. structural weaknesses of Weimar government, as opposed to long tradition of democracy in UK).</p>
<p>2. Rank each card in a diamond formation, in order from most significant to least significant, as a factor in Hitler's rise to power.</p>	
<p>3. To the class, each group needs to justify their decision, using evidence (ie. "We decided the Treaty of Versailles was the most significant reason in Hitler's rise to power because...")</p>	
<p>4. Individually, students are to write a one page response (minor summative) to the question: "Why did Hitler come to power in Germany in 1933"?</p>	
	<p>Argumentation:</p> <p>Students need to develop an historical argument that addresses the key reasons for Hitler's rise to power and whether some factors were more significant than others. They will need to use evidence from sources to support their argument.</p>
	<p>Use of sources/ resources:</p> <p>Set of historical significance cards (on Weebly)</p>

Week 5	
<p>Curriculum standard: Emergence of authoritarian states:</p> <ul style="list-style-type: none"> - methods used to establish authoritarian states; persuasion and coercion; the role of leaders; ideology; the use of force; propaganda <p>Consolidation and maintenance of power:</p> <ul style="list-style-type: none"> - use of legal methods; use of force; charismatic leadership; dissemination of propaganda - nature, extent and treatment of opposition <p>Aims and results of policies</p> <ul style="list-style-type: none"> - authoritarian control and the extent to which it was achieved 	
<p>Substantive concepts: Power; fear; populist support; persuasion and coercion; ideology; propaganda</p>	
<p>Historical meta-concept: Use primary sources as evidence</p>	
<p>Key Learning Activity:</p> <p>There is a strong emphasis on source analysis across the different external assessment tasks in the IB course. Furthermore, the course is deliberate in its attempts to have students not just reason <i>with</i> but also <i>about</i> primary sources (van Drie and van Boxtel, 2008, p. 92). This deliberation occurs through the application of 'OPVL', or, origin, purpose, value and limitation. This activity is designed to further develop these skills with students.</p> <p>Students will be assessing popular support for Hitler and to what extent Germans agreed with Nazi ideology.</p>	<p>Asking historical questions:</p> <p>Is propaganda or repression more important in the consolidation of power in a totalitarian state?</p> <p>To what extent did Germans agree with Nazi ideology?</p> <p>Did Germans support Hitler or was he simply better than the other alternatives?</p> <p>Were Germans aware of Hitler's intentions or was he underestimated?</p> <p>Were there specific classes who supported Hitler over others?</p>
<p>Instructions:</p> <p>Students will be closely guided through five varying sources concerned with German opinions towards Hitler and how to apply ('signpost') origin, purpose, value and limitation. This activity is modelled on the IB Paper 1 format, thus, students will also be required to apply the evidence to an historical argument in an extended response.</p>	<p>Contextualisation:</p> <p>It is important that students do not merely analyse each of these sources in isolation. Whilst it is vital students can analyse sources for value and limitations, they also need to 'weave' these sources into the wider historical context; this involves understanding the historical significance of the sources and applying evidence to explain German sentiment towards Hitler. According to Levesque (2008) this takes</p>

	<p>significant “empathic understanding” but is vital, as “it is easy to miss the overall meaning or subtle nuances of the evidence if historians do not pay close attention to the reading of it and the appreciation of its particular context” (p. 124).</p>
	<p>Argumentation:</p> <p>How did Germany allow Hitler to come to power and establish totalitarian control?</p> <p>Are all sources limited?</p> <p>Are some sources more valuable (reliable) than others?</p>
	<p>Use of sources/ resources:</p> <p>Primary sources (sample on Weebly) Explanation of OPVL</p>

<p>Week 8</p>	
<p>Curriculum standard: Aims and results of policies: - aims and impact of domestic economic, political, cultural and social policies</p>	
<p>Substantive concept: Totalitarianism; propaganda; choice; fear</p>	
<p>Historical meta-concept: Understanding the ethical dimension of historical interpretation</p>	
<p>Key Learning Activity: In this activity, students will examine the role of the Hitler Youth. This is material that students readily engage with, owing to the comparative ages of the historical actors being studied. Whilst the female movement, the BDM, will also be touched upon, the Hitler Youth is more significant owing to its increased social presence and militant purposes.</p> <p>Studying the Hitler Youth means</p>	<p>Asking historical questions: What ethical or moral questions does this event, action, or development raise? (Historical Thinking Concepts, p. IV - 57).</p> <p>How have historians evaluated this event or person? Do historians’ evaluations/judgements of this event or development differ? Explain how and why. (Historical Thinking Concepts, p. IV - 57).</p>

