

Swap your paragraph from the end of last lesson with a classmate.

Mark the piece of work in front of you using the mark scheme and examples provided.

Give it a level and explain why you gave it that.

**To what extent were
the problems in
Germany a direct
consequence of the
Treaty of Versailles?**

Question	<p>Level One (required for Grades 1 and 2) Basic: Answers that identify evidence, features or material relevant to the question. Explanation is likely to be implicit or by assertion. Answers take features of sources or interpretations at face value. Material discussed may have implicit relevance.</p>	<p>Level Two (required for Grades 3 and 4) Simple: Answers that describe evidence, features or material relevant to the question. Answers that display simple one step reasoning or brief explanation of a point or comment that is explicitly relevant to the question. Answers may recognise, describe and may explain, simple similarities or differences in sources or interpretations.</p>	<p>Level Three (required for Grades 5 and 6) Developed: Answers that display more than one step of reasoning or detailed explanation that is explicitly relevant to the question. Answers will sustain an explanation of the differences or similarities in sources or interpretations.</p>	<p>Level Four (required for Grades 7, 8 and 9) Complex: Answers build on the qualities of developed answers. Answers display reasoning that shows the links or connections between evidence or details that are explicitly relevant to the question. Answers may show originality or sophistication. Answers demonstrate substantiated judgement or an awareness of the provisional and problematic nature of historical issues, evidence and interpretations.</p>
<p>How useful is source A to a historian studying the signing of the Magna Carta?</p>	<p>Source A is useful because it shows lots of soldiers stood around King John and they are forcing him to sign a piece of paper.</p>	<p>Source A is useful to a historian as it shows John surrounded by barons and bishops, such as the Archbishop Stephen Langton. This is accurate because Langton was the man that actually wrote Magna Carta, making this useful to a historian.</p>	<p>Source A is useful to a historian as it shows John surrounded by barons and bishops, such as the Archbishop Stephen Langton. As Langton was the man who wrote the Magna Carta, this makes the source useful for a historian as it clearly demonstrates that the artist has a sound knowledge of the creation of Magna Carta, and as such a historian could use this to gain an understanding of what the event might have looked like.</p>	<p>It is also worth pointing out that the artist produced this image for an educational website whose main purpose is to inform school age children of key events in British history. Given that the purpose of the source means there is no motive to alter any of the details (as educational sites have no reason to deliberately mislead children), and that the source contains much that is corroborated by other sources, Source A is therefore an extremely useful source for a historian studying Magna Carta as it gives a truthful impression of events and can be trusted to inform historical study.</p>
<p>Explain the significance of the signing of the Magna Carta for the development of the rights of the British people.</p>	<p>The Magna Carta was significant for Britain. It was a really important document and there are still lots of parts of it that we use today.</p>	<p>The Magna Carta was significant in developing British rights such as the right of the people to have a say over how they are taxed and the right to a fair trial. We still use these rights today, meaning they are extremely important.</p>	<p>Magna Carta was significant because it represented the first time that the authority of the government (in this case, King John) was limited by the people. When the barons forced the King to give them a say over how much tax they paid, they set a precedent that the people deserved a say in their own government, rather than simply being dictated to. This was significant as it meant that in the future other challenges could use it as an example to follow to help them gain more rights.</p>	<p>This precedent being set also made it much easier for people to stop their rights from being taken away from them. For example, Magna Carta introduced the right to trial by a jury of your peers if you have been arrested, a right that is maintained to this date. Because people were able to have a fair trial, it became much more difficult for Kings to take away the rights that individuals had won over time as the courts could rule against the government. As such, Magna Carta was so significant as its terms made it much harder for the rights won by the precedent that it set to be taken away from people in the future.</p>

“[After the war,] Munich became a playground for extremist political sects, as virtually every social and political group in the city burned with resentment, fear and lust for revenge. Public order had more or less vanished.”

Richard J Evans, *The Coming of the Third Reich* (2003)



Why might Hitler have thought that 1923 was a good year to launch a revolution?

Complete the diagram showing the different factors that help understand why Hitler felt that November 1923 was a good time to try to overthrow the Weimar government.

Hitler's skill as a public speaker had led to the NSDAP (or Nazi Party) growing from a tiny party in 1919 to having 55,000 members in 1923.

A successful coup by Fascists in Italy had overthrown the government there in 1922.

The Hyperinflation Crisis was reaching its peak.

The Nazi Party's paramilitary wing, the *Sturmabteilung* (Stormtroopers) had grown significantly. Their leaders were starting to suggest that if they didn't see action soon, they might 'sneak away'. A nationalist uprising that Hitler had planned to be involved in on November 4th had been called off at the last minute.

The Beer Hall Putsch, 8 November 1923

One of the key aims of the Nazis was to overthrow the Treaty of Versailles.



