 **Sample Course Outline**

Modern History

ATAR Year 11

Unit 2– Elective 6: Nazism in Germany

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# Sample course outline

# Modern History – ATAR Year 11

## Unit 2 – Elective 6 – Nazism in Germany

This outline is based on the elective: Nazism in Germany

| **Week** | **Syllabus content** | **Key teaching points** |
| --- | --- | --- |
| 1–3 | **The development of Historical Skills is intrinsic to the teaching of this unit****The impact of the following forces should be considered, where appropriate, throughout the unit:** economic; international relations; leadership; political; social/cultural* the economic, social, political and military circumstances in Germany at the end of WWI
* the nature of the Weimar Republic and the political, social and economic challenges it faced
* the role and impact of significant individuals in Weimar and Nazi Germany, for example Gustav Streseman, Paul von Hindenburg
 | * Post-war conditions
* Constitution
* Kapp Putsch
* Right-wing movements
* Spartacist League
* Democracy

**Task 5: Explanation** |
| 4–6 | * the reasons for the Nazi Party’s rise to power, including:
* the Treaty of Versailles
* the impact of the Great Depression
* the nature of Nazi ideology and hostility to communism
* the ability of Hitler and the Nazi Party to utilise popular fears
* the Party’s organisational and tactical skills
* the role and impact of significant individuals in Weimar and Nazi Germany, for example: Adolf Hitler, Leni Riefenstahl, Alfred Krupp, Joseph Goebbels, Hermann Goring, Heinrich Himmler, Reinhard Heydrich and Albert Speer
 | * The Treaty of Versailles – stab in the back myth
* The impact of the Great Depression on the economy and groups within society such as women and children
* The nature of Nazi ideology and their belief in a unified Germany
* Hostility to communism
* The ability of Hitler and the Nazi Party to utilise popular fears
* The Party’s organisational and tactical skills – the use of violence and propaganda
* The role and impact of significant individuals in Weimar and Nazi Germany, for example: Adolf Hitler, Leni Riefenstahl, Alfred Krupp, Joseph Goebbels, Hermann Goring, Heinrich Himmler, Reinhard Heydrich and Albert Speer

**Task 6: Source analysis on the consolidation of power** |
| 7–8 | * the nature and effects of key aspects of the Nazi state:
* *Gleichschaltung* (coordination)
* *Volksgemeinschaft* (people’s community)
* *Herrenvolk* (master race)
* the nature and extent of resistance and opposition to the Nazis
 | The nature and effects of key aspects of the Nazi state:* Propaganda
* Lebensraum
* Military mobilisation
* Terror and repression

The nature and extent of Resistance and opposition, including:* Civilian, church and military levels
* Youth and student protest
* The role and impact of significant individuals

**Task 7 Part A: Distribution: Historical inquiry** |
| 9–12 | * stages and significance of Nazi policies to exterminate minorities in German-controlled lands and the Holocaust, 1933–1945
 | * Vilification
* Discrimination
* Separation
* Extermination

**Task 7 Part B: Submission: In-class validation**  |
| 13–14 | **Revision and examinations** |  |

| **Historical Skills** |
| --- |
| The following skills will be developed during this unit.**Chronology, terms and concepts*** identify links between events to understand the nature and significance of causation, continuity and change over time
* use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

**Historical questions and inquiry*** frame questions to guide inquiry and develop a coherent research plan for inquiry
* identify, locate and organise relevant information from a range of primary and secondary sources
* acknowledge and reference sources, as appropriate

**Analysis and use of historical sources*** identify the origin, purpose and context of historical sources
* analyse and synthesise evidence from different types of historical sources
* evaluate the reliability and usefulness of historical sources

**Perspectives and interpretations*** analyse and account for the different perspectives of individuals and groups in the past
* evaluate different historical interpretations of the past and how they are shaped by the historian’s perspective
* evaluate the significance of ideas, events and people

**Explanation and communication*** develop texts that integrate appropriate evidence from a range of sources to explain the past and to sustain an argument
* communicate historical understanding, using historical knowledge, concepts and terms
 |