<p>analysing social policies and their impact. The ethical dimension aspect of this study comes from trying to understand why young boys who participated in the program (at first voluntarily, and later forcefully) could so readily and enthusiastically support the ideologies of the Nazi regime. This also requires examining whether all boys did actively participate, which links to week 6. Drawing on Levesque's (2008) discourse surrounding historical empathy and imagining, contextualising and judging the past, the teacher needs to heavily scaffold this activity, lest historical empathy develop into sympathy or "anachronistic impositions of present-day standards" (Levesque, 2008, p. 167).</p> <p>Instructions:</p> <p>Students will examine guidebooks of the Hitler Youth and articulate what aims and purposes the Nazi regime was achieving through the organisation. Part of this will involve exploring the demands made upon boys in the Hitler Youth, namely, spying on their parents, reporting any subversion and intimidating or bullying minority groups. What impact did this have on families and society as a whole? How did it feed into the totalitarian aims of the regime? Using the Six Thinking Hats model for collaborative discussion (see Weebly) - which engages students in deeper thinking and empathy - students will discuss the historical inquiry questions, using evidence from sources analysed in class.</p>	<p>What are the underlying values or beliefs that influence this historical event? (Historical Thinking Concepts, p. IV - 57).</p>
	<p>Contextualisation:</p> <p>Students need to understand the fear that is generated in totalitarian states, through the constant presence of uniformed figures; knowledge and rumours of Gestapo and concentration camps etc. Students also need to be aware of the use of children as tools of a totalitarian state and the effectiveness of propaganda on youth.</p>
	<p>Argumentation:</p> <p>What were the dominant influences and values that motivated this decision or event of the past? (Historical Thinking Concepts, p. IV - 57).</p> <p>Is this unique to Nazi Germany? Where else are children used by governments (comparisons to Mao's China here).</p> <p>Do you think you would have acted any differently?</p> <p>Are children a source of fear in totalitarian states?</p>
	<p>Use of sources/ resources:</p> <p>Sample on Weebly</p>

Week 9
Curriculum standard:

<p>Aims and results of policies:</p> <ul style="list-style-type: none"> - aims and impact of domestic economic, political, cultural and social policies - the impact of policies on women and minorities 	
<p>Substantive concepts: Authoritarianism; social policies; ideology; pro-natalism</p>	
<p>Historical meta-concept: Cause and consequence</p>	
<p>Key Learning Activity:</p> <p>Key Learning Activity:</p> <p>Students will be exploring the aims and impact of domestic economic, political, cultural and social policies of the Nazi regime, specifically upon women. They will be analysing in detail both the causes of these policies, and the consequences that resulted from them.</p> <p>Students will be required to ask a series of historical inquiry questions (see right) while examining a range of primary source material that aims to address how social policies on women originated and what some of the immediate and long-term consequences were. Levesque (2008) stresses the importance of analysing sources carefully, as “they do not always expressly reveal what happened” (p. 116). Thus, students will need to not only use the provided sources as evidence for their inquiry questions, but also evaluate what is missing from these sources; do they give a definitive ‘answer’ to the causes and consequences of Nazi policies on women, or is further “corroboration” (VanSledright, 2004, n.p) needed?</p> <p>Instructions:</p> <p>Students will be working in small, collaborative groups and rotating around the room in a 'jigsaw' activity. At each table, a variety of multi-modal sources will be presented to the students (see</p>	<p>Asking historical questions:</p> <p>How did Nazi ideology shape domestic policies on women?</p> <p>Were policies on women driven by ideology or economic necessity?</p> <p>What long-term factors or conditions made Nazi policies on women even possible? (adapted from Historical Thinking Concepts, p. IV-37).</p> <p>What were the immediate consequences or results of domestic policies on women?</p> <p>What groups of women were most affected by these policies? (adapted from Historical Thinking Concepts, p. IV-37).</p> <p>How did policies on women impact upon German society and the economy?</p> <p>What were the long-term consequences of these policies? (adapted from Historical Thinking Concepts, p. IV-37).</p> <p>Did the policies remain in place long-term, or were they changed to meet different demands?</p> <p>Contextualisation: Students will need to understand that domestic policies on women emerged from Hitler’s own ideological beliefs. The role of women under Nazism became largely restricted to the home and any ‘freedoms’ experienced under the Weimar</p>