The General Strike in resistance to the occupation of the Ruhr had been called off by Chancellor Stresemann in September 1923, angering huge numbers across Germany.

The Nazis had the vocal support of General Ludendorff, one of the key figures behind the 'stab in the back' theory that claimed that Germany was being damaged by figures in its own government

The Weimar Republic had demonstrated on numerous occasions that it needed the support of the *Freikorps* to put down uprisings, but had ceased using them after the Kapp Putsch of 1920.

Why did Hitler decide to launch the Beer Hall Putsch in November 1923?





Read through the summary of the Munich Putsch. Whilst we do, highlight **CAUSES, KEY EVENTS** and **CONSEQUENCES** of the uprising.



Create a bullet point summary of the **KEY EVENTS** and **CONSEQUENCES** of the Beer Hall Putsch. Leave five lines beneath each bullet.



We will read through the more complex narrative of the Munich Putsch together. Whilst we do, highlight **CAUSES**, **KEY EVENTS** and **CONSEQUENCES** of the uprising.



In FIVE SENTENCES, summarise what happened during the Beer Hall Putsch.

Weak government

Access to weaponry

Good leadership

Public support

A sense of shared purpose

Specific goals to achieve

Resources / wealth

**Did Hitler
have all of
these
factors in
place?**

**Why did
the Beer
Hall Putsch
fail?**

HOMEWORK

Find definitions / descriptions for the following important features of Weimar

Germany:

- 1. Dawes Plan*
- 2. Rentenmark*
- 3. Democracy*
- 4. Proportional Representation*
- 5. Article 48*
- 6. The Locarno Treaties*
- 7. Cabarets*
- 8. Bauhaus*
- 9. Decadence*
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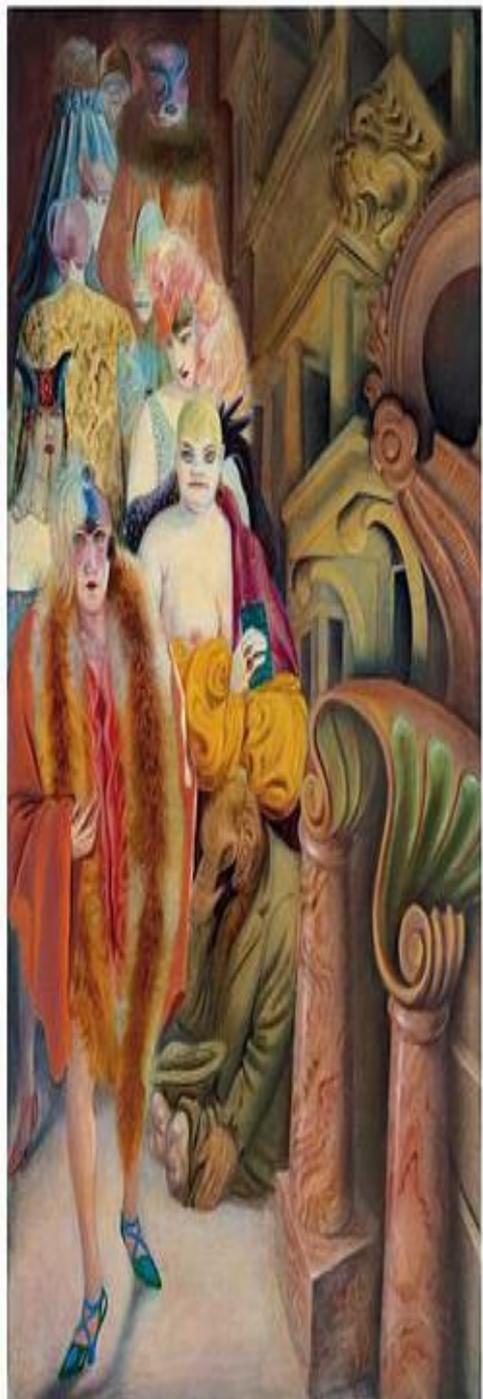
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What does this
image show?

What does this
image suggest
about the culture
of post-war
Germany?

Why might some
people have been
angry / unhappy
with the changes in
German culture?

“Berlin transformed itself into the Babel of the world. Germans brought to perversion all their vehemence and love of system. Made-up boys with artificial waistlines promenaded along the Kurfürstendamm ... Even [ancient] Rome had not known orgies like the Berlin transvestite balls, where hundreds of men in women’s clothes and women in men’s clothes danced under the benevolent eyes of the police. Amid the general collapse of values, a kind of insanity took hold of precisely those middle-class circles which had hitherto been unshakeable in their order. Young ladies proudly boasted that they were perverted; to be suspected of virginity at sixteen would have been considered a disgrace in every school in Berlin.”

Austrian Writer Stefan Zweig describing the cabarets of Weimar Berlin.