<p>Weebly). Using the '8 Stage Framework' (see Weebly) students will be asked to read and evaluate each source, also applying the IB History terminology of OPVL. Students will use evidence from the sources, and their own prior knowledge, to answer the historical questions and formulate an historical argument. This will take the form of a concept map, as this learning tool is effective in “synthesizing and identifying major ideas, themes, and interrelationships” (Hattie, n.d, n.p).</p>	<p>government, such as involvement in the professional workforce and engaging in social outings such as jazz bars and cabarets, were almost completely curtailed under new social policies (Llewellyn et al, 2014, n.p) that aimed at ‘returning’ Germany to a more austere Germanic society. Government policies were forced to adapt somewhat later, however, as the necessities of war dictated that women were needed in the workforce.</p>
	<p>Argumentation:</p> <p>Students will use the evidence to answer the question: “What were the reasons for (causes) Nazi policies on women and to what extent did they have lasting consequences?”</p>
	<p>Use of sources/ resources:</p> <p>Sources provided on Weebly Students should be shown exemplar concept maps</p>

<p>Week 9</p>	
<p>Curriculum standard: Consolidation and maintenance of power: <ul style="list-style-type: none"> - nature, extent and treatment of opposition Aims and results of policies: <ul style="list-style-type: none"> - the impact of policies on women and minorities - authoritarian control and the extent to which it was achieved </p>	
<p>Substantive concept: Totalitarianism; repression; racialism; supreme Aryan race; deportation; persecution; concentration camp</p>	
<p>Historical meta-concept: Taking historical perspectives</p>	
<p>Key Learning Activity:</p> <p>Whilst the curriculum does not allow for a study of the Holocaust, it is necessary to study the persecution of the Jewish</p>	<p>Asking historical questions:</p> <p>What was the historical context in which these events occurred? Can you imagine if</p>

<p>people in the wider context of treatment of a minority group. The Jews were certainly not alone in their persecution, as many types of 'asocials' were identified, but they were the largest and arguably most vilified group.</p> <p>Much of the abhorrence expressed towards this period of history is the realisation that persecution of the Jewish people seemingly occurred before the eyes of Germans. Examples such as <i>Kristallnacht</i>; the Civil Service Law and Dachau concentration camp demonstrate this.</p> <p>Instructions: This task will have students conduct a guided inquiry of primary source material in relation to the Dachau concentration camp, the only camp to have existed "throughout the entire twelve years of Nazi rule" (Distel, 2005, p. 59) and thus historically significant for mapping the changes and 'progress' of Nazi rule. Evaluating these sources will help students better understand the actions and perspectives that were taken by individuals or groups during this time period. Furthermore, they will grasp the long history of anti-Semitism that existed in Europe, as well as the fear that is generated amongst people living under a totalitarian regime.</p> <p>Students should evaluate the sources collaboratively and with the class as whole (the teacher guiding discussion) and then choose one historical actor to analyse in depth. Students need to create a profile for their historical actor, using evidence from the sources, and explain their role and perspective in the Dachau concentration camp, and the Nazi regime as a whole.</p>	<p>you were in the same position? (Historical Thinking Concepts, p. IV - 49).</p> <p>What were the prevailing beliefs/values of this society? (Historical Thinking Concepts, p. IV - 49).</p> <p>Imagine yourself in their place? How would you have responded to the historical situation? (Historical Thinking Concepts, p. IV - 49).</p> <p>Did this group [either Germans or Jews] have allies or supporters at the time of this event? Explain (Historical Thinking Concepts, p. IV - 49).</p> <p>At this time and in this historical context, identify any elements, influences, and values that are no longer present today (Historical Thinking Concepts, p. IV - 50).</p>
<p>In line with taking a historical</p>	<p>Contextualisation:</p> <p>Studying Dachau allows for a linear examination of Nazi ideology. Prisoners contained in the concentration camp reflected the increasing dominance of the Nazi regime. Originally built to house political opposition, such as members of the Communist party or trade unionists, the camp was initially maintained under the control of regional Bavarian police. (Distel, 2005, p. 60). However, the size and purpose of the camp, along with Nazi power, rapidly escalated. The SS took control and over the subsequent years, a variety of prisoners, from the 'work-shy' to Dutch resistance members to eastern European Jews were held in Dachau. (Distel, 2005, n.p). Students should view Dachau as a 'snapshot' of the wider Nazi regime as a whole.</p> <p>Argumentation:</p>

<p>perspective, students will also “identify elements of the human experience that create links between the past and present” (Historical Thinking Concepts, p. IV-51). This will occur through a comparison and contrast with contemporary social and political issues in Australia today, such as treatment of asylum seekers, or attitudes towards Muslims.</p>	<p>This activity is at the heart of why we study the Nazi regime, therefore, students will form an argument to questions such as: Why did Germans act the way they did? What feelings could they have felt towards the Jews? (Historical Thinking Concepts, p. IV-49).</p>
	<p>Use of sources/ resources:</p> <p>Sample on Weebly.</p>

<p>Week 10</p>	
<p>Curriculum standard: Emergence of authoritarian states:</p> <ul style="list-style-type: none"> - methods used to establish authoritarian states: the role of leaders; ideology <p>Aims and results of policies</p> <ul style="list-style-type: none"> - aims and impact of domestic economic, political, cultural and social policies - authoritarian control and the extent to which it was achieved 	
<p>Substantive concept: authoritarianism; totalitarianism; nationalism; militarism; racialism; economic sovereignty; tradition; polycratic government</p>	
<p>Historical meta-concept: Identifying continuity and change</p>	
<p>Key Learning Activity:</p> <p>In this activity, students will identify change and continuity in Hitler’s ideology and policy-making during the Nazi regime. Students will compare a range of sources from early in Hitler’s rise to power to policies and decisions made later and determine to what extent his ideology remained the same or changed. Students will also engage in historiographical argument and examine intentionalist v structuralist historiographical claims about Hitler’s leadership.</p> <p>Instructions:</p> <p>Students will read and analyse the core documents of Hitler’s ideology: the 25</p>	<p>Asking historical questions:</p> <p>Do the changes in policies indicate progress or decline? From whose point of view? How might others see and explain these changes? (Historical Thinking Concepts, p. IV - 29).</p> <p>What were some specific ‘turning points’ that represent major change in Hitler’s ideology? (Historical Thinking Concepts, p. IV - 29).</p> <p>What human actions and decisions were instrumental in provoking or advancing this change? (Historical Thinking Concepts, p. IV - 29).</p>
	<p>Contextualisation:</p>

<p>Points (1920) and <i>Mein Kampf</i> (1924). Other sources, such as speeches, official government statements and other, will also be made accessible. Students and teacher will extract Hitler's key tenets from these sources and define them (see worksheet on Weebly). Students will then work in groups to investigate whether Hitler's ideology was adhered to throughout his rule, or if he was forced to adapt in response to added demands and pressures. Using a variety of primary and secondary sources and prior knowledge, students will uncover how Hitler's ideological beliefs were applied through policies and decrees and to what extent they remained in place throughout his rule.</p>	<p>In order to avoid students describing history only in linear, chronological terms, we need to ensure that when undertaking this activity, students can evaluate Hitler's "processes of actions" from both the "inside and outside" (Collingwood, 1946, as cited in Levesque, 2008, p. 67). This involves understanding the context in which these policies and decisions were made. This would largely mean world war two; early defeats and advances into neighbouring nations meant confidence and increased totalitarian control over a vast region; later defeats and Allied victories meant increased demands on German infrastructure and economy, which necessitated policy changes. This is significant for when students study Stalin and Mao and make comparisons between leaders.</p>
<p>Based on their findings, students will then begin to evaluate whether Hitler was intentionalist or structuralist in his power, using a variety of secondary sources. (See sample on Weebly).</p>	<p>Argumentation:</p> <p>Students will be using primary and secondary source material to evaluate whether Hitler's policies changed throughout his leadership, furthermore, to what extent these changes reflected the type of leader he was.</p>
	<p>Use of sources/ resources:</p> <p>25 Point Plan transcript <i>Mein Kampf</i> transcript Change and continuity worksheet Historians' accounts (All on Weebly)</p>

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