What type of reaction would you expect to see if this type of ‘cultural decadence’ became typical across Germany?



Gustav Stresemann became the Chancellor of Germany in August 1923.

Given what you know about Germany during this period, I want you to write his to-do list. What does he need to deal with?

To-DO List!

If I can complete this list today, I am **AWESOME!**



I need to:



Done!

_____	■
_____	■
_____	■
_____	■
_____	■
_____	■
_____	■
_____	■
_____	■
_____	■
_____	■



Notes:





Now, in the margin, put the list into an order of importance by numbering them (1 being the most important).

Which were the most pressing issues, and why?

Look at the grid in front of you.

Identify whether each piece of evidence suggests the 1920s were positive (+) or negative (-).

**Now go back through it
again.**

**This time, you're looking for
categories that this might fit
into: economic (e), political
(p) or social (s).**

Read back through it a final time.

This time, I want you to identify the FIVE pieces of evidence that you think would have the greatest impact on the German people. Label them 1-5, 1 being the most important.

**Write a paragraph explaining
how successful Weimar**

Germany was:

- Economically**
- Politically**
- Socially**

There were no attempted revolutions after 1923	Stresemann won the Nobel Peace Prize in 1926 for his work on the Locarno Treaties	Stresemann had considerable support from business owners	The Young Plan, agreed with the USA in 1929, reduced Germany's reparations payments further and gave extra time to pay	The Dawes Plan allowed for significant investment in German industry	There were four different Chancellors in less than 6 years
The US loans granted under the Dawes Plan could be recalled on short notice if the US demanded it	The Dawes Plan (1924), agreed with the USA, spread reparations payments over a longer period of time	The Government's desire to work with the Unions led to improved pay and conditions	Moderate parties had 136 more seats than radical parties in the Reichstag in 1928	Germany became increasingly respected in the international community	Unemployment remained persistently high- it was 6% of the working population in 1928
30% of the vote regularly went to radical parties between '24 and '29	The value of land in Berlin rose by 700%	Stresemann created a new currency, the <i>Rentenmark</i> , to end the hyperinflation crisis	Many in the middle classes, including University professors, found their status falling in relation to other groups in Germany	Germany was the second largest industrial power in the world, behind America, in 1928	The Nazi Party adopted tactics that led to them working within the system whilst promising to destroy it if they came to power
In 1925, Stresemann signed the Locarno Treaties, recognising officially the borders between Germany and France	Many groups, both left wing (Communist) and right wing (Nazi), still wanted to end German democracy	The National Socialist (Nazi) Party gained only 3% of the vote in 1928	Germany was admitted into the League of Nations in 1926	There was greater co-operation between moderate political parties between '24-'29	By 1928, Germany returned to pre-war levels of industrial production
The USA loaned Germany 800,000,000 marks in 1924 under the Dawes Plan	Overproduction on German farms caused problems for agricultural workers	The Dawes Plan meant the government could build new public facilities, creating jobs	Hindenburg was elected President in 1926. He was opposed to democracy and still loyal to the Kaiser in exile.	Small business owners lost many of their customers to department stores, many of which were run by Jews	The standard of living for ordinary Germans rose steadily between 1924-29

Which of these areas improved the most in Weimar Germany between 1924 and 1929:

- The economy?
- The political situation?

1. *Briefly identify what life was like in both areas before 1924*
2. *Reach a judgement for extent of improvement in the economy*
3. *Reach a judgement for extent of improvement in political life*
4. *Reach a conclusion that explains how one factor contributed to the other OR how and why the significance of each changed over time.*

In front of you is a double sided table.

On one side, list bullet points of evidence in the agree/disagree columns. Try to use the most convincing pieces of evidence that you can.

Make sure you include some details about the Weimar Constitution!

“The situation for the Weimar Republic improved both politically and economically between 1924-1929”. <i>How far do you agree?</i>	
Agree	Disagree
<i>Political</i>	<i>Political</i>
<i>Economic</i>	<i>Economic</i>

Which of these areas improved the most in Weimar Germany between 1924 and 1929:

- The economy?
- The political situation?

To what extent did the economy improve?

To what extent did the political situation improve?

Conclusion

Now you have your lists of evidence, decide which is the stronger argument, and why. Mark the top of that column with a star.

Once you've decided that, I want you to find three pieces of evidence from your 'winning' column that you think are the most valuable pieces of evidence.

(This might be because it counters some of the other evidence, had an impact on more people etc).

Do the same for the alternative column. If you found a piece of evidence that you thought you could counter earlier, pick that.

Using the different pieces of evidence, write a paragraph in each of the columns on the other side of the paper that supports or challenges the statement in the top column.

In your conclusion, write an explanation that explains **WHY** one argument is stronger than the other.